UNIVERSITY OF SARAJEVO

SCHOOL OF ECONOMICS AND BUSINESS

Master Thesis

“USE OF PSYCHOMETRIC TESTS IN ORGANIZATIONAL COACHING”

Sarajevo, October 2023 Lana Bečiragić

ABSTRACT

This work describes and evaluates the use of psychometric tests in organizational coaching. Research has been conducted among employed participants based in Bosnia and Herzegovina because its foremost intention was to get insights into the usage of psychometric testing in organizational coaching in domestic and international companies, among different industries. Besides that, the study has shown the perception and the advantage of using psychometric tests in small, medium, and big-size companies. This thesis covers good practice through the theoretical and empirical parts of the research conducted in Bosnia and Herzegovina. The overall conclusion is that coaching and psychometric tests are used in local and international companies almost equally, giving their employees a chance to make progress within and for their company.

The interviews also gave insights into the C-level management perception of psychometric testing and coaching.

This topic requires more profound and broadened research, as not much research has been conducted in Bosnia and Herzegovina. However, this thesis can be a good starting point for anyone who decides to do so.

Keywords: coaching, psychometric tests, organizational coaching, psychometrics

SAŽETAK

Ovaj rad opisuje i vrednuje upotrebu psihometrijskih testova u organizacionom koučingu. Istraživanje je provedeno među zaposlenicima u kompanijama sa sjedištem u Bosni i Hercegovini, a prva namjera ovog istraživanja je bila da se stekne uvid u primjenu psihometrijskog testiranja u organizacionom koučingu u domaćim i međunarodnim kompanijama, među različitim industrijama. Osim toga, studija je pokazala percepciju i prednost upotrebe psihometrijskih testova u malim, srednjim i velikim kompanijama. Ova teza pokriva dobru praksu kroz teorijski i empirijski dio istraživanja provedenog u Bosni i Hercegovini. Opšti zaključak je da se koučing i psihometrijski testovi koriste u domaćim i međunarodnim kompanijama gotovo podjednako, dajući svojim zaposlenicima šansu da napreduju unutar i za svoju kompaniju.

Intervjui su također dali uvid u percepciju menadžmenta o psihometrijskom testiranju i koučingu.

Ova tema zahtijeva dublje i opširnije istraživanje, jer ih u Bosni i Hercegovini nije provedeno mnogo, a ovaj rad može biti dobra polazna osnova za svakoga ko se na to odluči.

Ključne riječi: coaching, psihometrijski testovi, organizacijski coaching, psihometrija

U skladu sa članom 54. Pravila studiranja za I, II ciklus studija, integrisani, stručni i specijalistički studij na Univerzitetu u Sarajevu, daje se

IZJAVA O AUTENTIČNOSTI RADA

Ja, Lana Bečiragić, studentica drugog (II) ciklusa studija, broj index-a 4151-MM/18 na programu Menadžment – engleski jezik, smjer Marketing menadžment, izjavljujem da sam završni rad na temu:

USE OF PSYCHOMETRIC TESTS IN ORGANIZATIONAL COACHING

pod mentorstvom doc.dr. Emira Kurtića izradila samostalno i da se zasniva na rezultatima mog vlastitog istraživanja. Rad ne sadrži prethodno objavljene ili neobjavljene materijale drugih autora, osim onih koji su priznati navođenjem literature i drugih izvora informacija uključujući i alate umjetne inteligencije.

Ovom izjavom potvrđujem da sam za potrebe arhiviranja predala elektronsku verziju rada koja je istovjetna štampanoj verziji završnog rada.

Dozvoljavam objavu ličnih podataka vezanih za završetak studija (ime, prezime, datum i mjesto rođenja, datum odbrane rada, naslov rada) na web stranici i u publikacijama Univerziteta u Sarajevu i Ekonomskog fakulteta.

U skladu sa članom 34. 45. i 46. Zakona o autorskom i srodnim pravima (Službeni glasnik BiH, 63/10) dozvoljavam da gore navedeni završni rad bude trajno pohranjen u Institucionalnom repozitoriju Univerziteta u Sarajevu i Ekonomskog fakulteta i da javno bude dostupan svima.

Sarajevo, 18. 8. 2023. Potpis studentice:

For them, for their unconditional love and support.

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1. INTRODUCTION

1.1. Topic explanation

Coaching has lately become a rapidly growing practice, both globally and locally. Coaching began in athletics in the 1960s, migrated to business in the 1970s and 1980s, underwent a high degree of diversification and popularization in the 1990s, and is now widely regarded as a respected and widely used personal development resource. As a result, several types of coaching (life coaching, executive coaching, career coaching, sports coaching, etc.) are now available (Passmore, 2010). Consequently, coaching commercialization has become the fastest-growing field in consulting. Many companies use coaching programs, including psychometric tests, to improve the company's overall effectiveness and productivity. Based on the reviewed literature, psychometric tests significantly impact more systematic coaching, focusing on the attributes of individuals.

Due to the rapid and significant changes in the labor market, leading an individual through his/her professional-personal life balancing, interpersonal communication skills, and general effectiveness have become necessary. A coach mediates between a successful business and a full-filed employee(s). Apart from that, coaching does not necessarily have to include employer-employee relations; it is not rare to see individuals who want to improve themselves, no matter their business/career path. Coaching can be applied in any segment of life as a helpful process. The positive impact of coaching comes from two companies, Coca-Cola and Polaroid, where coaching is used as a primary executive development process (William & Cowell, 1997).

Consequently, other companies started implementing coaching services by replacing traditional approaches with managerial development programs. Coaching with this intention supports leaders who drive organizational goals. Coaching can be done one-on-one or in groups, is frequently motivated by facts from many viewpoints, and is built on mutual trust and respect. The coach, the client, and their respective organizations collaborate to attain mutually agreed-upon objectives (Terrence, Marsick & Ghosh, 2014).

Coaching and development aim to help individuals and teams improve in various ways. Leadership, teamwork, planning, decision-making, stress management, confidence, communication, and creativity are some of these domains. Psychometric tools in coaching and personal development have a logical basis. This justification is based on the psychology of "individual variances." Individual differences are a popular branch of psychology that studies how and why people differ. Despite sharing many common qualities with others, each person has their psychological makeup. This unique collection of abilities, behavioral styles, and attitudes influences what we do, how we do it, and how successful we are in many situations, especially within an organizational environment (Passmore, 2008).

Psychometric tools aim to objectively measure the aspects on which people differ psychologically. As a result, psychometric tools are available for evaluating abilities, skills, personality, motivation, values, and interests, among other things. A person's psychological makeup will significantly impact how they respond to and are influenced by a coaching or development intervention. Psychometric measurements can be used to evaluate the traits the intervention aims for. For instance, you can assess potential coaches' creativity level or style before and after creativity training to cultivate creativity.

Psychometrics can also evaluate non-core aspects of coaching success, such as coachees' openness, conscientiousness, and motivation. As a result, psychometric instruments can assist both the coach and the coachee in better understanding the coachee's psychological makeup before, during, and following coaching.

Psychometric instruments, in effect, provide insight. It assists the coach in determining the development needs of the individual and, as a result, tailoring an appropriate development intervention. The data gathered might also reveal how and why the coaching was successful or unsuccessful. While we support entirely psychometric tools, we feel that the results produced should serve as a beginning point for discussion rather than the final point of coaching and growth. The diagnosis is a two-way process in which the coach and the coachee participate, with the psychometric tools as a reference point. Psychometric personality and preference tests should not be used to assign labels or categorize people.

Psychometric tests allow a development a common language and framework for describing and comprehending behavior. In a coaching conversation, they can bring rigor and empiricism. Psychometric methods might be utilized to assess the success of a coaching or development intervention. A psychometric tool's results can be utilized as a pre and post-test on either side of development activity, evaluating a coaching or development program's efficacy (Passmore, 2008).

1.2. Research focus

Coaching is used widely and extensively in organizations with the best coaching cultures. To assist individuals in achieving their maximum performance potential and strengthening specific skills. Furthermore, they devote resources to teaching managers the best coaching cultures in order to assist individuals. Coaching for knowledge transfer will increase teamwork, efficiency, and involvement and help sustain institutional knowledge. It is beneficial at both the organization and individual levels. Coaching is used by five times as many high-performing organizations as lower-performing organizations to transfer expertise. Top leaders' overt encouragement and modeling of coaching go a long way toward fostering a coaching community.

More specifically, a lack of executive-level support for coaching is a significant roadblock that creates a triple challenge: successful coaching, establishing a coaching culture, and improving market success.

A coaching culture assists individuals in achieving new goals, teams in achieving outstanding teamwork and business in increasing efficiency. It does not just happen when a new program is launched; it is the product of the individual and mutual efforts of those who effectively coach and those who are effectively coached.

Assessments may be constructed in a variety of ways. A psychometric test can combine personal self-measurements or provide comparative data. Coaches may prefer one assessment over another, depending on the nature of the intervention. The workplace uses external assessment to decide whether or not to compensate or penalize its workers. This is a reputation-based organizational metric. In a complex matrix world, an individual's effect determines the trajectory of his career advancement. A person must self-determine purpose to be completely self-aware, but it is also essential to consider the effect of one's choices on others. Assessments provide much-needed objectivity to a coaching relationship and prevent a decision from forming. To preserve neutrality, evaluations include a directional map rather than a fact. They are better validated with the coachee's/own client's experience. Humans and their interactions are much more important than any records. Assessments provide us with information to determine where the client's coaching journey currently is. It helps to understand WHY someone excels at a few items but fails at others (Baswani, 2018).

Most international companies are aware of the impact that psychometric testing in internal coaching might have on their business. They usually bring the culture of coaching from their headquarters. Local companies are still not aware of the impact this business culture might have.

Knowledge of employees, including their abilities and perception structures, allows leaders to correctly assign responsibilities and bring people together to optimize collaboration and profitability, anticipate future areas of tension, comprehend capacities that are either missing or performed and finally align all personnel with the overarching goal. Psychometric assessments allow the company to consider all aspects that affect a particular employee rather than just one or two. By recognizing that every person is created from their particular skills, interests, priorities, and character traits, leaders are inclined to modify the work atmosphere and techniques that promote creativity, cohesion, and performance inside their people (Saha, 2020).

Psychometric tests help manage people on a personal level and play a vital role in forming and building a successful team. These tests can predict possible personality differences, how group leaders will communicate with one another, and identify any problems that can be remedied by implementing additional support or education programs. Though this does not affect a group of employees on someone from the outset, understanding the teams' complexities could permit

control to build a conducive atmosphere that respects the group's and its members' practices (Saha, 2020).

TDS, an automotive industry company based in Bosnia and Herzegovina, cares for its prosperity by investing in staff education. Training of employees in the field of auto-electricity, electricity and electronics and the functionality of high-sensitivity sensors in the automotive industry is underway. The training occurs in one of the most modern educational centers in the region - MTEC (Motorex Technical-Educational Center). TDS employees say they are pleased about their current education because of the opportunity to improve their knowledge, gain new business skills and learn the latest trends in the car electronics field. Given that their daily work is related to this professional field, the training will certainly make the work much more efficient, which will undoubtedly contribute to the development of other business segments of TDS (TDS, 2021).

According to Macer Mettl (Malguri, 2021), companies that use psychometric testing can gain an in-depth insight into evaluating candidates and finding a good fit for the job. The fact that psychometric test results may be statistically validated and linked to strong work performance emphasizes the importance of these evaluations in all stages of the talent management process, from recruitment to development. Organizations' hiring, learning, and development strategies rely on psychometric exams to find, onboard, and develop qualified people for essential roles. Furthermore, numerous sectors, such as technology businesses, financial institutions, management consultancies, public services, military forces, and others, use these assessments due to their rising popularity and usability. Most organizations that employ psychometric testing as part of their hiring process rely heavily on the tests provided by psychometric assessment companies. Companies that use personality tests can quickly evaluate a potential employee's strengths and shortcomings, as well as whether or not he or she would fit in with the team and the firm. Such exams are embedded in corporate culture, particularly at the highest levels. The Myers-Briggs Test is one of the most popular psychological personality models companies use for hiring.

Similarly, personality assessment tools like the Mettl Personality Profiler (MPP) can benefit businesses, allowing employers to obtain valuable insight into job seekers' or employees' underlying personality qualities that impact their workplace behavior. MPP highlights the relevant personality characteristics required for essential roles and puts personnel with the necessary abilities and skills, such as recruitment, training and development, promotion, team building, etc., in the foreground. All of these can have a significant impact on the results of the organization. MPP was developed along the lines of the Five-Factor Model (FFM). The FMM categorizes individuals based on five broad personality traits: extraversion, agreeableness, openness, conscientiousness, and neuroticism.

According to Mettl's tracking system, IT companies in the technology and communication industry, such as CP Plus, Telkom Group, Paytm, Hewlett Packard, and Tech Mahindra, place a premium on psychometric testing tools for focused hiring in a reasonable time frame and finding the right employees by assessing their hands-on skills.

Previously, the organization used personality assessment techniques to filter out undesirable individuals during the first screening phase and handpicked people for various sales roles from a varied talent pool. In addition, the company used pre-employment sales psychometric evaluations to discover essential behavioral and cognitive competencies relevant to its needs, and it successfully assessed each candidate's professional aptitude for sales-centric roles. Employees at Telkom were given digital readiness examinations, which included digital potential and competency tests.

These tests were created to assess Telkom's present employees' fitness and readiness to adapt to the organization's transformative culture by assessing their knowledge, abilities, and behavior. The digital potential examination, for example, comprised personality tests, critical thinking, and abstract reasoning skills, while the digital proficiency testing covered the essential skills for using digital tools and technology. As a result of these assessments, the organization was able to profile over ten thousand employees in terms of their digital readiness. In addition, Telkom evaluated candidates on roughly seventy-five new abilities to fill new posts. Paytm, an Indian multinational digital business, employs psychometric evaluations to bring value to its employment process. It has always aimed for faster business growth, thus it is well aware of the difficulty of finding the right people in a shorter time. The corporation uses behavioral analytics to determine a person's likelihood of committing fraud and compliance with organizational processes. It uses psychometric testing, critical in showing positive attributes like emotional control and customer service orientation, as well as undesirable traits like workplace violence and gender insensitivity. During the hiring process, HP employs a variety of psychometric exams, including personality tests, numerical reasoning tests, verbal reasoning tests, presentations, case studies, and group activities.

Apart from abivementioned, organizations in the financial sector employ psychometric testing daily. Citigroup, one of America's largest multinational investment banking and financial services firms, uses psychometric tests for numerical and logical reasoning. The numerical examinations are recognized for becoming tougher with each subsequent question, and the logical thinking test, which is nonverbal rather than graphical, is challenging. As a result, depending on the domain and position for which they apply, applicants may be required to pass these tests before being considered for a role.

Macquarie Group Limited, founded in 1969, is an Australian international investment bank and financial services corporation with over 14,000 people worldwide. It employs a stringent screening process to ensure that only qualified individuals advance through the several rounds

and join a high-caliber staff. Throughout the employment process, psychometric evaluations weed out individuals who lack the knowledge and skills required for a job in this firm. In its hiring process, Macquarie uses numerical, logical, and verbal reasoning tests. Credit Suisse Group, headquartered in Zurich, is a global financial service holding corporation that uses psychometric exams in its employment process. For the following application process step, the Swiss financial institution uses online examinations to pick the best prospects for in-person assessment centers. These exams evaluate a person's cognitive and psychological abilities. Numerical reasoning and logical reasoning tests are the most common psychometric examinations candidates may face. Furthermore, the company may administer additional examinations; nonetheless, the tests described above are frequently used.

Lloyds Banking Group plc was formed in 2009 when Lloyds TSB purchased HBOS plc. It is the fourth-oldest bank in the United Kingdom and a British financial organization. The bank has a thorough screening process which generally includes two aptitude tests: numerical reasoning and strengths and a cultural assessment. Candidates are given instructions on which tests they must complete. The former is typically offered to candidates in tables, statistics, graphs, and financial data, with the expectation that they would demonstrate good data analysis and logical understanding skills. The latter assesses a person’s behavioral and managerial skills and ability to handle workplace situations.

JPMorgan Chase is an American multinational banking and financial services holding firm headquartered in New York City. The world's most valuable bank employs approximately one hundred and seventy thousand people worldwide and provides a wide range of investment banking and financial services. Based on psychometric test results, the bank rejects a shockingly high percentage of job applicants. Assessments such as numerical reasoning exams, verbal reasoning tests, inductive reasoning tests, and situational judgment tests are used in the selection process.

Deloitte is a global financial services firm that offers consulting, auditing and assurance, tax, risk advisory, financial advising, and other services. The corporation employs over 300,000 people worldwide. Deloitte uses a variety of psychometric tests to analyze various parts of a candidate's personality, such as intelligence, abilities, and the capacity to adapt to challenging situations. The Deloitte game-based assessment and the Deloitte aptitude assessment are the two basic types of assessments. The first is a gamified evaluation dubbed "Cosmic Cadet," designed to determine how a candidate thinks and reacts in various scenarios. The results are presented in a customized feedback report. Numerical reasoning, situational strengths, and verbal thinking are all part of the latter test. The selection procedure varies depending on the position applied; however, it typically includes online psychometric examinations.

The PWC psychometric test measures applicants' arithmetic competency, capacity to operate under pressure, decision-making, and logical reasoning, among other qualities. Ability tests and

personality questionnaires are the two most popular types of psychometric evaluations used by PWC. The former includes numerical, verbal, and inductive tests (logical reasoning). The latter is a work-style preference questionnaire designed to learn about candidates' regular behavioral styles and skills to deal with various scenarios.

KPMG International Limited, an international professional services network, provides professional consulting, tax, and audit services. KPMG has over 227,000 workers worldwide and is regarded as a beautiful place to work. As a result, the rivalry to join the firm is fierce. The journey to employment, in this case, entails several steps, beginning with an online application, followed by psychometric exams, and ending with the candidate's final interview. KPMG's recruitment procedure often includes arithmetic and verbal reasoning examinations.

Organizations can also benefit from psychometric tests and must use specific equipment to improve employee comprehension. This could aid in creating a firm well-positioned to utilize its human strengths and bring a more inclusive place of work to aid in the overall success of the company's development (Saha, 2020).

Psychometric tests are more used in the communications, IT, marketing, servicing, and banking industries and less in technical industries, as those industries require social and communicational skills. In all the industries mentioned above employees are working closely with customers, and it is necessary to have additional education and assessments.

1.3. Research problem

The research problem is focused on a better understanding of the usage of psychometric testing in small, medium, and large organizations in Bosnia and Herzegovina by using descriptive analysis and qualitative research and considering both sides – employers and employees.

