

COACHING METHODS FOR SME'S

Case Study

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Tiivistelmä <p>Idea opinnäytteeseen tuli PJHA – Piha ja Hyvinvointi Akselin perustajalta, Tuula Rahkoselta. Yritys on muutosvaiheessa ja yrittäjä toivoo saavansa uusia ideoita yrityksen kehittämiseen valmennuksen myötä. Opinnäytteen tavoitteena on tutkia eri valmennusmetodeja ja suorittaa parin viikon mittainen valmennuskurssi PJHA yritykselle evolutionaarista valmennusmetodia käyttäen. Opinnäytteen pääpaino on yritykselle tehtävässä valmennuksessa.</p> <p>Opinnäytteessä käsitellään neljää eri valmennusmetodia; henkilökohtaista valmennusta, yritysvalmennusta, opiskelijavalmennusta ja urheiluvalmennusta. Näistä yritysvalmennusta ja opiskelijavalmennusta käydään läpi perusteellisemmin esimerkkien avulla.</p> <p>Tutkimusmateriaalin pohjalta tehtiin yritysvalmennussuunnitelma joka toteutettiin kohdeyritykselle.</p> <p>Tutkimustulokset perustuvat primaariin ja sekundaariin dataan; primaaridata hankittiin yritysvalmennuksen kautta ja sekundaaridata useista aihepiirin kirjallisista lähteistä.</p> <p>Tutkimus esittää yleisiä valmennustyyliä ja metodeja, mutta yrityksen yksilöllisyydestä johtuen tutkimus ei anna suoria ohjenuoria yritysvalmennukseen.</p>		
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Abstract <p>The idea for this thesis was given by the founder and owner of PJHA – Piha ja Hyvinvointi Akseli, Tuula Rahkonen. This company is in the process of changing the business idea and structure, and the owner is hoping to gain some fresh ideas through coaching. The aim of this thesis was to research different coaching methods and further implement a case study on PJHA using an evolutionary coaching approach. The main focus in the thesis was on the case study and different ways to explore the evolutionary coaching approach.</p> <p>The thesis examines four quite different coaching methods; life and personal coaching, business coaching, student coaching and sport coaching. Business coaching and student coaching research sections provide examples of how they are practiced in real life.</p> <p>The research material for the coaching was studied in depth before the coaching was implemented in the case company.</p> <p>The results of the case study are based on the primary and secondary data; The primary data was gained from the coaching process itself, and the secondary data from the literature concerning different coaching methods.</p> <p>The study provides general information on different coaching methods and approaches, but since each company has individual coaching needs, they do not provide general guidance for businesses looking for coaching.</p>		
Keywords Coaching, evolutionary coaching, life coaching, business coaching		
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1. INTRODUCTION

The aim of this thesis was to explore different kinds of coaching methods using various examples. The coaching for the case company was conducted by the makers of this thesis, Katriina Dunn and Anne Kovanen.

The first chapter looks into what coaching is and what can be achieved by it. Examples are also given of situations where coaching is needed. Since coaching is still a relatively new area of business, a lot of the data is collected from the Internet. A lot of literature about coaching is quite dated mainly concentrating on training people to be coaches. The literature references used in this thesis are mostly taken from: Brockbank et al *Facilitating Reflective Learning through Mentoring and Coaching* and Jenny Rogers' *Coaching Skills: A Handbook*.

The second chapter explores different kinds of coaching methods; 1) Life and personal coaching using a case study, 2) business coaching using examples from business mentoring and executive coaching, 3) student coaching using an example from then Team Academy and lastly, 4) sports coaching. The second chapter also looks into the basic characteristics of different coaching methods, their special features and examples how those methods are applied in real life. The data concerning these examples was collected from the Internet.

The third chapter goes through the evolutionary coaching approach in detail. It introduces the case study conducted on a small landscaping business based in Central Finland. The coaching started in January 2010 and consisted of five sessions, the last of which took place in March 2010. The coaching was conducted using Jenny Rogers' evolutionary coaching model. During these coaching sessions, notes were made about the effect of the coaching method, and the results were evaluated by conducting an interview prepared for the entrepreneur at the end of the coaching process.

The discussion part of the thesis reflects the coaching process from the coaches' and client's perspective and discusses the future of coaching.

The conclusions section draws conclusions from the process of coaching and the thesis as a whole.

1.1. What is coaching?

Coaching has been defined in many ways; the International Coaching Federation (ICF) describes coaching as

"partnering with clients in a thought provoking and creative process that inspires them to maximize their personal and professional potential" (International Coach Federation. *What is coaching.* 2010)

Anne Brockbank and Ian McGill (2006) say that one purpose of coaching is:

"the learning and development of an individual, a process that involves change".
(Brockbank et al. 2006. p.20)

The Penguin English Dictionary (2002) defines coach as follows:

"a) somebody who instructs or trains a performer, sportsperson etc. b) a private tutor." The definition for the verb coach is "1) to train (somebody) intensively by instruction, demonstration, and practice, or 2) to act as a coach to a person or a team". (The Penguin English Dictionary. 2002. p.159)

Coaching UK's definition is:

"Process of identifying an individual's desires, talents and dreams, and giving them confidence and skills to achieve their goals and aims." (Coaching UK. *What is Coaching.* 2010)

The International Institute of Coaching says:

"Coaching is a simple yet effective form of personal development where the Client and Coach create an alliance that promotes and sustains the Client's personal growth and competence. This powerful relationship enables the Client to give up who they are for who they want to become." (International Institute of Coaching. *What is Coaching*. 2010)

All these sources describe some level of learning and teaching where the outcome is often beneficial to both parties. One thing that most definitions of coaching already have in common is that it recognizes the person as a whole, believing that the client is in possession of all the qualities and resources required for development. It is the coach's job to find and release that potential in the client. (Brockbank et al. 2006)

Coaching is considered as one of the key elements of success in all major competitive fields ranging from sports to business and personal life. That is why coaching is a fast growing business today. The opportunities where coaching can be effective are vast; organisational skills, public speaking skills, life balance and energy management skills, sport success etc. (Coaching UK. *What is Coaching*. 2010)

The International Institute of Coaching emphasises the coach's importance in aiding the client in determining what is important, what is needed to create a focused life (or business) and how to use their skills to maintain it. The coaching process helps the client to establish effective personal and business relationships and it can lead the way to more effective decision making. Coaching is conducted by dialogue and inquiry, which improves the client's communication skills, creates awareness and competence. (International Institute of Coaching. *What is coaching?* 2010)

Coaching UK identify seven steps typically involved in the process of coaching. The coaching process most often begins by identifying the client's goals and thus finding

what needs to be achieved by the coaching. Brockbank et al also talk how important it is to transform these goals into concrete objectives. In their book *Facilitating Reflective Learning Through Mentoring and Coaching* they say that the coach is in key role here to help the client to create a self image that helps him or her to achieve these objectives. (Brockbank et al. 2006) The coach and the client will then form a plan to realise this self image after which a support framework needs to be built. After the client is ready, it is time to execute the plan. Coach will then monitor the execution and celebrate the success with the client. (Coaching UK. *What is Coaching*. 2010)

There are also various financial factors involved in coaching which the clients must evaluate themselves. This thesis does not concentrate on the financial costs or benefits of coaching due to the large scope of them and their multiple influences on different businesses.

