

The Similarities and Differences between Coaching and Other Targeted Interventions

Angelina Rosha, *Information Systems Management Institute*

Abstract. The role of coaching in business environment is becoming increasingly important as a means of improving performance, attaining organisational and personal goals. The aim of this research is to investigate the distinctive features of coaching to identify its role and place among other targeted interventions. Quantitative and qualitative data analysis methods have been used in this research. On the basis of the analysis, it is concluded that coaching is positioned as beneficial, self-development, work-related intervention that deals with the client's mental growth.

Keywords: business environment, targeted interventions, coaching

I. INTRODUCTION

Coaching is becoming increasingly popular in today's business environment; more and more organisations are using coaching as a means of improving performance, managing career, attaining organisational and personal goals. However, there is no consensus as to what coaching means. The need to conduct research in the field of coaching is highlighted by the Institute of Coaching at McLean/Harvard Medical School. They assert that while multiple stakeholders are certain that coaching works [13], there is a lack of scientific evidence to support the effectiveness of coaching for personal and professional lives. "While coaches, clients, and other professionals who use coaching strategies and skills know that coaching works, little scientific evidence exists to support the efficacy of coaching" [20].

Although coaching has become incredibly popular, there is still a lot of uncertainty and vagueness around what coaching is really about. During the 8th Annual Coaching and Mentoring Research Conference at Oxford Brookes University (2011), Professor David Clutterbuck stated that one of the problems with research in coaching was failure of definition [14].

The researchers and practitioners all over the world are engaged in different types of discussions of what coaching is. As a result, a number of definitions has been elaborated and presented. There is an urgent need to analyze the definitions of coaching in order to reveal whether these definitions reflect the features of coaching that distinguish it from other targeted interventions.

Therefore, the research questions of this study are as follows:

1. What are distinctive features of coaching?
2. How is coaching different from other targeted interventions?

II. COACHING. HISTORICAL PERSPECTIVE AND CURRENT ISSUES

A. Historical Roots and Evolution of the Concept of Coaching

It is rather popular to compare coaching with a vehicle. The comparison of coaching with a vehicle emphasizes the transformative nature of coaching, as coaching enables individuals to attain their professional and personal goals, improve performance, and optimize personal potential. Moreover, this comparison is not casual; its roots are in the etymology of the word. According to the Online Etymology Dictionary [23], the word 'coach' appeared in the 16th century. It was derived from the name of a small Hungarian village Kocs, where superior carriages were built, and meant a 'large kind of carriage'. In the middle of the 19th century the word 'coach' was applied to railway cars. From around 1830 'coach' bore the meaning 'instructor / trainer' and was used as Oxford University slang for a tutor who 'carries' a student through an exam. At approximately the same time the word had athletic sense and was applied to a sports trainer who improved the performance of athletes [4]. Therefore, the word 'coach' is one of a few words that mean both a subject and a person.

The word 'coaching' appeared in the English language in the first half of the 19th century; the reference was found in the literature and periodicals. The use of the word 'coaching' was initially just a play of words. "The term 'coaching' seems to have been associated with supporting university students and academic attainment" [5]. The term was also used extensively in association with the development of boating and rowing skills [5]. Under the careful tuition athletes could improve their skills and enhance performance. According to Garvey [26], the principles of academic coaching migrated to sport. Therefore, initially coaching was a didactic and directive intervention to improve performance and attain academic or athletic goals.

The word 'coaching' took on its modern meaning at the end of the 20th century. The appearance of business coaching is traditionally linked to Timothy Gallwey's (1974) book *The Inner Game of Tennis*, and John Whitmore's *Coaching for Performance* (1988) and his GROW model. At the same time coaching came under the influence of a range of therapeutic and personal development approaches. Two streams: goal-oriented coaching, which aims for relatively immediate results, and personal development coaching, which tends to go deeper and more prolonged, have developed simultaneously. It has led to increased confusion about the precise nature of coaching, and, as a result, coaching has become increasingly

difficult to define. Some researchers (e.g., Stojnov D., Pavlovic J.) argue that coaching has emerged from divergent sources: sport, business, psychology, psychotherapy and education [12].

