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DECLARATION

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CCT College Dublin

The Importance of the Coaching Process for the Development of Leaders' Skills

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2019309

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Abstract

The purpose of the current study is understanding the coaching process as a way to support and leverage leadership skills. In today's business world, organizations are struggling to adapt and survive. Organizations need new leaders with skills and abilities that will influence, motivate and develop people for a new model of organization. Leadership development then takes major attention as an investment in necessary organizational and behavioural changes. Thus, coaching emerges, a widely used tool for the development of leadership in organizations. For that, it was necessary to know the concept and the coaching process and identify its importance and the benefits that this technique provides for the leader, his followers and the whole organization. It was also necessary to evaluate how the leaders of the researched organization perform their activities, through the analysis of competencies with an objective questionnaire. The results showed that there are gaps (deficiencies) in the performance of the leaders, which indicate the need to develop the skills of each leader. Based on the results obtained, it was possible to present the coaching process to develop the necessary skills of a coach leader.

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Contents

Chapter 1: Introduction.....	6
Chapter 2: Literature Review	8
2.1 Leadership	8
2.2 Competency Management.....	11
2.3 Coaching.....	14
2.3.1 Coaching Needs.....	14
2.3.2 Conceito do Coaching.....	15
2.3.3 The Importance and Benefits of the Coaching Process	17
2.3.4 Leader Coach.....	21
2.3.5 Coach Leader Skills	22
2.3.6 Teamwork.....	22
2.3.7 Developing people	23
2.3.8 Self knowledge	23
2.3.9 Emotional intelligence.....	24
2.3.10 Communication	24
2.3.11 Feedback	25
Chapter 3: Research Questions, Goals and Objectives	26
Chapter 4: Research Design Methodology.....	26
Chapter 5: Results (Research Findings).....	27
Chapter 6: Conclusions and Further Work.....	29
Chapter 7: Critical Self-Review	30
Reference	32
Appendices	36

Chapter 1: Introduction

To adapt to the new challenges of the modern world, organizations need new leaders with specific skills and abilities to deal with themselves and lead new teams formed by new people who constantly seek their personal and professional growth without necessarily having a permanent commitment to the organization, but with his career. In this context, coaching appears. A tool for the development of leadership in organizations. Coaching is a process that involves at least two people: the coach (coaching professional) and the client (orcoachee). Through techniques, guiding questions and tasks, the coach helps the client to develop their skills and abilities (Duomo, 2020).

The practise of coaching has been used since the late 1980s to focus on People Management in organizations. Since then, it has been gaining supporters in the world for its functionality, practicality, applicability and effectiveness. Calling the attention mainly of great executives who seek to improve their performances. One of the most famous testimonials is that of Eric Schmidt, former president of Google. In testimony to the American magazine Fortune, he said that the best advice he has ever received was "have a coach" (Schmidt, 2019).

In the same speech, the executive admitted that he was reluctant to accept the challenge. For him, his career as a leader was already consolidated and the experience was something he did not lack, but as soon as he decided to bet on coaching, Schmidt realized that even the greatest of managers can improve their skills, whether personal or management (Schmidt, 2019).

According to Guimarães, (2001) the leader has a fundamental role within the organization, from influencing, inspiring, developing people towards a common goal and results, minimizing problems about communication and feedback, engaging the team to extract the maximum of each member, to fully achieve the goals of the organization where he is inserted.

Currently, we live in the age of knowledge, which is characterized by constant advances and changes in communications and technologies. Faced with this scenario of much

information, transformations and globalization, high demand for work, it was noticed that the leader has presented gaps in the development of people, caused by the absence of leadership skills. Thus, it was noted that there may be a need to develop skills management in the current leader, to facilitate their interaction in the activities proposed in their daily lives and the relationship with everyone involved (Adriano, M and Godoi, K., 2014).

The general objective of this research is to present the coaching process as a tool for the development of leadership skills, a process that for Matta (2013) is characterized by an action plan that contains a beginning, middle and end, used strategically to obtain better results. results and increased performance of the individual within this process.

To meet the objective of this work, the specific objectives outlined were: Contextualize the importance of the role of leadership; Map the skills of current leaders and compare with the skills of the coach leader; Present the coaching process as a tool for developing leadership skills. To obtain better results and support the development of leadership skills, an objective questionnaire was developed to collect the necessary data for the study. This instrument was applied in a metallurgical micro-company in the city of Pederneitas/SP, composed of fifteen employees who have three leaders from different sectors, they are the director and partner of the company, the general manager and the production supervisor. All interviewees develop a leadership role in their daily lives, face difficulties in managing people and have no knowledge about the topic of coaching, its process and benefits, which also characterizes the research as exploratory.

Therefore, in the face of this rapidly changing scenario, the role of the leader, his continuous development and his skills to develop people are important.

Thus, it is possible to demonstrate to the organization that for the best development of leadership, the coaching process is essential, innovative and has a great differential to achieve a better team and organizational results. (Chiavenato, 2000).

Chapter 2: Literature Review

In this chapter, it starts from a contextualization about the concepts and characteristics of leadership and addresses the history, concept and characteristics of coaching; to finally make the relationship between coaching and leadership, dealing with leadership development and using the coaching process with its benefits for the organization.

2.1 Leadership

According to Bergamini (1994), the theme of leadership is of great interest to both leaders and those being led, and it portrays different concepts for different people, therefore, researchers began to conceptualize leadership taking into account the individual aspect of each leader. With all variety of aspects under which leadership has been studied, some researchers have cared to identify characteristics that are motivated by its effectiveness, others have been concerned with investigating what the leader does, to delimit different types of leadership.

According to Chiavenato (2000), leadership is necessary in all departments and types of organization and, it is essential for those who have the position of leader, to know the human nature of knowing how to lead them. The term leadership is defined by several authors, among them Hunter (2004) states that leadership is the ability to influence people to work enthusiastically, aiming to achieve the goals for the benefit of all involved.

As mentioned by Chiavenato (2000), in the initial theories, leadership was considered as innate, that is, the leader was born with the gift of leading, in contrast, contingency theorists believe that the characteristics of leadership can be developed. Araujo (2012), says that from this new approach, anyone can develop leadership skills, and it was from this premise that leadership development and training programs emerged, being used in organizations worldwide.

Marques (2012) says that leadership is related to the business environment, but that this skill goes beyond this environment, it can also be found in social groups, in the family context, in the environment in which the individual is part. According mentioned by Bergamini (1994), this skill offers motivation to the team and, when developed,

improved and positively trained, it encourages leaders to contribute with the maximum of themselves to achieve the group's objectives and goals.