1.2. Who needs coaching

Coaching can take place for many reasons. The main reason for a business to use a coach is that there is unreleased potential or goals that are not yet achieved. Deeper understanding of the objective of the business is one common reason for a business to opt for coaching. When a business has been operating for years, employees as well as the management fall into a comfort zone and usually do not question the things they take for granted. (Brockbank et al. 2006) When the business is faced with internal or external changes in its environment, coaching can become crucial. External changes can be changes in the economic climate, customers purchase habits, competition etc. Internal changes could include a rethinking of business strategy, management structure, product lines, company mission or vision, potential merger etc. (Hirvihuhta 2006)

The world is changing rapidly and businesses are faced with multiple issues, e.g. keeping up with constant technological development, competition for skilled employees,

shortage in employees in certain industries, unrest with the employees about job security and the managers about target achievement etc. Businesses dealing with these kinds of situations often benefit from coaching. (International Coach Federation. *What is coaching*. 2010)

Change isn't the only reason for a business to want coaching. Other reasons include desire for organizational development, individual or teamwork development. They may want to have a deeper commitment to the business or task. The business probably desires to improve its results or to expand the business. It can hope for improvement in skill and knowledge or confidence. There may also be a need to clarify the objectives of the business, to soften the imbalance between work and life and find the unidentified core strengths etc. (International Coach Federation. *What is coaching*. 2010)

All businesses can benefit from coaching. When an employee gets a deeper understanding of the business and the dynamics of his or her role in the business, it can lead to person's deeper commitment to the organization. (Hirvihuhta 2006) Cook and Marshall (1998) list several benefits that can come from coaching, e.g. developing employees' competence, helping to identify and diagnose problems with performance, helping to correct unsatisfactory performance, helping to identify behavioural problems, enhancing productive working relationships, providing opportunities, conveying possible positive feedback, providing opportunity for self coaching behaviour (i.e. employees may become more competent due to coaching) and improving employees performance and morale. (Cook et al. 1998)

Connor and Pokora list benefits of coaching in their book *Coaching and mentoring at work* (2007). They say that coaching helps to achieve set goals through guidance and assist with learning. It gives courage to change if necessary and encourages action that delivers results. The coach's role is more of a facilitator than a teacher. (Connor et al. 2007)

2. COACHING

In this chapter the concentration is on four different coaching approaches identified by Brockbank and McGill (2006). The section then proceeds to take a closer look at different coaching methods; life/personal coaching, business coaching, student coaching and sports coaching. Here are also examples of the different ways how these coaching methods are used in real life.

2.1. Coaching approaches

Brockbank and McGill (2006) have identified four different approaches to coaching; functionalist coaching, engagement coaching, revolutionary coaching and evolutionary coaching.

The functionalist approach focuses on efficiency and balance. In this approach the world is thought to be completely objective and neutral. The approach aims to improve performance and it suppresses challenge and questioning. A business that has a strong hierarchical power structure, that wishes to maintain the hierarchy and does not encourage questioning opts for the functionalist approach. (Brockbank et al. 2006)

The engagement approach on the other hand accepts the fact that the learner lives in a subjective world. This approach is non-directive approach and tries to maintain the status quo. When a business is facing a change and hopes to minimise change resistance within the workforce, a more humanistic approach may be appropriate. Engagement approach maintains the power structure within the company, but it bases its coaching on positive interaction rather than using directive coaching and suppressing challenge and questioning. (Brockbank et al. 2006)

The revolutionary approach aims to revolutionise society's structure. Brockbank and McGill (2006) use Marxism as an example of revolutionary approach. They say that

"The process seeks disturbance and ultimately liberation from "false consciousness"". (Brockbank et al. 2006. p.24)

Of all these four approaches, the evolutionary one is most humane. It is client oriented and so it also acknowledges the client's subjective world. It encourages the clients to take responsibility of their own learning and challenges what Brockbank and McGill call TFGS (taken for granted). Reflective learning for improvement as well as reflective learning for transformation is endorsed in evolutionary mentoring. (Brockbank et al. 2006)

The case study in this thesis adopts evolutionary coaching approach, since it shares the most similarities with personal coaching method. Therefore this is an important part of the basic research in this thesis.

Evolutionary coaching approach

The evolutionary coaching approach offers a holistic way for clients to find unreleased potential within themselves. This holistic way means that the person is taken as a whole instead of a set of qualities or behavioural attributes. Evolutionary coaching is a learning process that understands the subjective world of the client, challenges the taken for granted (*TFGS*). In this approach the individuals are not debated but the framework is explored. This type of approach is more likely to lead into a desired transformation than a traditional teacher-student-type of setting. There are challenges in the coaching process and the companies that are willing to transform and learn are more likely to overcome the challenges which may arise from questioning the *TFGS* and breaking the status quo. On the other hand the ones who are not ready to question their current practices and who rather maintain their power structure are less likely to succeed. (Brockbank et al. 2006)

The aim of evolutionary coach is to expand the client's perception of power structure and to enable him or her to see where the source of difficulty or frustration lies. The coach must have a thorough acknowledgement of client's goals. The coach should also recognise his or her subjective world and challenge the *TFGS* within the client's social context.

In coaching process the client's social reality should become more objective and his or her behaviour should become less discriminatory as these tendencies can become obstacles in the coaching process. It is essential for the coach to recognise these kinds of problems and to enable the client to evolve into their full potential. During the process the client is capable of taking responsibility of his or her own learning. Evolutionary coaching is at its best when the client is able to challenge the current situation in personal life and working environment. Brockbank and McGill (2006) use an example of "*presenteeism*" where the employee believes that working long hours will make him or her more productive and eventually gain promotion while often the person is struggling with balance in working life and personal life. In this type of coaching relationship the coach should be able to recognise this type of subjective experience and give the client the option to seek improvement or transformation. Often in this type of "*presenteeism*" the client struggles with balance in working life and personal life and is not capable of recognising this type of behaviour. The coach can offer the client a new aspect to the situation and lead him or her to transform his or her approach to his or her work and thus gain balance in life. (Brockbank et al. 2006)

2.2. Different coaching methods

In this chapter four different coaching methods are taken into closer examination. First looking into the life and personal coaching which adopts an evolutionary approach to coaching. The case study is performed following the guidelines of evolutionary coaching.

Next examining the business coaching method where examples are given of different ways to conduct business coaching; executive coaching, and business mentoring. Third part looks into the student coaching, using the Team Academy as an example. Last is the research on sports coaching, which is similar in many ways to the other coaching methods, but is a lot more target oriented and disciplinary.

