

# *Role of Coaching in the Hungarian Economic Development – With Particular Attention to Management Development and Internal Audit*

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## SUMMARY

With its well-developed methodology and potentials adjusted to the social requirements of the present time, coaching may give efficient support - to individuals, groups and even wider circles - for solving problems in nearly every area of life while carrying several 'additional' benefits. An appropriately completed coaching process always results in the deepening of self-knowledge, which is the key element of the factors that mostly influence the quality of our life. As a matter of fact, it is a life-long process, on which we may work up to the last minute. Another important factor is that the process is able to become 'self-propelled', meaning that over time the supported person, group, etc. shall learn the philosophy, approach and the know-how of coaching, enabling the independent and successful use of the method and the tools learnt and practised in coaching later. I seek to present all this with particular attention given to presenting the ideology of coaching from several perspectives via the historic milestones, the demonstration of its mechanism, the conclusions to be drawn from the connections and the challenges of the future. A further objective of the present study is to shed light on the potential of coaching to support the operation of the internal control systems of organisations via their managers.

KEYWORDS: coaching, coaching leadership style, management science

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An ancient desire of humankind is to achieve its goals. It is not always so easy.... As we are social beings, we have long been 'forced' to solve our dilemmas and problems in the natural habitat called human society. In order to make our endeavours successful it is useful to be aware of the characteristics of our being, our available resources and the habitat in which we live in general. Our community existence and our nature offer the potential of collective thinking and problem solving on a plate, which prominently appears in the human-centred disciplines and their narrower areas, such as for example human resource management, personal development, conflict management, management psychology or coaching.

The roots of the ideology and methodological foundations of coaching reach back to ancient times. *Socrates* (469–399 BC), the Greek philosopher already used the questioning technique, also applied in coaching today, to support his conversation partners, thus avoiding answers and possible solutions given in reply to specific problems. Instead of providing a possible solution in a given situation, he led the 'problem owner' (the person having the problem and seeking a solution) to one or several potential solutions by his questions asked during their dialogues.

*Socrates* thought: *'I cannot teach anybody anything. I can only make them think.'*

A central element of the mechanism of present-day coaching sharply differentiating coaching from advice – 'subtle' support of the client – may clearly be seen in this approach.

Emphasis was already given to 'holding a mirror', teaching the teaching by *Socrates*, which went without any form or tool of criticism.

Among the proposals *Socrates* made was the strengthening of trust between the coach and the client and the guideline to establish the foundations of efficient dialogue: *'When*

*you speak to someone, never begin with where your opinions differ. Begin with highlighting and emphasising the things you agree on.'* (*Socrates*)

In addition to the approach of the ancient Greek philosopher, we also find this form of communication via questions in some of the Eastern religions (for example Buddhism), which also serves the purpose of 'holding a mirror' to the conversation partner.

*'Buddhist Teaching can take various forms, but it is primarily present in the person itself and can be learnt on the inner path to awakening.'*<sup>1</sup>

In this quote another fundamental feature of coaching is emphasised, namely the facilitation and support of the surfacing inner potential hidden in the client by resolving the hindering factors.

*Buddha* calls the method, by which the master only uses questions best suiting the feelings and thoughts of the receiver (conversation partner) in their wording a clever tool. Similar to coaching, the solution here will only be acceptable if it suits the personality, as well as the ethical and moral criteria of the partner. In both cases these are tailor-made solutions, which is precisely one of the main features of coaching. The partner answering with a declarative sentence will receive another question followed by another answer, and so on. This will go on until the responder realises the connections related to his/her behaviour, which make the achievement of his/her goals difficult or impossible, as well as modes of action, potential misconceptions, and negative automatic thoughts. Becoming aware of previously non-conscious contents, the conversation partner will become 'enlightened', by which his/her internal tensions will be released and the obstacles to development will be shifted.

In the form of Zen dialogue this technique is also present in the teaching of religious doctrines. Among the Zen teaching methods this interactive teaching method built on

dialogues is the most frequently used and known one, which is often added to other teaching methods. In addition to meditation, this is the key technique in teaching the Zen practice. The dialogue between the Zen master and pupil ('mondo' in Japanese) is part of the traditional life in cloisters as well as the modern Zen practice.

Later, at the turn of the 18–19th centuries, psychology became an independent discipline within social sciences, which reached its full potential in the examination of human society and individual interactions.

In scientific life the term coaching first appeared in 1830 at the Oxford University, where it was used as a slang for lecturers who 'helped' their students pass the exams. The term in sports was first used in the 1860s, also in England.