To the best of our knowledge, psychometric testing and organizational coaching are not explored or used enough in companies in Bosnia and Herzegovina, nor is this topic researched and covered enough.

The research will examine the tendency of Bosnian Herzegovinian companies to apply psychometric testing in their daily business.

1.4. The research aims and questions

This research aims to understand if companies are prone to use psychometric tests in their organizations and what their perspective on its usage is. Also, the aim is to understand the effects of coaching and psychometric testing from employees’ points of view.

The research questions that will be tackled in this thesis are as follows:

- Are big companies more inclined to psychometric testing in organizational coaching than small and medium ones?
- Are international companies more inclined to psychometric testing in organizational coaching than domestic ones?
- What companies, based on their size, support the education of their employees?
- What is the employees' perception of the usage of psychometric tests?
- Do companies use psychometric testing as an assessment tool during selection, promotion, or demotion?
- Do companies' representatives consider psychometric tests as valid assessment tools?
- Do companies support their employees' training and education, and what is their reasoning?

1.5. Research Methodology

For this research, qualitative methodology and survey-provided descriptive analysis were implemented. The chosen qualitative technique is the in-depth interview.

This thesis aims to collect information about coaching practices in domestic and international companies in Bosnia and Herzegovina, along with the usage of psychometric tests in their everyday work. To reach that objective, it is necessary to conduct a survey, analyze data and compare approaches to deliver the aim of the thesis. The overall aim is to gather data and get insights into the business model of domestic and international companies, as well as small, medium, and big companies, regarding coaching and psychometric testing. Moreover, the perception of employees on coaching and psychometric tests is essential when it comes to implementing those services internally and externally.

On the other side, the interviews were organized with the C-level management representative to get insight into the perception of employers' points of view on this matter. The focus was to collect information regarding psychometric testing as a selection tool or tool for employees' assessments at any stage of their career path within the company. Apart from that, the data gained helped to understand why some companies are using psychometric tests or not and what should be changed to start perceiving them as valid tools.

An online survey was opened for 30 days during May and June 2021 to get desired data. The outreach has been done toward 200 companies based in Bosnia and Herzegovina and the manual outreach on LinkedIn Business Network aims to get a more diverse population. Interviews were done in November 2021.

1.6. Purpose and contribution to science and practice

The master thesis overviews companies' and employees' perspectives on psychometric testing within their organizations. Comparing both, the research will be the basis for more profound and extensive research on this topic.

Given that many companies do not utilize psychometric testing or lack experience in applying and implementing its results, the thesis aims to provide insights into this area and potentially trigger them to consider its implementation in their organizations.

This research gives an insight into employees' overall perception of psychometric tests, coaching, and the company they work for. Eventually, company managers and human resources departments will find relevant feedback for their approach based on a survey.

The research findings are expected to contribute and be helpful to companies.

2. COACHING

2.1. Definition and history of coaching

Coaching is a term that has a wide range of meanings and applications. Among the various types of coaches are sports coaches, voice coaches, life coaches, performance coaches, spiritual coaches, peer coaches, team coaches, group coaches, coaching in a managerial role, health and wellness coaches, attention-deficit/hyperactivity disorder (ADHD) coaches, leadership coaches, executive and organizational coaches, and internal and external coaches. The term's widespread use has sparked increasing interest in coaching and conceptual confusion about what coaching is and is not (Ciporen, 2015).

There are a few different definitions of coaching. It is essential to make a difference in understanding the term coaching apart from similar terms. There is no such definition of coaching when it comes to organizational coaching, but according to the International Coaching Community (ICC) – the essence of coaching is:

- To help a person change in the way they wish and help them go in the direction they want to go;
- To support a person at every level in becoming who they want to be;
- Building awareness empowers choice and leads to change. (ICC, 2020)

Overall, coaching unlocks a person's potential to maximize their performance. Coaching helps them learn rather than teach them (Withmore, 2002).

The beginning of coaching occurs in Ancient Greece in the Greek tale The Odyssey, where Odysseus's son is supported by a wise man called a mentor. As a result, the term mentor has come to be associated with a wise and trustworthy advisor. The Ancient Greeks were known for providing specialist support to their finest athletes. The word coach appears to have been initially used to refer to a person in an academic context in the 1830s at the University of Oxford. In this context, the word coach refers to a tutor supporting a student with academic work. A tutor would take a student from point A to point B – much like a coach, which would also take people from point A to point B. In 1861 for the first time, the word coaching can be identified as being used in an athletic sense. From the 1860s onwards, coaching has been used in sports contexts, and nowadays, every sports team has a coach – and every elite athlete is supported to achieve greatness with a dedicated coach.

The corporate sector became interested in increasing human performance around the mid-twentieth century. Exploring how to improve human performance through psychology has often been particularly appealing. Occupational or organizational psychologists provided counseling to senior executives between the 1940s and 1960s in some firms. These treatments were created to assist CEOs in overcoming obstacles and excelling at their jobs (CIC).

Finally, modern coaching can be found in the Human Potential Movement (HPM) in the 1960s. It was one of the most significant and influential movements of the counterculture of the 1960s and 1970s. It originated as an experimental rebellion against mainstream psychology and organized religion. HPM has grown and thrived in two directions: spiritualization and secularization. On the one hand, since the 1970s, integrating psychology and spirituality has continued to inspire and provide instruments for new psych-spiritual innovations. However, business, education, politics, and the military have seen the most rise in psych-spirituality. Even though these are two separate streams, one of the most intriguing phenomena is the rising convergence of the historically adversarial domains of religion and business, absorbing each other's ideas and practices - if not always smoothly. Although these are two distinct threads, one of the most intriguing trends is the growing convergence of the traditionally antagonistic realms of religion and business, with both areas adopting each other's ideas and practices - albeit not always efficiently or successfully. (Sutcliffe & Bowman, 200) Two eminent psychologists, Abraham Maslow, and Carl Rogers, were champions of human potential and leading figures in humanistic psychology. This movement advocated for a positive perspective of human nature, claiming people strongly desire to reach their full potential. As a result, rather than focusing solely on performance increases, the movement advocated for businesses to treat their employees well. (CIC).

Coaches and mentors have much in common regarding skills and processes. Mentors, on the other hand, are supposed to be experts in the topic of discussion. Mentoring is passing on one person's knowledge, ideas, and expertise to another. Coaches, conversely, do not need to be experts on the subject under discussion. The coach's responsibility is to assist the coachee in

developing his or her solutions and ideas. The mentor is more of a facilitator and thinking companion, whereas the coach is more of an adviser or wise counselor (CIC).

Coaching and counseling are comparable in many ways. In both scenarios, one person (the coach or counselor) empathizes with the client while working through the issue that the client brought to the session. Both interactions are one-on-one, private, and meaningful. The coach's job is to help the coachee establish a desired future state or objective, then listen and ask questions as the coachee considers options. When a client requires assistance in resolving complex psychological issues that have arisen in the past, a counselor is more likely to be required. Therefore, a critical differentiator between coaching and counseling is whether the conversation is focused on the past or the future. It has been suggested that coaching should focus on the present and future, whereas counseling tends to focus on identifying and resolving troublesome issues from a person's history (CIC). Coaching is a process of guiding the person being coached from one level of competency to another. It is not counseling as a step or technique in a progressive discipline system, nor teaching or instruction; it is a process of guiding the person being coached from one level of competency to another.

Coaching is fundamentally a business connection between the organization, the coach, and the person being coached, and it entails a customized strategy to match the client's needs. Different approaches are required depending on the position of the individual being coached and the goal of the coaching (Coaching in Business Environment , 2017).

2.2. Who provides coaching services?

Coaching is criticized for lack of educational consistency and standardization because coaches come from various educational disciplines and range from high school graduates to PhDs (Liljenstrand & Nebeker, 2008). Typically, there are no strict requirements to provide coaching services. Being a licensed coach is an advantage, but having any certification to provide coaching services to anyone in the company is not required.

Some organizations in Bosnia and Herzegovina specialize in providing coaching services with licensed coaches but being licensed is not a requirement. These coaches help individuals to set and achieve desired goals (Stevenson, 2020).

In general, there are three ways that coaching services may be sourced (David, 2020):

- **External coaching organizations:** Offers ease in logistics. On the other hand, many excellent coaches choose to work independently rather than through coaching groups.
- **External individual providers:** More complicated logistics but the opportunity to work with outstanding providers who do not contract through third-party coaching organizations.

- **Internal coaches:** Coaches with extensive organization knowledge and a cost-effective approach. Senior executives may object to the impartiality of the process and have concerns about confidentiality; they may be entrenched in the system they are trying to change.

2.3. Theories of coaching and coaches

There are three coaching types: targeted content, career, and personal/life.

Targeted content coaching is designed to impart knowledge and skills expeditiously. The main aim is to provide the coachee with background support for his/her effectiveness, whether about financial acumen, presentation, time management, or writing skills.

Career coaching is a sort of coaching where the coach supports the development of his coachee. The objective is to support the individual in building a career plan, making crucial work-related decisions, such as job changes, and planning career transitions, such as retirement planning and job succession (Stevenson, 2020).

Personal/life coach supports the personal growth of the coachee in his/her exploration of personal improvement and self-awareness.

Written agreements between the coach and the person being coached form the basis of formal coaching relationships. The aims and mutual expectations for how the coaching partnership will work are outlined in this written agreement. The individual, a coach, and, if applicable, a supervisor must agree on the desired outcomes of the coaching relationship. Coaching contracts, letters of engagement, and learning contracts are common names for these agreements.

A critical aspect of working with a coach is to know what good use of a coach is. Employees may choose to work with a coach when they:

- Recognize the need to improve their performance and that it requires more than the acquisition of new knowledge or the development of new skills;
- Are willing and wanting to participate in a rigorous and honest self-appraisal;
- Recognize the need and are willing to ask for support to become more effective;
- Are willing to devote the time, energy, and resources to work with the coach to make changes over months;
- They are willing to trust another person and genuinely discuss their strengths and challenges.

Generally, employees considering coaching think about career goals and how coaching could help achieve them. Employees may also find it helpful to ask questions to clarify their expectations for the coaching partnership, such as:

- How do I expect coaching to help me reach my personal, career, or professional goals?
- Are there other activities that better fit my developmental needs at this time, such as counseling, training, or mentoring?

Employee coaching can help them make better decisions, have more precise goals and roles, have greater self-awareness, have more ideas and options, have stronger relationships, have better teamwork, have less conflict, and have renewed organizational commitment. The corporation could profit from increased productivity, quality, organizational strength, customer service, and shareholder value. Furthermore, higher job satisfaction, organizational commitment, and performance are expected outcomes when coaching leads to better alignment between personal and corporate values and goals (Stevenson, 2020).

Coaching, at its best, is about collaboration rather than one person acting as "the expert" and lecturing the other. The client is the organization's expert; the coach assists the client in reaching a greater degree of knowledge. The coach can employ a range of techniques to help with the coaching process, including:

- Using data from anonymous 360-degree surveys or climate analysis surveys to identify objective behaviors that can be linked with business outcomes. CEOs are often shocked at the disparity between their and subordinates' ratings. This might be the first awareness that they are out of touch.
- Using personality and behavioral assessments to diagnose which traits and behaviors are dominant or lacking and which might be easy or difficult to change.
- Listening actively; the coach does not solve the client's problems—the client solves his or her problems.
- Helping clients distinguish what is essential from what is not.
- Leading clients outside of their comfort zone.
- Acknowledging the client's accomplishments and empathizing (not sympathizing) when the client is down.
- Providing perspective based on the coach's own experiences.
- Helping the client set goals, develop an action plan for moving ahead, and anticipate and overcome potential obstacles.
- Recommending specific books or other sources of learning.
- Encouraging journaling to gain awareness of emotions and behaviors and to track progress toward goals.
- Participating in role-playing and simulations to promote skill practice.
- Meeting regularly, with on-the-job "homework" assignments between meetings.
- Managing the confidentiality of the coaching partnership. In most cases, the official client is the organization paying the coaching invoice, yet the true client is the individual being coached.

- Designing systems to track the return on investment of coaching (Coaching in Business Environment , 2017)

2.4. Models of coaching

There are several coaching models, all of which take the stance that improving coachees' achievement is essential and accomplished by improving instruction. Those models are as follows:

- **Mentoring new coaches** are one of the most long-standing forms of coaching. A one-to-one relationship is planned to link an experienced teacher with a beginner. It is always non-valuative. Mentoring relationships entails honest, safe opportunities to share confusion and frustrations. In the best mentoring situations, mentors respond to their partners' needs flexibly; they might interpret achievement data, form instructional groups, observe and provide feedback, model instructional strategies, or create materials for instruction. Mentors listen and provide a safe space for teachers to share their fears. In general, mentoring establishes a relationship between two individuals but does not specify how they will interact (McKenna, 2008).
- **Cognitive coaching** is a way of coaching whose focus is to mediate the invisible thinking that guides a coach's work. The purpose of cognitive coaching is to assist the coachee in self-directed learning. A coaching cycle is used in cognitive coaching at its most severe level. To begin, the coach must first comprehend and clarify the coachee's objectives, anticipate options and techniques that may aid in achieving the coachee's objectives, and build a self-assessment procedure. The event-observing coaching is monitored in the second stage. During observation, the coach's responsibility is to collect evidence chosen during the planning process and to document the coachee's decisions and strategies. The final stage in the coaching cycle is a reflection conference, taken after the coachee has had time to reflect personally. The main aim of the final stage is to provide a setting for self-reflection, to share evidence collected during coaching, and to connect new learning to future coaching planning. Cognitive coaching does not specify what or how to teach (McKenna, 2008).
- **Peer coaching** is appropriate if one specific instructional strategy is identified as appropriate for desired attention. It assumes that one concept or strategy implemented will increase achievement, but there are relatively few quality controls on implementing that strategy (Michael C. McKenna, 2008).
- **Subject-specific coaching** nests all instructional decision-making within a particular discipline.
- **Program-specific coaching** is an actual coaching model effectively applied to very different organizations. It is a targeted and outcome-oriented model. Program-specific coaching models are likely to be effective in establishing fidelity to the program model.

This model goes beyond pure advice, giving the coachee ongoing support and opportunities for reflection and problem-solving (McKenna, 2008).

2.5. Coaching as a tool to invest in employees

According to Sherman and Freas (2004), companies that hire coaches to help their top executives to improve their performance must set their own goals. No one has yet shown what qualifies an executive coach conclusively or why one approach to executive coaching is superior to another. There are no barriers to entry because many self-proclaimed executive coaches know nothing about business and even less about coaching.

At best, coaching certifications provided by various self-appointed bodies are difficult to evaluate, and methods for calculating return on investment are suspect.

Executive coaching is becoming increasingly popular because of pressing needs. Many new business techniques that have considerably increased productivity in recent decades have also introduced inconsistencies in corporate-top-management relationships. The most perplexing of these has been a progressive bending of firms' and their leaders' traditional alignment. It has become a priority and a new source of economic value to develop more beneficial ways for firms and executives to collaborate (Sherman & Freas, 2004).

Managers in leaner, faster-moving companies started to understand the need for more subtle skills: the communication and relationship skills needed to influence and energize workers, the ability to adapt to rapid change, and appreciation for people of various backgrounds. Today's executives demand emotional maturity from their bosses and coworkers, but it is hard to come by. Unlike other business methods, which reduce information to abstractions, executive coaching works with people in unique ways that respect and appreciate their uniqueness. It enables people to understand themselves better, live more mindfully, and participate more fully. Coaching's fundamentally human nature is both what makes it successful and what makes it almost impossible to measure (Sherman & Alyssa, 2004).

Executive coaching differs from other forms of coaching in that it focuses on the person. Life preparation, career counseling, fitness and dietary tips, New Age aura readings, and instruction in skills ranging from public speaking to flirtation are all part of the broader area of coaching. Executive coaching is often distinct from psychotherapy; individuals who need counseling are unlikely to benefit from executive coaching. However, most executive coaching draws from a limited range of fields, such as consulting, management, organizational growth, and psychology.

At their most fundamental level, coaches act as outsourced sources of candor, providing individual leaders with the objective guidance they need to advance. The information is derived from 360-degree surveys of the people who work most closely with a person—a supervisor,

colleagues, and direct reports—as well as consumers and family members. 360-degree feedback can precisely pinpoint specific behaviors and relate them to organizational priorities, principles, and leadership styles. 360s produce statistical data with a helpful patina of objectivity and validity by aggregating subjective decisions and making them anonymous. Although the decisions are not always right, they do reflect real-world views. As a result, 360s can provide invaluable insight into the subject's social environment. Also, low-level coaches may add value by disseminating this material. Many intelligent, highly motivated, and ostensibly responsible people seldom pause to consider their behavior. Executives will rise to the top without addressing their limitations because they are more likely to move on than to reflect deeply.

Coaching teaches them to calm down, become more conscious of their decisions, and notice the consequences of their words and actions. As a result, instead of merely reacting to incidents, coachees can perceive decisions, and coaching can eventually inspire them to take responsibility for their effect on the environment.

Self-awareness is only the first step in coaching. It is active learning that develops crucial interpersonal and communication skills. Strategic coaching should include both personal and organizational growth. This strategy will help leaders transition to new responsibilities, reduce disruptive behaviors, improve collaboration, align personnel to mutual goals, facilitate succession, and support organizational change. By implementing systematic coaching efforts that cover entire cadres of executives, organizations will build connections with their most valued personnel while enhancing productivity. The most effective coaching promotes behavioral change that benefits the company (Sherman & Freas, 2004).

2.6. Coaching work triangle

Executive coaching is a series of one-on-one and group interventions between coaches and senior executives that typically last several months. Coaching is, at its heart, a business proposition. Its goal is to get the coachee to understand, change their conduct, and develop for the good of a third party—the client who employs the coachee. Coaches are profoundly dedicated to helping coachees live happier lives on a personal level, but coaching only works when that benefit is combined with business performance.

The coach who delivers the service, the coachee who receives the coaching, and the customer who pays the coaching bills constitute a triangle partnership in coaching. A client is a group involved in the coachee's success, including the coachee's boss—a crucial player—and the human resources department. The job succeeds when everyone involved agrees on goals that promote their interests and the greater good.

Since the triangular nature of the coaching relationship was understood right from the outset, the coaching worked. The coach concentrating on the company's goals will help shape those objectives (Sherman & Freas, 2004).

2.7. Coach–coachee relations and match

A coaching session has two components: the process and the content.

