



INCREASING STAFF MOTIVATION THROUGH COACHING

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Abstract

One of the most important tasks facing the management of any company in today's market conditions is the identification and subsequent effective use of organizational resources. This process is particularly significant against the backdrop of external environmental instability, which requires the organization to continually strengthen its competitiveness and flexibility in implementing internal and external changes. The foundation of a company's effective operation is a rational management organization, and human resources become the main source, driver, and reserve for any changes within the organization. Therefore, ensuring their maximum generation and effective use is a strategically important aspect of any enterprise. If we consider this process from the perspective of its continuous strengthening and improvement, it should be noted that a key role in it belongs to human resources management and one of its most important functions – motivation. The purpose of this study is to show the results of staff training and improve employee performance. The scientific approach used is a comparative analysis of foreign experience in the field of training and management.

Keywords: Motivation, management, coaching, motivation through coaching, job satisfaction

INTRODUCTION

One area is that a motivation system must be cost-effective and even economical, since in a crisis, the principle "why pay more when you can pay less" prevails. This principle can be varied, sometimes immeasurable, indirect, or latent. Most often, this refers to a short-term result, a position that does not promise a lasting effect. It should also be noted that motivation in an organization is, first and foremost, a matter of leadership, emanating from the company's top executives, their political will, their ability to implement organizational changes,



and their ability to see the organization as a system. Based on these principles, in this work, the author devotes considerable attention to examining the processes and changes that an organization undergoes during its growth and development at various characteristic stages of its life cycle. In addressing these patterns, the author draws on the research of Ichak Adizes and his model of the organizational life cycle, in which management plays a key role in determining the organization's health. Management is a product of the organization itself, that is, a system that creates, develops, and promotes leaders capable of overcoming entrenched behavior patterns and restructuring the organization. Issues of leadership and employee motivation, as research shows, have a significant impact on the development and effectiveness of the entire company.

The primary goal of any organization is to maximize the potential of its employees. This is why modern management technologies are currently shifting toward motivation, which takes into account employees' deep personal motivations and the organization's informal structure. Currently, many managers do not attach much importance to these ongoing changes, which significantly reduces management effectiveness. In the author's opinion, this is due to the lack of a methodology for building a clear management system that takes into account the needs of the modern employee and the demands of a highly turbulent external environment.

In a context where management is becoming increasingly complex due to the growing role of socio-psychological technologies, there is a need to deepen professionalism and strengthen managerial specialization. Coaching is a tool that not only integrates various methods but also opens up new development opportunities. Given the powerful positive impact coaching has on both the effectiveness of individual employees and the organization's overall performance, this technique was chosen by the author of this work as the primary method for motivating staff.

In general, employee performance can be thought of as a combination of two crucial components: a person's motivation to work and achieve organizational goals, and their skills and abilities, that is, their ability to perform their professional duties. The higher an employee is in the organization's hierarchy, the more their motivation and general management skills influence their performance.

To enhance motivation and shape desired, successful behavior, close human contact, experimentation, and real-time feedback are necessary, and coaching, as a management and motivation method, fully provides these conditions.

According to numerous studies, coaching is increasingly developing in today's market conditions. This is confirmed by the willingness of many Russian companies to consider and implement coaching as a management tool that enhances employee effectiveness and

company competitiveness. Coaching technology is becoming the subject of research in various disciplines: psychology, economics, management, and philosophy – which makes it possible to discuss coaching in the context of interdisciplinary integration of sciences. This confirms the relevance of the problem and its fundamental importance for the sciences of the socio-economic cycle. Furthermore, it is important to note that an organization's current stage in the life cycle implies certain management characteristics, including different approaches to the use of coaching technologies.

Thus, the relevance of the study is determined, firstly, by the importance of studying the role of coaching in personnel management at various stages of an organization's development and, secondly, by the insufficient research on this issue.

The Essence of Human Resource Management

Production management is carried out through people: through them, certain adjustments are made to the technical, technological, and organizational aspects of the production process. But the employees themselves are also the object of management. This concerns, first and foremost, the quantity and quality of the workforce, the formation of labor potential, its development and utilization, motivation for work behavior, labor and personal relationships, and so on. To uncover the essence of this specific type of management activity, let us first clarify what constitutes the object and subject of management.

The object of management is an individual employee, as well as a certain group of them, acting as a work collective. A group of employees may include the entire staff of an enterprise (organization, firm), subject to general management decisions, as well as the staff of a structural unit (department, workshop) or a production unit (team). A distinctive feature of a group of employees as a management entity is the specific interrelationship between their activities through common goals, which characterizes them as a collective. The subjects of human resources management are a group of specialists performing the corresponding functions as HR staff, as well as managers at all levels, exercising management functions in relation to their subordinates.

Human Resource Management System of an Organization

The foundation of an enterprise's human resource management system is a management mechanism that includes principles, functions, management methods, and leadership style. Human resource management principles are understood as certain fundamental truths (or what is currently considered truth) upon which an enterprise's human resource management system should be built. Human resource management functions

represent relatively independent and stable activities through which human resources are managed. It is these functions that reveal the essence of management as a process. Management methods, which represent ways of influencing personnel and are subdivided into administrative, economic, and socio-psychological, play an important role in the human resource management system. The methods most frequently used by a manager in his or her relationships with subordinates determine their leadership style.

A management mechanism always has a specific form of organization, which includes: an organizational structure of human resources management with the specialists working within it and the supporting subsystems (tools) of human resources management, the most important of which is human resources information technology. The effectiveness of a human resources management system depends largely on its information base. The latter is a collection of data on the state of the managed system and its development trends, using quantitative characteristics of processes occurring within the workforce and in the production and social environment surrounding them. Essentially, any management decision must be based on knowledge of the situation, influencing factors, and their interrelations. Information facilitates the implementation of all management functions: planning, organizational, control, regulation, and distribution.

Strategic Human Resource Management

Human resource management issues that arise during the functioning of any organization require diagnosis, and a diagnostic model (hereinafter referred to as a HR model) can help to understand them. A model is a special structural diagram that allows a specialist to see the problem both as a whole and in its most important details. In our case, the HR model includes three main objects of analysis: people; external and internal conditions; and the enterprise or organization itself.

