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**COACHING AS A TOOL
FOR ENTERPRISE DEVELOPMENT**

Abstract. The article considers coaching as a tool for enterprise development. Based on an analysis of the practice of applying both individual and team coaching in the company, it led to the involvement of employees in the process of continuous improvement. The paper describes the process, types, models and barriers of coaching that may arise in enterprise management. Based on their short-term experience with coaching, authors evaluate the perception of coaching by individual subordinates through discussions and interviews, where employees consider coaching to be critical to improving a company's performance.

Key words: coaching, coach management, company management, increasing labor productivity, motivation.

Modern science and management theory offer a wide range of methods for managing the company and all employees. This study aims to analyze management processes with an emphasis on coaching and ways to improve such processes. The goal has been fulfilled through analysis and comparison of theoretical and real-world cases of coaching in a selected company. In order to achieve the objective, the literature review focused on coaching management approach is presented. Later, interpretation of coaching in the selected corporation is analyzed. Based on short term experience with coaching the author evaluates the perception of coaching by individual subordinates through discussions and interviews. The feedback of the employees is critical for company improvement. Thus, certain results of this thesis will be implemented in the selected company based on individual recommendations.

Various definitions of coaching can be found in the literature. In general, coaching is considered a method of leading people, where a specific relationship is established between the coach and the coach. Whitmore perceives coaching as a way of management, manners, ways of thinking, way of life (2014, p. 30). It is an approach that brings a change in the attitude of employees towards their job responsibilities (Whitmore, 2014; Mohaupt, 2013; Crkalet al., 2012;...) and which can increase employee performance (Whitmore, 2009). The birth of coaching was, according to Whitmore (2009, p. 21), in sports, when Gallwey wrote in his book: coaching frees up the potential of a person and allows him to maximize his performance. Although the definitions of the authors are different, we can always see an opinion that they have in common, that coaching is a change. Whitmore (2014, pp. 39-40) sees it as a change in people's attitudes, managerial behavior, and organizational structure, and considers it necessary for coaching to be a tool for achieving optimal performance. Neenan et al. (2015) report that coaching is the only way to achieve targeted positive change if a certain way of thinking, experiencing and acting is accepted by coaches. Mohaupt (2013, p. 9) describes coaching as a method and tool that promotes the awareness that

one has to become a mentioned change. We make it clear to the man that he has the opportunity, responsibility, and influence. Coaching helps to realize the situation and gain insight into its behavior and generate new steps based on it (Mohaupt, 2013, p. 48).

In most definitions, we also see that coaching is forward-looking and, by its very nature, an activity aimed at meeting certain goals (Neenan et al., 2015). Clutterbuck (2007) describes coaching as a relatively formal relationship relating to the development of a person or group, their performance, support and encouragement, and the effective use of art to ask questions. Coaching supports the development, transformation of people, and conscious approach to life and each other (Crkalová et al., 2012, p. 20). Coaching is based on the assumption that each person has answers to questions within himself that there is potential in each of us, which will show up if we want. Coaching is a multidisciplinary field drawing on psychology, organization theory, system theory, neurosciences, linguistics, spirituality, and other disciplines (Crkalová et al., 2012, p. 22).

Similarly, Heath field (2015) perceives the meaning of coaching as saying that coaching often provides feedback, and warns employees of the current situation, helps them to rectify the situation. Daňková (2015, p. 23) mentions that we do not just smoke but we coach to a specific goal. The aim of coaching is not to let the employee perceive the coaching that his performance is inadequate and does not meet expectations. The goal of coaching is to improve the performance and work of an employee, team, or department. In providing coaching, the emphasis is on the role of the coached. Coaching empowers man. He encourages him to be able to find a solution to his situation and set the best solution for himself. Coaching raises the competences of the coachee to achieve his goals (Mohaupt, 2013, pp. 46, 51).

Whitmore (2014, p. 25) is also of the opinion that coaching can unleash a part of human potential. Transferring responsibility to the coached and better perception of the reality of coaching is considered by Whitmore (2014, p. 44) as the essence of coaching. Coaching improves the perception of reality by bringing to the surface and emphasizing the unique physical and mental attributes of each person and developing the skills and self-confidence needed for self-improvement independent of other people's instructions and recommendations. Coaching leads to autonomy and self-sufficiency, creates, and increases trust in one's ability and responsibility for their actions (Whitmore, 2014, p. 46). According to Fielden (2005), these goals can be achieved by increasing coached self-confidence, identifying appropriate topics for coaching, and planning tasks. Daňková (2015) considers the coaching to be able to cope alone in the next situation without going to the coach.

Coaching is often confused with other types of work with people. This may be due to the similarity of each approach. The following are the most common methods of other people management approaches.

