THE ANALYSIS OF SELECTED SOCIO-DEMOGRAPHIC INDICATORS FROM A COACHING PERSPECTIVE

Benková E., Birknerová Z., Nemec J., Brendzel K.*

Abstract: Coaching has emerged as a crucial tool, reshaping how managers lead and develop their teams. The aim of the paper was to identify differences and relationships in the perception of coaching attributes in managerial work in terms of selected socio-demographic indicators and personality types of managers. The research aim was to specify the relationships between managers' personality type, which was measured by the MBTI questionnaire, and perceptions of coaching attributes, which were assessed by the KESK questionnaire. The research sample consisted of 298 managers from different work areas and regions in Slovakia (185 women, 113 men with an average age of 31.2 years) - 175 had working meetings without a coaching approach and 123 with a coaching approach. The results show that different personality types of managers perceived the examined attributes differently. These differences were detected by the independent Kruskal-Wallis test, where statistically significant differences between personality types and coaching attributes were found in the Cognitions and Behaviour factors. The novelty of the research lies in using original MBTI and KESK methodologies exploring managerial perceptions of coaching attributes of Emotions, Behaviour, and Cognitions and their connections to selected socio-demographic indicators. Based on the research, managers can be advised to use a coaching approach in their work as an integral part of their communication with other employees.

Key words: coaching attributes, emotions, behaviour, cognitions, management

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Introduction

In today's rapidly evolving business environment, effective management goes beyond traditional roles of oversight. The significance of coaching in an organization's management is profound. It fosters a culture of continual learning and adaptability, crucial in today's unpredictable markets. Moreover, coaching is a valuable instrumental in shaping leaders. It doesn't just teach skills; it cultivates emotional intelligence, self-awareness, and better relationships. Through this, coaching shapes not just capable managers but inspirational leaders who can steer teams toward common goals.

Overall, coaching in management isn't just about day-to-day tasks. It's about weaving a culture of improvement, adaptability, and growth within organizations. As we explore this topic further, the transformative impact of coaching becomes increasingly evident.

Organizations play a significant role in human life. Some of its important roles are as a place to conduct business, work, develop knowledge and skills, and achieve the organization's own goals (Ogutu et al., 2023; Junsawang et al., 2022). In today's rapidly changing business environment, effective management goes beyond traditional roles of control in organizations. Organizations may also use other methods of managerial skill development, such as coaching, role-playing, storytelling, or action learning (Königová et al., 2012). Coaching has emerged as a crucial tool, reshaping how managers lead and develop their teams. Rather than just giving instructions, coaching focuses on guiding and empowering individuals and teams for long-term success. On an organizational level, coaching ensures a company's long-term sustainability – a talent management approach toward developing and retaining talent and contributing to greater employee satisfaction (Mollaret and Claudepierre, 2016). There is a growing concern about improving coach development systems (Santos et ak., 2021).

By offering personalized development and targeted support, coaching helps individuals, teams, and whole organizations reach new heights. Coaching is neither therapy nor mentoring, where mentoring could be defined as a critical relationship between a less-experienced person and a more-experienced mentor in a specific field of expertise (Rollnik-Sadowska et al., 2023). The findings of Kho, Saee and Mohamed (2019) suggested that there were three roles coaches enacted, namely, the role of the implementer, advocate, and educator.

The transformative impact of coaching becomes increasingly evident. Coaching focuses on the future and solutions. During coaching, the focus is on self-knowledge and self-development, leading to the desired changes. Coaching brings results based on a supportive relationship between a coach and the coached one and the style of communication used by the coach. The coached person acquires facts, not from the coach but from themselves inside.

Coaching represents a combination of individual advising, personal feedback, and practical training. Through coaching, questions about a professional role and task, as

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well as about a client's personality, are asked (Fischer-Epe 2006). Stacke (2005) states that coaching lies in realizing the extent of the limits and abilities of a coached person so that it would be easier to achieve them and thus increase the effectiveness. He defined five stages that a coach should undertake during coaching: the discovery of potential; making a strategy for a given goal; creating a plan of training (individual and collective); assistance, motivation, and support; and the analysis of results and difficulties. Nugent et al., (2023) mention coaching practices such as observation, feedback, reflective discussion, and planning. In the realm of management, coaching is not solely about fixing problems. It is a holistic approach that aims to unlock potential, enhance skills, and boost performance. Birknerová and Benková (2014) claim that coaching is nowadays a phenomenon mainly encountered in the work environment. Greene and Grant (2003) talk about the specific advantages of a manager-coach, and they claim that such a manager improves the climate of the organization in which job fluctuation is reduced. This is also confirmed by Sha and Linnecar (2007), who claim that coaching can have a significant effect on removing obstacles on the way to success, finding solutions, maintaining internal motivation, and improving intergenerational cooperation (Baran and Kłos, 2014; Otola et al., 2021).