2.2.1. Life and personal coaching

Personal coaching is commonly described as life coaching. This is quite new and recent area of learning and development. (Businessballs. *Life coaching and personal coaching*. 2004)

Common features of life coaching are:

- it is reflective rather than directive
- it aims to draw out client's potential rather than teach and set aims from the outside
- it aims to develop the client rather than enforce the change
- life coach is a change facilitator enabling the client rather than training the client
- life coaching process is reactive and adaptable
- life coach makes no assumptions, he or she allows client's personal transition on an individual basis (Businessballs. *Life coaching and personal coaching*. 2004)

Personal or life coaching differs from business coaching by the framework and aim of the coaching. In business coaching the coach looks at the task from the organisational angle. However, in personal coaching, the focus is on individual's perspective. (The Coaching and Mentoring Network. *Coach and Mentor Definitions*. 2008)

Personal coaching usually starts by asking questions about the current situation (*where are we now*) and the goals for the future (*where do we want to be*). Questioning is the basic tool for life and personal coaching. Life or personal coach never offers answers, but gives suggestions, ideas, insights and responses to the client's issues. The idea is that the client finds the answers within oneself, and thus is able to implement the required changes. (Personal Coaching Lifeskills. *How Personal Coaching Works*. 2002)

There are various different models and tools for personal or life coaching. Jenny Rogers' model is used for the case study in this thesis.

Businesses that provide personal coaching say that after coaching their clients will benefit from improved staff performance which in turn helps managers get their teams to achieve more. This in turn allows the CEO and senior management to focus on their tasks to make long term strategic plans and visions instead of worrying about the performance at the lower levels.

In personal coaching the coach is an outsider, who is aiding the process. The change happens in employees and management themselves. The coach functions as a mirror, he or she gives honest feedback, helps to realise what is important, questions the taken for granted (*TFGS*) while maintaining the "bottom line" which is profitable business separate from personal life. (Personal Coaching Lifeskills. *Who is Personal Coaching for?* 2009)

Personal coaching at its best expands thinking, aids better decisions in business and personal life and brings balance in life. Coach can help the client to identify client's core values, and help to achieve personal and business goals using the natural strengths within the client. (Personal Coaching Lifeskills. *Who is Personal Coaching for?* 2009)

2.2.2. Business coaching

The worldwide association of business coaches (WABC) defines business coaching as follows,

Business coaching is the process of engaging in meaningful communication with individuals in businesses, organizations, institutions or governments, with the goal of promoting success at all levels of the organization by affecting the actions of those individuals. (Worldwide Association of Business Coaches. 2010)

Business coaching helps the client to figure out the role that they are in as well as improve it, in order to achieve business success. Coaches' job is to help the client to understand how different relationships and personal attributes influence on the business success and their possibility to achieve the goals they are reaching for in the business environment. When using business coaching successfully it allows the client to learn how to develop the personal and business processes to meet the final goal. Personal in the sense, that what in his or her personality the client needs to be able to work on in order to meet the goal.

Business coaching creates an ambience of trust, respect, safety, challenge and responsibility to stimulate as well the coach as the client. For the business coach this means that he or she will execute the process with good morals and in competent manner, based on suitable background and business knowledge as well as an good comprehension on individual and organizational change. (WABC Coaches Inc. *WABC Business Coaching Definition*. 2010)

The thing that sets business coaching aside from all the different coaching methods, is the fact that its main focus is always in achieving the business objectives that has been set in the beginning of the process. From there you can see that business coaching is

closely linked to sports coaching. As in sports coaching the main focus is in the athlete and trying to help the athlete to be at their best and improve at all times, the same stands in business coaching, as its main focus is trying to make the business and the coach meet the goals and to improve their skill set. Business coaching can have a lot more characteristics of functionalistic approach than for instance life coaching. It can be more task or goal oriented and less holistic. As such business coaching can help in developing employees' performances, and help the executives and business managers to encourage and help their staff to better results, by increasing their input and quality of work. Business coach can also help with the employees' development by finding the most potential employees to step up in their career and help them make their career in the company more successful and therefore prosper the company as well. (Sugars, B. 2010)

Executive coaching

Executive coaching has been around about 20 years, and nowadays it is a booming industry, with an estimated 29,000 executive coaches globally. The problem with this field of industry is that, like with business coaching, executive coaching is a self regulating industry, where there are no official standards that you need to meet to become an executive coach. Usually the clients look for recommendations from partners and acquaintances of some sort while going through the process of choosing an executive coach. (Pennington. *Executive Coaching World: A Global Perspective*. 2010)

As the field is so fragmented there is no official definition for executive coaching, but Seven steps for Effective Executive Coaching defines executive coaching as follows;

"Executive coaching is the art and science of facilitating the personal and professional development, learning and performance of an executive by expanding his options for behaving authentically." (Dembkowski et al. 2006. p.27)

Where Mary Beth O'Neil describes it in *Executive Coaching with Backbone and Heart* in the following way;

"The essence of executive coaching is helping leaders get unstuck from their dilemmas and assisting them to transfer their learning into results for the organization." (Executive Coach Academy. *Definitions*. 2010)

The main difference between executive coaching and other coaching styles is that there is always a clear business related goal. In other coaching styles the goals may vary a lot, but in executive coaching the main focus always lies on further developing the business itself.

In executive coaching there is usually some specific problem that the client wants to solve. These problems may vary from a new role in the company to dealing with a current issue (e.g. merger) or even to dealing with the managers' performance or behaviour. Executive coaching equips and encourages managers to meet those challenges by helping them to develop self-awareness of their behaviour and patterns. This is achieved by developing awareness on how they are perceived by others, by taking advantage on their leadership strengths, by achieving new leadership strategies and tactics, and in turn to deliver and to top their managerial and company set goals. (Behavioral Coaching Institute. *Executive Coaching*. 2005)

Coaching stages

Nearly all executive coaching models follow similar paths, but here the concentration is on the model introduced by Dembrowski et al in their book *Seven steps of effective executive coaching*.

The first stage of the process is always the most important, as the coach needs to create an atmosphere of trust, honesty and openness. If the coach is not able to create the correct atmosphere the whole coaching process is in danger. Then the coach needs to understand the issues and situations that the executive is facing; what are the most

critical improvement areas and how the executive perceives the situation that he or she is in.