The coach oversees processes such as:

- Timekeeping
- Ensuring that the coachee sets clear goals, strategies, and actions
- Holding the coachee accountable
- Keeping the coachee's focus on track

The coachee oversees content, such as:

- Choosing the area of coaching
- Creating the specific goals, strategies, and actions to be worked on
- Deciding upon the time frame

If coaches allow themselves to cross the line into "content," such as giving advice or asking questions out of curiosity, they are no longer coaching. Occasionally, the coach may ask permission to offer advice or insight by asking, "Can I offer you some direction from my own experience, or can I share my insight about this?"

The coach acts as a mirror, reflecting the coachee's thoughts, words, and ideas to assist the coachee to see things more clearly and determine the best course of action. Coaches believe their customers already have all the information they need; the coach's job is to help them find it.

There are some countries where natives shake their heads when they mean yes and nod when they imply no. This is due to their cultural history, and visiting such a country without understanding this custom might lead to significant misunderstandings.

People have different customs worldwide, influenced by their cultural background, upbringing, and life experiences. A coach may spend a lifetime tracing all these events in enough detail to understand where the coachee has come from and where he or she needs to go next. A great coach, on the other hand, can present essential points from this map to the coachee during the session and unearth whatever self-knowledge the coachee needs to grasp the path ahead.

Coaching is primarily concerned with improving performance. Executive and personal coaching is like sports coaching in this regard. As a result, one of the most critical aspects of coaching is behavior, which is supported by cognition and motivation.

While mentoring and coaching have certain parallels, they are fundamentally different. As an adviser, counselor, guide, tutor, or instructor, a mentor has experience in each profession and conveys specific knowledge. The coach's responsibility, on the other hand, is to aid coachees in discovering their knowledge and talents and help coachees become their advisers.

According to research, aligning executive coaches with the right people is critical to efficacy (Boyce, Jackson & Neal, 2010). The endeavor to find a coach who can satisfy a coachee's demands is called matching (Wycherley & Cox, 2008). Hodgetts (Hodgetts, 2002) argued that the personal relationship between the coach and the coachee based on gender, socioeconomic background, and life experience was crucial in making effective coaching matches. According to Joo (Joo, B.-K., Sushko, J. S., & McLean, G. N., 2012), Enhancing self-awareness, learning, and behavioral change requires a solid match and relationship between the coachee and the coach. In their study, McGovern discovered that the strength of the relationship between the coach and the coachee was essential to the success of executive coaching (McGovern *et al.*, 2001).

Gender similarity – Gender similarity is emphasized in the mentoring-relationship literature (Allen & Eby, 2003). Most studies suggest that more significant benefits are realized within same-gender versus cross-gender mentorships (Koberg, Boss & Goodman, 1998). Allen *et al.* (Allen, Day & Lentz, 2005) argued that same-gender mentoring relationships are likely to be marked by greater interpersonal comfort due to shared experiences. In comparison, Sosik and Godshalk (Sosik & Godshalk, 2000) stated that identification and interpersonal comfort are expected to be lower in cross-gender dyads and, therefore, the mentoring provided in such dyads is expected to be less effective.

Perceived similarity – Perceived similarity based on attitudes, values, beliefs, and work styles is another factor related to the similarity-attraction paradigm associated with higher levels of both career and psychological mentoring outcomes (Ensher, Grant-Vallone & Marelich, 2002), (Lee, Dougherty & Turban, 2000). According to researchers, the most critical component in predicting attraction is whether people perceive their partners as similar (Condon & Crano, 1988). According to the social psychology literature on assisting, people prefer to help others with similar personalities (Varela, Cater & Michel, 2011). Moreover, the costs of associating with others perceived to be different could be high (Leek & Smith, 1989). Allen and Eby (Allen, & Eby, 2003) found that perceived similarity was significantly related to the quality of the mentoring relationship and to mentoring outcomes as reflected in enhanced learning. Lee, Dougherty, and Turban (2000) explored the match of personality traits and the work values of mentors and protégés. They asserted that people with the same values and beliefs might think

and act incompatibility, regardless of other factors like skill level, work habits, interpersonal style or upbringing. As a result, they recommended that values, in addition to making it easier to create harmonious work and assign tasks, play a role in improving mentoring quality by enhancing perceived resemblance and like.

Similarly, Wanberg *et al.* (2006) found a positive relationship between *protégé* perceptions of similarity to one's mentor and the amount of mentoring in a formal mentoring relationship. More recently, conceptual and empirical evidence (Varela *et al.*, 2015) has suggested a causal relationship between learners-instructor similarity and the quality of their relationship. Learner-instructor personality similarity was a predictor of students' social reactions. Executive coaching and learning have many aspects.

In particular, coaching and learning as social and interpersonal processes are both interventions in which actors engage in inquisitive dialogue exchanges to generate new meaning and construct new knowledge. Nonetheless, there is little agreement on the appropriate matching criterion, and results on the effect of matching based on similarity and coaching outcomes are uneven. (Peterson, 2010).

Given the nondefinitive findings on the impact of matching on coaching outcomes coupled with the increasingly diverse workforce and it is a potential benefit for organizational growth, innovation, and creativity (Kenney, McElroy & Leatherberry, 2011), one can make a case for the benefits of dissimilarity. For example, Scoular and Linley (Scoular & Linley, 2006) suggested that having a coach with a different perspective might help to challenge a coachee's assumptions and therefore enhance the coaching engagement. As a result, this study aims to investigate the relationship between similarity-based coach-coachee matching and executive coaching outcomes in a real-world setting.

2.8. Coaching versus Mentoring

Rapid changes in organizational environments have brought flatter hierarchical structures, cost reduction, outsourcing, and the implementation of new technology to replace administrative functions. These factors have encouraged organizations to take a sharper look at costs and push for performance improvement by those remaining in the business. This approach has brought some organizations to reflect on the value of training and seek other interventions to complement more traditional models of employee development. In a survey conducted by Hay Group, more than half of respondents said they had started a coaching program in the previous eighteen months, and 70% said the training was ineffective and that coaching was the best way to change behavior and improve performance. Employees, on the other hand, have been highlighted as a critical determinant of organizational performance. It is now widely acknowledged that looking after the well-being of personnel in a supportive and progressive approach (Watkins & Marsick,

1996) and facilitating employee development are good employment practices (McGovern *et al.*, 2001) and ones that contribute towards reduced employee absenteeism and employee turnover.

As a result, executives are being pushed to adopt a more people-centered management style and a more personal approach to managing well-being and personal growth. Coaching and mentoring are effective techniques for assisting managers in achieving these goals since they are highly participative and personal.

However, the evidence used to support this movement has been insufficient. As a natural result, empirical study has emerged to determine which managerial practices most closely embody successful coaching (Hamlin *et al.*, 2007).

Table 1. *Contrasting coaching, mentoring, and coaching as a management style*

		Coaching	**Mentoring**	**Coaching as a management style**
1	Level of formality	More formal: contract or ground rules set often involving a third party organizational client.	Less formal: agreement most typically between two parties.	Informal: no agreement between parties separates from the employment contract.
2	Length of contract	Shorter-term: typically, between 4– 12 meetings agreed over 2–12 months.	Longer-term: a typically unspecified number of meetings with relationships often over 3–5 years.	Life of management relationship: manager will mix coaching with other styles to meet the needs of the situation and individual.
3	Outcome focus	More performance-focused: typically, a greater focus on short-term skills and job performance.	More career-focused: typically, a concern with longer-term career issues, obtaining the right experience, and longer-term thinking.	Performance-focused: typically, it will be performance-focused but may also have a development aspect.

4	Level of business knowledge	More generalist: typically, coaches have a strong appreciation of business or commercial realities.	More sector knowledge: typically, mentors have detailed knowledge of the organization or business sector.	Detailed sector knowledge: will have detailed sector knowledge.
5	Training	More relationship training: typically, coaches have a background in psychology, psychotherapy, or human resources, or have undertaken specialist coaching training.	More management training: typically, mentors have a background in senior management, with limited coaching/ mentoring training.	No training: managers may have no formal training in either coaching or mentoring and have developed the approach intuitively or through management training.
6	Client	Dual client: more typically a dual focus on the needs of the individual and the needs of the organization.	Single client: more typically, a single focus on the needs of the individual.	Team focus: while the manager may coach the individual, the manager will also be paying attention to the wider needs and objectives of the team.
7	Supervision or support	Formal: typically, the coach will be in (or be expected to be in) supervision as part of their CPD.	Informal: typically, the mentor may have period discussions or briefings from HR if based within an organization.	None: managers do not have supervision but may have a 1–1 with their line manager to discuss management issues.

Source: (Hamlin et al., 2007)

The quick growth of coaching and changing applications can be recognized by the demands of an increasingly educated client. The second wave of coaching is emerging, with enterprises that have used coaching services advocating for a regulated sector with a more strategic and diverse application (Bluckert, 2005). Coaching is increasingly utilized to help and grow the organization's most skilled personnel and enhance their performance while keeping their services going beyond the original application of coaching for remedial work. As a result of

recent changes in the United States, coaching has taken on a new role within enterprises. According to case studies, coaching was utilized to drive organizational strategy in the investment banking sector by responding to common themes identified by coaches and utilizing these to kickstart organizational development. Although the use of coaching in this capacity has yet to be seen in the United Kingdom, owing to concerns about confidentiality, writers in the UK are beginning to pay attention to the strategic benefits that can be delivered by developing coaching cultures and sharing common themes that emerge from coaches (Hawkins & Smith, 2006). However, as corporations gain a better understanding of the full potential of coaching and how it can be used individually and for the organization's greater good, this tendency is likely to spread over the next decade. Given the widespread support for coaching, it is surprising that organizations do not report coaching as a planned and integrated part of their management strategy, as evidenced by the 66 percent of respondents who report no formal strategy for coaching activities or the 5% of organizations with managers trained in providing coaching to team members (Parsloe, 1995). The use of mentoring in organizations has also been on the increase, with organizations investing more money into formal programs. One survey found that companies with over 10,000 employees spend over $US 750,000 (Cleveland & Fleishman, 2003). Enhanced leadership abilities, socialization into organizational roles, some staff turnover, and improved work performance are just a few of the advantages that have been documented (Allen *et al.*, 1997), which has led organizations to develop formal and allocated mentoring programs rather than rely on the natural development of mentoring relationships. Because of the lack of monitoring, benchmarking, and follow-up to analyze the effects formally, the success or failure of these programs is primarily unknown. Informally, the data implies that people are optimistic about the process, even without clear evidence of results.

Coaching and mentoring are fundamental components of organizational development and contribute to workplace well-being by assisting in developing skills, self-esteem, and motivation, as well as addressing some of the issues that come with the job, such as stress (Passmore & Anagnos, 2009).

2.9. The Benefits of Coaching

Coaching may produce a win-win situation for all parties involved when done correctly. Individual, team, organizational, and social coaching results can all be determined in the short and long term. The following are the main advantages for each level:

- Individual-level:
    - Increased self-awareness and reflection
    - Improved individual results
    - Increased commitment and motivation
    - Improved leadership abilities

    - Personal development
    - Better life quality / work-life balance
    - The objective and meaning are both clear.
    - More effective change management
    - Improved relationships and communications
    - Practical application of learned skills
    - A sort of personal development that is long-term
- Team level:
    - Improved team efficiency/performance
    - Clearer vision development and objectives
    - Improved team spirit and conflicts management
    - Better communication and relationship
    - Creating synergies
    - Higher motivations
    - Unleashing group potential
- Organizational level:
    - Improved organizational performance
    - Higher profitability/ROI/productivity/sales
    - Better staff motivation and retention
    - Less absenteeism
    - Buy-in to organizational values and behaviors
    - Better flexibility/ability to change
    - More effective communication
    - Open and productive organizational culture
    - Realizing the learning organization
    - Sustainable form of learning and development
- Social level:
    - Successful company (with associated classic benefits for society)
    - Positive role model for other organizations
    - Promotion of “clearer” high performance
    - The positive, broader impact on employees’ social environments
    - Higher sustainability and corporate social responsibility

Of course, the actual impact of coaching interventions varies from case to case and is determined by various circumstances, including organizational receptivity and the coaching technique used.

Choosing the proper level of implementation, which can dictate the varying degrees of organizational penetration by coaching, is a significant decision impacting the success of coaching (Passmore, 2010).

2.10. Feedback process

Giving someone else feedback influences their behavior and underpins many basic organizational, educational, and interpersonal processes. The coaching connection is incomplete without feedback. Feedback is used both consciously and formally by people in general, and especially by coachees. Feedback is a process in which a "sender" transmits a "message," or a piece of information, to a "receiver," according to communications theory. For feedback to happen and a message to be relayed, the following assumptions need to be met:

- The sender initiates a communication process;
- There is a message that needs to be communicated;
- This message is understood and discussed by the sender and recipient.

Although coaches may use written or electronic documents such as 360-degree feedback reports to input into each session, most feedback activities in coaching are likely to happen in person.

The feedback sender sends the feedback message, either with or without prompting from the recipient. It is usually a coach, manager, or coworker in the workplace. Rather than coming from a single source, input is more likely to come from various sources. Receiving feedback from several sources adds another layer of complexity because different feedback senders may say completely different things or communicate the same underlying message in various ways.

The information the sender relays to the recipient is called a feedback message. This usually refers to information on the success of someone's job behavior in the workplace, but it could also relate to other sources of information like a psychometric profile. The communication typically includes formative feedback, such as tutoring during individual or group tutorials, and summative feedback, such as a test or coursework score. The coachee's message may or may not be shared with others, such as the commissioning customer, and hence differs in formality and structure. A feedback message could be as informal and unstructured as a passing word during a coaching session or a fast catch-up in the hall between a boss and a subordinate.

Individuals who are re-convening any feedback messages are the feedback recipients. Some people will listen to feedback, while others will not. This is governed by several factors, including the recipients' skills, their level of self-confidence, their aspirations, and their self-esteem. Situational issues like mood swings, e-mail or cell phone distraction, and even nutritional habits have not yet been adequately researched at work, but they have been acknowledged in other professions.

The coachee is the first and principal feedback recipient in a coaching relationship. Any feedback, however, may be shared with the commissioning customer. This is critical since the feedback message may need to be customized for each recipient.

Psychometrics in businesses, as well as specific personality tests, are typical feedback applications. The rationale is that a complete discussion of one's natural inclinations with an experienced feedback provider will allow employees to understand their strengths and flaws better. As a result, concentrated improvements to workplace behavior will be possible, allowing for both personal and professional progress.

Feedback is used for the most severe disciplinary concerns, such as when employees are issued justified formal warnings, or underperformance is detected in assessments.

Feedback can take various forms, from simple information transmission to purposeful and planned uses for employee development and review of work-based performance (or maybe other forms, for instance in education) to talks regarding malfunction or underperformance.

3. PSYCHOMETRIC TESTS

3.1. Definition and types of psychometric tests

Psychometrics is a discipline of clinical or applied psychology concerned with mental measurement. It denotes the application of quantitative tools to assess psychological patterns. A psychometric test is an activity or evaluation used to evaluate a candidate's performance, which can include skills, knowledge, talents, personality traits, attitudes, and job/academic prospects, among other things. There are many psychometric test styles and formats with three main areas: **aptitude tests, behavioral tests, and assessment centers**.

Psychometric testing is one of the most widely used data collection methods in psychological research. Its appeal stems from two key factors. Psychometric tests were created to assess a wide range of mental attributes, including aptitudes, skills, personality traits, mood states, psychopathology, psychopathic symptomatology, attitudes, motives, and self-concept. The relative ease with which vast volumes of data can be collected is a second reason for the psychometric approaches' appeal. Psychometric exams are used to assess a person's intrinsic mental traits. The term "psychometric" literally means "mind measuring."

Owning the lack of direct access to the mental characteristics under scrutiny, the discipline of psychometrics has developed a detailed set of procedures and models for statistical estimation. Essentially, these procedures rely on the presence of many indicators allowing us to “focus in” on or triangulate the characteristics being measured. In most psychometric tests, their indicators may be viewed as the individual items or questions of which they are composed.

There are many psychometric tests, each using a different strategy for data elicitation: **projective tests, self-report inventories, objective tests, and idiographic measures**.

Each test has a place in psychological measurements, although each has its application area, advantages, and limitations. The choice of the test must depend entirely on the nature of the research and the theoretical framework being applied. Tests should be reliable, valid, and appropriate for the study they are used for (Breakwell *et al.*, 2006).

Projective tests are designed to measure an individual's mental state indirectly. Those tests usually identify personality characteristics related to abnormal psychological functioning. The primary use of this test is to examine a person's aspects that are considered unconscious. The most widely known projective test is the Rorschach inkblot test, in which the respondent is presented with a series of ambiguous stimuli in the form of inkblots and is required to say what each brings to mind. One of the weaknesses of projective tests is that they typically operate at the nominal level of measurement, that is, provide a categorical description.

Self-report inventories in psychometrics are exceedingly complex because examinations of these processes require burrowing deep into the affective and cognitive substrates of personality. Among the challenging issues are the role of motives in self-perception, the applicability of performativity models, the effectiveness of introspection, the degree of automaticity, and the meaning of no-responding (Delroy, 2009). Direct self-ratings, indirect self-reports, and open-ended self-descriptions are the three most prevalent types of self-report inventory tests. People are requested to report directly to their personalities in the most basic form of a self-report approach. The respondent is given the construct's face-valid label and asked to give a summary self-appraisal in the case of global self-rating.

The objective test is a test in which the subject's behavior is measured, for inferring personality, without his being aware of how his behavior will likely affect the interpretation. The objective tests, according to the widespread agreement, deal with a person's behavior rather than what he says about his behavior (in questionnaires), and all observers will agree on the score to be allocated to a given person's performance on objective tests (as contrasted with his rated performance) (Scheier, 1958).

Idiographic measurement is used in situations in psychological research where the focus is on the individual respondent, and placing them on a relative scale is irrelevant. The focus of interest is on the change manifest in the individual's response on each occasion. This approach is focused on an individual respondent in isolation. This means that the questions asked of the respondent may be unique to them, and indeed one of the most popular strategies for idiographic measurement is the use of a repertory grid in which the respondent generates the constructs that are most relevant to them. The approach may be of great value when the focus of interest is upon dynamic processes within individuals – often in therapeutic evaluation research or audit (Breakwell *et al.*, 2006).

A psychometric test must be a reliable and valid assessment of the constructs of interest attributes and have some association with a criterion of interest result to be valuable in career counseling. Criterion-related validity is the association between a psychological test score and an outcome. More extraordinary job or life satisfaction, professional advancement, or better well-being may be the outcome or criterion in the coaching context. The association between people's test scores and their scores on the outcome measure determines criterion-related validity. The association between test and outcome measurements collected at the same time is referred to as concurrent validity (Passmore, 2008).

According to the Institute of Psychometric Coaching, psychometric exams are a standard and scientific approach for assessing an individual's mental talents and behavioral style.

