

INVESTIGATION OF AWARENESS, TAKING RESPONSIBILITY AND MOTIVATION CHANGES IN PEOPLE WHO TAKE COACHING

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ARTICLE INFO	ABSTRACT
<p>Article History: Received: 2017-12-07 Accepted: 2018-02-11</p> <p>Keywords: ICF, Coaching, Awareness, Taking Responsibility, Motivation JEL Codes: Z00</p> <p>DOI: 10.26809/joa.2018.003</p>	<p>This study examines the changes in awareness, taking responsibility, and motivation in people who take professional coaching. The data collection tool used in this study consists of six questions designed to identify participants' gender, age and educational status, awareness, taking responsibility and motivation changes. The prepared data collection tool was implemented at the end of each coaching sessions with face-to-face interviews with the coaching service recipients. According to the results of the analysis, it was determined that the level of awareness of those who take coaching service is high and the level of taking responsibility and motivation is moderate. Another important finding in the study is that; there is no relationship between sociodemographic factors (gender, age, level of education) and awareness, taking responsibility and motivation changes.</p>

1. INTRODUCTION

Professional Coaching is defined as a collaborative process that inspires people in a way that increases the potential of people in their personal and professional lives by encouraging them to think creatively today (ICF, 2017).

A number of studies have been conducted in order to define the coaching process as specific stages.

Peterson and Hicks (1995: 18-19) define the coaching as a process composes of the five strategic steps of building partnerships, becoming a source of commitment and inspiration, developing competencies that create new competencies, creating an attitude of never giving up between managers and employees, and creating the environment to create conditions that foster individual growth and development.

Stone (1999:15-16) defines coaching as the process consisting of five steps; collecting information, using effective communication techniques, determining the morale and motivations of employees, providing feedback on employees' inclination and employee performance.

According to Gilley and Boughton (1996: 37), coaching has four stages. They summarize these steps as confrontation with poor performance, mentoring, education and career coaching. These steps lead to improve individual and organizational performance and aggregate synergistic relationships between managers and employees.

Defining the coaching process as a model, Hawkins (2007: 27) presented four main models called GROW, STAR, CIGAR and CLEAR. Those models help people and organizations to define their current situation, to determine their future goals and to design approaches necessary to achieve those goals.

Creating awareness and responsibility are the primary goals of coaching. The common result of focused attention, concentration and openness brings the awareness to the first key element of coaching. Perhaps the increased awareness that strengthens our vision, like a magnifying glass, allows us to perceive it at a much higher level than normal. With awareness, we can see, hear and feel more and more.

All human activities can be summarized as a model consists of input, process and output. Awareness could be thought as a high-quality input. The higher the awareness, the more high-quality input could be achieved. This can be considered as having a superior ability, seeing more, seeing what others could not see, hear and feel.

A professional coach creates awareness and taking responsibility on those who receive coaching. Awareness, which expresses an increase in quality and quantity in the input, leads to an increase in performance, learning and pleasure. Taking responsibility which could be defined as the choice of someone to take control, leads to an increase in performance, feeling safe and self-motivation. The results of all these are higher productivity, increased communication, better associations, positivity in quality of life and increased awareness.

Awareness is defined as knowing what is around and experienced more. When necessary, the coach should raise the awareness of the environment to the optimum level and maintain its continuity. It should not be forgotten that awareness is a process that nourishes itself continuously and strengthened by feedbacks.

Taking responsibility, another important concept of coaching, is quite important in life for a high performance. When people think and act in the most appropriate way, in a chosen or a responsible way, their contribution to them and their performance in the end will be higher. The consequences of taking responsibility on high and one's self-defined goals bring with its own high valued effects that have well-defined feedback on a much more advanced level than those imposed by someone else at the normal level. Self-belief, motivation, clarity of choice, contribution and commitment, awareness, taking responsibility and change in behavior are the valued results of coaching process (Whitmore, 2009:34-36).

Awareness and responsibility are undoubtedly two of the most important features of coaching. These two core coaching values are the key factors directing the mind to achieve the best performance by accessing the desired thought mechanism. For the best performance, everlasting practices should be developed to reach the optimum level of mind.