The diversity of coaching can be explained by the fact that practitioners from a variety of disciplines came to coaching and brought their theoretical background, concepts, ideas and practical methods “developed in their ‘home’ traditions and through interdisciplinary research” [4]. Academia acknowledge and affirm the multidisciplinary roots of coaching [8] and consider coaching a unique synthesis of such disciplines as learning theories, adult development, behavioural/social sciences, leadership and management sciences, communication techniques, which in combination create their own knowledge base [17].

Therefore, historically coaching was a deductive and goal-oriented intervention; however, the evolution of concept tends to move from directive to non-directive intervention with diversity of approaches to coaching.

B. The Current Level of Knowledge in the Field of Coaching

Forums. It was a kind of scientific breakthrough in 2008, two remarkable events: the Global Convention on Coaching (GCC) in Dublin and the International Coaching Research Forum in Harvard occurred that year. The original role of the GCC was to research the rising profession of coaching worldwide, and to begin building an international community. To foster coaching research, a group of forty internationally recognized researchers, coaching professionals and other coaching stakeholders from around the world gathered at the International Coaching Research Forum (ICRF) in September 2008. The Forum has elaborated the document “100 Coaching Research Proposal Abstracts” [15] with the view of steering coaching studies and inspiring new research ideas.

Research centres. The Institute of Coaching at McLean Hospital of Harvard Medical School was established in early 2009. The aim of the Institute is to build up a strong global coaching research community that is based on the eminent coaches and researchers in healthcare coaching, leadership coaching, and positive psychology. Healthcare and leadership coaching is based on a robust theoretical and empirical basis of positive psychology. The Institute of Coaching supports and guides scientific research of coaching and translates it into evidence-based coaching practices.

Another prominent coaching research centre is the International Centre for Coaching and Leadership Development at Oxford Brookes University. The philosophical underpinnings of coaching are among the Centre’s research interests. The key researchers of the Centre are Dr Tatiana Bachkirova, the leader of the Coaching and Mentoring Research Group, the author of the books on Developmental Coaching, she is also working on the project ‘Self-deception in Coaching’; and Dr Elaine Cox, director of the Doctor of Coaching and Mentoring Programme, her current research projects are focused upon the development of emotional strength through coaching, as well as the

relationship between philosophy and coaching, and the issues arising in reciprocal peer coaching.

The Chartered Institute of Personnel and Development (CIPD), the world’s largest Chartered HR and development professional body, conducts surveys, prepares reports and holds conferences on coaching. The findings from CIPD surveys on the state of coaching are widely used by the leading researchers and research centres. Under the survey report “The Coaching Climate” (2011), coaching remains both key learning and crucial organisational intervention. “Coaching is used nearly as much to improve poor performance as to build on good performance” [16]. The survey (2011) also mentions that another key purpose for coaching, to build employee engagement, has more that double increased in comparison with the 2009 survey.

Professional bodies. With the popularity of coaching the number of coaches has been dramatically increasing. In this situation it is rather difficult to regulate the quality of coaching service to protect clients of coaching from low-quality service, to set standards for coaches’ ethical, professional, and business behaviours and to promote coaching as a profession. As a result, a number of professional bodies have emerged.

There are two largest professional bodies in Europe: the International Coach Federation (ICF) and the European Mentoring and Coaching Council (EMCC). ICF, the leading global organization for coaches, devotes their work to advancing the coaching profession by setting high ethical standards, providing independent certification, and building a worldwide network of credentialed coaches. Under Strategic Plan for the European Mentoring and Coaching Council for the years 2012–2017, the purpose of the EMCC is “to develop, promote and set the expectation of best practice in mentoring and coaching across Europe and beyond, for the benefit of society” [18].

Prominent researchers. Bob Garvey, Professor at Sheffield Hallam University, has an international reputation for his ground-breaking work in coaching and mentoring. His current research interests are focused on performance coaching and the historical discourses of mentoring and coaching; he is the author and co-author of books and book chapters on the theoretical and practical issues of coaching and mentoring.

David Megginson, an Emeritus Professor of Human Resource Development (HRD) at Sheffield Hallam University, co-founder of the European Mentoring and Coaching Council, has made a huge contribution to coaching and mentoring research.