The fundamental disciplines of coaching were laid down in the 1920s and 1930s at the time of intensive technological development. Management science and psychological theories and models were introduced to practise and business life with increasing success, and the *Human Relations* trend gained momentum.

In addition to behaviourism and psychoanalytic depth psychology trends previously existing within psychology, in reply to the Freudian doctrines, the human-centred approaches of Maslow and Rogers became known as the 'third force' between 1930 and 1950. The gestalt trend and cognitive psychology were in the making.

In the '60s attention was starting to be given to employees, as sentient human beings. Coaching appeared first in HR and later in training and management academic literature.

The foundation of the method used today – based on sports psychology – was elaborated by *W. Timothy Gallway* tennis and golf trainer, former captain of the tennis team of the Harvard University in the '70s. He

observed that if the trainer (coach) helped the athletes to overcome – or at least minimise – the obstacles in their head, the natural abilities resulting in excellent performance may surface. He found the essence of coaching, the developing of potentials hidden in the individual by which the performance increased. This does not mean teaching, it means supporting teaching. After some time Gallway began to give more lectures to businesspersons than to sportspersons, by which coaching became one of the key specialities of the management books by the '70s, mostly in the context of how it was to be used by the managers to increase performance. The method soon became a strategic element of developing company managers.

By the 1980s the United States recognised the power hidden in the coaching processes to be also made use of in business life. Coaching was declared to be essential for supporting managers in achieving their performance targets. Coaching gained a new meaning in England, where resulting from the process the colleagues and co-workers may have more direct discussions, thus solving their problems and performing their tasks more efficiently. At that time the terms coaching and counselling were used as synonyms. The influential works of business literature were full of coaching.

The '90s brought about the progressive expansion of coaching. Coaching assumed unbelievable dimensions in the industry, coaching experience was accumulated, the number of trained coaches soared in several areas, as a result of which the management and HR experts gained sophisticated knowledge.

By 2000 the different – coaching related – publications almost flooded the academic literature, which further accelerated the development of coaching. This was the period, in which coaching also appeared in Hungary, in which coaches mostly with qualifications from the Anglo-Saxon territories were pioneering.

This brought a kind of new culture, the culture of development, learning and change to the country. Within a few years coach training began in Hungary, the term ‘coach’ became increasingly familiar, and within a short time it was put down as one of the most efficient methods of personal and management development. With the increasing demand for coaching, the number of training places and the number of coaches appearing on the market increased. The professional background of the coaches showed a rather mixed picture (previous counsellors, trainers, psychologists, teachers, supervisors and therapists). After conquering the for-profit organisations, coaching also appeared in the world of non-profit organisations. The above mentioned processes resulted in the establishment of the first Hungarian professional organisations, which were either formed from the different organisations of Hungarian coaching schools, or began to function as the Hungarian divisions of long-standing international organisations (for example the Hungarian division of ICF, the International Coaching Federation). The six most significant Hungarian professional organisations signed the Code of Ethics for Coaches in 2011. In addition to specifying the frameworks and principles, the Code of Ethics also plays the role of quality assurance. The professional and ethical requirement system built on self-regulation specifies the requirements of professional training, the principles of quality coaching service, the necessary professional competences and the requirement of continuously developing them, as well as the ethical requirements essential for the profession. The Association of Hungarian Coach Organisations (Magyarországi Coachszervezetek Szövetsége), Hungarian acronym: MCSZ) was founded in 2012. One of their endeavours was to establish and operate an overall rating/quality assurance system, by which the strengthening of the authenticity of

the profession may be ensured in the long run.

Fortunately, we can state that the development has been continuous and unbroken – not only in our country but also in the different parts of the world. With the coaching profession becoming increasingly sophisticated, there are several types of coaching, by today – similarly to other areas of science – the specialisation in this field assumed proportions never seen before.

Similar to other areas of science, the definitions of coaching are countless. I shall present a few popular definitions below to show the diversity of the discipline already appearing here as well, and I shall also present the definition created by my person. The fundamental reason for the diversity of definitions is that the different authors emphasise different focal points and deem important to emphasise different elements using the theoretical, practical or combined foundations of coaching as a basis. I, therefore, take it for granted that the descriptions of coaching are different and colourful. Let us begin with the two, perhaps most fundamental, descriptions:

*Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.* (International Coaching Federation)<sup>2</sup>

*Coaching unlocks a person’s potential to maximise their performance. It helps them to learn rather than teaching them.* (International Coaching Community)<sup>3</sup>

For a deeper understanding of the scientific definitions, it is useful to examine a few examples of the theoretical and methodological relationship of coaching with other religious or philosophical approaches.