A professional coach is never a problem solver, teacher, adviser, consultant or expert. A coach is a facilitator, fellow traveler and awareness raiser. A good coach must have a qualitative, focused, supportive, relevant, good listener who is patient, aware of what is happening around, aware of himself, careful and memorable, and consciously constantly alive. Having technical expertise, knowledge, experience, authority, and credibility are other features that complement and make a good professional coach (Whitmore, 2009:41-42).

It is important to remember that effective questions are important in coaching. In particular, open-ended questions should be preferred instead of closed-ended questions. Open-ended questions are highly effective effects in improving awareness and responsibility. This kind of questions could be created with the words; “what”, “when”, “who”, “how”. Another important thing when preparing the question sentences, a good coach should avoid to use “why” word. Because, starting with word “why” have a critical meaning and cause some sort of defense. In particular, this type of question has a negative impact on real thinking. For this reason, instead of using word “why”, “how” should be preferred in order to step in more detail and to reach real answers.

A professional coach should move into deep in order to carry out these findings to the consciousness level. If professional coaching is performed on the basis of these, people who receive coaching are more included to the coaching processes.

Active listening is another important factor in coaching negotiations. Coaching is more effective with an active listening that can bring out of the feelings and feelings of the voice under the tone. For example, while a monotone tone could point to old ideas, a slightly moving tone of voice could be sign that new ideas are awake.

As long as a professional coach is listening actively, it is necessary to monitor the body language. For example, a steep stance might indicate an awareness and an attention, the tightly closed mouth might indicate an anxiety and a chest-covered arms might indicate a resistance or a defense. The exact meaning of these indications can vary from person to person, so it should not be overlooked to identify all behaviors in more appropriate and personal way.

While listening, watching and understanding, professional coaches should be aware of what, why and how they behave. During coaching sessions, the coach behaves like a mirror. Professional coach periodically summarizes what they hear and see. This method provides the right understanding for coaches and at the same time it creates for the person who take coaching being heard and understood. This process could be named with back reflection. With the back reflection method, coaches could know what they understood is true or false. So it provides a second opportunity.

Another phase of the coaching process is a goal setting. It is very critical and important step of coaching. Basic characteristics of a good goal; specific, measurable, accepted, realistic, time-related, positively expressed, understood, relevant, ethical, challenging, legal, environmentally compatible, appropriate and recorded (Whitmore, 2009:62).

The goal setting process consists of the following four steps:

- ❖ Goal identification: Identification of both short and long term goals
- ❖ Checking the state of reality: Detecting the current state
- ❖ Identification of alternatives: Determine what alternatives are to goal, what action strategies and methods are to go to.
- ❖ Asking questions that will awaken and provoke ownership to the goal:
What to do, when to do it, who to do, how to do?

2. METHOD

This research was conducted in the form of a screening model in order to investigate awareness, responsibility and motivation changes in the field of professional coaching services.

The data collection tool used in the research consists of two parts. In the first part, there are three questions prepared to measure the socio-demographic characteristics of the participants. In the second part, there are three questions prepared to assess participants' awareness, responsibility and motivation changes. All answers of these 3 questions has 5-point Likert type choices, from 1 (none) to 5 (completely). The most negative expression 1 and the most positive expression 5 are scored. The higher score means the higher changes in awareness, responsibility and motivation; the lower score means the lower changes in awareness, responsibility and motivation changes.

Table 1: Points, Options, and Range Limits Given to Participation in Suggestions on the Data Collection Scale

Score	Option	Limits
1	None	1.00–1.79
2	Very little	1.80–2.59
3	Some	2.60–3.39
4	Highly	3.40–4.19
5	Completely	4.20–4.00

At the end of each the coaching sessions, the prepared data collection tool was applied to those who received coaching services. The applications were carried out with face to face interviews to ensure the objectivity of the study. In this study, totally 98 coaching sessions were carried out between March 2014 and March 2015. All of these sessions is resulted with implemented data collection tool successfully. Results of these 98 coaching sessions are included in the analysis of this study.

In the context of the reliability and validity of this data collection tool, it is approved by the expert that all the items are understandable and purposefully served (Büyüköztürk, 2003: 163).

3. RESULTS

The data obtained from the study were analyzed by the statistical program and the Cronbach alpha value of the scale was calculated as $\alpha = .730$. This value is above the acceptable level, which means that the data obtained is reliable.

