**DOKUZ EYLÜL UNIVERSITY**

**GRADUATE SCHOOL OF SOCIAL SCIENCES**

**DEPARTMENT OF BUSINESS ADMINISTRATION**

**BUSINESS ADMINISTRATION PROGRAM**

**DOCTORAL THESIS**

**Doctor of Philosophy (PhD)**


# THE EXPERIENCE OF CAREER TRANSITION OF PROFESSIONAL COACHING: A PHENOMENOLOGICAL ANALYSIS


**Zeynep Eda TÜRETKEN**


**Supervisor**

**Prof. Dr. Ömür Neczan TIMURCANDAY ÖZMEN**


**İZMİR-2022**

**THESIS APPROVAL PAGE**

# DECLARATION

I hereby declare that this doctoral thesis titled as "The Experience of Career Transition of Professional Coaching: A Phenomenological Analysis" has been written by myself in accordance with the academic rules and ethical conduct. I also declare that all materials benefited in this thesis consist of the mentioned resources in the reference list. I verify all these with my honor.

Date
…/02/2022
Zeynep Eda TÜRETKEN
Signature

# ABSTRACT

## Doctoral Thesis
## Doctor of Philosophy (PhD)
## The Experience of Career Transition of Professional Coaching: A Phenomenological Analysis
## Zeynep Eda TÜRETKEN

## Dokuz Eylül University
## Graduate School of Social Sciences
## Department of Business Administration
## Business Administration Program

This dissertation focuses on the coaching interventions and its impact on the decision to job quit and continues a new career as a professional coach, within the framework of selected theories with using qualitative analysis. The present dissertation adopts a qualitative phenomenological approach to address these main issues. Firstly, the thesis analysis coaching interventions with Self-Determination Theory, Meaning Framework and Career transition theories. It is also to examine and analyse the role of the coaching intervention and its impact on the job quit and new career as a coach. In this context, it aims to qualitatively explore the relationships between the core research question and the coaching intervention and the decision to leave and a new career as a coach. Findings obtained from this thesis, it has been determined that people improve themselves positively with coaching interventions and trainings.

This dissertation framework is tested using a qualitative research method, which is carried out through online in-depth interviews and recorded. With the MAXQDA software tool, recorded interviews are categorized and divided into themes. The present dissertation has a significant contribution to the literature by taking inductive approach and scrutinized both job resources and personal resources together in conceptual model. Also, this study contributes to organizational psychology and behavior as well as management, leadership and human resources. Another contribution of this study is to offer

an alternative perspective on human resources for organizational culture and how corporate commitment and commitment can be sustained.

Keywords: Self Determination Theory, Meaning Framework, Career Transition Theory, Coaching.

# ÖZET

**Doktora Tezi**

**Profesyonel Koçluğun Kariyer Geçişi Deneyimi: Fenomenolojik Bir Analiz**

**Zeynep Eda TÜRETKEN**

**Dokuz Eylül Üniversitesi**

**Sosyal Bilimler Enstitüsü**

**İngilizce İşletme Anabilim Dalı**

**İngilizce İşletme Yönetimi Programı**

Bu tez, koçluk müdahalelerine ve işten ayrılma kararına etkisine odaklanmakta ve kalitatif analiz kullanarak seçilmiş teoriler çerçevesinde profesyonel bir koç olarak yeni bir kariyere devam etmedeki ana sorunları ele almak için nitel bir Fenomenolojik yaklaşımı benimsemektedir. Çalışmanın ana amacı koçluk müdahalesinin rolünü ve bunun işten ayrılma ve bir koç olarak yeni kariyer üzerindeki etkisini incelemek ve analiz etmektir. Bu tezden elde edilen bulgular, kişilerin koçluk müdahaleleri ve eğitimlerle kendilerini olumlu yönde geliştirdikleri tespit edilmiştir. Ayrıca, bu tezin sonuçları, özellikle akademik ve ileri araştırma amaçları için işletme literatürüne de katkıda bulunmaktadır.

Sunulan tez, çevrimiçi derinlemesine görüşmeler yoluyla gerçekleştirilen ve kaydedilen nitel bir araştırma yöntemi kullanılarak test edilmiştir. MAXQDA yazılım aracı ile kaydedilen görüşmeler kategorilere ayrılarak temalara ayrılmıştır. Görüşme analizi sonucu özellikle yöneticilere destek sağlamaktadır. Bu tez, tümevarımsal bir yaklaşım benimseyerek, hem iş kaynaklarını hem de kişisel kaynakları kavramsal modelde birlikte irdeleyerek literatüre önemli bir katkı sağlamaktadır. Ayrıca bu çalışma, yönetim, liderlik ve insan kaynaklarının yanı sıra örgütsel psikoloji ve davranışa da katkı sağlamaktadır. Bu çalışmanın bir diğer katkısı, örgüt kültürü için insan kaynakları ve kurumsal bağlılığın ve bağlılığın nasıl sürdürülebileceği konusunda alternatif bir bakış açısı sunmaktır.

Genel olarak, bu çalışma hem nitel metodolojisi hem de bulguların yorumlandığı teorik arka plan açısından hem ulusal hem de uluslararası literatür için katkı sunmaktadır. Diğer taraftan, okuyarak koçluk, kolay ve hızlı olarak algılanabilen ve finansal fayda sağlayan sertifika temelli bir meslektir ancak bu çalışma aynı zamanda zorlukları ve hiç bitmeyen 'varolma' sürecini de açıklamaktadır.

**Anahtar Kelimeler: Özerklik (Otonomi) Kuramı, Anlam Çerçevesi, Kariyer Geçiş Kuramı, Koçluk.**

**THE EXPERIENCE OF CAREER TRANSITION OF PROFESSIONAL COACHING: A PHENOMENOLOGICAL ANALYSIS**

**CONTENTS**

**CHAPTER ONE**

**CONCEPTUAL AND THEORATICAL BACKGROUND**

# CHAPTER TWO
## RESEARCH METHODOLOGY

# CHAPTER THREE
## FINDINGS

# CHAPTER FOUR
# DISCUSSION AND CONCLUSION

## ABBREVIATIONS

| | |
|---|---|
| **ABC Model** | Coaching Model |
| **AC** | Associate Certified |
| **ACC** | Associate Certified Coach |
| **CKA** | Coach Knowledge Assessment |
| **CPCC** | Co-active Coach Certificate |
| **CTI** | Coaches Training Institute |
| **Dr.** | Doctor |
| **GPA** | Grade Point Average |
| **GROW** | Goal, Reality, Options, Will |
| **HR** | Human Resources |
| **HTA** | Health Technology Assessment |
| **KOSGEB** | Small and Medium Industry Development Organization |
| **I** | Interviewee |
| **ICF** | International Coaching Federation |
| **ISO** | International Organization for Standards |
| **IT** | Information Technology |
| **MAXQDA** | The Art of Data Analysis Software |
| **MCC** | Master Certified Coach |
| **MEB** | National Education Governorship |
| **MYK** | Turkish Vocational Qualification Authority |
| **NLP** | Natural Language Processing |
| **NVIVO** | Qualitative Data Analysis Software |
| **ORSC** | Organization and Relationship System Coaching |
| **PCC** | Professional Certified Coach |
| **PhD** | Doctor of Philosophy |
| **PPC** | Positive Psychology Coaching |
| **SDT** | Self Determination Theory |
| **SET** | Self-Efficacy Theory |
| **UKD** | Expert Coaches Association |
| **TL** | Turkish Liras |

**LIST OF TABLES**

## LIST OF FIGURES

# LIST OF APPENDIX

**INTRODUCTION**

The banner headline of the Turkish Cumhuriyet newspaper on December 23, 2020 was "Coaching is extending"[1]. The news say that coaching is a tool of human resources for personal development and gives the numbers as with %35 increase there are 71.000 coaches, 15900 of these are also leaders or managers, %70 of the coaches are women and %50 is generation X. Considering the numbers, "what happens to the 55100 people who are coaches and not leaders?" and "Are they changing careers?" seeking answers to questions. Considering they are generation x which means born in 1965-1980, they are currently over 40 years of their age (41 to 56) in their mid life career, can still be actively working, not at the age of retirement (Cumhuriyet Newspaper, 2020).

According to the survey conducted by the International Coaching Federation (ICF) in 6 continents, 99% of the participants have completed coaching-related certificate training and 74% have a title in coaching. The new utopia for the professions gained with the certificate is increasing, but it also needs financial investment as the trainings have many modules, minimum 30 hours and more. If a person wants to continue their coaching certification work, they need to invest more hours, more expensive training. So being a coach is not easy, as it requires financial investment, time, financial strength and dedication. What is changing in people's minds as a professional profession and how they will achieve it through another academic degree path can be a sign of the future of a career and coaching as one of the 'future professions' (ICF Global Coaching Study Report, 2020).

When the studies on coaching are examined, Dent (2020) presented an inductive approach to the grounded theory that seeks the answer to why baby boomers start new ventures instead of retirement in order to understand the motivations of the Z generation. Based on the Prospect Theory, it is argued that these entrepreneurs' valence instrumentality and expectation are their driving force. This research argues that to become an entrepreneur, it is necessary to use the sources of one such as network or being able to see the raising opportunity of the business field the trait of self-efficacy is mandatory, as it serves as problem solving skills and

---

[1] *Newspaper article is given in Appendix 7.*

continues learning. Another research of Babcock (2020) focused on coaching and especially health coaching in his study. The author conducted a correlation study to explore the effect of age, individual entrepreneurial orientation, and gender on entrepreneurial intention. At the end of the quantitative study based on a 10-question questionnaire out of 110 participants, the importance of demographics is that entrepreneurial intention is the highest among health and wellness coaching students over 55. The reported population is predominantly female, and no gender correlation has been provided, which is not supported by the relevant literature, but may be similar to the professional coaching population as there are large numbers of women. The theoretical background of this research is based on expectancy theory as before.

Addressing the subject from a different perspective, Karesh (2020) emphasized the general themes of equality, diversity and leadership with his qualitative interviews reflecting the reason for leaving corporate jobs. The qualitative analysis of the thesis is on 27 interviewees, mostly senior executives over 35, with higher education similar to professional coaches with corporate backgrounds. A self-determination theoretical framework was used to relate the categories of research results. The categorized answer to the reasons why women leave their corporate jobs is presented as follows: organizational change, new leader, financial incentive, incompatible organizational values and culture, feeling unrecognized, low career development. The reasons for leaving their jobs and what they are looking for are categorized as follows. Use of expertise, continuous learning, relationship with like-minded people, flexibility as life-work balance and work autonomy, control over decisions and time management, and finally money. The resulting categories, freedom, expertise, and relationship are important. This reference is important for the thesis work presented because both the expected theoretical background is similar and the interview questions during the semi-structured interviews.

One of the reference studies on coaching, Lawler (2011) presents a comparative case study to answer the question of how coaches help individuals make continuous change. The process of coaching as themed here in this reference gives a safe and fertile environment to the coaches, might be a inspiring factor for coaches to become one. Marshall (2006) focuses on the question of what are the critical factors in coaching that lead to effective coaching outcomes? This research mainly emphases

on the process of coaching and how it works for executive coaching. Outcomes can be summarized mainly on self-awareness, self-efficacy, fulfillment and stress management with sub categories of long term focus, relationship skills, career and emotions. In addition to these, Kişlali (2019) examines the level of happiness, life satisfaction and intention to leave the job on the coaches. As a result, the relationship between happiness level hypothesis and intention to leave is negative, while the relationship between happiness and liveliness and intention to leave and satisfaction is negative. Similarly, Pagis (2021) questions the utopian expectations of coaches who professionally tend to different branches with an inductive theory approach. As a result of the research, 5 themes were determined which are starting over (resumption), healing, idealization, polygamy, and vision. It is suggested that employees who seek meaning and satisfaction with their professional practices prefer coaching as an emotional coping tool.

In general, this study discusses professional coaching as a profession. In the theoretical background of the study, it is related to the Self Determination Theoretical (STD) approach with autonomy, relatedness and competence needs. In addition, entrepreneurial tendencies are related to the self-efficacy of the individual. The coaching intervention here is awareness of one's needs and strengths, and reframes it all as a new fullness of life based on past professional experience. According to the above literature, a grounded research aiming to learn motivations and insights through a qualitative method is based on inductive study, transcendental phenomenology research, and real-life experiences of coaches. The research is carried out through online in-depth interviews and recorded. With the MAXQDA software tool, recorded interviews are categorized and divided into themes.

The aim of this study is to review and analyze the role of the coaching intervention and its impact on the decision to leave and new career as a coach. In other words, it is aimed to research the experiences of the sample group selected within the scope of the study by changing their careers and becoming a coach. The research questions attempt to qualitatively investigate the relationships between coaching intervention and decision to leave and new career as a coach. Therefore, this study attempts to answer the following question and sub questions:

- Why corporate employees leave their corporate jobs voluntarily and how do they become professional coaches?
  - How the career transition is experienced?
  - How coaching interventions effect that transitional period?
  - What are the insights of the phenomenon of the voluntary job quit?
  - What are the insights of the new career planning?

In general, the aim of this thesis is to understand the insight of the voluntary job quit, the reasons behind leaving the corporate job, the unmet expectations and desires during that phase of career. Further on, to gain insight of decision making process of a new career, understanding the seek desires, needs and expectation of a new career path. Finally the insight of becoming a professional coach as a second career, understanding the phenomenon of the career transition and how/where coaching interventions and their related outcomes effects this phenomenon. Furthermore, the research of this dissertation is to investigate the experience of career transition from the corporate life to become a professional coach. The timeline of experience is starting with the corporate life and the decision forming process and related environmental factors of the voluntary job quit. The added value will be understanding of the motivational factors of voluntary corporate job quit and in addition to literature mentioned above not only the reasons of leaving but also the motivations of selecting and starting a new career based on coaching. In addition to these, in the presented thesis, the story of the career change experience phenomenon is discussed chronologically, from the end to the beginning. The interviewees consisted of professional coaches who were once corporate employees and resigned voluntarily. The in-depth interview aims to identify areas of inquiry that trigger institutional, personal, and environmental factors at the beginning of the decision-making process, and what impact coaching as an intervention currently has on coaching who decides to become a professional coach. In other words, a phenomenological research was carried out in this thesis.

This thesis is a four sections study that covers the aim of work and attempts to answer the research questions raised above. Following the motivation for the thesis and structures of thesis is featured in "Introduction" section. Chapter 1 consists of the review of conceptual and theoretical background is handled. Background for each

concepts and relationships between each other's are demonstrated in detail. In the Chapter 2, research design and methodology are handled. In the Chapter 3, data are analyzed and the results obtained are presented. In the last chapter, the findings are discussed in the framework of the literature and the results are summarized. The final thesis on the outcomes summary, suggestions and future work are presented in "Conclusion" section.

# CHAPTER ONE
## CONCEPTUAL AND THEORATICAL BACKGROUND

In this section, the theories on which the scope of the study is based are mentioned. In this context, firstly, the background of coaching, the theory of self-determination is explained. Then, the meaning framework and the carrier transition theory are discussed respectively. Finally, the relationship between coaching and the theories explained has been discussed in the context of the literature.

## 1.1. THE BACKGROUND OF COACHING

Coaching is increasingly used as a means of enhancing performance, development and well-being, and effective inquiry is at the heart of the coaching conversation (Neenan, 2008). Coaching is generally understood as a collaborative, action-oriented conversation that facilitates the improvement of life experience, goal achievement, self-learning, and performance in the professional and/or personal life of the person being coached (Spence and Grant, 2007). Coaching is mainly concerned with the enhancement of human functioning achieved through the improvement of cognitive, emotional and/or behavioral self-regulation (Spence and Oades, 2011). According to the International Coaching Federation (2016), coaching is a learning and development approach that puts the coaches at the center of the learning experience. The popularity of coaching appears to be enduring, with an estimated 53,300 professional coach practitioners worldwide. Furthermore, an increasing number of organizational coaching is practiced in a number of formats and contexts outside of traditional executive coaching (or leadership coaching), where an external consultant coaches a client with management authority and responsibility in an organization.

The coach facilitates development from the coaching position by raising directionless abused forces to a sense of purpose and increasing awareness of lost potential. The purpose of coaching is to involve the coached person in a process where he or she makes a mental connection between strengths and personal characteristics. For example, looking inward (finding one's values), imagining

possibilities, creating and executing a strategy to reach them, is the cycling process of the coached person; the coach facilitates awareness, planning and success through extensive exploration (Davidson, 2019).

According to Terblance (2021), coaching is a good intervention tool for transition; it is an experience of learning, which gives permanent perspective and worldview change. Here sustained change is the desired outcome of the coaching context, which are the predominant circumstances, which influences the intervention. Essentially, coaching is defined as helping clients by stopping transformational learning blocks with crisis, insecurity, anxiety and self-doubt through active experimentation, questioning and reflection stages, especially in social linguistics areas such as the development of communication skills and psychological support and management of emotions (Terblanche, 2021).

Life coaching, on the other hand, is a professional practice that aims to help people succeed in life by living according to their strengths, striving to achieve goals, and achieving well-being in all aspects of life. Life coaching is a professional relationship that has been found to have a substantial positive influence on many features of a person's life, comprising enhanced well-being, achieving targets, coalition with values, strengths and goals, overwhelming difficulties and successfully managing transitions. During college, when students struggle with career indecisiveness, general life satisfaction, and/or academic and social challenges, life coaching can provide an opportunity to break through barriers and thrive in each of these areas (Lefdahl-Davis et al. 2018: 70).

In addition to these, coaching models are mentioned in the literature. Since the birth of personal coaching as a discipline in the mid-1980s, coaching practitioners have developed competency sets and coaching models to create and sustain change (Grant, 2006). Models related to coaching can be listed as follows.

1. Evidence Based Coaching Models: Evidence-based coaching refers to the intelligent and conscious use of the best available knowledge in making decisions about how to present coaching to clients and in designing and teaching coaching training programmes. An evidence-based coaching approach can make the difference between coaching that tends to be adapted from self-help and

motivational programs and is often overdone, and professional coaching based on sound theory and research (Cavanagh, et al. 2005: 7).

2. Cognitive Coaching Models: The concept of cognitive coaching developed by Costa and Garmston (2002) is a training method that recognizes the power of cognitive awareness and its role in reinforcing independent learning. By promoting cognitive awareness, it helps provide tools to support independent learning, helping students advance professionally.

3. ABC Coaching Models: The ABC coaching model, established by Albert Ellis, is a cognitive method to coaching. Operating the ABC model of coaching, the coach supports the coaches recognize how stimulating procedures (A in the ABC model) trigger a belief-based clarification of the procedure (B in the ABC model), which outcomes in the consequences of thought (C in the ABC model). An effectual coach supports the client emphasis on part B of the model, part of the cognitive procedure where automatic processing happens (Auerbach, 2006)

4. Behavioral Coaching Models: Although there is no clear definition of behavioral coaching, the term suggests a behavioral approach to achieving the goals of coaching. In recent years, the term has gained popularity in the behavioral analysis literature (Seniuk et al. 2013: 167). The behavioral coaching model was proposed by John Heron (1975) and examines broadly at coaching behaviors throughout six classes of interventions a coach can use (de Haan and Nilsson, 2017: 317).

a. Prescribing: The coach guides the learning experience in some way and takes some liability for the coaching objectives, learning techniques, scheme and probable solutions in the coaching experience, and the learning review and evaluation process.

b. Informing: The coach presents knowledge to the client. This may be practical, specialized, commercial or administrative information. There may also be "feedback" on the content of the coaching or the possible results of diverse courses of action. The coach may suggest this suddenly or be requested by the client.

c. Confrontation: The coach usages confrontation to support the student gains a deeper attentiveness of something that seems significant to their learning.

d. Releasing: The coach supports the client explicit and cope with the sentiments that are holding him back in the learning activity.

e. Exploring: Coach supports him learn on his own and have and solve his own difficulties without receiving involved in learning or varying himself as an individual. Behaviors used in this grouping are active listening, summarizing, paraphrasing, repetition, and more in-depth inquiry through open, client-led inquiry.

f. Support: Strengthens self-esteem by offering welcome and special encouragement, gratefulness and praise.

5. Humanistic Coaching Models: The humanistic theory is a theory that should be based on the coaching methodology because of its focus on self-actualization and the development of human potential. There are four guiding principles that provide a structure for humanistic coaching. These; (a) the nature of the coaching relationship, (b) the client as the source of change, (c) the belief in the client's integrity, and (d) the coach's role as facilitator of the client's development. In humanistic coaching, the coach serves as a facilitator and a person who walks by the client's development. To do this, the coach should avoid directing the content of the coaching sessions, but instead focus on guiding and facilitating the process, helping the client discover and increase their awareness, and facilitating goal setting that is compatible with the client's desired outcomes (Stober, 2006: 18).

6. Positive Psychology Coaching (PPC) Models: Coaching methods that aim to progress short-term well-being and sustainable well-being by operating evidence-based methods from the science of positive psychology and enable the person to do this continuously after the coaching is accomplished (Passmore and Oades, 2014: 68).

7. Appreciate Coaching Models: The appreciative coaching model is based on the positive psychology background of the appreciative questioning model. Appreciative questioning is a methodical approach to understanding what provides life to an individual or an association. It achieves the present objective by assisting coaches' question what they value and appreciate most about themselves and what is most positive and appreciated. Appreciative coaching differs from other coaching models in that it not only ensures an outline for

coaching communication, but also is established in a tested model of positive reflection and appreciation of what has been accomplished and urging the coaches to get the best out of it (Davidson, 2019: 47). The appreciative coaching model involves of four phases (Orem et al. 2007).

a. Helping to discover the best and most positive features of an individual's past and present.

b. Supporting the individual to dream about what could and should happen in the future based on past strengths.

c. Encouraging the individual to design his future vision and strategy based on his dream of the future.

d. It allows the individual to live his/her destiny throughout continuous change management and observing in order to provide that the individual reaches the required state in the future.

8. GROW Coaching Models: The GROW model, developed by John Whitmore, is the best-known coaching model in the UK. Many coaching training programs use this model as a framework for improving the coaching relationship. According to the GROW model, at each stage of coaching, there are 4 steps applied when faced with challenging situations and opportunities. Each letter forming the word that gives the name of the model represents the headings of the path to be followed (Spence and Grant, 2007):

a. G-Goal

b. R-Reality

c. O-Options

d. W-Will


## 1.2. SELF DETERMINATION THEORY (STD)

Self-determination theory SDT identifies intrinsic and various types of extrinsic motivations and outlines how these motivations affect situational responses in different domains as well as social and cognitive development and personality. SDT focuses on basic psychological needs such as autonomy, competence, and relatedness and their necessary role in self-determined motivation, well-being, and

growth. Finally, SDT identifies the critical influence of the social and cultural context that facilitates or inhibits people's basic psychological needs, perceived sense of self-direction, performance, and well-being (Legault et al., 2007: 732). According to SDT, maintaining behavior over time requires patients to internalize values and skills for change and experience self-determination. The theory also argues that by maximizing the patient's experience of autonomy, competence, and relatedness in health care settings, the regulation of health-related behaviors is more likely to be internalized and behavior change is better sustained (Ryan et al. 2008: 2).

In other words, SDT describes the various types of motives that can bring a person to therapy, with their correlates and consequences. These motives, with associated regulatory processes, vary along a relative continuum of autonomy, and people typically have varying degrees of all kinds of motives (Ryan and Deci, 2008: 186).

- First, people can be pressured or forced by external factors this process is called external regulation. This is particularly evident in the treatment of children and in treatments linked to the legal system, such as substance abuse.

- Second, introjection is evident when people begin treatment because of "need", guilt, or seeking social approval, and therefore pressures them to change.

- Third, clients may have a more autonomous experience of identifying with the goals of therapy and voluntarily pursuing change. When this voluntary identification is harmonized with all the values and perceptions of the person, it will turn into integrated regulation.

- Finally, clients may even come to treatment with a significant intrinsic motivation, which is reflected by a clear curiosity and interest in what might happen. Each of these motives and their regulation has its own dynamic presentation, but the less autonomous the motive, the more SDT predicts participation in therapy and lowers long-term or sustained success.

SDT analyses human motivation and personality factors with a meta-theory that emphasizes the importance of people's developed internal resources for personality development and behavioral self-regulation of people in organizations. In general, human nature has a natural inclination to seek novelty and challenges, to expand and use one's capacities, to explore and learn. In this context, the field of

SDT is the study of people's intrinsic growth tendencies and their innate psychological needs, which are the basis of self-motivation and personality integration. Specifically, SDT focuses on positive developmental trends and social environments that oppose these trends to explain factors that support or undermine self-motivation, social functioning, and personal well-being. SDT begins with an analysis of the determinants of human propensity and intrinsic motivation to learn and creativity that support people's motivation, performance, and well-being in organizations, competition, and society (Coccia, 2019: 979). SDT is a broad theory of human personality and motivation regarding how the individual interacts with and depends on the social environment. In other words, SDT proposes that people are motivated to grow and change by three innate and universal psychological needs. This theory argues that people are self-determined when their needs for competence, connectivity, and autonomy are met (Deci and Ryan, 2008).

Additionally, the key strategy for maintaining and further developing one's career sustainability is to portray proactive behavior and individual growth. In this context, SDT states that the proactive, growth and development-oriented individual networks with the social world around him while striving to fulfill his three innate psychological needs, namely the need for autonomy, competence, and relatedness. Specifically, SDT provides a general framework using three key building blocks that can be used to further conceptualize sustainable careers. First, individuals are naturally proactive and tend to act to dominate both internal and external forces rather than passively controlled. Second, they have a natural tendency towards growth, development and integrated functioning. Third, individuals can realize their abilities proactively, but they need a supportive environment that provides resources and therefore supports activity, growth, and psychological well-being (De Vos et al. 2020: 8).

## 1.3. MEANING FRAMEWORK AND CALLING

Being meaningful is an essential part of having a life worth living. Accordingly, lack of meaning is associated with depression, mortality, and even suicidal ideation. Given the decline in traditional sources of meaning such as religion, work has arguably become one of the most important areas in people's lives

where they gain meaning, along with family. This means that many workers around the world are trying to find meaning in their work. For example, a survey representing the United States workforce found that 28% of respondents value purpose over money or status. Another survey of 26,000 LinkedIn members in 40 countries showed that 37% of respondents value purpose over money or status (Martela and Riekki, 2018: 1157). In this context, the meaningfulness of a job is defined as the subjective experience of how important and intrinsically valuable people find their job. While finding one's work meaningful often leads to increased motivation, the real issue is how much value they can derive from their work. It is also different from constructs such as job satisfaction, which is concerned with evaluating one's job with some degree of goodness. The meaningfulness of a job relates more specifically to whether the job provides something in line with one's value (Rosso et al., 2010: 92). The four main paths to meaningful work are expressed by Rosso et al. (2010: 114) as in Figure 1.

**Figure 1:** Meaningful Work Leading to Four Main Ways: A Theoretical Structure



Agency
(drive to differentiate, separate, assert, expand, master, and create)

*Individuation*

Self-Efficacy: Control/Autonomy
Self-Efficacy: Competence
Self-Esteem

*Contribution*

Self-Efficacy: Perceived Impact
Purpose: Significance
Transcendence: Interconnection
Transcendence: Self-abnegation

Self ———————————————————— Others*

*Self-Connection*

Authenticity: Self-concordance
Authenticity: Identity affirmation
Authenticity: Personal engagement

*Unification*

Purpose: Value systems
Belongingness: Social Identification
Belongingness: Interpersonal Connectedness

Communion
(drive to contact, attach, connect, and unite)

*Others = other individuals, groups, collectives, organizations, and higher powers

**Source:** Rosso et al. 2010: 114.

Figure 1 illuminates the main ways in which meaningful work is created or sustained, and the four main themes identified (Agency, Communion, Self and Others) offer a theoretical perspective that brings more coherence. The purpose of this theoretical perspective is to understand the experiences or activities that seem most fundamental to nurture the psychological experience of meaningful work. The theoretical framework in Figure 1.1 brings together two key dimensions, agency-community and self-others. It is argued that meaningful work experience lies at various intersections of these dimensions and illuminates the four main ways in which meaningful work is created or sustained. These are individuation (self-agency), contribution (other agency), self-connection (self-joining), and merging

(other community). Individuation reflects the meaningfulness of actions that define and distinguish the self as valuable and valuable. Contribution reflects the meaningfulness of actions perceived as important and/or in the service of something greater than itself. Self-Connection reflects the meaningfulness of actions that align individuals with the way they see themselves. Furthermore, incorporation reflects the meaningfulness of actions that align individuals with other entities or principles. Figure 1.1 organizes the mechanisms of significance and shows how each mechanism fits into these categories consistently, suggesting that there is something fundamentally important about the nature of these four pathways that are common to many sources of meaning. Both the agency-community and self-other dimensions relate to human action through the motive of action and the goal of action, respectively. As the theoretical model suggests, action towards self (internally) or others (externally) and with the aim of expressing agency or achieving unity seems particularly meaningful. It is argued that such a sense of purposeful action is vital to a meaningful work experience because it represents an orientation or advancement toward something valuable (valued to oneself, valuable to others, or both) (Rosso et al., 2010: 114-115).

Having meaning in life is linked to fundamental aspects of human health. Empirical studies on the subject have increased in recent times, and studies have produced research on the role of positive affect, social threats, and death-related thoughts, among many other variables, that can influence their evaluation of the meaning of life. In addition, relevant research benefits from a stronger theoretical basis for selecting and comparing potential impacts on the meaning of life (Hicks et al. 2010: 1307).

Within research on meaningful work, Martela et al. (2018), human beings are hard wired to seek meaning and being able to find it may avoid from depression and mortality. Self realization meaning of work is described in three dimensions which are significance as the intrinsic value, pursuing purpose which is mostly important than money, and the sense of return on investment this also is about self realizations. Being able to find meaning is about connections of relationships and association, it is something that is impose upon the world, to be able to understand the world and determine it by meaning frameworks which are the propositions about things related

to meaning systems. Meaning systems are the cognitive tools we navigate and operate everyday to make sense of experience and give us direction of goals and purpose for what is valuable and what matters in life for us, which all depend how one interact and structure his own environment. Meaning systems are fed by some sources such as generalizations over past experiences and can be up brought by the society and culture. If something makes sense it has a meaning, which is a description. The more significant the more meaningful it becomes as the subjective evaluation of the experience is cognitively and emotionally assessed (Ryff, 1989: 1069). Furthermore, Martela and Pessi (2018) searched for 61 article with adductive technique and found out that meaning has different descriptions but mostly related to self-realization and purposes/significance. Here significance is mentioned as how much intrinsic values is assigned to the work how much worthwhile it is to one's system. These are also connected to the life question as why we should live, but from work perspective when individuals see work as possessing they see the positive worth.

Lips-Wiersma and Wright (2012: 655) conducted two in-depth qualitative studies to systematically develop and validate a comprehensive measure of meaningful work in the study. This scale provides a multidimensional, process-oriented measure of meaningful work that captures the complexity of the construct. The scale also measures inspiration and its relationship to existential need, which is real and grounded. Exploratory and confirmatory factor analyses using multicultural samples from a wide range of occupations provide construct validity for the measure. In one of the most comprehensive reviews of significance, Rosso, et al. (2010: 91) emphasizes that there are four main ways in which meaningful work is created or sustained. The first of these is related to self-connection, originality, self-harmony, and being in close harmony with how one sees oneself. These apparent similarities between the four suggested ways for meaning in life and the four suggested ways for meaningful work reinforce the proposition that life meaningfulness and work meaningfulness are making life meaningful (Martela et al. 2018).

The framework that looks at career change from another perspective is calling. There are different definitions in the literature about calling. For example, according to John Calvin, calling refers to the appointment of God as his own chosen

ones, while according to Martin Luther, calling refers to the way a person performs an ordinary job properly (Christopherson, 1994: 221). More recently, calling has been used to describe the presence and aspect of a spiritual or higher power component, generally inferring that the calling comes from a higher being. Hiring in a particular profession is often driven by a desire to follow the impulse of someone greater than oneself rather than a more personal desire for power, fame and wealth (Davidson, 2019: 14).

In the present, one of the fastest growing areas of research within career development is researching people's work-related experiences as a calling. Applied to the job role, a sense of duty includes a sense of direction that is personally meaningful in one's career, the motivation to make a pro-social contribution through one's work, and a sense of external and/or internal driving force that helps facilitate one's calling (Dik et al. 2019: 185). While Bunderson and Thompson (2009) state that the simplest way to understand search is a deeply meaningful orientation to work, Bellah at al. (1985) considers calling as a job orientation. In their study, Dik and Duffy (2009) define "calling" as doing an individual's job (a) purposefully/meaningfully, (b) serving the better, and (c) loving. Zhang et al. (2015) expresses calling as a four-dimensional concept that includes (a) Guiding Power, (b) Meaning and Purpose, (c) Sacrifice and (d) Active Tendency.

## 1.4. CAREER TRANSITION THEORY

A person's job/career accounts for more than a third of most people's lives. Job satisfaction varies greatly among individuals and constitutes an important part of subjective quality of life. As a measure of overall life satisfaction, job satisfaction was found to explain 20% of the variance of the overall measure. It can have a significant impact on quality of life, life stress, and health. There is strong evidence that dispositional factors are associated with job attitudes. This suggests that the way individuals view work may be a function of fixed characteristics and not merely reflections of the job itself. It is possible that these features interact with the objective features of the study. Careers have a deeper personal investment in their work and can be successful not only through monetary gain but also through advancement

within the professional structure. Career advancement often brings higher social status, increased power within one's occupation, and higher self-esteem for the worker (Wrzesniewski et al. 1997: 22).

West and Nicholson (1989) stated in their study that there are reasons for career transitions and they cause certain results. These reasons consist of internal and external factors. Nicholson and West (1988), on the other hand, consider the internal factors that cause career transitions as a predictor of role innovation. This process is seen as a mode of adaptation and therefore changes the way individuals deal with transitions. The results of the transitions can be classified as desired results and actual results. The former are the results of a desired future career condition, while the latter are the actual results of the process that takes place in achieving it. In this context, the career transition framework can be expressed as in Figure 2 below.

**Figure 2:** The Career Transition Framework
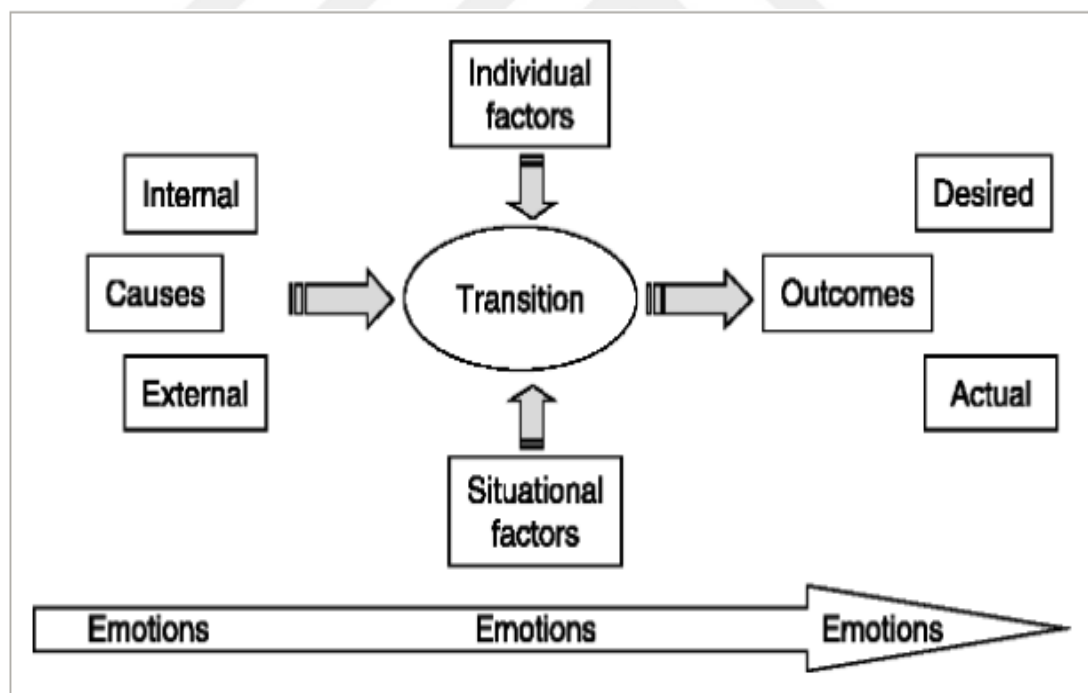


**Source:** Chudzikowski et al. 2009: 827.

According to the literature, the reasons for career change are job dissatisfaction, work-life imbalance, finance, health institution policies, changing

needs, personal development, insecurity, meaning purpose, autonomy, intrinsic motivations and other reasons as explained in the career change model (Hunter, 2016). There are some studies on career transition theory that draw attention in the literature. For instance, Hoffman (2015) made on clinical PhD students who are in their second career is a qualitative study based on adult development, career change and male development theories. 10 PhD candidates were interviewed and a phenomenological analysis is done over their narratives of choosing a clinical psychology career with a different background. According to the analysis, 7 themes were mentioned which are awakening, searching (reorganization of masculine ideology), transition (new personal narrative redemption), adjusting (commitment to new career path), reviewing (expressiveness experienced), re-emerging and owning (commitment to new career path experience).

Furthermore, Erickson (2010), stagnation can be avoided if productivity can be achieved during a career, and career renewal can occur if one's chosen job does not fulfill their productivity aspirations. Similarly, Levinson (1977) says that reappraisal of career commitment and choice integration of polarities of one's personality (age gender etc.) and also modification of life structures define the 'dream' and if the dream is not satisfied career direction may change. Super (1953), on the other hand, introduces the first theory of career development, the emerging view of the self as meaningful self-concept and related life experiences expressed through occupation. Career adaptation occurring 5 development task: growth (self concept and career attitudes), exploration (tentative career choice and development skills), establishment (settling in a position with focus on stabilization of work experience, maintained (searching occupational position), decline (reducing working hours and retirement).

Hunter (2016) examines career change within the framework of smart career change in his study. The research question is the factors of career change decision and how this is implemented in a qualitative inquiry. This study explains the evolution of career change theories from motivation of materials (wages and pensions) to meaningful work, flexibility, high satisfaction, and autonomy over time. In the study, 22 people were interviewed and the data obtained were analyzed with the NVIVO tool. The model obtained in the study defines the need for change and

the questioning begins. The inquiry phase in the regular process is the gathering of information and evaluation of decision-making options before taking action and culminating in making the change. Change can be re-justified and reinforced, returning to questioning and further thinking about change to know the answer to the decision or why question. The negative consequences can be dissatisfaction, persistence, and fear, as well as confusion, pain, and resistance.

Additionally, Wise and Millward (2005) examined voluntary career change theories related to career decision in two categories. These are the emerging career theories of established objectivists and constructivists. In the study, 30-year-old people who made a career change were discussed and 3 themes emerged in the analysis.

1. The first theme is continuity/discontinuity. It is the right timing as relaxation, openness and being full of possibilities, escaping from negative situations (which has become difficult in recent years), using past competencies for new jobs, readiness for change and relevance to the text, and cognitive dissonance.

2. The second theme was described as values, completeness, self-knowledge and reflecting the true self, doing something good for society, finding work-life balance as a void, and increasing confidence (self-efficacy), general well-being, and authenticity.

3. Finally, the realignment of the context theme with the ideal future self, the temporary decrease in salary and dependence on a family partner and the need for support are mentioned. Levinsons' theory is mentioned as a background, and transitional periods are the basis for developing an entirely new life.