To effectively work with people, it is necessary to competently execute a specific sequence of actions. This goal is easier to achieve using the recommended structural and diagnostic model. A human resource management strategy is the key to success. A company's (organization's) human resource management strategy demonstrates what senior management hopes to achieve in this area over a long period. There are also medium- and short-term strategic decisions.

A well-developed strategic plan enables the HR department to better prepare for changes in the internal and external environment and provides some examples of HR activities, taking into account external and internal production conditions, which are crucial for achieving good company results—competitive products or services. The primary focus of both senior

management and managers should be on a comprehensive, systemic solution to human resource management problems. [Personnel Motivation: A Textbook for University Students / T.O.]

Enterprise HR Policy

The implementation of human resource management goals and objectives is accomplished through HR policy. HR policy is the main focus of HR work, a set of fundamental principles implemented by the enterprise's HR department. In this regard, HR policy represents a strategic line of conduct in working with human resources.

In previous years, it was largely characterized by political (ideological) overtones, which was reflected in its very content and definition: "HR policy is the general direction of HR work, determined by a set of the most important, fundamental provisions expressed in decisions of the party and government for the long term or a specific period." The transition to a market economy has significantly changed the fundamental principles and content of HR policy. Currently, it is a conscious, targeted effort to create a workforce that best facilitates the alignment of the goals and priorities of the enterprise and its employees. The general requirements for HR policy in modern conditions are as follows-

1. HR policy should be closely linked to the company's development (or survival) strategy. In this regard, it represents the staffing support for the implementation of this strategy.
2. HR policy must be sufficiently flexible. This means that it must be, on the one hand, stable, since certain employee expectations are associated with stability, and on the other, dynamic, i.e., adjustable in accordance with changes in the company's tactics, production, and economic situation. Those aspects of HR policy that are oriented toward taking into account the interests of personnel and are related to the organizational culture of the company (firm) should be stable. The latter includes the values and beliefs shared by employees and predetermining the norms of their behavior and the nature of the company's activities.
3. Since the development of a qualified workforce is associated with certain costs for the company, HR policy must be economically justified, i.e., based on its actual financial capabilities.
4. HR policy should ensure an individualized approach to its employees. Thus, HR policy in the new environment is aimed at creating a personnel management system that is oriented toward achieving not only economic but also social benefits, subject to compliance with current legislation, regulations, and government decisions.

Personnel Planning

Determining personnel needs is the initial stage of personnel planning. The purpose of determining these needs is to ensure the current and future staffing of the enterprise. The main factors influencing personnel needs are:

- the production and organizational structure of the enterprise;
- the product and service program;
- the mission and functions of the enterprise;
- the production process;
- the degree of mechanization and automation of production.

Personnel needs are expressed as gross and net requirements. Gross requirements for employees of the same professional and qualification category are the number of employees simultaneously involved in production activities. Net requirements are calculated as the difference between the gross requirements and the availability of employees of the given category at the enterprise. Characterizing the overall level of an enterprise's development, such as production, sales, and investment volumes, which, in turn, are determined by the state and direction of change in the organization's external and internal environments. However, the high degree of uncertainty in the external environment, and consequently in the parameters of an enterprise's development, means that strict quantitative methods can only provide approximate results when determining personnel needs. However, an approximate result is better than none. Therefore, such methods are being developed and used. Among them are:

- establishing functional dependencies between the parameters of an enterprise's activities and personnel needs; such parameters primarily include the time characteristics of the enterprise's production program and existing service standards Meskon M., Albert M., Khedouri F. "Fundamentals of Management". - Moscow: Delo, 2004. Page 360.]
- extrapolation, which involves calculating future personnel needs based on past needs.
- a regression analysis that allows us to determine personnel needs if regression relationships have been established between the number of personnel and certain enterprise parameters, and the values of these parameters are known at the time for which the headcount needs to be determined. When determining personnel needs, categories such as attendance and list (or attendance and list headcount) of personnel are used. Attendance includes all employees who have reported for work, while list headcount, in addition to those who have reported for work, includes those who have not yet returned to work due to illness, are on various types of leave, are engaged in government duties, etc. As a rule, the list headcount exceeds the attendance headcount by 5-10%. The magnitude of this excess is determined based on the company's available statistical data and depends primarily on the demographic composition of the

personnel and working conditions. If the workforce is dominated by women and older people, and working conditions are unfavorable, then the gap between the reported and listed numbers will be greater than in similar enterprises with a different demographic composition.

CONCEPTUAL BASIS OF MOTIVATION IN ORGANIZATIONAL DEVELOPMENT

The essence and content of motivation as a function of personnel management

Choosing the right methods for effectively managing an organization is a manager's primary task. It is important to understand that management methods have different impacts on production and on employees. Production development is based on objective economic laws and can therefore be predicted quite clearly and precisely. The main difficulties arise in coordinating and managing the people who implement and regulate the production process. People are the foundation of any business, and the economic performance of each enterprise depends on how motivated and engaged they are.

Each person is a unique and complex world, which can be represented as a combination of three images: the internal personal self, the production self, the social self, and the public self. Each of these images corresponds to its own set of needs, motives, and incentives. To analyze these images, according to T.O. and V.G. Solomanidins, a situational approach should be used, since people approach decision-making from different perspectives in different aspects of their activities.

It's important to understand that in today's highly turbulent external environment, only effective collaboration among all participants in the production process guarantees a successful outcome. Furthermore, it is necessary to consider all aspects of a person's inner world in order to create the best conditions for the most harmonious alignment of the interests and expectations of the employee and the organization.

Managing a person is essentially managing their motivation. When performing simple, habitual actions, the motivational process occurs almost unnoticed by both the person and those around them, since if stable attitudes and corresponding behavioral skills have been developed in the preceding period, this process becomes automatic, almost suppressed. Motivation is a complex process of motivating a person to a specific behavior and activity under the influence of intrapersonal and external factors. Motivation is the result of a multi-stage interaction between a person's inner world—primarily their needs and the incentives that can satisfy these needs, as well as the situation in which the stimulus is perceived and the activity aimed at obtaining it emerges.