In the first part of this study, the data obtained with the data collection tool applied to the target participants are analyzed on the basis of the sociodemographic properties. According to the analysis, 45.9% of the participants are male and 54.1% are female; 64.3% of them are between the ages of 29 and 38, 19.4% of them are between the ages of 39 and 48, 16.3% of them are between 18 and 28; 38.8% of them have a university degree, 21.4% of them have high school degree, 20.4% of them have a college degree and 19.4% of them have masters' degree.

In the second part of the study, the answers to the questions on awareness, taking responsibility and motivation changes in the participants are analyzed. As a result of these analysis, according to the limits stated in Table.1, it is concluded that the level of awareness in persons who receive coaching service is high and the levels of taking responsibility and motivation changes are moderate (Table 2).

Table 2. Awareness, Responsibility and Motivation Changes in People Who Get Coaching

Education Status	Number	Mean	Std. Deviation	Std. Error Mean
Awareness	98	3,51	0,976	0,099
Taking Responsibility	98	3,20	0,759	0,077
Motivation	98	3,21	0,84	0,085

In the third part of the analysis, it is examined whether there is a difference between awareness, taking responsibility and motivation changes in people who take coaching service and sociodemographic factors (gender, age and educational status) or not. At this stage, hypotheses are established and tested to determine there is a relationship or not.

Gender – Awareness

The hypotheses established to determine whether there is a difference between the gender and level of awareness of those who receive coaching services are as follows:

H0: There is no difference between the genders and the awareness of those who receive coaching services.

H1: There is a difference between the sexes and the awareness of those who receive coaching services.

Table 3. Gender - Awareness Relation

Gender	Awareness				Highly Completely	+ Total
	None little	+	Very	Some		
Male	9			12	24	45
Female	6			16	31	53
Total	15			28	55	98

($\chi^2=1,419$, $sd=2$ and $p=.492$)

As seen in Table 3, the analysis revealed that there is no difference between the levels of awareness of men and women who take coaching service, $p = 0.492 > 0.05$, and accepts H0 hypothesis.

Gender - Taking Responsibility

The hypotheses established to determine whether there is a difference in the level of responsibility of men and women who take coaching services are as follows:

H0: There is no difference between the gender and the level of responsibility of the persons who take the coaching service.

H1: There is a difference between the gender and the level of responsibility of the persons who take the coaching service.

Table 4. Gender – Taking Responsibility Relation

Gender	Taking Responsibility				Total
	None little	+	Very	Some	
Male	10			20	45
Female	9			21	53
Total	19			41	98

($\chi^2=1,116$, $sd=2$ and $p=.572$)

According to Table 4, $p = 0.572 > 0.05$, which is the result of the analysis, indicates that there is no difference between the levels of responsibility of men and women who take coaching service and accepts H0 hypothesis.

Gender – Motivation

The hypotheses established to determine whether there is a difference between the motivation levels of men and women who take coaching services are as follows:

H0: There is no difference between the gender of the persons who take coaching service and the level of motivation.

H1: There is a difference between the gender of the persons who take coaching service and the level of motivation.

Table 5. Gender - Motivation Relation

Gender	Motivation				Total
	None little	+	Very	Some	
Male	11			20	45
Female	10			20	53
Total	21			40	98

($\chi^2=1,594$, $sd=2$ and $p=.451$)

The statistical analysis showed that there was no difference between the levels of motivation of the men and women who take coaching service, $p = 0.451 > 0.05$, and accepted the H0 hypothesis (Table 5).

Age – Awareness

The hypotheses established to determine whether awareness situations differ between age groups are as follows:

H0: There is no difference between age groups and awareness.

H1: There is a difference between age groups and awareness.

Table 6. Age – Awareness Relation

Age	Awareness			+ Total
	None + Very little	Some	Highly Completely	
28 and 28-	13	25	41	79
29 and 29+	2	3	14	19
Total	15	28	55	98

($\chi^2=2,995$, $sd=2$ and $p=.224$)

The value of $p = 0.224 > 0.05$ according to the above table reveals that the level of awareness of the people who take coaching service does not vary with age and accepts the H0 hypothesis.

Age – Taking Responsibility

The hypotheses established to determine whether the status of taking responsibility differ between age groups are as follows:

H0: There is no difference between age groups and responsibilities.

H1: There is a difference between age groups and responsibilities.