Another analysis of Murtagh et al. (2011) worked on decision-making in voluntary career change from the perspective of other than rational. According to the article models on rational decision-making are based on true reasoning and self-knowledge on occupation, a more systematic, objective and logical process of decision making. But other than rational perspectives of decision-making is more happenstance and uncertain, mostly context based which is more empirical process of action that is non sequential and non systematic. This type of decision-making can be partially unconscious, more emotion and influentially inspired. The research of the article ask how people have changed their career voluntarily, experienced the

process of decision making with a phenomenological method, aiming to enrich the existing theory. The interviews conducted within the scope of the research were conducted with university graduates who had a 3-year career change and 2 main themes were obtained. First, unplanned actions and positive emotions begin with process, curiosity and personal development, while discovering skills and abilities; feelings of passion, pleasure and satisfaction are linked to self-efficacy. The second theme is structuring the happiness decision and feeling right about the choice.

Mercora (2003) studied the motivations and determinants of voluntary career change in education, and her work is based on Frankle's perspective of meaning, Levinson's motivation on adult development and Maslow's job satisfaction. In the study, conditions including motivational factors that encourage job changers to enter the field of education, previous job incentives, and personal needs that contributed to this decision are questioned. The study was carried out on 3 focus groups consisting of 17 people with 7 years of experience in different fields who started their teaching career over 30 years old. In the research, the theme of motivation was extended to good work, love. Other themes are job satisfaction and midlife transition. The new career should also meet security needs (salary, helping others, desire to work with others in a safe place of pay), needed encouragement (reward work, authority and growth), positive influence from other people, and psychological needs (satisfaction, achievement, love). In this context, according to the model of the determined research; context (personal, social), causal condition (expectation, passion, experience), and intervening conditions (needs, benefits, and influences) influence job change phenomenon. Also, the process of training for the new job begins as the action and result of factors on the phenomenon, and thus career change takes place in some jobs that meet the needs.

## 1.5. THE RELATIONSHIP BETWEEN MEANING AND STD THEORY

Research within the theory of self-determination has identified three basic psychological needs. It is autonomy, competence and relatedness that have been shown to play an important role in people's motivation, well-being, life satisfaction and vitality, both at the general and everyday level. The theory of self-determination

is also increasingly applied to the work context, and various studies show that these needs explain, for example, vitality and less fatigue at work. Autonomy means a sense of will and an internal perceived focus of causality in one's undertakings. The person feels that his actions originate from himself and reflect who he really is, rather than the result of external pressures. Competence, in turn, relates to a sense of mastery and effectiveness in one's activities. The person feels that he is talented in what he does, that he can achieve projects and achieve his goals. Relatedness relates more to the interpersonal dimension and reflects the extent to which a person feels connected to others, has caring relationships, and belongs to a community. SDT theory argues that these three needs are universal in the sense that their associations with health and positive functioning must remain intact, regardless of the cultural context (Martela and Riekki, 2018: 1162). Weinstein et al. (2012: 85) argue that these three needs (autonomy, competence, and relatedness) should be seen as serious candidates for what makes life meaningful. When people can autonomously choose their activities and work tasks, they tend to be experienced as more meaningful.

Additionally, Martela and Ryan (2016) investigated the relationship between positive affect as an independent variable and benefit and significance from an SDT perspective. Beneficence is defined here as a sense of having a positive impact on other people's lives as pro-social influence, which is benevolence for a greater purpose. The results show that beneficence has a short-term positive effect for positive mood, but not for long-term generalizations. According to Martela and Pessi (2018) show that if we know with relatively good accuracy how satisfied people are with HTA, it is predictable how much meaningfulness they experience at work. In addition, the relationship between professional position and gained autonomy is significant and positive. Allan et al. (2016) examines a meaningful study model among various samples of working adults with Self-Determination Theory. Will to work was positively related to internal regulation and negatively related to lack of motivation, while social class was positively related to external regulation and lack of motivation. In contrast, internal regulation was positively associated with meaningful work, while external regulation and lack of motivation were negatively associated with meaningful work. Indirect effects from willingness to work to meaningful work through internal regulation and lack of motivation were significant,

and indirect effects from social class to meaningful study through external regulation and lack of motivation were significant. According to the findings of this study, SDT highlights the significant associations between motivational variables and meaningful work, particularly the large positive relationship between internal regulation and meaningful work.

## 1.6. BACKGROUND REVIEW OF EXISTING LITERATURE ON COACHING

The coaching literature is concerned with calls for the development of an evidence base that is scientifically rigorous, theoretically informed, domain-specific, and appropriate to practitioners' needs. More than 400 publications on coaching were listed in behavioral science and business databases between 2005 and 2011, compared to only 131 previously published between 2000 and 2005. Overall, the results of these studies show that coaching affects a number of psychological characteristics and processes related to goal-directed self-regulation (Grant and Cavanagh, 2011). Of these studies, Burke and Linley (2007) evaluate whether executive coaching in turn influences self-compliance. As a result, the hypothesis was supported by significant changes (increases) in self-adherence and commitment to the coached goal. Grant and O'Connor (2010) explore the different effects of problem-focused and solution-focused coaching questions through the results of a literature review and an exploratory pilot study. Both problem-oriented and solution-oriented conditions are effective in developing the goal approach. However, the solution-focused group experiences a significantly greater increase in goal approach compared to the problem-focused group. Problem-focused questions reduce negative impact and increase self-efficacy, but do not increase understanding of the nature of the problem or positive impact. A solution-focused approach increases positive impact, reduces negative impact, increases self-efficacy, and also increases participants' understanding and understanding of the nature of the problem.

In recent years, there has been a steady increase in the use/practices of coaching. In this context, Bozer and Jones (2018) focuses on seven promising areas that emerged from the synthesis of 117 empirical studies in the existing workplace

coaching literature: self-efficacy, coaching motivation, goal orientation, trust, interpersonal attraction, feedback intervention, and supervisory support. Bonneywell and Gannon (2021) explore the implementation of a combined executive and group-coaching program to support female leader development in a multinational company. The findings explain the personal value of individual executive coaching, the collective value of group coaching, and the synergies derived from the interaction of the simultaneous use of both coaching styles within the organization and beyond. These findings have theoretical and practical implications for our understanding of coaching as a social process, the impact of combining coaching approaches, and female leader development, highlighting the need for more research on coaching as a social process as part of leadership development.

Additionally, Davidson (2019) explores the role of coaching in understanding coaching not only from psychological and adult learning theories, but also within the framework of theology. If one can manage to find the purpose or calling of life, it will stop feelings of anxiety and uncertainty. Therefore, the contract or goal of the coaching intervention becomes the calling for some coaches. This study also adopts Mezirow's transformative learning approach as a process of transforming from a problematic frame of reference (mentality, habit or meaning) to being inclusive, reflective and open to change. In this context, according to the theory of Mezirow (1997), there are learning types that turn into reflection types. These are instrumental (how to learn knowledge), dialogic (where and when to learn best), self-reflective (why to learn knowledge) and content reflection (learning by seeing), process reflection (creating new paradigms), and finally antecedent reflection (transforming paradigms). When pre-learning can be done, the person learns through reflective learning. Davidson (2019) interviewed 20 experience coaches in his study and determined four themes as a result of the analysis of the data. These themes are evaluation or introversion; awareness and commitment to purpose; perception of coach, safe space and creating curiosity; and the coached person's desire for change, willingness to participate, and openness. As a result of the study, it is argued that discrimination tools are necessary to find one's life purpose and calling by finding one's strengths, interests, values and personality.

In this section, firstly, the literature related to coaching is given in general. In fact, the relationship between the concept of coaching and the theories discussed in the thesis is important. These are discussed in detail in the sub-headings. Finally, the relationship and effect of coaching with self-efficacy are mentioned.

### 1.6.1. The Relationship between Coaching and STD

SDT provides a useful set of ideas for guiding coaching practice. There are at least two reasons why SDT is a useful theoretical framework for coaching (Spence and Oades, 2011: 43). These are as below:

- *SDT provides a nuanced understanding of human motivation.* SDT is a theory that focuses specifically on intrinsic causation and sees motivation itself as a "problem" to operate in behavior change settings. Therefore, resistance or resistance will be followed closely by an SDT-skilled practitioner and will become an important area for exploration. This sits in contrast to other theories of human behavior that locate the source of motivation outside of the person and are less likely to see motivation as the focus of therapy, counseling or coaching (Ryan et al. 2011: 195).

- *SDT offers different perspectives for understanding coaching.* The theory also provides a useful lens through which coaches can understand their practice at both the macro and micro levels. At the macro level, the theory provides a meta-theoretical explanation of growth trends, innate psychological needs, and socio-cultural factors that shape human personality, behavioral self-regulation, and well-being. At this level, coaching represents a component of the broader circumstances of a person's life (Ryan and Deci, 2000: 70).

Drawing attention to the relationship between coaching and SDT, Tia Moin and Van Nieuwerburgh (2021: 77) argues that motivation is influenced by three essential psychological needs necessary for well-being and these are autonomy, competence and relatedness. Coaching can strengthen impetus by ensuring the coached people with freedom of choice (autonomy), highlighting the coached person's internal resources to reach their potential (competencies), and providing a constantly supportive relationship (relatedness). SDT provisions the theory that

autonomous, internal purposes aligned with a person's core values result in sustained effort and satisfaction in achieving the goal, rather than externally reinforced purposes. However, this approach can present challenges in diversity education if a person's intrinsic needs conflict with diversity goals.

### 1.6.2. The Relationship between Coaching and Career Transition Theory

Coaching for career transition is about both handling the external career change that is apparent in a diverse role, position or status and instantaneously managing the internal influence of a career transition that challenges motivation, uniqueness and emotional management. Coaching ability for career transition and change draws attention to antecedent factors such as self-efficacy and personal mind-set that frame not only the current situation but also the core belief systems that inform key aspects of the transition (Parker, 2016: 428).

Terblanche (2021) explores the question of how transitional coaching should be applied in a qualitative way to facilitate transformative coaching during career transition and examines newly promoted managers and their effectiveness in their new roles so that the sponsoring company and the coaches can protect themselves. In the study, learning theory steps are used in the relationship between Coaching and Career Transition Theory and these steps are;

- The confusing dilemma that is the definition of the problem in coaching or the theme of the session;
- Self-examination of emotions with the value and current experience of the coaches;
- Critical assessment of assumptions, the reflection stage in which the coached person understands the beliefs that hinder him from the coach's questions;
- Attributing displeasure with others, clarification of environmental factors such as family or other living areas;
- Planning an action plan, target planning phase of the intervention;
- Gaining knowledge and skills, trying out new roles, and asking questions during the intervention are also experienced as imaging;

- To build competence and self-confidence in new roles and reintegration, also called the sustainability phase, in interventions.

Terblacne's (2021) study, interviews with 20 coaches support the career transition theory and reveal that the aforementioned change can be achieved with coaching intervention.

Some of the studies on the relationship between coaching and career transition theory have scrutinized how an individual's relationship with social network members improves job search achievement and socialization during the organizational entrance transition. For example, to help job seekers acquire and move into a new job position, members of their social networks can provide job opportunities, coaching to develop interviewing skills, and social support to reduce stress (Sullivan and Al Ariss, 2021: 7).

### 1.6.3. The Effect of Coaching on Self-efficacy

Self-efficacy is one of the individual self-regulation abilities. Self-efficacy refers to the perception of an individual's ability to organize and implement actions to demonstrate certain skills (Emsza et al. 2016: 201). Cunningham (2002: 54) defines self-efficacy towards change and employees who contribute more to the change intervention will facilitate the organization to make change. The higher the self-confidence the employees have, the easier it is for the employees to accept the change undertaken by the organization. Employees with high self-efficacy will be easily briefed and easily empowered for the change made by the organization to work effectively. Changes in the organization will have a good effect both for the organization and for the person or individual in the organization because the changes are acceptable. In this study, the variable of self-efficacy can act as a variable that can affect the readiness of employees for change through employee e-mail.

According to Moen and Allgood (2009: 69), executive coaching has a significant positive effect on self-efficacy. The findings reveal the impact of coaching on managers' self-awareness and their ability to analyze tasks, evaluate their own capacities for these tasks, set better goals for themselves, be aware and use them better. Because coaching is concerned with building competence, successful executive coaching is expected to lead to increased self-efficacy beliefs when it

comes to certain leadership abilities. More importantly, self-efficacy has been found to be an important determinant of an individual's actual performance. Therefore, interventions to increase and strengthen an individual's self-efficacy are critical in the quest to achieve growth and development. Effective and efficient coaching is expected to affect the self-efficacy of the coach.

Within the scope of the view that self-efficacy is one of the most important factors affecting human performance, increased self-efficacy should be a natural consequence of effective coaching when it comes to important leadership tasks (Grant and Greene, 2004). The findings of Grant and Greene (2004) studies show that executive performance increases as self-efficacy strengthens among managers participating in the coaching program. Since the important principle in coaching is to encourage coaches to explore a focused case to raise awareness about the case, it is predicted that coaching will have a positive impact on self-efficacy performance, with the increased ability of those being coached to analyze a task and their task-related capacity (Bandura, 2010: 2).

The concept of self-efficacy, which is one of the most important outcomes of coaching, is also a common topic in SDT. Although SDT and Self-Efficacy Theory (SET) have the similar meta-theoretical philosophy, both concepts have diverse outlooks of agency. In SET, individuals take action when they feel they can achieve and achieve the aim (i.e., self-efficacy directs the agent). While SDT accepts the idea that feelings of ability/competence are significant, STD philosophers suppose that autonomy plays a larger role. If the person feels autonomous in their actions, the behavior is more likely to be implemented and sustained, making self-determined motivation the key factor of the perpetrator. In SDT, the concept of competence/self-efficacy is more distant from behavior because it is assumed to be directly related to self-determined motivation rather than behavior. In difference, self-efficacy has a direct impact on behavior, making it a more proximate factor in SET (Sweet et al. 2012: 320). From a conceptual point of view, the core competence need identified in SDT may be connected to self-efficacy. However, self-efficacy principles denote domain-specific competence perceptions and are instrumental in achieving the target, whereas the essential psychological necessity for competence, as described in SDT, means feeling efficient in connections with the public atmosphere and being able to

discover their capabilities. By linking these two concepts together, it looks possible that if promoting autonomy promotes the satisfaction of essential psychological needs, then the experience of self-determination - in relation to individual academic self-regulation support - may ultimately contribute to higher self-efficiency (Martinek and Kipman, 2016: 126).

# CHAPTER TWO
# RESEARCH METHODOLOGY

In this section, information about the field research carried out within the framework of the study is given. After the research questions on which the field research is based are given, the design of the research is mentioned. Then, information about the method of the research and the analysis of the data is given. Finally, the studies on the Reliability and Validity of the study are presented.

## 2.1. RESEARCH QUESTIONS

The research questions prepared within the scope of this thesis study were determined as follows.

- Why corporate employees leave their corporate jobs voluntarily and how do they become professional coaches?
o How the career transition is experienced?
o How coaching interventions effect that transitional period?
o What are the insights of the phenomenon of the voluntary job quit?
o What are the insights of the new career planning?

Within the scope of this research question, the evaluation of the findings obtained from the prepared interview questions was studied. Interview form consists of three different sections. In the first part, 9 questions about professional careers and job quit were asked. In the second part of the form, questions about coaching interventions were included and a total of 7 questions were asked in this part. In the third part of the form, there are 16 questions in total for the new career after leaving work. A total of 32 questions were asked to the participants with the Interview form, and both Turkish and English versions of the interview form were given in Appendix 1 and Appendix 2. The forms are given in both English and Turkish because the interviews with the participants were made in Turkish.

## 2.2. RESEARCH DESIGN

Phenomenology is a qualitative research method that allows people to express their understanding, feelings, perspectives and perceptions about a particular phenomenon or concept and is used to describe how they experience that phenomenon. In its broadest sense, phenomenology refers to the collection of lived experiences belonging to a single person. By emphasizing the "phenomenon" to be investigated in phenomenological studies, it is focused on the perceptions and perspectives of the participants about this phenomenon, how they make sense of this phenomenon, how they experience the phenomenon and how they describe these experiences. This focused phenomenon can be a concept, a thought or an emotion (Tekindal and Uguz, 2020: 156). There are many studies in the literature on the conduct and process of phenomenological research. One of these studies, Miller (2003: 72), stated in his study that 6 stages of phenomenological research provided the methodological structure of this approach. Accordingly, the activities to be carried out by the researchers are listed in Table 1, respectively.

**Table 1:** Stages and Methodological Structure of Phenomenological Research

| Stages | Methodological Structure |
|--------|--------------------------|
| 1 | Turning towards a phenomenon that seriously attracts and interests him |
| 2 | Exploring lived experience rather than conceptualizing it |
| 3 | Reflection on the themes that characterize the phenomenon |
| 4 | Identifying the phenomenon with the art of writing and rewriting |
| 5 | Maintaining a strong and focused pedagogical relationship with the phenomenon |
| 6 | Balancing the research context by considering the parts and the whole |

**Source:** Miller, 2003: 72.

As seen in Table 1, in fact, the phenomenon handled in the phenomenological approach should be examined in a holistic way by considering it together with the experiences. Each stage should be related to the phenomenon and should not deviate

from the focus of the phenomenon under consideration. In addition, Wilson (2015) mentioned seven phenomenology steps in his study. These steps are listed in Table 2.

**Table 2:** Phenomenological Research Steps

| Comprehensive Idea of Meaning | People naturally tend to experience their world meaningfully. Meaning is embedded in emotions, practices, and cognitions. |
|---|---|
| Person and the World | How far can you objectively investigate a person's experience? Are you even aware of your own assumptions and biases? |
| Points regarding the continuity of lived experience | Some confidential information may never be revealed, but the information we can access by focusing on thoughts, feelings and practices is both identifiable and interpretable. |
| Advantages of phenomenology | Phenomenology uncovers and explains the deeper human aspects of a situation and deals with mood, feelings and emotions. This enhanced understanding can empower practitioners and service users. |
| Basic components of phenomenological research | A curiously driven research question informs the design of a study. Participants need an interest and dedication to discovering their experiences, and this helps generate quality data. An effective analytical framework can improve the quality of analysis. |
| Clues in the Literature | Phenomenology focuses on a particular experience or object of one's perception, rather than individual biographies, social norms, or attitudes. It includes the key words in fashion, "brackets", "essence" and "lived experience". |
| Limitations | Phenomenological research cannot produce theory. It requires a high level of personal involvement from everyone, and trust can be a limiting factor. |

**Source:** Wilson, 2015:39.

According to Table 2, the phenomenological approach actually requires multidimensional thinking and making sense. The phenomenological approach,

which is shaped in the focus of emotion, thought and experience, is closely related to the place, prejudices and assumptions of the researchers.

The design of this thesis is a phenomenological research and the encoders, which should be at least 70% for a study done with inductive and snowball technique, are provided 80% in phenomenological studies. However, in qualitative research, internal and external consistency is ensured in reporting, and the logical 'meaningful integrity' of both the themes and the themes provides this consistency. In addition, internal reliability is provided by the impartiality of the researcher depending on the observation and is provided by the participant's statements, while external the researcher's own provides reliability coaching field.

The conceptual model obtained as a result of the literature review is presented in Figure 3 below. The conceptual model consists of descriptive basic components supported by the factors affecting the reflection (Nguyen et al. 2014: 1176). In this context, the implications of the conceptual model coaching interventions presented in the study are presented. In other words, the work flow chart is determined with this conceptual model and the flow of the study is summarized in this framework determined within the framework of the literature. Here is where the individual is buying coaching services as intervention and during the process with the effect of stress factors and awareness of strong personal efficiency under the trait of entrepreneurship, rises. As the result voluntary job quit comes and soon after individual becomes a professional coach and starts the new job as a new career path.

**Figure 3:** The Conceptual Model of the Research
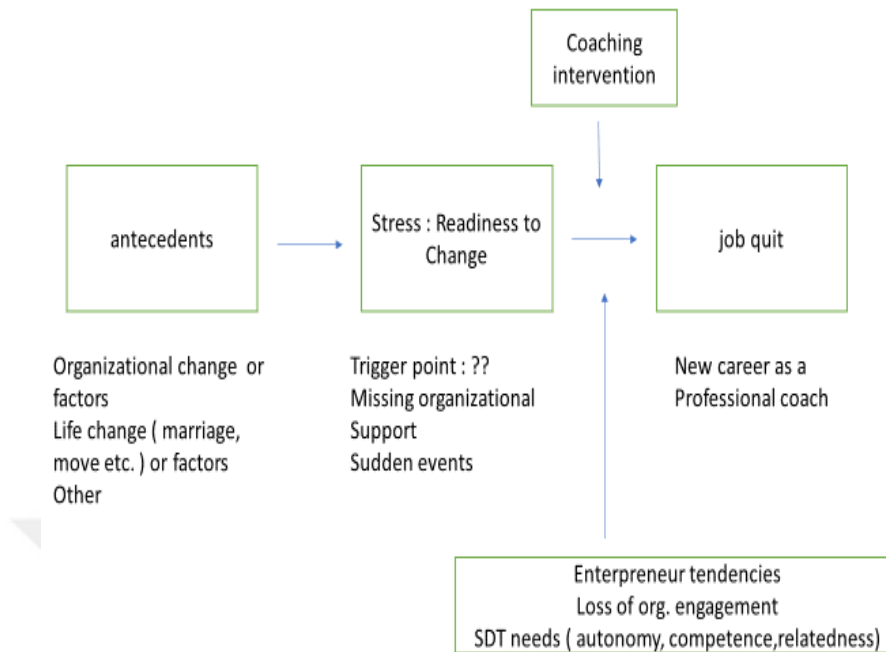


**Resource:** by the Author of the Dissertation

### 2.2.1. Sample of the Study

As the research is based on the experiences of coaches, coaching practioners were the sample of the study. To reach these professionals an international school and a national school of coaching was selected and reached. The qualifications of the research profile are given to these schools as 5 years of corporate background, actively coaching, credentialed coaches. The recordings as the nature of interviewing for this type of research methodology was primarily informed as written at the calling. The international school of Erickson and Anka Coaching announced their graduates as a free call to contact the researcher if matching people are interested. The announcement with a snowball technique reached to other institutions like ICF Turkey, AC Turkey chapters and the interviewee candidates emailed their interest. Right after receiving the interviewees' interest, the detail of the research as written in the research call was resend to avoid conflicts and after the approval a confirmation call is made. Both English and Turkish versions of the call for participants for doctoral thesis research are given in Appendix 3 and Appendix 4, respectively. In addition to these, a consent form was prepared for the interview participants. The

purpose of the consent form is to inform the participants about the research they are asked to participate in and to get permission for their participation. Both English and Turkish versions of the consent form are given in Appendix 5 and Appendix 6, respectively.

The main purpose of sample selection in qualitative studies is to reach saturation with the findings (Maxwell, 2008: 214). Therefore, the sample size should be large enough to adequately describe the phenomenon of interest and address the research question(s), because a large sample size runs the risk of having repetitive data in qualitative studies (Trost, 1986: 54).

In this thesis presented, a purposive sampling was used because purposive sampling is broadly used in qualitative research to identify and select information-rich situations linked to the phenomenon of interest (Palinkas et al. 2015: 533). Purposive sampling is a non-probability sampling approach. Purposive sampling, which allows in-depth research by selecting information-rich situations depending on the purpose of the research, is preferred when it is desired to work in one or more special cases that meet certain criteria or have certain characteristics. The researcher tries to understand and explain the natural and social events or phenomena in the context of the selected situations. The purpose of purposive sampling is to select situations with rich information that will illuminate the problems studied in the research. In this sense, purposive sampling methods are useful in many situations in discovering and explaining facts and events (Koc Basaran, 2017: 489). The main purposeful sampling methods can be listed as follows (Patton, 2007).

- Extreme or Outlier Sampling,
- Maximum Diversity Sampling,
- Homogeneous Sampling,
- Typical Case Sampling,
- Critical Situation Sampling,
- Snowball and Chain Sampling,
- Criterion Sampling,
- Confirmatory and Falsifying Sampling,
- Easily Accessible Situation Example

In essence, qualitative research emphasizes holistic data in detail with subjective understanding. These goals are often best met by intensive investigations of small and systematically selected samples. In general, sample selection in qualitative research should be judged by how well a particular study serves its purposes, rather than being evaluated by criteria applied to other goals. It is important to ensure that qualitative researchers make their sampling decisions on a systematic basis and on rational grounds (Marshall, 1996: 522). In a sample in qualitative research, it is necessary to pay attention to sample units such as people, time or place. For example, nurse and midwife researchers have to choose individuals or group members (who should sample), time, context (sample), and place (where to sample), because they cannot research everything. It should be noted that people and their places must be accessible. The sampling strategies adopted can make a difference to the whole study. The rules of qualitative sampling are less stringent than quantitative methods, but sampling needs to be criteria-based. The sampling must be both appropriate and sufficient. Relevance means that the sampling method is appropriate for the purpose of the study and helps to understand the research problem (Yagar and Dokme, 2018: 4).

In other words, there seems to be general agreement about how qualitative sampling should not be. However, there is less consensus on what qualitative sampling should be, reflecting the different positions of experts in qualitative research methods. Therefore, demographic characteristics such as gender, city, and marital status are not very important in the selection of samples in qualitative studies. Therefore, it is important to associate the questions within the scope of qualitative research with the research questions. The main features of how the sample selection should be in qualitative research can be listed below (Curtis et al. 2000: 1002).

- The sampling method is based on purposive or theoretical sampling criteria.
- Samples are small, heavily scrutinized, and each typically generates a large amount of information.
- In the sample selection, what is in the sample is usually not completely pre-specified and instead the sample selection is sequential.

- Sample selection is conceptually driven either by the theoretical framework that underlies the research question or by an evolving theory that is inductively derived from the data as the research progresses.

- Qualitative research should be reflective and clear about the rationale for case selection because there are ethical and theoretical implications that result from the choices made to include certain cases and exclude others.

- The qualitative examples are designed to make possible analytical generalizations.

In addition, it is very difficult to generalize in qualitative studies. Generalization, an act of reasoning that involves making broad inferences from specific observations, is widely accepted as a quality standard in quantitative research, but is more controversial in qualitative research. The goal of most qualitative research is not to generalize but to provide a rich, contextualized understanding of some aspects of human experience through intensive examination of specific cases (Polit and Beck, 2010: 1451). A major criticism of qualitative research in Firestone (1993) is that it is difficult to generalize findings to environments that have not been studied.

### 2.2.2. Limitations of the Research

The research was limited to the answers given by the sample group of 41 people who participated in the interview. The limitation in the sample is the impossibility of investigating the whole of the research population. It is assumed that the answers given by the interviewees are correct. In other words, the findings are assumed to be sincere and this is another limitation of the study. The last limitation of the study is the limitation of the people and institutions interviewed from some of cities.

As the focus of this study is individuals becoming professional coaches the phenomenon of career transition is limited to the sample of the study. Limitations of the study is also it's authentic originality, where it becomes unique as there are no other studies can be addressed that covers such a long period of life span in cause and result perspective where the career transition is completed and chronologically

decision making underlying processes and reasons where questioned in great detail. Furthermore, purposive sample selection limits the research as the professional coaches who professionally gain from the service of professional coaching. In addition, this study as its limitations do not address other cultures such as US or EU coaches, as the process is of transition is individually perceived, it can not be covered inter cultural but the way of Turkish business even though the certification process is international.

Another limitation of the study is that it does not reflect the coached point of view and the coached point of view, as it is difficult to work with because of the confidentiality agreement between the coach and the coached, as it was on the coaches who were once coached.

## 2.3. RESEARCH METHOD

Creswell (2017) argues that researchers should focus on three methods while conducting research. These methods are in the form of Quantitative, Qualitative and mixed method approaches. The approach that enables the researcher to use texts to justify their findings, describes the nature of the subject, and provides a mental picture from the researcher's point of view is called qualitative research method. In this study, qualitative research method was used.

According to DeFranzo (2011) the qualitative research method is used to understand underlying causes, views and motivations by providing insight into the problem or helping to develop ideas and hypotheses for potential quantitative research. In simple terms, it is a method of observation collected through non-numerical data. The type of research includes various methods of collecting data through focus groups, such as case studies, interviews, participation and observation, and group discussion. One of the characteristics of this type of research is that it covers the subject as well as the subject in depth and detail, and is more powerful because the data is composed of human experience rather than quantitative research. Usually, in this type of research, the researcher has a clear vision of what to expect as the framework of the study can be quickly revised with new information. Creswell (2017: 9) also mentioned that the qualitative research process is largely inductive, and the interrogator produces meaning from the data collected in the field.

In this context, the research method part is examined under three subheadings. First of all, the way of data collection and collection tools are mentioned. Later, the characteristics of the people participating in the interview are discussed. Finally, analysis is explained and the themes and sub-themes obtained as a result of the data are given.

### 2.3.1. Data Collection Process and Instrument

By calling the interviewee candidate to explained the research once again orally and the confidentiality terms were repeated and agreed for an online meeting time according to interviewees schedule. 60 coaches applied to be an interviewee and contacted and 15 of them were rejected according to their background or active coaching experiences, as they do not match with the research profile and objectives. 45 coaches were selected and scheduled. The interviews made over online platforms Zoom, Google meetings or Skype was used. Prior to recording of each interview all the research details once again (third time) is explained and the concept of the recording is taken orally. According to the confidentiality agreement which can be seen at the appendix, personal information, name, background company information, related names of the people mentioned during the recorded conversation is kept secret and also not transcripted. Every attendee confirmed the confidentiality agreement sent him or her by email by replying right before the interviews.

41 interviews are planned with voluntarily quitted coaches. 5 years and over corporate background will be criteria, considering the experience. The coaches will be reached over Expert Coaches Association (UKD), which is the association of professional coaches accredited and recognizes by the government of Turkey. If the desired number of research attendants can't be reached over UKD, other coaching associations such as International Coaching Federation (ICF) will be reached. Lastly, coaching profession training schools such as Erickson International will be contacted to reach their graduates, if necessary. The interview number can be increased or decreased according to analysis results. Semi structured interviews will be based on 3 subjects: the story of job quit, coaching intervention and career as a coach. The

semi-structured questions are based on literature including both qualitative and quantitative doctoral dissertations and adapted to this research.

### 2.3.2. Characteristics of Interviewees

The participants of the study are numbered from I-1 to I-41. Interviewee profiles according to demographic characteristics are given in Table 3 below in detail.

**Table 3:** Demographic Characteristics of the Interviewees

| Interviewee | Age | Gender | Education | Marital Status | Having Kids | City |
|---|---|---|---|---|---|---|
| I-1 | 47 | Male | Bachelor Degree | Single | No | İzmir |
| I-2 | 45 | Female | Master Degree | Married | Yes | Gaziantep |
| I-3 | 49 | Female | Bachelor Degree | Single | No | İstanbul |
| I-4 | 43 | Female | Master Degree | Single | No | İstanbul |
| I-5 | 50 | Female | Master Degree | Married | Yes | İstanbul |
| I-6 | 56 | Male | Bachelor Degree | Married | Yes | İzmir |
| I-7 | 49 | Female | Bachelor Degree | Married | Yes | İstanbul |
| I-8 | 39 | Female | Bachelor Degree | Married | Yes | İstanbul |
| I-9 | 42 | Male | Master Degree | Single | No | İzmir |
| I-10 | 48 | Female | Bachelor Degree | Single | Yes | İzmir |
| I-11 | 48 | Female | Doctorate Degree | Married | Yes | Mugla |
| I-12 | 34 | Female | Master Degree | Married | Yes | İstanbul |
| I-13 | 50 | Male | Bachelor Degree | Married | Yes | İstanbul |
| I-14 | 44 | Female | Bachelor Degree | Single | No | Mugla |
| I-15 | 57 | Female | Bachelor Degree | Married | Yes | Ankara |
| I-16 | 44 | Female | Bachelor Degree | Married | Yes | İstanbul |
| I-17 | 41 | Female | Bachelor Degree | Single | No | İstanbul |
| I-18 | 35 | Female | Master Degree | Married | Yes | Adana |
| I-19 | 60 | Male | Master Degree | Married | Yes | İzmir |
| I-20 | 57 | Female | Master Degree | Married | Yes | İstanbul |
| I-21 | 48 | Female | Bachelor Degree | Married | Yes | İstanbul |
| I-22 | 43 | Female | Master Degree | Married | Yes | İzmir |
| I-23 | 32 | Female | Bachelor Degree | Single | No | Adana |
| I-24 | 47 | Female | Master Degree | Married | No | İstanbul |
| I-25 | 42 | Male | Master Degree | Married | Yes | İzmir |
| I-26 | 47 | Male | Bachelor Degree | Married | Yes | İstanbul |
| I-27 | 49 | Female | Bachelor Degree | Single | Yes | İzmir |
| I-28 | 44 | Female | Bachelor Degree | Single | No | İstanbul |
| I-29 | 43 | Female | Bachelor Degree | Single | No | İzmir |
| I-30 | 52 | Female | Master Degree | Married | Yes | Antalya |

| I-31 | 45 | Female | Master Degree | Single | No | İzmir |
|------|----|--------|---------------|--------|-----|-------|
| I-32 | 48 | Female | Master Degree | Married | Yes | İzmir |
| I-33 | 58 | Female | Bachelor Degree | Married | Yes | İstanbul |
| I-34 | 50 | Female | Master Degree | Married | Yes | İstanbul |
| I-35 | 44 | Female | Bachelor Degree | Married | No | İzmir |
| I-36 | 41 | Female | Bachelor Degree | Married | Yes | İzmir |
| I-37 | 37 | Female | Master Degree | Married | Yes | İzmir |
| I-38 | 59 | Female | Master Degree | Single | Yes | İstanbul |
| I-39 | 37 | Female | Bachelor Degree | Married | Yes | İzmir |
| I-40 | 55 | Female | Master Degree | Married | Yes | Ankara |
| I-41 | 49 | Female | Bachelor Degree | Single | No | Mugla |

**Resource:** by the Author of the Dissertation

According to Table 3, there are 41 participants in this study. 34 participants are females, and 7 participants are males. Participants' ages range between 32 and 60. When the literature is examined, it is the topic of discussion in studies advocating that coaching should have a certain age (Aydin, 2019). However, the age range of the people who coach in this study is quite wide and it is noteworthy that they start the coaching profession after 30. Furthermore, 21 participants have bachelor degree, 19 participants have master degree, and a participant has doctorate degree. 27 participants are married, and 14 participants are single. 28 participants have kids, and 13 participants do not have kids. Participants live in various cities such as İstanbul, İzmir, Ankara, Adana, Mugla and Antalya.

Since those who do the coaching profession in Turkey are limited and it is very difficult to access all sampling in qualitative studies, only people from certain provinces who could be reached by the author constituted the sampling of the study.

Statistics about the sector information, positions and experiences of the interviewees are given in Table 4 below.

**Table 4:** Sector Information of the Interviewees

| Interviewee | Sector | Sector-2 | Size of Corp. | Size of Team | Position (last) | Experience (last) | Total Experience |
|-------------|--------|----------|---------------|--------------|-----------------|-------------------|------------------|
| I-1 | Banking | Private | Big | 8 | Manager | +10 Years | +20 Years |
| I-2 | Automotive | Private | Big | 1500 | Manager | +10 Years | +20 Years |
| I-3 | Education | Private | Big | 7 | Manager | 1-5 Years | +20 Years |
| I-4 | Holding | Private | Big | - | Manager | +10 Years | 11-20 Years |

| I-5 | Education | Public | Middle | - | Specialist | 1-5 Years | +20 Years |
|---|---|---|---|---|---|---|---|
| I-6 | Military | Private | | 4 | Military Officer | +10 Years | +20 Years |
| I-7 | Textile | Private | Middle | - | Manager | 6-10 Years | +20 Years |
| I-8 | Insurance | Private | Small | - | Specialist | 6-10 Years | 1-10 Years |
| I-9 | Consulting | Public | Middle | 24 | Manager | +10 Years | 11-20 Years |
| I-10 | Insurance | Public | Middle | - | Manager | 1-5 Years | 1-10 Years |
| I-11 | Media | Private | Big | - | Manager | +10 Years | 11-20 Years |
| I-12 | Banking | Private | Middle | 50 | Manager | 6-10 Years | 1-10 Years |
| I-13 | Textile | Private | Middle | 60 | Manager | 6-10 Years | 11-20 Years |
| I-14 | Media | Private | Big | 80 | Reporter | 1-5 Years | 11-20 Years |
| I-15 | Banking | Public | Big | - | Manager | 1-5 Years | +20 Years |
| I-16 | Insurance | Private | Big | 15 | Manager | +10 Years | 11-20 Years |
| I-17 | Banking | Private | Big | 100 | Manager | 6-10 Years | 11-20 Years |
| I-18 | Human Resources | Private | Big | - | Manager | 1-5 Years | 1-10 Years |
| I-19 | Tourism | Private | Big | - | Manager | +10 Years | +20 Years |
| I-20 | Banking | Private | Big | 36 | Manager | +10 Years | +20 Years |
| I-21 | Banking | Private | Small | 5 | Manager | 1-5 Years | 11-20 Years |
| I-22 | Holding | Private | Middle | - | Manager | 1-5 Years | +20 Years |
| I-23 | Industry | Private | Big | - | Specialist | 1-5 Years | 1-10 Years |
| I-24 | Retail | Private | Big | 4 | Manager | +10 Years | 11-20 Years |
| I-25 | Goverment | Public | Big | 30 | Specialist | 1-5 Years | 11-20 Years |
| I-26 | IT | Private | Big | 42 | Manager | 1-5 Years | 11-20 Years |
| I-27 | Military | Private | Middle | 7 | Specialist | 1-5 Years | 11-20 Years |
| I-28 | Insurance | Private | Middle | 7 | Specialist | 6-10 Years | 11-20 Years |
| I-29 | Industry | Private | Small | - | Manager | 6-10 Years | 11-20 Years |
| I-30 | Education | Public | Small | - | Academic | 6-10 Years | 1-10 Years |
| I-31 | IT | Private | Big | 350 | Manager | +10 Years | 11-20 Years |
| I-32 | Government | Private | Big | - | Specialist | +10 Years | 11-20 Years |
| I-33 | IT | Private | Middle | 30 | Manager | 6-10 Years | +20 Years |
| I-34 | Consulting | Private | Small | - | Manager | 1-5 Years | 11-20 Years |
| I-35 | Consulting | Private | Small | - | Manager | +10 Years | 11-20 Years |
| I-36 | Banking | Private | Big | 26 | Manager | 1-5 Years | 11-20 Years |
| I-37 | Consulting | Private | Big | - | Specialist | 6-10 Years | 11-20 Years |
| I-38 | Logistics | Private | Middle | 70 | Manager | 1-5 Years | +20 Years |
| I-39 | Textile | Private | Big | 3 | Manager | 1-5 Years | 11-20 Years |
| I-40 | IT | Private | Small | | Manager | +10 Years | +20 Years |
| I-41 | Education | Private | Middle | 3 | Manager | 1-5 Years | 11-20 Years |

**Resource:** by the Author of the Dissertation

According to Table 4, participants worked in various sectors in corporate life. These sectors include the following:   automotive, banking, education, holding,

consulting, industry, insurance, IT, logistics, media, military, public, retail, textile and tourism. 36 participants worked in private organizations, 2 participants worked in foundations. Other participants worked in public, public/foundation and public/private organizations. The corporates that participants worked at had minimum 15; maximum 7000 workers from small to big size companies. The size of the participants' teams had minimum 3 workers, maximum 5200 workers. 25 participants worked as manager, 6 participants worked as specialist, 2 participants worked as academic, 1 participant worked as reporter, and 1 participants worked as military officer in the last organization. In the last organization, 16 participants had 1-5 years experience, 9 participants had 6-10 years experience, and 11 participants had +10 years experience. 6 participants had 1-10 years experience, 21 participants had 11-20 year experience, and 12 participants had +20 years experience working in organizations. Information about the participants' leaving their jobs and coaching intervention experiences is presented in Table 5 below.