In classical foreign and Russian management literature, motivation has various definitions. Thus, the world-renowned classics M. Mescon, M. Albert, and F. Khedouri define

motivation as the process of motivating oneself and others to action to achieve personal or organizational goals. In their understanding, motivation is a person's conscious choice of a particular type of behavior, determined by the complex influence of external (incentives) and internal (motives) factors. In the process of production, motivation allows employees to satisfy their basic needs by fulfilling their work responsibilities. [Кокурина И. Г. Методика изучения трудовой мотивации. Учебно-методическое пособие. М., 1990; 36. Комаров Е.И. Измерение]

Some Russian scholars define labor motivation as an employee's desire to satisfy needs (obtain certain benefits) through work. Others define motivation as a person's internal state, related to their needs, which activates, stimulates, and directs their actions toward achieving a set goal.

According to V.P. Pugachev, the concept of motivation includes two aspects: objective, reflecting the influence of the environment, the external world, on a person, and subjective, associated with the characteristics of its perception and response to it. These two aspects are expressed in the following concepts: "motivation," i.e., the urge to engage in a particular activity through external and intrapersonal factors, and "motivation" as a psychological state characterizing an individual's readiness for a particular behavior. In this second aspect, motivation is discussed as a state of a person's needs, values, beliefs, and attitudes that determine their behavior. In psychological literature, motivation is more often identified with the state of motivation, its origin and dynamics, and the process of psychological determination of behavior. In economics, it is identified with motivation and stimulation. The existence of various approaches to motivation research, as well as the researchers themselves belonging to different fields of knowledge, gives rise to significant variations in the definition of the category of "motivation." [Мотивация трудовой деятельности персонала: учеб. пособие для студентов вузов / Т.О. Соломанидина, В.Г. Соломанидин. – 2-е изд., перераб. и доп. – М.: ЮН ТИ-ДАНА, 2009. – С.4.]

For the purposes of this study, the author formulated the following definition of motivation. Motivation is an internal process of conscious and independent choice by a person of a particular behavior in order to satisfy their needs, which is determined by the combined influence of external (stimuli) and internal (motives) motivating forces. Based on this definition, three key concepts for the study of motivation can be identified: need, motive, and stimulus.

Motivation is initiated by the presence of an unmet need, that is, a person's conscious physiological or psychological need for something at a given moment in time. There are several definitions of the concept of "need":

- a focus on performing certain actions to maintain life;

- a conscious need for certain material and cultural goods, social and spiritual values;
- an awareness of something's absence, which evokes a person's urge to action;
- a need for something objectively necessary to support the life and development of the body, personality, and social group;
- a person's deep, unconscious attitudes toward self-preservation and ensuring one's own biological and social integrity;
- the fundamental decisive forces of an individual's activity in interaction with the surrounding world.

It is important to note that a need always requires elimination, that is, satisfaction. Different people react differently to emerging needs: they may not only move toward satisfying needs, but also suppress them or not respond to them at all for some time. Needs can arise both consciously and unconsciously. They can recur, but at the same time change their form of manifestation and the degree of their influence on a person. Returning to needs, it should be emphasized once again that need is the force that compels people to act, to produce material, social, and spiritual goods. The subjective expression of this urge to activity, formed for each individual under the influence of the external world around them and reflected in consciousness, is motive. Work motives are essentially the reasons that determine a person's behavior in the work process. An employee's motivation can be either intrinsic, depending on the content of their needs or roles, or extrinsic, which is subdivided into administrative, economic, and social. It follows that extrinsic motivation is not related to the content of a particular activity, but is determined by circumstances external to the object of management. Intrinsic motivation is motivation that is not related to external circumstances, but to the very content of the activity. [Мескон М., Альберт М., Хедоури Ф. «Основы менеджмента». – М.: Дело, 2004. С. 360.]

Motivation is the process of influencing a person to take certain actions by awakening certain motives. Accordingly, an employee's motivation manifests itself in the immediate need to perform work in a certain way. There are two ways to motivate an employee. The first method involves external influence on the employee, relying on motives that motivate a person to take certain actions and lead to desired results. This method is called incentives, which are one of the means by which motivation is achieved. Moreover, the higher the level of development of relationships in an organization, the less incentives are used as a means of people management. That is, training, as one of the methods of motivating people, generates their interest in the organization's affairs, which encourages them to perform necessary actions without waiting for, or without receiving, the appropriate incentives. Thus, the second motivation method is focused on developing the necessary work motives through educational and training

influences on the employee. Clearly, this method is more complex and time-consuming, as it relies on the employee's intrinsic motivation and its reinforcement by the results of their actions.

It should be noted that the main goal of any company's management should be to develop intrinsic motivation in employees, since this is when they begin to perceive themselves as the primary cause of their own behavior. As a result, the employee's dependence on positive and negative reinforcements from management decreases, and self-motivation increases. The following indicators can be used to assess the level of self-motivation in an employee:

- developing a sense of joy at work;
- developing interest in work;
- employee identification with the company;
- collaboration;
- stimulating the emergence of new ideas and concepts;
- eliminating the need for additional incentives to improve staff performance.

One of the tools that influences the manifestation of these indicators and the development of intrinsic motivation in employees is coaching, which will be discussed in detail in the next section of the dissertation.

For the purposes of this study, it is important to correlate the two concepts discussed: motivation and incentives, which are different in content methods of influencing human motivation. Motivation is a broader concept that includes incentives as a primary tool.

Motivation is a long-term influence on a person with the aim of changing the very structure of motivation, i.e., value orientations and needs of a person, the formation of certain motives and the development of their labor potential on this basis.

Incentives are a tool for managing human motivation through external incentives to act through various benefits (incentives) capable of satisfying human needs. The incentive mechanism involves influencing a person's existing system of motives, actualizing and strengthening these motives, without changing the motivational structure itself.

The concepts of motivation and incentives are based on the concepts of motive and incentive. The concept of motive was discussed above, but it is also important to note that human behavior is usually determined not by a single motive, but by a combination of motives, which constitutes the motivational structure of the individual. The motivational structure of the individual is a stable structure influenced by the following personality characteristics: individual psychological (abilities, temperament, willpower, etc.); motivational (needs, values, interests, attitudes); socio-demographic (gender, age, marital status, education, qualifications).

However, a person's motivational structure can change under the influence of their upbringing, education, and also under the influence of certain stimuli.