As mentioned by Fabossi (2009), the role of the leader is important when it comes to achieving goals and using the reused results, so it is necessary that he develops applications that arouse the interest of all team members. He needs to know and respect according to the needs of each team member, seek to meet those needs, be aware and aware that people are different and have different motivations to differentiate their performance, or that can cause all the difference in team engagement. (Chiavenato, 2000).

Leadership is a decision that makes a person whom the leader assumes, along with it comes several challenges, such as directing and directing their leaders to achieve the same goals properly, without having to impose themselves or with their power of authority at all. the moment. For Chiavenato, (2000) developing leadership according to these concepts requires skill, that is, the ability to be in a position. As Bergamini (1994) says, the leader needs to show who knows for his group, put his intentions into action as a leader, motivate his leaders and be a management model where he leads. Whoever chooses to be a leader must be prepared for all situations, represented by bonuses as an example, such as promotions and recognition or burdens that are challenges and demands. (Fabossi, 2009)

According to Junior (2014), with the arrival of the era of knowledge, leadership, in general, started to take another look at people, where they started to search for research with differentiated skills, flexibility, teamwork, in short, one that values a practice of feedback.

As one of the main agents of transformation, leaders must aim to maximize learning and encourage their team to transform thinking human beings to consider the discernment of their ideas and attitudes. An era of knowledge brings great benefit to leadership, one of them is the ability to self-develop, making them increasingly capable of exercising their role. (Bergamini, 1994)

According to Abreu (2000) with the changes that are happening in organizations and in society and, with the advancement of information technology, we have to rethink how to lead. The leader, nowadays, must be a problem solver and, he must be one who will help his team to reach the goals with autonomy, so that the creativity and talent of the followers can emerge.

For Araújo (2013), technological advances and modes of communication have significantly contributed to the way of producing and relating to organizations. What was previously considered a competitive differential (producing more), has now been incorporated into the use of knowledge to improve and gain competitiveness. For Albrecht (2004) the age of knowledge differs from the concept of the information age, since the second is related to data and information. For leaders, the first concept is the most powerful, because it is useless to have data and information and not knowing how to transform them into knowledge to be used for the success of the organization. The author also points out that it is necessary to choose which path to follow, to stay behind in the present and accept what is said by technology experts, or to take advantage of this new opportunity to change attitude, engage and make use of creativity. and all the information available to improve your relationship with your team, contribute to the advancement of the organization and break paradigms.

According to Claro (2013), in the past, a leader was not required to have the ability to make decisions, because the world was simpler and did not have much information, which each knew was enough, but this gradually evolved and, can it is said that it is due to the era of knowledge, where information is processed in seconds, along with new technologies that keep on evolving.

According to Chiavenato, (2000) today, a leader must present a continuous development to be a differentiated professional in the market. The search for knowledge helps them a lot when making decisions. Companies seek leaders who, in addition to knowledge, know how to motivate, influence and train people, who have the capacity and potential to develop their team. For Quincozes (2009) it is necessary that the current leader values his followers, not to consider them only as resources, but as talents of the organization. It is essential that in this innovative news, the leader arouses in his team the interest of

becoming independent thinkers, self-critical to the point of contributing to the achievement of the results expected by the organization.

2.2 Competency Management

For Mendes (2013), competency management is based on analyzing, developing and preparing people for the execution of activities. Competence is a set of knowledge, skills and attitudes, it is the technical and behavioural capacity that a person has. Thus, to manage an individual's skills, it is necessary to observe their behaviours, evaluate and develop through preparation and learning. The author states that competency management allows organizations to quickly exploit the weaknesses and strengths of their employees, thus, it becomes possible to develop the skills necessary to achieve the objectives (Bergamini, 1994).

The main benefits that competency management enables are increased motivation and productivity and the adequacy of employees. The phase of management by competencies can be summarized in four stages, being: (Bergamini, 1994)

- a) Mapping: defines the essential skills to be competitive, and the employees' suitability.
- b) Evaluation: the process of analyzing information about the result of an employee for the organization.
- c) Development enables the learning and training of skills.
- d) Monitoring: analyzes the effects that the development process has generated.

According to Novaes (2015), competency management is an effective means of developing talents in the organization, because, through this management, people are guided to be led that will lead the company to achieve its objectives effectively, becoming competitive, as well as helps to define your predominant area in the market.

As already mentioned, competencies are a set of skills of a person, at the same time it is related to their values and beliefs, which interfere with their decisions and relationships. These competencies are classified as human (belongs to the individual) or organizational (belongs to the organization), where the set of professional competencies

provides the competences of the organization, that is, without professional competence, there will be no organizational competence. (Novaes, 2015).

Novaes (2015) states that when defining the profile of individual competencies of the occupants of each position, the company will already determine its perspectives about the postures, behaviours, knowledge and the necessary skills in the professional, to carry out its activity effectively. This management model requires resources, training and investments that will bring benefits in the long term, since the training develops the skills of employees, and their productivity with quality to meet the expectations of the organization.

According to Prates (2014), management by competence is considered a systematic program, which defines the profiles of each professional within organizations and thus increases productivity and business adequacy. It can be said that these competencies are assigned in what we call CHA, where they are classified as Knowledge, Skill and Attitudes. For Chiavenato, (2000) his characteristics are knowledge and skills, technical aspects, and attitude, behavioural aspects, which are related to each individual. To better clarify the differences between them, knowledge is classified as knowledge, the ability to know how to do and the attitude to want to do it.

Through management, it is possible to identify the strong points (excellencies) and fill the existing gaps, making the knowledge to be aggregated. Management is integrated by a set of organizational themes that characterize the mapping of behaviours, remuneration, selection, the development of performance evaluation and the competency development plan. (Downey, 2010)

In a business world in continuous and accelerated change, organizations must have a process structure and integration between people so that they can keep up with these changes. And so, survive and thrive. For that, organizations need to transform themselves into organizational learning systems. Making people work in integrative, participatory and self-managing teams so that they achieve autonomy and self-realization. It is necessary, then, to conduct and encourage them in this process. “Coaching becomes an indispensable tool for self-correction of behaviour and learning within the organization”, identifies Chiavenato (2002, p. 14). And he adds: “This means

the transition from traditional management to leadership within the organization” (Chiavenato, 2002, p. 15), with leadership always encouraging the development of people. The more people develop, and the company develops its employees, the greater the value they represent to it. Coaching is one of the most focused and most cost-effective means of fulfilling this assignment. It places the emphasis where it is needed, on people's skills and leads to quick results. (Lages and O'connor, 2004).