Psychometric tests assess candidates' suitability for a position based on personality traits and aptitude (or cognitive abilities). They determine how well candidates' personalities and cognitive abilities match the position's requirements. Employers utilize the data from psychometric tests to uncover hidden qualities of candidates that are difficult to uncover during a face-to-face interview. Some job applicants believe the psychometric test is ineffective in determining their true abilities, personality attributes, and job appropriateness. The psychometric tests, on the other hand, are statistically validated and designed to be impartial and unbiased. This is accomplished by employing standard assessment procedures, which ensure that everyone receives the same questions and instructions for answering them. The experience shows that psychometric tests are very reliable in predicting candidates' performance, and in most cases, the test report provides an accurate evaluation of the applicant (Institute for Psychometric Coaching, 2020).

When used correctly, assessments can help coaches assist their clients in developing awareness through self-exploration and comprehension. Assuming a test-using role requires coaches to be well-versed in the theoretical and psychometric underpinnings of testing and use detailed models to guide their test selection. Coaches should be adequately trained, informed, and knowledgeable about the tests' limitations and capabilities. Test users should also be aware of the ethical issues surrounding the use of tests in coaching and adhere to the strictest test usage guidelines. While the inappropriate and unskilled application of psychological testing can have damaging effects on individuals, where they are used wisely, ethically, and with required knowledge and accreditation, the benefits to coaches and coachees can be substantial (Passmore, 2008).

Knowing how to compose questions and their points and being aware that the results are objective and precise, as well as if it measures what we wanted to assess, is an essential component of the psychometric measure. It is critical to understand how to analyze results and their limitations. A psychological test is a method for collecting samples of behavior relevant to cognitive or affective functioning and scoring and assessing those samples according to

established criteria. Clarifying each of the main terms in this definition is vital to understanding future discussions of tests (Urbina, 2004). There are some fundamental differences between psychological tests in comparison to others, such as: (i) the systematic procedure implies that the examiner collects information, meaning performing the testing equally with all interviewees in the same and appropriate situation, (ii) Behavior Patterns - The test contains one small behavioral pattern that is related to the latent characteristic we are trying to measure. This also means that the test contains a representative pattern of behavior according to their empirical or practical relevance and allows for effective testing given the limited duration of testing, (iii) Measurement and evaluation imply that a numerical or categorical system is applied in the test according to the rules established earlier, (iv) Standards - The purpose of measurement and testing is to determine the position of the respondents' results relative to the results of the group to which they belong (Husremović, 2016).

Only those methods in which test takers' replies are evaluated based on their correctness or quality should be referred to as tests. The assessment of some component of a person's cognitive functioning, knowledge, skills, or capacities is always included in such instruments. On the other hand, inventory, questionnaires, surveys, checklists, schedules, or projective techniques are instruments whose responses are not evaluated or scored as right-wrong or pass-fail and are frequently classified under the heading of personality tests. These instruments elicit data regarding a person's motives, preferences, attitudes, interests, opinions, emotional makeup, and typical responses to individuals, circumstances, and other stimuli. Except for projective approaches, which are open-ended, they typically use multiple-choice or true-false questions. They can also entail making forced choices between assertions representing opposing viewpoints or assessing how much one agrees or dislikes specific statements (Urbina, 2004).

3.2. Psychometrics and cognitive ability

The ability to reason, plan, solve problems, think abstractly, absorb complicated ideas, learn quickly, and learn from experience, among other things, is called cognitive capacity. Cognitive capacity can be assessed in many ways, the most common of which is psychometric testing. According to research, ability measures can be used to predict job performance. Cognitive ability predicts job performance in all jobs, but the link is strongest in cognitively demanding positions.

In addition to general intelligence, there are several unique cognitive abilities, such as verbal thinking, mathematical ability, and spatial ability. Psychometric tests are also the most precise approach to assessing these abilities. Work performance has been proven to be influenced by specific cognitive abilities (Passmore, 2008).

3.3. Psychometric and personality

Psychometrics are often used to assess personality, defined as an individual's unique thoughts, emotions, and behavior patterns. There have been several research-based personality models that have resulted in the development of psychometric measures. The Big Five or Five-Factor Model of personality is the most researched theory. The Big Five personality qualities are Neuroticism, Extroversion, Openness, Agreeableness, and Conscientiousness. Psychometric personality tests are utilized in various workplace sectors, the most common of which is selection and assessment.

They can, however, be used in coaching and development. Personality evaluations, likeability exams, are widely used by businesses due to their utility in objectively analyzing behavioral types predictive of work performance. Organizations have a good chance of selecting a suitable candidate based on a collective assessment of what people are capable of (cognate ability) and how they are likely to use those abilities (personality). Using a test of cognitive ability and a measure of personality as predictors of future work performance, a regular, non-structured employment interview will be approximately six times better than a measure of cognitive ability and a measure of personality (Passmore, 2008).

3.4. How are psychometric tests conducted?

Study methods in psychometry are based on measurement. Measurement is used in scientific psychology to determine the presence and severity of psychological characteristics. It is important to understand how to prepare questions, score responses, and how objective and reliable the end-results would be to create appropriate questionnaires or prepare materials to document actions.

The primary goals of psychometry are:

- Understanding the concept of psychological measurement:
    - What to measure (i.e., what intelligence is, is it head circumference or task performance)?
    - How to measure (which measures to use)?
    - What is the phenomenon of measure?
- Monitoring and understanding the materials of other professional subjects - without understanding the metric characteristics, we can hardly read the professional literature and conclude about the quality of works.
- Appropriate test application and interpretation of test results - it is critical to understand how to select tests, apply them correctly, evaluate the results, and understand the conclusions' limitations.

- Developing the abilities needed to generate new assessments or standardize and alter existing ones - psychologists and coaches are expected to be able to design and deliver tests to measure traits. For the creation of the test, as well as any other measuring tool, a skilled constructor is required.

3.5. Evaluation and assessment tests

There are a few most used tests to evaluate and assess current or potential employees:

- **Intelligence tests** – Intelligence is a broad term that encompasses the ability to reason, plan, solve problems, think abstractly, absorb complicated ideas, learn quickly, and learn from experience, among other things. It is a collection of mental processes aimed at effective adaptation to the environment rather than a single mental function. The capacity of mind, especially to understand principles, thrust, facts or meanings, acquire knowledge, and apply it to practice; the ability to learn and comprehend (Ben Goertzel, 2007).
- **Cognitive tests –** This group of tests predicts performance quite well and is regularly used in selection practice. There are two types of cognitive tests:
    - **General cognitive ability tests –** Almost always, tests of general cognitive skills may be used in psychological research. The application process is straightforward, as is the analysis of the data. Logic reasoning and determining the legality of arrays are examples of task styles, as are finding patterns, similarities, and differences. This type of test is better for predicting progress in jobs where tasks are not done regularly and need constant adjustment to new ones.
    - **Specific cognitive ability tests –** The perceptual aspect is measured by a test that assesses the ability to recognize shapes rapidly and accurately. The test that tests the spatial aspect examines the ability to visualize and represent the arrangement of surfaces and objects in 2 or 3 dimensions. The numerical test assesses the ability to perform basic numerical operations that do not require judgment, while the verbal test assesses vocabulary, text comprehension, antonyms, and synonym recognition.
- **Creativity tests –** The majority of which were established in the last 30 years are aimed at examining the qualities and talents that define creativity. Traditional IQ tests assess mental ability in ways that differ from and contradict these assessments. People who score highest on creative tests do not usually have the greatest IQs because creativity tests examine more distinct abilities than intelligence quotient (IQ) exams. Creative people appear to have IQs that are at least average, if not above average, although there is no link between intellect and creativity tests over a score of 120.

- **Test of personality –** A personality test is a procedure devised by psychologists to aid in the classification and classification of many types of human personalities. Test supervisors might use these exams to assess a test taker's traits in various settings. Personality assessment is the process of evaluating personal qualities. Assessment results from gathering data to progress psychological theory and science and improves the likelihood of making good decisions in real-life circumstances (e.g., selecting the most promising people from a group of job applicants). The approach adopted by personality evaluation specialists has focused on the premise that much of the observable variability in behavior between people is due to variations in the degree to which people have some underlying personal characteristics (traits).
- **Implicit Association tests -** An Implicit Association Test (IAT) is a psychological test that measures the time it takes a person to divide concepts into two groups to expose unconscious behaviors, automatic preferences, and hidden biases. Social psychologists often use the Implicit Association Test to investigate unconscious attitudes toward ethnic groups, gender, sexuality, age, and religion.
- **Interest tests –** An inventory in which individuals are asked to express their preferences for various activities and attitudes. They are compared to interest trends to determine their suitability for work. Interest considerations are used in career counseling and staff selection. The interests and desires of an individual are used to determine personality traits and work suitability.
- **Aptitude tests –** An aptitude test is a test that determines a person's ability or proclivity to excel in a specific task. According to aptitude assessments, individuals are assumed to have intrinsic strengths and weaknesses and a general tendency for success or failure in particular areas based on their innate characteristics. Individuals should take an aptitude test to see what kinds of jobs a good fit for their skills and interests will be. Similarly, high school students will take an aptitude test to determine what college major will suit them best or if college is the best option. There are two types of aptitude tests:
    - **Educational Aptitude Tests –** Some schools provide Aptitude exams to children as early as elementary school. Aptitude tests can be used to assess placement in talented programs or other particular educational paths, in addition to intelligence tests and achievement tests that evaluate student mastery of academic content.
    - **Career Assessment Tests –** Some firms use aptitude tests to aid in recruiting decisions. These assessments, also known as job evaluation tests, assist human resource professionals in learning more about a potential employee's strengths and weaknesses. Career appraisal assessments can be used to make promotion decisions within a business. Situational judgment tests are a type of job aptitude test that can predict how an individual will respond to particular workplace circumstances. They also evaluate an employee's leadership style and teamwork abilities. Some situational decision assessments are tailored to careers in customer service. These assessments look at personality characteristics

associated with good public interaction, including empathy, diplomacy, and persistence. Situational decision assessments can also be used to predict potential sales-related competency.

- **Verbal psychological tests –** A test in which the questions or problems, as well as the responses or solutions, require speaking or understanding any specific language.
- **Non-verbal psychological tests –** A test in which the questions or problems, as well as the responses or solutions, do not require speaking or understanding any specific language. Examples include mazes and accuracy checks, often known as a non-language exam.

4. RESEARCH METHODOLOGY

For this research thesis, qualitative research was conducted along with descriptive analysis. To gather data for descriptive analysis, a survey was conducted among 160 participants, employees of Bosnian Herzegovinian companies. The participants of qualitative research are representatives of 9 companies. Survey results were based on descriptive analysis.

Numerous factors make surveys crucial, including:

- **Accurately measuring attitudes and behaviors:** Quantitative surveys collect numerical data, making it simpler to measure attitudes and behaviors precisely. This is particularly crucial in disciplines like psychology, where researchers must precisely quantify elements like personality traits, attitudes, and symptoms of mental illness – and make it relevant in psychometric testing.
- **Generalizability:** In domains like marketing, where researchers seek to understand customer attitudes and behaviors, quantitative surveys may be conducted with many participants, making it simpler to generalize findings to a broader population.
- **Replicability:** As quantitative surveys are simple to conduct repeatedly, subsequent researchers can confirm and expand on earlier study findings. This is a crucial component of scientific research since it helps to assure the validity and dependability of study results.
- **Data analysis:** Quantitative surveys produce much data that may be evaluated using statistical techniques. This allows researchers to spot trends and connections between variables and make judgments based on data.

Overall, surveys are a valuable tool for academics across a range of disciplines because they enable them to compile exact information that can be utilized better to understand societal opinions, habits, and trends.

Numerous factors make qualitative surveys crucial, including:

- **Understanding complex phenomena:** Rich, comprehensive information about people's experiences, attitudes, and actions is gathered using qualitative research methods. This enables in-depth exploration of complicated phenomena by researchers, such as the cultural beliefs and practices of a particular group or the lived experiences of people with a particular ailment.
- **Generating new hypotheses:** Qualitative research studies can be utilized to develop fresh theories or hypotheses on a particular topic. Researchers can find patterns and themes by acquiring and carefully examining specific data that may not have been visible through quantitative surveys.
- **Contextualizing quantitative data:** Qualitative surveys may be used to contextualize quantitative data, giving a greater knowledge of the variables that affect attitudes and actions. A qualitative survey, for instance, can assist in identifying the underlying causes of a group of people's low levels of trust in the government, which a quantitative survey may show.
- **Participant-centered approach:** Qualitative surveys are frequently created using a participant-centered design, which focuses the study on the participants' viewpoints and experiences. This method may benefit industries like healthcare, where bettering patient care often depends on understanding their experiences.

The ability to collect rich, comprehensive data that can be utilized to analyze complicated phenomena and develop new hypotheses makes qualitative surveys a significant tool for researchers in a range of subjects for their future work.

Books, articles, and electronic sources were used as the secondary data source. There are more than 90 secondary sources used in this work.

Books and articles are significant sources of information for a variety of reasons, among them:

- **In-depth coverage:** Books and articles are usually authored by professionals in their area and give an in-depth treatment of a particular topic. They frequently include full justifications, analyses, and examples, making them excellent resources for studying a subject thoroughly.
- **Credibility:** To verify that the material is accurate and reliable, other professionals often review and edit articles and books on the subject. They frequently provide references to additional sources, enabling users to check the accuracy of the material and assess the author's assertions.

Books and articles are significant sources of knowledge because they offer thorough coverage, authority, a historical perspective, and understandable language. Students, researchers,

professionals, and anybody else interested in learning more about a specific subject might benefit significantly from them.

Tertiary data used in the domain of this work are bibliographies, directories, and indexing.

Tertiary sources may be crucial in essays for a variety of reasons, such as:¸

- **Quick and straightforward access to information:** Tertiary sources can offer a quick and simple approach to accessing fundamental knowledge about a subject. They can be beneficial for learning new material fast or for discovering broad information to support more in-depth inquiry.
- **Finding important sources:** Tertiary sources may be used to find important primary and secondary sources for a particular topic. Scholars looking to go deeper into a topic may provide bibliographies or references to other publications.
- **Providing context:** Tertiary sources can set the scene for a topic by briefly outlining a certain field's history, development, or presence. This may be especially useful for figuring out how a certain issue fits into a larger framework or how ideas and conceptions have changed over time.

Tertiary sources may, in general, be valuable tools for writers and scholars. While they should not be depended upon entirely, they may serve as an excellent place to start for additional study and can make complicated subjects easier for readers to comprehend.

Quantitative and qualitative data complement one another by offering several sorts of information that may be utilized to develop a more thorough knowledge of a given phenomenon.

Quantitative information is usually utilized to measure attitudes, actions, and other characteristics precisely because it is numerical and statistical. It offers a thorough picture of a group of people or phenomena and may be used to spot trends, correlations, and patterns. Comparatively, qualitative data is non-numerical and concentrates on obtaining in-depth descriptions and insights into people's experiences, opinions, and beliefs. It offers a greater comprehension of attitudes and behaviors' circumstances, causes, and significance.

Quantitative and qualitative data can be combined to offer a more complete and more nuanced picture of a specific occurrence. While qualitative data can assist contextualize and provide meaning to the statistical findings of quantitative research, quantitative data can spot patterns and trends that may not be immediately obvious through qualitative study alone. Qualitative research can shed light on the causes behind a group of people's lack of faith in the government, even though a quantitative poll may indicate that they do.

Some of the drawbacks of utilizing only one form of data for study can be solved using this complementary strategy. For instance, depending entirely on qualitative data can lead to a lack

of generalizability and difficulties in seeing patterns and trends, while relying solely on quantitative data can lead to a lack of knowledge of the context and subtleties of attitudes and actions.

Combining quantitative and qualitative data can offer a more thorough and rigorous knowledge of phenomena, resulting in better-informed policy creation and decision-making.

4.1. Descriptive analysis through the survey

The conducted survey consists of 19 questions. Three out of 19 questions are demographic, including age range, level of education, and gender. The other 16 questions are related to employment status and duration, branch, position, experience related to coaching and usage of psychometric testing, and participant's perception of the impact of coaching and psychometric testing on themselves and the organization they work for.

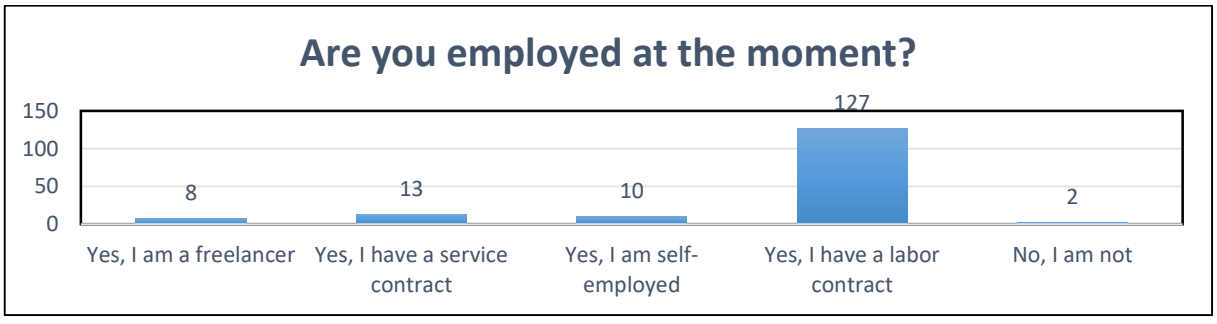
The questionnaire was sent out on May 12^{th,} 2021, and responses were collected over 30 days. The questionnaire was sent out using social media channels (primarily direct outreach via LinkedIn) and a mass e-mail server (*Sales Handy*). More than 200 companies were outreached and asked to forward it to their employees. Respondents had to be employed in a company based in Bosnia and Herzegovina to be included in the survey. There were no limitations regarding the number of participants per company. A total of 160 participants responded to invitations to complete the survey.

Hence it is difficult to specify the response rate as there was no tracking system to measure it.

4.1.1. Participants of survey

A total of 160 participants responded to invitations to complete the survey online.

Chart 1. *Current employment status of participants*



Source: Author of Master Thesis

The data in Chart 1 provides valuable insights into the participants' employment status. Most participants (127) are currently employed with a labor contract, indicating many individuals working under traditional employment arrangements. Additionally, a considerable portion of participants (13) reported being employed with a service contract, demonstrating the prevalence of contractual work arrangements.

Furthermore, 10 participants identified themselves as self-employed, reflecting a notable number of individuals running their businesses or working independently. Moreover, 8 participants reported being freelancers, indicating a smaller yet significant proportion engaged in freelance work. Only a small minority of 2 participants stated that they were unemployed. These findings showcase the participants' diverse range of employment statuses, encompassing various work arrangements and employment models.