Thus, a stimulus influences a person's behavior by actualizing certain motives. While motives are internal motivating forces, stimuli are external forces. These include various material and non-material benefits, as well as the actions of other people. Moreover, people's reactions to stimuli may not always be conscious, and the impact of the same stimulus on different people may manifest itself differently.

Various forms of incentives are distinguished, classified into two broad groups:

1. Material incentives: monetary (salary, bonus), non-monetary (provision of additional social benefits);
2. Moral incentives: moral and material (incentives with free time, career advancement, creative growth in the profession, etc.), moral and psychological (public recognition, distinctions, creating a favorable climate at work, etc.).

Thus, it can be concluded that incentives are a tool through which motivation is achieved. Moreover, the higher the level of relationship development in an organization, the less incentives are used and the more attention is paid to developing employee potential as one of the most important methods of motivating staff. The use of coaching as a tool for motivation and staff development leads to increased employee engagement in their own performance and the organization's performance as a whole. Employees become much more proactive and responsible, without waiting for or receiving any appropriate external incentives.

The existence of a large number of motivation theories, as well as their conceptual inconsistency, complicates a clear understanding of the motivational process. Furthermore, motivation categories are not sufficiently linked to a psychological understanding of the inner world of the individual, which also creates certain difficulties in understanding the motivational process.

This paper will examine in detail coaching-style management as an unconventional method of employee motivation.

In motivation theory, as in any other area of management, deviations from theory are possible, and often justified. There are no immutable laws, as each life situation dictates its own rules. Every motivation theory has strengths and weaknesses, and each theory evolves over time under the influence of external conditions.

The research conducted demonstrates that the rapid development of civilization forces organizations to constantly seek new approaches to motivating staff. New needs are constantly emerging and existing ones are significantly modified, values, attitudes, and living conditions change, meaning that existing motivation and incentive systems no longer effectively influence employee behavior. Modern conditions require the constant improvement and expansion of

existing types and approaches to motivation, taking into account the constantly changing structure of employee needs.

Based on this, the author chose coaching as a tool for developing intrinsic motivation, taking into account a person's individuality and current needs, and allowing for the full realization of their abilities and talents. A detailed examination of various aspects of the proposed technology relevant to the research objectives will be provided in the next section of the report.

The essence, principles, and technologies of coaching as a technology for personnel motivation and development

Existing motivation theories are designed to reduce the uncertainty of the environment by predicting the behavior of participants. These theories and the practical tools based on them, to a certain extent, allow us to determine how an employee will behave in a given situation and even elicit behavior desired by the company. However, when applying motivation theories in practice, nuances unaccounted for often emerge, raising more questions than useful results, while the use of these tools leads to unexpected consequences (unexpected for management, but quite understandable for the employees to whom these motivation tools are applied).

Recent research suggests that the best way to address this uncertainty in human systems is with tools that allow for flexible and adaptive approaches to employee motivation, and ideally, on an individual basis. One such tool is coaching, which allows for the creation of individualized conditions for enhancing motivation and performance for each employee. It's worth noting that coaching, as a personnel management tool, is becoming increasingly popular in Russian business.

Coaching, as a new form of consultative support, emerged in the early 1980s. This concept originated in the world of sports, where coaching was understood as a special form of training athletes striving for greater achievement. Timothy Gallwey outlined this new approach to training athletes in his book, "Tennis: The Psychology of the Game of Success." Gallwey captured the essence of coaching: Coaching unlocks a person's potential and thus helps them achieve maximum effectiveness. Over time, successful businessmen, public figures, and politicians began to take an interest in coaching, viewing it as an effective technology for achieving ambitious goals. Since the 1980s, coaching has played an important role in business, while remaining a technology available only to executives. Coaching emerged as a distinct profession in the early 1990s. In 2001, the International Coaching Federation was founded in the United States, officially recognizing coaching as a profession.

Timothy Gallwey, Thomas J. Leonard, and John Whitmore are considered the founders of coaching. According to the Oxford Dictionary, the verb "to coach" means "to instruct, to train, to prompt, to supply with facts." But since such actions can be performed in various ways, it should be noted that coaching equally implies both the action and the method of performing it. Coaching results are primarily achieved by the mutually supportive relationship between the coach and their mentee, through the means and style of their communication. However, this is not training in the generally accepted sense, since the coachee does not receive information from the mentor, but, encouraged by the coach, they find the necessary information and solutions within themselves. The goal is to improve work effectiveness. In Russia, coaching has been practiced since 1997, primarily in the field of consulting, although modern realities are prompting many managers to begin using coaching as an effective HR technology. The International Coaching Federation (ICF) and the International Association of Coaches (IAC) have set promoting the coaching profession as one of their important goals.

The origins of coaching are generally divided into four main areas: the humanistic approach in psychotherapy; D. Goleman's work on emotional intelligence (EQ); Socratic dialogue methods; and the methods of effective sports coaches, as noted above.

D. Goleman's work marked a breakthrough in the study of human resource effectiveness when, in 1995, he discovered that emotional intelligence (EQ) is far more significant than IQ, because intelligence can be more accurately characterized not by the ability to think and reason logically, but by the ability to control one's emotions and show empathy toward others.

According to Goleman's research, EQ determines 85% of managerial success, and only 15% by IQ. The results of this research subsequently formed the basis of coaching-style management. Goleman found that performance is far more influenced by a person's feelings and the ability to listen and hear others than by their professional competencies. In turn, the ability to ask effective questions is far more important than directive management skills. Goleman believed that everything begins with internal self-awareness, and the next step toward increasing personal effectiveness is awareness of others. Internal self-awareness provides a strong ability to successfully manage one's life, and awareness of others opens up a wide range of social skills. When these two components are combined, you get an effective technology for positively influencing staff Effective Personnel Motivation. How to achieve maximum results with minimum costs / Auth. and compiler V. Nadezhdina. – Minsk: Harvest, 2007. – 256 p.]

The diversity of interpretations of coaching stems from its relatively recent emergence and therefore a generally accepted definition, as well as from the fact that there are some difficulties in understanding coaching as a phenomenon that works with a person's inner world.