At this stage it is helpful if the coach is able to gain other resources than just the executive's point of view. For instance feedback from colleagues, subordinates, and management are a valuable tool and will help the coach to see the big picture. That can help the coach to see the current situation and identify the barriers preventing progress. That enables the coach to plan the session(s) ahead better. (Dembkowski et al. 2006)

The second stage focuses on how to get the executive to "think outside of the box" and how to get him or her to widen the perspective and to create a good base for innovative ideas and solutions and even for behavioural change. The second stage is all about brainstorming and figuring out new ideas that can be used for the executive's advantage in multiple situations. For instance to get the executive to think solutions for problems that the executive hasn't been able to solve, or in creating new ways of doing those "same old" -things more efficiently. At this point it is also good for the coach to adjust and do more specific plans for the future sessions. (Dembkowski et al. 2006)

The third stage is for goal setting and clarifying what the actual desired outcome is for the coaching sessions – what is to be achieved by coaching. What are the individual targets that the executive wants to achieve? In this stage it is all about being specific on the goals that are set and also the timeframe, priority and relevance. When the specific goals are clear, it is important for the coach to get the executive to focus on those specific goals. (Dembkowski et al. 2006)

The fourth stage is about creating strategies on how to achieve the goals that the executive set in the previous stages. At this point, it is good to have many different alternatives to how to achieve those goals as the conditions change during the process. There needs to be alternative methods in order to meet the final goal. It is easier for the executive to change the path at any time, should he or she face obstacles along the way to meet the goals. (Dembkowski et al. 2006)

The fifth stage helps the executive to evaluate the options, as in the fourth stage it was all about creating different paths in order to achieve the goal. It is advised to estimate the current situation at all times and to choose the appropriate approach accordingly as this will make the success more probable. At this point, the coach should create a point by point checklist together with the executive of which criteria to use for the evaluation and help the executive to evaluate the results from the checklist. (Dembkowski et al. 2006)

The sixth stage is about creating an actual project plan divided into step by step routes with strict timelines. Using planning tools, e.g. the Gantt chart, is a good way to clarify the steps. At this point it is important to remember to take into consideration all the available resources the executive has. The project plan needs to be realistic and possible to implement. In order to make the plan realistic it is important to take into consideration possible setbacks and worst case scenarios, what could go wrong, and how to overcome the obstacles. (Dembkowski et al. 2006)

The seventh and final stage is all about the future. It looks at ways to assure the executive that it is possible to keep on the chosen path and achieve the goals. It teaches the executive how to create new goals when the old ones have been achieved and it looks at ways to inspire and motivate the executive after the coaching process. It is vital to keep the commitment of the executive going. (Dembkowski et al. 2006)

Business Mentors Finland

Even though business mentoring isn't technically coaching, it is closely linked to executive coaching, and it gives a different perspective to coaching to examine in this thesis.

Business Mentors Finland is an organization that provides mentors for entrepreneurs or those who wish to become one. Business Mentors Finland started in 1994 in Asikkala, Finland, where a local entrepreneur went to see the local commissioner to ask for help.

He was then forwarded to a retired entrepreneur who was able to help the young entrepreneur with his problem. Today there are over 700 mentors throughout the whole Finland, and the same principles are still being used. (Tarkka, J. *Yrityskummi – Yrittäjän luotettava tuki*. 2009)

Entrepreneurship has so many aspects that it can get almost impossible to master all of them. This is where the business mentors step in to help, and that is the basic idea of Business Mentors Finland. Business Mentors are usually more experienced entrepreneurs, some may be from the same field than the client, some are experts in marketing, others in accounting etc. The idea is that the facilitator is able to find a mentor for each client according to the client's needs. (Tarkka, J. *Yrityskummi – Yrittäjän luotettava tuki*. 2009)

Mentors are there to discuss with the entrepreneurs and to give advice, but they do not make any decisions for the entrepreneur. Mentors can also help with networking, since they usually have wide list of contacts and partners from various fields. The discussions are based on similar values that in coaching, success, ethics, trust, expertise, cooperation and voluntary involvement. (Suomen Yrityskummit Ry. *Yrityskummi*site. 2009)

2.2.3. Student coaching

Student coaching is a large field with different kinds of approaches. Many of them do not have any relevance with this study. However, Team Academy uses methods that are similar to many different coaching fields. Here example of Team Academy is used to illustrate a different point to teaching and even more on how to coach a student.

Team Academy

Team Academy was established 1993 when the first group of students started to learn in a different kind of environment. From the start it was important to make a clear distinction between the traditional school system and Team Academy's ways. The main

focus was to get the students to be actively involved in the planning process. This created a system where there were no traditional courses or schedules, but the learning was conducted through team work and small projects for companies while leaving the students responsible to research information from literature on their own. All of the learning is based on *Kolb's Experimental learning theory*, and around this theory Team Academy's founder, Timo Partanen, created his own model. (Tiimiakatemia. *Tiimiakatemia*. 2010)

In Timo Partanen's model he developed his own pattern and changed the title and behaviour of *teachers* into *coaches*. In 1996 Team Academy got its own premises and was finally separated from traditional BBA program into Team Academy. As the knowledge of the Team Academy grew bigger it also gained followers as other polytechnics and universities adopted the same approach. In 1999 Tampere founded ProAcademy and Rovaniemi founded InnoAcademy, both of which based on the Team Academy model. Nowadays Team Academy has gained further academic acceptance and have been approved as a part of Jyväskylä University of Applied Sciences' quality control- and enterprise resource planning system.

Also the students learning process is now assessed with tripartite "rocket model", which means that the students have all the necessary skills required for entrepreneurship. Today Team Academy's model is used all over Europe and few international teams have been created. (Tiimiakatemia. *Tiimiakatemia*. 2010)

When starting a Team Academy process all the students are divided into teams according to *Belbin's team role test*. After the teams are divided, the students proceed to founding co-operative companies. All the companies have their own board and four person management team. Learning takes place through creating business plans and actuating them. The teams find themselves projects that they conduct to other businesses, e.g. conducting marketing research and marketing plans. All the students

can practice the skills that they find are most valuable for them after graduation. Theory is learned by reading. (Tiimiakatemia. *Tiimiakatemia*. 2010)

Team working skills are one of the most valued skills in the working communities today. This is why in Team Academy all the teams have mutual "workout" sessions 8 hours a week. This is where they learn social and dialogue skills with the help of their coaches who are present to give advices, tips and encourage the teams for better results.

In summary, Team Academy is a place to learn by doing, where the coaches guide students through the process by getting them to use their own experience and hidden knowledge to achieve their goals. At the same time coaches guide students to use their team members to communicate and play by their individual strengths so that they can learn from each other. (Tiimiakatemia. *Tiimiakatemia*. 2010)

2.2.4. Sport coaching

Sports coaching have the least resemblance with the other coaching methods researched in this thesis. It is a lot more result oriented and disciplinary than other coaching methods.