David Clutterbuck is a visiting professor at Sheffield Hallam University and Oxford Brookes University, co-founder of the European Mentoring and Coaching Council, a prolific writer of more than 45 books and one of the leading authorities internationally on coaching and mentoring.

Therefore, the analysis of the current state of things shows that there is scientific interest in coaching. However, it seems that there is no consensus about a unified and integrated approach to the nature and scope of coaching.

III. METHODOLOGY

The present research is grounded on the literature review and unstructured text analysis that contains the following tools: a word frequency analysis, cluster analysis, semantic analysis and comparative analysis.

The purpose of the literature review is to establish the state of the contemporary research in coaching distinguishing what has been done for the past years and outlining the prospect of the further development of the topic.

The aim of the word frequency analysis of the definitions of coaching is to reveal the distinctive features of coaching. Word frequency analysis provides a list of all the words that occur in the analysed definitions and the number of times they occur. This helps identify the keyword density and prominence in the definitions.

The online text analysis tool Textalyser was used to analyze the frequency of keywords in the definitions of coaching. Textalyser word count tool provides statistics of the most used word in the definitions. The definitions presented by leading coaching institutions and prominent researchers on official

websites, in books and peer reviewed journals were analysed. The results of the word frequency analysis were summarised and presented in the consolidated table.

The aim of comparative analysis was to reveal the difference between coaching and other targeted interventions.

IV. THE ROLE AND PLACE FOR COACHING AMONG OTHER TARGETED INTERVENTIONS

A. Word Frequency Analysis of the Definitions of Coaching

The aim of this study was to analyse working definitions of coaching accepted by the leading coaching institutions and researchers. 16 definitions were extracted from official web sites of coaching institution and organisations, books and peer reviewed journals (Table 1). The aim of the analysis was to identify the characteristics of coaching which are frequently used in the definitions and, based on it, to evaluate the possibility of identifying the distinctive features of coaching.

Only short general definitions that contain the essence of coaching were used. The definitions of different types of coaching were not analysed.

TABLE 1
DEFINITIONS OF COACHING

| No. | Organisation / Researcher | Definition |
|-----|--|--|
| 1. | Institute of Coaching, McLean/Harvard Medical School | “Coaching is a change process that mobilizes strengths and realizes the potential of individuals and organizations” [20]. |
| 2. | Oxford Brookes University Coaching and Mentoring Society (OBCAMS) | “Coaching and mentoring are both human development processes that involve structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the client and other stakeholders” [24]. |
| 3. | The Chartered Institute of Personnel and Development (CIPD) | “Coaching targets high performance and improvement at work and usually focuses on specific skills and goals, although it may also have an impact on an individual’s personal attributes (such as social interaction or confidence). The process typically lasts for a relatively short period” [16]. |
| 4. | European Mentoring and Coaching Council (EMCC), Code of Conduct for Coaching and Mentoring, June 2011 | “Coaching is facilitating the client’s learning process by using professional methods and techniques to help the client to improve what is obstructive and nurture what is effective, in order to reach the client’s goals” [18]. |
| 5. | International Coach Federation (ICF), ICF Code of Ethics | “Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential” [19]. |
| 6. | The International Association of Coaching (IAC) | “Coaching is a transformative process for personal and professional awareness, discovery and growth” [21]. |
| 7. | Professor Bob Garvey, Sheffield Hallam University | “Coaching is still associated with performance improvement of a specific kind related to a job role but it is also increasingly linked to leadership development, transition and change and generally developing a focus for the future” [5]. |
| 8. | Prof. David Megginson, Sheffield Hallam University, the UK and Prof. David Clutterbuck, Oxford Brookes University, the UK | “Coaching relates primarily to performance improvement (often short-term) in a specific skills area. The goals, or at least the intermediate or sub-goals, are typically set with or at the suggestion of the coach. While the learner has primary ownership of the goal, the coach has primary ownership of the process. In most cases, coaching involves direct extrinsic feedback (i.e. the coach reports to the coachee what he or she has observed)” [2]. |
| 9. | Peter Bluckert, co-founder of the EMCC | “...all good coaching is based on raising awareness as the starting point for learning and change” [4]. |
| 10. | Bob Tschannen-Moran, President of Life Trek Coaching International | “All coaching, for example, involves listening, connecting, exploring and discerning (Story, Empathy, Inquiry, and Strategy). All coaching also relies on the motivation, awareness, and expertise of the coachee more than of the coach. Coaching is an evocative and empowering process, whether the goal is incremental, developmental or transformational improvements” [4]. |
| 11. | Henry Kimsey-House, Karen Kimsey-House, Phillip Sandahl – Authors, Co-Active Coaching (The Coaches Training Institute (CTI), the USA | “Coaching is not so much a methodology as it is a relationship—a particular kind of relationship. Yes, there are skills to learn and a wide variety of tools available, but the real art of effective coaching comes from the coach’s ability to work within the context of relationship” [6]. |
| 12. | Bill Critchley founder and director of Ashridge Business School Coaching for Organisation Consultants programme | “Coaching is an activity that usually takes a dyadic form, with the coach being primarily contracted to be in service of his or her individual client. Coaching is inherently a non-linear, non-instrumental, dynamic relational process” [7]. |