**Table 5:** Coaching Intervention Experience of the Interviewees

| Intervi ewee | Year of Job Quit | Time of Coaching Intervention | Who Paid For Coaching Intervention | Coaching Intervention In Work Place | Coaching Intervention Before Training | Change of Income |
|---|---|---|---|---|---|---|
| I-1 | 2019 | Before Voluntary Job Quit | Sponsored | Yes | No | Decreased |
| I-2 | 2018 | Before Voluntary Job Quit | Non-sponsored | No | No | Increased |
| I-3 | 2016 | Before Voluntary Job Quit | Non-sponsored | No | No | Decreased |
| I-4 | 2015 | No Intervention | Non-sponsored | No | No | Decreased |
| I-5 | 2005 | After Voluntary Job Quit | Non-sponsored | No | No | Decreased |
| I-6 | 2015 | After Voluntary Job Quit | Non-sponsored | No | No | Decreased |
| I-7 | 2018 | No Intervention | Non-sponsored | No | No | Decreased |
| I-8 | 2009 | After Voluntary Job Quit | Non-sponsored | Yes | No | Increased |
| I-9 | 2016 | No Intervention | Non-sponsored | No | No | No Change |
| I-10 | 2004 | After Voluntary Job Quit | Non-sponsored | No | No | Decreased |

| | | | | | | |
|---|---|---|---|---|---|---|
| I-11 | 2018 | No Intervention | Non-sponsored | No | No | Decreased |
| I-12 | 2019 | No Intervention | Non-sponsored | No | No | Increased |
| I-13 | | No Intervention | Non-sponsored | No | No | Decreased |
| I-14 | 2013 | After Voluntary Job Quit | Non-sponsored | No | No | Decreased |
| I-15 | 2008 | No Intervention | Non-sponsored | No | No | Decreased |
| I-16 | 2014 | After Voluntary Job Quit | Non-sponsored | No | No | Decreased |
| I-17 | 2017 | No Intervention | Non-sponsored | No | No | Decreased |
| I-18 | 2017 | Before Voluntary Job Quit | Sponsored | Yes | Yes | Decreased |
| I-19 | 2016 | No Intervention | Non-sponsored | No | No | Decreased |
| I-20 | 2008 | After Voluntary Job Quit | Non-sponsored | No | No | Decreased |
| I-21 | 2009 | After Voluntary Job Quit | Non-sponsored | No | No | No Change |
| I-22 | 2015 | No Intervention | Non-sponsored | No | No | Decreased |
| I-23 | 2017 | Before Voluntary Job Quit | Sponsored | Yes | Yes | Increased |
| I-24 | 2015 | After Voluntary Job Quit | Non-sponsored | No | No | Decreased |
| I-25 | 2019 | No Intervention | Non-sponsored | No | No | Increased |
| I-26 | | Before Voluntary Job Quit | Non-sponsored | Yes | Yes | Decreased |
| I-27 | 2006 | After Voluntary Job Quit | Non-sponsored | No | No | Decreased |
| I-28 | 2017 | No Intervention | Non-sponsored | No | No | Decreased |
| I-29 | 2015 | Before Voluntary Job Quit | Non-sponsored | No | Yes | Decreased |
| I-30 | 1997 | No Intervention | Non-sponsored | Yes | No | Decreased |
| I-31 | 2017 | Before Voluntary Job Quit | Non-sponsored | No | Yes | Decreased |
| I-32 | 2018 | No Intervention | Non-sponsored | No | No | Decreased |
| I-33 | 2010 | Before Voluntary Job Quit | Sponsored | No | Yes | Decreased |
| I-34 | 2004 | No Intervention | Non-sponsored | No | No | Decreased |
| I-35 | 2015 | Before Voluntary Job Quit | Sponsored | Yes | Yes | Decreased |
| I-36 | 2014 | No Intervention | Non-sponsored | No | No | Increased |
| I-37 | 2019 | No Intervention | Non-sponsored | No | No | Decreased |

| | | No Intervention | Non-sponsored | No | No | Decreased |
|------|------|------------------------|---------------|-----|-----|-----------|
| I-38 | | No Intervention | Non-sponsored | No | No | Decreased |
| I-39 | 2020 | After Voluntary Job Quit | Non-sponsored | No | No | Decreased |
| I-40 | 2012 | Before Voluntary Job Quit | Sponsored | Yes | Yes | No Change |
| I-41 | 2017 | No Intervention | Non-sponsored | No | No | Decreased |

**Resource:** by the Author of the Dissertation

Table 5 shows that all participants left their job voluntarily between 1997 and 2020. 11 participants claimed experiencing coaching intervention before job quit, 11 of them after job quit. However 19 participants claimed they did not experience coaching intervention outside of coaching trainings. Most of the participants (35) who experienced coaching intervention paid for coaching intervention by themselves (non-sponsored). 6 participants claimed experiencing sponsored coaching intervention. 8 participants experienced coaching intervention at work place, 33 participants did not experience coaching intervention in work place. 8 participants experienced coaching intervention before coaching trainings, 33 participants did not experience coaching intervention before coaching trainings. 32 participants claimed decrease of income, 6 participants claimed increase of income, and 3 participants claimed no change of income after the job quit. Information about the coaching trainings of the participants is as in Table 6 given below.

**Table 6:** Coaching Training Information of the Interviewees

| Interviewee | Time of the Coaching Training | Who Paid For Coaching Training | Coaching School | Coaching Title | Coaching Experience |
|-------------|-------------------------------|--------------------------------|-----------------|----------------|---------------------|
| I-1 | Before Job Quit | Non-sponsored | Adler | PCC | +5 Years |
| I-2 | Before Job Quit | Non-sponsored | Erickson | PCC | Less than 1 Year |
| I-3 | Before Job Quit | Non-sponsored | Coactive | ACC | 1-5 Years |
| I-4 | Before Job Quit | Sponsored | Adler | Certification | +5 Years |
| I-5 | Before Job Quit | Non-Sponsored | Fa Coach Academy | Certification | +5 Years |
| I-6 | After Job Quit | Non-sponsored | Anka Coaching | Certification | 1-5 Years |
| I-7 | Before Job Quit | Non-Sponsored | Anka Coaching | Certification | 1-5 Years |
| I-8 | After Job Quit | Non-sponsored | Accredited Coaching School | MCC | +5 Years |
| I-9 | Before Job Quit | Sponsored | Erickson | Certification | 1-5 Years |
| I-10 | After Job Quit | Non-sponsored | Fa Coach Academy | Certification | +5 Years |
| I-11 | After Job Quit | Non-sponsored | Accredited Coaching | Certification | 1-5 Years |

| | | | School | | |
|---|---|---|---|---|---|
| I-12 | Before Job Quit | Non-sponsored | Gestalt | ACC | 1-5 Years |
| I-13 | Before Job Quit | Non-sponsored | Sola Unitas | PCC | 1-5 Years |
| I-14 | Before Job Quit | Non-Sponsored | Anka Coaching | Certification | +5 Years |
| I-15 | After Job Quit | Non-Sponsored | Anka Coaching | Certification | +5 Years |
| I-16 | After Job Quit | Non-Sponsored | Anka Coaching | Certification | 1-5 Years |
| I-17 | Before Job Quit | Non-Sponsored | Sola Unitas | PCC | 1-5 Years |
| I-18 | Before Job Quit | Non-Sponsored | Accredited Coaching School | ACC | 1-5 Years |
| I-19 | Before Job Quit | Non-Sponsored | Adler | PCC | 1-5 Years |
| I-20 | Before Job Quit | Non-sponsored | Erickson | Certification | Less than 1 Year |
| I-21 | After Job Quit | Non-Sponsored | Erickson | Certification | Less than 1 Year |
| I-22 | Before Job Quit | Non-Sponsored | Adler | Certification | +5 Years |
| I-23 | Before Job Quit | Non-Sponsored | House of Human | PCC | 1-5 Years |
| I-24 | Before Job Quit | Non-Sponsored | Adler | Certification | +5 Years |
| I-25 | Before Job Quit | Non-sponsored | Sola Unitas | Certification | 1-5 Years |
| I-26 | Before Job Quit | Non-Sponsored | Sola Unitas | ACC | +5 Years |
| I-27 | After Job Quit | Non-sponsored | Adler | ACC | 1-5 Years |
| I-28 | Before Job Quit | Non-sponsored | House of Human | Certification | Less than 1 Year |
| I-29 | After Job Quit | Non-Sponsored | CTI | PCC | Less than 1 Year |
| I-30 | After Job Quit | Sponsored | CTI | Certification | +5 Years |
| I-31 | After Job Quit | Non-Sponsored | Erickson | Certification | 1-5 Years |
| I-32 | After Job Quit | Non-Sponsored | Accredited Coaching School | Certification | 1-5 Years |
| I-33 | Before Job Quit | Sponsored | Adler | Certification | +5 Years |
| I-34 | After Job Quit | Non-Sponsored | Erickson | PCC | +5 Years |
| I-35 | Before Job Quit | Non-sponsored | Erickson | PCC | Less than 1 Year |
| I-36 | Before Job Quit | Non-Sponsored | Accredited Coaching School | PCC | Less than 1 Year |
| I-37 | Before Job Quit | Non-Sponsored | Professional Coaching Academy | Certification | 1-5 Years |
| I-38 | Before Job Quit | Sponsored | Gestalt | PCC | +5 Years |
| I-39 | Before Job Quit | Non-Sponsored | House of Human | Certification | 1-5 Years |
| I-40 | Before Job Quit | Non-sponsored | Erickson | Certification | Less than 1 Year |
| I-41 | After Job Quit | Non-Sponsored | Erickson | Certification | 1-5 Years |

**Resource:** by the Author of the Dissertation

Table 6 indicates most of the participants (27) claimed to get coaching trainings before job quit, while some participants (14) claimed to get after the job quit. 36 participants had non-sponsored coaching trainings, 5 participants had sponsored coaching trainings. Participants got coaching trainings in various coaching schools. Coaching schools include the following: Adler, Erickson, Livcon Academy,

Gestalt, Coactive, Anka Coaching, Fa Coach Academy, House of Human, Professional Coaching Academy and Sola Unitas. 11 participants claimed to have PCC title, 5 participants claimed to have ACC title, one participant claimed to have MCC title and the rest are alumni's of accredited coaching schools with international certification. 20 participants have 1-5 years experience, 14 participants have +5 years experience of coaching. 8 participants have less than 1 year of coaching experience.

### 2.3.3. Research Design

In the analysis of the research, descriptive and content analysis techniques were used according to the interview answers obtained. In the study, the data obtained from the interview forms made with 41 people were read several times and coding was done for this. Then, descriptive and content analysis was carried out by bringing together the coding and creating themes that will form the main lines of the research findings.

Descriptive analysis is a kind of qualitative data analysis method that includes summarizing and interpreting data obtained by various data collection techniques according to predetermined themes. In such an analysis, the researcher may involve directing suggestions to reflect the thoughts of the participants he sees or observes. The main purpose of this type of analysis is to present the findings to the reader in a summarized and interpreted way. Descriptive analysis is applied in four stages (Ozdemir, 2010: 335).

1. The researcher presents a framework for data analysis based on the research questions, the theoretical framework of the research, or the dimensions of the interviews and observations. Thus, it is determined which data will be given under which theme.

2. Then the researcher analyses and organizes the data based on the created framework. In this formation, it is of great importance to bring the data together in a meaningful way.

3. The researcher explains the data the organized.

4. Finally, the researcher presents, relates and makes sense of the findings. In this step, the researcher also gives the cause-effect relationship between the findings to further strengthen their findings and compare various cases if necessary.

Content analysis is similar to descriptive analysis, but the data that is summarized and interpreted in descriptive analysis is subjected to a more in-depth processing in content analysis, and concepts and themes that cannot be recognized with a descriptive approach can be discovered with this analysis. The purpose of content analysis is to reveal the relationships between concepts by explaining the collected data. The main process in content analysis is to gather similar data within the scope of certain concepts and themes and interpret them in a way that the reader can understand (Selçuk et al. 2014: 433). The themes and sub-themes obtained from the descriptive and content analyses for this study are summarized in Figure 4 below.

**Figure 4:** Theme and Sub-Themes Obtained from the Data
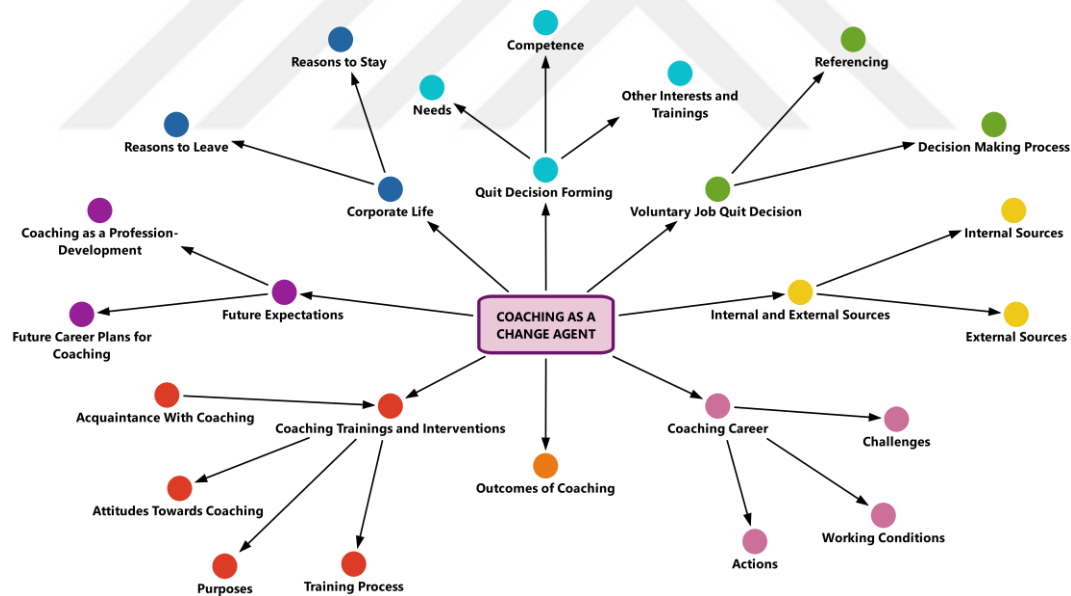


**Resource:** by the Author of the Dissertation

In Figure 4, themes and sub-themes were created according to the data obtained from the interview interviews. At this stage, these interviews were read separately and 8 main themes and sub-themes for each main theme were formed

independently of each other. The themes and sub-themes obtained in the findings section are analyzed.

## 2.4. DATA ANALYSIS

Data analysis progressed in three steps, which are open, axial and hypothetical coding. Open coding of the interviews was initiated as soon as possible after their transcription. It thus guided consequent data gathering by allowing the interview protocol to be adapted to emerging models (Wordsworth and Nilakant, 2021: 5).

Generally, interviews took 45 to 90 minutes, in average of 60 minutes. The total of field part of the research took 150 hours. Interviews questions that can be seen at the appendix were adapted from the literature, consisting of open-ended questions and 3 parts. Semi-structured protocol is followed, which gives flexibility to the researcher according to the flow of the conversation. Interviewers were free to not to respond any question they prefer or if the questions were not fitting properly to the interviewees' story they were adapted. The first part of the recorded conversations starts with the professional corporate background history and ends with the very last organizational experience, including the reasons, emotional situations, organizational, personal and environmental factors as mentioned by the interviewee. Second part is the coaching intervention, this part is asked due to the story, if the intervention is before the job quit or afterwards, questions were adapted and asked to understand the depth of the decision forming, questioning phases. Lastly, as the interviewees are credentialed or internationally certified coaches, their experience of becoming a coach as a professional is questioned. Interviews were recorded as video but this dissertation research is concentrated on the audio part of the recordings.

45 interviews were completed but only 41 of them was transcribed into text as the 3 of the profiles had an entrepreneurship background or non voluntary job quit as discovered during the conversation, 1 excluded from the sample because of the sampling geographic consistency. 41 of the 45 completed interviews are transcribed by hand, no software was used and due to confidentiality agreement no mentioned

names were used. Interviews were held in complete privacy and without interruption, no comments or judgments were made and the expressions were accepted as it is. The background of the researcher is also a professional coach and the experience of structured interviewing helped to maintain the depth of the conversations. These details are also a contribution to the validity of the research. For coding and analysis of the transcripted interviews MAXQDA software is selected. Coding process is also confirmed with experts to supply the validity of the research. The use of software is also a validity factor by itself.

In the last step of data analysis, selective coding requires defining the main classification of engaging in critical thinking (Wordsworth and Nilakant, 2021: 6). All material classifications are associated with this basic group throughout a series of relational statements outlined in the findings section.

## 2.5. ANALYSIS OF RELIABILITY AND VALIDITY

Addressing risks to reliability and validity throughout research scheme supports to draw accurate results from the data collected (Babcock, 2020: 72). The qualitative issue frequently concerns the validity and reliability of their data. A tool will be considered a good measure when the data collection passes tests of validity and reliability. Validity is about whether the research is reliable and evaluates what it needs to evaluate. In this context, the quality of the interview tool is fundamental because the outcome of a research is subject to the information attained from the tool. Meanwhile, in terms of the reliability of the tool, the data is subjective and narrative, which can ultimately reason difficulties for the analysis section. Conversely, a study is measured reliable when it has consistency of interview data and measures the models it is supposed to measure, without bias (Abd Gani et al. 2020: 143.

In other words, reliability interests whether another researcher following the similar research processes can replicate the similar findings and results of a study. The aim is to minimize errors and biases in the study (Lawler, 2011: 47). One aspect of this thesis that minimizes the potential for bias or error is the documentation of

processes. So, the present research is reproducible and it is possible to achieve the same type of outcomes using the processes documented in this research.

Basically, validity and reliability are called trustworthiness in qualitative research. In the presented thesis, trustworthiness is provided as follows.

- Credibility
o Peer Debriefing: 7 specialists were informed about this issue.
o Prolonged Engagement: 42 attendees were involved in the study and an average of 60 minutes of interviews were conducted with those participants.
- Dependability
o Theoretical Triangulation: In this context, SDT, Meaning at Work, Career Transition theories are blended.
o In addition, conformability, audit trial, transferability, sampling, analysis and researcher background support the trustworthiness of the study.
- Software Coding & Analysis: Coders agreement is determined as 81%.

After controlling the themes, categories, themes and all other stages in line with the literature, the level of representation of the data set included in the analysis of the results obtained as a result of the qualitative data analysis should be determined (Poggenpoel and Myburgh, 2003). At this stage, it is impossible for the researcher to make a coding that is free of individual influence. In such a case, it is important to encode the same data set by different encoders. Because the similarity rate of the data set coded by different coders comes to the fore (Fidan and Ozturk, 2015). This similarity rate is also used to determine the reliability of qualitative research. This similarity, called internal consistency in the Miles and Huberman (1994) model and conceptualized as consensus among encoders, is made using the formula $\Delta = C \div (C + \partial) \times 100$. In the formula, $\Delta$: Reliability coefficient, C: Number of topics/terms on which consensus is reached, $\partial$: Number of topics/terms on which there is no consensus According to the coding control, which gives internal consistency, the consensus among coders is expected to be at least 80% (Miles and Huberman 1994; Patton 2002). For this reason, in our study, the opinion of the field expert was taken to determine the similarity rate between themes. The consensus rate between the experts and the themes was 81%. This ratio is calculated using the formula $\Delta = C \div (C + \partial) \times 100$.

# CHAPTER THREE

## FINDINGS

The findings obtained from the interviews are presented under this title. Firstly, the research findings and the conceptual framework created within the framework of the literature are given. Then, the findings analyzed within the scope of the research questions were grouped according to the themes and the findings obtained within the scope of the themes were presented.

## 3.1. CONCEPTUAL FRAMEWORK

A conceptual analysis was proposed to trace the major theories of coaching which together build the theoretical framework of coaching as part of SDT, meaning framework and career transition theory. The conceptual methodology procedure comprises making instructions, classifying themes from the data, and making assumptions that recommend the relationships between theories. A review of the literature and a series of interviews have ensured the groundwork for the improvement of the conceptual model presented in Figure 5.

**Figure 5:** A Conceptual Model of Career Change Process to Become a Coach
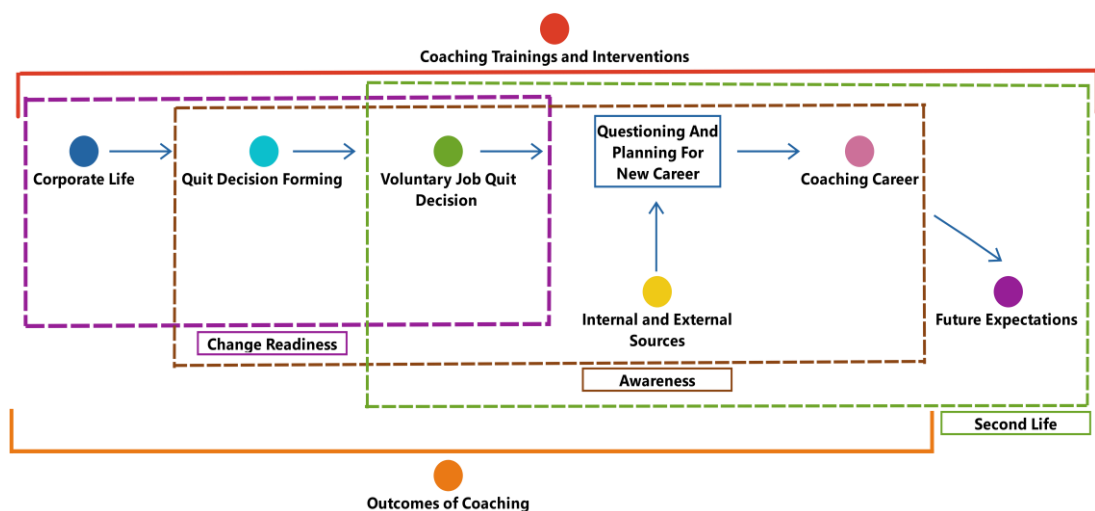


**Resource:** by the Author of the Dissertation

Figure 5 shows the participants' coaching processes in the career change process. There are three different stages in this process and these stages are as follows.

- Change Readiness: Change Readiness is the first phase of the overall phenomenon. Interviewee's journey begins while she/he working at a corporation as an employee as a mid/senior level manager or as a specialist. There were also soldiers, academics which were not categorized into manager/non manager positioning. While individuals working at their company the thoughts of job quit begins as a seed, but the individual don't get into action until they feel ready. Thought seeds grow as their events happen in organizational or personal life. Such as the ethical issues or having kids or managerial orientations. The quit decision forms during the events until a trigger makes the decision to turn to an action and the results with voluntary job quit. So during the change readiness stage, starts with the corporate background, some changes and events happen to trigger the underlying thoughts to turn them into an action of voluntary job quit. During the change readiness phase, one might take coaching sessions and might have evaluated the change period with a coaching intervention, this intervention might be sponsored by the corporation or individual might have never heard of coaching in this stage and have taken the process of decision by own sources of decision making. If one has taken a coaching session sponsored or not by the corporation or one has started their coaching trainings before the job quit and as a part of the trainings coaching practices were made, then the outcomes of coaching might have an impact on the formation of thoughts and voluntary job quit action as the job and the work place is no longer a fit for the desired values.

Above horizontal process representation explains that all participants were initially working in corporates. Individuals had both positive and negative experiences in the corporate life. While few participants mentioned positive experiences such as organizational support, incentives and satisfaction; many participants mentioned negative experiences in the corporate life such as dissatisfaction, lack of support, economical problems, ethical problems and crisis, which led them to question their life in corporates.

In the process of questioning the corporate life, the participants often expressed their needs such as autonomy, contribution, relatedness, learning and development. They also mentioned other interests and trainings outside of their corporate lives such as social sciences, spiritual trainings and self-development. Being able to express their needs and other interests had an important role for participants' awareness and taking the job quit decision.

- Awareness: Awareness period starts after the job quit decision and the action of job quit itself. It covers a period individual starts to question of what am I doing with my life? and how I want to sustain it?. It's a questioning period individual rediscover her/his needs and begins to search for new alternatives. This phase is shaped by the reactions of relatives and friends while taking some time off and turn inwards. It is the phase that one begins to look for answers of a new destination or a new story to begin. During this period individuals attend trainings and certification programmes or interaction with others direct them to a new path. They also use their backgrounds as a source to reshape themselves while noticing their needs and values for a new career they wish to be a part of. As the interviewees were coaches, this phase end with the decision of becoming a coach and actively practicing it while investing on the certification and accreditation both as financially and time/afford wise. As the trainings and relatedly coaching sessions are taken during this phase, even if one had an intervention before, the outcomes of coaching is a part of the decision process of new career as one is reconnected with the priority of his/her values and needs and decides about the work environment she/he wants to be a part of.

  Above table explains, participants expressed being aware that they did not want to be part of the corporate life. And they finally made the decision. Some participants were questioning their job-quit decision, however most were satisfied with the result. Some participants had goals to achieve after voluntary job quit decision. Participants also mentioned receiving both positive and negative feedbacks from their environment related to job quit decision. After the job quit decision, participants mentioned using both internal and external sources on the way to becoming a coach. These internal and external sources helped participants plan for the new career.

- Second Life: Second life is what interviewees are calling to their life after they complete the awareness stage which they make their life according to their values, it actually starts with the voluntary job quit action and it is a period of individuals feel bliss. This period also covers the new career development as they continue to self develops and gets expertise on related side subjects to coaching and as a practioners to become professional. This phase is also a questioning phase in terms of coaching career development and business development. This phase also includes future expectation related to individuals self-future image but also about the coaching profession itself. As the continuous education is a part of the profession of coaching, receiving and delivering coaching and keeping alive of the awareness is a part of this phase while coaching outcomes are now mostly discovered and already had shaped the new career as the second life. Above table represents, participants defined their new career as a coach as a second life given to them. They expressed what actions they took in the new career, their working conditions and the challenges they have been facing. Participants also mentioned future expectations for their own career and coaching as a profession.

Coaching trainings and interventions; and outcomes of coaching were seen in the whole process of career change and becoming a coach. While some participants mentioned first acquaintance with coaching in the corporate life; some participants mentioned it after the voluntary job quit decision. In addition, coaching trainings and interventions are still relevant in their new career since participants are currently practicing professional coaching and still receiving coaching from others. Also it seems that participants have plans and expectations for future related to coaching career. As mentioned before, outcomes of coaching also were seen in almost whole process of career change. As participants started coaching interventions and trainings at different times, outcomes of coaching were seen at different times of the process. However, there are no effects of outcomes of coaching detected for future expectations.

Based on the results, eight themes were formed, which are corporate life; quit decision forming; voluntary job quit decision; internal and external sources; outcomes of coaching; coaching trainings and interventions; coaching career; and

future expectations. Each theme, which has categories (see Figure 3.1), was covered in detail in the following sections with the quotations from the participants.

## 3.2. RESULTS OF THE QUALITATIVE ANALYSIS OF THE RESEARCH QUESTIONS

There are two main approaches to writing down the findings of qualitative research. The first is to simply report the key findings under each major theme or category, using appropriate verbatim citations to illustrate those findings. t is then accompanied by a separate, linked discussion section, where the findings are discussed in relation to current research (as in quantitative studies). Second, in qualitative studies, themes are still used to present the findings, but the discussion is included in the findings section (Burnard et al. 2008: 430).

In this study, firstly, the findings are presented under this section. In the next section, the findings obtained and the sources in the literature are discussed. In this thesis, the opinions of the people who participated in the interview are given under the eight themes, without giving their names, within the scope of the principle of confidentiality. In this framework, as stated above, each participant is given as Interviewee-1, Interviewee-2......Interviewee-41.

### 3.2.1. Theme 1: Corporate Life

The first theme was determined as corporate life and the sub-themes created under this theme are given in Figure 6.

**Figure 6:** Corporate Life Theme Hierarchical Theme and Sub-Themes Model
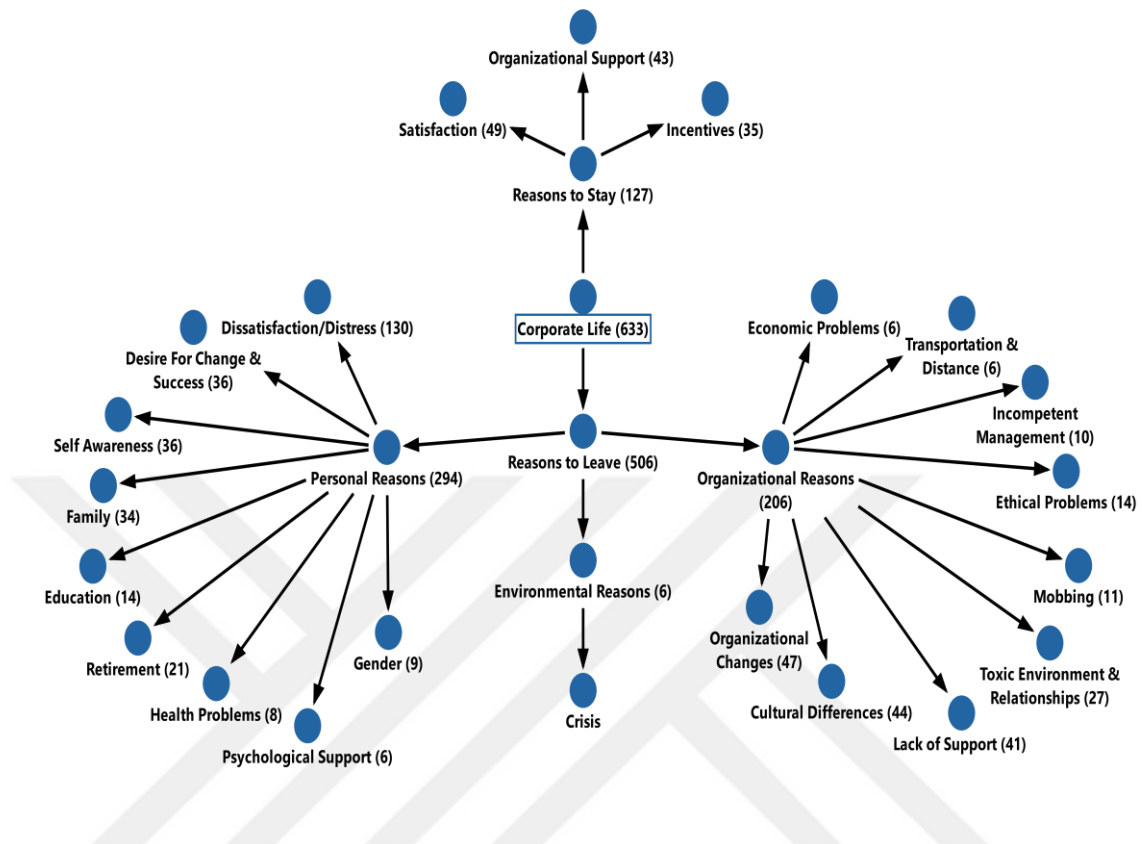


**Resource:** by the Author of the Dissertation

Corporate life theme is about the backgrounds of the participants. The first part of interviews covers the questions of: career background, working conditions, organizational support, and the organizational environment to discover the organizational environment. This is the part to understand how the decision is formed; how the story of voluntary job quit decision is formed. Participants not only mentioned their reasons to leave but also talked about the reasons to stay, which were the positive side of the corporate experience of theirs. The first theme emerges as participants revealed their last corporate life. Participants mentioned both positive and negative aspects of corporate life. A positive aspect of corporate life is mentioned under the category of "reasons to stay" while negative aspects of corporate life is mentioned under the category of "reasons to leave". The sub-themes created under "reason to leave" and "reason to stay" are as follows.

1. Reasons to Leave: To understand the phenomenon reasons to leave was not directly asked but the story is broke down into sub-units of coding's. Various directly and indirectly decision forming events and situations are mentioned and accordingly categorized. Participants mainly mentioned their reasons to leave the corporate life. In addition, category of reasons to leave was divided into three sub-themes, which are personal reasons, organizational reasons and environmental reasons.

- Personal Reasons: Personal reasons are the reasons that are mentioned not directly related to organization or environment but the individual him/herself. The 'self' and 'self concept' issues are mentioned according to participant's own perception and cognition of the situation of the time it occurred. Based on the interviews with the participants nine sub-themes in personal reasons to leave the corporate life were formed. These are dissatisfaction/distress, desire for change and success, self-awareness, family, retirement, education, gender, health problems and psychological support.

o Dissatisfaction/Distress: Dissatisfaction and the stress mentioned in the conversations are strongly and clearly talked by the participants. Their subjective interpretations of the corporate life and the related environment are discussed. Participants mainly mentioned dissatisfaction/distress. Participants mentioned not being able to enjoy, make time for social life and feeling stressed in the corporate life. Some participants also expressed that even though they had privileges in the corporate, they did not feel satisfaction. Interviewee-1 and Interviewee-14 mentioned dissatisfaction/distress related to corporate life:

*Do one's feet drag back and forth everyday? Mine was, and finally I said I couldn't do it in here anymore. I said that I can't be in here conscientiously, spiritually or physically, and that's why I left. I didn't look back when I was leaving. There is a local saying at Gaziantep as "\*If you're divorced you don't look back". I didn't look either, even for compensation etc. Because I was unhappy, I wasn't feeling satisfied. (Interviewee-1)*
*Media industry is difficult as in the saying "\*Good from far, far from good" It always seems attractive to be a journalist, reporter, presenter, announcer; working at a newspaper or a TV channel but the most difficult part is to have a stressful life. Especially if you are news reporter, to skip the news, to make special news, getting ready to the prime news; even your social life seems good with your managers or colleagues, you don't have much. You can't spare time with your family or for your social life. (Interviewee-14)*

o Desire For Change and Success: Desire for change and success is the perception and realization of the need of change in individual's life. Just as the needs are varying from one to another success definitions and related environment of change was differentiating. In personal reasons, another sub-theme that was mainly mentioned by the participants is desire for change and success. Participants mentioned that they started looking for new challenges and differences in the corporate life. It is understood that lack of new challenges led to job quit decision. Interviewee-30 mentioned the role of desire for change and success in questioning corporate life:

> *I've noticed that I've started to drag my feet backwards when I go to work. When I've realized that I've lost my passion to go to work, I directly asked my manager for something new. When I said I wanted a new challenge, he thought that I want to quit. I said no, I will not quit but I want to learn something new, I work below my capacity in here, I want something different. He said ok, he has checked the positions; there was no new position opening. In the next evaluation, he said that he could swap me with another colleague from UK office; he said if I wish he may send me there and someone else can come here. I said ok, region will change, something will change but I will not be satisfied with it. This may keep me busy for three or five month's tops. I said I started to run, I've found a challenge there and I'm forcing it, I will keep this in my mind I want something new. Six months later, the same dialogue took place again. (Interviewee-30)*

o Self-Awareness: Self-awareness represents the inner process of the participant of the events how she/he perceived and what that perception created as an attitude and consciousness related to the organizational environment they were in. In personal reasons, another sub-theme that was mainly mentioned by the participants is self-awareness. Participants realized that they did not want to work in the corporate life anymore due to some time away from the corporate life or as a result of coaching intervention. Interviewee-16 and Interviewee-34 mentioned self-awareness and how it played a role in questioning the corporate life.

> *I've had an accident at work in February. My leg was broken and I had to stay at home for about 1 month. Since I was at home, I've realized that family is a very important value for me, this became clearer. Even though my leg was broken and plastered, I was able to cope with them, able to perform my job well and I was at peace. Even though my pain, I was peaceful at that time. When I experienced this at February and returned to work at March, I've decided*

*clearly to talk to my manager and I've informed him of my decision. (Interviewee-16)*

*I've realized something when I became a general manager: People congratulate etc. This is not a big deal for me. I even thought that why people exaggerate that much. I had a coaching session in 2008. I became aware at that time. I've realized that I don't want to do this anymore, but what do I want to do? Therefore, a 2,5 years of time was a seeking period, but not actively that much. Anyhow I became aware that I don't want to continue this at that time. There wasn't anything specific that push me to leave. (Interviewee-34)*

o Family: Family is related to the close relatives and the events that were talked related to family members and also how these issues were perceived and the importance of them was talked. In personal reasons, another sub-theme that was mentioned by the participants is family. Participants mentioned different family reasons such as marriage, being a parent, loss of family members and divorce. It is understood that these important chances in their lives made them question their corporate life. Interviewee-4, Interviewee-10 and Interviewee-27 mentions reasons to leave related to family reasons:

*The loss of my father was the most triggering thing for me. My father died at 2014, I have a kind of awareness at that moment already but I've started questioning even more. Even though I enjoy working in a corporate life at that corporate group, it takes the big part of your life. But is life just that all? (Interviewee-4)*

*I had a breakpoint. My private life stepped in. I've married, I became a mother, and my daughter had health issues. (Interviewee-10)*

*I've divorced, I've lost my father. (Interviewee-27)*

o Retirement: Retirement was not asked as a question but mentioned as a easing factor for personal reasons, it also supports who have the rights financially to form the quit decision and facilitates the behavior process. In personal reasons, another sub-theme that was mentioned by the participants is retirement. Participants mentioned that their retirement led to job quit decision. Some participants also mentioned feeling upset due to retirement. Interviewee-6 mentioned retirement:

*I've retired as per my request in 2015. My corporate career has ended that way. (Interviewee-6)*

o Education: Participants in their questioning and evaluation periods were pulled to other interest; educational areas were one of them also creating the thoughts

formation and encouragement. In personal reasons, another sub-theme that was mentioned by the participants is education. Some participants mentioned graduate school education; while some participants mentioned coaching trainings in the corporate life. Due to graduate school and/or coaching trainings participants realized that they want to do something different, which led to job, quit decision. Interviewee-2 and Interviewee-7 mentioned how education played a role in questioning corporate life:

*I've started a master's degree program at Ege University Department of Psychology. I've realized that understanding people gives me more pleasure. I became a banker as per my family's wish; I've studied trade because of my father's request. My ideal and my target were to attend the conservatory school, which I've passed the exams but it didn't happen. During my learning process I've realized that how precious to touch people. I've completed my master's program at 2017, I was sure of my decision at 2018. (Interviewee-2)*
*I may say that it speeded up my resignation process. I would retire already but maybe a couple of years later. This may backdated my decision 5 years ahead. My education backdated this 5 years ahead. (Interviewee-7)*

o Gender: In personal reasons, another sub-theme that was mentioned by the participants is gender. Participants expressed that they had negative experiences due to being women in the corporate life. They would experience sexism from their managers and also employees. Interviewee-7 and Interviewee-5 mentioned how their gender affected them in the corporate life:

*It is more difficult to be a manager as a female at a corporation. Because most part of your staff is male and they also have several titles as manager, chief etc. A female manager on top of these may cause problems sometimes. You should make an effort more. (Interviewee-7)*
*A new manager came during my maternity leave and something has changed then. The manager didn't know me, he came when I was at leave and he had some question marks in his head for me as a woman with two kids. This is a bit of sexist approach. I become angry when I think or talk about him. But it suited my purpose. (Interviewee-5)*

o Health Problems: In personal reasons, another sub-theme that was mentioned by the participants is health problems. Participants mentioned that they needed to leave the corporate life due to health problems of their own or their family members. Some participants mentioned that health problems made them realize that they might not have a long time to fulfill their dreams, so they decided to

leave the corporate life sooner. Interviewee-39 and Interviewee-40 mentioned health problems that they experienced:

*My mother's and father's health issues became dense at 2009. They needed 24 hours care. A nurse was hired but my being at Istanbul became a major problem in time. I needed to take care of them more. (Interviewee-39)*
*I had a loss of sight in my eye suddenly. A tumor behind my eye has spread to veins. My doctor visits took a month at that time. Then I've experienced something. Is it right for me to stress that much? During that period doctors had made several consultations for the tumor if it is benign or not as per this is a very rare situation. After 12-13 days they said Dr. X must see it. She told me that this thing behind my eye is the same thing with the birthmark on my arm and may spread by sunlight or stress. That's the reason of losing sight and will not come back again. Currently I have 20% vision for my one eye. Then I've started questioning. I would be very close to death if the tumor was not benign because I have this tumor at several parts of my body. Then I said ok, death would be so close. I had to do this as soon as possible. (Interviewee-40)*

o  Psychological Support: The intensity of the stress and results were talked and relatedly some participants felt they needed professional help. In personal reasons, another sub-theme that was mentioned by the participants is psychological support. Participants mentioned that they were negatively affected by the corporate life that they decided to get psychological support. Interviewee-2 and Interviewee-3 mentioned psychological support:

*Mobbing effected and disturbed me so much. I had a depression. I had a level of depression that I can't accomplish my goals. Therefore I had a psychological support at that period. (Interviewee-2)*
*I was seeing a psychiatrist. (Interviewee-3)*

The distribution of the participants who expressed the reasons for the personnel is given in Figure 7 below.