The Centre for Management & Organization Effectiveness (CMOE) identifies three main characteristics in sports coaching; 1) Athletes or sportspeople are often young, they thrive to improve and are eager to learn, 2) an athlete or sports person is working towards best performance for a season or a competition, which makes it very easy to recognise targets and goals, and 3) feedback from the coach is automatic, immediate and often very specific. Athletes and sportspeople are therefore quick to change their routine in order to achieve the best possible results. In business life employees are often less emotionally committed to their tasks than athletes are. (CMOE Development Team. *How does Sports Coaching Differ From Corporate Coaching?* 2009)

CMOE recognises similarities with business and sports coaching in the importance of creating the coaching relationship and motivation. In both cases support and trust are key issues. Also, depending on the coaching method, there can be significant differences. For instance, if a manager is coaching employees, he or she usually has better knowledge of the task than the staff. However, in sports coaching usually always the athlete is capable of better results than the coach. (CMOE Development Team. *How does Sports Coaching Differ From Corporate Coaching?* 2009)

Terry Ingham, a judo coach, discusses the similarities and differences in sports coaching and business coaching. He suggests that world renowned tennis coach Tim Gallwey was the first person to propose that learning comes from within and players could improve their results through what he called the "inner learning". This Gallwey's inner learning theory is very similar to the evolutionary coaching approach. He suggests that people learn better and faster if they think through what is needed for better results for themselves. Here the coach's role is to be building the mental character of the player by influencing the player's attitude, belief, focus, determination and motivation. According to Gallwey, the most usual thing holding back the player from achieving his or her goals is the player him or herself. Gallwey calls this the "opponent within". Coach's role is crucial in helping the player to overcome these obstacles. This is supposed to empower the player to find the skills or techniques within him or herself to perform better instead of physically teaching the player to learn the techniques. (Ingham, T. *As Professional Coaches Can We Learn From Our Sports Coaching Colleagues?* 2008)

Ingham also emphasises the importance of motivating the player. In sports this is generally a lot easier than in business. In sports the components to empower the performer are already there, but in business the coach or manager must find ways to motivate the employees to perform to their best ability. This is a big advantage compared to business coaching. (Ingham, T. *As Professional Coaches Can We Learn From Our Sports Coaching Colleagues?* 2008)

Sports coaching, as well as all the other coaching methods, start with goal setting. However, it was not a common practice in sports coaching before. These days coaches use planning tools to map out the player's goals and plans. One most commonly used coaching model in sports is SMART; Specific, Measurable, Achievable, Realistic and Time bound. Goals should always be clear and unambiguous, measurable, achievable and realistic as the SMART model suggests. In goal setting the coach must take into account all the key factors that must be done in order to be successful.

The Duke Corporation Education staff highlights the SMART model in their publication called "*Coaching and feedback for performance*". They go into detail what is included in the model. *S* stands for *Specific and positively stated*. The both parties agree what is the desired outcome of the goals. They should identify the possible challenges and barriers and find out what support is available to overcome them. *M* stands for *Measurable and Observable*. Measuring methods must be mutually understood and as objective as possible. Coaches can define "a floor" and "a ceiling", which can be challenging but should be done. *A* stands for *actionable and agreed on*. The goals must be defined so that the coach is able to act on them. Both parties must understand and agree on the steps, how to achieve the goals. *R* stands for *Realistic and Challenging*. The goal can be hard, but both parties must agree that it can be accomplished. Goals can have steps, where the ultimate goal is not the most immediate one, but other smaller goals must be set in order to achieve the ultimate vision. Finally, *T* stands for *Time Bound and Documented*. Setting time bound targets ensures that both parties move towards the goal. It also provides structure to the process and makes the targets clearer and, in a way, more achievable. It makes the achievement measurable, hence the learning process can be indefinite if no proper boundaries are set and therefore become immeasurable. (Duke Corporation Education Staff. 2006)

3. CASE STUDY

In order to further understand coaching, a case study was conducted on a small business using the evolutionary coaching method. The business belongs to the mother of Anne Kovanen, the other student making this thesis. The business is a small landscaping company that specialises in Feng Shui gardens and special, customised gardens. At the moment, the business is mainly focusing on courses on gardening and landscaping, but the company is facing a change with a shift towards a more landscaping oriented style. The company is rebranding its main product and pushing it more out to markets with a goal of making that product the main focus of the business. The situation of the business offered a great opportunity to practice coaching and test different coaching methods.

The coaching took place between January and March 2010 with five separate coaching sessions using Jenny Rogers' model on coaching (Figure 1).

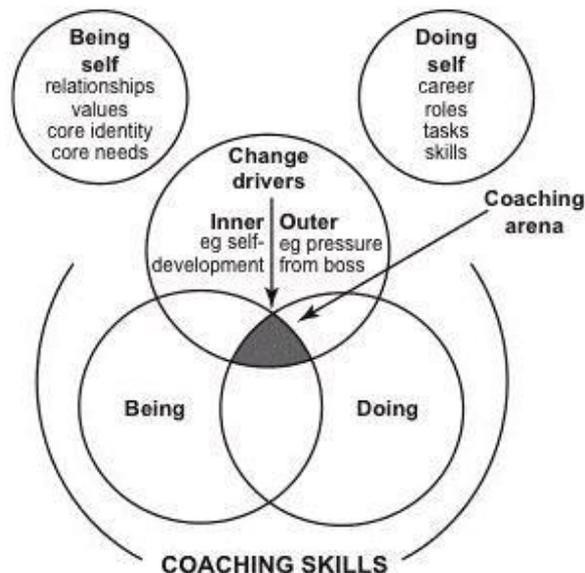


Figure 1. Jenny Rogers' model of coaching

(Rogers, J. *Coaching Skills: A Handbook*. 2nd edition. 2008. p.9.)

Jenny Rogers' model for evolutionary coaching takes into consideration all the aspects of the client and the environment. It recognises 'being self' and 'doing self' as separate issues. 'Being self' includes client's relationships, values, core identity and core needs. 'Doing self' consists of career, roles, tasks and skills. The coaching arena is the intersection of 'change drivers' client's 'being' and 'doing'. 'Change drivers' include the 'inner drivers' (e.g. self development) and 'outer drivers' (e.g. pressure from boss). This model requires ownership of goals from the client and is very humanistic and holistic approach.

Jenny Rogers has six principles of coaching which are;

- *"the client is resourceful*
- *The coach's role is to develop the client's resourcefulness through skilful questioning, challenge and support*
- *coaching addresses the whole person - past, present and future*
- *The client sets the agenda*
- *The coach and the client are equals*
- *Coaching is about change and action"*

(Rogers, J. *Coaching Skills: A Handbook*. 2nd edition. 2008. pp.7,8.)

In the beginning of the coaching, it was known that there was going to be topics difficult to address. However, even if the general atmosphere should be kept positive, inspiring and motivating, the idea of coaching is not to avoid difficult topics and questions. Some subjects are more uncomfortable than others, and usually they are the biggest obstacles to overcome. The key is to find a comfortable ground and a pleasant way to discuss the uncomfortable issues. Also, if the client feels like there is a problem preventing success or development, the coach's task is to find reasons for the problem in external factors and issues rather than within client him or herself.

Another important factor in order to be able to measure the results was the time frame and framework for the coaching as a whole. Connor and Pokora (2007) emphasise the importance of making a framework due to the critical importance of time. In their book *Coaching and Mentoring at Work* they say that using personal and professional judgement on determining the development can help evaluate whether the client should continue on set path. If the framework is not serving the purpose, the attention is directed at something else that helps to achieve the set goals. (Connor et al. 2007)

Therefore, it was vital to establish a timeline and framework for the coaching in order to be able to prioritise and select important topics within the coaching sessions. That also makes it easier to evaluate the results.