And skills can be trained and developed. But people cannot be told to be creative, innovative and reliable. These characteristics can only be developed and according to people's spontaneous acceptance. “And that requires leadership, not management along the traditional lines. You have to manage things and lead people.” (Chiavenato, 2002, p. 20)

However, once again, the leadership of the traditional model, to guide and guide people towards the goals, is not enough to guide organizations in this transition. Something more is needed. Leadership needs to add intellectual value to people. Lead them through processes of change and adaptation. Develop the ability to learn continuously. Build a shared vision, empower people, inspire commitment and encourage effective decisions in the company. (Chiavenato, 2000).

According to Covey (2002), leadership also needs to have principles. The principles elevate, ennoble and inspire people. They apply at all times and arise in the form of values, ideas and teachings. This new leadership is necessary for organizations to adapt continuously and survive in the business world. However, how to do this in organizations without changing an existing structure? What can one take advantage of the already established corporate culture? This can be very complicated and still require a lot of time and a large investment. Thus, every organization has essential: people. It is through them that you can make quick and immediate improvements, even causing an improvement without limits. And you can start with coaching, changing the relationship between managers and subordinates. As mentioned by Chiavenato (2002), the coaching process represents a new type of relationship. Something more than leadership.

2.3 Coaching

This item seeks to bring the importance and need of coaching, with its history and concept, address its objective and discuss the role of the coach in the organization.

2.3.1 Coaching Needs

According to Chiavenato (2002), coaching is a necessity in organizations due to some important factors. Before, organizations perceived a very slow change in the business world. It was possible to program according to what was already known. The command and control of the people were to command and obey. Today, in the Information Age, changes are much faster, with much unpredictability and uncertainty. The command and obey style are being replaced by the leadership-participation/cooperation style. An interactive set of leadership. Formation of leaders and talents. (Milaré and Yoshida, 2007).

As Cited by (Gaspar and Portásio, 2009), another important factor is, in a Darwinian context of selection of organizational species, they had to adapt to survive. They underwent profound structural changes and wiped out their organization charts. What used to be characterized by vertical structures, are now predominantly horizontal. And the relationship between boss and subordinate is more direct and less bureaucratic, where each has the autonomy to make decisions to solve problems when they appear (Chiavenato, 2000).

Human capital, with its increasing importance in the performance and success of organizations, is another important factor that justifies the need for coaching. Financial capital gives way to intellectual capital. And this is, to a large extent, contained in human capital. Organizational activities are less and less manly and more intellectual, cerebral and creative. Thus, human capital contributes, with knowledge and competence, to the development and survival of organizations. (Bergamini, 2006)

Other factors that also justify the need for coaching are that: human capital can only develop through learning. Learning is the main fuel that moves people and organizations towards development and excellence. Before developing the organization, itself, the priority task is to develop leaders and seek to increase human skills. Coaching

is the simplest, cheapest and most effective way to ensure the continuous learning of people in an organization. (Chiavenato, 2002) Human capital is the organizational investment that can increase and grow the most. Investing in people is, without a doubt, the most profitable that exists if you want the sustainability of the organization.

2.3.2 Conceito do Coaching

Ferreira (2011) states that coaching emerged in the year 1500, in Europe, as a way of describing coach drivers. These professionals who took their passengers to the desired place. It was in 1850 that the term coaching was assigned to university professors, as they were responsible for helping students with tests, exams and preparations. In 1950, it was the first time that coaching was used as a tool to manage people with human development techniques, which considers the capabilities of individuals, associating it to the system of continuous improvement. At the same time, coaching was used in Europe and the United States, for the training and development of athletes.

According to Ferreira (2011), in New York, in 1960, life coaching was used in an educational program, being improved with the use of techniques to solve problems and conflicts. At this moment, the role of coaching is more profound than in the 1980s, when it started to gain power within the organizational environment. From there, coaching appears as a tool for personal and professional development, where leadership projects integrate the concept of executive coaching, used by leaders of large companies, to the present day.

In Brazil, coaching appeared in the '70s, in the sports environment. Then it developed in the organizational environment, still with the meaning of leading people to the desired destination. Coaching success results from the ability to leverage performance and set goals. According to Marques (2012), coaching is a tool that has been gaining space in Brazil, by companies and institutions, as it is used to achieve certain goals. The author also emphasizes that coaching is a process of discovery and self-knowledge directed to the individual's professional and personal life.

This process is carried out by the facilitator to help his client (Coachee) to know himself, and thus, help him to develop his perspectives in the professional and personal

scope, with the establishment of goals and objectives to be achieved effectively, leading them the best quality of life. This process has as its main mission to help people, and their way of helping them is through unity, understanding and understanding so that they feel free to establish a partnership, leading them to personal growth (Marques 2012).

For France (2013), coaching is a process that supports and helps people both in their professional and personal lives, to increase their development and self-knowledge, to improve their performance in carrying out what has been learned. This process consists of two parts: The Coach who provides all the support, that is, a professional specialist in the area, and the coachee who is the one who receives all the learning, which is the client.

For Bento (2014), the process is a partnership created between the coach who is the facilitator and the coachee in the case of the client, so that he can see his maximum potential, and achieve his goals. To achieve the expected result, the coach seeks to do his best and asks the client to do the same. Using the best methods and techniques, it makes the coachee discover its best version. This process causes an intellectual and behavioural change in the client, making the coachee discover his strengths and weaknesses, as well as his points to be improved, promoting self-knowledge and bringing results to his life.

The coach's role is to listen and never judge, because he believes that people offer the best and that behind every behaviour there is a good intention, even if the return at the moment is not expected. Bento (2014), summarizes that the process goes much further than tools, processes and science, it is about how you live becoming a better person every day.

Marques (2012) argues that coaching is a process that leads the individual to self-knowledge and the discovery of his / her potentials in all areas that involve his / her life. In this process, the coach, guides the coachee, to analyze their actions and attitudes through self-questioning and thus identifies what is good and what can be improved. From this self-knowledge, the coachee, with the help of the coach and with the practice of the coaching process, develops his / her life perspectives and establishes goals and

objectives to be achieved. This process seeks the improvements that both parties need to be developed, such as changes, strategies and goals, focused on solutions and guidelines to achieve the best results. (Milaré and Yoshida, 2009)

2.3.3 The Importance and Benefits of the Coaching Process

According to Oliveira (2006), the word coaching comes from the word coachee, which translated means carriage. This vehicle conveyed safety at the time it was used and took people from one place to another. The coaching process, as well as the coach, has the same function, as it leads your clients from a certain point A or situation in which they find themselves, to point B called the desired state or which they want to reach (Lovisaro et al., 2011).