**Figure 7:** Distribution of Personnel Reasons
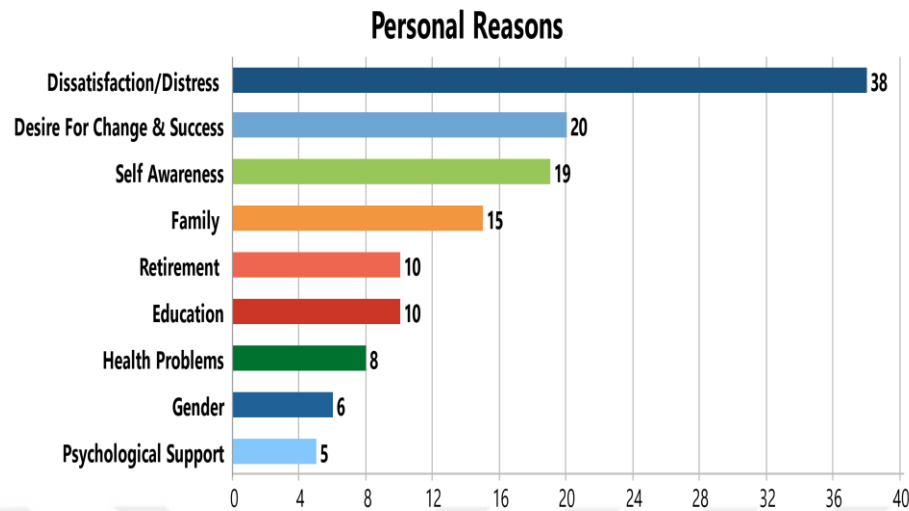


**Resource:** by the Author of the Dissertation

According to Figure 7, within 41 interviews 38 participants mentioned about dissatisfaction and distress and desire for change and success followed by 20, very closely 19 people mentioned self-awareness. 15 of 41 talked about family reasons, 10 of them mentioned retirement rights and educational factors. 8 of 41 participant mentioned health problems, gender related issues and the intervention of a psychological support.

- Organizational Reasons: Organizational reasons are about the organizational factors that were talked during the conversations, like all other coding these factors were how the events were perceived by the participant and relatedly how they felt and how these had an impact on their decision of job quit. Based on the interviews with the participants nine sub-themes in organizational reasons to leave the corporate life were formed. These are organizational changes, cultural differences, lack of support, toxic environment and relationships, ethical problems, mobbing, incompetent management, transportation and distance and economic problems. The reasons for organizational reasons are classified as follows.

o Organizational Changes: An organizational change covers the hierarchical changes of the top management and the organizational structure and how the change and orientation reflects to participants' position and decision process of

job quit. Participants mainly mentioned organizational changes. Some participants mentioned that organizational changes made them feel pressure and stress; while some participants mentioned that after organizational changes they realized that they have to give chance to new generations and leave the field. It is understood that both the change of managers and the structure led to job quit decision for participants. Interviewee-20 and Interviewee-9 mentioned organizational changes that led to job quit decision:

*All of the top management has changed including myself. Actually it was started to change slowly first. They were about 65 years old. Retirements started due to age. Also new people have been transferred, so some of the top executives would have to leave. Then I thought about the newcomers and new generation. Then I thought it is the right time to quit. (Interviewee-20)*

*Change of organizational structure, actually it wasn't the organizational structure change, I left the company after the board of management change. (Interviewee-9)*

o  Cultural Differences: Cultural differences represent the value differences in between the participant and the organization and the loss of alignment resulting as participant's loyalty. In organizational reasons, another sub-theme that was mainly mentioned by the participants is cultural differences. Participants mentioned that their values and culture did not match with the corporate's values and culture which led to job quit decision. Interviewee-18 described cultural differences in the corporate life:

*The company was been sold (acquisition) to another company from Gaziantep. They have managed the company with a completely different vision than before, with a commercial oriented perspective and nothing to do with previous values. They were profit oriented. Previously it used to be more people oriented, caring about the employee development, even their emotions were important, but then turned into a place where the happiness of the employee is not important anymore and this was obviously expressed. It has turned into a company structure that has completely moved away from my values. (Interviewee-18)*

o  Lack of Support: Lack of support represents the perceived organizational support. It is the expectations of the individual that was not fulfilled by the organization when the participant was in need for various reasons. In organizational reasons, another sub-theme that was mainly mentioned by the participants is lack of

support. Participants experienced lack of support in various cases such as maternity leave and education. Participants mentioned feeling unheard and unseen by the corporate, which led to job, quit decision. Interviewee-7 and Interviewee-5 mentioned lack of support in the corporate life:

*There is a lack of training at the companies in the textile industry. Affordable labor is a priority and much more important for the low segment positions. Trainings and adding value to this workforce is not a priority. I had difficulties to find support for the trainings. (Interviewee-7)*

*When I was taking my maternity leave, I was inwardly feeling that I would not come back. I couldn't find any caretaker. I couldn't declare my final decision of leaving even to myself and to the others. I've found a caretaker just before one month to end my maternity leave but it didn't work out either and I needed to find somebody else again. I told this situation and I wanted to have a non-paid leave but this wasn't an implementation in our company. Then we had a meeting with a new coming manager. He said that I may leave by taking my compensation or I may stay and continue by adding 15 days on top of my long maternity leave or I may leave but continue to support from the outside of the company. I felt that the third option is not reliable. Actually he suggested only one choice: Leave. Leave by taking the compensation but he told this with fancy words. (Interviewee-5)*

o Toxic Environment and Relationships: In organizational reasons, another sub-theme that was mentioned by the participants is toxic environment and relationships. Participants mentioned that they did not have friendly work environment due to jealousy. It is also understood that the more they were successful, the more they experienced toxic behaviors in the corporate life. Interviewee-29 described the toxic environment and the relationships in the corporate life:

*Being a team is precious but there was no team around, personal performances were much more attractive. There were people trying to forge ahead of you, while you were trying to be a stronger team and bring something out together. Mentioning about being assistant manager but behaving differently behind, speeches, rumors, gossips etc. These are common things in most places but I was experiencing this intensely in my last year. It was really difficult to be there. (Interviewee-29)*

o Ethical Problems: In organizational reasons, another sub-theme that was mentioned by the participants is ethical problems. Participants stated unethical behaviors in the corporate life. Some participants also declared that they tried to

solve the problem but did not get enough support from the managers, which led to job quit decision. Interviewee-8 said ethical problems in the corporate life:

*New management was a bit different. I was feeling that thing; I'm telling this because it was a secret; there was a weird thing happening between HR and new coming factory manager, I was feeling that there was something illegal. It was disturbing me so much. I am obsessed with ethics, that's why I was so disturbed. (Interviewee-8)*

o Mobbing: In organizational reasons, another sub-theme that was mentioned by the participants is mobbing. Participants stated the perceived experiences of mobbing in the corporate life. From the interviews, it is also understood that participants did not realize they were experiencing mobbing at the time. Interviewee-2 described the mobbing they experienced in their corporate life:

*I've got a disabled report because of having health issues at 2016. I've had 8 operations and I wanted to have a disabled report after this. HR's attitude towards me has started to change after I've got that report. I, as a disabled individual, have achieved more goals comparing to the healthy managers, but it was not appreciated. I was subjected to a mobbing by highlighting the goals, which are not achieved, whereas the successful ones are not appreciated. I was overstressed because of the mobbing. I was working hard for any job given to me without any difference from my healthy colleagues or the branch chiefs, but it was irritating for me that my effort was not seen. (Interviewee-2)*

o Incompetent Management: Incompetent management represents the applications of the changing managerial authorities and the new order and how the participant perceives it. In organizational reasons, another sub-theme that was mentioned by the participants is incompetent management. Participants mentioned that the managers were not well-informed about the corporation and did not have sustainable vision. Interviewee-12 and Interviewee-21 described incompetent management in the corporate life:

*The people assigned as managers were not having enough knowledge about the subject or they were not coming from within the company. Centre of ours, is a training center serving to an adult training and some certain fields of the work life. However, our manager was of national education origin, so we were talking about completely different things. It was too effective that out manager couldn't understand what we were doing or couldn't create related goals, didn't support us about this or couldn't realize which job serves to what. Another problem was the top management's lack of information of about what*

*was happening downside and couldn't audit the internal processes. (Interviewee-12)*

*Management is incompetent. There is an inability and lack of focusing. There is no long term and sustainable vision. (Interviewee-21)*

o Transportation and Distance: In organizational reasons, another sub-theme that was mentioned by the participants is transportation and distance. Participants revealed that the location of the corporation was not suitable for them. Some participants also stated having difficulties with the distance and traffic when they had to work mobile. Interviewee-16 described transportation and distance problem in the corporate life.

*My major problem was the long distance between my home and my office. I had a lot of trouble for years about planning the shuttle car. My place was always far away, so I always waited for the shuttle car for such a long time; I waited for a car to be placed there where I live. I was getting on the shuttle at 5 a.m. Our shift was starting at a quarter to nine. My husband was working at the same company at that time and we were taking the shuttle together. We were going to a certain point nearby in Bahcesehir by minibus. Afterwards we were changing to Beylikduzu, then around to Avcilar and then returning to our office place Levent. It was exhausting. (Interviewee-16)*

o Economic Problems: In organizational reasons, another sub-theme that was mentioned by the participants is economic problems. Participants highlighted that they were not satisfied with their salaries. Some participants also stated that they could not get their salaries because of bankruptcy of the corporate. Interviewee-18 mentioned economic problems:

*The fees were so low. After I have arrived to Istanbul, I wanted to go back to Adana, a comfortable place, where my family is from. I came back here but accepted a salary much less than what I earned in Istanbul. (Interviewee-18)*

The distribution of the participants who stated the reasons for the organizational is given in Figure 8 below.

**Figure 8:** Distribution of Personnel Reasons



## Organizational Reasons

| Category | Value |
|---|---|
| Organizational Changes | 27 |
| Lack of Support | 26 |
| Cultural Differences | 20 |
| Toxic Environment & Relationships | 14 |
| Ethical Problems | 7 |
| Mobbing | 7 |
| Economic Problems | 6 |
| Incompetent Management | 4 |
| Transportation & Distance | 3 |

**Resource:** by the Author of the Dissertation

According to Figure 8, in between 41 participants 27 mentioned organizational changes, closely 26 lack of support and 20 for organizational cultural differences. 14 talked about the toxic environment and relationships, 7 of 41 stated ethical problems and mobbing and also financial problems, 4 people also said incompetent management and location of the company as a reason to leave.
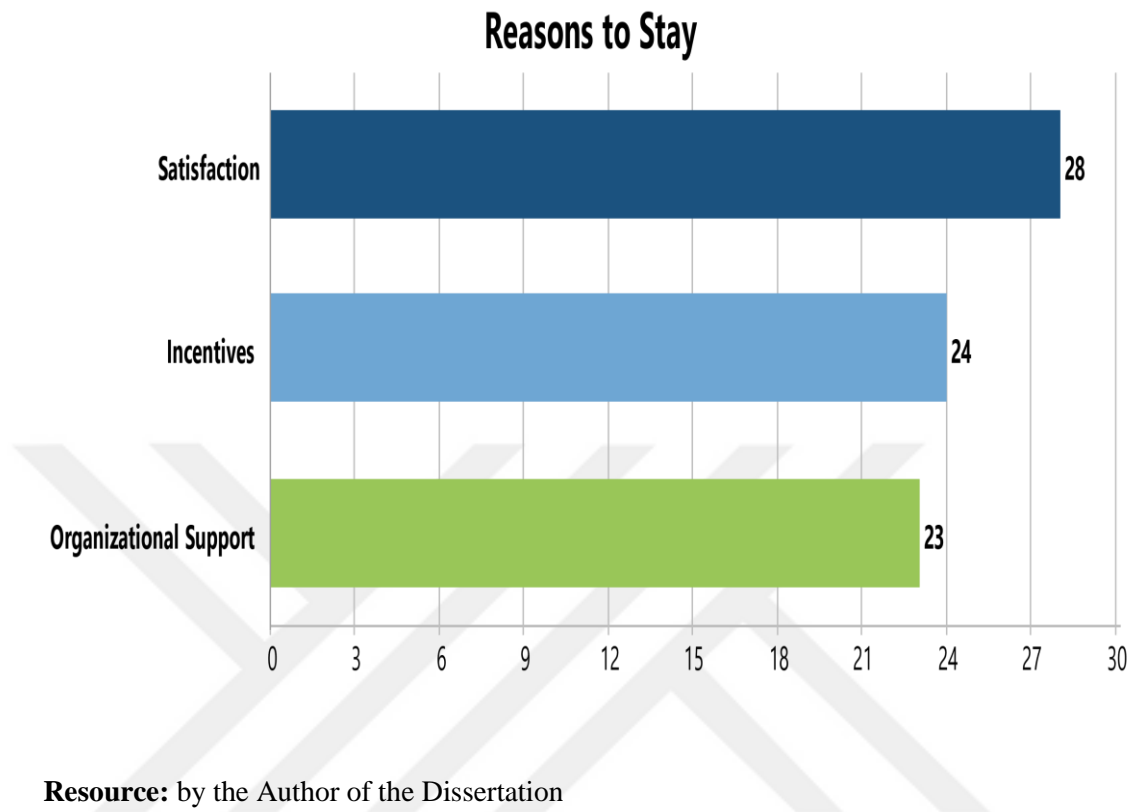
- Environmental Reasons: Environmental reasons mentioned 5 of the 41 interviewees and they were all in the same coding of crisis. Based on the interviews with the participants, as environmental reason participants mainly mentioned crisis. Participants mentioned crisis both in the corporate and in the country. They argued that conflicts between people in the corporate and in politics led to job quit, sometimes earlier than the participations' own expectations.

*There was a coup attempt in 2016 summer. Our British colleagues were scared so much. They were horrified. They have never seen such a thing in their lives before, unfortunately we were used to it but they were not. If you work at a foreign company, you constantly receive messages from the consulate about the security and saying that you do not go to the office, there is a danger there today. So they think that people don't go to the office then what's the point of holding an office? They said that Turkey is not safe, there is no security, people's lives are not safe and our employees are not secured. It was the largest private school community in Turkey. They had 400 private schools and they were our clients. They made up 50% of our income. All of these schools and universities are closed over a night and we have lost 50% of our income. Our expenses are the same but our income was halved. There was no security, no money, no team sprit or unity. They decided to move to Dubai. They told us that they don't need us anymore and decided to move the office. They suggested us to make a compromise agreement. We had to accept the offer. As I told you, I forced to leave but I would prefer to leave later after I ensure. (Interviewee-3)*

*I've started my job at the worst possible time of a company. The general manager was dismissed 3-4 months after I've started. I was at HR department. I was hired by him and I had to dismiss him. Later on, the general manager I've adored declared a war on us. He was stealing and transferring all of our employees and best sales people. We've lost the best employees and I was the head of HR. Can you imagine? Because of constant dismissals, resignations rumors started as if the company is going to bankrupt or if the university decided to leave Turkey. It was really difficult. Finance director quit, there were no person left to pay the salaries. We have money but not a financier to do it. Then an audit came from Oxford. We were at the worst situation ever that a company can be. Always fight, always defense. That's how my last 3 years passed. (Interviewee-41)*

1. Reasons to Stay: The sub-themes determined under this theme are as follows. The stories of the participants also mentioned about the positive factors of the organizational environment especially managerial positions and benefits were mentioned. Stories of the participants don't only involve the reasons to leave but also the person-job fit satisfaction. These factors initially stated to explain reasons to stay wasn't enough to avoid the job-quit decision. The reasons for the participants' stay are given in Figure 9 below.

**Figure 9:** Reasons for Participants to Stay

**Reasons to Stay**

| | |
|---|---|
| Satisfaction | 28 |
| Incentives | 24 |
| Organizational Support | 23 |

0  3  6  9  12  15  18  21  24  27  30

**Resource:** by the Author of the Dissertation

As seen in Figure 9, within 41 participants 28 participants mentioned satisfaction, 24 talked about incentives and 23 conversations on organizational support were made.

- Satisfaction: Furthermore, participants revealed their reasons to stay in the corporate life. Participants mainly mentioned satisfaction. Participants reported being happy and satisfied with their job. They also mentioned that they could find support from managers and colleagues who were another reason to feel satisfied in the corporate life. Interviewee-4 and Interviewee-41 said satisfaction in their corporate life:

*I loved working in corporate life. I enjoyed. (Interviewee-4)*
*There was a new branch of a newly established multinational online gambling games company in Ankara. They were looking for a HR manager. They have contacted with me and I've accepted. I worked there for 16 years as an HR and quality manager. I was responsible from Israel and Turkey. I enjoyed working there so much. It was a small company but it was globally huge. I loved my job*

*and I've learned a lot there. When we were small, when there were few managers, we were under every stone somehow. (Interviewee-41)*

- Organizational Support: Organizational support includes the personal, educational, occupational development, also coaching interventions and trainings, financial benefits such as health insurance, bonus payments and various managerial incentives. In reasons to stay, another theme that was mainly mentioned by the participants is organizational support. Participants mentioned that their managers and colleagues were quite friendly and supportive. They also confirmed that the corporate valued its workers' self-development and supported them with additional trainings. In addition, some participants highlighted that the corporate offered them more privileges and support when the participants wanted to quit. Interviewee-24 and Interviewee-7 described the organizational support:

  *What were the supports provided? For example, it was open for development. We were fulfilled by much training. I was an HR employee and I was organizing all the trainings and I could take part in any training I want. I was having an active role in the training planning process. So it was very supportive for my development. (Interviewee-24)*
  *I had no problem with the management. They even supported me not to leave. They've asked me "What can we do?". They suggested different offers and gave opportunities. (Interviewee-7)*

- Incentives: In reasons to stay, another sub-theme that was mainly highlighted by the participants is incentives. These incentives could include having a chauffeur, food allowance, private insurance and more. Interviewee-3 and Interviewee-14 argued that corporate life has a lot of positive aspects and described the incentives in their corporate life:

  *Corporate life has many good sides as well as bad. Your salary, mobile, private health insurance, shuttle and meals are covered. (Interviewee-3)*
  *Every month, serious amount of money was automatically deposited, whether we had transfer money or raises. In corporate life, we would have never spent our own money. We had a special driver; we would receive our meal expenses back when we give the receipts, so your salary remains in your pocket. (Interviewee-14)*

The corporate life theme according to the position in the last organization is given in Figure 10.

**Figure 10:** Corporate Life Theme Based on Position in the Last Organization

| | Manager | Academic | Military Officer | Reporter | Specialist |
|---|---|---|---|---|---|
| Corporate Life | | | | | |
| Reasons to Leave | | | | | |
| Personal Reasons | | | | | |
| Dissatisfaction/Distress | 86 | | 4 | 7 | 30 |
| Desire For Change & Success | 27 | | 3 | | 6 |
| Self Awareness | 30 | | | | 5 |
| Family | 26 | | | | 8 |
| Retirement | 19 | | 2 | | |
| Education | 12 | | | | 1 |
| Gender | 6 | | | | 3 |
| Health Problems | 7 | | | | 1 |
| Psychological Support | 5 | | | | 1 |
| Organizational Reasons | | | | | |
| Organizational Changes | 29 | | | 1 | 15 |
| Cultural Differences | 34 | | | 3 | 7 |
| Lack of Support | 31 | 2 | | 1 | 6 |
| Toxic Environment & Relationships | 21 | | | | 6 |
| Ethical Problems | 11 | | | | 3 |
| Mobbing | 11 | | | | |
| Incompetent Management | 10 | | | | |
| Transportation & Distance | 6 | | | | |
| Economic Problems | 5 | | | | 1 |
| Environmental Reasons | | | | | |
| Crisis | 5 | | | | 1 |
| Reasons to Stay | | | | | |
| Satisfaction | 42 | | | | 5 |
| Organizational Support | 34 | | | | 8 |
| Incentives | 28 | | | 1 | 6 |
| | | | | | |
| # N = Belgeler | 30 (73,2%) | 1 (2,4%) | 1 (2,4%) | 1 (2,4%) | 8 (19,5%) |

**Resource:** by the Author of the Dissertation

"Corporate Life" theme was examined based on participants' position in the last organizations. According to Figure 3.6, in reasons to leave category, participants who were managers and specialists in the last organization intensively mentioned dissatisfaction/distress, desire for change and success, self awareness, family, organizational changes, cultural differences, lack of support, toxic environment and incompetent management. In addition, participants who were managers also

intensively mentioned retirement, education, mobbing, transportation and distance, economic problems and crisis. Participant who was presenter intensively mentioned dissatisfaction/distress and cultural differences; participant who was customs employee intensively mentioned dissatisfaction/distress and family; participants who was military officer intensively mentioned dissatisfaction/distress, desire for change and success, retirement; participant who was assistant professor intensively mentioned dissatisfaction/distress and retirement; and lastly participant who was research assistant intensively emphasized lack of support. In reasons to stay category, participants who were managers, specialists and assistant professor intensively mentioned satisfaction and organizational support. Managers also declared incentives.

### 3.2.2. Theme 2: Quit Decision Forming

The second theme was determined as quit decision forming and the sub-themes created under this theme are given in Figure 11.

**Figure 11:** Quit Decision Forming Theme Hierarchical Theme and Sub-Themes Model
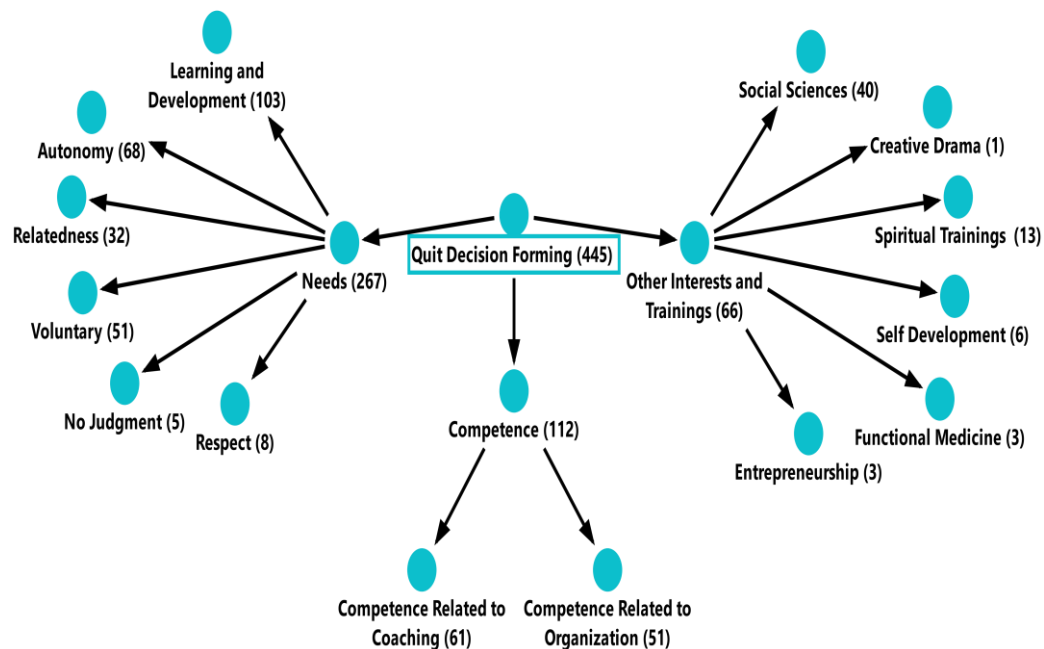


**Resource:** by the Author of the Dissertation

As seen in Figure 11, second theme emerges when participants slowly forming the decision to quit their jobs. This theme is divided into three different categories, which are needs, competence, other interests and trainings. Quit decision forming theme illuminates the needs, values and other related interest of the participant and how those played a role in the voluntary job quit action.

1. Needs: Needs represents the self-development and self efficacy expressions and the values prior to the participants. Participants mainly revealed their needs. Needs category has six different sub-themes, which are learning and development, autonomy, voluntary, relatedness, respect and no judgment. The needs theme is also divided into 6 different sub-themes. These are given in the following items and are explained with the views of the participants.

- Learning and Development: Learning and development is a need both personally and organizationally mentioned participants valued to be able to develop not only occupationally and also cognitively. In needs category, participants mainly mentioned learning and development. Participants expressed that they are always in need of learning new things and improving themselves. They mentioned that they try to take lessons from their experiences. Interviewee-4 and Interviewee-10 emphasized learning and development:

    *To be looking at everything as a learning. It is not as good or bad, it is happened, what did I learn from that? What will I do next time? What are my options? (Interviewee-4)*
    *I would like to be in a structure where I might develop more. (Interviewee-10)*

- Autonomy: Autonomy represents the freedom and having initiative in decisions especially in the organizational context. So another need that is mainly mentioned by the participants is autonomy. Participants expressed that they needed to become more independent. They wanted to control their actions by themselves and wanted more flexible conditions. Interviewee-22 mentioned autonomy:

    *First of all, I didn't want to work under anybody. I didn't want to have a manager. I didn't want to have a boss on top of me. Just because I've had negative experiences about this, it wasn't suitable for me to work in any place. I*

*said I don't want this. I had in mind that I can't experience the same things again; I can't handle the same whimsy behavior. (Interviewee-22)*

- Voluntary: Voluntary actions are a part of social responsibility, participants valued to give support and add value for others and for a higher purpose where they could care for other. Another need that is mainly mentioned by the participants is voluntary. Participants stated that most people like to support others rather than receiving support. Therefore, they said that they take part in volunteer projects. Interviewee-33 and Interviewee-8 stated voluntary:

    *I am taking part at volunteer projects a lot. I have 4 students currently. It is special and different for me. (Interviewee-33)*
    *There is a kind of a reality in Turkey. People prefer to take a coaching training rather than getting a coaching session. Why? Because we are a nation that likes to give support more than taking the support. (Interviewee-8)*

- Relatedness: Relatedness represents the perceived fit with the environment, the goal of the work being done and also being able to see one's self as a part of it. Another need that is mainly mentioned by the participants is relatedness. Participants highlighted that their clients experience a sense of belonging because the coaches also come from corporate life. In addition, the coaches also underlined experiencing a sense of belonging and caring for others. Interviewee-3 and Interviewee-1 stated relatedness:

    *Now I can make the mixture of both. Because I believe I am more beneficial for the people, who work in that field and especially those coming from the corporate life, by blending my professional experience with the trainings I've received during coaching. They trust me more just because I can understand what they are talking about. They say this woman has walked on the same path. (Interviewee-3)*
    *I am a coach. I have to be able to touch this entire 1500 people. I may be able to touch them eye-to-eye. They need to feel that I listen to them. I should make them feel that they are important for me. It makes sense when that person feels that everybody there is necessary for that company. This was the reason of our success at my company, my touch to all of 150 people one by one. This success was because of contacting eye to eye with them and giving the feeling that I understand you, I listen to you and your knowledge is really precious to me. (Interviewee-1)*

- Respect: Another need that is mentioned by the participants is respect. Participants emphasized that they found a respectful environment, they found respect for themselves, coaching career and others and it was what they needed. Interviewee-11 and Interviewee-28 highlighted respect:

> *Everything is different in here because you are with coaches all the time. You are with coaches during the trainings. Everybody here is as open minded as possible and respect each other's opinion. (Interviewee-11)*
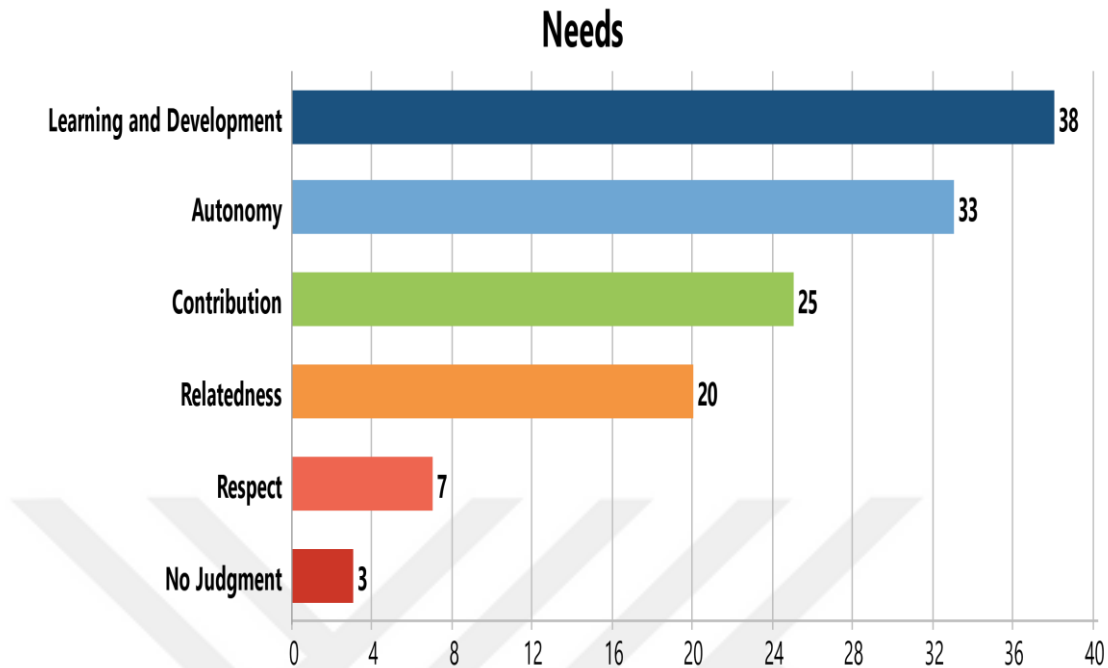> *I found respect for everyone there. To myself, to my profession and to people. (Interviewee-28)*

- No Judgment: Another need that is mentioned by the participants is no judgment. Participants highlighted that they needed to be in an environment where people listen without any judgments. According to participants being in a non-judgmental environment like coaching helped them and it was one of the reasons why they wanted to pursue that career. Interviewee-28 stated no judgment.

> *To listen without any judgment…It was very valuable for me at that time. It was a period that I was judged too much. To be listened… Even though you talk nonsense, the other person doesn't say you are bullshit. To be able to hear your own voice. All of these were actually good things for me at that time. As the first time of the coaches' coaching's. Maybe these were the things that attracted me to this profession. Neutral, non-judgmental act. It is ok. You can experience it too, also somebody else can too. You may live something alone, that nobody else had before. Let's change it, if you don't want to live it. If you want it, this is your choice. Live it. Nobody told this to me until then. I think this is the best part of it. (Interviewee-28)*

The statistical distribution of the sub-themes within the scope of the "needs" theme is shown in Figure 12 below.

**Figure 12:** Distribution of "Needs" Sub-Theme

**Needs**

| Category | Value |
|----------|-------|
| Learning and Development | 38 |
| Autonomy | 33 |
| Contribution | 25 |
| Relatedness | 20 |
| Respect | 7 |
| No Judgment | 3 |

**Resource:** by the Author of the Dissertation

According to Figure 12, needs were mentioned by 38 of the 41 participants on learning and development, 33 talked about autonomy, 25 of 41 mentioned contribution, 20 talked about relatedness, 7 for respect and 3 for no judgment.

2. Competence: Competences are the necessary skillsets to decently and capability being able to do the work. While forming the job-quit decision, participants also take account of their competence. Competence category has two sub-themes, which are competence related to coaching and competence related to organizations. 28 of the 41 participants emphasized about coaching related competences and 25 underlined organizational competences.

- Competence Related to Coaching: Coaching skills were not only mentioned as a skillset but also explained as a tool for related other professional areas. Listening and questioning in a structured form is a coaching related skillset that has been used variously. Participants mainly declared competence related to coaching. Participants revealed being successful and competent in coaching career.

Statements of Interviewee-26 and Interviwee-8 could be examples of competence related to coaching:

*When I am on stage as a trainer, I sometimes ask groups some kind of questions before I start the training, so they begin to listen to me much more in a different way. That's where the art of coaching comes into play. (Interviewee-26)*
*In Turkey we have risen to the side of the highest brands as coaching. We became a school that opens a government approved professional competency exam. (Interviewee-8)*

- Competence Related to Organizations: Organizational background helped individuals gained might skillsets, managerial leadership, presentation skills, international recognition and etc. Participants also mentioned competence related to organizations. Participants expressed that they were quite successful in corporate life. They highlighted being in high positions and receiving rewards in corporate life. Statement of Interview-32 could be an example of competence related to organizations:

  *I've always loved what I do. I've worked with lot of people. I was responsible of the new technologies. I was in worldwide technology marketing in 2014. There are awards given. Not in the country or the region, a global award. It is given very few people. You should create an impact to be rewarded. I was the only one in the world who gets the award, it was great for me. (Interviewee-32)*

3. Other Interests and Trainings: Open to learning and curios profile of the interviews had many different areas of interests from academic learning to, personal development but also spiritually development and discovering related supportive side topics too. While forming the job-quit decision, participants also expressed their interests and trainings other than corporate life. It is seen that participants had interests in various areas. Other interests and trainings category has six different sub-themes, which are social sciences, spiritual trainings, self-development, entrepreneurship, functional medicine and creative drama.

- Social Sciences: Participants mainly mentioned social sciences. Participants stated that they get extra trainings in the fields such as psychology, sociology, philosophy, family counseling and so on. While some participants study social sciences in the university, some participants joined certification programs outside of university. Some participants also expressed that working in social sciences

helped them in coaching career. Interviewee-4 and Interviewee-13 mentioned social sciences:

*I am completing my Sociology undergraduate degree in Istanbul University with distance education program this year. (Interviewee-4)*
*I have a very high GPA, I've started double major in Psychology. (Interviewee-13)*

- Spiritual Trainings: Another interest and training that is mainly mentioned by the participants is spiritual trainings. Some participants emphasized that they are interested in spiritual trainings such as meditation, yoga, theta healing, reiki and bio energies. Interviewee-8 highlighted spiritual trainings:

*I've stayed in a fancy place in London, Nothing hill. I've attended meditation groups. I've friends that I've met in Malta and they also have a meditation group. I've continued with them. Reiki and meditation etc. have caught my attention. I'm taking theta healing sessions. (Interviewee-8)*

- Self-Development: Another interest and training that is mentioned by the participants is self-development. Participants also stated that they are interested in self-development and some of them underlined joining self-development trainings. Some participants also expressed reading self-development books. Intervievee-14 emphasized self development:

*I was having trainings for personal development. I've always had curiosity. (Interviewee-14)*

- Entrepreneurship: Another interest and training that is mentioned by the participants is entrepreneurship. Participants declared that they also joined entrepreneurship trainings to start their coaching career. Interviewee-17 emphasized entrepreneurship:

*It is very important that I've both KOSGEB (small and medium enterprises development organization) and entrepreneurship trainings. (Interviewee-17)*

- Functional Medicine: Another interest and training that is mentioned by the participants is functional medicine. Some participants also highlighted that they are interested in functional medicine techniques. Some participants argued that after a while, most of the coaches left the coaching career due to economical struggles and got into functional medicine field. Interviewee-22 stated functional medicine:

  *Many of my friends flown through the system very quickly. They said it is not working, this job can not be done, unable to find a customer and they quit coaching or they switched to another field like holistic energy, healing or something like that attracts more attention. (Interviewee-22)*

- Creative Drama: Another interest and training that is mentioned by the participants is creative drama. Some participants also emphasized being interested in creative drama techniques. Interviewee-1 stated creative drama:

  *I am a creative drama instructor. (Interviewee-1)*

The third theme, "Other Interests and Trainings", is divided into 6 sub-themes and the statistical distribution of these sub-themes by the participants is given in Figure 13.

**Figure 13:** Distribution of "Other Interests and Trainings" Sub-Theme
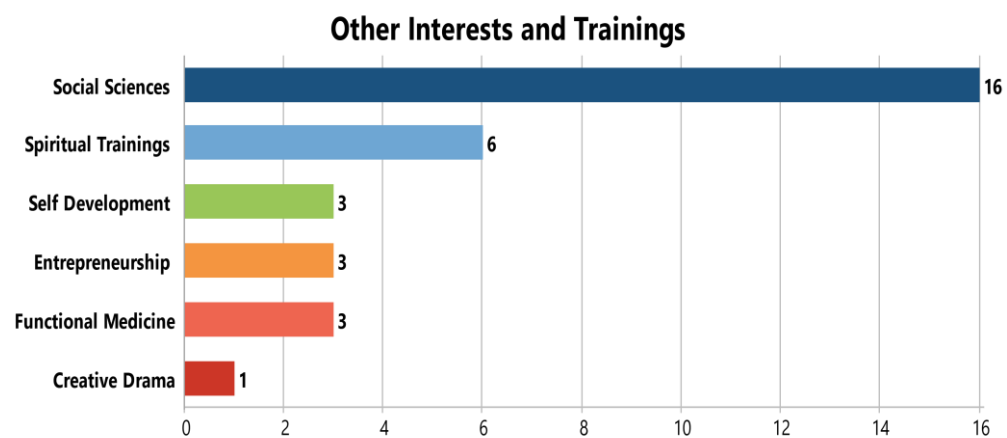


**Resource:** by the Author of the Dissertation

According to Figure 13, 16 of the 41 participants mentioned about their interest on social sciences, 6 of them talked about spiritual trainings, 3 of them on self development, entrepreneurship, functional medicine and 1 on creative drama.

### 3.2.3. Theme 3: Voluntary Job Quit Decision

The third theme was determined as voluntary job quit decision and the sub-themes created under this theme are given in Figure 14. Voluntary job quit decision is the phase participant gets in action of resignation and during this time she/he questions the process not only by her/himself but also with others attitudes as a reference, plans and thinks further of the future of the decision.