Research Objectives and Methods

The aim of the research was to identify the connections between the attributes of the perception of coaching, the age of the respondents, and the time worked for a company, as well as the differences between men and women in the perception of the attributes of coaching. The aim of the research was also to find out whether coached and non-coached respondents perceive the coaching session differently and also to find out the differences between personality types and the perception of coaching attributes. In addition, the research project goal was to enrich knowledge in the field of managers' training and development of human capital. Data collection spanned from July to October 2023. They were obtained by questionnaire method. Several methodologies were used in the research:

• KESK - Perception of coaching in terms of emotions, behaviour, and cognitions
• MBTI - Myers-Briggs Type Indicator.

Individual methodologies can be characterized as follows:

KESK - Perception of coaching in terms of emotions, behaviour, and cognitions (Birknerová and Benková, 2020) – this original method consists of 23 statements related to the perception of coaching. Each statement contains 6 possible ways of responding to the degree of identification and agreement with it (1-definitely no, 2-no, 3-rather no than yes, 4-rather yes than no, 5-yes, 6-definitely yes). As an example of the examined statements, the following statement is presented: "I am willing to try new or different ways of doing things at work." When looking for and evaluating various contexts and differences in the perception of coaching and its three attributes, the lowest value of 1 indicates that the coached manager is not identified with the

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given statement, and a value of 6 expresses, on the contrary, the maximum possible agreement.

MBTI - Myers – Myers-Briggs Type Indicator (Čakrt, 2004; Crkalová and Riethof, 2012). The methodology through which personality types were determined consists of 56 statements. Each statement has two possible answers: a or b. Within each statement and its two answers, the respondents distribute 5 points according to the degree they agree or disagree with the statements. If the respondent agrees with the statement without any objections, the respondent gives 5 points, and an unfavorable statement receives 0 points. Points within the statement and its answers can be assigned in various combinations, while the sum of points must always be 5. As an example of used statements, the following statement is presented:

"When you are working on something:"

a. you rather finish things and get to a certain conclusion

b. you often leave the end open for potential changes.

The research sample

The research sample of the questionnaire research for the purpose of characterizing the connections between the perception of coaching attributes and personality typology and specifying the change in personality in the process of implementing coaching was made up of managers from different work areas. They were divided into three groups, namely those who had work meetings without coaching elements, anonymous coached respondents, and non-anonymous coached respondents.

298 managers were approached, of which 175 were those who had a working meeting without a coaching approach and 123 with a coaching approach. Out of 123 coached respondents, 7 of them filled out the questionnaire anonymously. 185 women and 113 men between the ages of 20 and 58 took part in the research. Their average age was 31.2 years (standard deviation was 5.2). Of all, 70 respondents had a secondary education, and 228 managers had a university education.

In terms of methodology, a deliberate selection of managers from different regions of Slovakia was conducted concerning the research objectives. A qualified, well-considered deliberate selection of managers who went or did not go through coaching sessions was made. The data were processed in the statistical program IBM SPSS 28 and Excel. The research was carried out online using Google Forms services. All methodological procedures and statistical descriptions presented in the article come from the source SPSS Statistics for Data Analysis and Visualization (McCormick, Salcedo, 2017). The data were collected in the period from July to October 2023.

Research Results

By factor analysis using the Principal method Component with Varimax rotation, three factors of perception of coaching were extracted, and subsequently named and described (Birknerová and Benková, 2020):

-F1: COGNITIONS. This factor is saturated with five items. Content-wise, these items specify the factor in terms of individuals' willingness to try new or different

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ways of doing things at work, developing potential, doing things more efficiently, changing customary and well-established work procedure and achieving better results at work.

-F2: BEHAVIOUR. This factor consists of ten items and is focused on the use of coaching experience. The content context is related to realizing one's own responsibility for oneself and one's life, finding answers to questions, reflecting on one's own behaviour and activities, gaining a perspective on oneself, helping to get along better with people, developing empathy, using coaching experiences and its influence also on privacy, with a change in behaviour and overcoming oneself.