In this process, it is essential to establish goals, objectives, trace the path to be followed, verify the resources to be used and also available. For this, it is necessary to exchange experiences between the coachee, who must explain where he wants to go and how he will do it, and the coach facilitator, who will guide him throughout the process (Oliveira 2006).

Coaching is a path that provides increased professional and individual performance and leads the client from the current state to the desired state. Throughout this process, the individual becomes able to perceive what needs to be improved, which qualities can be used in such changes. It can be said that in the coaching process, the client's evolution is continuous until reaching the desired results (Lovisaro et al., 2011).

Oliveira (2006) argues that the coaching process within an organization must be used and applied to each of the employees, until it reaches the organization as a whole and, it presents benefits for each one of them. For the individual coaching process, it presents benefits such as productivity, creativity, confidence and clarity in its goals, as well as strengthening values and also an improvement in the quality of life. Within organizations, it provides the valuing of employees, improvement in teamwork, conscious leadership and responsible leaders, as well as an increase in productivity, greater engagement and leverage of people's performance.

Through these benefits, it is possible to realize the importance of the coaching process, as the focus is on improving results and customer satisfaction. The coach has powerful questions as support, the coachee has the answers, however, it is necessary to create an environment in which he feels safe to stop and analyze (Goldsmith et al., 2003).

Coaching and its process are considered a new tool for human and organizational development. For Marques (2012), coaching is a process that has as a priority to increase the performance of a person, group or organization, and that brings benefits through its application carried out by the forms of methodology, tools and techniques used by the coach who applies them in such a way dynamic in the coachee. (Downey, 2010)

The great advantage of coaching is to support the individual in the planning, focus and practices of actions to achieve what they idealize. Therefore, the coach must accompany the coachee throughout the process and together establish tasks for its development (Grant et al., 2012, Haan and Duckworth, 2019).

According to Jesus and Matteu (2015), the coaching process generates personal and professional satisfaction, improved quality of life, reduced stress and greater emotional balance, in addition to benefiting interpersonal relationships and communication between those involved. With all the benefits that this process provides, it is possible to perceive its importance for both the individual and the organization, because, with the necessary attention to its members, they will be able to develop professionally and thus, present greater performance, self-knowledge, critical sense, performance, productivity and results. (Goldsmith et al., 2003).

For Guimarães (2014), the coaching process is an instrument of human development, which has interested organizations and people, this process is a favorable resource that encourages self-knowledge and self-development, which becomes an opportunity for the person to understand herself and others and promote the individual's development for change from the inside out. For Jesus and Matteu (2015), this process begins by identifying the development needs that the coachee raises in the first session, to create a facilitating environment so that the scenario can be prepared by the person himself. This

communication is preserved by confidentiality thus, solid structures are created so that the individual can have new learnings. (Goldsmith et al. 2003).

According to Goldsmith et al., (2003) the process has a beginning, middle and end defined by the coach and the coachee, being developed in weekly, biweekly or monthly meetings, according to a methodology already tested and approved to ensure the desired results, with the duration of 10 to 12 sessions of 60 minutes each that can be carried out inside or outside the organization. According to Malta (2013), the coaching process goes through some stages, described below:

- a) Identification of the current situation: this first stage seeks to bring more understanding about who the person is so that they can clarify where they want to go.
- b) Definition of objectives: the stage in which there is recognition of the essential skills to achieve the objectives and develop measurable goals, with a deadline to be achieved.
- c) Technical interventions: at this stage, the coach is committed to creating a favourable environment, so that changes bring new behaviours, identification of beliefs and enable more assertive decision-making.
- d) Evaluation: this stage consists of the evaluation of how the process is being developed, done jointly by the coach and coachee, always focusing on continuous improvement.

For Mayarin (2015), the coaching process allows the coachee to focus on what will lead him to have better results and be able to define how to act and react to problems. With the tool, the client can positively explore all points that cover his career and personal life, providing greater productivity, self-satisfaction and self-realization.

In execution, another important contribution is that the tool allows the individual methods that help him in the control of his activities, which will make a difference in the results, also helping in the development effectively. Companies that hire the work of coaches awaken leaders, more interpersonal skills, with agility in decision making, ability to analyze opportunities and at the same time developing the entire team (Moura, 2012).

According to Botta (2014), the coaching process is in evidence in the market, because the demand has grown a lot, thus, it makes clear its importance both in personal and professional life, helping in decision making and seeking new ways of coping moments of difficulty in any type of environment. This process makes people look for something that can develop their ability to reinvent and find new answers to what they are looking for, helping them to become better at what they do, acting effectively and consistently with all types of situations, always leaving everything very clear with what was planned (Moura, 2012).

According to Moura (2012), coaching is also essential for those who want to leave their comfort zone and look for something new. It covers all areas of life and strengthens self-confidence and motivation. With all these characteristics and benefits that the process brings, people conclude that this type of method is increasingly important for professionals and people who want to seek something new, more knowledge and learning in their life.

According to Toniol (2015), to assist them in this process, the coach and the coachee make use of tools, techniques and knowledge from various sciences, such as administration, positive psychology, quantum physics, neurology, Neurolinguistic Programming, among others, to that achieve the desired results in all areas, sometimes in their personal, affective, professional, financial and family life.

The coaching process uses up to 12 sessions, in which self-knowledge, values, successes, facilitating and limiting beliefs work. Identifies the client's needs and problems, asking many questions related to his life story. In this way, the coach encourages the coachee to get their answers and think of possible solutions for their case. It leads him to achieve his desire and to achieve the expected results in a satisfactory and fast way, with the help of more than 100 tools, used according to his need (Moura, 2012).

Milaré and Yoshida (2009), explains that this method brings numerous benefits such as, improvement in the quality of life, more disposition, reduction of stress, better time management, improvement in interpersonal relationships, planning, strategic vision, focus on objectives, increased flexibility, perception and creativity. In Brazil it is a

science, which brings a clear vision of specific points, demonstrating its strengths, while helping to develop its skills and values, to gain self-confidence and achieve its goals in an assertive way (Moura, 2012).

2.3.4 Leader Coach

Ruggiero (2009), states that the leader Coach is one who teaches his followers, to improve the performance and skills development of the group or an individual, in the search for better results.