**Figure 14:** Voluntary Job Quit Decision Theme Hierarchical Sub-Themes Model
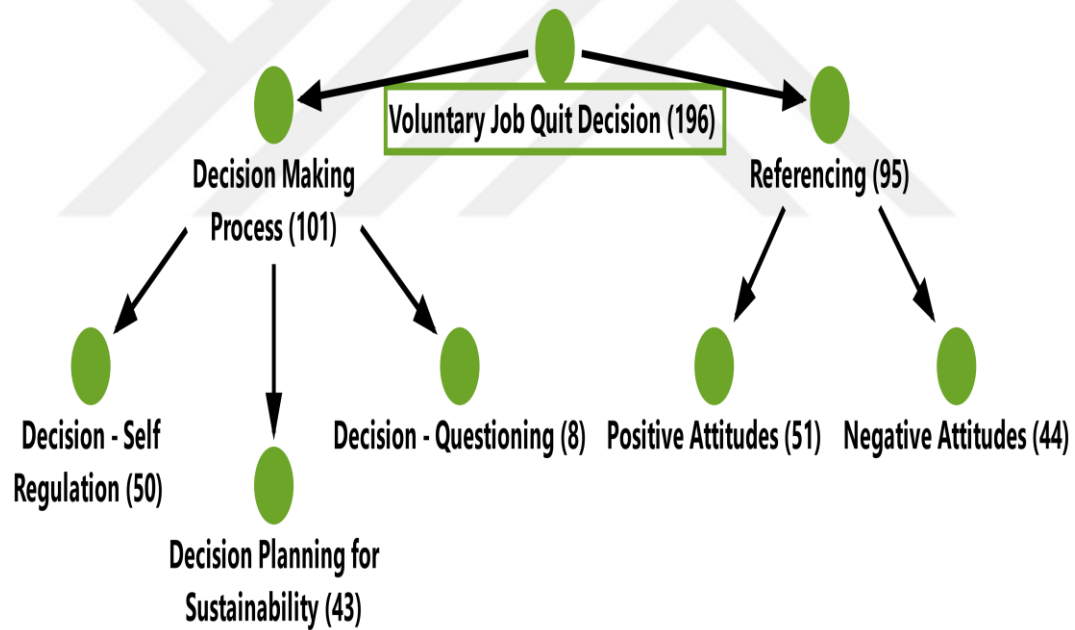


**Resource:** by the Author of the Dissertation

Third theme emerges when the participants quit their jobs voluntarily. During this process of quitting job, they evaluate their decision and receive feedbacks from their environment. There are two categories in voluntary job quit decision. These are decision making process and referencing.

1. Decision Making Process: During voluntary job quit decision the participants mainly mentioned their decision making process. There are three sub-themes in decision-making process category. These are decision-self regulation, decision planning for sustainability and decision questioning.

- Decision Self-Regulation: Self-regulation is when participant is backwardly questioning the decision and thinking that the decision is right because of the resulting consequences. Participants mainly mentioned decision-self regulation. After the job quit decision, participants tell themselves that their decision was right. They also talk about the good aspects of their decision such as working less, being successful in the career and earning money. The statement of Interviewee-38 could be an example of decision-self regulation:

    *I've confirmed that I made the right decision especially during the pandemic period. I worked less but even by working less, I've earned as much as what I've earned from the corporate life. Even in such an environment. I prayed a lot for being at the right place at the right time. To enter this period with a title, being able to continue the process, being more conscious. All of these are settled down, they are all settled down this year. This has been a period of thanking myself." (Interviewee-38)*

- Decision Planning For Sustainability: In decision-making process, another sub-theme that is mentioned by the participants is decision planning for sustainability. Some participants had a concrete goal after the job quit decision such as becoming a coach. However, some participants expressed not having a concrete plan but they needed to make time for themselves. Even though they did not have a concrete plan, they did not question about going back to corporate life. The statements of Interviewee-4 and Interviewee-32 could be examples of decision planning for sustainability.

    *I directly set out to become a coach. (Interviewee-4)*
    *I didn't have a plan; my only plan was to take time for myself. To take time for knowing and exploring myself. (Interviewee-32)*

- Decision Questioning: In decision-making process, another sub-theme that is mentioned by the participants is decision questioning. Some participants emphasized that they are questioning their job-quit decisions and thinking about

going back to corporate life. The statement of Interviewee-27 and Interviewee-38 could be an example of decision questioning.

*I have training and coaching background but sometimes I ask this to myself: If I should go back to the corporate life? (Interviewee-27)*
*You hear this story from many friends. Many people end their corporate life and get coaching training with their seniority money. After using that money there, they have no money left to make a living, so they have a new dilemma. I want to earn money from coaching but the initial income is not enough for your standard of living. My money has gone to the trainings so what should I do? Should I go back to corporate life then? They always have the same dilemma. (Interviewee-38)*

2. Referencing: The "Referencing" sub-theme is also divided into two sub-themes, and these sub-themes are positive and negative attitudes. During voluntary job quit decision the participants also mentioned the feedbacks they received regarding to the job quit decision. The participants mainly highlighted experiencing positive attitudes. Participants mostly received positive feedbacks and support from their family and friends. However, they also experienced negative attitudes. Interviewee-7, Interviewee-16 and Interviewee-36 mentioned positive and negative attitudes towards voluntary job quit decision:

*My family and my husband always support my decisions that I make in my life without questioning. They never discuss. If I tell them something, they listen; they don't make any good or bad comments. They are very supportive, I didn't have any problem. Being supportive eases my decision making process. (Interviewee-7)*
*My mother overreacted. My father is a retired teacher. It was a very big thing for my father that I have a regular and good income. Also my father is supportive for the concept of workingwoman. They thought my decision was a big mistake. They were rough, my mother got angry with me. She said "How do you make such a decision, I also help you. If you have a big distress at work I would support you but you have no problem at work, this is temporary period, be patient. (Interviewee-16)*
*My husband, my boyfriend back then, he is not a very entrepreneurial person, he was working in public sector. That's why I don't remember him being very supportive to me. On the one hand they say to me, you can do it, you can do when you make your mind of it, but below all there is a world we don't know at all, giving outweighed messages saying to keep yourself in the safe area. (Interviewee-36)*

"Voluntary Job Quit Decision" theme was examined based on participants' experience in the last organization. According to Table 3.1, in decision-making

process, participants who had 1-5 years experience in the last organization intensively mentioned decision-self regulation and decision planning for sustainability. Participants who had 6-10 years experience intensively mentioned decision-self regulation; and participants who had +10 years experience intensively mentioned decision planning for sustainability. In referencing, participants who had 1-5 years experience intensively mentioned positive attitudes; and participants who had +10 years experience intensively mentioned negative attitudes.

**Table 7:** Voluntary Job Quit Decision Theme Based on Experience in the Last Organization

|  | +10 Years | 1-5 Years | 6-10 Years |
|---|---|---|---|
| Voluntary Job Quit Decision |  |  |  |
| Decision Making Process |  |  |  |
| Decision Self Regulation | 12 | 21 | 17 |
| Decision Planning for Sustainability | 15 | 22 | 5 |
| Decision Questioning | 2 | 5 | 1 |
| Referencing |  |  |  |
| Positive Attitudes | 20 | 23 | 8 |
| Negative Attitudes | 17 | 18 | 8 |
| N=Documents | 14 (%34,1) | 17 (%41,5) | 10 (%24,4) |

### 3.2.4. Theme 4: Internal and External Sources

The fourth theme was determined as internal and external sources and the sub-themes created under this theme are given in Figure 15. Internal and external sources theme represents participants' sources of continuing the path of new career using their backgrounds, support and intrinsic values. 41 of the 41 participant mentioned internal sources and 35 talked about external sources.

**Figure 15:** Internal and External Sources Theme Hierarchical Theme and Sub-Themes Model
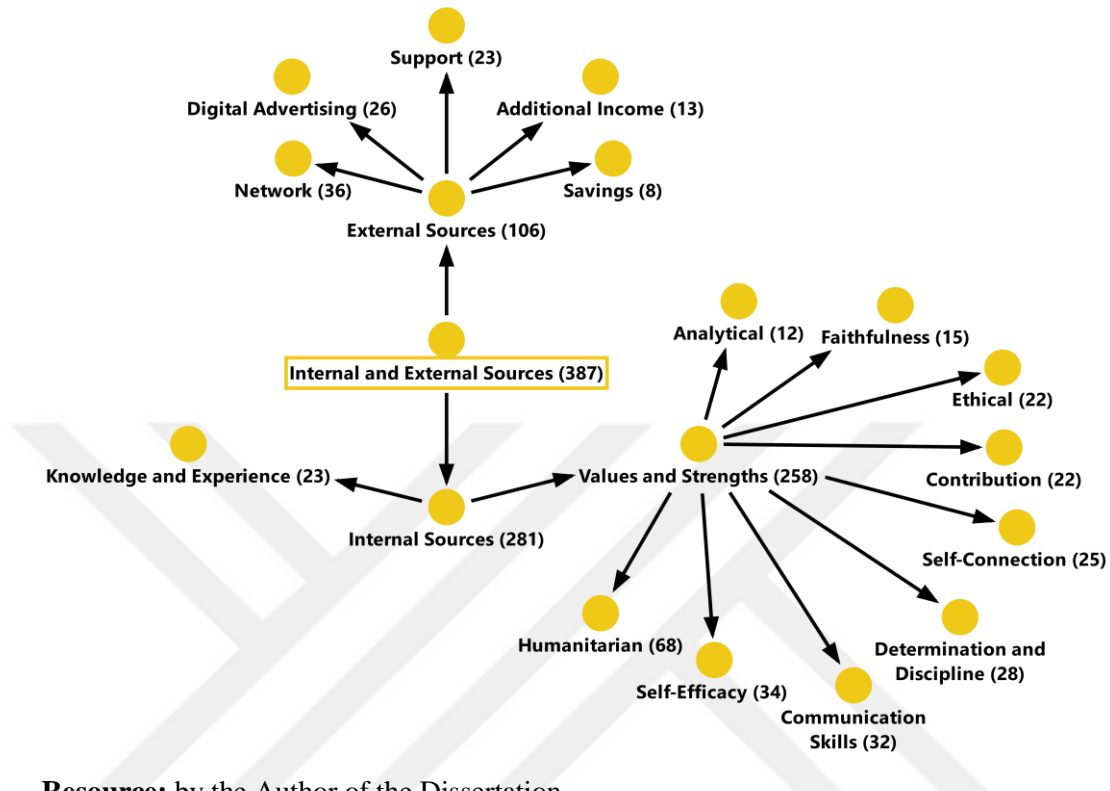


**Resource:** by the Author of the Dissertation

Fourth theme emerges when the participants express their internal and external sources on the way to becoming coaches. There are two categories in this theme, which are internal and external sources.

1. Internal Sources: The participants mainly mentioned their internal sources. Internal sources have two sub-themes, which are knowledge and experience, values and strengths. Values and strengths emphasized 41 of the 41 participants and 18 highlighted knowledge and experience.

- Knowledge and Experience: In internal sources, another sub-theme that is mentioned by the participants is knowledge and experience. Participants said that their knowledge and experience based in corporate life helps them in their new career. Interviewee-25 declared knowledge and experience:

  *The sales and marketing experiences that I've had from this job were the exact things I need for my new career plan. I was feeling myself one step forward in that field. The only thing left was to focus on what I needed to learn for the job, due to its content. I already have an experience of making sales, planning*

*marketing activities etc. I was trying to use them for it. I was also excited this time for using my experience on behalf of my own business that I want to build, on behalf of my profession, as well as I did for the company before. (Interviewee-25)*

- Values and Strengths: In internal sources the participants mainly mentioned their values and strengths. Values and strengths also have nine sub-themes which are humanitarian, self-efficacy, communication skills, determination and discipline, self-connection, contribution, ethical, faithfulness and analytical.

o Humanitarian: The participants mainly emphasized being humanitarian. Participants expressed that they are human focused; they like being in relationships with other people and they are willing to support and help others. Interviewee-29 and Interviewee-35 underlined being humanitarian:

*I love human relations, I love people, to talk and solve problems, to support them, a life based on creating benefits.'' (Interviewee-29)*
*Human resources were very popular subject and talked a lot at 90's. I am highly energetic person, it is always in my mind to be on field more, to be more with people, my focus on human is also very high. It was attracting me and I started to research them. (Interviewee-35)*

o Self-Efficacy: In values and strengths, another sub-theme that is mentioned by the participants is self-efficacy. Participants stated that they could accomplish anything they dreamed about. According to the participants' statements, their self-efficacy level is quite high. The statement of Interviewee-2 could be an example of self-efficacy:

*A person can achieve anything when she visualizes and creates something, writes, draws, tells and tries for it. There is nothing one cannot do. I know this with all my heart since my childhood and I have dreamt by believing this. I take my steps accordingly. If you ask me today if I have something that I dreamt and couldn't do, there is no such a thing, I did everything. Whatever I want, it happens. That's what happened and it will also be happening that way from now on too. (Interviewee-2)*

o Communication Skills: In values and strengths, another sub-theme that is mentioned by the participants is communication skills. Participants mentioned that their communication skills are quite advanced. They argued that they like to listen others as much as they like to talk. They also emphasized honest and open

communication. Interviewee-4 and Interviewee-21 declared communication skills:

*It may be listening; even though I'm talking too much right now, listening is a part of coaching process. Communication was an important strength. (Interviewee-4)*
*Good communication. I don't mean good talker by a good communication. I hear this a lot in these days. Honest, open, sincere, a heartfelt communication. Interviewee-21)*

o  Determination and Discipline: In values and strengths, another sub-theme that is mentioned by the participants is determination and discipline. Participants emphasized that they are quite disciplined and they are determined to accomplish things they put their minds. Interviewee-16 and Interviewee-32 highlighted determination and discipline:

*Decisiveness is one of my important values when I look internally. (Interviewee-16)*

*Absolutely my internal structure, I am much disciplined (Interviewee-32)*

o  Self-Connection: In values and strengths, another sub-theme that is mentioned by the participants is self-connection. Participants argued that coaching is quite suitable career for them. They revealed that even before pursuing coaching career, they were acting as coaches in their lives. Interviewee-1 and Interviewee-10 underlined self-connection:

*Coaching was a perfect fit for me. I bought it and put it on; I don't think I'll ever take it off. (Interviewee-1)*
*I've associated coaching with myself a lot. When I look back and evaluate the things I've done and my relations with people, I've realized that I was already coaching them in a way. I wanted to attend the trainings immediately. (Interviewee-10)*

o  Contribution: In values and strengths, another sub-theme that is mentioned by the participants is contribution. Participants cited that adding value to other people and being beneficial to them were quite important for them. Interviewee-11 and Interviewee-16 said contribution:

*After I met coaching, working on my values, I've realized that adding value and benefiting the whole are the two of my most important values. (Interviewee-11) Coaching would be very satisfying for me. It was a job that I thought it would be good for me and also it was something that I would feel being useful to someone. (Interviewee-16)*

o Ethical: In values and strengths, another sub-theme that is mentioned by the participants is ethical. Participants often stated wanting to do everything according to ethical principles. They cared about ethics in corporate life, as well as in coaching career. Interviewee-31 emphasized ethical:

*I started coaching during the training. Maybe it is all about working at the university but I am a kind of person that I can't mention myself as an expert before finishing the related thing. That training was completed and I started coaching. I had the same perspective at that time, you have studied psychology, and you can do it. It was said that it is not necessary to take this education but let me to have my license first then to drive, I don't steal the car. I wanted to get the training first and then to do it properly. (Interviewee-31)*

o Faithfulness: In values and strengths, another sub-theme that is mentioned by the participants is faithfulness. Participants highlighted that one of their values was having faith. They expressed that faith helps them move forward in life. Interviewee-17 underlined being faithfulness:
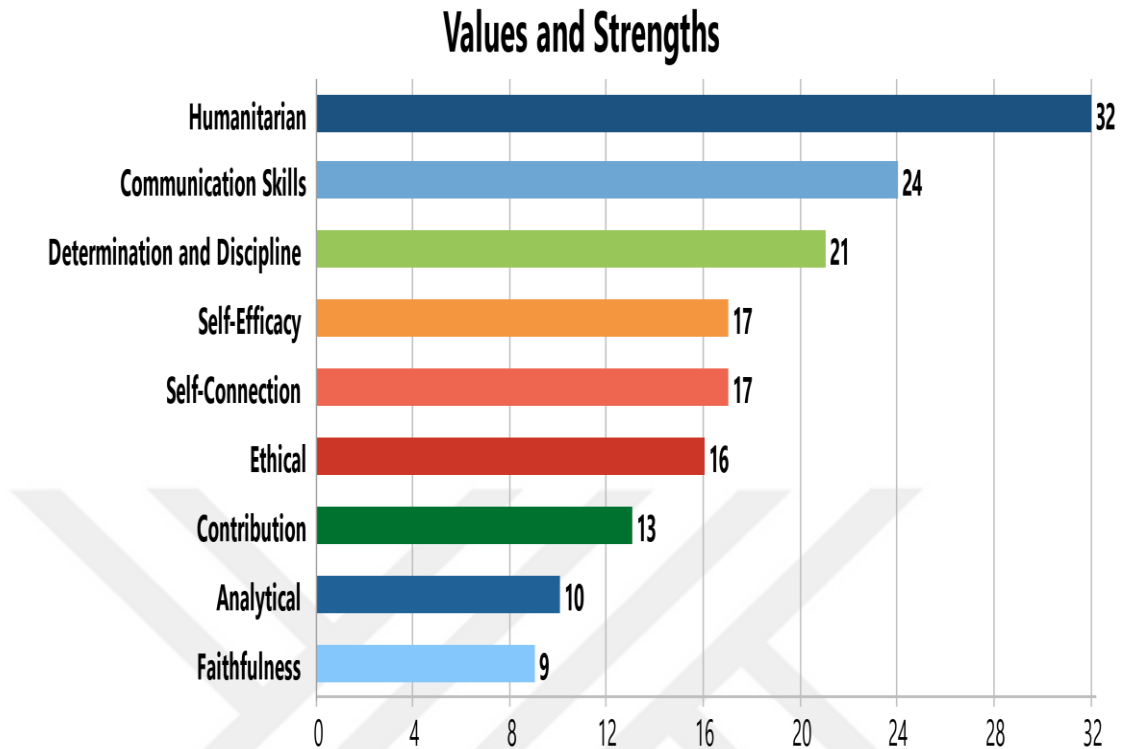
*My belief is my strongest internal resource. This is my belief and my hope. As long as they exist both, you may move forward relentlessly. I am an actual example. Because I can't believe myself either how I still move forward with hope relentlessly, it is very interesting even for me. (Interviewee-17)*

o Analytical: In values and strengths, another sub-theme that is mentioned by the participants is analytical. Participants emphasized being analytical and they are good at problem solving. This value helps them in their coaching career. Interviewee-8 accentuated being analytical:

*People say me that I'm analytical. They say I have good problem solving skills. (Interviewee-8)*

The "Values and Strengths" sub-theme is also divided into 9 sub-themes, and the statistical distribution of these sub-themes is given in Figure 16 below.

**Figure 16:** Distribution of "Values and Strengths" Sub-Theme

## Values and Strengths

| Category | Value |
|---|---|
| Humanitarian | 32 |
| Communication Skills | 24 |
| Determination and Discipline | 21 |
| Self-Efficacy | 17 |
| Self-Connection | 17 |
| Ethical | 16 |
| Contribution | 13 |
| Analytical | 10 |
| Faithfulness | 9 |

**Resource:** by the Author of the Dissertation

According to Figure 16, humanitarian values were accentuated 32 of the participants, communications skills were talked about 24 of 41, determination and discipline was mentioned 21, self efficacy and self connection was 17, ethical 16 and contribution was mentioned by 16 of the 41, analytical thinking and faithfulness was stated 10 and 9 of the 41 participants.

2. External Sources: External sources category has five themes which are network, digital advertising, support, additional income and savings. These five sub-themes are given below as items.

- Network: The participant's mainly emphasized network. Participants mentioned benefiting from their network on the way to become coaches. Interviewee-23 and Interviewee-29 stated network:

  *I have experience but it is not enough. It is necessary to use people relations network. I've talked with people from Istanbul who have connection with Izmir.*

*Their guidance was important of course. Network is a resource. (Interviewee-23)*

*I have a word of mouth network. This is already too much especially at banking sector both in İzmir and Ankara. There are very different groups, different personality structures, and different people. On the other hand, at the customers, I have a different environment because of my customer visits. So it is a resource too. People know what you do coaching; now you have chosen the thing that was meant to be. Now they say yes, this was you, you are here. (Interviewee-29)*

- Digital Advertising: In external sources, another sub-theme that is accentuated by the participants is digital advertising. Participants stated benefiting from digital resources. They emphasized that they use social media platforms such as Instagram. They promote themselves by Instagram ads and voluntary webinars. Interviewee-2 and Interviewee-8 underlined digital advertising:

  *I've started making my own ads on Instagram. (Interviewee-2)*
  *The pandemic was a good period for us. We really turned it to an opportunity by making volunteer webinars, this strengthened our brand. (Interviewee-8)*

- Support: In external sources, another sub-theme that is mentioned by the participants is support. Participants emphasized that they got support from their spouses, kids and families. These supports were both psychological and financial. Interviewee-5 highlighted support:

  *My husband's support for sure. My family and my mother have been very supportive. She supported a lot by taking care of my children and also gave psychological support. The support of my friends was also very important in this process. (Interviewee-5)*

- Additional Income: In external sources, another sub-theme that is mentioned by the participants is additional income. Some participants highlighted that they are active in other fields outside of coaching and earn extra money. Some participants also stated that they have retirement pension. Interviewee-7 declared additional income:

  *I will not be true to say that I continue my life by coaching economically, because we are far behind where we need to be. We are at the beginning. I support myself financially from different sources. Especially retirement supports a lot. (Interviewee-7)*

- Savings: In external sources, another sub-theme that is mentioned by the participants is savings. Some participants also stated that they had savings from their corporate lives and this saving helped them in the beginning of the new career. Interviewee-30 highlighted savings:

*My main financial resource is probably the savings I've done while working abroad and my compensation received from there. (Interviewee-30)*

### 3.2.5. Theme 5: Outcomes of Coaching

Outcomes of coaching represents the coaching intervention process gains as perceived by the individual as coaches. Coaching sessions can be taken as sponsored by the corporation while individual can research and sponsor him/herself, during the corporate life, after the job quit or only by during the coaching trainings as a peer tried work. The fifth theme was determined as corporate life and the sub-themes created under this theme are given in Figure 17.

**Figure 17:** Outcomes of Coaching Theme Hierarchical Theme and Sub-Themes Model
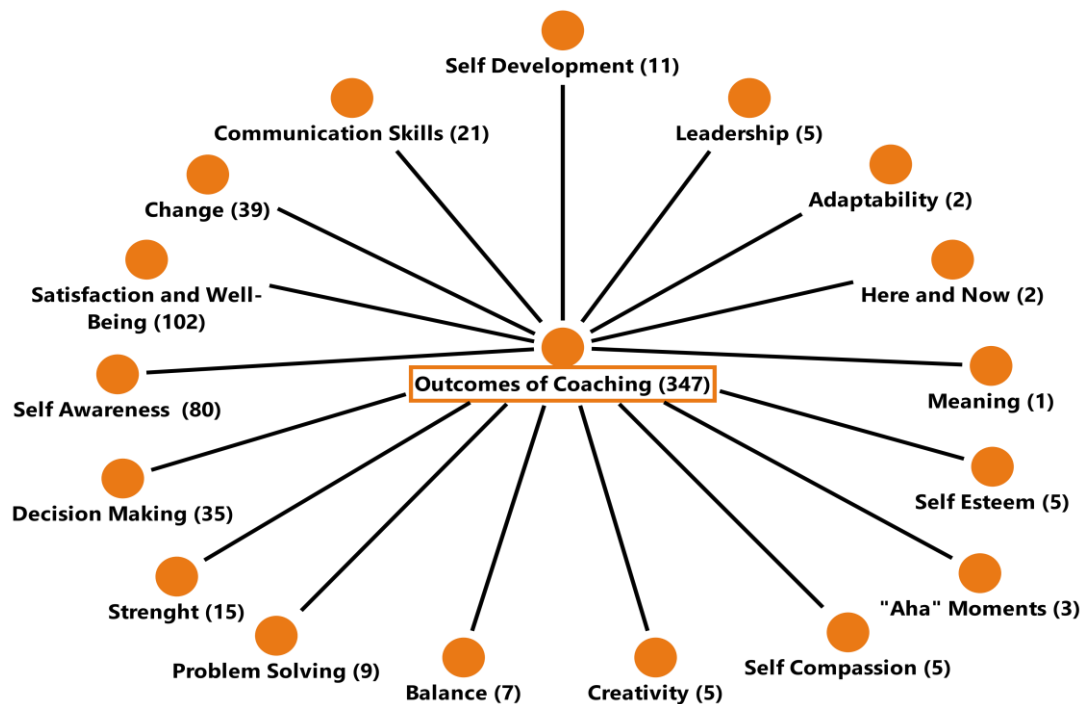


**Resource:** by the Author of the Dissertation

Fifth theme emerges when the participants express the outcomes of coaching interventions and trainings that they experienced. Outcomes of coaching theme has 17 sub-themes which are satisfaction and well-being, self awareness, change, decision making, communication skills, strength, self development, problem solving, balance, leadership, creativity, self esteem, self compassion, "aha" moments, adaptability, here and now, meaning.

- Satisfaction and Well-Being: The participants mainly mentioned satisfaction and well-being as an outcome of coaching. Participants emphasized that they have been working as coaches for a while and they have been enjoying their new career. As an outcome of coaching career, they claimed that they are satisfied and their well being has improved. Interviewee-5 and Interviewee-16 highlighted satisfaction and well-being:

  *I am actively delivering coaching with love since 2004. Before and after of every coaching session is very enjoyable for me. It is magical. It is something that I do with pleasure, I feed myself a lot and I get energized. It is a good thing to come across with it. (Interviewee-5)*

  *I'm in a period that I enjoy my job, feel happy and peaceful. (Interviewee-16)*

- Self-Awareness: Another outcome of coaching that is mainly mentioned by the participants is self-awareness. Participants claimed that coaching affected them while they were still working in corporates. Coaching helped them ask themselves "What do I want?" and later helped them take actions. As an outcome of coaching trainings or interventions, they became aware of what they want to do in their lives. Interviewee-19 emphasized self awareness:

  *It created a serious awareness. The most important awareness was that, I asked myself, why are you working at a bank? The answer was actually it was not my request. I had 30 years of life, my parents wanted to see me as a financier. I studied economics as per their request; I worked at a bank over 10 years. I did all of these but I asked myself what I want at my 30s. I did researches a lot about this in my coaching trainings. (Interviewee-19)*

- Change: Another outcome of coaching that is mainly mentioned by the participants is change. Participants claimed that as an outcome of coaching interventions, trainings and coaching career, they have changed as a person, they

started using their full potential. In addition, they claimed that their point of view, their behaviors and relationships with others have changed. Interviewee-24 and Interviewee-7 stated change:

> *Many things have changed, I changed. How did I change? I was using my potential very limited. I was really working hard. But was I showing my full potential? No. I was putting on another identity. I was using all of my skills while I was working at the company but disguising myself as an HR person as well. I could act as someone else. I got rid of all of them and created a new identity, which I may show all of my talents with praise. Actually I became myself again. (Interviewee-24)*
>
> *It changed my perspective on myself and my environment, it changed my relationships with my family and my network, it changed their behavior towards me, my behavior towards them. I may say it caused a lot of change on me individually. (Interviewee-7)*

- Decision Making: Another outcome of coaching that is mainly mentioned by the participants is decision making. Participants revealed that experiencing coaching interventions and trainings helped them make decisions. It also affected participants' job quit decisions. Interviewee-21 declared decision making:

> *I stickled to my seat when the training was over. I couldn't stand up from my chair. The tutor came to me and asked if I am all right. I said I am making a decision, with your permission I will be with you in 1-2 minutes. I had a good brew there and when I got up on that chair, I went near to my tutor and friends and said I will only deliver coaching as a job. Because during those 4 modules, I watched everything we experienced at corporate life as a movie; difficulties, problems, inhumanity. As I watched that as a movie, I said this is such a simple, plain, powerful tool that I want to put it in the heart of a corporate world. Therefore when I stood up from that chair, I had already drawn my career path. (Interviewee-21)*

- Communication Skills: Another outcome of coaching that is mainly mentioned by the participants is communication skills. Participants emphasized that experiencing coaching interventions and trainings helped them increase their communication skills. They argued that coaching helped them understand other people more easily, and helped them ask better questions. Interviewee-6 highlighted communication skills:

> *In fact I think once people start to communicate with each other in the outside world, it makes much easier to understand first themselves and then the other*

*one. I saw that sometimes one question can remain a stronger impact on people rather than telling many things. (Interviewee-6)*

- Strength: Another outcome of coaching that is emphasized by the participants is strength. Participants underlined that experiencing coaching interventions and trainings helped them feel strength, gave them courage to move on in their lives. Interviewee-3 and Interviewee-37 mentioned strength:

  *It gives me strength and power to carry on. (Interviewee-3)*

  *I may say it is a tremendous light for me, as a light seen at the end of the tunnel and a light that allows me to take the steps towards something and see what I can reach if I really take one step. (Interviewee-37)*

- Self Development: Another outcome of coaching that is emphasized by the participants is self-development. Participants mentioned that experiencing coaching interventions, trainings and pursuing this career made their lives richer. They stated that they realized they have grown as a person and their point of view have changed. Interviewee-33 and Interviewee-3 highlighted self-development:

  *I realize I am growing, I realize that I look within a wider perspective. (Interviewee-33)*

  *Work shouldn't be the only thing in your life. Maybe your life gets richer when you have different kind of food on your plate. Let's say you have only potatoes on your plate and if it tastes bad, it makes nausea. But if there are potatoes and some meatballs etc. it enriches my life. (Interviewee-3)*

- Problem Solving: Another outcome of coaching that is mentioned by the participants is problem solving. Participants said that experiencing coaching interventions, trainings and pursuing this career helped them solve problems in corporate life, and problems after the corporate life. Because of coaching, participants emphasized that they could try to solve their own problems without being dependent on others. Interviewee-13 and Interviewee-9 underlined problem solving:

  *The strongest feature of coaching is asking the questions like "how did I solve this problem before, how can I solve it again, what do I need, from whom can I get support, what kind of resources do I have?" instead of asking to solve it for*

*me. As I've learnt these now, traumas don't affect me much anymore. (Interviewee-13)*

*We used it to solve the problems which were faced by other manager colleagues. (Interviewee-9)*

- Balance: Another outcome of coaching that is mentioned by the participants is balance. Participants claimed that experiencing coaching trainings, interventions and pursuing this career helped them find balance between work and personal life. They emphasized being in a balanced state. Interviewee-11 and Interviewee-4 highlighted balance:

  *I have reached a state of complete unity and balance (Interviewee-11)*
  *I was able to balance my private life and the things I wanted to do. (Interviewee-4)*

- Leadership: Another outcome of coaching that is mentioned by the participants is leadership. Participants declared that before experiencing coaching trainings and interventions they did not have the characteristics of leaders. After experiencing coaching, they became how to be leaders. Interviewee-1 emphasized leadership:

  *I've learnt that I was a manager before not a leader. Even I thought myself as a person who gives importance to empathy; I thought I was an empathetic person. (Interviewee-1)*

- Creativity: Another outcome of coaching that is mentioned by the participants is creativity. Participants claimed that experiencing coaching trainings, interventions and pursuing this career made them more creative. Interviewee-5 emphasized creativity:

  *It was creative period of mine. Coaching has had such an impact on me. Incredible ideas come to my mind everyday. (Interviewee-5)*

- Self Esteem: Another outcome of coaching that is mentioned by the participants is self-esteem. Participants expressed that because of coaching, they could believe in themselves to accomplish the things they want in life. It helped them realize their own potential. Interviewee-26 stated self esteem:

*I sometimes coached myself since I like to talk to myself. So coaching got my feet on the ground. It made me see how I can overcome the things I became aware of. I said to myself "You can do it. (Interviewee-26)*

- Self-Compassion: Another outcome of coaching that is mentioned by the participants is self-compassion. Participants emphasized that most coaches had difficult memories in their past. They highlighted learning how to care for themselves and show compassion to themselves by giving and supporting others. Interviewee-8 mentioned self-compassion:

  *If you look at the lives of many people who selected coaching as a profession, you will see many of them had really difficult times. Why don't you have anything to do with machines, systems but people? What made you to change your career to that way? They had bad experiences in their past lives and childhood. Somehow there is a need of being good to themselves or to someone else. I've heard it's the same with most psychologists and psychiatrists. It is the same with us; we learn to support ourselves while supporting people. We also learn to show compassion for ourselves. We witness while they show compassion to themselves. We see that people became good that way. Yes I have to do this too. (Interviewee-8)*

- "Aha" Moments: Another outcome of coaching that is mentioned by the participants is "aha" moments. Participants emphasized the importance of "aha moments" in coaching. Participants claimed that people have to experience coaching intervention or trainings to really understand what coaching is. They also stated that experiencing "aha moments" helped them realize things in their lives and take decisions. Interviewee-16 and Interviewee-2 declared aha moments:

  *During the period of 6 months before I quit my job, I had many questions constantly running to my mind. But we were invited to a group-coaching workshop called leadership coaching. In fact, this workshop was for managers but I was impressed with this question: Where do you want to be in 5 years? Although it seems a very classic question, it impressed me so much. There was an AHA point there and I said I want to spend my time with my family in peace after 5 years. That was my key point and effected my decision a lot. (Interviewee-16)*
  *Coaching is a very abstract concept. I still don't think people understand it because while I am giving it, or when I'm explaining it to the companies, they don't understand much either. They say "aha, this was the thing" when they experience it inside. I've realized that those moments of "aha", that's the thing you have to live. Otherwise you can't explain it to people. (Interviewee-2)*

- Adaptability: Another outcome of coaching that is mentioned by the participants is adaptability. Participants emphasized that experiencing coaching trainings, interventions or pursuing this career helped them become more flexible and increased their adaptability. Interviewee-4 highlighted adaptability:

  *Flexibility was not my strength but if you can learn it from your experiences, now my important inner resources are to be flexible or being in the flow. But they weren't there at the beginning. (Interviewee-4)*

- Here and Now: Another outcome of coaching that is mentioned by the participants is here and now. Participants stated that coaching process helped them focus on "here and now". This mindfulness helps them realize their potential. Interviewee-8 emphasized here and now:
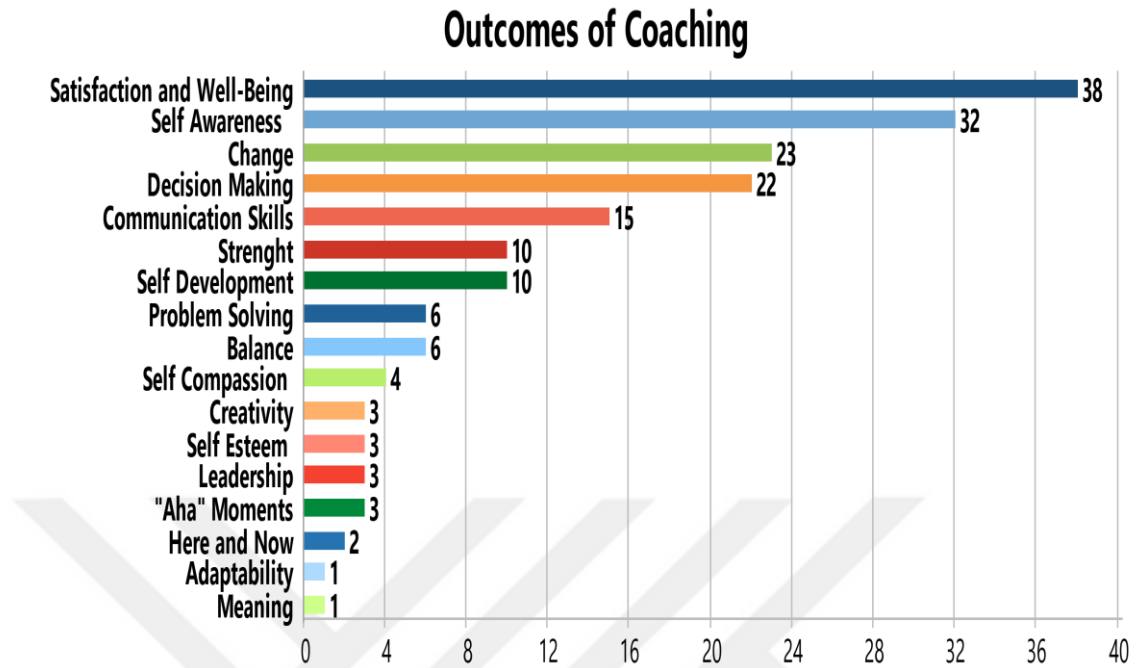
  *It invites you to the current moment, here and now to remember your own strength. (Interviewee-8)*

- Meaning: Another outcome of coaching that is underlined by the participants is meaning. Participants emphasized that coaching process gave them a method to make their lives more meaningful. Interviewee-2 mentioned meaning.

  *Actually it gave me a method when I combined it with the things I've heard from the books and my own life experience. If you ask me what the method is, it is the method of making your own life meaningful. (Interviewee-2)*

The fifth theme, "Outcomes of Coaching", consists of 17 sub-themes and the statistical distribution of how many of the participants said these sub-themes is presented in Figure 18.

**Figure 18:** Outcomes of Coaching Theme Hierarchical Theme and Sub-Themes Model



## Outcomes of Coaching

| Category | Value |
|---|---|
| Satisfaction and Well-Being | 38 |
| Self Awareness | 32 |
| Change | 23 |
| Decision Making | 22 |
| Communication Skills | 15 |
| Strenght | 10 |
| Self Development | 10 |
| Problem Solving | 6 |
| Balance | 6 |
| Self Compassion | 4 |
| Creativity | 3 |
| Self Esteem | 3 |
| Leadership | 3 |
| "Aha" Moments | 3 |
| Here and Now | 2 |
| Adaptability | 1 |
| Meaning | 1 |

**Resource:** by the Author of the Dissertation

According to Figure 18, the most mentioned coaching outcome is satisfaction and well-being by 38 of 41 participants, followed by self awareness by 32 participants, 23 participants talked about change, 22 mentioned about decision making, 15 of communication skills, 10 of 41 emphasized strength and self development, 6 said about problem solving and balance, 4 of self compassion, 3 of 41 creativity, self esteem, leadership and aha moments, 2 highlighted here and now and 1 of 41 talked about adaptability and meaning.

"Outcomes of Coaching" theme was examined based on time of the coaching trainings. According to Table 8, participants who got into coaching trainings before job quit intensively mentioned satisfaction and well being, self awareness, change, decision making, communication skills, strength, self development, problem solving, balance, leadership, creativity and self esteem. Similarly, participants who got into coaching trainings after job quit intensively mentioned self-awareness, change, decision-making, communication skills, self-development and balance. In addition they also intensively mentioned self-compassion.