| | | |
|-----|---|---|
| 13. | Stefanie C. Reissner, Newcastle University Business School, the UK, Angelique Du Toit, the University of Sunderland, the UK | “In line with social constructionism (Berger and Luckmann, 1966; Crotty, 1998; Cunliffe, 2008), we regard coaching as a transformational learning and sensemaking experience (Reissner, 2008a; Du Toit, 2006, 2007) which is facilitated by the interaction between coach and coachee (Downey, 2003; Whitworth et al., 2007)” [11]. |
| 14. | Richard K. Ladyszewsky, Graduate School of Business, Curtin University of Technology, Perth, Australia | “Coaching is considered a short-term developmental interaction focused on performance, with goal setting, providing practical application, feedback and teaching as components” [10]. |
| 15. | Dusan Stojnov, University of Belgrade, Serbia and Jelena Pavlovic, the Institute of Educational Research, Belgrade, Serbia | “...a general definition of coaching may be articulated as ‘the art of facilitating the performance, learning and development of another’ (Downey, 1999, p.15)” [12]. |
| 16. | Pieter Koortzen, University of Johannesburg, South Africa and Rudolf M. Oosthuizen, University of South Africa | “Clearly then, coaching can be regarded as one kind of intervention that may be helpful to clients in certain circumstances. In this context, coaching establishes a set of behaviours that helps the client to develop a new way of seeing, feeling about and behaving in problematic situations (Schein, 2006)” [9]. |

Frequency and top words :

| Word | Occurrences | Frequency | Rank |
|-------------|-------------|-----------|------|
| coaching | 22 | 8.1% | 1 |
| process | 9 | 3.3% | 2 |
| goals | 6 | 2.2% | 3 |
| coach | 6 | 2.2% | 3 |
| performance | 5 | 1.8% | 4 |
| improvement | 5 | 1.8% | 4 |
| development | 5 | 1.8% | 4 |
| learning | 4 | 1.5% | 5 |
| client | 4 | 1.5% | 5 |

Fig. 1. Word Frequency Analysis (Fragment).

The definitions are unstructured texts; therefore, to analyse the definitions the tools for unstructured text data mining have been used. The online text analysis tool Textalyser was used to analyse the frequency of keywords in the definitions of coaching. The fragment of the results is presented in Fig. 1.

The consolidated result of the word frequency analysis of the definitions of coaching is presented in Table 2.

The word frequency analysis shows that more than half of the definitions specify coaching as a process. The word ‘process’ is used in the definitions of all analysed research centres and professional bodies of coaching; this is very positive, because this demonstrates the unity of approach to coaching among professionals.

The cluster analysis was used to set the words that describe the features of the coaching process in one group. Fig. 2. demonstrates that 11 attributes describe the coaching process. This shows that in spite of consensus that coaching is a process, opinion varies on what kind of process coaching is.

The semantic analysis was used to extract and compare the meanings of 11 attributes in order to reveal synonymous attributes to the word ‘process’. Oxford on-line dictionary [25] was used for this purpose (see Table 3).