Coaching can be viewed from various perspectives: as an art, a function, a process, a management style, a method of personal development, communication, and a management method. Coaching as an art is considered by M. Downey and M. Landsberg. They explain this concept through the interaction between coach and client to achieve results. Moreover, the best result is achieved when the fullest potential of both client and coach is achieved, with an emphasis on the art of applying this knowledge in specific, real-world situations.

When we consider coaching as a function, the importance of specific actions in the coach's work comes to the fore: deeply listening and understanding the client's worldview. Through deep listening, a coach is able to see all aspects of the client's request and ask probing questions that can lead to the best outcome.

Coaching as a process is considered by E. Parslow, as well as by the International Coaching Federation. This approach places particular emphasis on the sequence of actions in a coaching session that leads to achievement. The best possible outcome. Different coaching schools offer different algorithms for the process, but they all share the commonality that the outcome of any coaching session is a specific result. If we consider coaching as an intellectual technology, then coaching provides an excellent opportunity to structure the thought process and implement a number of scientific approaches in the research process, such as systemic, historical, and structural. Moreover, coaching plays an integrative role in this process.

Recently, coaching has become increasingly popular as a management style, with coaching technologies being integrated into the daily management activities of managers. This helps create an environment in which staff potential is maximized and their intrinsic motivation for work grows. Coaching can also be considered a method of personal development, as it stimulates the development of awareness not only in relation to goals but also to all work processes, and facilitates the discovery and fullest application of each employee's unique personal qualities, enabling effective staff rotation.

A coach's core competency is asking questions, while maintaining a coaching stance throughout the entire coaching session (neutral, non-judgmental, with genuine interest and belief in the client's full potential). The coach completely avoids advice, recommendations, and training. Coaching relies entirely on the individual's knowledge and inner potential, supporting the balanced and yet sufficiently rapid development of employees' professional competencies.

As a management method, that is, a way of implementing management activities used to set and achieve goals, coaching possesses all the necessary attributes. Coaching facilitates goal setting, enables the most effective decision-making, and enables it to be made quickly, thereby accelerating the management decision-making process and, consequently, making the management process more effective. As a scientific method, coaching facilitates the refinement

of existing knowledge, expands knowledge about the patterns and characteristics of management, thereby contributing to management theory. Coaching can be characterized as a diversified method for studying an organization's management system. Thus, coaching in modern management represents a social technology for partnering with individual employees and their groups to maximize their unique personal qualities and develop professional behavior patterns, strengthen intrinsic motivation and personal responsibility, as well as determine actions and provide support for achieving the best results.

A coach provides significant support for a manager in developing an organization through creative exploration and selection of original, best ways to achieve goals. A coach creates a trusting atmosphere for the manager, in which their unique personal qualities are revealed, professional competencies are nurtured, and the manager's perception of the management process is expanded, which in itself is a significant motivating factor for the leader. In turn, the manager, driven by the need for development, acting as a coach for their subordinates, creates opportunities for their development and fosters sustainable internal motivation. Based on the theoretical analysis of the concept of coaching, we formulate the main goals of the participants in the process:

- 1) The manager as an element of the process – revealing the unique internal potential of the individual, setting and achieving organizational goals, developing the need for development;
- 2) The problem or request under consideration as an element of the process – a creative search for possible solutions, finding and selecting the best result;
- 3) The coach as an element of the process – assisting the manager in developing awareness, changing their inner world, and achieving goals; revealing unique personal qualities, deepening professional knowledge and skills, increasing their level of responsibility;
- 4) The manager-coach as an element of the process – unlocking the personal potential of the subordinate employee, fostering the need for development and internal motivation, setting and achieving departmental and organizational goals; assisting the employee in changing their inner world and achieving goals.

To broaden our understanding of coaching, it makes sense to consider its classifications, which allow us to gain a deeper understanding of its essence, as well as identify the specifics of this process and its interrelations.

Special attention should also be paid to examining coaching as a process, which consists of a sequential sequence of stages characterized by specific coaching techniques and methods. Generally, the coaching process can be represented as the following stages: goal setting, planning the coaching process, implementing the planned process, and evaluating coaching results. Each stage has specific requirements regarding its elements and other

characteristics. Different authors and coaching schools, as noted above, offer different algorithms for moving forward in the coaching process. For example, E. Stack includes the following stages in his coaching technology: 1 - identifying potential opportunities; 2 - developing a strategy; 3 - creating a training or corrective action plan; 4 - support; 5 - motivation; 6 – analyzing process results and difficulties.

Research into the personnel motivation system throughout the organization's life cycle

Organizational life cycle theories have always attracted close attention. The reasons for this can be seen in the desire of researchers and managers to understand the mechanisms and patterns of organizational development. This makes it possible to predict the future of companies and prepare owners and their employees for the challenges that may arise in the near future.

It so happens that life cycle theories reflect many different factors in company development, but the problem of motivation management has not been explicitly considered in any model until recently. This is why the author examines the motivation system within organizational life cycle theory.

Several organizational life cycle models exist. Each of these models has its own characteristics: the number and criteria for dividing the stages that a company experiences, and the various coordinate planes within which life cycles are constructed. The main life cycle models include:

- A. Down: "The Driving Forces of Growth" (1967). Stages: struggle for autonomy, rapid growth, deceleration.
- G. Lippitt and W. Schmidt: "Managerial Participation" (1967). Stages: birth, adolescence, maturity.
- B. Scott: "Strategy and Structure" (1971). Stages-types of organizations: informal, formalized bureaucracy, industrial conglomerates.
- L. Greiner: "Problems of Leadership in the Stages of Evolution and Revolution" (1972). Stages conditioned by the need to overcome crises: creativity, formalization, delegation, coordination, cooperation.
- W. Torbert: "The Mentality of Organization Members" (1974). Organizational development proceeds from the individuality and diffuseness of groups to a sense of belonging and involvement in a collective. Stages: fantasy stage, investment stage, definition stage, experimentation stage, performance predetermination stage, free choice of structure stage, community emergence stage, liberal order stage.

- F. Liden: "Functional Problems" (1975). Stages: adaptation and conquering one's niche in a changing external environment, resource acquisition and development of work methods and procedures, goal setting and profit generation, maintaining behavioral patterns and institutionalizing structures.