**Table 8:** Outcomes of Coaching Theme Based on Time of the Coaching Trainings

|  | After Job Quit | Before Job Quit |
|---|---|---|
| **Satisfaction and Well Being** | 33 | 68 |
| **Self Awareness** | 17 | 58 |
| **Change** | 9 | 30 |
| **Decision Making** | 9 | 23 |
| **Communication Skills** | 9 | 11 |
| **Strength** | 1 | 13 |
| **Self Development** | 2 | 8 |
| **Problem Solving** | 5 | 4 |
| **Balance** | 3 | 4 |
| **Leadership** | 1 | 4 |
| **Creativity** | - | 5 |
| **Self Esteem** | - | 5 |
| **Self Compassion** | 5 | - |
| **"Aha" Moments** | 1 | 2 |
| **Adaptability** | - | 2 |
| **Here and Now** | 1 | 1 |
| **Meaning** | - | 1 |
| **N=Documents** | 14(%34,1) | 27 (%65,9) |

**Resource:** by the Author of the Dissertation

### 3.2.6. Theme 6: Coaching Trainings and Interventions

The sixth theme was determined as corporate life and the sub-themes created under this theme are given in Figure 19. In this phase participants explain the process of becoming a professional coach, telling about the certifications, the practice hour needs, accreditations and also about the coaching interventions they give and take during this period.

**Figure 19:** Coaching Trainings and Interventions Theme Hierarchical Theme and Sub-themes Model
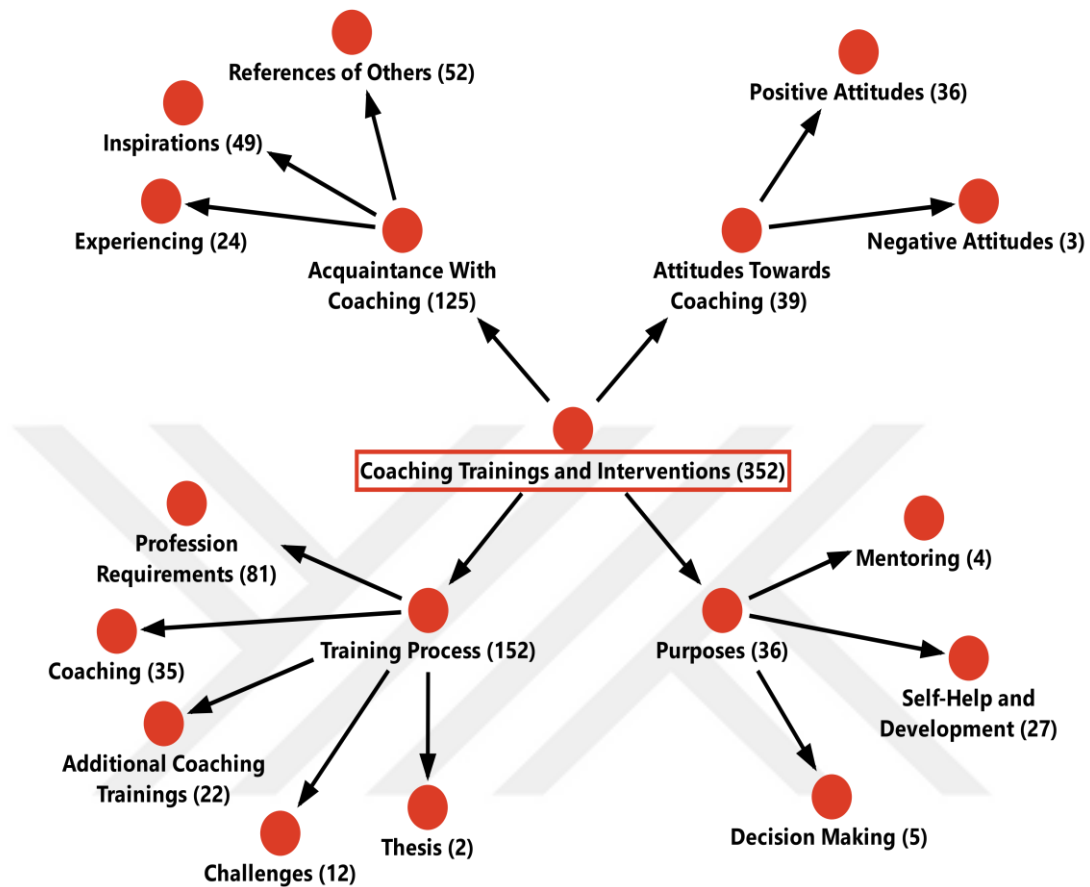


**Resource:** by the Author of the Dissertation

Sixth theme emerges when the participants mention their experiences in coaching trainings and interventions, how they started getting to know coaching, how were their attitudes, what were their purposes and how was their trainings process. When talking about coaching trainings and interventions 41 of the 41 participants mentioned how they get acquaintance with coaching, while 38 emphasized about training process, 21 talked about their prior attitudes towards coaching, and the purposes of their coaching interventions.

1. Acquaintance With Coaching: The participants expressed how they started to get to know coaching for the first time. In acquaintance with coaching, there are

three sub-themes, which are references of others, inspirations and experiencing. These sub-themes are explained in the following items.

- References of Others: The participants mainly mentioned references of others. Participants emphasized that they got into coaching because of encouragement of others in their environments. Interviewee- 34 underlined references of others:

  *A friend of mine was always saying me that I can be a very good coach. I was sometimes supporting him in sales. I was wondering if I would deal with coaching after getting all of those trainings. One day he said he enrolled me to that training. I also made a small payment. I couldn't say no, in fact I would take only a training of those 3 stages. I went there with this mentality. I would only finish the first one just because I couldn't say no to my friend but of course I liked it and continued. (Interviewee-34)*

- Inspirations: Another sub-theme that is mainly mentioned by the participants in acquaintance with coaching is inspirations. Participants stated that they have met people who were pursuing coaching career and they inspired them. Interviewee-14 emphasized inspirations:

  *I met a coach when we went to 2-3 day of a trip abroad. I met executive coaches. There were none in Turkey. I also had no idea what life coach is or an executive coach is. I was very interested because they were people with incredibly high energy. I started to a little research.(Interviewee-14)*

- Experiencing: This sub-theme that is primarily mentioned by the participants in acquaintance with coaching is experiencing. Participants emphasized experiencing coaching, especially in corporate life. They got into coaching after they experience it. Interviewee-18 highlighted experiencing:

  *"I started coaching trainings in June 2016. Firstly one of our female managers took it and coached us. We saw from her how beautiful the coaching is. I and a friend from my team participated the trainings later on." (Interviewee-18)*

2. Attitudes Towards Coaching: Participants expressed their attitudes towards coaching. In attitudes towards coaching there are two sub-themes, which are positive attitudes and negative attitudes. They mainly mentioned that they had positive attitudes. Participants called their new career as "new life" or "second life" given to them. They expressed positive or neutral attitudes towards coaching before or after

getting into coaching. However, they also stated that they had negative attitudes towards coaching. They emphasized that they had a negative image of coaching in their minds before they got into coaching. Interviewee-32, Interviewee-30 and Interviewee-41 highlighted their attitudes towards coaching:

*I think new job is a new life. I don't see it just as a career. When you just say career, it seems like something outside of you. It is not like that, it is a whole with me, that's why a new job, a new life. (Interviewee-32)*
*I didn't know what it was when I started to take it. I just started to take coaching because it was something interesting and I was wondering if it is good or bad. It has multiplied on top of each other and now here I am. (Interviewee-30)*
*It was around 2010, it was necessary to get a coaching at the company but I wasn't positive for the idea of coaching. I had endless prejudices about coaching. It was ridiculous to me. (Interviewee-41)*

3. Purposes: The participants also mentioned their purposes to start coaching trainings and interventions. In purposes there are three sub-themes, which are self-help and development, decision-making and mentoring. These sub-themes are explained in the following items.

- Self-Help and Development: Participants mainly mentioned self-help and development. Participants declared that they got into coaching interventions and trainings to get to know themselves better, and also help themselves to improve their relationships with others. Interviewee-2 and Interviewee-15 emphasized self help and development:

*My goal was to get to know myself. It was to get to know myself much more deeply. It has all started with a journey to myself. (Interviewee-2)*
*I have a daughter born in 2004. I guessed there could be a communication breakdown with my daughter in future when I left the company at 2013. I said it couldn't go on like that. We are X generation, they are Z generation, our ideas don't overlap, I thought what kind of a thing is coaching? (Interviewee-15)*

- Decision Making: Another sub-theme that is mentioned by the participants is decision making. Some participants stated that they got into coaching interventions and/or trainings to make the decision to quit their jobs in corporate life. Some participants also reference that even today they continue getting

coaching interventions whenever they want to make a big decision in their lives. Interviewee-2 and Interviewee-8 highlighted decision making:

> *I had taken a lot of coaching interventions about leaving the bank. (Interviewee-2)*
>
> *I get coaching when I need to make a very critical decision in my life. For example I took a coaching session whether I should close the office and continue or not. 3 months before now. (Interviewee-8)*

- Mentoring: This sub-theme that is mentioned by the participants is mentoring. Participants emphasized that their purpose to get into coaching trainings and/or interventions was mentoring related to their jobs in corporate life.

> *"It was more business oriented. He might say to me "Did you check the warehouse data?" We, coaches, do more personal, more behavioral, more emotional things. He also looked in that way but he was mostly professional, it was mentoring." (Interviewee-3)*

4. Training Process: The participants also expressed their training process. In training process there are five sub-themes, which are profession requirements, coaching, additional, coaching trainings, challenges and thesis. These sub-themes are explained in the following items.

- Profession Requirements: Participants mainly mentioned profession requirements. Participants emphasized that they have to meet some criteria to become coaches and getting higher titles in coaching career. Interviewee-3 and Interviewee-1 highlighted profession requirements:

> *You already have to complete 100 hours while taking the training. I have completed at least 100 hours of ACC. (Interviewee-3)*
>
> *I want to be PCC at 2022 because 500 hours is enough. (Interviewee-1)*

- Coaching: Another sub-theme that is mainly underlined by the participants is coaching. Participants mentioned that during coaching trainings, they are supposed to become coaches and sometimes become clients. That way they can work on their own problems during the training process. Interviewee-8 and Interviewee-38 emphasized coaching:

*A guest is usually invited to our trainings, and I say do it to me then. So every training, imagine that I'm getting training every weekend, I give a real topic. I say I'm in a deep exhaustion; I want your support to decide what to do. They coach me. I got coaching at the trainings a lot. (Interviewee-8)*

*As you know, coaching trainings are the ones that people coach themselves. Actually we apply every session we have learnt there to ourselves. When we do coaching to each other, we do it to ourselves. And those who coach themselves at coaching training and didn't complete their own process can't get any coaching session from the clients. This was the thing that I always see. (Interviewee-38)*

- Additional Coaching Trainings: Another sub-theme that is mainly mentioned by the participants is additional coaching trainings. It is seen that participants get additional trainings even after their certification process. Participants stressed getting additional coaching trainings such as practicum and NLP. Interviewee-20 accentuated additional coaching trainings:

  *My coaching period I received only from Adler is about 2 years. I got all 1-2-3 modules and 1 year Practicum on that. It wasn't enough; I got team coaching from Erickson. I've already had NLP. It wasn't enough; it took a year to finish 5 modules of ORSC and to get the certification. (Interviewee-20)*

- Challenges: This sub-theme that is accentuated by the participants is challenges. Participants emphasized that the biggest challenge of coaching interventions and trainings was the cost. Interviewee-1 mentioned challenges:

  *I paid very serious price in the conditions of that day. Think about it, you get on a plane from Gaziantep, you go, stay at the hotel for 5-6 days, extra training costs needed etc. (Interviewee-1)*

- Thesis: Another sub-theme that is accentuated by the participants is thesis. Some participants emphasized that they did a thesis in the process of coaching trainings. Interviewee-26 emphasized thesis:

  *I've completed my coaching training. Actually my coaching thesis is about HR, about designing training. It is named as "A coaching view while designing a training". I've got my coaching certificate in 2018. (Interviewee-26)*

The frequency of expression of the themes determined within the scope of the "Training Process" sub-theme, which is one of the sub-themes of the "Coaching and Trainings and Interventions" theme, by the participants is shown in Figure 20 below.

**Figure 20:** Distribution of "Training Process" Sub-Themes
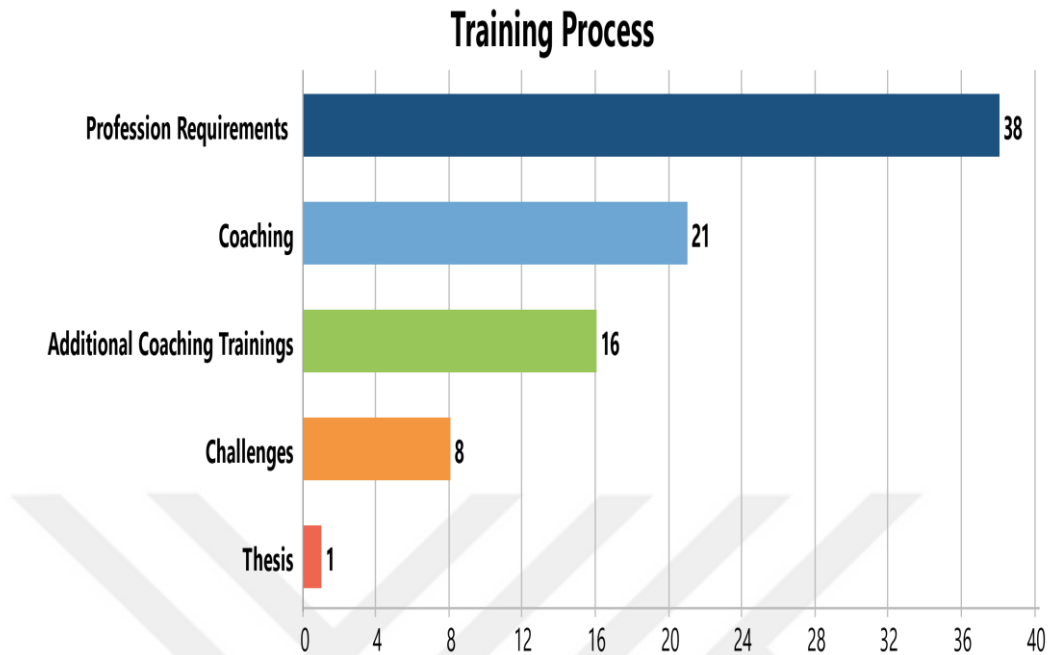


**Resource:** by the Author of the Dissertation

According to Figure 20, 38 of the 41 participants accentuated professional requirements when talking about the training process, 21 emphasized their coaching session experience within the coaching trainings, 16 talked about additional coaching training to the fundamental coaching trainings, 8 mentioned about challenge and there was one talking about the academic thesis work of hers.

### 3.2.7. Theme 7: Coaching Career

The seventh theme was determined as corporate life and the sub-themes created under this theme are given in Figure 21.

**Figure 21:** Coaching Career Theme Hierarchical Theme and Sub-Themes Model
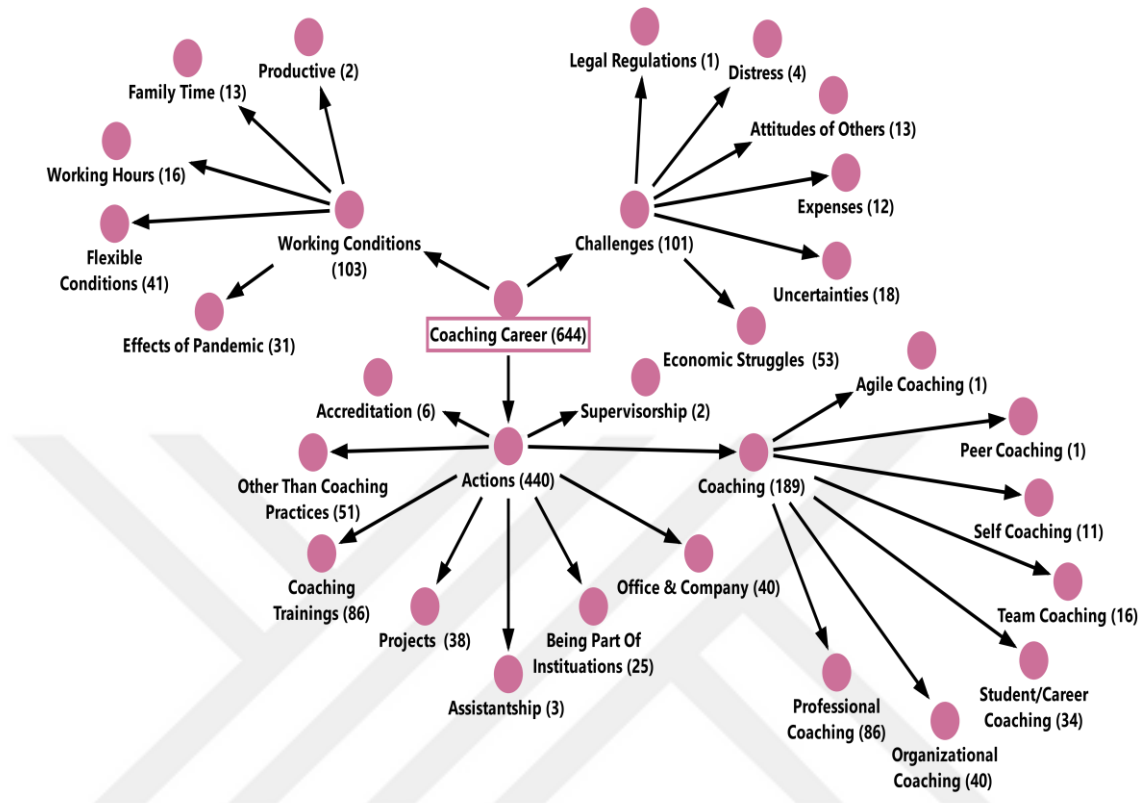


**Resource:** by the Author of the Dissertation

Seventh theme emerges when the participants express their experiences related to coaching career. In coaching career theme there are three categories, which are actions, working conditions and challenges.

1. Actions: In coaching career, the participants firstly mentioned their actions in the new career. In actions there are nine sub-themes, which are coaching, coaching trainings, other than coaching practices, office and company, projects, being part of the institutions, accreditation, assistantship and supervisorship.

- Coaching: Participants mainly accentuated coaching. Coaching also has seven sub-themes, which are professional coaching, organizational coaching, student/career coaching, team coaching, self-coaching, peer coaching and agile coaching. Participants emphasized that they work in various topics as coaches. They work with individuals, groups, organizations and students. Interviewee-13,

Interviewee-26 and Interviewee-23 highlighted professional coaching, organizational coaching, student/career coaching, team coaching, self coaching, peer coaching and agile coaching:

*For example I had a PhD student client. He said "Sir I want to work because I can't focus, you must make me live this doctorate." I had another client; he said "I will climb Mount Everest and you have to prepare me for this." I asked "How can I prepare you, what do you expect from me?". He said he must be prepared mentally because it is dangerous to go up there and this is a thing that he had never done in his life, he will do it and he wants to do it. He said he wants me to prepare him for this. Yes, I've worked with him too. I also deliver business coaching. (Interviewee-13)*

*We were 17 people in my coaching class. 16 female, 1 male. I was the only male. I am the only graduate. Nobody has graduated in 3 years between 2018-2021. Only I am graduated. I am not arrogant. In fact, I've completed this process by mentoring myself within my action plan which I systematically put everything in a loop and ticked the list. So this was the biggest benefit to me. I still do the same thing a lot for my current work. I coach internationally, I work with foreign people, this helps so much. I get coaching from foreign coaches for myself; sometimes we do peer coaching to each other. Because I had chance to see that coaching with different cultures gives you different perspectives. I didn't have such an experience before. (Interviewee-26)*

*"Since our main subject is organizational development, we also serve and support companies on the agile coaching. " (Interviewee-23)*

- Coaching Trainings: Another sub-theme that is mainly mentioned by the participants in coaching career actions is coaching trainings. Participants emphasized that they educate new coaches in their new career besides being professional coaches. Interviewee-38 underlined coaching trainings:

  *Since I had my title from Professional Coaching Academy, where I've got my training in March 2020, they invited me as a trainer. Now I'm their new coach trainer, I train new coaches and also I'm giving professional coaching there. I also organize new personal development trainings. I design trainings for both young people and our educated professional coaches as their needs. (Interviewee-38)*

- Other Than Coaching Practices: This sub-theme that is mainly mentioned by the participants in coaching career actions is other than coaching practices. Participants underlined that many coaches try to earn money from other fields outside of coaching due to lack of customers. Interviewee-3 emphasized other than coaching practices:

*Coaching is great but I have difficulties in finding clients. That's why I also try to do some other things. I wish to find clients easily, I would like to coach fulltime then. (Interviewee-3)*

- Office and Company: Another sub-theme that is mainly mentioned by the participants in coaching career actions is office and company. Participants stated that they opened new office and company in their coaching career. Interviewee-37 revealed office and company:

  *About 2.5 years ago, I've established my own training company. We founded the company with my husband. We are currently online. (Interviewee-37)*

- Projects: This sub-theme that is mostly mentioned by the participants in coaching career actions is projects. Participants exposed that they take part in projects during their coaching career. Interviewee-29 emphasized projects:

  *I participate social responsibility projects, I have students, I support their projects by coaching them. (Interviewee-29)*

- Being Part of Institutions: Another sub-theme that is mentioned by the participants in coaching career actions is being part of institutions. Participants highlighted that they take part in different coaching institutions such as CTI during their career. Interviewee-30 emphasized being part of institutions:

  *Unfortunately I don't have much time when I want to do something. There is only coaching and a role at CTI. In 2020, the duties of the association outweighed coaching. It seems like it will continue like this at 2021. (Interviewee-30)*

- Accreditation: This sub-theme that is mentioned by the participants in coaching career actions is accreditation. Participants underlined that after educating new coaches, they decided to make their education system accredited by highly respected institutions. Interviewee-8 emphasized accreditation:

  *We made our designs with friends. We said 1st module of coaching is knowledge and skills, 2nd is this etc. We started with 3 modules. We started with 3 people, within 6 months it became 10 people in the classes. We started to open new classes every month. We've checked competitors, there is only one, they say something international. We asked what is international, we give*

*training but what's international of it. I am that aware. Then I've realized there is ICF, there is AC. Then I found several companies from Istanbul and I attended to their trainings. I said yes, international vision is something different. We stopped designing trainings. I said wait a minute, do we teach people anything wrong? I got nervous, and then we took these people back and corrected them. We said we will do it according to ICF criteria's; we made our trainings AC accredited. We were dealing with the accreditations at that moment. We accredited our trainings from AC and then we started to provide better training. (Interviewee-8)*

- Assistantship and Supervisorship: Other sub-theme that is mentioned by the participants in coaching career is assistantship and supervisorship. Participants emphasized being an assistant and supervisor during their coaching career. Interviewee-30 and Interviewee-36 highlighted assistantship and supervisorship:

  *I've been in different organizations thanks to the networks of the coaching programs. I've worked as an assistant there. I've also made assistantships in my own program which I graduated. (Interviewee-30)*
  *I also became a member of a center, I am also a supervisor there, sometimes they invite me to coach their projects. (Interviewee-36)*

2. Working Conditions: In coaching career, the participants also explained their working conditions. There are five themes in working conditions, which are flexible conditions, effects of pandemic, working hours, family time and productive.

- Flexible Conditions: The participants generally mentioned flexible conditions. Participants emphasized that during their coaching career, their work hours are quite flexible and they can decide when and where to work. Interviewee-19 accentuated flexible conditions:

  *There is freedom in working conditions. I can work anytime, night, day and evening. I can take time with myself whenever I want. I don't work for a day, than I work 3 days full from morning till evening. There is a thing like being able to give my own decisions. (Interviewee-19)*

- Effects of Pandemic: This sub-theme that is mainly accentuated by the participants in working conditions is effects of pandemic. Participants mentioned different effects of pandemic on their coaching career. Some participants emphasized that pandemic affected them negatively. However, most participants claimed that pandemic affected them positively and they could continue pursuing

their career during the pandemic. Interviewee-1 and Interviewee-7 highlighted effects of pandemic:

*Pandemic made us even better. Now I see some people attending my training from Germany. Someone from Izmir is attending, It's so beautiful. I wouldn't have traveled that much, I would have sucked in Adana. In fact, pandemic has given me a chance. (Interviewee-1)*
*I think I'm at the very beginning now, I know I am far behind the point I want to be. That's because of the pandemic for sure and many other reasons... (Interviewee-7)*

- Working Hours: This sub-theme that is mostly declared by the participants in working conditions is working hours. Participants accentuated that even though working hours are flexible in coaching career, they have to work late hours and also weekends. Interviewee-7 emphasized working hours in coaching career:

*Although it seems very flexible and relaxing, you can be more limited since you are not the only one who sets the boundaries. For example, people are available at weekends; they have difficulties to allocate time for coaching in workdays because there is school etc. While you're working at a corporate company, you're free at weekends and have time for socializing. But here you are in the opposite situation. (Interviewee-7)*

- Family Time: Another sub-theme that is mentioned by the participants in working conditions is family time. Participants mentioned that in coaching career they could make more time for their families. Interviewee-33 emphasized family time:

*I take care of my family at home. I have 15 years old teenage son. I started to take care of him a lot. Now I'm totally caring myself and my family. (Interviewee-33)*

- Productive: Another sub-theme that is mentioned by the participants in working conditions is productive. Participants emphasized that in coaching career they work more but they also use their potential more than they use in corporate life because they are mostly working for themselves. Interviewee-19 highlighted being productive.

*I'm working more today comparing to before. You work with 40% of your potential in corporate life. 40% is considered as a high performance. Currently,*

*now, you work with 70-80%, sometimes you work in the evening at home, in the office, you work everywhere. You use 80-90% of your potential. Here you have a motivation because you work for your own business. You know that you will have produced something as a result. You will have created something. (Interviewee-19)*

The statistical distribution of the participants' expressions of the themes determined under the "Working Conditions" sub-theme, which is one of the sub-themes of the "Coaching Career" theme, is given in Figure 22.

**Figure 22:** Distribution of "Working Conditions" Sub-Theme
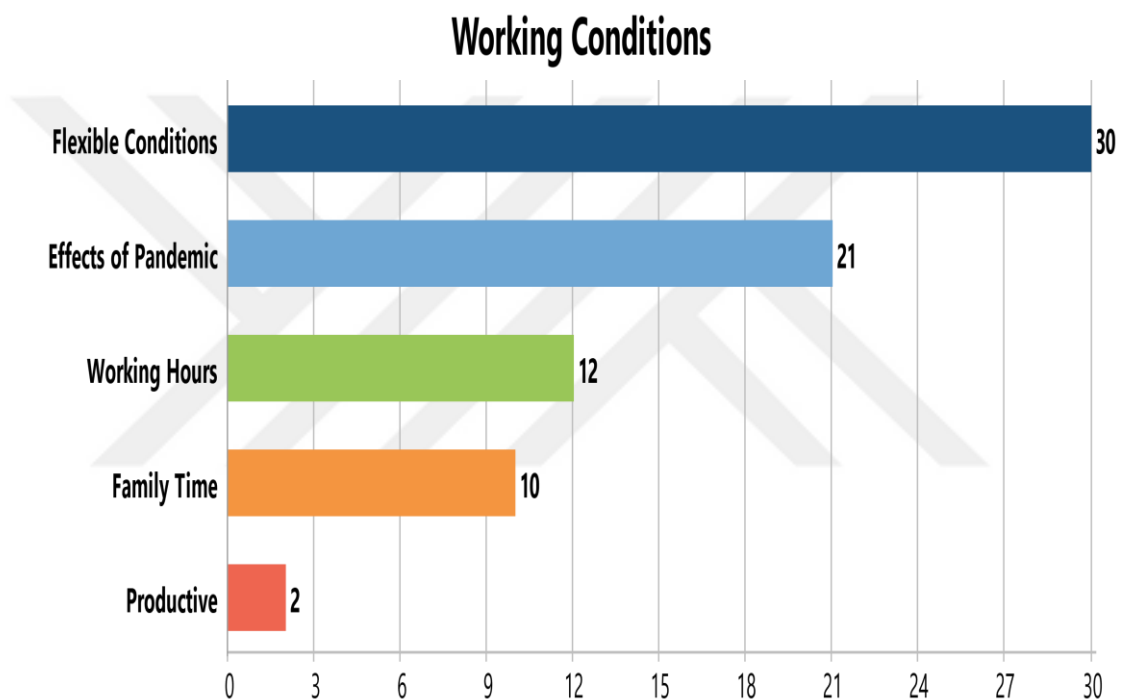


**Resource:** by the Author of the Dissertation

As seen in Figure 22, 30 of the 41 participant mentioned flexible conditions, 21 talked about the pandemic effects, 12 said about working hours, 10 mentioned family time and 2 of 41 about productivity.

3. Challenges: In coaching career, the participants also explained the challenges they faced. There are six sub-themes in challenges which are economic struggles, uncertainties, expenses, attitudes of others, distress and legal regulations.

- Economic Struggles: The participants generally mentioned economic struggles. Most of the participants declared experiencing economic struggles after quitting their jobs. They have to pay for everything and they lose the incentives they had in corporate life. In addition, they revealed that most coaches have side jobs due to economic struggles. Interviewee-20 emphasized economic struggles:

  *I have big losses. I have great financial loss. Imagine that you are senior executive manager in corporate life. Your salary is regularly paid at the first day of every month. You already earn a high amount of salary. You don't pay for your trips. You have highest segment Miles & Smiles card (loyalty card for flights). You show off with your black Miles & Smiles card that nobody else has. You got your bonus paid at the end of the year, you have a car, great, what else do you ask for? Then suddenly your Miles & Smiles card category decreased. They have taken your car. There are no bonus, no salary. (Interviewee-20)*

- Uncertainties: Another sub-theme that is mostly mentioned by the participants in challenges is uncertainties. Participants highlighted that in coaching career, they cannot be certain of how much they will earn, how well they will continue in the career. Interviewee-36 and Interviewee-38 emphasized uncertainties:

  *It's bumpy. Sometimes it is very good, sometimes awful. (Interviewee-36)*
  *In corporate life it is a very good thing to know that your salary will be paid on each 5th day of the month. Now I don't know how much money I will earn at the end of this month. One month I earn 10.000 TL, next month maybe 1000 TL. This is the hardest part of this job. (Interviewee-38)*

- Attitudes of Others: Another sub-theme that is generally accentuated by the participants in challenges is attitudes of others. Participants mentioned that they have difficulties due to other people's attitudes towards coaching. They claimed that people do not know what coaching really is. Interviewee-22 emphasized attitudes of others:

  *These people have access to the world. They know foreign languages and their heads are working. They have education and training but they can't understand coaching. How can you explain this to public while there are many educated, smart people can't understand coaching? I'm a thin person; everybody asks if I can make him or her to loose weight. I tell them I can't make you loose weight with exercise and a diet program but we can do something about why you can't loose weight mentally and we can put a target to loose weight. (Interviewee-22)*

- Expenses: Another sub-theme that is mostly mentioned by the participants in challenges is expenses. Participants also emphasized that each month they have to make a lot of payment because of their office/company. Interviewee-24 accentuated expenses:

   *You have a company now, you have a cost. For example I'm a member of ICF, it has annual membership fee. I have a fee to pay. When you look at the company's annual expenses, set-up cost etc. I have to pay this every month etc. I started to work on a company cost professionally. There are operating costs. (Interviewee-24)*

- Distress: Another sub-theme that is emphasized by the participants in challenges is distress. Participants sometimes mentioned experiencing distress in their new career, especially in the process of accreditation. Interviewee-8 highlighted distress:

   *It was our 5th or 6th year; we approached to educate almost 1500 coaches. Our coaches came to us and said that coaching has become a profession in Turkey, what about you opening the exams and lead us. We researched and we entered MYK (Turkish Vocational Qualification Authority). By the way my husband left his job in 2017 and he said let me come for help. When he joined, he started to set up a system. He bought a system for tracking the clients. He researched about MYK system. He told me that we are going to do this as a couple so let's do the best. He said that we have to buy ISO 17000 accreditation. We got into the business deeply and I got worse. I've exhausted twice more than the time I left the job because we had difficulties in the audits, our questions were renewed, they pushed us so much as we were doing this for the first time, interesting people in the market came as an expert and forced us. But they developed us. Luckily they did it because we never got any complains. Faulty exam, objection to an exam etc. We haven't had these thanks to them. But we suffered a lot at that time. I would have miscarried if I was pregnant at that moment. (Interviewee-8)*

- Legal Regulations: Another sub-theme that is mentioned by the participants in challenges is legal regulations. Some participants emphasized that they experienced difficulties due to legal regulations and they had to pay fees in coaching career. Interviewee-1 accentuated legal regulations:

   *You know the companies which cause trouble, they come out as they are life coaches, and they give prescription for happiness with pills. It created confusion when I said a word, I said a coach doesn't diagnose or offer treat or give medicine. A coach makes you discover yourself and serves what you*

*discover into your use. Next week National Education Governorship (MEB) came to my training. They charged me with 5000TL penalty. Why, I was going to teach in the class following hygiene rules but I am charged before the training. I am charged because of my online ad. (Interviewee-19)*

The statistical distribution of the participants' expressions of the themes determined under the "Challenges" sub-theme, which is one of the sub-themes of the "Coaching Career" theme, is given in Figure 23.

**Figure 23:** Distribution of "Challenges" Sub-Theme
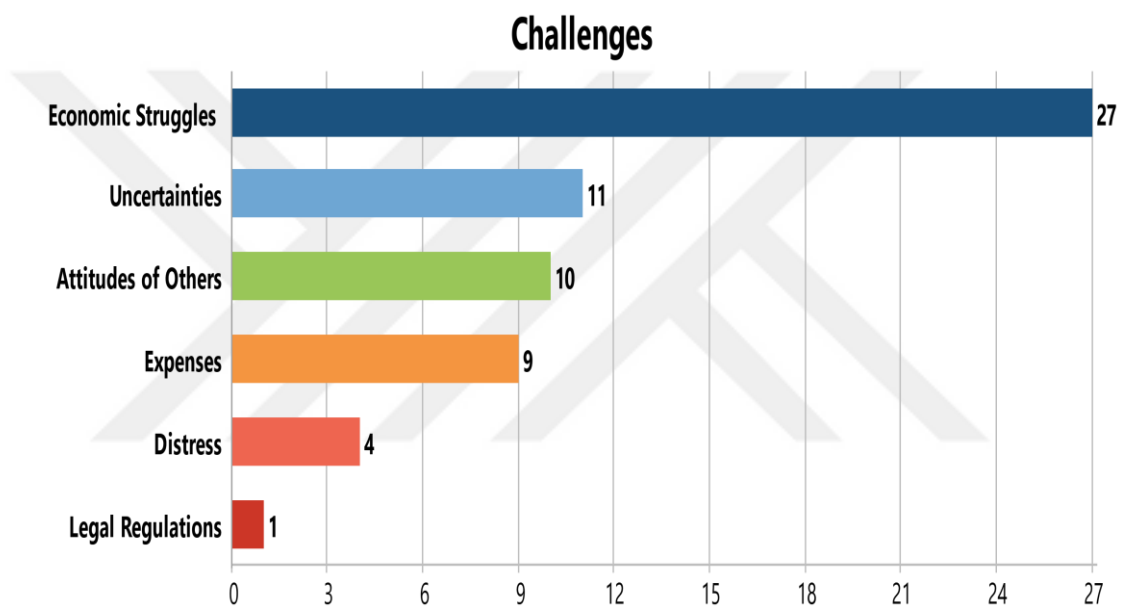


**Resource:** by the Author of the Dissertation

According to Figure 23, 27 of 41 participant economic struggles when talking about challenges, 11 of them mentioned uncertainties, 10 said about attitudes of others, 9 participants emphasized expense, 4 participants highlighted distress and 1 participant underlined about legal regulations. Coaching Career theme was examined based on change of income. According to Table 9, participants whose income decreased after job quit, intensively mentioned professional coaching, organizational coaching, student/career coaching, coaching trainings, other than coaching practices, office & company, projects, flexible conditions, effects of pandemic, economic struggles and uncertainties. Participants, whose income did not change after job quit,

intensively mentioned professional coaching, coaching trainings, office & company. Lastly, participants whose income increased after job quit intensively emphasized professional coaching, coaching trainings, other than coaching practices, office & company, flexible conditions, effects of pandemic and expenses.

**Table 9:** Coaching Career Theme Based on Change of Income

|  | Decreased | Increased | No Change |
|---|---|---|---|
| **Coaching** |  |  |  |
| **Professional Coaching** | 70 | 10 | 6 |
| **Organizational Coaching** | 35 | 2 | 3 |
| **Student/Career Coaching** | 322 | 2 | - |
| **Team Coaching** | 11 | 4 | 1 |
| **Self Coaching** | 5 | 3 | 3 |
| **Peer Coaching** | - | 1 | - |
| **Agile Coaching** | 1 | - | - |
| **Coaching Trainings** | 62 | 16 | 7 |
| **Other Than Coaching Practices** | 39 | 8 | 4 |
| **Office & Company** | 25 | 7 | 5 |
| **Projects** | 30 | 5 | 3 |
| **Being Part of Institutions** | 18 | 3 | 2 |
| **Accreditation** | 2 | 4 | - |
| **Assistantship** | 2 | 1 | - |
| **Supervisorship** | 1 | - | 1 |
| **Working Conditions** | - | - | - |
| **Flexible Conditions** | 31 | 6 | 3 |
| **Effects of Pandemic** | 21 | 6 | 3 |
| **Working Hours** | 12 | 1 | 2 |
| **Family Time** | 8 | 4 | 1 |
| **Productive** | - | - | 1 |
| **Challenges** | - | - | - |
| **Economic Struggles** | 48 | 1 | 4 |
| **Uncertainties** | 18 | - | - |
| **Attitudes of Others** | 8 | 1 | 3 |
| **Expenses** | 6 | 5 | 1 |
| **Distress** | 2 | 2 | - |
| **Legal Regulations** | 1 | - | - |
| **N=Documents** | 32 (%78) | 6 (%14,6) | 3 (%7,3) |

**Resource:** by the Author of the Dissertation

### 3.2.8. Theme 8: Future Expectations

The last theme was determined as corporate life and the sub-themes created under this theme are given in Figure 24.