Coaching Sessions

The entrepreneur was asked to think in advance certain issues regarding the business that were discussed in the first coaching session. That gave a better understanding of the client and the starting point for the coaching. Because the client is the mother of Anne Kovanen, the coaches already had good background knowledge on the company and it made it easier to make the required questions for coaching. The questions can be found from the appendix list (appendix 1). During the sessions notes were made about the language and words the client was using. Brockbank and McGill (2006) have listed *learner language* (used by client) and *review language* (used by coach) that was carefully paid attention to during the coaching sessions. These lists can also be found from the appendix list (appendix 2, appendix 3).

FIRST SESSION

In the first session, a simple present state analysis of the business was conducted based on the answers the entrepreneur had thought in advance. Also the goals for the coaching were established and put in a timeframe as instructed by Connor et al

in "*Coaching and Mentoring at Work*" (2007). The coaching was led by questioning the present business methods and guiding the client towards more open mindedness. Some of Harri Hirvihuhta's methods that he calls *resource and goal oriented approach* were used during the first session. In that approach small beneficial practices are conducted throughout the coaching without paying too much attention on them. When certain practice proves efficient, that is then further explored and used for learning later in the process. That in turn re-generates the success.

The client was asked to draw the business' exit plan into a pyramid and identify individual steps from top to bottom on how to achieve that. Out of that exercise came many useful and usable ideas for the business.

Inspiring and motivating question were used throughout the coaching session, like for instance

- What do you want to achieve?
- What do you and your company want to be remembered by?
- What inspires and motivates you?
- Where do you want to be in five years time?
- What is your deepest calling or biggest goal?
- What values and principles are most important to you?
- What do you want to learn and in what areas do you want to develop?
- Where and when do you perform at your best?
- What are your main strengths?
- When is the last time you felt like you succeeded and were full of energy and strength? What happened then? How did you achieve that? Which abilities did you use? What was new or surprising about it? What does this success tell about you as a person?
- What is your biggest business-related achievement so far?
- If you think about the new and current waves in the industry what is not invented yet or what has not been taken advantage of yet? What do you have that your competitors don't? And vice versa?

- Is there anything happening in the society that could open new opportunities for your business?

(Hirvihuhta, H. *Coaching – Valmenna ja sparraa menestykseen*. 2006. p.73)

The client was then left with series of homework for the next session. Already after the first session the client felt that many areas in her business seemed a lot clearer.

SECOND SESSION

In the next session the homework was reviewed and discourse continued on issues that the client felt had been an obstacle to the business. Different approaches were tested, while keeping Jenny Rogers' model in mind, taking into consideration the change drivers and internal and external factors.

In this session Hirvihuhta's (2006) other approach was used; identifying individual problems and obstacles and turning them into goals. Things that the client wants to achieve were emphasised instead of things not achieved. This kind of approach can change the client's thinking and observation and therefore improve one's perception on reality. Hirvihuhta says that many social psychological studies have endorsed the superiority of this type of approach. (Hirvihuhta 2006.)

First the client needed to recognise problems preventing growth and success. According to Hirvihuhta (2006) there are four different types of relationship to problems:

- 1) Problem is in me
- 2) Problem is in control of everything
- 3) Sometimes I'm in control of the problem
- 4) I'm in control of the problem enough so it doesn't become too much of an obstacle.

Client's relationship to problems depended on the issue in hand. Due to the complexity of the business, there were many issues to be dealt with; however, the main issue

with each problem was the lack of clarity. Issues were then individually targeted by following questions:

- What abilities and skills do you have that could help you during this challenging phase?
- What factors have made the situation easier?
- What kind of different actions can be taken here in your opinion?
- When you are starting to overcome this problem, what do you think are the first signs that you will notice? Are there some of those signs there already?
- If this situation doesn't get better soon (within set timeline), what are you going to be left with and which direction do you think you should go next? How will you react today? And what about tomorrow?
- How have you noticed your thinking has changed regarding the situation during the coaching sessions?
- What do you feel like was to most difficult time or situation with said problem?
- What has happened since or what have you done since?
- When the problem isn't too big, what do you do then? What do these more successful times tell you? What can you do in order to have more of those successful days?
- What is the next stage getting over the obstacles?

(Hirvihuhta, H. *Coaching – Valmenna ja sparraa menestykseen*. 2006. p.69)

Questioning solved and clarified many issues. However, there are many aspects in the client's business that were not wholly comprehended and since we are not trained coaches some issues remained left out.

Next the client was given some business tools to help categorise the different products. Then by asking questions about the current economy, competitors, products etc. the client was able to learn how to use the tools and thus understand more about different aspects in marketing.

The client was left with another set of homework regarding the different business tools that had been introduced in the second coaching session.

THIRD SESSION

The third session was started by yet another Hirvihuhta's (2006) approach called narrative approach. Using the narrative method the client tells about his or her situation and how he or she got there in a manner of a story. That story is however only one version of many incidents or events that could have happened. What is "correct" is not considered relevant, but what is the most convenient way. At its best the narrative approach makes the client realise that he or she has many opportunities to change the course of things and to find alternative ways of life or business. At the same time the client can enhance his or her positive identity. (Hirvihuhta. 2006.)

Because of the complexity of the client's business, this method took the discourse to various different levels and the conversation spread on to irrelevant matters. Then it was time to move on to examine the homework from previous session. The questions used during this session were more action oriented.

- Have you already decided what to do with the situation?
- Did the plan you made last time work?
- Did you find the tools useful?
- How is this decision going to show in your business? How are you going to implement it?
- What would be the actual first step in implementing this plan?
- What does dealing with this problem tell about you as an entrepreneur?
- If you succeed, how is it going to change your perception with yourself as an entrepreneur?
- If you maximise the use of your own strengths, where is that going to get you?
- If you develop your skills to that level, where is that going to get you?
- What new opportunities is this situation going to give you?

- What do you do if plan a. doesn't go to plan? What are your other options?

(Hirvihuhta, H. *Coaching – Valmenna ja sparraa menestykseen*. 2006. p.84)

At the end of the session the matter of change was brought up, since that was going to be the topic for the next session. Also another review of Jenny Rogers' model was conducted in order to make sure that it was being followed to best abilities.

FOURTH SESSION

The fourth session started by looking at the actual concrete steps towards the goals identified in the first session. The progress so far was evaluated and discussed. The issues that the client had faced during the coaching process were also discussed.

Change was discussed and looked back on in the narrative approach where the client told different stories about the business. Different aspects of change were brought into the stories and examined how making small changes along the way ended up in different results. The matter of change was discussed using the following types of questions:

- Why are changes needed?
- What will follow if changes are not made?
- What weaknesses and risks lie in present state?
- What advantages could a change bring?
- What knowledge and resources are already available for the change?

(Hirvihuhta, H. *Coaching – Valmenna ja sparraa menestykseen*. 2006. p.97)

FIFTH AND FINAL SESSION

The fifth session was all about reflecting on what the client had learned. The notes that the client had made during the process were browsed through and discussed

considering the internal and external factors that had influenced the coaching and the client's thinking.