According to Marques (2012), the so-called Leader Coach has a profile that inspires the people around him and seeks, through his professionalism, to leave employees always engaged so that they can leverage better results. The Leader Coach has new ideas and solutions, is not afraid to take risks and always seeks to do more and the best possible. He is proactive, interacts with his team not only by delegating functions but also works together with the team to achieve common goals and objectives. It aims at the well-being of the team and the company believes in the improvement and improvement of any type of process for the benefit of the organization (Moura, 2012).

According to Cruz (2010), it is essential that the leader delves into self-knowledge and creates an environment of respect and trust with the team. True leadership must be achieved, so it is of great importance that the leader understands his role in the organization. For the coach leader to achieve the expected results, he must first know himself. In addition to knowing what he wants, the coach leader can engage everyone on the team in the same objective, having well defined for himself what people should achieve, with this, he strives in development and directs them with guidelines and practices.

Cruz (2010) states that in coaching leadership, leaders are facilitators of the learning process of their followers, guiding them so that they can discover their potentials, he always uses dialogue and the practice of feedback. The author also states that the coach leader has the characteristic of directing his followers to the segment with the same objective. He uses techniques and methods that seek to awaken the engagement, recognition of all of his team and, thus, develop the skills and abilities of each one.

For Abdallah (2013), the coach leader takes responsibility for the development and the creation of his team to develop competencies is part of his day-to-day, directing the team to have a performance increase through the recognition of what each one does the best. For the coach leader to reach his goals in the organization, he must recognize the differences of each one, and explore what is best and know the capabilities and attributes of each member of the team, thus, he will result in a stronger team and complete.

As Abdallah (2013) says, the leader must constantly offer feedbacks, to increase the commitment and development of each employee, to know precisely the highlighted points that must be worked on. It can be indicated as actions of the Coach Leader:

- a) Formation of an environment that improves performance and results,
- b) Helps the team to make decisions and do their best,
- c) It makes the team member responsible for the goals and challenges defined for himself.

It is essential that the coach has peace of mind and understands the right time for each leader so that they grow and achieve their results, therefore, the leader has to trust the team member, respect his capacity and recognize his full responsibility for the final result. Coach leadership, when properly exercised, generates great results, stimulates intellectual capital and is a differential for this scenario of constant changes that involve organizations. (Moura, 2012).

2.3.5 Coach Leader Skills

This sub-chapter aims to highlight the skills of the coach leader, most relevant to good leadership.

2.3.6 Teamwork

According to Marques (2012), teamwork is something very significant and effective for organizations, as long as it is guided in the right way. The joint work is in the delegation of responsibilities, where each employee can develop the tasks assigned to him.

Leadership and teamwork are directly united, where the leader leads and is responsible for the development of his team to explore the best of his skills and knowledge.

Some of the advantages of working in a team are satisfactory results, a constructive and interpersonal relationship, as teamwork results in better results than when the work is done individually. The ideal is for the leader to participate and encourage the collaboration and development of each member of his team in actions and decisions because when they participate and contribute with their ideas and opinions, they become more committed and responsible for the goals and objectives of the organization (Marques, 2012).

2.3.7 Developing people

For Girardi (2013), the people development process is characterized by developing skills and expanding the knowledge of individuals. This process is carried out through training: systemic activities, in the short term, which seeks to obtain skills, attitudes and improvement of the individual's performance.

Development: process with a longer duration, to further improve and train the individual in the performance of their activities and corporate education, characterized by the development and education of employees through a learning centre in the organization. (Girardi, 2013).

Through this process, it is possible to continuously qualify, improve and increase the potential of employees, as well as awaken their self-knowledge. The author also points out that, for this learning process to present positive results, it is important to involve individuals and the organization, as this involvement provides knowledge for both parties, characteristics of the so-called organizational learning, which benefits everyone. (Girardi, 2013).

2.3.8 Self knowledge

According to Corrêa (2015), self-knowledge is defined as self-knowledge. When a person gets to know each other better, they are able to have greater control over their emotions, whether positive or not. Through self-knowledge it is possible to observe

your limits and values, your interests and desires at all times. With a good self-knowledge, each individual is able to feel more secure in their decision-making, whether at work or in personal life, thus becoming essential for each one to be able to develop love for themselves and thus, strengthen your self-esteem and develop your skills and competences.

To know yourself, you need to analyze some factors such as: strengths and weaknesses. At this stage, strengths (qualities and talents) and weaknesses such as (defects and characteristics you don't like) should be listed. In most cases, people prefer to talk about weaknesses because they think they are easier to find, but they are mistaken because for self-knowledge to flow you need to be aware of who you really are, and thus find balance to know how to take advantage of both sides , only then will the individual know and understand how these points will help him to invest in his self-knowledge. (Corrêa, 2015).

2.3.9 Emotional intelligence

According to Marques (2014), people who know how to deal with and recognize their emotions along with their behaviour have a very big differential, as some experts believe that it is more important than the Intelligence Quotient, called (IQ). Emotional intelligence is very important for both professional and personal life. It is seen as a characteristic that differentiates people, raising their level of performance and control to know how to act according to the situation and the moment.

According to Marques (2014 apud Goleman, 1995), emotional intelligence can motivate, to identify their feelings and those of others so that each one can manage these emotions well within himself and everything that is involved. Whoever covers this competence gets immediate results, because they know how to act, how to be able to control their feelings and actions. Emotional intelligence allows people to be more focused and confident in their goals, believing in their abilities and skills and using them to their advantage, whether in the professional or personal environment.

2.3.10 Communication

For Dias (2016) communication is an essential competence for those in leadership positions, as it is the responsibility of the leader to guide and lead his team within the organization. Every professional is aware of the need to develop this skill. Good communication is a fundamental condition for a better life, a better and more productive job. Also, it is up to the leader to stimulate, direct, motivate and identify the skills of each subordinate, to bring a better result for the company and the group.

The development of communication allows the leader to discover other skills such as communicating with more clarity, assertiveness and perfecting active listening in the organization. To develop this skill it is necessary to know the basic aspects of each function, to train the tone of voice, to learn to listen and to always remain calm and serenity. With the implementation of these measures, the company will result in the reduction of communication noise that could exist and have an assertive workflow (Dias, 2016).

2.3.11 Feedback

Medeiros (2010) reports that feedback means giving feedback. Feedback is a very effective evaluation method that leads professionals to rethink the way they conduct their work, this term is well known in the business environment, being applied to the team whenever necessary and also during the Performance Evaluation, when it is aligned the work expectations of both parties involved.

However, the correct use of feedback must be continuous in the activities of the leader, for better development of the team, proposing improvements or even praising and highlighting the best results of the team. It is also essential that the manager knows how to apply, receive and face the positive and negative results that this practice can present (Medeiros, 2010).