**Figure 24:** Future Expectations Theme Hierarchical Theme and Sub-Themes Model
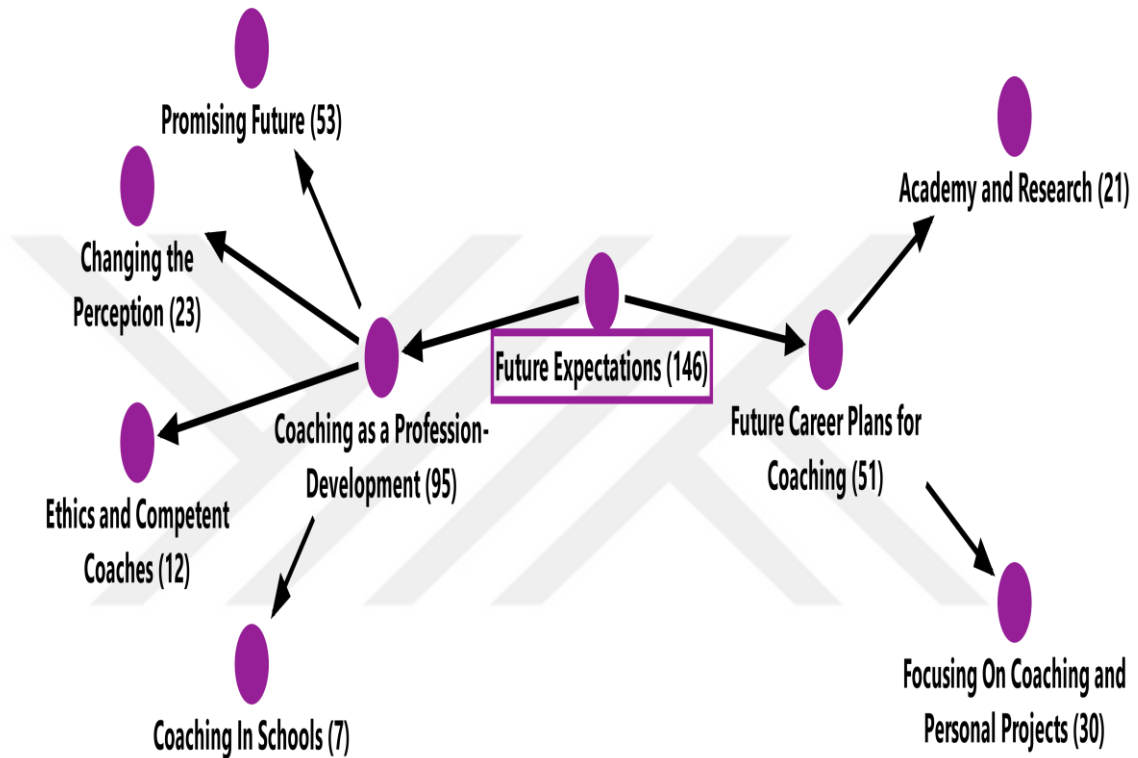
According to Figure 24, the last theme emerges when the participants mention their future plans for coaching career. In future expectations theme, there are two categories, which are coaching as a profession-development and future career plans for coaching.

1. Coaching As A Profession-Development: In coaching as a profession-development, participants emphasized how coaching field will develop in the future. In coaching as a profession-development there are four sub-themes, which are promising future, changing the perception, ethics and competent coaches and

coaching in schools. Sub-themes are given below with the explanations of the participants.

- Promising Future: The participants mainly mentioned promising future. Participants argued that in the future, coaching field will keep developing and also new sub branches of coaching such as finance coaching, marketing coaching, and sales coaching will emerge. Interviewee-2 and Interviewee-19 highlighted promising future:

  *Coaching has been approved as a profession in Turkey in 2013. Coaching is developing fast in Europe. It will exist in our lives as a profession, how we understand people especially needed more in the period of the psychological strength called as resilience, psychological durability. And I believe more coaches will work at companies. (Interviewee-2)*
  *I think coaching will improve much more. I think coaching will be more divided after a while. For example right now there is business and life coaching. I slowly started to position myself as a finance coach. Likewise, there will be marketing coaches, sales coaches in future. Coaching and mentoring will support each other. Later on new paths will be formed and it will expand much more. (Interviewee-19)*

- Changing the Perception: In coaching as a profession-development, another sub-theme that is emphasized by the participants is changing the perception. In changing the perception, some participants had opposite views. While some participants argued that in the future the prejudices about coaching would be removed, some participants argued that in the future people's opinions and prejudices about coaching would not change positively. However the participants who argued that the prejudices would not change, also mentioned that they would continue working as coaches despite of all prejudices. Interviewee-8 and Interviewee-12 highlighted changing the perception:

  *I think coaching may not be an understandable profession even in 50 years. I am an entrepreneur who accepts coaching will not be understood, who knows that the state will accept it is as a profession, so the exams can be done and who knows to be judged on this. Many authorities when making coaching accreditation exams judge us. Psychologist in the kindergarten, she has changed her look while I was leaving my daughter and asked if I am a coach. I face up that look and do it. As, those who lived this can understand. I accepted that I will not be understood. I have to accept this. Those who accept will move forward in coaching profession. The one, who accepts to be not understood and put their heart on this, may move forward in this profession. (Interviewee-8)*

*Maybe the prejudices about coaching will be broken, the biggest example for me was that: I have a lot of therapists around me because of my husband's profession and they are in love with their profession. Even though they are very prejudiced, there is a law in Italy, the one who is not a psychologist can't coach. When I show the practices of coaching, when I talk about my coaching; those who tell me not to do now support me. They say do it, if this is the case. We can't coach our relatives anyway; my husband confused a lot about the subject. I said, "I will not coach you but do you want me to apply a method just to clear your mind?" He didn't want a lot, he didn't believe but said let's do it. At the end of the session he asked me why I don't do this as a profession, he said let's open a website for you. So, coaching is widely misunderstood. I believe the prejudice will decrease if we can explain and apply coaching correctly. (Interviewee-12)*

- Ethics and Competent Coaches: In coaching as a profession-development, another sub-theme that is mentioned by the participants is ethics and competent coaches. Participants criticized the people who want to become coaches based on the motivation of earning more money and they argued that in the future, only ethical and competent coaches would be successful in their coaching careers. Interviewee-36 emphasized ethics and competent coaches:

*Professional coaching is a profession which is approved by some standards in Turkey. I feel good to be a member of it but I know some colleagues and other people who do other things under the name of coaching, giving this title to themselves without having that journey. In fact I believe the ones who perform their jobs well will be separated from the ones who don't. Recently a friend of mine has written something as a joke, he said he will open a consultancy firm because there is more coach rather than a client. He said something like opening a consultancy firm to send clients to the coaches, so he can earn a lot of money. Yes, there have been a lot of coaches but coaching is a journey, it can't be said that I've become a coach. In the journey of being a good coach, to be the one who is wanted, asked or mentioned just because performing good continuously, so I believe my own journey there. I believe I am busy improving myself and performing this job with care and by following the ethic standards. I believe those doing this will be separated from the one who don't. (Interviewee-36)*

- Coaching in Schools: In coaching as a profession-development, another sub-theme that is mentioned by the participants is coaching in schools. Participants argued that in the future coaching will be part of university education and people will become coaches in earlier ages. Interviewee-20 emphasized coaching in schools:

*I think we will see young people in the future of coaching. They will graduate from the university and then will have the coaching training; even it is being thought at the universities currently, students will have the coaching trainings from the university and start coaching after the graduation. (Interviewee-20)*

2. Future Career Plans For Coaching: In future career plans for coaching category, participants highlighted their own future plans in coaching career. In future career plans for coaching there are two sub-themes, which are focusing on coaching and personal projects; and academy and research. Sub-themes are given below with the explanations of the participants.

- Focusing on Coaching and Personal Projects: The participants mainly mentioned focusing on coaching and personal projects. Participants underlined that they want to focus on their coaching careers, receive a higher title in coaching, and contribute to the field by educating new coaches. Interviewee-5 and Interviewee-16 accentuated focusing on coaching and personal projects:

  *I would like to deepen the things I've done even more. I would very much like to continue coaching trainings, join the supportive programs for coaches because somehow I am one of the first that field. I am not the very first but as a person who experienced that whole process, I feel like I owe something to this profession. Developing the profession is very important. My next goal is contributing to the profession and to the people who will just start this profession. (Interviewee-5)*
  *I have 2 big dreams. First one is having the professional qualification certificate; second one is completing the preparations for PCC title and getting that title as well. (Interviewee-16)*

- Academy and Research: In future career plans for coaching, another sub-theme that is mentioned by the participants is academy and research. Participants stated that they would like to contribute to the literature of coaching, exploring the effects of coaching in people's lives. Some participants also emphasized that they want to become professors in universities. Interviewee-6 and Interviewee-18 highlighted academy and research:

  *I am working on a coaching thesis. One of my dreams will come true if I can include something in the literature about this coaching thesis.(Interviewee-6)*
  *I want to be a teacher at the university. I really want to be able to touch young people; I want to do something with them a lot. (Interviewee-18)*

The statistical distribution of the participants' expressions of the themes determined under the "Coaching as a Profession Development" sub-theme, which is one of the sub-themes of the "Coaching Career" theme, is given in Figure 25.

**Figure 25:** Future Expectations Theme Hierarchical Theme and Sub-Themes Model
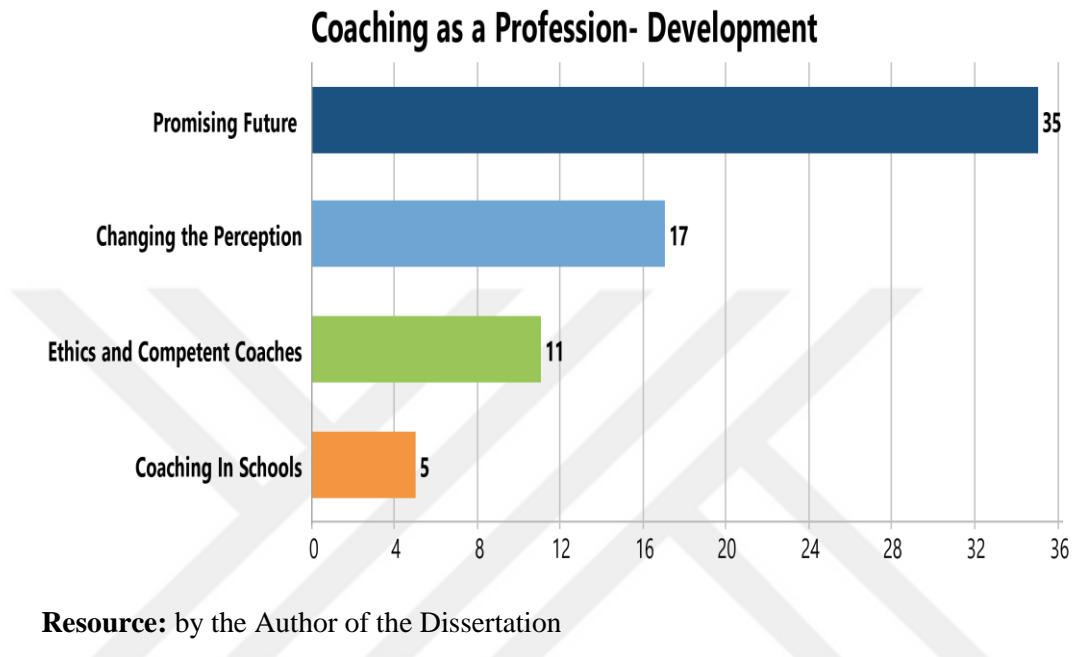


**Resource:** by the Author of the Dissertation

According to Figure 25, in the interviews 35 of the 41 participants mentioned promising future of coaching, 17 of them talked about the changing perceptions of coaching, 11 told about ethics and incompetent coaches, 5 of 41 emphasized about coaching schools. Future expectations theme was examined based on coaching experience. Future expectations based on coaching experience theme are shown in Table 10 below.

**Table 10:** Future Expectations Theme Based on Coaching Experience

|  | +5 Years | 1-5 Years | Less Than 1 Year |
|---|---|---|---|
| **Promising Future** | 15 | 25 | 12 |
| **Changing the Perception** | 7 | 10 | 5 |
| **Ethics and Competent Coaches** | 5 | 3 | 4 |
| **Coaching in Schools** | 2 | 5 | - |
| **Future Career Plans for Coaching** | - | - | - |

| | | | |
|---|---|---|---|
| **Focusing on Coaching and Personnel** | 9 | 16 | 4 |
| **Academy and Research** | 2 | 19 | - |
| **N=Documents** | 14 (%34,1) | 19 (%46,3) | 8 (%19,5) |

**Resource:** by the Author of the Dissertation

According to Table 10, participants who have 1-5 year experience in coaching career intensively mentioned promising future, changing the perception, coaching in schools, focusing on coaching and personal projects, academy and research. Participants who have +5 years experience in coaching career intensively emphasized promising future, changing the perception, ethics and competent coaches, focusing on coaching and personal projects.

## 3.3. RELATIONSHIP ANALYSIS BETWEEN THEMES

The coding map showing the relationship between the themes was determined as in Figure 26 below.

**Figure 26**: The Coding Map
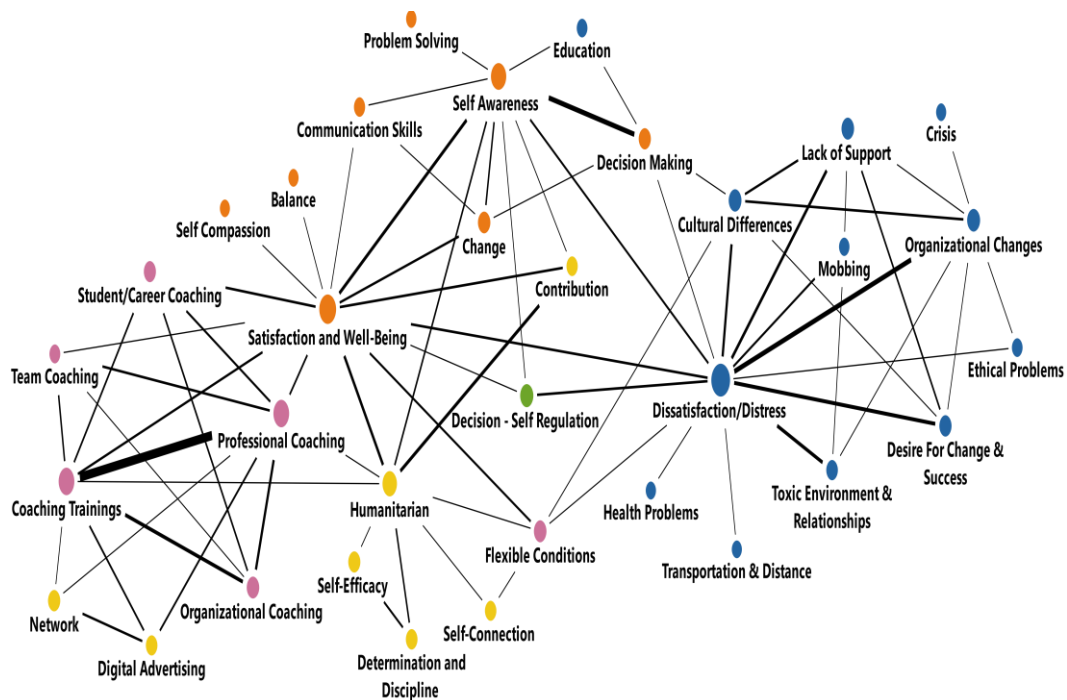


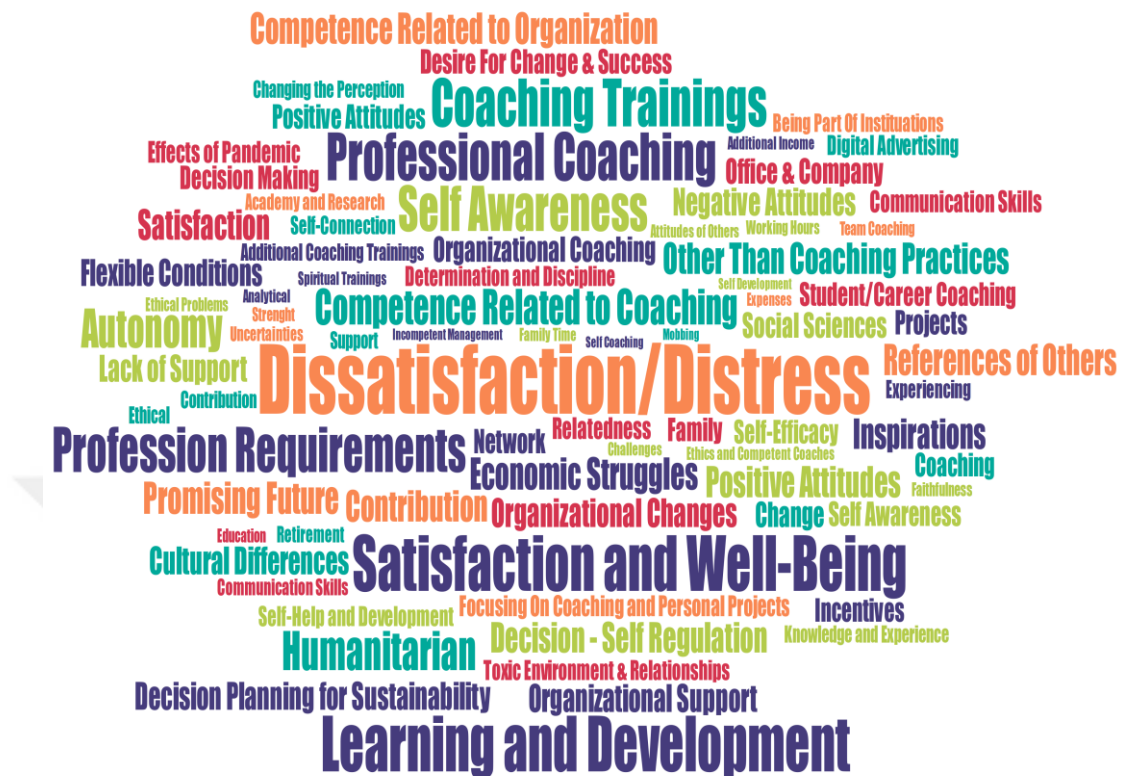**Resource:** by the Author of the Dissertation

As shown in Figure 26, while the participants expressed their opinions about dissatisfaction/distress, they also expressed their opinions about themes such as cultural differences, lack of support, desire for change and success. They also stated self-awareness while also expressing decision-making.   Here the intensity of the themes relations can be seen in the thickness of the lines in between. The very most intense relation between themes is coaching trainings and professional coaching. This means that who emphasized professional coaching in their conversations also mentioned trainings of the coaching studies. Figure 3.22 also shows the reliability of the study because it shows that the study is related to the above-underlined findings and that the interviews made are qualitatively consistent. Interviewee-17 and Interviewee-41 highlighted these sub-themes together in their statements.

*My individual coaching service continues intensively. On the corporate side, mostly group trainings, corporate motivation, team dynamics, common values or open workshops continue. Also trainings at the corporate side, it may be awareness, stress management trainings, coaching-like activities. I combined coaching and training after all. (Interviewee-17)*
*We didn't have a dynamic job. The same people, the same job, it was getting boring somehow. In some issues, it is named as value difference, I couldn't find a name for it at first, I could name it after coaching. It turns out that it's hard for me to realize that there are some value differences. Also there were some parts of my job that I didn't like. Downsizing of the company, firing people. After that, watching and observing these people's attitude while leaving. Feeling like causing it and living as I cause even I don't. I never liked the legal side, I had to do it a lot but I never liked it. (Interviewee-41)*

The frequency of the answers given by the participants within the scope of the study was revealed with the map cloud. The coding cloud resulting from the encodings is presented in Figure 27 below.

**Figure 27:** The Coding Cloud



**Resource:** by the Author of the Dissertation

The intensity of participants' answers in this study is shown in Figure 27 sub-themes shown in larger fonts are used more intensively, while themes with smaller fonts are used with less intensity. This figure 27 shows the topics emphasized in the total of conversations, which are themed in an average time of an hour. The very mostly mentioned topic is the stress and dissatisfaction can be seen in the world cloud.

# CHAPTER FOUR
## DISCUSSION AND CONCLUSION

In the fourth part of the study, firstly, the findings obtained as a result of the interviews were discussed within the framework of studies conducted within the scope of the literature. Thus, the differences and similarities between the findings and the findings in the literature will be revealed. In the second part of this section, the results obtained within the scope of the study are summarized in general. Finally, recommendations were made for future studies.

The main purpose of the research is to establish and analyse a conceptual model that explains the role of coaching intervention and its impact on the decision to leave as a coach and on a new career. The dissertation as it is discussed in chapter one aims to qualitative investigates the impact of coaching on a new career. Chapter four starts with the discussion of the significant findings of the dissertation followed by implications of current practices and theory and recommendation for the future studies for practitioners/managers/organizations ends with conclusion.

## 4.1. FINDINGS SUMMARY AND DISCUSSION WITH LITERATURE

In this section, the findings of the study are summarized under eight determined themes and a discussion is made on whether these determined themes are in line with the studies in the literature or whether they are different. The findings obtained under the first "Corporate Life" theme are as follows.

1. Corporate Life: Personal, organizational, environmental factors of prior to job quit, the past Professional corporate life, covers not only the leave decision but also reasons to stay and explains the corporate conditions of the interviewee.

a. Incentives, pension, organizational support and job satisfaction is not enough to 'stay' and don't effect the job quit decision

b. Dissatisfaction and stress at work are the prior reasons to job quit thoughts to come to mind related with the 'need for' change of work life balance

c. Organizational changes in the management level and as an outcome of that changing ethics, organizational culture as the toxic environment is the reason for the need for leaving

d. Loss of loved one, illness, gender related especially being women in corporate environment or having kids are triggers of the questioning of what am I doing with my life? In other word is self-awareness.

e. Retirement is easing the decision-making process as for its financial and bureaucratic procedures.

When the literature on corporate life is examined, it is seen that the results obtained are in the same direction. For example, according to findings, the first reasons for leaving the job are dissatisfaction and stress at work. Fisher-McAuley et al. (2003) examine whether employees' feelings of stress at work, job satisfaction, reasons for quitting, and quitting were associated with their plan to continue. Findings revealed that lack of balance between work and personal life is a potential source of work-related stress. The source of stress in question resulted in employees choosing to quit their jobs. Skytt et al. (2007) emphasizes the personal, organizational, lack of support and relationships from the head of the department as the reasons for leaving the job. The dominant reason for leaving was management restructuring and other changes. Rosin and Korabik (1995) investigated the gender differences in the workplace experiences of managers and their emotional reactions to their jobs and the contribution of these variables to their tendency to leave the organization. Being a woman or having a child in an institutional setting reveals difference in gender. The characteristics of the position are important predictors of turnover intentions for both men and women. On the other hand, Carter and Cook (1995) argue that the impact of social and work roles is on retirement self-efficacy and drives the person to engage in proactive strategies in the role changes inherent in the retirement transition.

2. Quit decision forming: The phase where the inner questioning begins and individual search for discover of self-while opens up to new trainings and skill sets to make the change happen.

a. Individuals have side areas of interests and trainings, open for learning and development in academicals studies, spiritual topics or leadership like.

b. The need for change can be explained over SDT, the need for autonomy and relatedness, being free of doing a job aligned with personal values and perceived job environment fit

c. The values are aligned with coaching professions humanistic values, such as non-judgment, respect and ever-learning environment.

d. If coaching intervention or coaching trainings has been experienced in that phase outcomes related to coaching as an awareness of the focus of needs, expectations and desires serves the phase of questioning

e. Organizational background and skillset are very much depended in that phase such as systematic and analytical thinking, managerial skills etc.

In the "Quit decision forming" stage, which is determined as the second theme, people are usually in the stage of self-discovery. When the studies on this theme are examined, Fernet et al. (2012) proposes a motivational model of inter-individual changes in burnout (emotional exhaustion, depersonalization, and decreased personal accomplishment) in the context of SDT. The findings show that changes in teachers' perceptions of overload in the classroom and students' destructive behaviors are negatively related to changes in autonomous motivation, which in turn predicts changes in emotional exhaustion negatively. Thus, people's desire to make changes in their jobs can be explained through SDT, the need for autonomy and relatedness, freedom from doing a job in line with personal values, and perceived work environment harmony.

In the process of leaving the job, if people are faced with coaching and coaching training, people begin to question their needs, expectations and desires. On this subject, Darwin et al. (2019) examines the initial career aspirations of female assistant coaches who left the profession voluntarily. Three themes (educational progress, limited coaching requests, and sponsorship to enter the coaching profession) were identified in the study.

3. Voluntary Job Quit Decision: From thinking to action taking, where the resignation happens as a result of one last triggering event. This phase is both the end of change readiness as of the result of voluntary job quit but it also is the beginning of the awareness stage as the individual is not ignoring the need for change and getting into action through questioned needs. It is also the stage where the second life begins.

a. Career transition is a loop of questioning, action and self regulation related to emotion management, self regulation and searching for a sustainable action

b.  Emotional support is very important especially from close relatives such as spouse but negative attitudes do not stop the decision but only challenges

c.  Questioning never ends even the career transition is done individual still questions to go back to corporate life especially financial stability has not been reached

d.  Self regulation and emotion management continues as re-checking the decision and it's results, being content with the decision is also a self regulation where individual approves her/his decision

e.  Sustainability is a continues effort both as trainings and occupational investments and also earning business development and also job fit

f.  The decision of becoming a coach not always priory made before the corporate job quit (there are many coaches who get to know the concept of coaching after the job quit) the need for change and awareness, SDT needs are the triggering factors of the job quit

The third theme determined within the scope of the study is "Voluntary Job Quit Decision". At this stage, besides taking action without thinking, it is the beginning of the awareness phase. This finding is parallel to the stages of change in Prochaska and Velicer's (1997) trans-theoretical theory. The trans-theoretical model assumes that health behavior change involves progress through six stages of change, namely pre-contemplation, contemplation, preparation, action, maintenance, and termination. Furthermore, among the studies on career transition, Robertson and Brott (2013) found that the main themes related to career transition (preparation for transition, sacrifice for investment and rewards of new career) are similar to the findings of the thesis study. However, Jepsen and Choudhuri (2001) found that men and women experience career change differently. In particular, although women experience more midlife satisfaction than men, men have more stable career patterns than women. In the literature, Schlossberg (1981) focused on the career transition process and by identifying internal factors (e.g. characteristics of the individual) and external factors (e.g. characteristics of the environment) that may affect career transition, the career transition process that is different for everyone consists of four themes. These are (a) transition as a process, (b) characteristics of the transition

environment and the individual, (c) examination of resources and vulnerabilities, and (d) successful adaptation.

4. Internal and External Sources: This theme represents the sources applied for new career development. It's also a part of the 'awareness' as of these sources are never used before and newly discovered to make the career transition possible. Sources theme is a part of re-questioning, re-planning for the new career.

a. Knowledge and experienced gained through professional corporate life as a gained inner source.

b. Personal and perceived strengths and values of self interpretations, such as faithfulness to keep the new career going and handle the challenges, humanitarian personality caring for others, determination and discipline for the new career path of coaching trainings and self-efficacy (knowing the self, communication skills, action orientation, being ethical) (self efficacy important coaching outcome).

c. External sources are technical and managerial skills from past or new such as digital technologies adaptation and usage network.

d. Additional income such as retirement or savings or financial support of family sources is the economical sources that make the new career path possible.

The fourth theme, "Internal and External Sources", assumes the resources people use to determine their careers. It has been seen that these resources are in line with the resources specified in the career transition theory. For example, Chudzikowski et al. (2009) examined the reasons for career transition by country (three EU countries Austria, Serbia, Spain in comparison to the USA and China). In all professions and country groups, he talks about internal sources during his career transition. More specifically, the USA highlights three themes as internal sources in the career transition, and these themes are "self-initiative", "advising and promoting" and "organizationally driven", while the Chinese highlight external causes of transitions such as macro factors and organizationally driven. Chinese also mention internal resources such as 'own initiative' and these internal resources are business problems, desire for new experiences and financial. Duffy and Dik (2009) explore the external influences that affect career decisions, and in particular how these factors can directly or indirectly change one's career trajectory and the extent of one's

will to work. Conversely, Creed et al (2004) found no evidence that internal and external barriers interact to predict career decision-making self-efficacy. In addition, it is revealed that career decision-making self-efficacy, internal and external barriers, and optimistic/pessimistic cognitive style can predict career focus (men and women) and career indecision (men only),

Differently, Middleton and Loughead (1993); Shazia and Javaid (2019) discussed parental factors in career transition in their study. As a result of the study, it was concluded that parents have a strong influence on the career choices made by their children, which can be both intentional and unintentional.

5. Outcomes of Coaching: This theme is separated as the coaching literature is still searching for the process of coaching interventions as for its validity, efficacy and outcomes serving the individual. This theme is an obvious add value to the literature. Also the process of career transition by its nature and the analysis of qualitative phenomenology is not linear process. The voluntary job quitter might meet coaching during corporate life or after job-quit decision, might get an intervention or training before or after the decision of voluntary job quit. So the outcomes of coaching interventions mediate the process of career transition intervening in all the stages. This theme, thus, is in interaction with all the other themes at all phases.

a. Self awareness, self efficacy, wellbeing, decision making, problem solving, dealing and managing change, improved communication skills, strengths and balance are all mentioned many outcomes of coaching interventions and interventions during trainings

b. These outcomes are the invisible personal tools for decision making to change that are serving for the career transition

c. Meaning framework and SDT is related to that theme

The fifth theme was "Coaching Outcomes" and during career change, coaching can be introduced, trained and thus coaching can mediate career transitions. This finding is in line with the literature. In this regard, Terblanche (2021) study shows that transition coaching can facilitate transformative individual learning during career transitions. The findings also show that managers transitioning during coaching value guiding, informative coaches and confirm that reflection and

experiential learning is key to success in a new role. Theeboom et al. (2014) purpose to shed light on the usefulness of coaching in the institutional perspective with the meta-analysis method in their studies. It is assessed whether coaching has an impact, both theoretically and practically, at five individual levels (performance/skills, well-being, coping, work attitudes, and goal-oriented self-regulation). According to the findings, coaching has been found to have significant positive effects on all outcomes, with effect sizes ranging from coping to goal-directed self-regulation. These findings suggest that coaching is an effective intervention in organizations in general. Similarly, Jones et al. (2016)) examined the effectiveness of workplace coaching with the same method in their studies. The results suggest that coaching has positive effects on organizational outcomes and certain outcome measures (skill-based, emotional, individual-level outcomes).

6. Coaching trainings and interventions: Like the outcomes, these theme is overarching as the coaching interventions and training can be taken various of times before and after corporate life and before or after the job quit. This theme is about the concept of coaching emerging in coaches' life and the Professional investments through becoming a coach as a practioners.

a. The most interesting part of the research as findings. Coach candidates attend coaching trainings with no experience of coaching intervention, no prior knowledge of the concept of coaching, without clear expectations.

b. Coaching training is a process of the self exploration and questioning of self

c. Coaching interventions purposes of the candidates, which directed them to trainings and interventions, are self-awareness, self-development, self-help, decision making.

d. The prior expectancy of coaching is mentoring (not an outcome of coaching and reversely with the concept of coaching).

e. As the coaches had no prior knowledge of the concept some had negative experiences and negative attitudes to coaching, before they become a practioners.

f. The getting familiar with the concept of coaching (acquaintance phase) is mostly by a reference that experienced or by a chance of experiencing themselves or by the orientation of relatives/friends.

g. Training process is challenging and demanding from certification to titles, additional trainings are necessary and academic interest is growing.

The sixth theme "Coaching trainings and interventions" refers to the trainings received during the coaching process and the coaching intervention experience. Trainings for coaching are important in terms of personal awareness. This finding is in parallel with the findings obtained in the literature. From recent studies, Carden et al (2021) found that coaching training partially improves self-awareness and that key elements of this development include experiential learning supported by reflection in a psychologically safe environment. Furthermore, The coaches in the study of Greif (2007) finds that different coaching interventions produce significant and sometimes powerful but always unexpected and consistent effects. In addition, Sue-Chan and Latham (2004) discover several sessions of coaching interventions after a short training resulted in significant and powerful effects. Losch et al. (2016) examines the relation effectiveness of coaching as an intervention to decrease procrastination. Findings show that individual coaching and group-based training are successful in decreasing procrastination and simplifying target accomplishment. Individual coaching has generated a high degree of satisfaction and is successful in assisting participants achieve their objectives, while group-based training encourages the achievement of related information. The results of the self-coaching situation display that the exercises performed independently without the support of a coach are not sufficient to reach the high target.

In short, various coaching training programs have been proposed to progress coaching behaviors and it is believed that these programs especially affect the positive development of young people (Coatsworth and Conroy, 2006).

7. Career coaching: As the career transition is completed and the purposive sampling of the study is actively practiners coaches, not only the job quit is decision and process is interviewed but also the new career stage is detailed. This is theme explains Professional coaching from the eyes of the perceived experience of actively practicing coaches as 'second life'.

a. Another important finding of the study, difficulty in finding clients and making money. How can be a profession is professional without money?

b. Who gains money is who has the Professional business attitude not a holy one (not that have calling), savings help up to a point but earning money is also important for sustainability. However the first expectation is not to earn money. Is this a profession or a voluntary practice like mentoring? Positioning of the profession is not serving its Professional framework although coaching is perceived as a 'contribution to others'.

c. Working conditions, opposite to corporate life (weekends and evenings because of the corporate coaches clients) but a better-balanced life /working less more efficient and productive and wellbeing. Also motivation due to Meaning framework and SDT. Flexibility also needs adaptation skills of self-management and time planning.

d. Challenges are due to uncertainty of finding coaches clients and business development while not earning but also keep investing and continuing expenses of trainings, memberships and business expenses.

e. To become a coach, coaches not only get trainings and certifications, but also keep getting coaching interventions, related trainings, accreditation, association memberships and being a part of propone voluntary projects. Actively practicing itself is a problem as there are more coaches than coaches clients.

f. Coaches can't make a living by coaching and by experience they give up that expectation. They find other areas such as HR, business consulting, delivery of various trainings and/or side fields such as spiritual work, drama and somatic practices to gain money. So the profession does not make money and should be supported with other skill set related areas.

g. Decrease of incomes and contraction in their living standards is another important finding. Findings meaning and inner motivation combined with SDT keeps coaches on the job even though they don't earn enough but can it be sustainable?

h. Trainings are necessary and mandatory for coaches to call themselves coaches

It has come to the fore that the coaches who completed their career transition with the seventh theme "Coaching career" do not see coaching as a profession due to

the difficulty of earning money in their professional work. This result is in line with the finding of the Bennett (2006) study. Bennett (2006) states in his study that people who see themselves as professional coaches do not see coaching as a profession. Similarly, while Lane et al (2010) argue that striving for more professionalism in the field of coaching is an appropriate goal, they underlined that there are some obstacles or conditions that prevent coaching from establishing itself as a profession in the traditional sense.

8. Future Expectations: This theme is coaching practioners future plans and expectation of self as a coach and also about the profession of coaching.

a. Coaching trainings certification is not enough but also titles are not enough for coaches too, so they plan to continue education (also as a code of ICF) and developing projects where they can directly or indirectly find clients and create income.

b. Academic studies mostly on business administration, organizational development and psychology are a future plan for coaches. Expectancy for the profession is to make it more common at the academia such as university classes, which are currently increasing.

c. For profession to develop, ethics and coaching competency regulation as of becoming and practicing as a coach is seen as the most critical development point

d. The perception of coaching by the publicity, that it is not recognized, hard to understand without the experience, the unrelated areas calling themselves coaches are the most important problem of coaching as a profession. The agreed point is that the change of perception of the coaching concept and publicity is the very most challenge of the profession.

e. Coaching is one of the 'promising future' occupations, the potential of being a frontier in it can be seen but not meeting the needs of reputational and economical expectancies of the coaches for now.

The last theme is "Future Expectations" and the future expectations of those who do the coaching profession. In this context, the remarkable finding is the inadequacy of certificate programs related to coaching education and they have expectations such as making moneymaking projects. The facts that the profession of

coaching should be given as a course in universities and that the difficulties in promotion should be overcome are important findings. When the literature is examined, no specific study has been found on the future expectations of those who do the coaching profession. However, by addressing the difficulties faced by those who are engaged in the coaching profession, it has been referred to their expectations for the elimination of difficulties in the future.

In addition to these themes, the demographics of the sample discussed in the study represent the ICF coach profile by age, gender, and title. Closed-ended questions about timing of intervention are compatible with coding. In addition, the age of the people interviewed within the scope of the study is a determination of the money expectation in the profession. Because 50+ years old coach mostly have additional income and pension, while for 18-49 age range coaches it has become a job/occupation. In this context, among the few studies examining the coaching profile in terms of gender, Brown and Yates (2018), working on women, scrutinize five female participants who participated in a London-based career-coaching program designed to improve work-life balance. Phenomenological Analysis suggests that the coaching program offers a safe place to support women in reconciling their work and life roles with their individual values and needs. Through increased positivity and resilience, coaching enables participants to define and shape a better work-life balance. Another study by Wright (2005) examines the effectiveness of coaching strategies used for a middle-aged woman experiencing job stress. According to the study's findings, they are limited in their value because they only detail the coaches' reflections on the experience. In both studies, exploring more than a single woman's experiences will increase usefulness in assessing how they can best help women manage their work-life balance. Coatsworth and Conroy (2006) investigated the effectiveness of the psychosocial coach training intervention by age and gender. The effects of the experimental intervention are managed by age and gender. The effects of psychosocial coaching training were found to be strongest for younger participants and girls.

As reported in the thesis, self-determination theory, meaning framework and calling, career transition theory can directly influence career transitions through coaching. This study also provided an understanding of the emphasis mechanism by

which coaching is associated with the outcome of career transition. In other words, findings of this dissertation confirmed a positive relationship between coaching activities and career transition. The findings also apply for some theories. In the relationship between SDT theory and people's career transitions, it is in question that people determine their own destiny by taking coaching training. Characterized by an ongoing series of transitions that have varying degrees of impact on different individuals, career transition theory shows evidence of positive results in those who receive coaching training.

## 4.2. CONTRIBUTION TO THE LITERATURE

This dissertation built on qualitatively supported and evidently based conceptual framework that uniquely integrates perceived organizational support. This dissertation presents an alternative perspective on how to maintain human resources and organizational commitment and commitment for organizational culture with shed light. There are some possible implications of this study for researcher. This dissertation is among the first to investigate the impact of coaching on career by examining both business resources and personal resources together in a conceptual model with an inductive approach.

This dissertation has extended the existing fragmented research in the area management and organization and qualitatively analyzing the impact of coaching on career transition. This study also contributes to the previous academic calls to explore the role of coaching as linking process between career transitions. The dissertation has also directed more attention to provide valuable insights for the management and organization literature especially understanding of the coaching effect of career transition both organizations and personal. Consistent with the research questions, it is provided to explore the effects of coaching in human life and to reveal the effect of youth in career transitions. This study has added value to the coaching literature by emphasizing previous studies to advance the understanding of coaching concept and by including career transition covering coaching in the evidence based conceptual model presented qualitatively. Another contribution of this work will be to prevent the loss of know-how for companies in the new world business models and changing working styles. Finally, coaching outcomes can be

used as career management not only for managers but also for younger generations. Career coaching is also a major of professional coaching. As the interviewees mentioned if they were to be coached in the earlier phases of their career they would have made more sustainable choices. As the career changes can be made through whole life span coaching interventions can be used for every age and every level of career steps for better decisions.

In summary key, academic contribution of this dissertation have informed and enhanced understanding of the role of coaching among career transition, With the proposed relationship in the framework of conceptual model, the dissertation ensures researchers with evidence based outcomes that extend the existing literature to better explain the role of coaching impact of career transition.

The findings of the thesis allow several practical application suggestions. Organizations should be encouraged to develop their coaching activities so that employers feel optimistic in the work environment. It increases the motivation and commitment of employees by making use of perceived organizational support in the workplace, caring about employee motivation and successfully applying coaching studies. In other words, it is an important organizational strategy that coaching activities in organizations positively affect the creativity of people in the workplace.

## 4.3. RECOMMENDATION FOR FUTURE RESEARCH

This thesis does not explore the coaching process and the mechanisms underlying a coaching session. It also does not cover the necessary skills of the coach required to provide professional service. The problem of professional adequacy is also not investigated. On the other hand, related topics such as management as a coach or assessments that should be made during career coaching are not included in this thesis. These related topics are topics for future research. In addition, future coaching experience, internal coaching processes, and the skills of internal and peer coaches can be focused on. Also, health coaching is a popular topic recently and health and sports coaching and mentoring sessions can be explored in future studies.