-F3: EMOTIONS. This factor is related to how individuals experience the coaching process. It focuses on the joy of the relationship between the coach and the coached person, on whether the individuals are full of expectations before the coaching and look forward to it, on balance and relaxation during the meeting, and on positive mood after the meeting. It also focuses on whether they like to work on themselves through coaching and see it as a way that helps them perform their work more efficiently. This factor is loaded with eight items.

The extracted factors explain 66.22% of the variance. This percentage of the explained variance is acceptable. investigated whether there is a connection between the attributes of the perception of coaching and the age of the respondents. The results of the performed analysis showed a statistically significant correlation in only one of the three factors, namely Emotions. Using the Spearman correlation, it was found out that the older the respondents are, the lower the score of the perception of coaching in the Emotions factor, which means that the positive emotion from the coaching session decreases with increasing age. The values of Spearman's correlation coefficient and statistical significance are shown in Table 1.

**Table 1. Assessment of the perception of coaching factors
and the age of the respondents**

Factors	Cognitions	Emotions	Behaviour
Age	,085 ,424	-.213 ** ,004	,057 ,589
** Statistical significance at the 0.05 level of significance			

It was found out that there is a connection between the factor of Emotions from coaching and the age of the respondents.

Attributes of men's and women's perceptions of coaching

The research investigated whether there were differences between men and women in the perception of coaching attributes. To verify the assumption, the U-test was used, in which the differences between men and women and their perception of Cognitions, Emotions, and Behaviour in the coaching process were compared. The results are presented in Table 2.

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Table 2. Differences between men and women in the perception of coaching factors

Factors	Men	Women	U test	Significance
	Median values			
Cognitions	5.60	5.40	3600,500	,015
Emotions	4.63	4.50	4238,500	,459
Behaviour	3.80	4.00	4187,000	,396

These differences were confirmed only for the Cognitions factor, where men show higher scores than women, which means that men are more open to change, want to work on themselves more, and achieve better results than women. There were no statistically significant differences in the other two factors – Emotions and Behaviour. Differences in the perception of men and women were noted only for the Cognitions factor.

Attributes of the perception of coaching and the time worked by respondents

Spearman's correlation coefficient was used to find connections between the time worked in the company and the perception of coaching. A positive correlation in one of the extracted factors, namely Emotions (Table 3) was found. The following table shows the values of Spearman's coefficient and statistical significance.

Table 3. Attributes of the perception of coaching
and the time worked by the respondents

Factors	Cognitions	Emotions	Behaviour
Time worked	,125 ,125	-.195 * ,010	.099 ,247
* Statistical significance at the 0.05 significance level			

Based on the results, it can be stated that the longer the respondents work in the company, the more the positive emotion from the coaching session decreases. This means that there is a decrease in expectations from the meeting and a positive mood, a decrease in the perception of coaching as a way to work more efficiently, and the joy of this cooperation.

Perception of coaching by coached and non-coached respondents

We also investigated whether coached and non-coached respondents perceive the coaching and work meetings differently. This difference was manifested in the Emotions factor and shows that those who have a work meeting with the use of coaching elements perceive this meeting more positively than respondents who have a work meeting without a coaching approach (Table 4).

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Table 4. Perception of coaching by coached and non-coached respondents

Factors	Coached respondents	Non-coached respondents	U test	Significance
	Median values			
Cognitions	5.20	5.40	3043,500	,175
Emotions	4.75	4.50	2862,500	.045
Behaviour	3.70	4.00	3162,500	,325

Differences between managers' personality types and perceptions of coaching attributes

Within all respondents, when determining their personality type using the MBTI questionnaire, a sample of 12 personality types was obtained. There were no respondents in the group who belonged to one of these four types: ISTP, ESFP, INFP, or INTP, which caused us not to focus on these four personality types in the research.

When studying personality and perception of coaching, we analyzed whether different personality types perceive coaching differently. These differences were examined by using an independent Kruskal-Wallis test, where a statistically significant difference between individual managers' personality types and coaching attributes was manifested in the Cognitions and Behaviour factor (Table 5).

**Table 5. Differences between managers' personality types
and perceptions of coaching attributes**

		Cognitions	Emotions	Beha-viour
MBTI	**Kruskal-Wallis test**	22,000	14,084	21,644
	Statistical significance	,020	,248	,022
* Statistical significance at the 0.05 significance level				

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Table 6 shows the difference in the perception of individual types of personalities and coaching attributes, in which high average values represent a high degree of identification with coaching factors, and conversely, low values represent a low degree of identification. The maximum degree of identification for the Cognitions factor was found equally among the three types of respondents, within the ENTJ, ENTP, and INTJ types. These three types have the same pair of letters N and T, which are assigned to rationalists in the literature. In terms of coaching, these three types want, most of all, to develop their potential, achieve better results, try new and more efficient ways of doing things, and change established procedures.