Examining the results of applying various motivation methods in organizations has long raised questions about how the same motivation methods can work differently in different organizations, and conversely, how similar methods can produce different results. While there is no definitive answer to this question, much becomes clearer when an organization is considered in the context of its development through the stages of its life cycle.

From a life cycle perspective, an organization is a developing system that faces various challenges during its growth, requiring different solutions. This approach explains why the same incentive systems function differently in different organizations. Organizations at different stages of the life cycle require appropriate approaches to developing incentive systems that take into account the specifics of each stage of business development. Clearly, differences between organizations lie not only in their position on the life cycle curve; other conditions and circumstances are also important, but the differences explained by the life cycle concept are key.

Each stage of an organization's development implies a specific development strategy. Understanding the principles of organizational development across the stages of the organization's life cycle allows for a more precise definition of its key goals, strategic objectives, and directions. Furthermore, it becomes possible to identify the adequacy of the organization's internal situation for the stage it is currently at.

Currently, there is no single model of the organizational life cycle. This is due to the differences in the management problems underpinning these different models. When studying and building motivation systems, it makes sense to use several models, as they allow one to view the process under study from different perspectives. These include the Dowdson Model and the Torbert Model.

A motivation management system can be considered within virtually any of the presented concepts. However, the author focuses on Ichak Adizes's life cycle for several reasons. First, his model views the development of an organization as similar to that of a living organism, which significantly improves the understanding of each of the proposed stages. Second, this model is distinguished by its universality and is not dependent on a specific industry. Third, the Adizes life cycle does not necessarily end with the organization's demise; a company can remain in each of the declining stages indefinitely. Fourth, it is postulated that any organization faces problems at each stage of its life cycle; in other words, even during rapid and

successful development, a company faces a number of challenges that must be addressed. It is also worth noting that any company can find out for free what stage of the Adizes life cycle it is at by completing an online questionnaire for its company on the model's developer's website.

The organizational life cycle in Adizes's model, as noted above, consists of ten stages. The author proposes to examine each stage individually and analyze them from the perspective of the motivation system.

The identification of stages in Adizes's organizational life cycle is based on the relationship between two parameters of organizational activity—flexibility and self-control. Flexibility is the organization's ability to adapt to external and internal changes, as well as management's ability to act outside rigid frameworks, rules, and norms. Self-control, or controllability, is the degree of regulation of the organization's activities and its members, as well as the rigidity of coordination and control mechanisms. Flexibility and self-control are mutually exclusive concepts. There cannot be a state of stable equilibrium. These parameters reach their optimal value at the flourishing stage, and since everything in this system is dynamic, it is impossible to pinpoint their exact optimal point.

As for the motivation system, both of these parameters are necessary for its implementation. Flexibility allows the organization to utilize the necessary factors in a specific situation.

The primary objective of this study is to build an effective motivation system that takes into account the organizational life cycle. Therefore, the following hypothesis was proposed: "A motivation development technology that takes into account the organizational life cycle contributes to the formation of the necessary management roles for each stage of the life cycle." An attempt was made to introduce an additional code, which was called the motivation code.

Currently, there are numerous leadership theories that interpret the phenomenon of leadership in different ways: the theory of personal qualities of leadership, behavioral leadership theories, situational leadership theories, charismatic leadership theory, transformational leadership theory, resonant leadership theory, and many others. These theories do not explain where leaders of organizations emerge who are capable of changing the system that nurtured them and propelled them to the very top.

Coaching, as a method aimed at increasing current employee performance and improving their role behavior, can help eliminate chronic missed quarterly report deadlines, inattention to detail when completing assignments, and intolerance of subordinate errors. This makes coaching a substitute for a reward system focused on behavioral development. Coaching teaches managers skills in delegation and feedback, freeing them from the routine of monitoring employees' actions and the need to set an example to instilling the right attitude toward work.

To free up a manager's time, coaching allows for the transfer of some tasks to employees with acquired new skills, reducing the intensity of supervision over their work, thereby reducing the motivational component . At the same time, when candidates for leadership positions emerge, coaching offers the manager a unique opportunity not only to help subordinates solve their current problems but also to develop their leadership competencies necessary for advancement to higher positions.

Thus, coaching as a motivational technology fits into the motivation system, providing support for motivation in the achievement system and mitigating the motivations of the behavioral system . Furthermore, coaching provides additional knowledge, because through coaching, a manager gets to know their subordinates better, understands their strengths and weaknesses, and is able to make more informed management decisions regarding role distribution within the team, project responsibilities, subordinate promotions, and other transfers. But research shows that such increased employee motivation is possible in companies where managers take on a coaching role. Employees then have a greater desire to improve their performance and a stronger loyalty to the organization.

Coaching can contribute to improving the organizational climate. If it is based on human relationships, it invariably strengthens trust not only between the coach and the coachee, but also throughout the entire organization or department.

Traditional management theory does not distinguish between styles and circumstances, which must be considered when a manager plans, organizes, or motivates. For an organization to thrive, its style and strategy must be tightly aligned with the current stage of its life cycle and regularly adjusted, since what is functional and rational at one stage may have disastrous consequences at another. Coaching, as a component of leadership, allows for the effective integration and development of all management functions, including motivation, and also facilitates the unleashing of employee potential and the development of the company as a whole.

We believe that the high significance of coaching is ensured by its inclusion in the motivational process at various levels of the motivation system: achieving results (R), following rules (F), outstanding achievements (A), and overall success (OS).

At the Courtship stage, the organization doesn't yet exist; the founders simply dream of what they could do. They are very passionate; they often make promises that later seem unrealistic and unrealistic.

The founders identify needs and the commitment that helps them respond to and satisfy these needs. Therefore, the most important role is entrepreneurship, and in terms of motivation, this is the motivation for achievement (D). This role helps identify future needs in the present, so

as to develop a willingness to take risks to meet them. The strongest wins, and, as we know, only 5% of companies survive. Of course, at this stage, compensation is required, implying results (p), adherence to basic rules (p), and a focus on shared success (o), but these are more secondary motives, emphasizing that the person has a normal motivational profile. The difference between normal and abnormal motivation (--D-) is the motivation for competition and victory in the absence of other motives. The inability to focus on results, act according to rules and procedures, and indifference to overall success are the external attributes of the absence of the other three motives at this stage. Commitment to the organization may not pass the reality test. This test takes into account what we are going to do (p), how we are going to do it (p), and with whom (o).