*The things that matter most in our lives are not fantastic or grand. They are the moments when we touch one another, when we are there in the most attentive or caring way.* (Kornfield, J., 2003)

Both in literal and metaphorical terms, the quote is a good example for the recognition that another person, an ‘outsider’, who is helped in his/her good work by his/her knowledge and ‘independence’ may efficiently support us in achieving our goals. *‘How we are disposed towards our feelings either chains us or liberates us.’* (Kornfield, J., 2003)

This is a beautiful example of the effect a coach makes on the client, of the joy the coach may feel seeing the smile of hope, recognition and joy in the eyes of the client. *‘Not asking the wrong questions means staying alert. All this, among others, presumes due restraint and the discovery of what to say and do.’* (Chödrön, P., 2003)

This quote reminds me of many things. Going by the cognitive trend so fashionable today, the one and most important thought is that we do influence our success in several aspects of our life therefore we can act and make changes to achieve our set goals. Another thought of mine reminds me of the elements of coaching methodology, which by the tools of cognitive therapy imported from psychology (for example the three, five, and seven-column thought diary) become suitable for mapping the negative automatic thoughts (NATS) of the client, and the reduction of their negative effects by separating the event related to the NATS and the feeling triggered by it. *‘The more we witness our emotional reactions and understand how they work, the easier it is to refrain. Therefore alertness, slowing down and the recognition of what is going on around us become a way of life.’* (Chödrön, P., 2003).

The quote suggests behaviours to be followed by the coaches, in which we may also find the seeds of active listening and appropriate questioning technique.

*‘Everybody controls his/her own destiny; We must create the reasons for our happiness ourselves. Only we are responsible for this, no-one else.’* (14th Dalai Lama, 2003)

The Dalai Lama also emphasises the importance of willpower, faith in oneself, courage and the freedom of action.

*‘To achieve real happiness we must change our view of the world and our way of thinking.’* (14th Dalai Lama, 2003)

Here the author calls our attention to one of the fundamental mechanisms of coaching, according to which we may only reach our goals by changing ourselves (our way of thinking and behaviour).

Sándor Weöres effectively enquires into the essence of coaching when in his poem titled ‘Inverted Mirrors’ he writes:

*‘The earth below you, the sky above you, the ladder within you.’ Or in ‘The Ancient Kknowledge’: ‘The one real learning: active raising of the knowledge asleep in our being.’*

These are interesting thoughts about the fundamental operating mechanism of coaching, namely that if we wish to achieve something, which is currently not given to us, it is almost certain that we must change our thinking, attitude and behaviour.

We may think to have discovered the deeper roots of coaching in the above quotes, which resonates both in approach and methodology – moreover, it is the very backbone of the present coaching practice.

There are a few striking metaphors to specify the content of coaching:

According to André Louf: *‘The key opening our internal life is within us and not held by someone else. We, however, need an outsider, one word, one gesture, the density of connection to let the deeply hidden harmony play in us by touch.’* (Louf, A., 2006).

And now let us take an introductory motto and a few coaching definitions, which, in my opinion, are suitable for grabbing the essence of the profession.

*‘Sometimes the coach gives the only honest feedback.’* (W. Vogelaar, 2002).

According to the practical approach typical

of him, the motto of the Austrian expert emphasises the importance of interest-free feedback directed at the individual, referring to one of the fundamental pillars of personal development.

General definitions of coaching:

*‘Coaching assists the coachee / client to move from where they are now to where they want to be, and to make that progression quicker and more effective than if they worked alone.’* (The Coaching Academy)

The definition emphasises the power of competent help, encouraging to grab the hands extended to us with the intention of helping courageously to achieve our goals as soon as possible.

*‘Coaching is unlocking a person’s potential to maximise their growth.’* (John Whitmore)

The essence of the approach originating from sports psychology welcomes help to allow the potential hidden in us surface as extensively as possible.

*Coaching means partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential.’* (International Coach Federation)

Another definition by the International Coaching Federation gives a slightly more detailed ‘message’ on the foundations of *John Whitmore’s* definition.

Three Hungarian definitions:

*‘Coaching is a tailor-made development process [...] The aim of coaching is to reveal and mobilise the internal resources in people. The coach supports his/her client in finding his/her own solution to the issues and the hindrances currently occurring in his/her work or private life, while increasing his/her awareness and commitment to shape his/her own life.’* (Noble Manhattan Budai Coaching Support Group)

The definition striving for a comprehensive overview attempts to detail several areas of coaching without being overly lengthy.