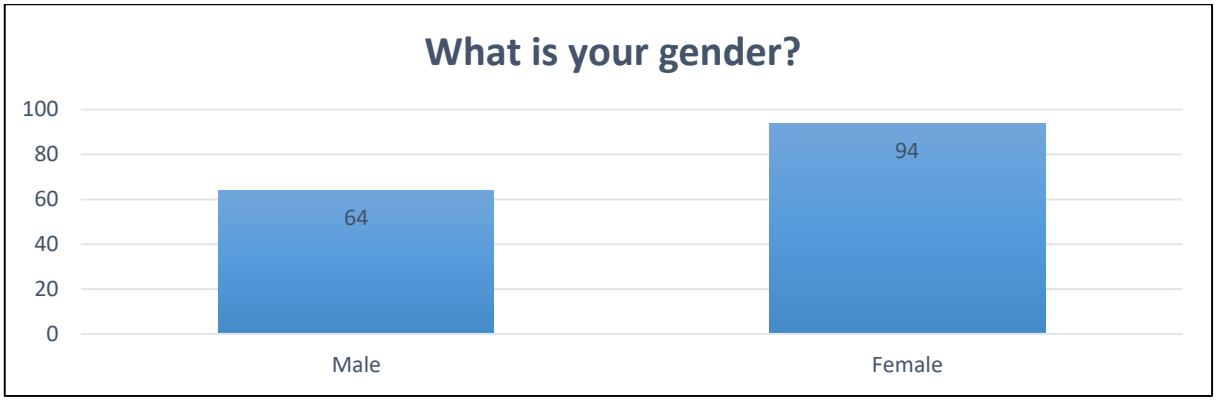
Chart 2. *Duration of employment at current company*

Source: Author of Master Thesis

As shown in Chart 2, a significant portion of participants (32.91%) have been employed for over 5 years, indicating a considerable number of individuals with long-term commitments to their current organizations. Moreover, 31.01% of participants have been employed for 1-3 years, suggesting a substantial proportion of individuals with a moderately extended tenure.

Additionally, 14.56% of participants have been employed for less than 6 months, reflecting a significant number of recent hires or individuals in their early stages of employment. Furthermore, 12.66% of participants have a work history of 3-5 years, showcasing a notable number of individuals with a mid-term association with their employers. Lastly, 8.86% of participants have been employed for less than a year, signifying a portion of individuals in their initial stages of employment.

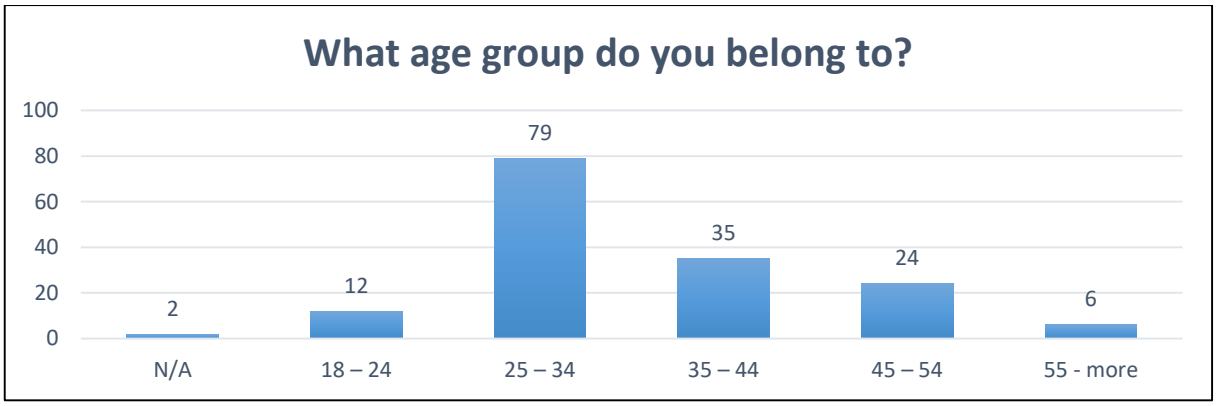
Chart 3. *Gender of participants*



Source: Author of Master Thesis

Chart 3 illustrates the gender distribution in the sample, with 40.5% males and 59.5% females.

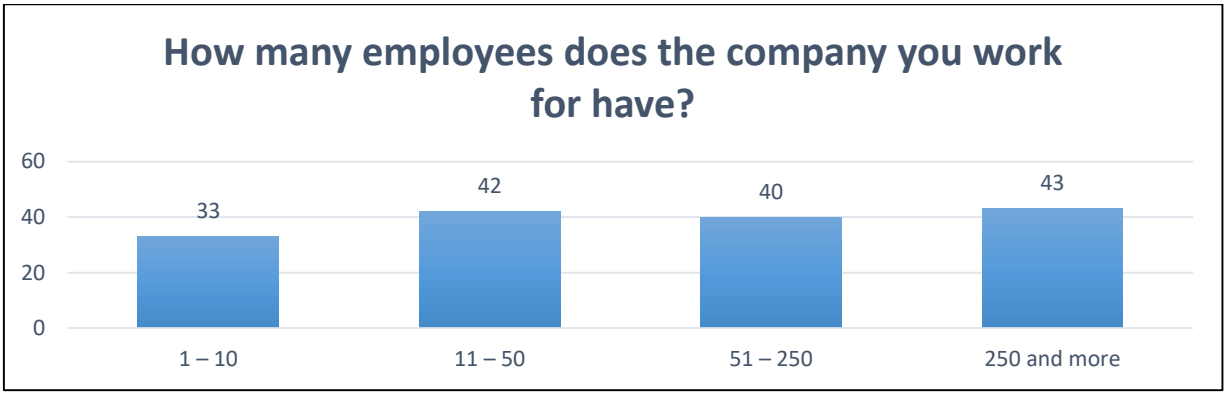
Chart 4. *Age group of participants*



Source: Author of Master Thesis

The distribution of participants across different age ranges is evident from the data presented in Chart 4. Notably, precisely 50.0% of the participants fall within the age range of 25-35, representing the largest segment of the sample. Following closely, 22.2% of participants belong to the age range of 35-44, while 15.2% fall into the age range of 45-54. These findings highlight the prevalence of relatively younger individuals within the surveyed population, with the age group of 25-35 constituting a prominent proportion of the participants.

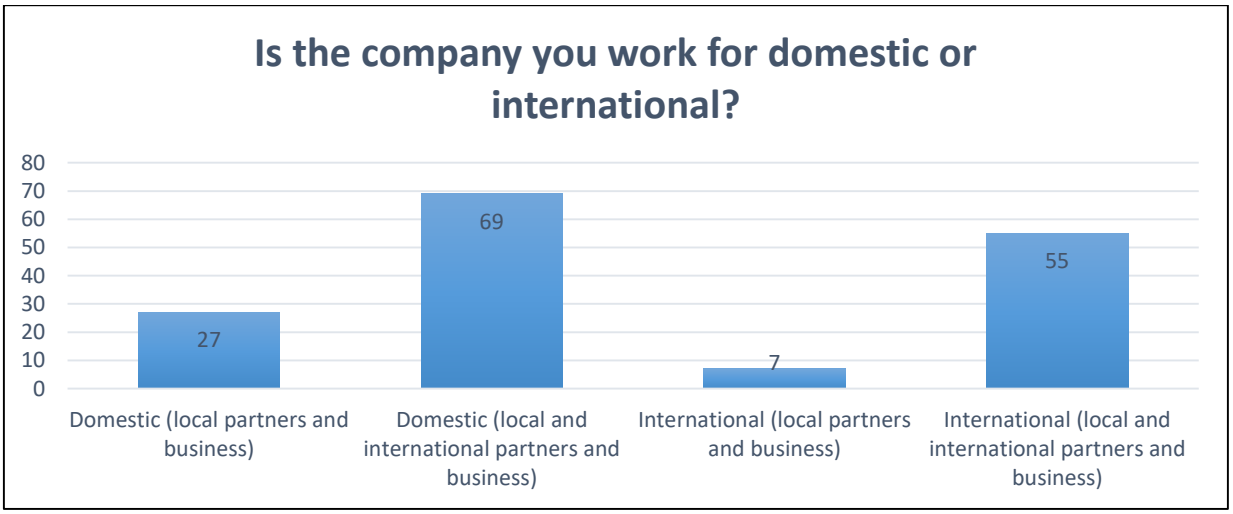
Chart 5. *Number of employees in companies' participants work in*



Source: Author of Master Thesis

Chart 5 provides a visual representation of the distribution of employees across companies of varying sizes. The data indicates that the number of participants in each category is relatively balanced. Approximately 21% of the participants work in businesses with less than 10 workers, representing a notable proportion of the sample. Similarly, 27% of the participants are employed in companies with 11 to 50 employees, contributing to the diversity of company sizes within the sample. Moreover, 25% of participants are associated with businesses having 50 to 251 employees, highlighting a significant presence in this mid-sized category. Finally, the remaining 27% of participants work in larger enterprises with more than 250 employees, underscoring the considerable representation of employees in substantial-scale organizations.

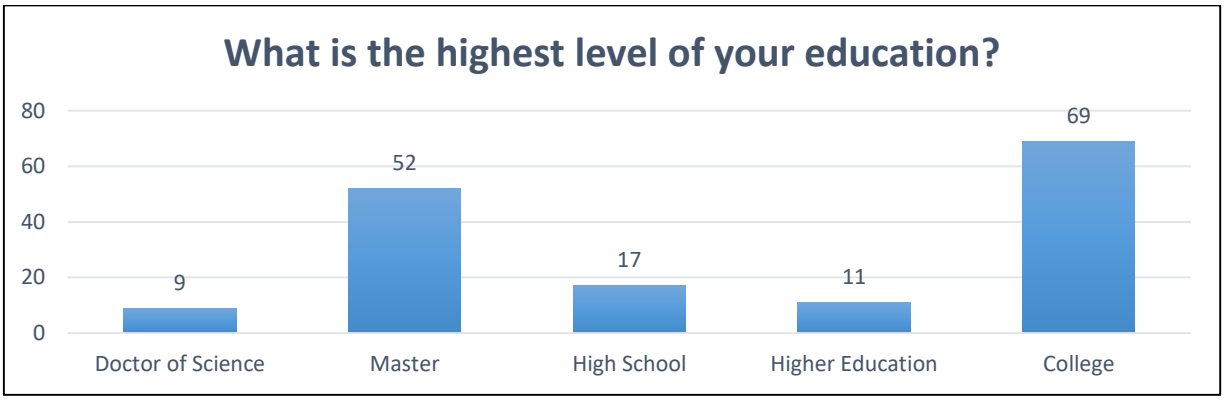
Chart 6. *Company status by its contractors and clients*



Source: Author of Master Thesis

Chart 6 illustrates the company's status by its contractors and clients. Out of 160 participants, 144 (78.5%) work in companies with local and international partners and contracts. More detailed, it reveals that while 69 employees (43,1%) work in domestic companies that serve local and international clients, 27 employees (16,8%) work in domestic companies that only serve local clients. In addition, 7 employees (4,3%) work for foreign businesses that primarily serve local clients, indicating a foreign presence with little international reach. Notably, 55 employees (34.3%) work for international businesses catering to domestic and foreign clients.

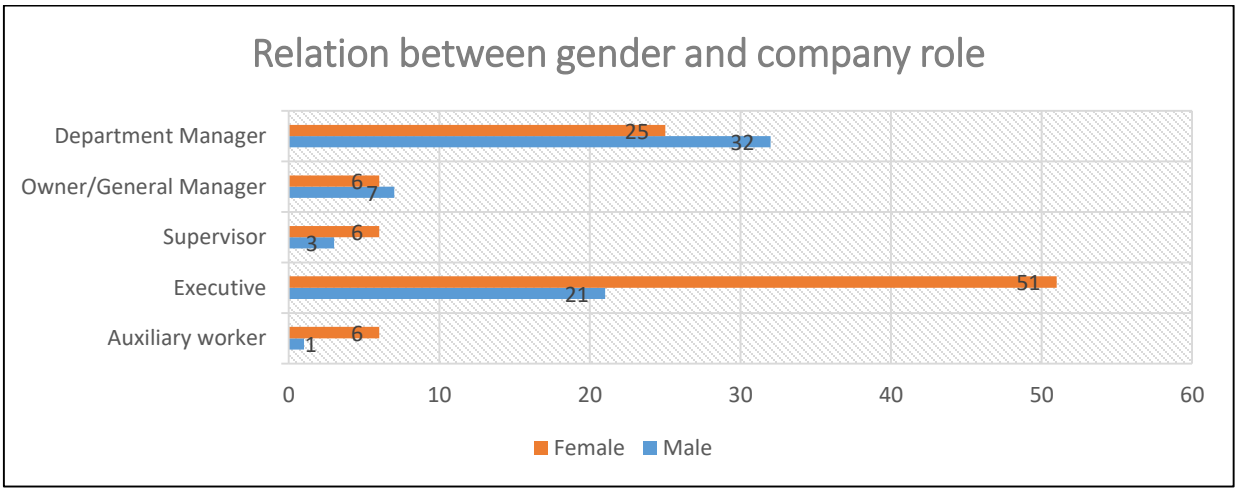
Chart 7. *The highest level of participants' level of education*



Source: Author of Master Thesis

Most participants have at least an undergraduate university degree (82.3%); of those, 43.7% of participants have completed undergraduate studies, 32.9% have completed graduate studies, and 5.7% have a doctoral degree.

Chart 8. *Relation between gender and company role the participants have*

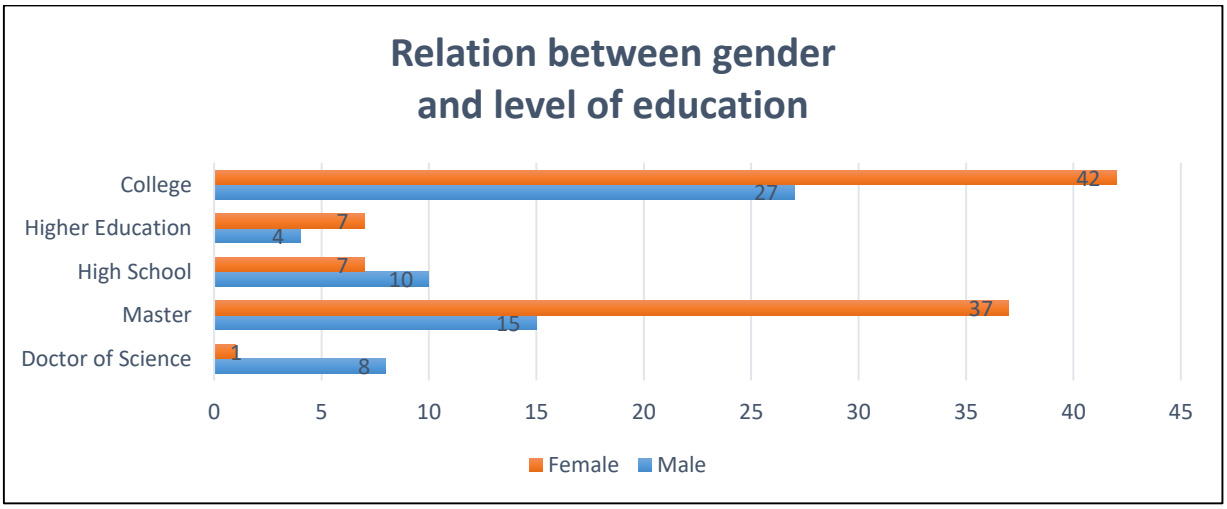


Source: Author of Master Thesis

Several interpretations can be made of Chart 8 regarding relations between gender and employees' role in the company.

- **Representation Imbalance:** The data shows that across all company roles, there is a gender representation imbalance. In specific roles, such as "Department manager" and "Executive," there are significantly more females compared to males, while in other roles like "Supervisor" and "Auxiliary workers," the gender distribution is more balanced or even skewed toward males.
- **Gender Distribution in Leadership Positions:** In leadership positions like "Executive" roles, there are notably more females (51) than males (21). This could indicate a positive trend toward gender diversity in senior management or executive positions within the company.
- **Underrepresentation of Males in Certain Roles:** Males are notably underrepresented in some positions, particularly in the "Supervisor" and "Auxiliary workers" roles. This suggests potential gender-specific job preferences or hiring biases in these specific job categories.
- **Equal or Close-to-Equal Gender Distribution in Supervisor Roles:** The data reveals that the "Supervisor" role has a relatively balanced gender distribution, with 6 females and 3 males. This could indicate a more equitable approach to hiring and promoting individuals to this position.
- **Gender Balance in Owner Roles:** The data indicates a relatively balanced gender distribution among owners, with 6 females and 7 males. This suggests the company may have a relatively equitable distribution of ownership responsibilities between genders.

Chart 9. *Relation between gender and education level of participants*



Source: Author of Master Thesis

The data presents insights into the relationship between gender and education level, revealing representation patterns across various educational pursuits.

High school: There are 7 females (4.38%) and 10 males (6.25%) for individuals with a high school education.

Higher education: Among those with higher education, 7 females (4.38%) and 4 males (2.50%).

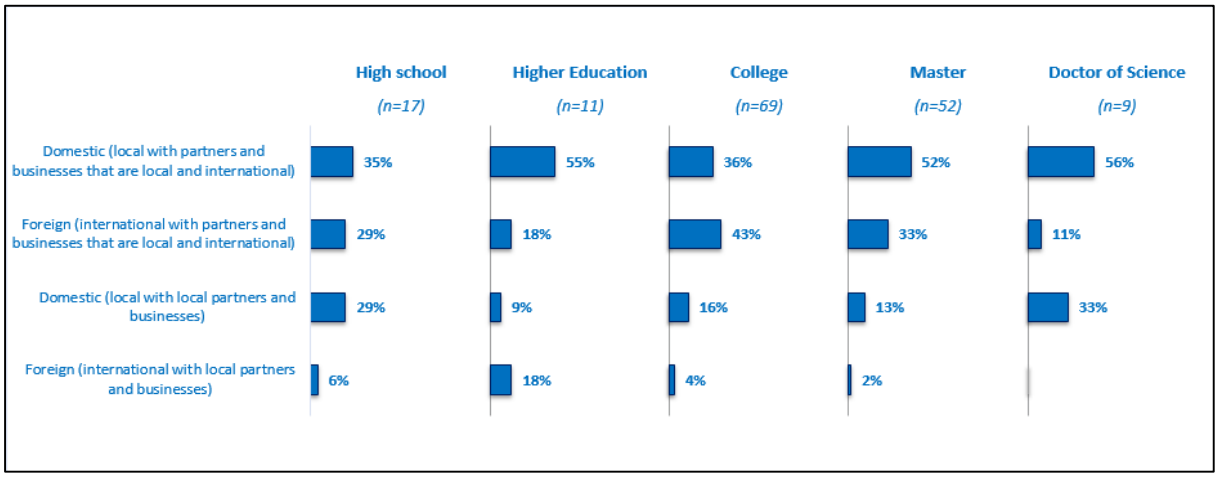
College (Undergraduate): There are 42 females (26.25%) and 27 males (16.88%) with an undergraduate education.