For the Emotions factor, the highest value, although statistically insignificant, was achieved by the ENFJ type, for whom, as stated by Crkalová and Riethof (2012) in their publication, a friendly relationship and orientation towards people whose needs always come first for them is important. This type needs to know what learning will gain for themselves and people. For the Emotions factor defined by us, it is characteristic that the coached respondents enjoy the relationship between them and the coach, the meeting induces balance, relaxation, and a positive mood in them, they are full of expectations before the coaching and look forward to it. Coached managers like to work on themselves through coaching and see it as a way to work more efficiently.

The highest score for the Behaviour factor was achieved by the ISFP type. Managers of this type are most aware of their own responsibility for themselves, reflect on their behaviour, use the experience of coaching, thereby changing their behaviour and overcoming themselves. In the literature, this type is characterized by Crkalová and Riethof (2012) as the type that needs a supportive and empathetic coach. They need to work individually step by step or in small groups with similar people and require praise and positive feedback, especially in new and risky activities.

The lowest values in all three factors of perception of coaching, Cognitions, Emotions, and Behaviour, were found within the ESTP type. This type is described in the literature by the authors (Crkalová and Riethof, 2012) as explorers who need to use knowledge directly in practice, and their development must have a quick effect and benefits. They may underestimate untried techniques and consider their development needs unnecessary.

Table 6. The difference in the perception of coaching attributes
by individual personality types

MBTI	Cognitions	Emotions	Behaviour
	Median values		
ENFJ	5.5000	4.8125	4.0500
ENFP	5.2000	4.5625	4.3500
ENTJ	5.6000	4.7500	4.3000
ENTP	5.6000	4.4375	3.3500
ESFJ	5.2000	4.6250	4.1000
ESTJ	5.4000	4.5000	3.9000
ESTP	4.8000	3.5000	2.5000
INFJ	5.4000	4.5000	3.7000
INTJ	5.6000	4.6250	4.4000
ISFJ	5.0000	4.5000	4.0000
ISFP	5.3000	4.5000	4.4500
ISTJ	5.4000	4.6250	4.0000

With the above findings, it can be concluded that there are differences between personality types and coaching perception factors, which were confirmed for Cognitions and Behaviour factors. From the point of view of personality typology, different perceptions of coaching by coached and non-coached respondents were examined. This difference was statistically significant only for one factor of the perception of coaching, namely Emotions, and shows that coached respondents perceive the work meeting more positively than those who are not coached (Table 6). This fact was analyzed in more detail in terms of individual types of personalities. Given that there were only 23 coached respondents, only 9 different types of personalities within this group arouse. Respondents who completed a work meeting without coaching elements form a group with 12 different personality types. The perception of coaching for the Emotions factor by coached and non-coached respondents in relation to their types is shown in Figure 1.
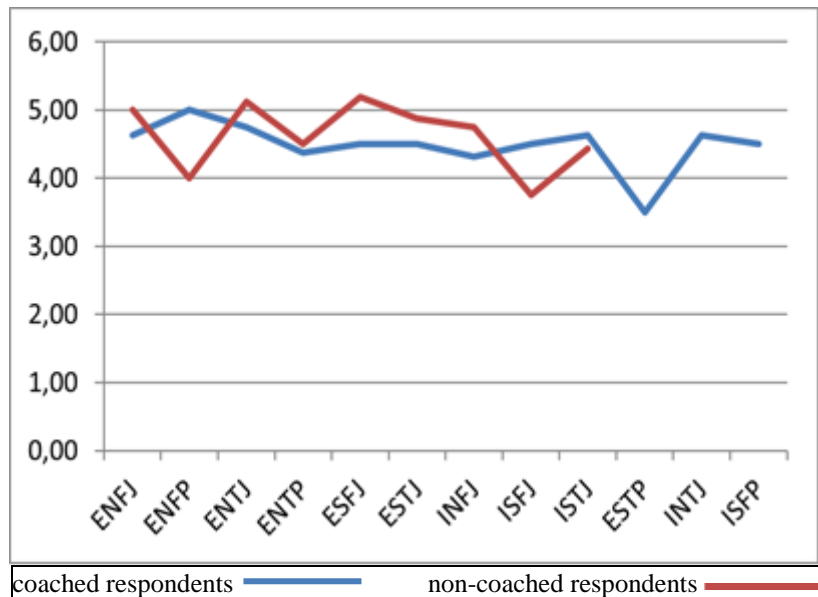
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**Figure 1: Coaching assessment for the Emotions factor
by coached and non-coached respondents**
Source: Own elaboration