The bottom line for the client was the issue of time management and balance between personal and business life. The client was introduced to a simple tool with what she was able to profile individual tasks into 1) urgent and important, 2) important and will be done if there is enough time, and 3) less important, will be left out if timeframe is too tight. See figure 2.

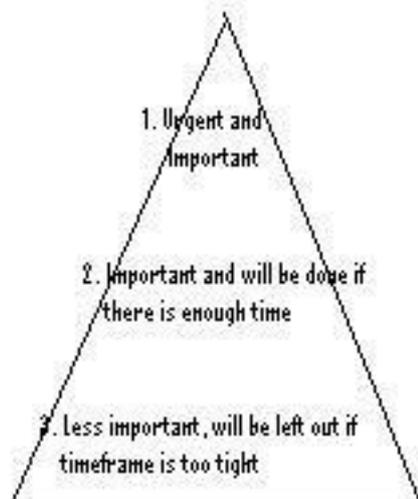


Figure 2. Tool for identifying resources

(Hirvihuhta, H. *Coaching - Valmenna ja sparraa menestykseen*. 2006. p.133)

Limiting tasks is vital when the client feels like personal and business resources are limited, and when the client has difficulties with understanding when to say no.

AFTER WORK

After the five coaching sessions, the client was interviewed about the coaching success. (Appendix 4)

Each session followed a certain procedure and included following qualities: listening and helping the client overcome fears while offering objective view and better understanding of the situation, series of questions depending on the topic of the session, challenging the *TFGS* and encouraging thinking outside of the box. Communication skills were in an important role in order to remove barriers, pre-conceptions and negativity. Proper communication creates trust and helps to better understanding of the client's persona. Positive questioning aspired to reinforce motivation and inspiration.

With the use of the timeframe the client will be able to assess the true results of the coaching in the future. After receiving the feedback from the client it was possible evaluate our own success as coaches. However, in order to assess the results of the coaching, the client was hoping for another coaching session where we go through the results and reassess the situation.

4. RESULTS

Brockbank and McGill (2006) have been researching the nature of learning. They found that there is no science or theory of learning that entails all the activities involved in human learning. Researchers have their own views of what learning is and how to measure it. Behavioural psychologists identify learning when they spot a change in person's behaviour, whereas cognitive psychologists look for proof of learning inside the client. Traditional academic learning recognizes learning as a mental process, while progressive approaches to learning involves clients to be active and learn by doing.

Brockbank and McGill (2006) emphasise the importance of taking all different types of learning into consideration.

Deep learning can be achieved through evolutionary coaching approaches. Brockbank et al refer to Prosser and Trigwell to describe deep learning as:

- *“The abstraction of meaning*
- *The interpretive process aimed at understanding reality*
- *Learning as developing as a person”*

(Brockbank et al. 2006. p.38.)

Reflection is vital in deep and significant learning and that is recognized in most modern learning theories. Brockbank et al defines learning as an intentional process that takes into consideration the social environment and learner’s experience. Clients are identified as individuals, completely present in the situation, involved with others and open to question the *TFGS*. That enables wholesome learning that leads to transformation which benefits both individuals and the organisation. (Brockbank et al. 2006)

Understanding the reflective learning process can be difficult since it is very complicated. There are several factors involved in the learning process and those will not be researched in detail in this thesis because of the complexity of the matter.

In order to measure the results of the coaching the case company, an interview was conducted after the last coaching session. (Appendix 4)

The questionnaire begins by making a line from 0 to 10 and placing letters *a* to *d* on the line. The letters have meaning where *a* indicates the starting point, *b* indicates the present state, *c* indicates what the client wanted to achieve by the coaching and, finally, *d* indicates the results of the coaching, i.e. where the business is now after the coaching. This model was adopted from Hirvihuhta’s book *Coaching – Valmenna ja sparaa menestykseen*. (2006)

The client set *a* to 3, *b* to 6, *c* to 10 and *d* to 8. (See figure 3)

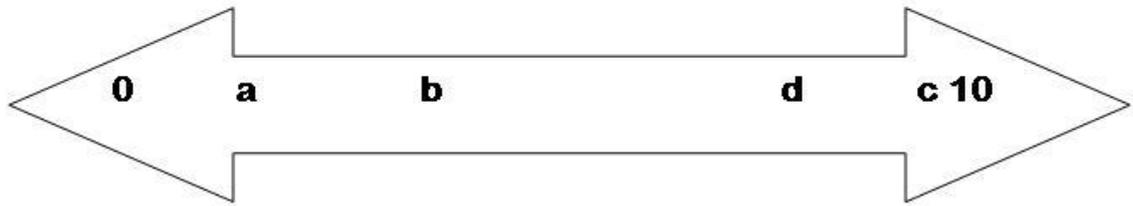


Figure 3. Coaching assessment

(Hirvihuhta, H. 2006. *Coaching – Valmenna ja Sparraa menestykseen.*)

The second question in the interview was more practical concerning the usefulness of the business tools introduced during the coaching.

The client answered that she found the tools very useful because they helped her to identify the “big picture” and understand more about segmenting product lines.

However, the client feels she still needs further coaching in order to fully benefit from the tools.

The rest of the questions were open ended, where the client could describe in her own words the main benefits and improvement points of the coaching. The last question was about the style of coaching. Since the client has received different types of coaching before, it was interesting to find out how she felt about this type of method that finds the solutions from within the client rather than provides advice and answers.

The client found coaching most useful in the areas of identifying the type of business partners she should do business with and the importance of making a schedule and following it. The most memorable thing in the coaching session for the client was the supportive and motivating atmosphere.

The client found the coaching style supportive and interesting. She would have hoped for more direct instructions and guidance, but the idea was to use the evolutionary coaching approach in which the coach does not provide answers to the client.

Both parties found the timeframe too short. According to Jenny Rogers coaching should take place over a period of six to twelve months in order to fully understand the newly set goals and to properly evaluate the progress.

5. DISCUSSION

In the course of three months in the beginning of 2010, a case study was conducted on evolutionary coaching method on a small business using Jenny Rogers' coaching model. The company belongs to the mother of Anne Kovanen, the other student making the thesis. There were five separate coaching sessions with a different approach keeping in mind the principles of the evolutionary coaching method and Jenny Rogers' model. After each coaching session, there was a short reflection period to discuss the pros and cons of each approach.

One of the main down sides of the coaching was the short time period in which it was conducted. Jenny Rogers (2008) recommends that coaching should go on for a period of minimum six months to maximum 12 months. The desirable number of coaching sessions is usually six sessions for the whole coaching process. That gives enough time to tackle most of the issues that needs to be overcome by coaching, while having enough time between the sessions to evaluate the progress. (Rogers, J. 2008.)