Master (Postgraduate): Among those with a postgraduate degree, there are 37 females (23.13%) and 15 males (9.38%).

Doctor (Ph.D.): At the doctoral level, there is only 1 female (0.63%) and 8 males (5.00%).

Overall, the data presents an interesting perspective on gender distribution across various education levels within the sample of 160 participants. The findings suggest that females are notable in undergraduate education (26.25%) and postgraduate degrees (23.13%), demonstrating their higher representation in these advanced educational pursuits. Conversely, males appear more represented at the high school level (6.25%) and in doctoral education (5.00%). The data also points to potential areas for further investigation, such as the underrepresentation of females in higher education (4.38%) and the significantly smaller number of females pursuing doctoral degrees (0.63%).

Chart 10. *Education-employment relation in local or international companies*



Source: Author of Master Thesis

Chart 10 provides valuable insights into the correlation between education levels and employment in domestic and international companies in Bosnia and Herzegovina. The data reveals that many highly educated participants are employed in companies serving local and international clients, indicating the demand for advanced skills in this segment. In contrast, companies exclusively focused on local clients tend to have a higher concentration of highly educated individuals, particularly those with a high school education or a Ph.D. Moreover, foreign companies focusing on local partners and clients attract highly educated employees.

4.2. Qualitative research through in-depth interviews

Interview questions are set up with no ambiguity but leave the interviewee enough freedom to elaborate on his/her answers. Questions are related to coaching, internal and external, and psychometric testing usage as a selection tool or evaluation of the company's employees.

The interview starts with learning more about company selection criteria, assessment tools, career path cycle, and their attitude toward using psychometric tests as a part of the evaluation process both before and after employment. The overall goal was to get insight into whether the company takes psychometric tests as valid tools or uses them because they are modern. Also, if the company does not use it, what is the reason behind it: lack of trust, lack of people, pricing, or something else?

The second part of the interview is focused on coaching and companies' willingness to support their employees' additional education. The goal is to get insight if the company is supportive or not when it comes to the education of its employees, as well as if it is willing to invest in its employees and what the reason behind it is. The critical part of the interview is tracking employees' performances, if they know exactly what is expected from them, and if their performances are evaluated, how and what for?

Interviews have been organized from November 11th until November 23rd,2021. They have been done by phone, face-to-face, Zoom application, and/or e-mail, based on interviewees' availability and willingness to participate. All interview minutes are available for further control. Interviewees had a choice to decide whether they wanted to be quoted in this work by using their name, company name, or the industry only.

4.2.1. Participants of qualitative technique – in-depth interviews

For this thesis, seven C-level managers were interviewed. They were approached through different channels, LinkedIn manual outreach and personal contacts. All interviews have written notes approved by interviewees to be used in this thesis. All interviews were conducted in the

Bosnian language. Anonymity was promised to some interviewees, based on their requests, but all of them agreed to be quoted in this thesis.

Managers were recruited based on their positions and involvement in people and cultural processes in the company, and the variety of industries was considered. All managers are directly involved in hiring and assessment processes in their companies. The interviewed participants present 1 small, 2 medium, and 4 big companies based in Bosnia and Herzegovina, with domestic and international clients and capital. Interviews allowed me to delve deeper into the thought and experiences of participants that helped in completing the picture of the topic and their actions. In addition, interviews provided detailed insights into managers' thoughts and reasoning regarding psychometrics and coaching, and, they helped me understand their experience and perspectives in their own words. An interesting point of view is their experience that shaped their current mindset. Interviews allowed flexible questioning, as well as the emergence of unexpected insights. In such a way, interviews provided more details about the matter, which the survey would not discover. Overall, the diversity of data provided a more comprehensive understanding of the topic. The sample structure of the interviews contains four female and three male managers. All interviews were held using the same approach and questions.

Table 2 below depicts the demographic data of interviewed participants.

Table 3 below depicts topics covered during in-depth interviews.

Table 2. *Demographic profile of managers involved in an interview process*

Position	**Industry**	**Company**	**Gender**
CEO	Medical	Klinika Well Being	Male
CEO	Import/Export	Remix	Male
Co-CEO	Marketing	BORAM Marketing	Female
CEO	Marketing	Media Pulse	Female
CEO	Hospitality	Plus	Female
HR	FMCG	/	Female
HR	Bank	/	Male

Source: Author of Master Thesis

Klinika Well Being is a clinical center comprising over 20 clinics and employs more than 30 medical doctors.

Remix d.o.o. is one of the largest conglomerates in the SEE, with more than 50 different service types. Remix d.o.o. was founded in 2006 in Sarajevo, Bosnia and Herzegovina, and has offices there. Remix d.o.o. began its operations in Bosnia and Herzegovina by importing and distributing raw dried items. The business of exporting products to the region's countries began shortly after. In 2010, the company entered the manufacturing sector and began producing and packaging various items, the most well-known of which include roasted salted peanuts, almonds, pistachios, jelly cubes, and others. Shortly after, Remix d.o.o. launched the service sector, which included marketing, consulting, and real estate services. Remix d.o.o. expanded its service activities worldwide in 2015, signing contracts with companies from the United Kingdom, the United States, Germany, Luxembourg, the United Arab Emirates, Saudi Arabia, Japan, and other countries. The same year, Remix d.o.o. was named the region's leading conglomerate.

BORAM Marketing specializes in public-interest campaigns that address social issues and include an element of public education. BORAM has developed a full range of consulting services in this area, including the development of strategic communication plans, marketing plans, research, public campaigns, project implementation, organizing journalist meetings and events, conferences, seminars, training, and other BTL activities, as well as the development of media strategies, media leasing, advertising, media planning, and media monitoring.

Media Pulse was founded in March 2012 by a group of highly qualified media monitoring specialists with the most expertise and, perhaps, the most excellent track record in the sector in Bosnia and Herzegovina. Senior staff members have over ten years of direct and intensive media monitoring experience. There are 22 employees now. Media Pulse is an equal opportunity company that provides a loving and positive work environment for all employees' personal and professional development.

Plus d.o.o. was established in 2001 as the authorized Siemens service center for Bosnia and Herzegovina. Their services include hearing testing, determination of aids and assistance in purchasing hearing aids.

The interview was half-structured (see Appendix 2). There is a set of questions, but through the interview, additional insights were gathered, so the interview itself was not strictly followed. It was essential to get interviewees' insight on topics; the questions were guidelines.

Table 3. *Major themes and subthemes covered during the interviews*

Major theme	**Sub-themes**
Coaching and training of employees	Companies' supportiveness toward education Internal and external training Type of educations
Use of psychometric tests	Evaluation of employees - Career path - Effectiveness monitoring (performance monitoring system) - Usage of psychometric tests within the company - Type of tests in use - Validity of psychometric test *(personal perception)*

Source: Author of Master Thesis

5. RESEARCH RESULTS

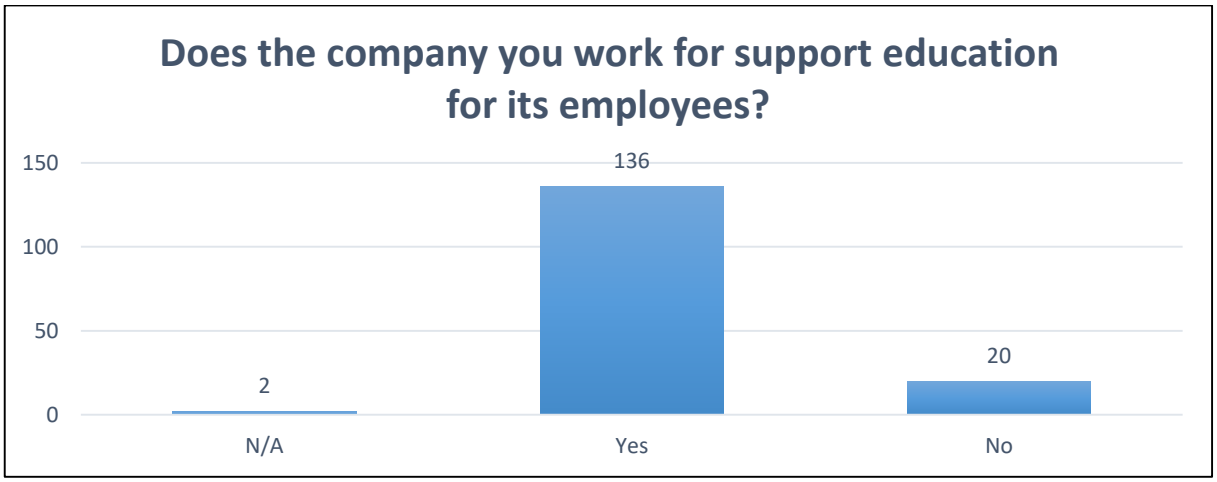
5.1. Findings based on a survey

As previously emphasized, the survey's focus was to give an insight into employees' perception of education, support, and psychometric testing in their companies. According to the focus and the group of questions, the finding can be shown in three topics:

- Education and support of employees related to the industry and company status
- Usage of psychometric tests in companies' participants work in
- Overall employees' perception of coaching, education and psychometric testing

5.2. Employees' education and support related to the industry and company

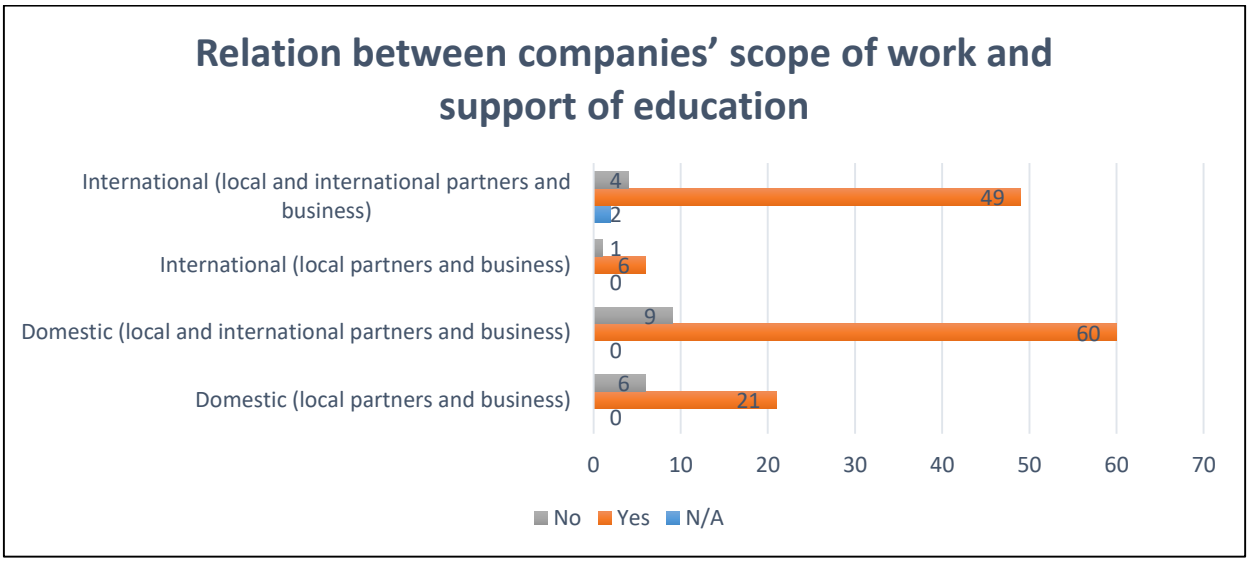
Chart 11. *Does the company support education for its employees?*



Source: Author of Master Thesis

A significant majority of 136 participants (86.08%) reported that the company they work for supports employee education. However, a smaller proportion of 20 participants (12.66%) stated that their company does not provide such support (Chart 11).

Chart 12. *Relation between the scope of work and support of education*

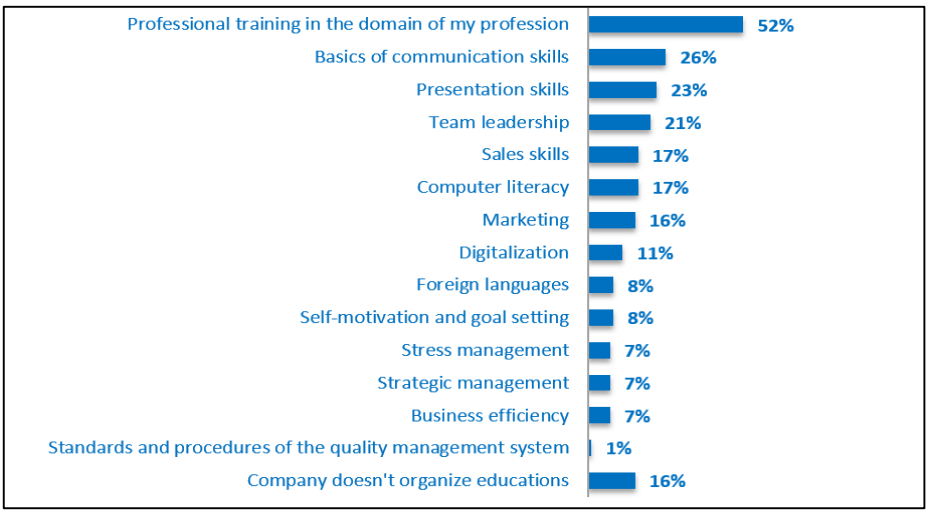


Source: Author of Master Thesis

Chart 12 shows that both local and international companies based in Bosnia and Herzegovina support their employees in their educational aspirations: 84.3% of local companies and 88.7%

of international companies. When it comes to the differentiation in types of education that local companies support compared to international and vice versa, the survey results showed that both local and international companies support the same types of education, as seen in Chart 13 and Chart 14.

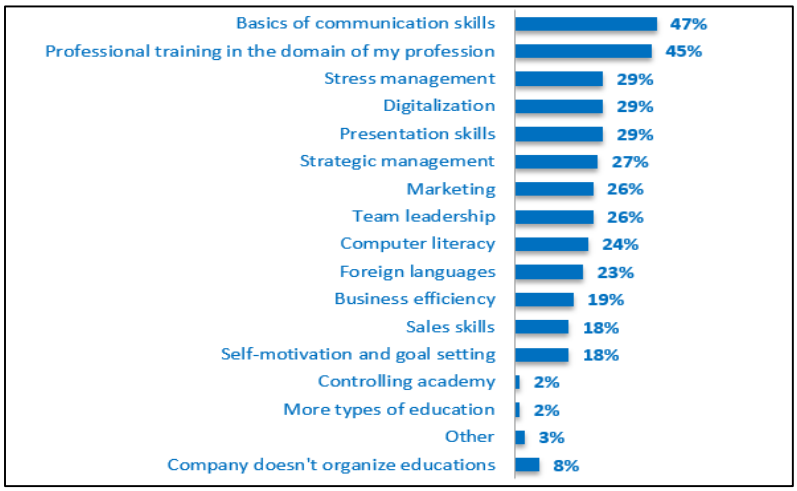
Chart 13. *Types of education/training supported by international companies*



Source: Author of Master Thesis

Chart 13 shows what types of training and education international companies are supporting. As can be noticed, international companies are most likely to support professional training in the domain of their employees' profession (52%), as well as communication skills (26%), presentations skills (23%), and team leadership skills (21%) pieces of training. In comparison with local companies, the similarity can be noticed.

Chart 14. *Types of education/training supported by local companies*



Source: Author of Master Thesis

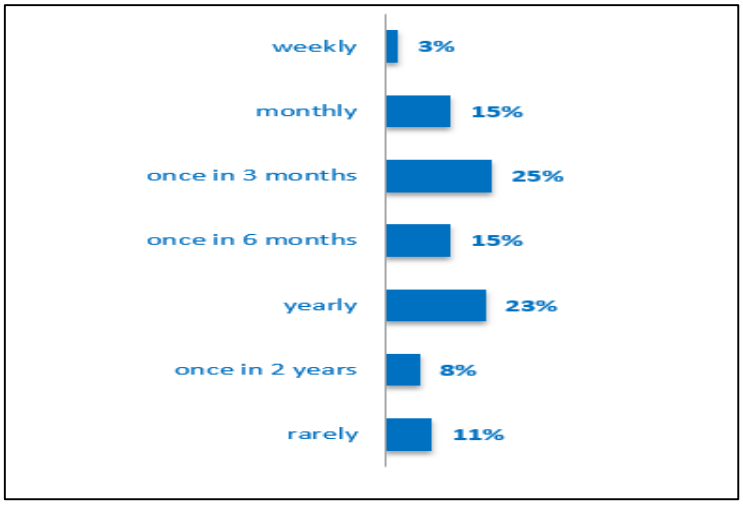
Chart 14 shows what types of education and training domestic companies support. Domestic companies are more likely to support professional training in the domain of their employees' communication skills (47%), professional training in a domain of their profession (45%), stress management, digitalization, and presentation skills (29%), strategic management (27%), marketing and team leadership (26%), computer literacy (24%) and foreign languages (23%) skills training. When comparing international and domestic, the conclusion is that both companies prioritize professional training in the profession of their employees, communication, and presentation skills. Unlikely, international companies do not prioritize stress management pieces of training or strategic management. Both companies do not prioritize their employee's self-motivation and goal settings skills education. Understandably, international companies do not prioritize computer literacy and foreign language training as they are essential for getting a job. That could justify why domestic companies support their employees' foreign language and computer literacy training.

Chart 15. *Types of education used in big companies*

Source: Author of Master Thesis

As well as for international and domestic companies in general, big companies support mainly professional training in the domain of its employee's profession (47%), communication skills (37%), digitalization (28%), team leadership (23%), and presentation skills (23%) training (Chart 15).