*‘Coaching is a kind of easy riding in big city traffic’* (Kollár)

I personally like the witty abstract definition allowing the readers to come up with the deeper interpretation of the concept because of its subject (*comment of the author*).

The common elements of the previously presented definitions are learning and development, which include the necessity of change facilitating the achievement of the goal, and emphasise the helping intention, where the coach and client will grow through close interaction.

The definitions, however, mostly differ from one another in what the authors find most important in this rather complex growth and development process. In addition to the metaphorical definitions, there are some definitions that emphasise assistance and growth, and others that emphasise the reduction of time necessary for development and the achievement of goals, and even some that underline the potentials hidden in the client.

Finally, here is my own definition:

*‘Multidimensional development process becoming self-propelled in the long run based on own experience, which also has a beneficial influence on the environment of the supported person.’*

According to my definition, I deem it important to emphasise that every coaching may be interpreted as a learning and development process, where we can witness performance increase in the client in some area(s), which is coupled with joy giving more power. In my approach I wish to underline the own experience factor, which includes all experiences the client personally lives and experiences during the coaching process. The knowledge gained this way is deeply built in and becomes part of the client. By multidimensional growth our client may later become able to solve his/her problems and

dilemmas independently (after the successful completion of one or two coaching processes). In addition to solving the problems efficiently, the personality of the client will continuously develop in general. The desire for continuous development turning into an internal need may become a life-long endeavour for continuous growth. In this case the coaching approach permeates the everyday activities of the client. It is my conviction that this view is applied not only at the workplace (as managers or subordinates), but also at home and among friends, by which those living around our former client may also experience the beneficial effects of coaching philosophy, improving the quality of life and developing the personality. Moreover, if there is wide-ranging penetration, the effect of the process on the society may also be seen...

In my opinion the number and variety of the definitions is a good example for the particular diversity hidden in coaching – and through it the extent of subjectivity – which characterises social sciences by their nature.

In the area of management sciences, we had the opportunity to observe the fight of ‘hard’ and ‘soft’ trends emphasising the importance of human nature already in the last century (Peters, T., Waterman R. H. Jr., 1982). The emergence and rapid rise of coaching is a good example for the justification of the ‘soft’ approach, which has become stronger recently. The focus shifted to the person, abilities and competences, and the efficient change management appearing in the *Leadership* trends focusing on the changes of persons via these trends all speak for the merit of the ‘soft’ tools. This tendency is also visible in the reform of research methods. The organisational and management environment, becoming increasingly complicated and complex, calls for new methodologies. Difficulty in recognition, obscurity of reasons, and the

potential to map invisible driving forces behind happenings called for the world of interpretive methodology and action research. Interpretable social science – and coaching organically connected to it – allows reading in hidden actions (for example to unearth the root of resisting changes). By revealing and understanding the roots of human behaviour particular action plans may be set up, which give us a gift easily translated to the language of practice representing serious added value in almost every area of management science.

For a general overview of the role of coaching, its status and relationship with other assisting sciences are worth examining first in my opinion:

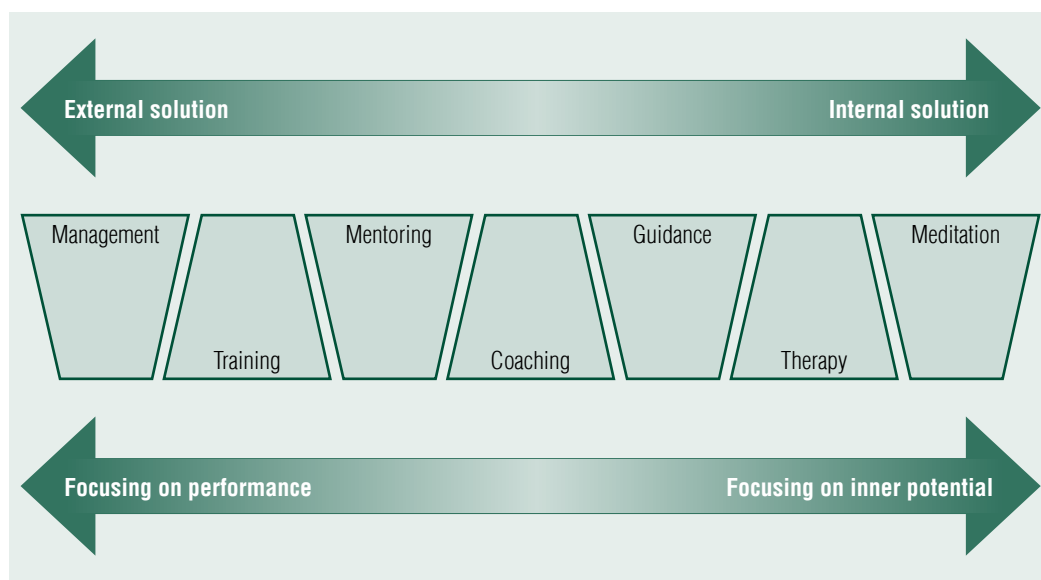
It is seen in *Figure 1* that, considering both its direction and focus among the other helping sciences, coaching is situated in the middle. We may say that it links the sciences built on external and internal solutions, the same way as the sciences focusing on performance and inner potential. The flexibility of coaching is well featured by the fact that – depending on the concrete situation – this branch of science allows the coach to shift to one or the other direction. I must note that it is precisely this feature which sometimes causes uncertainty around the concept of coaching. In order to be rid of this uncertainty it is useful to summarise the features differentiating between coaching and the related areas of science.