The purpose of the feedback is not to threaten or inhibit the employees' behaviour, but rather to direct, discuss, align certain problems and make it clear what is expected of the employee, or even to highlight any correct attitude or good behaviour. Feedback is also important to maintain employees' self-confidence and self-esteem (Chiavenato 2000).

It is important to note that several competencies can be conceptualized by different authors. All these skills when used add to the performance of the coaching leadership and are a differential for the leader who is facing this current situation. (Medeiros, 2010).

Chapter 3: Research Questions, Goals and Objectives

The objective of current research is to explore the coaching process and its importance in the development of leadership in organizations. The objectives of the study are based on the overall aspects to achieve the aim. Therefore, the researcher will:

- Contextualize the importance of the leadership role;
- Map the skills of current leaders and compare with the skills of the coach leader;
- Present the coaching process as a tool for developing leadership skills;
- And in order to obtain better results and support the development of leadership skills, an objective questionnaire was designed to collect the necessary data for the study.

Chapter 4: Research Design Methodology

According to Sanders et al. (2009), the research methodology is carried out by the research philosophy, which needs to be explored from the primary data to identify the nature of the knowledge and how it is developed. Thus, the current research will outline the influence of coaching within the organizational culture in the development of leadership to achieve business effectiveness and through the qualitative method to achieve the researcher's objectives, which aim to explore the coaching process in the development of leaders.

The research was carried out through academic books and articles addressing the subject of Coaching comprehensively, including concepts, purposes and recommendations.

The study is classified as applied research. Second (Gil, 2012) this has the objective of generating knowledge for practical application, aiming to solve specific problems of a certain reality, in this case, allowing to identify how the coaching process can contribute to the development of leadership in organizations.

As for the approach, according to Minayo (1994), it is classified as qualitative research, as there is a close and dynamic relationship between the objective world and subjectivity, where it is not possible to be translated into numbers.

The methodology used was intended to conceptualize coaching, its process, importance and benefits because of the need to develop the necessary skills for the exercise of coaching leadership. The forms of research used were quantitative where the results were analyzed and demonstrated descriptively, because the facts and problems found were observed and recorded, without interference in the activity performed by the leaders. Therefore, it is descriptive exploratory research. For Vergara (2000), exploratory research offers information about the object; and descriptive research, studies, records and interprets facts.

The means used to collect the data was the formulation of an objective questionnaire, composed of six questions that conceptualized the six competencies, considered most relevant by the author of this project and, each interviewee should evaluate their knowledge and use with these competencies.

The questionnaire applied to the three leaders can be viewed in appendices A, B and C, which make up this research. The bibliographic research used consists of books, websites, digital books, magazines and digital articles that served as support to carry out this research.

Chapter 5: Results (Research Findings)

The present study shows how fundamental it is to develop the skills of leaders as a way of leveraging the performance of their management. To minimize the problem situation, that is, the management deficiency with the necessary competencies and skills for a leader, it was necessary to analyze whether the three leaders of the researched organization (a metallurgical micro company located in the city of Pederneiras / SP), they being: the owner, the general manager and the production supervisor, presented the skills of a coach leader and used them daily.

The skills evaluated in this work were: Self-knowledge, Emotional intelligence, Communication and Feedback, Teamwork and People development. Chiavenato (2002) says that these skills support the leader to develop better people management. The results obtained were collected through the application of an objective questionnaire composed of six alternative questions, and each conceptualized a competence of the coach leader. Each leader should evaluate themselves, also indicate if they were aware of these competencies and if they used them in the performance of their leadership.

Appendix A contains the organization owner's self-assessment of competencies and the result shows that he does not have emotional intelligence, the practice of communication, feedback and people development are lacking. When asked about his self-knowledge, the interviewee says he knows himself but does not use this competence to perform his activities. It is also noticeable that teamwork is not always part of their management.

According to Appendix B, the skills in emotional intelligence, self-knowledge, working in a team, the practice of communication and feedback, are known by the leader who occupies the management position of the organization, but in most responses, the interviewee reports not exercising those skills. The people development process is not exercised at any time in their leadership.

When the questionnaire is applied with the production supervisor, as can be seen in Appendix C, this leader assesses that he does not have emotional intelligence, does not use feedback with his team, and does not promote the development of people. He still considers himself to know himself, but he does not exercise his self-knowledge, just as he realizes the importance of communication in his work, however, it is not put into practice. When it comes to teamwork, the interviewee argues that he uses this method satisfactorily.

In general, it is clear that each leader is aware of some competencies, of others not, and most of the time do not use these competencies in their activities.

Therefore, the results demonstrate that there are gaps (deficiencies) in the management performance of each leader and that there is a need to develop some of these competencies and others need to be improved for them to increase their performance.

From this analysis, it is possible to present the coaching process and suggest its applicability, through a coach facilitator, as a way to fill these gaps with the skills of a coach leader. Using the coaching leadership and the skills of this leader is to increase the capacity to manage people with the positive use of their skills, as well as to obtain a competitive advantage.

Chapter 6: Conclusions and Further Work

Through this research, it was possible to identify the importance of the development of leaders in the organizational environment. The leader is the link between the followers and the top management of the organization (Gomes, 2009). Years ago, leadership had as its greatest characteristic the use of the position through the imposition and authority to achieve results of the collaborators. These employees felt unmotivated by their bosses, which interfered with productivity and teamwork.

As mentioned by Chiavenato (2002), the current leader leverages his management when he makes use of his competences, aptitudes and skills to awaken in each team member his maximum potential and his interest in aligning his professional and organizational goals. Therefore, the coach leader is the leadership style that aligns with all these aspects.

Another fact analyzed, which is part of the current scenario also defined as the Age of Knowledge, where information is more easily available due to new technologies and this information is updated quickly, demands greater flexibility from the leader to work with so many changes and at the same time. at the same time making use of what benefits everyone involved (leader, followers and organization) (RH Portal, 2020).

With these data and the result of the questionnaire applied to the leaders of the researched organization, it is possible to conclude that these leaders are related to the analyzed problem, that is, they have gaps in the development of people, caused by the

lack of skills in their leadership, which demonstrates that there is a need to develop and improve skills so that they can perform better in their daily activities. These facts also indicate that the organization can be impacted in its strategy, in the projection of its business and result in the loss of competitiveness in the market if it does not invest in the development of the leaders.

Leading effectively, with support tools for management, enabling the achievement of results, is a necessity for a company that wants to remain in the market. The results also make it visible that leaders do not have the skills of the coach leader, which indicates that they cannot exercise a leadership type of coaching.