From the coaches' perspectives we felt that we had successfully used various different questions and opened up the discussion to new ideas, while trying to keep the focus on the main topics. After the first sessions we felt like the conversation started digressing and we took on a more firm approach for the later sessions. Also consistency suffered from changing the coaching methods, but that was not only a bad thing, since that also opened up new ideas.

We initially decided to use the evolutionary approach due to its holistic nature and principle of releasing the potential within the client. Had we chosen another approach, e.g. functional approach, we may have had better results since the client was doubtful of her own abilities and possibly wanted clear guidance on where to go and what to do.

However, after the first two sessions, we felt like we were able to plant the seed of confidence in the client to get better results with the evolutionary approach.

At times, it felt very difficult not to give guidance and propositions to the client. It can be difficult to sustain an objective role throughout the coaching while the client gets more familiar, and the coaches feel more comfortable about the client.

The results were measured by conducting an interview at the end of the coaching processes. The client found it difficult to answer all the questions thoroughly, since the last coaching session was still so close. However, the client felt that she had benefited from the coaching, especially in making the overall structure of the business more clear and manageable. Overall, both the client and the coaches felt that the timeframe for the coaching was too limited. The coaching should have taken place during a longer period of time in order to fully evaluate the results and determine further steps.

Coaching in the future

Coaching is still a relatively new area of business. New scientific research will improve coaching methods in the future through a wider understanding of human behaviour and human response to coaching. The understanding of coaching and its results will progressively improve. The definitions of different coaching methods, e.g. life coaching, will become clearer and therefore help the understanding and acceptance of its role in helping people and businesses to reach their goals. (Businessballs. *Life coaching and personal coaching*. 2004)

As the research concerning learning will also develop, the improvements of existing coaching methods and new methods will be more accurate and effective. (Brockbank et al. 2006)

6. CONCLUSIONS

The aim of this thesis was to explore different coaching methods and do a further study into a case company using an evolutionary coaching approach.

First different coaching methods were studied; business coaching, life coaching, student coaching and sports coaching. Business coaching looked more closely into executive coaching and business mentoring using an example from Business Mentors Finland. Life coaching section looked at the field in general and examined how it is used in business life. Student coaching part was less traditional giving an example of different approach to student coaching called Team Academy. Lastly sports coaching was examined from a more general point of view.

The main part of the thesis was a case study that was conducted on a small Central Finland based landscaping company. Evolutionary coaching approach was used for the case study. The coaching took place in the beginning of 2010 and five separate coaching sessions were conducted. Each session had a slightly different style testing out which would be most effective, while keeping in mind the evolutionary coaching style with Jenny Rogers' model.

Before the first session the client was asked to fill out a form with questions about the business. The questions concentrated on the present state of the business and the future plans and goals. In each session a different approach was tested, many of which were based on Harri Hirvihuhta's (2006) book *Coaching – Valmenna ja sparraa menestykseen*.

The first session mapped out the present state and goals based on the answers given by the client. Harri Hirvihuhta's resource and goal oriented approach was used to set targets and determining resources.

The second session had more action oriented approach where few business tools were introduced to help the client divide her business into separate segments. In this session problems and obstacles preventing success were identified and then turned into goals according to Hirvihuhta's approach.

The third session concentrated on where the business is today and how it got to that stage. Hirvihuhta's narrative approach was used to explore different paths leading to

present state. That approach proved least useful, since it got the conversation to wrong tracks and irrelevant matters. The topic of change was brought up and discussed ready for the fourth session.

The fourth session was all about change; determining why change was needed and how to go about it. Concrete steps were identified in order to achieve goals that were set in the first meeting.

The fifth and the final session concentrated on reflecting the learning. The client identified the biggest obstacles and it was discussed how to overcome them. Lastly Hirvihuhta's tool for identifying resources was introduced to help the client determine timeframe and resources in the future as well.

The results were determined by conducting an interview on the client about the coaching sessions. Overall the results were very positive. However, it is impossible to evaluate the real results that the coaching may have had on the business, since it was such a short time after the last session before the implementation of set targets was begun.

During the process it was found that evolutionary coaching can have highly positive impact on a small business that is not questioning the *TFGS*, and that is used to its old ways. Evolutionary coaching doesn't only look at the business itself, but also the environment it operates in as well as the people involved. It looks at the inner and outer change drivers as well as the coach and the client and their relationship. Evolutionary coaching can help the business redefine its goals and clarify the steps how to get to those goals.

All in all, coaching is fast developing new area of business and as more research is done in the field, it will give more and more opportunities to all kinds of businesses to develop in almost all areas.

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APPENDIX 1

QUESTIONS TO THE CLIENT, BEFORE THE FIRST COACHING SESSION

Explain shortly:

- * At the moment what are the main areas of your business and why?
- * In what state do you feel your business is in at this current time?
- * Which direction do you want to develop your business? Also give reasons why.
- * What is your progression and exit plan for the business?
- * What are the main areas in your business / you as an entrepreneur that you feel needs fixing/improving and or changing?
- * What are the biggest obstacles you have faced as an entrepreneur to date?
- * In your opinion what are the main obstacles that have prevented growth of your business?

APPENDIX 2

Learner language (used by client)

- I think...
- I want...
- I realized...
- I know...
- I found out...
- I thought I knew...
- I was unaware...
- I knew...
- I felt...
- I was overwhelmed by...
- I went blank...
- I wanted...
- I am feeling...
- I am wondering about...
- I will...
- I was surprised...
- I am surprised...
- This feels difficult because...

(Brockbank, Anne; McGill, Ian. Facilitating Reflective Learning Through Mentoring and Coaching. London, GBR Kogan Page, Limited, 2006)

APPENDIX 3

Review language (used by coach)

- Tell me about...
- What did you know...?
- What did you do...?
- How did you feel...?
- How did it happen...?
- What occurred...?
- Can you remember...?
- What were you aware of...?
- What could you do...?
- How would you know...?
- It sounds as though...
- You seem to be feeling...
- You look...
- How does that make you feel...?
- What would make a difference...?
- When can you...?
- What do you think is important here...?
- What can you do...?
- What do you want...?
- What helped you...?
- What got in your way...?
- What will you do...?
- How will you...?
- Tell me what you have learnt...?
- How did you learn...?
- What else...?
- Who helped...?

(Brockbank, Anne; McGill, Ian. Facilitating Reflective Learning Through Mentoring and Coaching. London, GBR Kogan Page, Limited, 2006)

APPENDIX 4

Coaching feedback from the entrepreneur

1. Draw a line from 0 to 10 and on that line place the following points:
 - a) the starting point
 - b) present state
 - c) where you wanted to get by coaching
 - d) where do you feel you are after the coaching

2. During the coaching we introduced some business tools. Evaluate the usefulness of those tools to your business on a scale from 1 to 5.

In your own words, please answer the following:

3. What do you feel was the most useful thing in the coaching?

4. What do you feel was lacking from the coaching?

5. How would you make the coaching better? What kinds of aspects do you think should be included?

6. What was the most memorable thing in the coaching?

7. How did you find the coaching style? (Not providing answers, but asking questions)