Chart 16. *Frequency of supporting or organizing education for companies' employees*

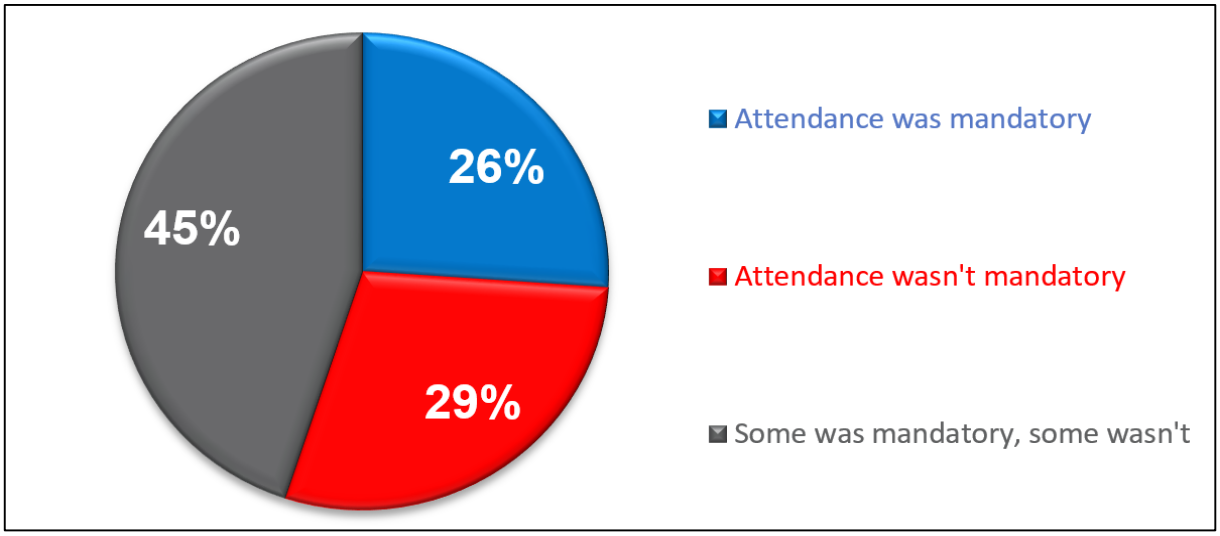


Source: Author of Master Thesis

Another relevant result of the research is how often the company supports or organizes employee education and training.

As shown in Chart 16, 63% of companies support or organize education and training for their companies at least once yearly or more. 3% of companies support it weekly and 15% monthly. Once in two years or rarely organized education and training are supported by 19% of companies.

Chart 17. *Mandatory obligation in company-backed education/training*



Source: Author of Master Thesis

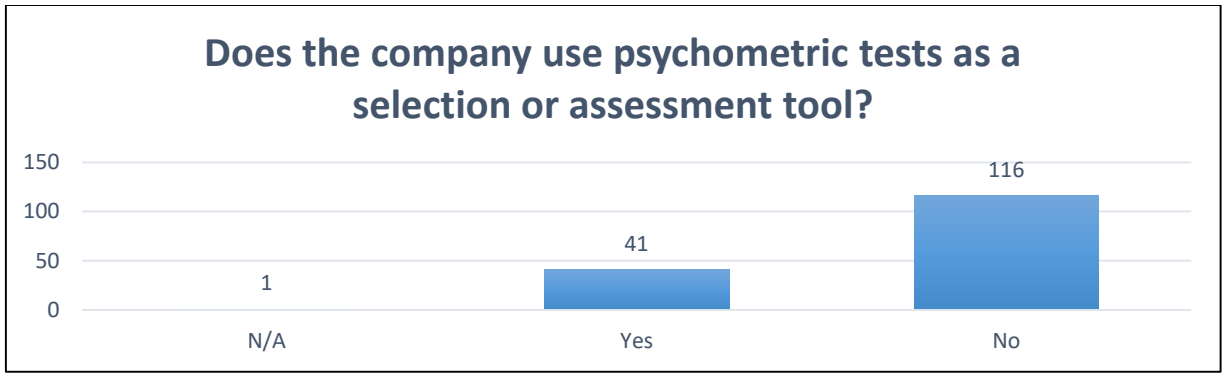
The data reveals that the participants' company policies regarding attendance at education and training programs are diverse. Approximately 26% reported that attendance was mandatory, while 29% stated that attendance was not obligatory.

Additionally, 45% reported that some education and training programs were mandatory, while others were not, showcasing a flexible approach to employee development within their companies. These findings emphasize companies' varying approaches to fostering employee growth and learning opportunities, ranging from strict mandatory attendance to a more flexible blend of mandatory and voluntary programs.

5.3. Usage of psychometric tests in companies' participants work in

Research shows that 73.4% of companies, as per participants' experience, do not use psychometric testing as a selection tool or as a part of an employee's assessment process.

Chart 18. *Do companies use psychometric tests as a selection or assessment tool?*



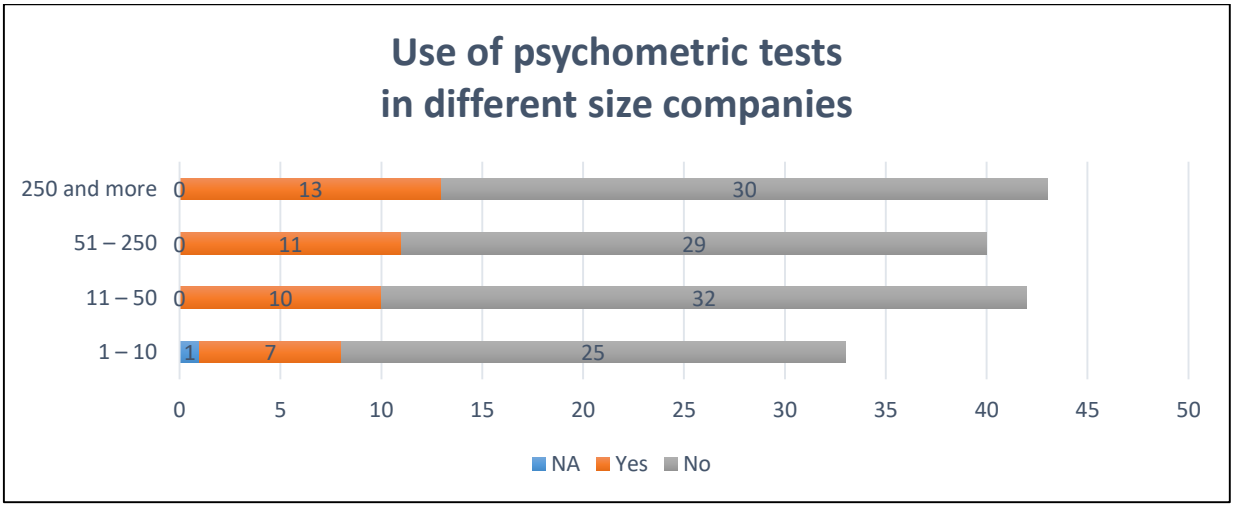
Source: Author of Master Thesis

As shown in Chart 18, that means that 25.9% of companies do psychometric testing as a part of an employee's assessment process.

Research showed that out of that 25.9% of companies that use psychometric testing, 63.4% are local companies (17.0% have local partners, and 46.3% have local and international partners and clients).

Over one-third of companies, or 36.6%, use psychometric tests are international companies based in Bosnia and Herzegovina with local and international partners and clients.

Chart 19. *Use of psychometric tests in different size companies*



Source: Author of Master Thesis

As shown in Chart 19 – The data provides valuable insights into utilizing psychometric tests in companies categorized by size. Among companies with 1-10 employees, only 22% utilize psychometric tests, while the majority (78%) do not.

In contrast, a slightly higher proportion (24%) of companies with 11-50 employees employ psychometric tests, with 76% not using them. As company size increases, there is a noticeable uptick in adopting psychometric tests.

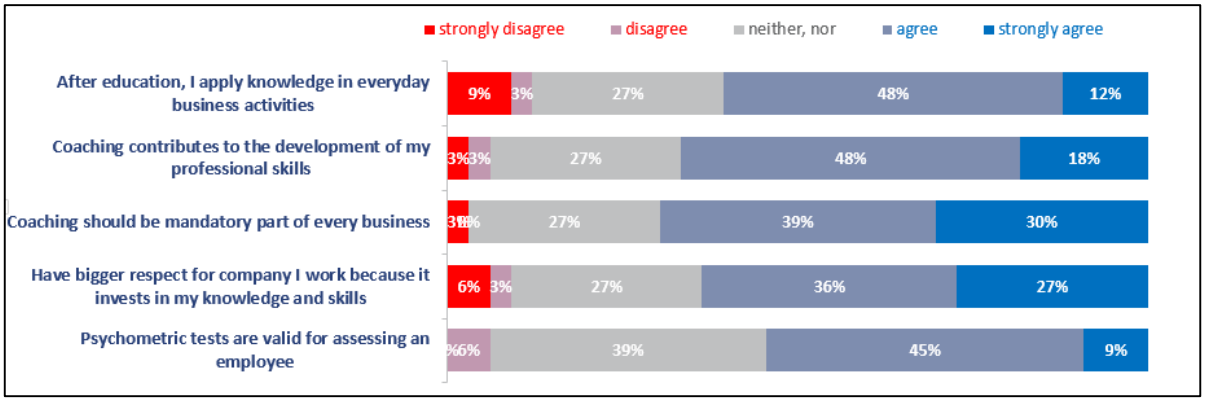
Among companies with 51-250 employees, 38% use psychometric tests, while 62% do not. For companies with over 250 employees, the usage of psychometric tests rises further, with 30% implementing them and 70% not employing these assessments.

These findings indicate a correlation between company size and the adoption of psychometric tests, with larger organizations being more likely to utilize these assessments in their employee selection and development processes.

5.4. Employees' perception of coaching, education and psychometric testing

One of the survey's goals was to get insight into employees' perceptions of coaching, education, and psychometric testing.

Chart 20. *Perception of employees in companies with 1-10 employees*

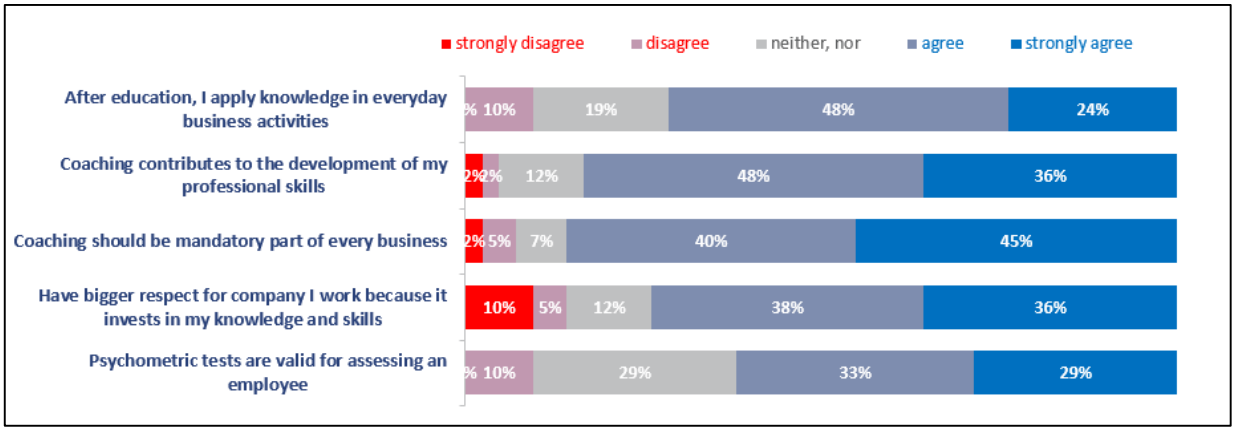


Source: Author of Master Thesis

More than half of the participants agreed with the statement that they have gained knowledge in everyday activities, which can also be said for their bigger respect for the company that invested in their knowledge.

Regarding coaching, participants agree that it should be a mandatory part of every business and contribute to their professional skills. On the psychometric side, they agree that psychometric testing is a valid tool for assessing an employee.

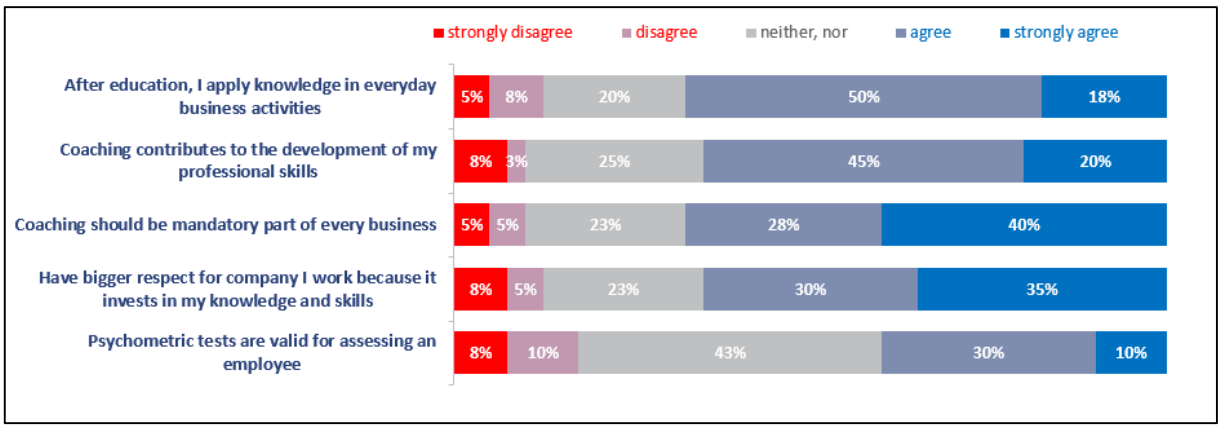
Chart 21. *Perception of employees in companies with 11-50 employees*



Source: Author of Master Thesis

Employees of companies with 11-50 employees have a similar opinion to employees from small companies. The difference is that they have fewer "neither nor" replies in favor of "agree" and "strongly agree." It is especially noticeable in their agreement that coaching should be mandatory in every business and that it contributes to their professional skills.

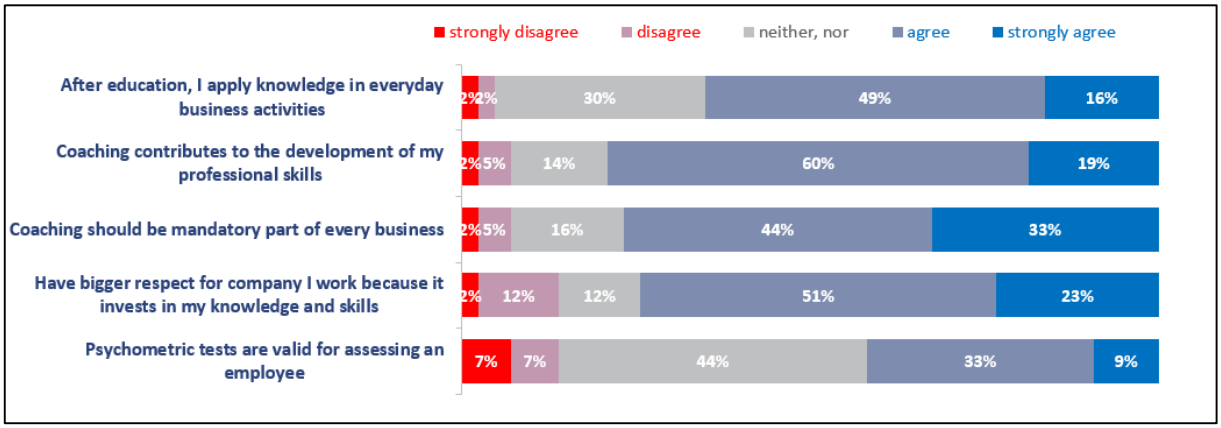
Chart 22. *Perception of employees in companies with 51-250 employees*



Source: Author of Master Thesis

On Chart 22, the biggest difference is for employees that work in companies with 51-250 employees - they have less confidence that psychometric tests are valid for assessing their employees.

Chart 23. *Perception of employees in companies with more than 250 employees*



Source: Author of Master Thesis

As shown on Chart 23, employees of big companies agree more than other groups that coaching contributes to the development of their professional skills and that they have a bigger respect for a company that invested in their knowledge and skills.

Charts 20, 21, 22 and 23 showed the difference in perceptions of employees based on the company site they work for. Even though it may seem that the perception is the same at first, it is not.

More than 50% of employees in companies with 1-10 and 11-50 employees perceive psychometric tests as a valid assessing tool, compared with less than 50% of employees with 51+ employees who think the same.

Almost equally, participants agree that coaching contributes to developing their professional skills and can be applied to gain knowledge in daily business. Apart from that, it is clear that employees have a bigger respect for the company when they invest in them, which is especially noticed for big-size companies (250+ employees). They also agree that coaching should be a mandatory part of everyday business.

5.5. Qualitative findings based on in-depth interviews

5.5.1. Coaching and training of employees

Coaching may assist workers in acquiring the skills and information necessary to succeed in their professions, which can significantly impact how people are educated and trained. Employees that receive coaching frequently receive feedback on their efficacy and opportunities for development.

With education and training, employees may be able to fill up any knowledge or skill gaps revealed by this feedback. Employees can set objectives and create action plans for reaching those goals through coaching, which may involve obtaining further education or training. Employees may stay on track and overcome any challenges by receiving assistance and direction from a coach during this process.

Additionally, coaching may emphasize the link between ongoing learning and professional achievement, which can help employees understand the value of education and training. Employees are more likely to be encouraged to explore these chances when they perceive that their company appreciates education and training and is ready to invest in their growth.

Employees' professional development includes education and training since these activities give them the information and abilities to carry out their job responsibilities successfully and efficiently. Personnel needs education and training due to several reasons: improved job performance, career advancements, adaptability, employee retention and compliance.

Educated employees are the core of every business. Education has been recognized among international and domestic companies in Bosnia and Herzegovina. Bosnian Herzegovinian local oil petrol company stated that the company invests a lot in educating its 400 employees. They organize a special program for potential employees by allowing them to start as interns. CEO of Hifa Petrol said that the *company's goal was for their interns to meet the expectations and challenges they would set before them and, more importantly, to adopt the values we wanted in*

the company. He added how *they wanted to continue hiring educated and talented young people in the future and train as many of them as possible for independent work. At the end of the program, the best interns have the opportunity for permanent employment in their company* (Group, 2021). Apart from that, the recruitment & outsourcing company researched two years ago to find out if employees in Bosnia and Herzegovina have the basic digital skills needed nowadays. They concluded that most employees have the digital skills necessary for their everyday tasks. Almost 80% of participants have basic digital skills such as text formatting, creating a presentation, and basic Excel. Out of that number, 56% of participants have advanced skills depending on the specifics of their job.

An exciting conclusion is that 73% of companies stated that education and investment in digital skills were essential for their business – 49% of them have never organized any education for their employees, and 55% of employees have never had any education about digital skills. Conversely, 30% of employees said they could not find a job due to a lack of digital skills (Klix, 2018).