From the studies carried out on the coaching process and the benefits that its use as a support tool can provide, it is concluded that it is possible to present the coaching process to the organization, as the results showed that the leaders interviewed have deficiencies in their skills that can and need to be leveraged. But the application of this technique can only be carried out through a professional coach since this research prioritizes knowledge about the process and its importance and benefits.

For the leader who seeks to leverage his performance and obtain greater results in his work and develop his team, the coaching process is a differential for his performance and for the organization in which he is inserted. Stop being just a leader and start using the skills of the coach leader is adding value to the profession with innovative leadership.

Thus, it is suggested for future research to compare the performance of leaders and organizational results before and after the applicability of the coaching process.

Chapter 7: Critical Self-Review

Coaching was the initial topic, but the researcher was encouraged to learn a little more about the Irish corporate market and decided that she would change the topic. Then he started a research focused on the organizational culture and the rewards program in Irish companies. I was already completing the survey when the computer broke down and the author of this survey had no backup of the survey, she was very disappointed, how

could someone so prevented and organized not have made a backup? In short, the author lost everything she did, she wouldn't have the time to start from scratch again, so she decided she would go back to the initial topic of coaching and leadership. The researcher did her best in approximately one month, managed to apply the research in a small company in Brazil and with this information and also with the previous study it was possible to realize that leadership in general needs to learn to be leaders, because people are led and things are managed and not the other way around.

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Appendices

Appendix A: Applied Business Research Project Proposal Template

Applied Business Research Project Proposal Template	
Student Name:	Jussara da Silva Soares
Student Number:	2019309
Date:	04/03/2020
Email Address:	Desarinha30@gmail.com

Please provide clear, succinct, information to the questions/sections below. These items will be the basis for discussion at your first supervisor led session.

About your Proposal	
Q.1 What module areas within your business degree programme do you believe you are strongest at, and/or, have the most interest in? (100 words maximum)	
	I am interested in the humanities area, in Brazil, I worked as an HR manager in technology companies, so the classes I identify and like the most are: Leadership and Organizational Psychology and Strategic Management of Human Resources.
Q.1 What is the problem area / field you are investigating? (50 words maximum)	
	The aim of the current research is to explore the influence of reward system within a structured organisational culture in the Irish market in order to increase the business' performance and employees' engagement.
Q.2 Why did choose this area of focus? (100 words maximum)	
	Human capital is extremely important for organizations and this research aims to better understand the impact of organizational culture and employees. As I already have good knowledge in this area, I believe that doing this research understanding the Irish market will add me to future professional opportunities, in addition to knowledge.

Q.3 Are you proposing a specific solution to a problem, or is this a piece of innovation? (Please describe what you initially believe the case under investigation requires)(300 words maximum)

The current study will be addressed in order to understand how psychological aspects are aligned with motivation and commitment of employees in the Irish market as well as explore the connection between organisational culture and reward system to improve the business effectiveness, attract and retain the best talents and develop employees' engagement.

The aim of the current research is to explore the influence of reward system within a structured organisational culture in the Irish market in order to increase the business' performance and employees' engagement.

The objectives of the study are based on the overall aspects to achieve the aim. Therefore, the researcher will:

- Explore the effectiveness of reward system within organisational culture on motivation, commitment and loyalty of employees in Ireland.
- Explore the interdependence between organisational culture and rewards.
- Critically analyse the importance of understanding stakeholders' needs to define the business' strategy.

Q.4 Please identify your project goals (5 goals maximum)

The current study intends to investigate accurately the following research questions:

- (1) What is the influence of organizational culture on employees' motivation through the reward system?
- (2) How a reward system within the culture can affect loyalty and commitment?
- (3) How effective an organization culture could be through the practice of Reward System?

Q. 5 Resource Requirements (people, technology etc. – what do you think you need? Please include costing if applicable)(100 words maximum)

The research questions will be addressed through the study in order to evaluate the influence, significance and validity of the Reward System within organisational culture to motivate, commit and retain employees in the Irish market.

A deductive research approach will provide the gathering of the responses to deduct the relationship between reward system and organisational culture in the Irish market to improve commitment, motivation, job satisfaction and also the growth of the business.

A survey, in connection with the deductive approach, will present the data collection in order to obtain a reliable analysis based on quantitative and qualitative method, based on interviews with HR and Retail Managers and a Team Leader, who are currently leading teams in the Irish territory, to evaluate how reward system and a strong organisational culture may affect motivation, commitment, loyalty and business effectiveness.

Q.6 Project Scope (what has to be done – a more detailed breakdown of your goals)

Objective 1	Explore the effectiveness of reward system within organisational culture on motivation, commitment and loyalty of employees in Ireland.
Objective 2	Explore the effectiveness of reward system within organisational culture on motivation, commitment and loyalty of employees in Ireland.
Objective 3	Critically analyse the importance of understanding stakeholders’ needs to define the business’ strategy.
Objective 4	
Objective 5	

Q.7 Summary Schedule (how long would this actually take to complete? Complete the table below with basic elements of how you propose to progress the proposal)

Week 1	Literature Review
Week 2	Research Methodology
Week 3	Data Analysis and Findings
Week 4	Quantitative findings and Analysis
Week 5	Qualitative findings and analysis
Week 6	Discussion of Findings
Week 7	Conclusion and Recommendations

Week 8	Conclusion and Recommendations
<p>Q.8 Risk Analysis (generally, what are the risks associated with this project proposal?) (200 words maximum)</p>	
<p>Although the rigorous data collection that was undertaken in order to provide reliability and validity, the methods may present some limitations, such as the small size of the data collected from the questionnaires.</p> <p>In relation to the interviews, the short period of time to develop the study, the difficulty to meet the leaders for presential interviews and also the limitation to interview managers outside Dublin.</p>	
<p>Q.9 Literature Review (what evidence or information have you found through your initial literature review that justifies your approach?) (500 words maximum)</p>	
<p>The management of organisational culture is challenging and complex due to the abstract aspects of its concept and the lack of agreement that culture can be measured (Schwartz, 2018). According to Hofstede et al. (1990) corporate culture is holistic, historically determined, related to anthropological factors, socially developed, soft and difficult to change. Whitehurst (2016) reinforces the difficulty of changing a culture due to the requirements to change behavioural aspects. Furthermore, organisational culture is related to individuals' expectations and the influence of the external environment (Hofstede et al., 2010). In addition, Ashkenas (2011) assumes that organisational culture powerfully influences the business performance. At the same time, culture is also one of the most crucial rationalizations for managerial shortcomings.</p> <p>The new ERA of the strategic dimension of Human Resources Management started after the Industrial Revolution, which remarkably modified the old personnel administration approach to the more contemporary concept of Human Resources Management (Bal et al., 2014). Beer et al. (1984) introduced the notion that people should be regarded as assets rather than variable costs. Thus, the concept of human capital was primary suggested in order to constitute the major source of competitive advantage. According to Došenović (2016), the Human Resources Management is a fundamental key to stablish an effective organisational culture due to its responsibility to develop policies, practices and systems that affect the behaviour of employees, their attitudes and performance. However, Newton (2016) arguments that HR cannot change the business culture by itself due to the barriers</p>	

from the decision makers. Schwartz (2018), on the other hand, believe that companies consistently overlook the internal shift. In other words, what employees think and feel are not relevant. Thus, transforming a business also depends on transforming individuals.