TABLE 2

THE USE OF FEATURES IN THE DEFINITIONS (16)

| word | occurrence | word | occurrence | word | occurrence |
|----------------|------------|------------------|------------|---------------|------------|
| coaching | 22 | professional | 3 | art | 1 |
| process | 9 | specific | 3 | intervention | 1 |
| client/coachee | 9 | transformational | 3 | discovery | 1 |
| coach | 6 | short | 3 | evocative | 1 |
| goals | 6 | awareness | 3 | creative | 1 |
| performance | 5 | skills | 3 | partnering | 1 |
| development | 5 | relationship | 3 | provocative | 1 |
| improvement | 5 | feedback | 2 | dyadic | 1 |
| learning | 4 | facilitating | 2 | empowering | 1 |
| interaction | 4 | potential | 2 | growth | 1 |
| change | 4 | techniques | 2 | non-linear | 1 |
| personal | 3 | tools | 2 | inspirational | 1 |

TABLE 3

SEMANTIC ANALYSIS

| Word | Meaning |
|-------------------|---|
| change | becoming different |
| development | becoming more mature, advanced, or elaborate |
| transformative | making a marked change in the form, nature, or appearance of |
| learning | the acquisition of knowledge or skills through study, experience, or being taught |
| thought-provoking | stimulating careful consideration or attention |
| creative | using imagination or original ideas to create something |
| evocative | bringing strong images, memories, or feelings to mind |
| empowering | bringing strong images, memories, or feelings to mind |

As a result, 3 words: ‘change’, ‘development’ and ‘transformative’, may be considered synonymous attributes, since they implicate ‘moving ahead’. The words ‘creative’, ‘evocative’ and ‘empowering’ are also synonymous attributes because they mean ‘bringing or using imagination’. Therefore, two groups of synonymous

attributes indicate that the main characteristics of coaching process are ‘moving ahead’ and ‘bringing imagination’.

The next stage of the study was to find the combination of frequently occurring words. The words with occurrence 6, 5 and 4 were analysed (see Table 2). The analysis of the use of the other frequently occurring words in the definitions shows the connection of the word ‘coaching’ with other notions, such as ‘goals’, ‘performance’, and ‘improvement’. It has been revealed that the word ‘goal’ has a recurring combination with the words ‘specific’ and ‘client’. The words ‘performance’ and ‘improvement’ are often used as a set expression. Therefore, it is possible to conclude that coaching is used to attain client’s specific goals for performance improvement. These words will be considered distinctive features of coaching and will be compared with characteristics of other targeted interventions.

The next stage of the study was a comparative analysis to identify which characteristics of coaching may be considered distinctive in comparison with the characteristics of other targeted interventions. The following definition of the targeted interventions was accepted. Targeted interventions are processes of interfering or interceding with the intent of modifying the outcome by reducing problem behaviour and/or providing the right support.

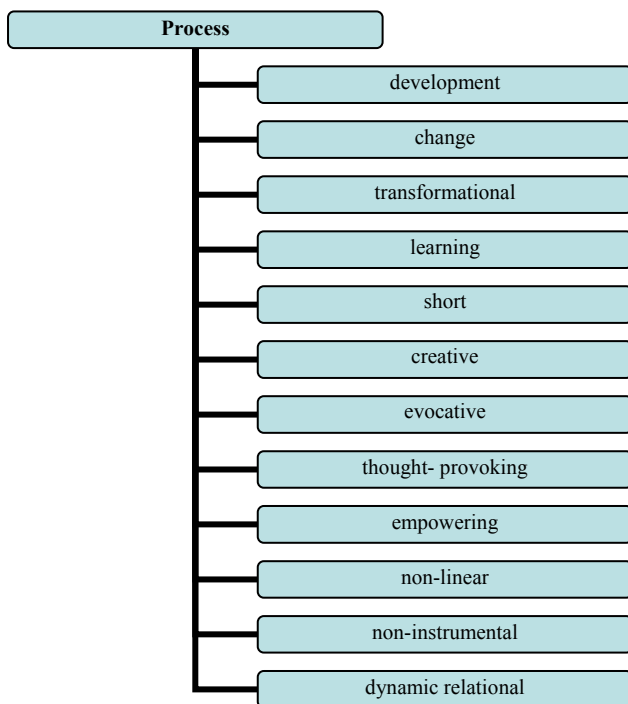


Fig. 2. A group of words that describe the coaching process.