CEO of the international company "Remix d.o.o.", who says that the company supports any education that can improve the knowledge and skills of their employees, online education for the marketing and consulting sectors, specifically the marketing activity, where their employees have online training with marketing experts from London (UK). This type of training is done every two months. *We also support live training within specific sectors and activities, such as the activity of production. Investing in the skills of our employees, which they will be able to apply daily, is how we increase the efficiency of the entire company. I believe that investing in the education and training of employees is a 'win-win model for every employer*.

As for formal education, it is important to us in the field of compliance with legal regulations (e.i. doctor), but in the field of sales and consulting, formal education is not important, mentioned the CEO of Klinika Well Being d.o.o. He also added that they do not reward employees based on feedback but have established an evaluation system based on their efforts and commitment in terms of training that they can and should go through. An example is our nurses, whose training is important to us, and we encourage them to do so. Furthermore, yes, training that is legally mandatory and relevant to the profession - we cover for our employees. Investing in people is important, and the potential for people to grow inside and with the company is important - especially people who care about the company. I could freely say that the possibility of growth is more valuable to people than the amount of salary. Salaries in my companies are average, but people work much more than in average companies. People need to be allowed to show their potential but also make mistakes - because that is how they learn. Of course, mistakes that are repeated three times are inadmissible and then sanctions follow, but before the third mistake occurs, we do everything we can to talk to the employee and prevent it from happening again. We ask employees for speed, precision, and efficiency, but we offer them the necessary time to adapt and try to "get the best" out of them. Media Pulse's representative

stated: “We support the education of our employees for all industry-relevant educations and training. The performance monitoring system is well-known to each employee, and efficiency is tracked through the job quality.” According to BORAM Marketing, they support industry-related education as it improves performance and the quality of services they offer. Employees are supported in finding the education they would like to attend.

In conclusion, coaching has the potential to be an effective tool for promoting and supporting employees' further education and training, which may ultimately result in enhanced job performance and increased career success. Education and training are crucial components of an individual's professional growth since they may boost work performance, enable career progression, promote adaptability, boost employee retention, and guarantee compliance.

5.5.2. Use of psychometric tests

Employee performance and potential can be assessed through psychometric testing. In this situation, psychometric tests can be used to evaluate a variety of mental faculties, character qualities, and professional skills like leadership, teamwork, and communication. Most multinational corporations are aware of the potential effects that internal coaching using psychometric testing may have on their bottom line. Typically, they bring the coaching culture from their corporate headquarters. Local businesses are still ignorant of the potential effects this business culture may have.

Recruiting managers often utilize psychometric testing to assess a job candidate's personality traits, cognitive skills, and other psychological attributes. These exams determine candidates' suitability for a particular position and forecast their performance. Various stages of the hiring process, such as pre-employment screening, initial interviews, and final selection, might involve psychometric testing. The examinations can be in-person or online, and qualified experts assess the outcomes. When hiring new staff, we always announce a vacancy, which is the main way to reach new employees. Of course, the possibility of a recommendation is open, but only to the extent of paying attention to the candidate and not as a guarantor of employment. The vacancy's closing is followed by a short telephone interview conducted by our employee, who has a master's degree in psychology. He makes a shortlist of candidates who then take a psychometric test, a professional, and a language test if language is necessary. I get a report on each candidate and recommendations for the final interview, and I am always present at the final interview. The psychometric testing results are valid input for me, says the CEO of Klinika Well Being and Ultimax d.o.o., Owner of NLP Center B&H and Senior Partner of Alphabet Group. CEO of local marketing agency “Boram Marketing d.o.o.” says that they do not use any formal psychometric tests at any point of employees’ career path, nor is it a part of their evaluation process. We do not run from including formal psychometric testing in our business, but we firmly believe that practical work shows the best out of each employee. However, we consider

psychometric tests valid. As part of the assessment in this medium-sized company, each department has its leader/manager, a mentor responsible for tracking its team members' performances. There is an established employee performance monitoring system, and it is perfectly well-known to each employee. For personal growth and career path, the CEO of Klinika Well Being d.o.o. emphasizes that communication with employees is important – "We often and communicate their career path, the path of the company, and how they fit into it. We create a roadmap for each employee and at least once a month I organize unstructured and open meetings to get their feedback. As for the career path, if the employee prefers other things/jobs, we try to expand his job description to be satisfied. We have the example of our employee who works as an office manager with a law degree. After the expressed desire to use the acquired title and knowledge in the company, we began to add certain legal tasks to its work tasks. However, for specific jobs, we cannot relocate employees, especially if they are employed for one part of the job and the company specifically needs those work tasks".

There is also a different opinion on psychometric testing. CEO of small company Plus d.o.o. said: "I do not consider psychometric tests valid: first of all, I think they are not applicable in my company. Secondly, I do not have any great knowledge about them. Accordingly, I have a lack of confidence in them. I think that for a smaller team, a healthy atmosphere and transparent and loyal work contribute the most to a good and affirmative atmosphere. We are a small company that does not have a system of employees or a great opportunity for promotion as far as careers are concerned. I do not perform any testing or analysis of employees. I have a few people (9 in total), so I am in daily communication with them, and I do work evaluations myself. Also, their work and results are very visible, and so far, I have not needed any additional analysis. Since the system of work, work obligations and responsibilities are established, it is easy to follow their work. Employees are clear about their duties, rights and obligations, and expectations and behave accordingly. The monitoring system is equivalent to the previously established system of work. In smaller collectives, it is easy to see the success and failure of employees." CEO of a medium-sized monitoring agency "Media Pulse d.o.o." says that psychometric tests are considered valid, but due to the lack of professional staff, they do not use them within the company. The career path is linear due to the service our company offers, and there are not many opportunities for promotions. However, we support the education of our employees for all industry-relevant education and training. The performance monitoring system is well-known to each employee, and efficiency is tracked through the quality of the job done. In addition to the abovementioned, the CEO of Remix d.o.o. states that Remix d.o.o. considers psychometric testing as a valid assessment tool. *Psychometric testing is something that our Human Resources department deals with, and it is a very resourceful and helpful tool in hiring for certain positions in our company. This type of testing allows us to see the people with potential, but only if the test is well-planned. If not, this type of testing can be classified as an additional expense,* he says. The most used tests in Remix d.o.o. are Error-checking, Verbal reasoning, and Logic reasoning testing.

6. CONCLUSION

Even though coaching has become a rapidly growing industry that came to Bosnia and Herzegovina from abroad, it is not the case that international companies are more inclined to support or organize education for their employees. That, for sure, encourages domestic companies to realize the significance of investing in people's skills. As research has shown, the most supported education was in employee expertise.

It was challenging to research coaching and psychometric tests in Bosnia and Herzegovina, as there is not much research conducted, nor is it a popular topic among employees or managers. This topic indeed requires and requests further and broadened research among more participants and, definitely, with people responsible for human resources and employee development. It is shown that employees' perception of coaching and psychometric tests is positive, giving the companies more internal respect.

However, it has been proven that employees whose companies supported or organized education or training have stable growth and positions and satisfaction with coaching and psychometric tests. Many of them are using gained knowledge in the industry, so it is worth the company's investment. The surprising conclusion based on the research is that employees of companies with 50 or more employees have different perceptions about the validity of psychometric tests. While participants from companies with up to 50 employees are more agreed on the validity, others needed to be more precise in their answers. The vast majority agreed that coaching should be mandatory for every company and encourage companies to dedicate special attention to their employees' desire to learn. Often companies forget that the more they invest in their employees, the better results they will get.

The survey conducted among employees implicates the following guidelines for managers:

- Companies shall support employee's education and training
    - Employees value more company that supports their education
- The psychometric test shall be in use when and where possible
    - More than half of the participants consider the test valid for assessing
- Coaching shall be a mandatory part of business
    - A vast majority of participants agree that coaching is a must

Overall, gathered data through surveys and interviews showed that coaching and psychometrics are not entirely unknown but still need to be considered reliable.

For further on, I would suggest doing broad research, including interviews with company owners, managers, employees, and especially human resources managers.

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APPENDIX

1. SURVEY

Question	Answer
Are you currently employed? *(single choice)*	a) Yes, employed based on an employment contract b) Yes, occasionally hired through a work contract c) Yes, self-employment d) Yes, freelance e) No, I am not currently employed
How long have you been employed in the company where you currently work? *(single choice)*	a) Less than six months b) Less than a year c) One to three years d) Three to five years e) More than five years
How long have you been in your current position? *(single choice)*	a) Less than six months b) Less than a year c) One to three years d) Three to five years e) More than five years
Is the company you currently work for from Bosnia and Herzegovina or abroad? *(single choice)*	a) Domestic (local with only local partners and businesses) b) Domestic (local with partners and businesses that are both local and international) c) Foreign (international with partners and businesses that are both local and international) d) Foreign (international with only local partners and businesses)
How many employees does your company have? *(single choice)*	a) 1-10 b) 11-50 c) 51-250 d) 250+
What kind of activity does the company you are currently employed in? *(multiple choice)*	a) Agriculture, forestry and fishing b) Extraction of ores and stone c) Manufacturing industry (food products, production of beverages, tobacco, textiles, clothing, leather, footwear, processing of wood, paper, oil, furniture...)

	d) Production and supply of electricity, gas, steam and air conditioning e) Water supply, wastewater removal, waste management and environmental remediation activities f) Construction g) Wholesale and retail trade (machines, equipment, live animals, household products, information and communication equipment...) h) Transport and storage (land, water and air transport, postal and courier services) i) Hotel and hospitality industry j) Information and communications (publishing, broadcasting, telecommunications, programming (IT), news agencies) k) Financial and insurance activities (banks, insurance companies, funds) l) Professional, scientific and technical activities (public relations, marketing, promotion, advertising, management, market research, consulting, translation services and photography) m) Administrative and auxiliary service activities (leasing, mediation, travel agencies, office work, call centers, business assistance) n) Public administration and defense (judicial and judicial activities, public order and security affairs, fire service) o) Education (preschool, primary, secondary and higher education, teaching) p) Health and social protection activity (hospital, social protection, care) q) Arts, entertainment and recreation (libraries, archives, museums, sports, gambling, betting, theme parks) r) The activity of the household as an employer s) Activities of extraterritorial organizations and bodies
Has the company where you work organized or supported special education programs for you as an employee? *(multiple choice)*	a) Yes, the basics of communication skills b) Yes, stress management c) Yes, leading a team d) Yes, presentation skills e) Yes, self-motivation and goal setting f) Yes, sales skills g) Yes, computer literacy

	h) Yes, a foreign language i) Yes, digitization in your industry j) Yes, marketing and market k) Yes, professional training in the domain of your profession l) Yes, business efficiency m) Yes, strategic management n) No, the company does not organize or support education programs for employees.
Is attendance at training mandatory or voluntary? *(single choice)*	a) Attendance was mandatory b) Attendance was voluntary c) There are educations where attendance is mandatory and those where attendance is not.
How often does the company organize or support training programs for employees? *(single choice)*	a) At least once a week b) At least once a month c) At least once every three months d) At least once every six months e) At least once a year f) At least once every two years g) Less often than the above
Did the company you work for conduct psychometric testing of you as an employee for selection for sending to training or for regular employee testing? *(single choice)*	a) Yes, the company conducts employee testing to select them for training b) Yes, the company conducts regular testing of employees, intending to monitor the progress c) No, the company does not test employees to select them for training d) No, the company does not conduct regular employee testing to monitor progress
If yes, what type of psychometric test did you have? *(multiple choice)*	a) Intelligence test b) Cognitive ability test c) A test of creativity and talent d) Personality test e) Attitude test f) Technical skills test g) Test of special interests h) Development tests i) Professional guidance j) Verbal psychological test k) Non-verbal psychological test l) None of the above

Is there a person in the company you work for who is in charge of monitoring your development as an employee? *(single choice)*	a) Yes, human resources management is under the direct management of the general manager, and there is no one else in the company who deals with it. b) Yes, one person is entrusted with human resource management, which is directly subordinate to the general manager. c) Yes, one person is entrusted with human resources management, which is part of another department. d) Yes, a special human resources department has been organized, headed by a mid-level manager. e) Yes, one of the senior managers is in charge of human resources management, and there is a separate organizational unit for human resources management. f) No, no one in the company deals with human resources management.
If yes, how often are meetings organized with the aim of your training and monitoring the progress of employees? *(single choice)*	a) At least once a week b) At least once a month c) At least once every three months d) At least once every six months e) At least once a year f) At least once every two years g) Less often than the above
What position do you hold in the company? *(single choice)*	a) CEO b) Manager c) Supervisor d) A worker without a management position e) Auxiliary worker
How has your position in the company changed in the last year? *(single choice)*	a) I made progress compared to last year within the same department b) Compared to last year, I progressed to a higher rank in the second department c) I changed positions within the same department and rank d) I changed positions within the same rank in another department e) I stayed in the same position f) I changed positions within the same lower-ranking department g) I changed to another lower-ranking department

Please indicate to what extent you agree with the following statements. *(Likert scale 1-5)*	a) After the education, I apply the learned knowledge in everyday business activities b) Coaching contributes to the development of my professional skills c) Coaching should be a mandatory part of every company's business d) I value the company I work for more because it invests in my knowledge and abilities e) Psychometric tests are valid for evaluating me as an employee
What age group do you belong to? *(single choice)*	a) 18-24 b) 25-34 c) 35-44 d) 45-54 e) 55+
What is the highest level of your formal education? *(single choice)*	a) Primary school b) High school c) College d) BA e) MA f) PhD
What is your gender? *(single choice)*	a) Male b) Female c) I do not want to answer

2. INTERVIEW

Poštovani, hvala Vam na spremnosti učešća u istraživanju potrebnom za završetak magistarskog rada na temu „Upotreba psihometrijskih testova u organizacionom coaching-u“ kojeg radim na Ekomonskom fakultetu Univerziteta u Sarajevu.	Dear Sir or Madam, Thank you for your willingness to participate in the research required to complete a master's thesis on "Use of psychometric tests in organizational coaching," which I work at the Faculty of Economics, University of Sarajevo.

Na postavljena pitanja možete odgovoriti na bosanskom ili engleskom jeziku. Molim Vas da odgovore na pitanja bazirate na iskustvu koje imate u kompaniji u kojoj trenutno radite.	You can answer the questions in Bosnian or English. Please base your answers on the experience you have in the company you currently work for.
Pojmovi	Terms
Psihometrijski testovi – svaki oblik internog ili eksternog testiranja koje se vrše za korist kompanije, s ciljem odabira najboljih zaposlenika za određeno radno mjesto. **Coaching** – bilo koja vrsta edukacije koju je organizirala ili podržala kompanija u svrhu obuke i usavršavanja njenih zaposlenika.	**Psychometric tests –** any form of internal or external testing performed for the benefit of the company to select the best employees for a particular job. **Coaching** – any education organized or supported by a company for the training and development of its employees.
Podaci o intervjuiranom i kompaniji	The interviewee and the company data
Ime i prezime Naziv kompanije Industrija Trenutna pozicija u kompaniji	Name and last name Company name Industry Current position at the Company
Molim Vas da označite navedeno	Please indicate the following
☐ Saglasan sam da moje ime bude navedeno u magistarskom radu.	☐ I agree that my name should be mentioned in the master's thesis.
☐ Saglasan sam da naziv kompanije bude naveden u magistarskom radu.	☐ I agree that the name of the company should be stated in the master's thesis.
Pitanja	Questions
1. Da li kompanija podržava edukacije/treninge njenih uposlenika van same kompanije (npr. treninzi koji su vezani ili nevezani za posao, a ne organizira ih kompanija)?	1. Does the Company support the education/training of its employees outside the organization (i.e., a different job or non-job related training not organized by the Company itself)?

1.1. Ukoliko da, koje vrste edukacija kompanija podržava? 1.2. Koji je glavni razlog zbog kojeg podržavate (ili ne podržavate) usavršavanje Vaših uposlenika? 1.3. Da li zaposlenici mogu otvoreno predlagati obuke koje bi voljeli imati?	1.1. If yes, what type of education does your Company support? 1.2. What is the main reason for supporting/not supporting the education of your employees? 1.3. Can employees openly suggest training/education they would like to have?
2. Da li kompanija organizira interne treninge i usavršavanja za svoje uposlenike? 2.1. Ukoliko da, da li su to isključivo edukacije vezane za posao uposlenika?	2. Does the Company organize internal training and education for its employees? 2.1. If yes, are the training/education job-related exclusively?
3. Kako biste opisali karijerni put jednog uposlenika u Vašoj kompaniji? 3.1. Da li uposlenike testirate/analizirate prije unapređenja ili degradacije?	3. How would you describe the career path of an employee in your Company? 3.1. Is there testing you conduct before promotion or demotion?
4. Na koji način analizirate ili pratite efikasnost uposlenika? 4.1. Da li postoji jasno uspostavljen sistem praćenja efikasnosti uposlenika, a koji je konkretnom uposleniku savršeno poznat? 4.2. Ko prati performanse uposlenika? Da li postoji osoba „coach“ koja je zadužena da prati uspjeh uposlenika, sugerira njihov napredak i daje objektivan osvrt na njihov rad uz prijedloge poboljšanja?	4. How do you analyze or monitor the effectiveness of employees? 4.1. Is there an established employee performance monitoring system that is perfectly well-known to a particular employee? 4.2. Who monitors employee performance? Is there a person "coach" who is in charge of monitoring the success of employees, suggesting their progress, and giving an objective review of their work with suggestions for improvement?

5. Da li smatrate psihometrijske testore validnim? 5.1. Koje vrste psihometrijskih testovan koristite u kompaniji (test inteligencije, test kognitivnih sposobnosti, test kreativnosti, test logičkog zaključivanja i sl.)? 5.2. Ukoliko ne provodite testove, zašto? Da li je to nedostatak povjerenja u testiranje, manjak finansija, nedostatak stručne osobe ili nešto drugo?	5. Do you consider psychometric testers valid? 5.1. What types of psychometric tests do you use in the company (intelligence test, cognitive ability test, creativity test, logical reasoning test, etc.)? 5.2. If you do not run tests, why? Is it a lack of confidence in testing, a lack of finances, a lack of expertise, or something else?
6. Da li vi lično motivirate i ohrabrujete uspolenike da ulažu u svoje znanje? 6.1. Kako biste prokomentarisali sljedeće: A: Šta ako uložimo u svoje zaposlenike i oni odu? B: Šta ako ne uložimo, i oni žele ostati?	6. Do you personally motivate and encourage employees to invest in their knowledge? 6.1. How would you comment on the following: A: What happens if we invest in developing our people and then they leave us? B: What happens if we do not, and they stay?