According to the augmented Adizes code, at this stage there is no need for a motivation system, since there is no staff yet. But this does not mean that people do not want to realize their potential and that the founder's personal example has no influence. The founder's entrepreneurial idea itself is nothing less than a "remarkable achievement," a role model, and an incentive to awaken the motivation to achieve, which may inspire others in the future to stand by the founder's side if the company is successful.

Infancy. At infancy stage, it is necessary to somewhat weaken the motivation focused on achievement (D -> d). Competition, selection of the best team members, and outstanding achievements fade into the background to activate motivation for results (p -> P), which is most important at this stage. It is at this stage that a results-based reward system begins to form. Although in Infancy, everything is still built on trust and personal commitment, for this to be a "healthy Infancy," following Adizes's viewpoint, the motivation system code should look like Rpdo (like Adizes's Paei). An organization cannot survive in this situation without rewarding the right behavior. It may seem that at this stage, a strong motive of (O) Community and (A) Achievement are important, as they reflect the potential of participants and their intrinsic motivation, but the author emphasizes the need for extrinsic motivation and the development of a reward system. It should also be noted that these two motives (O) and (D) are long-term, while the organization's results are needed now.

During the Infancy period, it is important for an organization to fulfill the function for which it was created. If the organization fails to do so, its decline begins quite quickly. Furthermore, the risk taken during the Infancy stage (the Achievement Motive) must be justified by actual action. At this stage, the organization's membership is not large enough to support the Achievement Motive, which focuses participants on mutual assistance and shared success.

At this stage, coaching is not yet required, as other managerial functions are much more important for the initial organization of the company's work. "Go ahead." At the end of the

Infancy stage, with a well-developed motivation for results (P), the organization can begin to expend its energy on developing achievement motivation (A → A), integrating them and attempting to overcome their incompatibility over time. To do this, it is necessary to utilize the motivation for results (P) and the motivation for achievement (A), since this stage implies increased returns and increased efficiency. Moreover, achievement is required precisely in activities that yield results; motivation for outstanding results must be realized through actions, not plans or dreams. It should be noted that nothing interferes with these actions (such as demands to work according to the rules or to be together). This is the moment for each member of the organization to demonstrate their capabilities. The "Go-Go" stage is the time to measure results and reward champions. Of course, at the same time, motives for inappropriate actions and isolation should be noted and prevented. Organizations enter the "Go-Go" stage when an effective motivation system is necessary to carry out work and implement entrepreneurial ideas. Rewards for results and achievements are the main motivators. The transition from the Infancy stage to the "Go-Go" stage represents the resolution of the management crisis (according to Greiner), and thanks to a results-oriented motivation system, the manager can more easily formalize relationships and resolve the management crisis.

At this stage, the company becomes a truly viable system. And, it is at this stage that the need for motivation aimed at following rules gradually begins to increase. As the number of people in the organization grows, so does specialization, which also requires adherence to rules and procedures. At this time, the need for coaching arises to teach people to act correctly, that is, appropriately for the current stage of the organization's development.

The emergence of the third crisis (the Founder's Trap) is caused by the founder's inability to delegate authority, namely, to explain how to act, or to encourage action according to the rules. This means a lack of the functions of administration and integration, as well as the corresponding motives (P) and (O) involved in the motivation system. Adolescence. A crisis requiring the use of administrative role A stimulates action according to the rules and a transition from the Go-Go stage to the Adolescence stage. A crisis at the Go-Go stage determines the development of rules and procedures and the need to change staff behavior in accordance with them. An organization needs stability, order, and clear priorities; the focus shifts from the questions "what?" and "when?" to "how?" If a company doesn't foster this change, it falls into a founder's trap or a family trap—problematic situations that, over time, can lead to the decline and eventual death of the organization. According to Adizes, the code of youth should look like PAEI, and from a motivational system perspective, it should be aimed at rewarding results and rewarding good behavior.

The main behavioral characteristics of organizations in the Adolescence stage are conflict caused by rule-based compliance and inconsistency associated with the need to act according to the rules. These conditions can trigger the departure of the entrepreneurial leader, which can then lead to the death of the organization. In the diagram, this transition period is depicted by a zigzag line between the Go-Go and Adolescence stages. Three main issues arise during this stage: delegation of authority; leadership change; and changing goals. Here, the coaching function (C) becomes more important than ever, facilitating delegation of authority and the development of new goals. Attracting customers, generating profit, and winning customer loyalty remain important for the organization, but the established order and control can stifle the entrepreneurial spirit and the desire for growth. In this case, the company may face two dangers: a failed entrepreneur and premature aging, and Adizes calls these situations together a divorce. The point is that, unable to sustain the company, the entrepreneur is forced to leave, and the management that replaces him, lacking entrepreneurial skills and facing resistance from employees, also leads the organization to decline.

Prime. At this stage, organizations have governance, structure, and a consistent reward system that reinforces desired behavior. Companies are managed based on a shared vision. Planning and control systems at the Prime stage are capable of effectively monitoring performance and initiating necessary adjustments. Strategies are developed to meet customer needs. The code for an effective Prime stage is PAEi, which implies a balanced development of entrepreneurial, administrative, and market-oriented functions. The reward system utilizes results-oriented motivation, compliance, and outstanding achievement. Thus, the reward system encourages and rewards all forms of behavior except for the motivation focused on shared success. This may help maintain internal competition for outstanding results within the company. The motivation system at the Prime stage strives to maximize its capabilities. Companies are able to spend sufficient resources on various tangible and intangible incentive systems. The main goal of the motivation system at this stage is to fill all gaps in the existing incentive system and bring it as close as possible to the existing incentive system. An effectively functioning system will help retain the necessary employee potential for successful performance and keep the company in its Prime phase.