B. The Comparative Analysis

To identify distinctive features of coaching, it is important to distinguish coaching from similar activities.

The next stage of the study was a comparative analysis to identify which key characteristics of coaching used in

16 definitions and extracted by the word frequency analysis may be considered distinctive features in comparison with the characteristics of other targeted interventions (Table 4). The analysis shows that the characteristics of coaching extracted from the definitions cannot be considered distinguishing features of coaching because these characteristics are used to describe other targeted interventions. However, the similarity of characteristics proves that the above-mentioned targeted interventions can be grouped together (see Fig. 3).

TABLE 4
COACHING AND OTHER TARGETED INTERVENTIONS

| Targeted Interventions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|---|---|---|---|---|---|---|---|
| Features of coaching revealed by the word frequency analysis | | | | | | | | |
| Process | x | x | x | x | x | x | x | x |
| transformational | x | x | x | x | x | x | x | x |
| short | x | | x | | x | | | |
| creative | x | x | x | x | x | x | x | x |
| thought- provoking | x | x | x | x | x | | | |
| empowering | x | x | x | x | x | x | x | x |
| non-linear | x | x | x | x | x | x | | |
| non-instrumental | x | | | | x | | | |
| dynamic relational | x | x | x | x | x | x | | |
| goals | x | x | x | x | | | x | |
| performance | x | x | x | x | x | x | | |
| development | x | x | | x | | | x | x |
| improvement | x | x | x | x | | | | |
| learning | x | | | | | | x | x |
| change | x | x | x | x | x | x | x | x |

1 – coaching 3 – mediation 5 – counselling 7 – training
 2 – mentoring 4 – consultancy 6 – therapy 8 – teaching

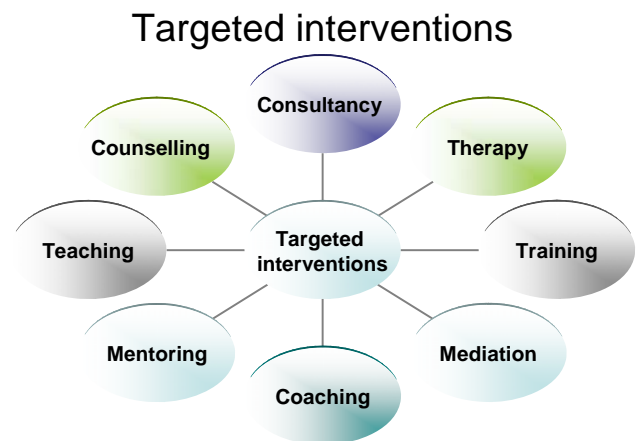


Fig. 3 Targeted interventions are grouped together based on their similarity

The comparative analysis of literature was necessary to make an in-depth comparison of coaching with other targeted interventions. The aim of the analysis was to reveal the differences between coaching and other targeted

interventions. The findings of the analysis are presented in Table 5.

The literature comparative analysis indicates that there are more differences than similarities between targeted interventions. Each intervention has its own purpose, and is delivered by experts with different qualifications and different relationships with the individual.

The analysis made it possible to regroup the targeted interventions (see Fig. 4). In business context, coaching has more common features with mentoring, mediation and consultancy. At the same time, these interventions are not interchangeable.

Coaching and mentoring are concerned with achievements in the present and future. However, coaching helps people change in the way they wish and is typically applied to specific present-moment work-related issues [1].