Coaching is a tailor-made development, other than training, counselling, psychotherapy or even a simple friendly conversation.

It is different from training in that – as opposed to training – the coach does not always repeat the same ‘slides’, he/she must always personalise his/her activity, as each case is different. In my opinion one of its main beauties is hidden precisely in this diversity. Generally not 10 to 12 persons participate in the process, but only 2 (at least in classical coaching).

Figure 1

**PLACE OF COACHING AMONG OTHER HELPING SCIENCES**



Source: Cope, M. ( 2007)

Coaching is not guidance, as a real coach does not give advice. It is simply not necessary if he/she does his/her job properly. In these terms I myself am among the many ‘hardliners’ who differentiate sharply between coaching and guidance. I do not think it is even up for discussion. As opposed to guidance, the client grows continuously during coaching, by which he/she becomes able to solve an upcoming similar dilemma independently and will not need to see a coach again. The coach does not give advice or ready-made solutions. The coach helps to reveal and implement alternative potential solutions through his/her questions and the use of the methodology toolbox of coaching. It helps to find the individual, tailor-made way to go down the selected road, so to speak. Every decision during the process is made by the client while the coach gives support, motivates, provides feedback and catalyses.

It mostly differs from psychoanalysis by

focusing primarily not on the past errors, but the future potentials. In this, however, a diagnosis revealing the past and an analysis of the present situation obviously play an important role, while the emphasis is on the accomplishment of the set goal and development aimed at the future.

Among the fundamental features of coaching is its duration, which ranges between one single meeting (preferred for example by the internationally recognised *Peter Szabo*, who lives in Switzerland – comment of the author) and one year. This, in general covers 5–10 meetings. Properly working coaching assumes tight relationship built on trust between the coach and his/her client. Coaching is actually a support activity, which helps the client to learn how to develop. During the process the client receives continuous feedback from the coach, which he/she would not normally receive. The feedback may concern the person, performance, vocation or competences of the



client, and many more things. The main goals of all these may be summarised in three words: learning, development, change.

I deem it important to emphasise the difference between the words help and support. I would rather match the word support with coaching, as opposed to help. The reason for this, in my opinion, is that the client learns from the support received from the coach while he/she experiences success (however he/she mostly remains responsible), as opposed to help where responsibility is with the helping person (I purposefully did not use the word ‘coach’), therefore the client learns little and experiences little success.

Coaching may have several goals, such as the achievement of change in behaviour necessary for the increase of performance, management of business problems, personal and professional development, continuous learning, etc. At the beginning of the process the coach and the client define the direction of the coaching cooperation together, based on which they will work on the desired change. Defining the direction of coaching may require a number of meetings; however, it may also be evident from the very beginning. The direction and focus of coaching is most frequently aimed at

- the development of competencies (a process based on concrete and clear consensus held in strong hands),
- the increase of performance (which, for example, helps the manager to assess his/her own performance and provides feedback in terms of his/her strengths and weaknesses),
- growth (future work performance, for example, it helps the manager to reveal his/her strengths and weaknesses, the definition of necessary growth areas and search for ways to compensate for deficiencies).

Coaching, however, may also be connected

to the priorities of an organisation, as, for example, it may facilitate the introduction of certain changes while focusing on practice.

The potential outcomes of the coaching process include the achievement of higher-level self-knowledge, the desired change in behaviour, increased performance, development of social relationships, more perseverance, growing flexibility, higher tolerance and emotional control. Coaching must support the increased willingness of the client to assume responsibility, to have more autonomy and focus on development in the wider sense.