Table 7. Age – Taking Responsibility Relation

Age	Taking Responsibility			+ Total
	None + Very little	Some	Highly Completely	
28 and 28-	16	36	27	79
29 and 29+	3	5	11	19
Total	19	41	38	98

($\chi^2=3,737$, $sd=2$ and $p=.154$)

The $p = 0.154 > 0.05$ value in Table 7, which is the result of the analysis, reveals that the level of taking responsibility of the people who take coaching service does not differ according to age and accepts the hypothesis H0.

Age – Motivation

The hypotheses established to determine whether motivational situations differ between age groups are as follows:

H0: There is no difference between age groups and motivations.

H1: There is a difference between age groups and motivations.

Table 8. Age – Motivation Relation

Age	Motivation			+ Total
	None + Very little	Some	Highly Completely	
28 and 28-	18	35	26	79
29 and 29+	3	5	11	19
Total	21	40	37	98

($\chi^2=4,096$, $sd=2$ and $p=.129$)

The $p = 0.129 > 0.05$ value according to Table 8 above reveals that the motivation levels of the people who take coaching service do not differ according to age and accept the hypothesis H0.

Education Status – Awareness

The hypotheses established to determine whether there is a difference between awareness and level of education are as follows:

H0: There is no difference between level of education and awareness.

H1: There is a difference between level of education and awareness.

Table 9. Level of Education – Awareness Relation

Level of Education	Awareness			+ Total
	None + Very little	Some	Highly Completely	
High School + College Degree	8	15	18	41
Bachelor + Master's	7	13	37	57
Total	15	28	55	98

($\chi^2=4,275$, $sd=2$ and $p=.118$)

The $p = 0.118 > 0.05$ values in Table 9 obtained after the analysis show that the level of awareness of the persons who take coaching service does not differ with level of education and accepts the H0 hypothesis.

Level of Education – Taking Responsibility

The hypotheses established to determine whether there is a difference between taking responsibility and level of education are as follows:

H0: There is no difference between level of education and taking responsibility.

H1: There is a difference between level of education and taking responsibility.

Table 10. Education Status – Taking Responsibility Relation

Level of Education	Taking Responsibility					Total
	None little	+	Very	Some	Highly Completely	
High School + Associate Degree	8			15	18	41
Bachelor + Master	7			13	37	57
Total	15			28	55	98

($\chi^2=2,895$, sd=2 and p=.235)

The $p = 0.235 > 0.05$ value obtained according to Table 10 above reveals that taking responsibility of persons who take coaching service do not differ in their level of education and accept the H0 hypothesis.

Level of Education – Motivation

The hypotheses established to determine whether there is a difference between motivation and level of education are as follows:

H0: There is no difference between levels of education and motivation.

H1: There is a difference between levels of education and motivation.

Table 11. Level of Education – Motivation Relation

Level of Education	Motivation				Total
	None little	+	Very	Some	
High School + College Degree	10			19	41
Bachelor + Master	11			21	57
Total	21			40	98

($\chi^2=2,161$, sd=2 and p=.340)

According to Table 11, $p = 0.340 > 0.05$, which is obtained from the analysis, reveals that there is no difference between the motivation levels of the persons who take coaching and level of education and accepts the H0 hypothesis.

All the analysis results detailed above; there is no relationship between gender, age and level of education of the persons who take coaching service and the level of awareness, taking responsibility and motivation changes after the coaching sessions.

4. DISCUSSION

In this study, awareness, taking responsibility and motivation changes which are the most essential outputs of coaching, are examined. According to the results of the analysis, it is determined that the level of awareness is high, taking responsibility and motivation are moderate in who take coaching services. These results shows us that professional coaching could be able to attain its most desired goals.

It is thought that in the next studies, the number of sociodemographic questions could be increased in order to increase the possibility of investigating meaningful relations with desired coaching outputs.

The greater the number of research activities related to professional coaching are performed, the more understanding in contexts, impacts and results of coaching will become. For this reason, the number of studies conducted in the field of coaching, both institutionally and individually, and the number of participants in the studies should be increased. It is also recommended that studies specifically on professional coaching and its connections with other scientific areas should be performed.

In addition to all these, besides the individual benefits of coaching found in the work, there are also social benefits; it should not be overlooked that it can create significant social benefits by ensuring adequate diffusion.

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