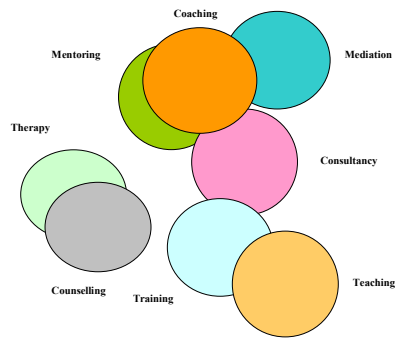


Fig. 4. Targeted interventions are regrouped based on their differences

TABLE 5

COMPARATIVE ANALYSIS OF LITERATURE

| Targeted Interventions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| Features | | | | | | | | |
| used to develop high-potential performers | x | x | | | | | | |
| aimed at personal problems | | | | | x | x | | |
| typically applied to specific present-moment work-related issues | x | | | | | | | |
| focuses directly on a business content skills or technical skills | | | | x | | | | |
| seen as a benefit for high achievers, key people and those with great potential | x | | | | | | | |
| seen as remedial | | | | | x | x | | |
| helps people change in the way they wish | x | | | | | | | |
| concerned mainly with achievements in the present and the future | x | x | x | | | | | |
| involves understanding and working with past experience | | | | | | x | | |
| a senior colleague gives advice and provides a role model | | x | | | | | | |
| deals with the client's mental growth | x | | | | | | | |
| relieves mental pain | | | | | | x | | |
| is likely to be targeted on specific skills for immediate results | | | | | | | x | |
| allows employees to develop those skills themselves | x | | | x | | | | |
| provides expertise | | | | x | | | | |
| only indirectly affects individuals | | | | x | | | | |
| the client is the expert | x | | | | | | | |
| passes knowledge | | | | | | | | x |
| assists in managing the process of dispute and conflict resolution | | | x | | | | | |

1 – coaching 3 – mediation 5 – counselling 7 – training
 2 – mentoring 4 – consultancy 6 – therapy 8 – teaching

Mentoring is mostly about the assistance, giving advice and providing role model from the side of a senior colleague. Therefore, in spite of the unity of purpose, coaching and mentoring are delivered in different ways.

Mediation is a process in which the participants, with the support of the mediator, identify issues, develop options, consider alternatives and make decisions about future actions and outcomes. In this case, the philosophy of mediation is rather close to coaching; however, mediation assists in managing the process of dispute and conflict resolution, but coaching helps a person develop in a more effective way. Therefore, both coaching and mediation have rather close philosophy, but different aims.

Coaching, like consultancy, is mostly focused on work-related or business problems; however, coaching does so in a way that allows employees to develop those skills themselves, while consultancy provides expertise and solves business problems, or develops a business as a whole, and deals mostly with the overall organization or specific parts of it and not individuals within it; hence, coaching and consultancy have different focus on implementation.

Consultancy – training methodology [3] gave an opportunity to connect training with consultancy. As a result, training was placed between consultancy and teaching. Teaching and training deal with passing and getting knowledge, teachers and trainers are experts in this process. In this case, there is a great difference between training, teaching and coaching. In coaching the client, not the coach, is an expert and has the answer. The role of the coach is to provide support in order to enhance the skills and inspire the client to maximize his/her personal and professional potential.

The difference between coaching and counselling and therapy is that coaching is focused on the mental growth, while counselling and therapy deal with clients' remedial problems and mental health. Opposite to counselling that deals with clients who feel uncomfortable, or dissatisfied with their life, and therapy that deals with clients who seek relief from psychological or physical symptoms, coaching

is seen as a benefit for high achievers, key people and those with great potential.

V. CONCLUSION

Historically, coaching was a deductive and goal-oriented intervention; however, the evolution of concept tends to move from directive to non-directive intervention with a diversity of approaches to coaching.

The analysis of the current state of things shows that there is scientific interest in coaching. However, it seems that there is no consensus about a unified and integrated approach to the nature and scope of coaching.

Coaching is the topic that is discussed from different perspectives; there is no unified approach to the definition of this field of study.

The word frequency analysis shows that more than half definitions specify coaching as a process.

The cluster analysis, used to set the words that describe the features of the coaching process in one group, shows that in spite of consensus that coaching is a process, opinion varies on what kind of process coaching is.

The comparative analysis shows that the characteristics of coaching extracted from the definitions cannot be considered distinguishing features of coaching because these characteristics are used to describe other targeted interventions.

The comparative analysis of literature indicates that there are more differences than similarities between targeted interventions. Each intervention has its own purpose and is delivered by experts with different qualifications and different relationships with the individual. In business context, coaching has more common features with mentoring, mediation and consultancy. At the same time, these interventions are not interchangeable.