Coaching can be approached from many directions both theoretically and in practice. The main reason for this soon becomes obvious if we pay attention to the psychological trends, from which – among others – the toolbox of coaching evolved. Digging down deeper we may find two pillars. One leg of the building resting on these pillars is the mental techniques, previously used to train top athletes, which were later integrated in the self-knowledge development programmes, while the other line comes from the psychotherapists, who recognised that not only persons in crisis situations needed help and support, but also the persons who simply want to reveal more of their potentials to increase their own satisfaction.

The majority of the trends present in coaching today are also present in our country, however, sometimes in a ‘mixed’ form. The main trends deemed ‘clear’, in alphabetical order, are the following.

**ACTION-BASED COACHING (WITH PSYCHODRAMA APPROACH).** Psychodrama is a group psychotherapy method. Its essence is to act out situations important for the group members, in which they may relive their situation and use role change. By doing so they may view the given situation from another perspective. The method is action-oriented, as they do not

only discuss actions to be taken in the given situation but also make the clients act them out. This way the clients may experience the potential solutions in a safe environment.

**VALUES-BASED COACHING.** The essence of value-based coaching is to make us aware of our values first, from which we deduct our strategies, which may also be represented by others and may inspire others.

**GESTALT-BASED COACHING.** This trend is based on the phenomenon that if a situation is experienced by a number of persons, everybody will remember and focus on different things. We all experience a reality, which is a subjective reality influenced by our previous experiences and observations. During Gestalt-based coaching the client is made aware of the behaviour patterns used to manage situations before, and/or additional potentials are also revealed. The tools involve support and gentle confrontation.

**SOLUTION-FOCUSED BRIEF COACHING.** Facilitation toolbox focusing on the constructive options and resources serving the maximisation of progress made within one meeting, during which we may not ask about the problem, the reason of the problem and its details consciously. We do something else: we focus on the concrete, precise micro-description of desired changes in the everyday reality of our client, on raising awareness of the already working resources, on the elaboration of the signs of progress, and we fully support the self-organisation of the client – by which we make a fast and long-term move.

**NLP-BASED COACHING.** According to the NLP (Neuro-Linguistic Programming) Institute, coaching is a process in which, with the help of the coach, the client builds a bridge between the present situation and the desired goals. For this the client identifies and removes the obstacles with the support of the coach, and finds and strengthens his/her existing resources, develops new resources in

him/herself to build the ‘bridge’ and to cross it. The speciality of NLP-coaching is to always use the own experiences and inner meanings of the client for this work. Thereby the process will be fast, strong and long-term.

**ONTOLOGICAL COACHING.** The objective of ontological coaching is to change the observer within us and change the way we see the world through our own set of values, beliefs and cultural dialogues. They may presently hinder our potentials, however, the establishment of coherence between our body, feelings and speech may be learnt. Its objective is to connect with the intuitive wisdom of our body, and to rethink the way we live our life.

**SYSTEMIC COACHING.** The basis of this approach is that the smallest part is also a whole and a system. The system has knowledge, goals and power. The task of coaching is to help discover and use them. The constructive systemic approach strengthens the sense of responsibility of the individual and encourages independent action. The parties take responsibility for themselves and regard apperception their main task in the coaching process.

**STORY PROCESSING COACHING – BECOMING CONSCIOUS OF THE UNCONSCIOUS.** Story Processing Coaching (SPC) is the modern tool of the Freudian free association method, which helps to bring our subconscious happenings to the surface without differentiation, to recognise and understand our inner drives. SPC accepts, moreover uses the statement of psychoanalysis as its basis, according to which whatever crosses our mind is not a random thought but the result of the processes in the subconscious mind.

**SUPERVISION-BASED COACHING.** When this trend is used in coaching, it is a kind of experiential learning. It takes the present problems and actual situations as starting points. The coach helps the client to recognise his/her own problems and to find solutions

through a series of questions. During the process the coach gives constant feedback to the client as to how the coach perceives and experiences the things reported to him/her by the client.

**TRANSACTION-BASED COACHING.** The objective of transaction-based coaching is to focus on the activity of the client. The task of the coach is to help the client manage his/her feelings, thoughts and communication clearly. The coach does not make decisions instead of the client, his/her task is not to save the client. The coach performs his/her task by trusting the responsibility and freedom of the client assumed for him/herself. The principles of the trend: contractual method and open communication. Transaction analyses may provide a conceptual interpretation framework for the individual in difficult, restraining situations, and provide an opportunity for change. According to the transaction-analysis approach the people in general ‘are all right’ and are able to develop, and everybody has the ability of thinking. Everybody is responsible for his/her decisions and is capable of open communication.