Of the coached respondents, the ESFJ type is the most positive at the coaching session. This result obtained in the presented study is closely related to its description in the professional literature (Crkalová and Riethof, 2012), where it is stated that this type needs space to share positive experience and requires harmony and empathy. If this type of personality is part of a work meeting where coaching elements are not used, their positive emotions decrease. The least positive, but still with a positive emotion from the coaching session, is the ISFJ type. This is the type that needs a fixed procedure and clear tasks. They have their own pace at work and need more support (Crkalová and Riethof, 2012). With persons of this type of personality, on the contrary, in communication with them, using elements of coaching, the positive emotion decreases.

Discussion and Managerial Implications

The paper provides an original analysis of the coaching attributes in different contexts that were not studied in detail before and their perception of those attributes by managers. By analyzing data obtained by questionnaire research, the aim of which was to identify and specify the connections between the type of managers' personality and the perception of coaching, and by using mathematical and statistical methods of data processing, the research brought valuable conclusions.
The results confirmed that there are many managerial implications where coaching can be used in the work of managers and that coaching is an appropriate management

tool for human capital development because it is focused on awareness and action (Emerson and Loehr, 2008). As agreed with Landsberg (2003), managers can use coaching to optimize their work performance, as he claims that managers who invest 10 minutes in coaching save themselves an hour of working time. It may seem that the initial investment is too high, both in terms of money and time, but coaching is one of the most effective methods of management development in terms of results and return on investment. This is supported by the results of the ICF Global Coaching Client Study (2009), which shows that the median return on coaching is 700%. Greene and Grant (2003) claim that coaching improves communication between employees, increases performance, and reduces job change. Therefore, managers should know how to coach because coaching brings benefits to employees, which leads to benefits for the organization itself.

The presented research showed that the elements of coaching used at work meetings caused the examined managers to develop their dominance, within which they want to participate in achieving good results; they become more extroverted and express their opinions, which is an essential part of the coached persons to their further development. From the point of view of work performance, which involved the development of the communication skills of the monitored managers, for the purpose of which the coaching was implemented, even though it was a small sample of respondents, work results were improved within half a year.

It was found out that with the increasing age of the respondents, the positive emotions from the coaching session decreased. The age of the respondents has no connection with the Cognitions and Behaviour factors within the coaching process. Gender differences were statistically significant in only one factor, namely Cognitions, where it was found that men are more open to change, want to work on themselves more and achieve better results than women. In terms of time worked in a company, based on the results, it can be said that the longer the respondents work in a company, the more the positive emotions from the coaching session decrease.

The time worked in the company has no connection with the perception of coaching in the Cognitions and Behaviour factors. Managers who have a working meeting with elements of coaching perceive this meeting more positively than those who are not coached. Concerning the perception of coaching within the Cognitions and Behaviour factors, these two groups of respondents did not show any further statistical significance. When monitoring the personality of managers in connection with coaching, we were trying to find out whether different managers' personality types perceive coaching differently. This was confirmed for the Cognitions and Behaviour factors.

The difference between coached and non-coached managers is precisely in the Emotions factor. It was found that coached managers perceive this meeting more positively. The ESFJ type is the most positive of this group of managers, while its positive mood decreases in a meeting without coaching elements. The least positive mood in a coaching session is the ISFJ type, which has more positive emotions in a work session without coaching elements. In connection with the change of

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personality in the process of implementing coaching, it was found that the coached persons become more dominant in this way of developing managers. By closely monitoring non-anonymous respondents, we found that 6 out of 7 of them had a change in one preference within the MBTI typology during half a year. In connection with the work results, there was an improvement in work performance. However, for one of them, this improvement was not enough to meet the minimum criteria set by the company.

In connection with the information obtained, we can say that a coaching session is perceived more positively than a work meeting, where feedback, recommendations, and fixed other tasks are given by the superior. We share the opinion of Shaw and Linnecar (2007), who believe that coaching can have a significant impact on organizational success as well as individual performance. In addition, the results supported the opinion of Fleming and Taylor (2004) that regarding the work environment, coaching can help people improve their performance. Coaching is the key to creating an open and friendly organization that appreciates the skills and ideas of its employees and makes an honest effort to support individuals.