Among other targeted interventions, coaching is positioned as beneficial (seen as a benefit for high achievers, key people and those with great potential), self-development (allows employees to develop those skills themselves), deals with the client's mental growth, work-related intervention (typically applied to specific present-moment work-related issues). The client, not the coach, is an expert and has the answer in coaching.

The present study is the first author's attempt to investigate what coaching actually is. The further research will be conducted to find out more about the knowledge base and theoretical approaches to coaching, as well as explore and analyse the practical implementation of coaching in different geographical regions.

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Angelina Rosha is a doctoral student at the study programme “Business Administration” of the Information Systems Management Institute. She holds a Master Degree in Humanities (2005) and has a Diploma in Pedagogy (1986). The current job position is a Lecturer at the Information Systems Management Institute. She is also involved in institutional project

activity: Erasmus Mundus, TEMPUS. Overall pedagogical experience in HEIs is 15 years; she has also had entrepreneurial experience for more than 5 years.

The main research interests are coaching, leadership and human resource development.

Since 2012 she has been an Affiliate Member of the Institute of Coaching Professional Association at McLean Hospital, an Affiliate of Harvard Medical School

Angelina Roša. Līdzība un atšķirība starp koučingu un citām mērķa ietekmes metodēm

Koučinga popularitāte biznesa pasaulē pieaug ar katru gadu. Koučings aizvien vairāk tiek izmantots dažādās organizācijās kā ārējās iedarbības metode, lai uzlabotu produktivitāti, sasniegtu organizācijas un personīgos mērķus. Konkrētā pētījuma mērķis ir izpētīt atšķirīgos koučinga raksturlielumus, salīdzinot tos ar citu mērķa ietekmes metožu, piemēram, mentoring, starpniecības, konsultēšanas, treniņu, apmācību un terapijas raksturojumiem, līdz ar to nosakot koučinga lomu un vietu starp šīm mērķa intervencēm. Mērķa sasniegšanai tika izmantotas kvalitatīvas un kvantitatīvas pētījumu metodes, ietverot dažādus analīzes veidus, t.sk., literatūras, frekvenču, klasteru, semantisko, kā arī salīdzinošo analīzi. Pētījums atklāja, ka visu iepriekšminēto metožu ietekme ir kopīga: tās visas ir vērstas uz personības attīstību un pārmaiņām. Tomēr starp tām ir arī ievērojama atšķirības - katrai metodei ir savs pielietojuma mērķis un darbam ar tām vajadzīgi dažādas kvalifikācijas profesionāļi. Pamatojoties uz analīzi, tika konstatēts, ka uzņēmējdarbības vidē koučingam ar mentoringu ir vairākas kopējas īpašības, starpniecība un konsultācija, bet šīs metodes nav savstarpēji aizvietojamās. Koučings ir pozicionēts kā ārējās iedarbības mērķa ietekmes metode, kas vērsta uz attīstību un sevis pilnveidošanu cilvēkiem ar augstu iekšējo potenciālu.

Ангелина Роша. Сходство и различие между коучингом и другими методами целевого воздействия/ влияния

Популярность коучинга в бизнес среде растет с каждым годом. В организациях коучинг все чаще применяется как метод внешнего целевого воздействия для повышения производительности, достижения организационных и личных целей. Цель данного исследования - изучить отличительные характеристики коучинга, сравнивая их с характеристиками других методов целевого воздействия, таких как менторинг, медиация, консультирование, тренинг, обучение, терапия и коучинг, и тем самым определить роль и место коучинга среди этих целевых интервенций. Для достижения цели были использованы качественные и количественные методы исследования, включающие в себя анализ литературы, частотный анализ слов, кластерный, семантический, а также сравнительный анализ. В результате исследования было выявлено, что все рассматриваемые методы воздействия имеют общие свойства: они все направлены на развитие и изменение личности. Однако существуют существенные различия между методами: каждый метод имеет свою цель применения, для работы с этими методами требуются профессионалы разной квалификации. На базе анализа было определено, что в бизнес среде коучинг имеет больше общих свойств с менторингом, медиацией и консультированием, однако данные методы не являются взаимозаменяемыми. Коучинг позиционируется как метод внешнего целевого воздействия, направленный на развитие и саморазвитие человека с высоким внутренним потенциалом.