**WINGWAVE COACHING.** Wingwave is a play on words, originating from the words ‘wing’ and ‘brainwave’. By the coordination of three methods successful in their own right (muscle test, NLP, and stimulation of the two cerebral hemispheres), German clinical psychologist *Cora Besser-Siegmund* elaborated a particularly effective methodology complex to release emotional blocks and to form emotional attitudes. Its essence is that if we find the problem in the emotional processing causing the decrease of performance and the blocking of behaviour precisely, we may achieve significant changes in behaviour with simple, precisely targeted interventions. (Éva Kelló, 2014)

In my opinion, the illustration of the features of the presented eleven trends in a structured form would not only help reception, but it

would also set an appropriate foundation for their comparison. In the interest of this I created a summary table including the six perspectives deemed important by me from the point of view of practice, intended to gather the main features of the trends detailed above.

The first column of *Table 1* includes the well-known names of the eleven trends. I presented the principle of approach for the given trend in the second column, which is the same in many cases, or at least very similar to the name of the specific trend. The third column shows the nature of the trend, and its frame set. The fourth column includes the methodology typical of the trend, the fifth column shows its mechanism, while the sixth includes the more concrete relevant content elements. In the last column I attempted to capture the comparative strengths of the given trend.

I deem it important to emphasise the attitude, openness and flexibility with which the coach must approach the different trends, regardless of whether he/she identifies with one or another from them. The same way as in our approach to other people, here we must also accept the building power and beauty in diversity. Certain coaching situations, coaches and client personalities may justify the use of different approaches in the symbiosis of coach and client striving for perfection.

Consequently, I do not attempt to favour any of the mentioned trends with a subjective opinion. My goal was only to present the variety and diversity of the profession via the trends in coaching. This diversity of the coaching trends and the proof of their successful use all reflect the reason for the existence, efficiency, complexity, flexibility, and for me, also the beauty of the profession.

Today we may observe the operation of many coach training organisations as coaching becomes increasingly popular. There are more

Table 1

**STRUCTURED FEATURES OF COACHING TRENDS**

	Approach	Feature	Method	Mechanism	Content	Strength
Action-based coaching	Psychodrama	Action-oriented	Group role play	Change of perspective with role change	Showing situations	Opportunity to test in a safe environment
Values-based coaching	Value system	Recognising, assessing	Values-based transformation	Cognitive processing	Raising awareness and matching values	Growth of congruence
Gestalt-based coaching	Gestalt-psychology	Based on discernment	Support and gentle confrontation	Assessment of behaviour patterns	Raising awareness of subjective experiences, revealing potentials	Linking past-present-future
Solution-focused brief-coaching	Solution-centredness	Helping, catalysing	Focused facilitation	Development of self-organisation	Concentrated mapping of resources and options	Fast progress
NLP-based coaching	Neuro-linguistic programming	Result-centred	Exploratory 'bridge-building' interaction	Use of own experience, inner meanings	'Bridge building' between the present situation and the desired goal	Fast, strong, long-term
Ontological coaching	Ontology	Approach-changing	Ontological learning	Establishment of new approach	Considering the characteristics of being	Natural harmony, deep and long-term changes
Systemic coaching	Systemic approach	Complexity-focused	Systems-based questioning technique	View from higher perspective	Revealing connections, modes of action	Methodological resourcefulness
Story Processing Coaching	Freudian free association	Associative	Free association	Understanding inner drives	Revealing subconscious happenings	Becoming conscious of the unconscious
Supervision-based coaching	Supervision	Personal development	Question and feedback-focused	Experiential learning	Reflection, self-reflection	Development-oriented
Transaction-based coaching	Transaction analysis	Connection revealing	Psychological structure analysis	Recognition of informational and emotional change processes	'Ego state' and interaction analysis	Efficient
Wingwave coaching	Chaos theory	Emotion processing	Totality of kinesiology, NLP and bilateral stimulation	Developing emotional flexibility	Releasing emotional bottlenecks blocking behaviour	Unity of body and soul

Source: self-edited

and more trained and well-trained coaches and – fortunately – the number of clients using coaching also increases. We, however, may also witness a high-degree specialisation of coaching. The same way as in medical science, specialisation in coaching resulted in a countless number of coaching types. Specialisation is often present in exaggerated and unjustified extent fuelled only by marketing and financial gains. In addition to life, business and top manager coaching taking root at the beginning, today we also see coaching types such as conflict coaching, financial coaching, premarital coaching, pregnancy coaching, marriage coaching, parent coaching, family coaching, relationship coaching, self-esteem coaching, spiritual coaching and so on... While all this may be sold and deception works, the tendency may continue for a while. It is in favour of this trend that in the countries where coaching has already taken root an increasing number of people lead more conscious, value-driven lives.