The paper presents the results of a unique analysis of the coaching attributes in relation to several factors focusing on the perception of those coaching attributes by managers. By analyzing data collected by a questionnaire method, the aim was to specify the connections between the type of managers' personalities and the perception of coaching. Using mathematical and statistical methods in data processing, the research revealed new and interesting results in the field of coaching used in management.

The study confirmed that coached managers like to work on themselves through coaching and see it as a suitable tool to work more efficiently. The research showed that managers have relatively good verbal communication skills that are considered vital and significant for managers (Štefko et al., 2015; Panza et al., 2019) since obtaining relevant information is essential for the everyday practice of managers and the ability to communicate effectively is inevitable (Kuráth et al., 2023). The key to entrepreneurial activity is acquiring appropriate entrepreneurial competencies (Draksler and Sirec, 2021). Besides professional knowledge, trustworthiness, communication skills, cultural awareness, and language skills will also play a fundamental role in knowledge management skills abilities (Teeranantawanich, Phimolsathien, 2018).

Therefore, it is advisable to expand the range of training courses for managers to teach soft skills that motivate managers and stimulate their performance. The current market offers many training modules for managers, including coaching approaches and operating at different management levels in the company to develop their entrepreneurial and management skills. In each case, it is also important to take into account the ethical context (Kuzior and Zozul'ak, 2019; Fobel and Kuzior, 2019).

Conclusion

Despite several limiting factors, such as the lower representativeness of the research sample of 23 coached respondents, when we managed to get only 9 different types of personalities within this group, the presented study brought several new and interesting results and contributed to the ongoing discussions on the role of coaching in management and confirmed its significance as an important management tool for improving managerial skills. Future research could be focused on some other contexts of managerial work and could also be conducted in terms of international comparisons.

In the future, we plan to expand the conducted research with a new sample of managers at different levels of management and supplement the research project with an experimental study on a sample of a control and experimental group of managers. With its help, it will be possible to point out the effectiveness of coaching and education in the form of coaching for improving selected management skills.

Based on the conclusions of the conducted research, we conclude that the coaching approach is an essential tool for managing, leading and shaping individuals. We appeal to the importance of applying a coaching approach at all levels of management. Knowing how to coach should be in the basic equipment of a modern manager and leader. The reward for this will be the prosperity of the company, employee satisfaction, and high work performance.

Acknowledgments

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ANALIZA WYBRANYCH WSKAŹNIKÓW SPOŁECZNO-DEMOGRAFICZNYCH Z PERSPEKTYWY COACHINGU

Streszczenie: Coaching stał się kluczowym narzędziem, zmieniającym sposób, w jaki menedżerowie prowadzą i rozwijają swoje zespoły. Celem artykułu była identyfikacja różnic i zależności w postrzeganiu atrybutów coachingu w pracy menedżerskiej w odniesieniu do wybranych wskaźników społeczno-demograficznych i typów osobowości menedżerów. Celem badawczym było określenie zależności pomiędzy typem osobowości menedżerów, mierzonym kwestionariuszem MBTI, a postrzeganiem atrybutów coachingu, ocenianych kwestionariuszem KESK. Próba badawcza składała się z 298 menedżerów z różnych obszarów pracy i regionów Słowacji (185 kobiet, 113 mężczyzn o średniej wieku 31,2 lat) - 175 odbyło spotkania robocze bez podejścia coachingowego, a 123 z podejściem coachingowym. Wyniki pokazują, że różne typy osobowości menedżerów inaczej postrzegały badane atrybuty. Różnice te zostały zidentyfikowane w oparciu o niezależny test Kruskala-Wallisa, w którym statystycznie istotne różnice między typami osobowości a atrybutami coachingu stwierdzono w czynnikach poznania i zachowania. Nowatorstwo badań polega na wykorzystaniu oryginalnych metodologii MBTI i KESK w celu zbadania postrzegania przez menedżerów atrybutów coachingowych Emocji, Zachowań i Poznawania oraz ich powiązań z wybranymi wskaźnikami społeczno-demograficznymi. Na podstawie przeprowadzonych badań można doradzić menedżerom, aby stosowali podejście coachingowe w swojej pracy jako integralną część komunikacji z innymi pracownikami.

Słowa kluczowe: atrybuty coachingu, emocje, zachowanie, poznanie, zarządzanie