Mentoring. In the mentoring process, as well as in coaching, two sides interact with each other. One side is a mentor. Submitted (2012, p. 23) describes a mentor as a person who has a great or unique experience in a given subject that can be passed on. Such a transfer can be done using examples from one's practice. Mentoring is then the relationship of a more experienced mentor who is involved in the development of the personality and skills of the mentor. It helps him to orient himself in the given issue. Mentoring can take the form of discussion, giving advice, feedback, or observing a mentor in a given activity. Can be summarized that mentoring is a form of learning. In contrast, coaching rather than learning helps to learn (Podana, 2012, p. 13).

Training. Coaching can also be mistaken for training. The cause of the confusion may arise from the sports environment, where the coach is sometimes called a team coach. However, the coach is not a coach and vice versa. Cipro (2015) coach describes as a person forcing a client to precise learning and repetition of skills. This is supposed to lead to increased performance. Training is habituation, training where the free will of the trained person is often suppressed (Cipro, 2015, p. 23). Training can achieve a rapid improvement effect achieved in a short time. In contrast to the coach, the coach leads the coachee to internal motivation and free will to exercise.

Consultancy. Cipro also distinguishes between consulting and coaching. It describes a consultant as an expert to provide expert answers to client questions in a defined area. The emphasis of consultation is on the expert contribution of the consultant transferring knowledge.

It also outlines the difference between consulting and mentoring. It follows from the definition consultant. Cipro (2015, p. 23) says the *consultant is not very interested in these sharing knowledge with the client, rather suggests and communicates ready-made solutions without the willingness to dedicate the client to all the details and contexts of the professional problem.*

Coaching and motivation. Forsyth (2009, pp. 7-8) states that *motivation increases performance, efficiency, and productivity, and helps to achieve the desired results. Motivation is a tool that can directly affect achievement.* If these statements are compared with the described coaching effects of coaching, a match can be found. Coaching and motivation are tightly connected. Podana claims that coaching is a significant motivation for co-workers. It results from the coaching process when we coach the coachee. *Coaching creates his solution, considers his possibilities, assesses real resources, and terms from his point of view* (Podana, 2012, p. 14). Through coaching interviews, the coach shows interest in the solution, shows that he wants to know the solutions and ideas of the coach. He is interested in his results and achievements (Podana, 2012).

Individual coaching. Crkal and Riethof (2007, p. 13) argue that the manager is effective if he can adapt his leadership style to different factors and situations. *One of these factors is the type of personality the manager is working with. This is especially important if the manager is coaching. In their book "How to make teamwork more effective," there is a very structured overview of sixteen personality types according to Carl Jung and how to work with individual types of personalities in coaching.*

Coaching can also take the form of team coaching. Literary sources often point to the similarity of team and group concepts (Mohaupt, 2013; Kolaj, 2006; Katzenbach and Smith, 1993). The difference between group and team is ambiguous, although both terms are used to describe two different entities. The term group is used in a broader sense than the concept of a team and is usually encountered in the context of multiple social or organizational forms (Hackman, 1990). Hackman (1990) described the group as a general term that distinguishes it from working groups. Workgroups can be defined by certain criteria. These criteria include different roles and tasks to be performed.

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КОУЧИНГ КӘСІПОРЫННЫҢ ДАМУ ҚҰРАЛЫ РЕТІНДЕ

Аннотация. Мақалада коучинг кәсіпорының даму құралы ретінде қарастырылған. Компанияда жеке және командалық коучингті қолдану тәжірибесін талдау негізінде қызметкерлерді үздіксіз жетілдіру процесіне тартуға алып келді. Жұмыста кәсіпорынды басқаруда туындауы мүмкін коучинг үрдісі, типтері, модельдері мен кедергілері сипатталған. Коучингпен жұмыс істеудің қысқа мерзімді тәжірибесіне негізделі отырып, авторлар коучинг қабылдауын пікірталастар мен сұхбат арқылы жеке бағыныштылардың қабылдауын бағалайды, онда қызметкерлер коучинг компания қызметін жақсарту үшін шешуші мәнге ие деп санайды.

Түйін сөздер: коучинг, коучинг-менеджмент, компанияны басқару, еңбек өнімділігін арттыру, ынталандыру.

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КОУЧИНГ КАК ИНСТРУМЕНТ РАЗВИТИЯ ПРЕДПРИЯТИЯ

Аннотация. в статье рассмотрен коучинг как инструмент развития предприятия. На основе анализа практики применения как индивидуального, так и командного коучинга в компании привело к вовлечению сотрудников в процесс непрерывного совершенствования. В работе описан процесс, типы, модели и барьеры коучинга, которые могут возникнуть в управлении предприятием. Основываясь на краткосрочном опыте работы с коучингом, авторы оценивают восприятие коучинга отдельными подчиненными посредством дискуссий и интервью, где сотрудники считают, что коучинг имеет решающее значение для улучшения деятельности компании.

Ключевые слова: коучинг, коучинг-менеджмент, управление компаниями, повышение производительности труда, мотивация.

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