Companies have been investing massive financial resources in order to attract, motivate and retain the best talents and thereby guarantee organisational effectiveness (Antoni et al., 2017). Hence, organisational culture became the most valuable tool to get a competitive advantage in the marketplace (Jeffrey and Slocum, 1987). Došenović (2016) also emphasizes that the stability of the business, the outstanding performance of work activities and the achievement of set objectives may be reached by developing an accurately reward system through organisational culture. Therefore, rewards and incentives adopted by organisations may generate certain values for employees and the mutual relationship between employers and employees produce a reciprocal obligation.

Even though the power of reward system, a poor management of organisational culture can impact the performance of the entire company and generate an opposite effect by increasing demotivation, turnover and damage the business reputation. In fact, a disconnection between organisational culture and the practice of reward system management may affect dramatically the financial aspects and the business performance. Furthermore, an organisation that offers significantly inferior rewards and provide an inadequate or poor incentive in comparison with the market average is more likely to attract people with less qualifications and skills (Hume, 1995).

Q.10 Reference List (Please provide a complete reference list for any items you have referenced above, you may also include additional reading relevant to your proposal)

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Appendix B: Questionnaire

Questionnaire A

Questionnaire applied to the business owner

1-Emotional intelligence is the ability to identify our own feelings and those of others, to motivate ourselves, and to manage emotions well within us and our relationships. Through this concept it can be said that their degree of emotional intelligence is found as:

Insufficient (x) I don't have

Satisfactory () I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

2-Self-knowledge is self-knowledge, the practice of knowing yourself better gives a person control over their emotions and actions. Based on this concept, it can be said that their degree of self-knowledge is found as:

Insufficient () I don't have

Satisfactory (x) I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

3-Teamwork is when a group of people work together to solve a problem, in search of achieving common goals. Through this concept it can be said that the work of your team is found as:

Insufficient () I don't have

Satisfactory () I have, but I do not exercise

Good (x) I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

4-Communication is the action of transmitting information through the sender (person who transmits) to a receiver (person who will interpret the message). This communication could be written, verbal, body expression among others. Based on this definition it can be said that your communication with your subordinates is:

Insufficient (x) I don't have

Satisfactory () I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

5-Feedback is a return given to the individual in a clear and objective way about determined information or behavior that allows to be adjusted or the improvement of performance. Based on this concept it can be said that your feedback is:

Insufficient (x) I don't have

Satisfactory () I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

6-The People Development Process comprises training, development and corporate education, and has the function of maintaining and expanding the qualification of the organization's professionals. Based on the information and related to the performance of your activity, you consider:

Insufficient (x) I don't have

Satisfactory () I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

Questionnaire B

Questionnaire applied to the company manager

1-Emotional intelligence is the ability to identify our own feelings and those of others, to motivate ourselves, and to manage emotions well within us and our relationships. Through this concept it can be said that their degree of emotional intelligence is found as:

Insufficient () I don't have

Satisfactory (x) I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

2-Self-knowledge is self-knowledge, the practice of knowing yourself better gives a person control over their emotions and actions. Based on this concept, it can be said that their degree of self-knowledge is found as:

Insufficient () I don't have

Satisfactory () I have, but I do not exercise

Good (x) I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

3-Teamwork is when a group of people work together to solve a problem, in search of achieving common goals. Through this concept it can be said that the work of your team is found as:

Insufficient () I don't have

Satisfactory (x) I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

4-Communication is the action of transmitting information through the sender (person who transmits) to a receiver (person who will interpret the message). This communication could be written, verbal, body expression among others. Based on this definition it can be said that your communication with your subordinates is:

Insufficient () I don't have

Satisfactory (x) I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

5-Feedback is a return given to the individual in a clear and objective way about determined information or behavior that allows to be adjusted or the improvement of performance. Based on this concept it can be said that your feedback is:

Insufficient () I don't have

Satisfactory (x) I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

6-The People Development Process consists of training, development and corporate education, and has the function of maintaining and expanding the qualification of the organization's professionals. Based on the information and related to the performance of your activity, you consider:

Insufficient (x) I don't have

Satisfactory () I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

Questionnaire C

Questionnaire applied to the company's supervisor

1-Emotional intelligence is the ability to identify our own feelings and those of others, to motivate ourselves, and to manage emotions well within us and our relationships. Through this concept it can be said that their degree of emotional intelligence is found as:

Insufficient () I don't have

Satisfactory () I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

2-Self-knowledge is self-knowledge, the practice of knowing yourself better gives a person control over their emotions and actions. Based on this concept, it can be said that their degree of self-knowledge is found as:

Insufficient () I don't have

Satisfactory () I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

3-Teamwork is when a group of people work together to solve a problem, in search of achieving common goals. Through this concept it can be said that the work of your team is found as:

Insufficient () I don't have

Satisfactory () I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

4-Communication is the action of transmitting information through the sender (person who transmits) to a receiver (person who will interpret the message). This communication could be written, verbal, body expression among others. Based on this definition it can be said that your communication with your subordinates is:

Insufficient () I don't have

Satisfactory (x) I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

5-Feedback is a return given to the individual in a clear and objective way about determined information or behavior that allows to be adjusted or the improvement of performance. Based on this concept it can be said that your feedback is:

Insufficient (x) I don't have

Satisfactory () I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence

6-The People Development Process consists of training, development and corporate education, and has the function of maintaining and expanding the qualification of the organization's professionals. Based on the information and related to the performance of your activity, you consider:

Insufficient (x) I don't have

Satisfactory () I have, but I do not exercise

Good () I have and I exercise satisfactorily

Excellent () I have and exercise with excellence