The coaching function code is K, as at this stage it is important to retain promising employees, and a coaching approach allows not only to develop each individual's potential but also to significantly increase their intrinsic motivation for work. Stability. Having reached this stage, the organization is in the best possible conditions. A balance has been achieved between all four functions. Also, compared to the previous stages, the integration function and motivation for shared success have become particularly active. The company has grown to a large size,

with subsidiaries and branches appearing – all this diversity of organizational units needs to be effectively managed. At this stage, the overall result gradually begins to prevail and is valued by the organization more than individual achievements. That is, the organization reduces internal tension and the desire for superior results in favor of stability and balance. This indicates that the peak of motivation and the organization's development have passed. The motivation system code "RPdO" is replaced by "rPdO," whichThis means a continued pursuit of shared results without individual results, akin to inertia. Attention to compliance with rules and rewards for this increases, but without attention to results, decline begins.

Competitors emerge who can provide opportunities for growth and development, satisfying the need for achievement. They quickly, with every chance of luring outstanding employees and attracting talented newcomers, begin to take share from veterans in new, growing markets. A company that does not provide employees with opportunities due to its focus on compliance with rules and traditions, as well as reinforcing community, and fails to undertake any internal breakthroughs, inevitably enters the aging stage. The effective code for this stage is pAel, which signifies an emphasis on administrative and market functions, while the code for the rPdO motivation system is an emphasis on rules and shared results.

The objectives of managing the motivation system through the coaching function (C) at this stage are fully aligned with the objectives of the previous stage, as the company's market position must be maintained, and this can only be achieved by wisely leveraging its employees' potential. Furthermore, staff have already become accustomed to established rules and conditions regarding compensation, and any negative changes could lead to a significant decline in the motivation of key employees.

However, it should be noted that a company can break into a new development spiral. This can be facilitated by a smart restructuring of the incentive system, a change in leadership, and the emergence of a leader within the team who, by building on past developments, can effectively motivate key employees and, employing a leadership style appropriate to the situation, lead the organization onto a path of growth rather than decline. Furthermore, one effective way to embark on a new growth path is to use external coaching aimed at reviving employees' needs and motivations and bringing them into a state consistent with the new reward system. Thus, a well-designed incentive system and a properly chosen leadership style can help an organization regenerate itself, setting a course for flexibility in internal organizational relationships.

Aristocracy. Based on the relationship between execution (P) and entrepreneurship (E), it should be noted that if E remains low for a long enough time, P will eventually decline as well. This leads the company to the Aristocracy stage. The formula for the Aristocracy stage, pAel,

indicates a short- and long-term focus on the "how" question, rather than a short- and long-term focus on the "what" and "why" questions. From the perspective of the motivation system, only the circuit responsible for compliance with the rules is fully engaged; actions according to the rules are rewarded to a greater extent, and all conflicts of interest are resolved in favor of correct, rather than effective "behavior," and especially not the risk associated with outstanding achievement. Shared success and a focus on the overall result do not provide impetus, since poor results do not allow contributing to the overall result. However, the reward system still encourages people to cooperate and collaborate. A weakening of the P function indicates a decreased focus on function and an increased emphasis on form. Therefore, in companies that have reached the Aristocracy stage, rituals become increasingly important. How people act becomes more important than what they achieve.

The transition to Aristocracy is marked by a decline in attention to meeting employees' social needs, as the internal climate changes, and the company becomes akin to a closed club. Speaking up and expressing one's own opinions are discouraged. The failure to meet development needs and the lack of appeal for exceptional results leads the organization to enter the Aristocracy zone. Management loses interest in innovation, developing new technologies, expanding boundaries, and conquering new markets. All this further strengthens the company's position in the Aristocracy stage. The coaching function, due to management's lack of interest in high results, declines (k). However, at this stage, it remains possible to reverse the situation and return to growth; however, the motivation system functions even less well here, so greater efforts will be required to rectify the situation. Of all the motivating factors, the only remaining one is the motive for correct behavior, which is rewarded and becomes hostage to the rules, since it no longer leads to the results that require breaking those very rules. Development needs must be activated and met, and communications and social connections must be improved to promptly identify and correct critical situations for the company. Only external coaching, involving third-party specialists, and coaching both managers and teams in all areas, excluding one – "how to do it right," can help here. Coaching is ideal for these conditions, as it doesn't dictate rules, but helps maximize existing potential and utilize all possible resources to achieve the desired result.

The following stages of the organizational life cycle, in the context of the supplemented code, are inappropriate to consider if coaching or changes to the incentive system helps the organization remain in the stability stage or reach a new level of development. It is important that the reward system enable the formation and promotion of a leadership team capable of effectively integrating the necessary incentives into the reward system. Organizations in which the motivation function ceases to be active and which exclude the coaching component from the

manager's role and management practice will be forced to face a transition to subsequent stages, such as early bureaucratization, bureaucratization, and death, where there is no longer any incentive to change or, later, to fight for the survival of the organization.

To prove the hypothesis, a study was conducted on the leadership styles used by managers at the companies studied using the Adizes questionnaire⁵⁶, which is designed to determine leadership style. The survey was conducted with managers before the implementation of the technology for developing work motivation through coaching and six months after its implementation, in order to track its impact on the development of the necessary management roles for each stage. After the managers completed coaching training, the author worked with them individually, facilitating their independent development and the implementation of a plan to adjust management style to the tasks corresponding to a particular life cycle stage. The results of the study led to the conclusion that coaching helps to create a motivational system appropriate to the life cycle stage, facilitating the development of necessary management functions (roles).

Many companies view personnel investments as an expense, although such capital expenditures can be quite profitable if approached wisely. According to the author, the most effective investments in human resources are: qualitative increases in wages, the creation of conditions for employee development and training, active recreation, and healthcare, as well as the use of technologies that foster the development of employee potential, such as coaching. Based on the results of numerous studies, it is important to note that work motivation is currently changing in the country. Entrepreneurship, the desire for material wealth, and personal development are becoming more prominent in the consciousness and behavior of the younger generation. Material incentives are becoming the basis for satisfying higher-order needs, such as the need for self-development, spiritual growth, and professional advancement.

CONCLUSION

The issue of employee motivation is becoming increasingly relevant in the context of a developing crisis and constantly changing human needs. Research shows a decline in the motivating role of wages and an increasing need for individual employee motivation, taking into account each individual's personal, psychological, and social characteristics. An individualized approach ensures the development and maximum utilization of employee potential and, thus, impacts the overall performance of the organization. Furthermore, it is necessary to consider the current stage of the organization's life cycle, as this determines the most effective management and motivation methods.

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