There are more and more approaches and directions in coaching, which may rather be considered beneficial as we are all different not only in our fingerprints, but also in our personalities. This is why I am convinced that until a given approach is able to fulfil its coaching related key mission, it has a place in this very human profession.

Looking back on the history of coaching we may see that the American influence has been significant on the profession from the very beginning. Having a closer look it is not difficult to see that the American influence is still determining. It does not mean that there are no notable novelties in Europe, however, in many aspects the US is ahead of us. The first aspect to mention is prevalence and familiarity with coaching at the levels of both the company managers and the average people. It seems that, for example in Hungary, not only the rate of familiarity but also the takeover of

useful professional novelties is slower, although we have seen progress in recent years. For example, I myself have thought a lot about the possible spreading of coaching. By this I mean that if we look at the distance covered from the establishment of classical coaching to our present day we see that in the ‘ancient times’ – similar to psychotherapy – the coaching meetings were held in private. Team coaching, by having clients in the same group struggling with similar problems and able to set common goals, appeared later. Lately we have heard from the US that hundreds of employees are coached simultaneously involving several coaches – with the help of appropriate, special methodology -, which may be successful based on the feedback.

Thinking further, the question may arise: what direction to take? *Figure 2* presents the types of coaching mentioned to this point according to the number of participants.

Looking back on the road we have covered and allowing our imagination to fly freely, I think that the possibility and justification of coaching applied at a social level is worth examining, even if not the chances, conditions, methodology and implementation of coaching for the entire society, but the widespread coaching of certain smaller social groups at the same time.

The idea presented in *Figure 3* naturally raises many exciting questions and issues, such as for example:

- ① Is it possible at all?
- ① What goals could be there?
- ② Who would define them?
- ③ What should be created for it initially?
- ④ In what form would it take place?
- ⑤ What would be the applied methodology?
- ⑥ How would dialogue take place?
- ⑦ Who would be the coaches?
- ⑧ How would feedback be given?
- ⑨ Based on what and how would we measure the success of the process?

Figure 2

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**TYPES OF COACHING TO DATE ACCORDING TO THE NUMBER OF PARTICIPANTS**

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Source: self-edited

Figure 3

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**A NEW TYPE OF COACHING, SOCIETY COACHING**

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Source: self-edited

This, I think, is one of the great challenges of the future, which, in my opinion – based on the peculiar way of the development history to date – may become a reality sooner or later if the principle of graduality is observed. My optimism in this respect is encouraged by national consultation, a working practice in our country between the government bodies and citizens.

## SUMMARY

As a coach with qualification from the Coach Academy and over a decade of experience, I believe that an expert may only be authentic and successful in this field if theory and practice are present in his/her life at the same time. This is verified from both directions. In addition to personal competencies, sound theoretical foundations are necessary for high quality practice, however, high quality teaching and research of the profession is not feasible without practical experiences either. The two are connected, interwoven and develop really well together. The present study primarily serves the purpose of making the first step, presenting the philosophy and ideology of coaching, and provoking thoughts to become fruitful creative work later – mainly for managers – with the undisguised goal of increasing the efficiency of the general management practice or the internal control of an organisation via support. The milestones we

learnt during the historical overview, and the use in practice of the concept shifted from sports to economy and also proven later in management development adopted a distinctive quality by today. Managers may build coaching into their everyday management practice in several ways. Its first step and simplest way is the operative use of the previously presented ideology, approach and logic of coaching. This may be used later on through the questioning technique learnt previously by the manager and the methodological repertoire of hundreds of tools, which the manager may use even in the course of an internal audit. Successful examples include the series of courses given for the managers of the State Audit Office of Hungary under the titles Coaching Leadership Style, Complex Problem Solving, and Development of Personal Competencies, which, based on the feedback given by the participants, fulfilled the hopes of achieving the listed goals. All these management attempts used in the practice and spreading in an increasingly wide range may, hopefully, become good practice and ambitions supporting the entire economy in time.

The purpose of my study is to show how coaching – an efficient ideology with extensive historic roots – and its developed methodological repertoire and organically related practical implementation may serve the noble goal originating from the individual and spreading onto the whole of the society, with its positive spillover effects, for the benefit of humankind in a wider sense.

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## NOTES

<sup>1</sup> <http://www.tarrdaniel.com/documents/Buddhizmus/donate.html>

<sup>2</sup> <https://menslab.com/en/icf-definition-of-coaching/>

<sup>3</sup> <https://internationalcoachingcommunity.com/what-is-coaching/>

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