**CONCLUSION**

Globalization and the new world of work have changed the labor market, resulting in extremely complex, volatile and dynamic environments. Organizations depend on highly skilled human capital not only to survive but also to thrive. Selecting and developing talents is therefore becoming a business necessity. Evaluation and development centers have become popular tools for managing talent because of the successful results they provide. In recent years, however, there has been a noticeable increase in awareness of the development of coaching development centers, as well as the benefits that coaching can offer in the assessment center environment. In this context, coaching in Turkey is a profession that has been accepted by the trade registry gazette decision of the vocational high council in 2013 (Toker and Kilic, 2019). The process of becoming a coach begins with the art and science of at least 60 hours of coaching, accredited by ICF, and continues with 2 year periods of various very expensive learning modules to make a structured intervention for a coach with defined listening and coaching. Coaching interventions are focused on solution while bringing inner awareness to the coaches and empowering decision-making, action planning and achieving a sustainable desired result by the coaches, while using different techniques of interventions (Hill et al. 2015). Training and learning process is also a working on self, the candidate coach while delivering interventions, she/he experiences too. Once the necessities of ICF is fulfilled individual is certified by an international certification that represents the skill set of coaching interventions. Continues hours of training, mentor coaching under the supervision of certified senior coaches is another investment of profession that coach now can be titles internationally ACC, PCC, MCC according to practice hours (Grant, 2006). Turkish accreditation system is another additional process where coach is being examined whether she/he holds a certification/ title or not. ICF offers CE (continues education credits) by additional trainings and other them membership fees of international coaching associations, it offers professional practioners to keep investing on trainings and supervisions of self development and additional side areas such as NLP, emotion management, leadership etc. The profession itself is yet developing not only academically but also practically, while finding different

application areas such as organizational leadership but also London police or prisons as a facilitating and mediating tool of future planning. Coaching even it seems an easy certification it is very demanding both financially, time and afford wise.

In this perspective, the purpose of the present thesis is to explore the role of coaching intervention and its impact on the decision to leave and new career as a coach. However, the interviewee's responses to the semi-structured questions explained the phenomenon as a pre-decided career transition prior to coaching interventions and training. While investigating the role of coaching intervention in the study, an evaluation is made within the framework of SDT. Because, SDT explains the values that were not supplied by the life as a corporate professional and it also explains the needs of becoming a coach (Bentzen et al. 2014). So the needs and values are not the only reason why one chooses the new career of Professional coaching but also underlying unmet needs in the old career. STD explains the cause and effect relationship of the underlying needs of the career transition phenomenon (Gagné and Deci, 2005) but it does not cover the values mentioned by the interviewee's expressions as much detailed as the meaning at work framework. The study examines the role of coaching interventions from the meaning framework as well as SDT theory. Meaning at work is the perceived value of the work by the individual according to one's personal evaluation of the experiences and environments (Rosso et al. 2010). The interview conversations in the presented study point to the value of coaches based on their needs. Such as contribution, being able to find meaning and satisfaction at the work as professional coaching, being content with the work itself by its reflection to the self and others. Meaning at work framework covers all the mentioned dimensions from self to community and explains deeper why the needs are met by the career transition and also why it was perceived as inevitable. Meaning framework is also gives the perspective that has been missing in the phase of corporate life (Teas and Palan, 1997). Along with the meaning framework, what is perceived to belong to the profession is called "calling" in the literature. In other words, calling is individuals' perception of suitability for the job. It is a subjective inner interpretation of the feelings by the individual that reflects as a job in contribution to a higher purpose, which is also matching with personal gifts and strengths (Duffy and Sedlacek, 2007). This is also what makes the decision of

career change sustainable and empowers the individual to continue to perfection of the profession by trainings, supervisions, titles while strengthen the satisfaction feeling while the calling is fulfilled. It may thus explain the reason of afford both financial and time wise investment of the coaches on the certification and continues education processes.

One of the theories covered in the study is career transition theory. Career transition theories cover the decision process from the decision forming to action (Wanberg and Kammeyer-Mueller, 2008). This research is focused on the whole phenomenon from the prior environment that causes the decision forming where individual is getting ready to change even he/she can not name it but thinks about the need for change. Triggering events of personal, organizational or environmental makes the decision process ready for action by making the individual realize and question. The demographics are compatible with the life span model of career transitions. The inevitable end of first phase of career transitions come as a job quit. The awareness stage is individuals questioning and searching period, where one rediscovers her/his values, strengths and remembers the inner outer sources. Here individual while continue to search also orients into new areas of interests and trainings such as Professional coaching which can be some fresh new area and also a previously met area. Career transition theories mostly mention about the material gifts of career such as pension, incentives and side rights but the recent approach of career transition is focused on non-rational reasons such as meaning and values as decision factor especially in midlife. The awareness stage is also an interaction with the close relatives and friends and emotion management and self regulation as there can be negative attitudes other than positive. Career transitions theories mention the questioning and self-regulation phase also continue after the career transition is made (Zimmerman, 2013). The second life phase is the new career where individual's perceived values, competencies and needs are met in the thesis. The emotional and environmental regulation is an on going process as the financial stability is reached in that second career. Even the fulfillment, meaningful satisfaction is gained, individual continues to question the quit and change decision as explained in career transition theories. The phenomenon of career transition is a search for individual

139

where she/he can find meaning, fulfilled values while professionally make a living with the offered new vocation contributing inwardly to self and others.

The "Conclusion" section reviewed the background of research, the motivation for the study, and the structures of the thesis. Coaching influence to give a decision to leave or stay at he job and to continue new career as a coach. Thus, the present thesis analyses the role of coaching intervention and its effects on the decision to leave and new career as a coach. This research also illustrates the relationships between coaching intervention and STD on the one hand and Meaning framework and career transition on the other hand. However, this thesis is based on quantitative analysis and an interview analysis is recommended to discuss the effects of coaching interventions within the framework of theory and to provide fruitful insights. The primary and overarching aim of this thesis is to examine the impact of coaching interventions on the decision to leave the job and continue a new career as a coach, within the framework of selected theories. This study systematically reviews the role of coaching and coaching interventions in the new career stage. The essence of this research is whether coaching interventions are effective using both theoretical and quantitative methodology. To my limited knowledge, no such large-scale qualitative study has been found in the national literature. However, from the international literature, Korotov (2021) qualitatively investigates the career shock experiences in executive coaching interventions. The practical implication of this study is that it informs managers about the opportunities provided by executive coaching to address challenging responses to external career events.

This study from the business administration literature perspective is an add value to management, leadership and human resources, but also to the organizational psychology and behavior. As the study explains the reasons of job quit, results not only mention the quit decision but also desires and the missing values within the organization. The ever changing needs of the employees are shaping their life but from the organization perspective it is a loss of an asset as the quit is loss of know how and information which has been invested. This study can give an alternative perspective to the human resources for organizational culture and how to sustain corporate loyalty and dedication. Understanding the underlying need of the turn over can reshape cultures of organization more human centered. Inevitability, as the era is

changing corporations and organizations will need to find alternative ways of associating with employees and that may be a new paradigm of work-worker-corporation relationship. This study can give an idea of approaching future and how to reorganize. In a recent study, Nuis and Peters (2021) state that the people-centered approach in organizations are dimensions that affect people's well-being and work, such as physical and mental health, employability capacity, continuous upgrading of skills and competences, and personal vitality such as personal development and motivation participation and resilience.

In general, this study contributes for both Turkish and international literature as for its qualitative methodology and also theoretical background that the findings are interpreted. The methodology of qualitative analysis is also compatible with the coaching profession as for its nature of listening and questioning. Even though their ICF research of the demographics of coaches around the World that are compatible with this studies, they do not explain the reason of ever growing coaching practioners. Coaching is a certification-based profession that can be perceived as easily and quickly to become and make financial benefits but this study also explains the challenges and the never-ending process of 'becoming'. Another add value of this study is to coaching literature as of the theoretical background but also coaches profile and humanistic values of the practioners from the perspective of the practioners themselves. It is envisaged that this study will be a guide for future research, as the changing "spirit of the times" may be new business criteria, meaning, values and needs are universal and time-dependent.

The findings of the interview analysis have revealed substantial evidence that coaching directly impact on career transitions. This study further enhances the significance and utility of the relationships between human resources and organizational commitment. It also develops how to maintain commitment to organizational culture. The results of this dissertation have partially confirmed the relationship in the proposed conceptual model. The dissertation has shown how coaching relates to career transition and the effects of coaching in people's lives. Presented results and framework of conceptual model of coaching in the thesis have ensured practical outcomes for academic world and organizations.

**REFERENCES**

Abd Gani, N. I., Rathakrishnan, M. ve Krishnasamy, H. N. (2020). A Pilot Test For Establishing Validity and Reliability Of Qualitative Interview In The Blended Learning English Proficiency Course. *J Crit Rev*, 7(5): 140-143.

Allan, B. A., Autin, K. L. ve Duffy, R. D. (2016). Self-Determination and Meaningful Work: Exploring Socioeconomic Constraints. *Frontiers in Psychology,* 7, 71.

Auerbach, J. E. (2006). *Cognitive Coaching. Evidence Based Coaching Handbook: Putting best Practices to Work for your Clients*, 103-127.

Aydin, A. A. (2019). *İş Analizi ve Yetkinlik Modelleme: Koç Ve Koç Eğitmenine Yönelik Örnek Bir Araştırma,* Yüksek Lisans Tezi, Gazi Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.

Babcock, J. (2020). *Influences of Health and Wellness Coaching Students' Entrepreneurial Intention: A Correlational Study,* Doctoral Dissertation. American College of Education.

Bandura, A. (2010). Self‐Efficacy. *The Corsini Encyclopedia of Psychology,* 1-3.

Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A. ve Tipton, S. M. (1985). *Habits of the heart: Individualism and Commitment in American life.* Berkeley: University of California Press.

Bennett, J. L. (2006). An agenda for Coaching-Related Research: A Challenge for Researchers. *Consulting Psychology Journal: Practice and Research*, 58(4): 240.

Bentzen, M., Lemyre, P. N. ve Kenttä, G. (2014). The process of Burnout Among Professional sport Coaches Through the lens of self-Determination Theory: A Qualitative Approach. *Sports Coaching Review*. 3(2): 101-116.

Bonneywell, S. ve Gannon, J. (2021). Maximising Female Leader Development Through Simultaneous Individual and Group Coaching. *Coaching: An International Journal of Theory, Research and Practice,* 1-17.

Bozer, G. ve Jones, R. J. (2018). Understanding the Factors that Determine Workplace Coaching Effectiveness: A Systematic Literature Review. *European Journal of Work and Organizational Psychology,* 27(3): 342-361.

Brown, C. ve Yates, J. (2018). Understanding the Experience of Midlife Women Taking Part in a Work-Life Balance Career Coaching Programme: An Interpretative Phenomenological Analysis. *International Journal of Evidence Based Coaching and Mentoring,* 16(1): 110-125.

Bunderson, J. S. ve Thompson, J. A. (2009). The call of the Wild: Zookeepers, Callings, and the Double-Edged Sword of deeply Meaningful Work. *Administrative Science Quarterly*, 54(1): 32–57.

Burke, D. ve Linley, P. A. (2007). Enhancing goal self-Concordance Through Coaching. *International Coaching Psychology Review*, 2(1): 62-69.

Burnard, P., Gill, P., Stewart, K., Treasure, E. ve Chadwick, B. (2008). Analysing and presenting qualitative data. *British dental journal,* 204(8): 429-432.

Carden, J., Jones, R. J. ve Passmore, J. (2021). An Exploration of the Role of Coach Training in Developing Self-Awareness: A Mixed Methods Study. *Current Psychology*, 1-15.

Carter, M. A. T. ve Cook, K. (1995). Adaptation to Retirement: Role Changes and Psychological Resources. *The Career Development Quarterly*, 44(1): 67-82.

Cavanagh, M. J., Grant, A. M. ve Kemp, T. (Eds.). (2005). *Evidence-Based Coaching (*Vol. 1). Bowen Hills, Australia: Australian Academic Press.

Christopherson, R. W. (1994). Calling and Career in Christian Ministry. *Review of Religious Research*, 219-237.

Chudzikowski, K., Demel, B., Mayrhofer, W., Briscoe, J. P., Unite, J., Bogićević Milikić, B., ... & Zikic, J. (2009). Career Transitions and Their Causes: A Country-Comparative Perspective. *Journal of Occupational and Organizational Psychology,* 82(4): 825-849.

Coatsworth, J. D. ve Conroy, D. E. (2006). Enhancing the Self-Esteem of Youth Swimmers Through Coach Training: Gender and age Effects. *Psychology of sport and exercise,* 7(2): 173-192.

Coccia, M. (2019). Theories of Self-Determination. Global Encyclopedia of Public Administration, Public Policy, and Governance, *Springer International Publishing AG, part of Springer Nature*, 10, 978-984.

Costa, A. L. ve Garmston, R. J. (2002). *Cognitive coaching: A foundation for renaissance schools.* Christopher-Gordon Publishers, Inc., 1502 Providence Highway, Suite 12, Norwood, MA 02062.

Creed, P. A., Patton, W. ve Bartrum, D. (2004). Internal and External Barriers, Cognitive Style, and the Career Development Variables of Focus and Indecision. *Journal of Career Development,* 30(4): 277-294.

Creswell, J. W. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Sage Publications.

Cumhuriyet Newspaper, (2020). https://www.cumhuriyet.com.tr/, Acceded Date: 10.06.2021.

Cunningham, S. (2002). From Cultural to Creative Industries: theory, Industry and Policy Implications. *Media International Australia,* 102(1): 54-65.

Curtis, S., Gesler, W., Smith, G. ve Washburn, S. (2000). Approaches to Sampling and case Selection in Qualitative Research: Examples in the Geography of Health. *Social science & Medicine*, 50(7-8): 1001-1014.

Darvin, L., Taylor, E. ve Wells, J. (2019). Get in the Game through a Sponsor: Initial Career Ambitions of Former Women Assistant Coaches. *Journal of Issues in Intercollegiate Athletics.* 12, 590-613.

Davidson, B. D. (2019). *Finding Chazown: The Role of Coaching in the Discernment of Calling.* Doctoral dissertation, Johnson University. US.

de Haan, E. ve Nilsson, V. O. (2017). Evaluating Coaching Behavior In Managers, Consultants, And Coaches: A Model, Questionnaire, And Initial Findings. *Consulting Psychology Journal: Practice and Research*, 69(4): 315-333.

Deci, E. L. ve Ryan, R. M. (2008). Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. *Canadian Psychology/Psychologie Canadienne,* 49(3): 182.

DeFranzo, S. E. (2011). *What's the Difference Between Qualitative and Quantitative Research?,* https://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/, Accessed Date: 27.09.2021.

Dent, H. L. (2020). *Boomer Entrepreneurship: The New Retirement.* Doctoral dissertation, Jacksonville University.

De Vos, A., Van Der Heijden, B. I. ve Akkermans, J. (2020). Sustainable Careers: Towards a Conceptual Model. *Journal of Vocational Behavior,* 117, 1-13.

Dik, B. J., Reed, K., Shimizu, A. B., Marsh, D. R. ve Morse, J. L. (2019). Career Callings and Career Development. *In International Handbook of Career Guidance* (pp. 185-206). Springer, Cham.

Dik, B. J. ve Duffy, R. D. (2009). Calling and Vocation at Work: Definitions and Prospects for Research and Practice. *The Counseling Psychologist,* 37(3): 424–450.

Duffy, R. D. ve Dik, B. J. (2009). Beyond the Self: External Influences in the Career Development Process. *The Career Development Quarterly*, 58(1): 29-43.

Duffy, R. D. ve Sedlacek, W. E. (2007). The Presence of and Search for a Calling: Connections to Career Development. *Journal of Vocational Behavior,* 70(3): 590-601.

Emsza, B., Eliyana, A. ve Istyarini, W. (2016). The Relationship Between Self Efficacy and Readiness for Change: The Mediator Roles of Employee Empowerment. *Mediterranean Journal of Social Sciences*, 7(3 S1): 201-206.

Erickson, T. J. (2010). *What's next, Gen X?: Keeping up, Moving Ahead, and Getting the Career You Want.* Harvard Business Press.

Fernet, C., Guay, F., Senécal, C. ve Austin, S. (2012). Predicting Intraindividual Changes in Teacher Burnout: The role of Perceived School Environment and Motivational Factors. *Teaching and Teacher Education,* 28(4): 514-525.

Fidan, T. ve Ozturk, I. (2015). The Relationship of the Creativity of Public and Private School Teachers to Their Intrinsic Motivation and the School Climate for Innovation. *Procedia-Social and Behavioral Sciences*, 195, 905-914.

Firestone, W. A. (1993). Alternative arguments for generalizing from data as applied to qualitative research. *Educational researcher*, 22(4), 16-23.

Fisher-McAuley, G., Stanton, J., Jolton, J. ve Gavin, J. (2003, April). Modelling the Relationship Between Work Life Balance and Organisational Outcomes. *In Annual Conference of the Society for Industrial-Organisational Psychology.* Orlando (pp. 1-26).

Gagné, M. ve Deci, E. L. (2005). Self- Determination Theory and Work Motivation. *Journal of Organizational Behavior,* 26(4): 331-362.

Grant, A. ve Greene, J. (2004). *Coach Yourself: Make Real Changes in Your life.* Momentum.

Grant, A. M. (2006). A Personal Perspective on Professional Coaching and the Development of Coaching Psychology. *International Coaching Psychology Review*, 1(1): 12-22.

Grant, A. M. ve O'Connor, S. A. (2010). The Differential Effects of Solution-Focused and Problem Focused Coaching Questions: a Pilot Study With Implications for Practice. *Industrial and Commercial Training.* 42(2): 102-111.

Grant, A. M. ve Cavanagh, M. J. (2011). Coaching and Positive Psychology. *Designing Positive Psychology: Taking Stock and Moving Forward,* 293-309.

Greif, S. (2007). Advances in Research on Coaching Outcomes. *International Coaching Psychology Review*, 2(3): 222-249.

Hicks, J. A., Schlegel, R. J. ve King, L. A. (2010). Social Threats, Happiness, and the Dynamics of Meaning in life Judgments. *Personality and Social Psychology Bulletin*, 36(10): 1305–1317.

Hill, B., Richardson, B. ve Skouteris, H. (2015). Do we Know How to Design Effective Health Coaching Interventions: A Systematic Review OF THE State OF The Literature. *American Journal of Health Promotion*, 29(5): e158-e168.

Hoffman, M. A. (2015). *A narrative Study of Professional Identity Development in A Group of Men Who Made a Career Change to Become a Psychologist in Midlife.* Doctoral Dissertation, Fielding Graduate University.

Hoggan, C. (2016). A Typology of Transformation: Reviewing the Transformative Learning Literature. *Studies in the Education of Adults,* 48(1): 65-82.

Hunter, C. (2016). *Exploring Career Change Through The Lens Of The Intelligent Career Framework.* Doctoral Dissertation. Cranfield University, School of Management.

ICF Global Coaching Study Report, (2020). *ICF Global Coaching Study,* https://coachingfederation.org/research/global-coaching-study, Acceded Date: 12.06.2021.

International Coach Federation. (2016). *ICF global coaching study.* Retrieved from https://coachfederation.org/files/FileDownloads/2016ICFGlobalCoachingStudy_Exe cutiveSummary.pdf, Accessed Date: 21.06.2021.

Jepsen, D. ve Choudhuri, E. (2001). Stability and Change in 25-year Occupational Career Patterns. *The Career Development Quarterly*, 50, 3–19.

Jones, R. J., Woods, S. A. ve Guillaume, Y. R. (2016). The Effectiveness Of Workplace Coaching: A meta- Analysis Of Learning And Performance Outcomes From Coaching. *Journal of Occupational And Organizational Psychology*, 89(2): 249-277.

Karesh, A. M. (2020). *What Happened to the 15%: Insights from Women Leaving Corporate Jobs.* Doctoral dissertation, Benedictine University. Values Driven Leadership.

Kislali, İ. (2019). Koçluk Hizmeti Alan Çalışanların Mutluluk Düzeyleriyle İşten Ayrılma Niyeti Ve Yaşam Doyumu Arasındaki İlişki. *Uluslararası Yönetim İktisat ve İşletme Dergisi,* 15(1): 181-202.

Koc Basaran, Y. (2017). Sosyal Bilimlerde Örnekleme Kuramı. *Akademik Sosyal Araştırmalar Dergisi*, Yıl: 5, Sayı: 47, s. 480-495.

Korotov, K. (2021). Executives and Career Shocks: Observations from Coaching Practice. *Career Development International.* Vol. ahead-of-print No. ahead-of-print.

Lane, D. A., Stelter, R. ve Stout-Rostron, S. (2010). The Future Of Coaching As A Profession. *The Complete Handbook Of Coaching,* 357-368.

Lawler, S. E. (2011). *Coaching for sustained change: How is it accomplished.* Unpublished Doctoral Dissertation. Benedictine University, Lisle, Illinois.

Lefdahl-Davis, E. M., Huffman, L., Stancil, J. ve Alayan, A. J. (2018). The Impact of life Coaching on Undergraduate Students: A Multiyear Analysis of Coaching Outcomes. *International Journal of Evidence Based Coaching and Mentoring*, 16(2): 69-73.

Legault, L., Green-Demers, I., Grant, P. ve Chung, J. (2007). On The Self-Regulation of Implicit and Explicit Prejudice: A Self-Determination Theory Perspective. *Personality and Social Psychology Bulletin*, 33(5): 732-749.

Levinson, D. J. (1977). The Mid-Life Transition: A Period in Adult Psychosocial Development. *Psychiatry,* 40(2): 99-112.

Lips-Wiersma, M. ve Wright, S. (2012). Measuring the Meaning of Meaningful Work: Development and Validation of the Comprehensive Meaningful Work Scale (CMWS). *Group & Organization Management,* 37(5): 655-685.

Losch, S., Traut-Mattausch, E., Mühlberger, M. D. ve Jonas, E. (2016). Comparing the Effectiveness of Individual Coaching, Self-Coaching, and Group Training: How Leadership Makes the Difference. *Frontiers in Psychology*, 7, 629.

Marshall, M. K. (2006). *The Critical Factors of Coaching Practice Leading to Successful Coaching Outcomes.* Doctoral Dissertation, Antioch University.

Marshall, M. N. (1996). Sampling for Qualitative Research. *Family Practice,* 13(6): 522-526.

Martela, F. ve Pessi, A. B. (2018). Significant Work is About Self-Realization and Broader Purpose: Defining the key Dimensions of Meaningful Work. *Frontiers in psychology*, 9, 363.

Martela, F. ve Riekki, T. J. (2018). Autonomy, Competence, Relatedness, and Beneficence: A multicultural Comparison of the Four Pathways to Meaningful Work. *Frontiers in Psychology,* 9, 1157-1171.

Martela, F. ve Ryan, R. M. (2016). Prosocial Behavior Increases Well-Being and Vitality Even Without Contact With the Beneficiary: Causal and Behavioral Evidence. *Motivation and Emotion,* 40(3): 351-357.

Martela, F., Ryan, R. M. ve Steger, M. F. (2018). Meaningfulness as Satisfaction of Autonomy, Competence, Relatedness, and Beneficence: Comparing the Four Satisfactions and Positive Affect as Predictors of Meaning in Life. *Journal of Happiness Studies,* 19(5): 1261-1282.

Martinek, D. ve Kipman, U. (2016). Self-Determination, Self-Efficacy and Self-Regulation in School: A Longitudinal Intervention Study With Primary School Pupils. *Sociology Study*, 6(2): 124-133.

Maxwell, J. A. (2008). *Designing a qualitative study.* The SAGE handbook of applied social research methods, 2, 214-253.

Mercora, D. A. (2003). *A Qualitative study Examining the Motives and Determinants of a Voluntary Career Change Into Education.* Doctoral Dissertation. Seton Hall University, College of Education and Human Services.

Mezirow, J. (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education,* (74): 5-12.

Middleton, E. B. ve Loughead, T. A. (1993). Parental Influence on Career Development: An Integrative Framework for Adolescent Career Counseling. *Journal of Career Development,* 19(3): 161-173.

Miles, M. B. ve Huberman, A. M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Sage Publisher.

Miller, S. (2003). Analysis of Phenomenological Data Generated with Children as Research Participants. *Nurse Researcher*, 10(4): 68-82.

Moen, F. ve Allgood, E. (2009). Coaching and the Effect on Self-Efficacy. *Organization Development Journal,* 27(4): 69-82.

Murtagh, N., Lopes, P. N. ve Lyons, E. (2011). Decision Making in Voluntary Career Change: An Other- Than- Rational Perspective. *The Career Development Quarterly,* 59(3): 249-263.

Neenan, M. (2008). "From cognitive behaviour therapy (CBT) to Cognitive Behaviour Coaching (CBC)", *Journal of Rational‑ Emotive & Cognitive Behavior Therapy,* 26(1): 3‑ 15.

Nicholson, N. ve West, M. (1988). *Managerial Job Change: Men and Women in Transition*. Cambridge University Press.

Nuis, J. W. ve Peters, P. (2021). Rehumanizing Organizational Culture with Human Centered Management for Long-Term Sustainability. *Human Centered Organizational Culture: Global Dimensions.* Chapter 5.

Nguyen, Q. D., Fernandez, N., Karsenti, T., & Charlin, B. (2014). What is reflection? A conceptual analysis of major definitions and a proposal of a five‑ component model. *Medical education*, 48(12), 1176-1189.

Orem, S. L., Binkert, J. ve Clancy, A. L. (2007). *Appreciative Coaching: A Positive Process for Change.* John Wiley & Sons.

Pagis, M. (2021). Inhabiting the Self-Work Romantic Utopia: Positive Psychology, Life Coaching, and the Challenge of Self-Fulfillment at Work. *Work and Occupations,* 48(1): 40-69.

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N. ve Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research,* 42(5): 533-544.

Parker, P. (2016). Coaching for Role Transitions/Career Change. *The Sage Handbook of Coaching,* 419-435.

Passmore, J. ve Oades, L. G. (2014). Positive Psychology Coaching: a Model For Coaching Practice. *The Coaching Psychologist*, 10(2): 68-70.

Patton, M. Q. (2007). Sampling, qualitative (purposive). *The Blackwell Encyclopedia of Sociology.*

Patton, M. Q. (2002). Two Decades of Developments in Qualitative Inquiry: A Personal, Experiential Perspective. *Qualitative Social Work,* 1(3): 261-283.

Poggenpoel, M. ve Myburgh, C. (2003). The Researcher as Research Instrument in Educational Research: A Possible Threat to Trustworthiness? (A: research_instrument). *Education,* 124(2): 418-423.

Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International journal of nursing studies*, 47(11), 1451-1458.

Prochaska, J. O. ve Velicer, W. F. (1997). The Transtheoretical Model of Health Behavior Change. *American Journal of Health Promotion*, 12(1): 38-48.

Robertson, H. C. ve Brott, P. E. (2013). Male veterans' Perceptions of Midlife Career Transition and life Satisfaction: A study of Military Men Transitioning to the Teaching Profession. *Adultspan Journal*, 12(2): 66-79.

Rosin, H. ve Korabik, K. (1995). Organizational Experiences and Propensity to leave: A Multivariate Investigation of Men and Women Managers. *Journal of Vocational Behavior,* 46(1): 1-16.

Rosso, B. D., Dekas, K. H. ve Wrzesniewski, A. (2010). On the Meaning of Work: A Theoretical Integration and Review. *Research in Organizational Behavior*, 30, 91-127.

Ryan, R. M. ve Deci, E. L. (2000). Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and well-Being. *American Psychologist,* 55(1): 68-78.

Ryan, R. M. ve Deci, E. L. (2008). A self-Determination Theory Approach to Psychotherapy: The Motivational Basis for Effective change. *Canadian Psychology/Psychologie canadienne,* 49(3): 186-210.

Ryan, R. M., Lynch, M. F., Vansteenkiste, M. ve Deci, E. L. (2011). Motivation and Autonomy in Counseling, Psychotherapy, and Behavior Change: A Look at Theory and Practice 1ψ7. *The Counseling Psychologist*, 39(2): 193-260.

Ryan, R. M., Patrick, H., Deci, E. L. ve Williams, G. C. (2008). Facilitating Health Behaviour Change and its Maintenance: Interventions Based on Self-Determination theory. *The European Health Psychologist,* 10(1): 2-5.

Ryff, C. D. (1989). Happiness is Everything, or is it? Explorations on the Meaning of Psychological Well-Being. *Journal of Personality and Social Psychology,* 57(6): 1069.

Schlossberg, N. K. (1981). A Model for Analyzing Human Adaptation to Transition. *Counseling Psychologist*, 9, 2–18.

Seniuk, H. A., Witts, B. N., Williams, W. L. ve Ghezzi, P. M. (2013). *Behaviorul Coching,* The Behavior Analyst, MABA 36, 167-172.

Shazia, N. ve Javaid, M. (2019). Parental Influence on Career Choice of Their children: Literature Review. *Int J Adv Res,* 7, 221-227.

Skytt, B., Ljunggren, B. ve Carlsson, M. (2007). Reasons to Leave: the Motives of first- Line Nurse Managers' for Leaving their Posts. *Journal of Nursing Management*, 15(3): 294-302.

Spence, G.B. and Grant, A.M. (2007). Professional and Peer life Coaching and the Enhancement of Goal Striving and Wellbeing: an Exploratory Study. *Journal of Positive Psychology,* 2(3): 185‐94.

Spence, G. B. ve Oades, L. G. (2011). Coaching With self-Determination Theory in mind: Using theory to Advance Evidence-Based Coaching Practice. *Sydney Business School - Papers*, 37-55.

Stober, D. R. (2006). *Coaching from the Humanistic Perspective.*In D. R. Stober & A. M. Grant (Eds.). Evidence based coaching handbook: Putting best practices to work for your clients (pp. 17–50). John Wiley & Sons Inc.

Sue- Chan, C. ve Latham, G. P. (2004). The Relative Effectiveness of External, Peer, and self- Coaches. *Applied Psychology*, 53(2): 260-278.

Sullivan, S. E. ve Al Ariss, A. (2021). Making Sense of Different Perspectives on Career transitions: A review and Agenda for Future Research. *Human Resource Management Review*, 31(1): 100727.

Super, D. E. (1953). A theory of vocational development. *American Psychologist,* 8(5): 185-215.

Sweet, S. N., Fortier, M. S., Strachan, S. M. ve Blanchard, C. M. (2012). Testing and Integrating Self-Determination theory and self-Efficacy Theory in a Physical Activity Context. *Canadian Psychology/Psychologie Canadienne,* 53(4): 319-327.

Teas, R. K. ve Palan, K. M. (1997). The realms of Scientific Meaning Framework for Constructing theoretically Meaningful Nominal Definitions of Marketing Concepts. *Journal of Marketing*, 61(2): 52-67.

Tekindal, M. ve Uguz, S. (2020). Nitel Araştırma Yöntemi Olarak Fenomenolojik Yaklaşımın Kapsamı ve Sürecine Yönelik Bir Derleme. *Ufkun Ötesi Bilim Dergisi*, 20(1): 153-172.

Terblanche, N. (2021). Coaching Techniques For Sustained Individual Change During Career Transitions. *Human Resource Development Quarterly*, 32(1): 11-33.

Tia Moin, F. K. ve Van Nieuwerburgh, C. (2021). The Experience Of Positive Psychology Coaching Following Unconscious Bias Training: An Interpretative Phenomenological Analysis. *International Journal of Evidence Based Coaching and Mentoring*, 19(1): 74-89.

Theeboom, T., Beersma, B. ve van Vianen, A. E. (2014). Does Coaching Work? A Meta-Analysis on the Effects of Coaching on Individual Level outcomes in an Organizational Context. *The Journal of Positive Psychology*, 9(1): 1-18.

Toker, İ. D. ve Kilic, K. C. (2019). Koçluk Eğitimi Bir Gelişim Araci Mi, Potansiyel Bir İş Mi?. *Uluslararası İktisadi ve İdari İncelemeler Dergisi*. (25): 137-152.

Trost, J. E. (1986). Statistically nonrepresentative stratified sampling: A sampling technique for qualitative studies. *Qualitative sociology*, 9(1), 54-57.

Yagar, F. ve Dokme, S. (2018). Niteliksel Araştirmalarin Planlanmasi: Araştirma Sorulari, Örneklem Seçimi, Geçerlik Ve Güvenirlik. *Gazi Sağlık Bilimleri Dergisi*, 3(3): 1-9.

Zhang, C., Dik, B. J., Wei, J. ve Zhang, J. (2015). Work as a calling in China: A qualitative study of Chinese college students. *Journal of Career Assessment,* 23(2): 236–249.

Zimmerman, B. J. (2013). From Cognitive Modeling to Self-Regulation: A Social Cognitive Career path. *Educational Psychologist*, 48(3): 135-147.

Wanberg, C. R. ve Kammeyer-Mueller, J. (2008). A self-Regulatory Perspective on Navigating Career Transitions. In R. Kanfer, G. Chen ve R. D. Pritchard (Eds.), Work Motivation: Past, Present, and Future (pp. 433–469). *Routledge/Taylor & Francis Group.*

Weinstein, N., Ryan, R. M. ve Deci, E. L. (2013). Motivation, Meaning, and Wellness: A self-Determination Perspective on the Creation and Internalization of Personal Meanings and Life Goals. *In The Human Quest for Meaning (pp. 127*-152). Routledge.

West, M. A. ve Nicholso, N. (1989). The Outcomes of job Change. *Journal of Vocational Behavior,* 34(3): 335-349.

Wilson, A. (2015). A Guide to Phenomenological Research. *Nursing Standard* (2014): 29(34): 38-43.

Wise, A. J. ve Millward, L. J. (2005). The Experiences of Voluntary Career Change in 30- Somethings and Implications for Guidance. *Career Development International.* 10(5): 400-417.

Wordsworth, R. ve Nilakant, V. (2021). Unexpected Change: Career Transitions Following a Significant Extra-Organizational Shock. *Journal of Vocational Behavior,* 127, 103555.

Wright, J. (2005). Coaching Mid-Life, baby Boomer Women in the Workplace. Work: *Journal of Prevention, Assessment & Rehabilitation*, 25(2): 179–183.

Wrzesniewski, A., McCauley, C., Rozin, P. ve Schwartz, B. (1997). Jobs, Careers, and Callings: People's Relations to Their Work. *Journal of Research in Personality,* 31(1): 21-33.

# APPENDICES

## BÖLÜM 1[2]
## KARİYER GEÇMİŞİ VE İŞTEN AYRILMA

1. Kariyer geçmişinizden bahseder misiniz? İş hayatınızda ne kadar süre bulundunuz?

2. En son çalıştığınız kurumsal yapıda çalışma ortamınız nasıldı? memnun olduğunuz ve olmadığınız şartlar nelerdi? Son iş yerinizde ne kadar süre bulundunuz?

3. Kurumsal pozisyonunuzda kurumsal alabildiğiniz ve alamadığınız destekler nelerdi?

4. Hangi tarihte kurumsal hayattan ayrıldınız? Pozisyonunuzun seviyesi neydi? Hangi maaş aralığında idiniz? Kaç yaşında idiniz? Kendi isteğinizle mi? Değil mi?

5. İşten ayrılmadan hemen önce kurumsal pozisyonunuzda neler olmaktaydı? Son göreviniz, yönetici ve çalışan ilişkileriniz, kurum içi düzenlemeler… Neler düşünüyor ve neler hissediyordunuz?

6. İşten ayrılmadan hemen önce iş dışındaki yaşamınızda neler olmaktaydı?

7. Kararı hayata geçirirken kritik kırılma noktası sizin için neydi?

8. İşten ayrılırken aklınızdan geçenler nelerdi? İşten ayrılarak ulaşmayı düşündüğünüz hedefler nelerdi?

9. Çevrenizdekiler (aile arkadaşlar gibi ) kararınızla ilgili nasıl bir turum sergiledi?

## BÖLÜM 2
## KOÇLUK MÜDAHALESI

1. Bir profesyonel koç ile çalışmaya nasıl ve ne zaman karar verdiniz? Sizi böyle bir çalışmaya yönlendiren ne oldu?

2. Bu hizmetten beklentiniz neydi? Bu hizmetin bu ihtiyacı karşılayacağına nasıl karar verdiniz?

---

[2] *The interviews were conducted in Turkish; therefore the questions were prepared in Turkish.*

3. Koçluk sürecinin işten ayrılma kararınız sürecine nasıl bir etkisi oldu?

4. Koçluk almadan öncesi ve sonrasında duygusal durumunuzda nasıl bir değişiklik gözlemlediniz?

5. İşten ayrılma sürecine ve sonrasına koçluk müdahalesinin nasıl bir etkisi oldu?

6. Beraber çalışacağınız koç seçimini nasıl yaptınız? Hangi tip koçluk aldınız ( yönetici , yaşam vb.)?

7. Kaç seans koçluk aldınız? Bu seanslara kim sponsor oldu?

8. Koçluk hizmeti satın almadan önce bu hizmete karşı tutumunuz nasıldı? Müdahale sonrası nasıl değişti?

9. Değişime hazırlık soruları? Öz yeterlilik ile ilgili sorular?

# BÖLÜM 3
## İŞTEN AYRILMA SONRASI YENİ KARİYER

1. İşten ayrılma süreç sonrasında neler oldu? Kariyer yolculuğunuz nasıl devam etti?

2. Yeni iş girişiminizi hayata geçirirken neler hissediyor ve düşünüyordunuz? Bu kararı verirken hangi değerler sizin için önemliydi? ( daha fazla kazanç, özgürlük, anlam bulma… )

3. Meslek seçiminizde koçluk dışında ne gibi seçenekler vardı? Olabilirdi? Bu mesleği seçiminizdeki önemli nedenler neler?

4. Ne kadar zamandır yeni kariyerinizi icra ediyorsunuz?

5. Bu gün bu seçiminiz ile ilgili neler düşünüyor ve hissediyorsunuz? Bu seçimi yapmak hayatınızda neler değiştirdi?

6. Kurumsal görevinizi bıraktıktan sonra belirlediğiniz hedeflere ne kadar yaklaştınız?

7. Yeni iş girişiminizi hayata geçirmekte kullandığınız ekonomik ve diğer kaynaklar nelerdi? ( network, bilgi, referans gibi ) bu kaynaklar size nasıl yardımcı oldu?

8. Yeni iş girişiminizi hayata geçirmekte kullandığınız kişilik özellikleriniz nelerdi? Bu özellikler size nasıl yardımcı oldu?

9. Ailedeki rol modeli girişimciler gibi çevresel etkenleri ve varsa daha önceki girişim tecrübelerinizi düşündüğünüzde bunların yeni iş girişiminizde nasıl bir etkisi olduğunu düşünüyorsunuz?

10. Ekonomik olarak kurumsal hayattaki gelirlerinizi ve bu gün ki kazancınızı kıyasladığınızda neler fark ediyorsunuz?

11. Hangi koçluk okulundan eğitim aldınız ? Bu okulu nasıl seçtiniz?

12. Sadece profesyonel koçluk ile mi hayatınızı sürdürüyorsunuz? Yaptığınız koçluğu hangi kategoride tanımlarsınız? ( öğrenci, yönetici, yaşam vb. ) Ek eğitimler ve hizmetleriniz neler?

13. İçinde bulunduğunuz yaş dönemini düşündüğünüzde seçtiğiniz kariyer yolu ile nasıl bir ilişki görüyorsunuz?

14. Yaptığınız işin geleceği ile ilgili ne düşünüyorsunuz?

15. Kendinizi mesleğinizde bugün ve ileride nerede görüyorsunuz?

16. Eklemek istedikleriniz? Bu mesleği seçecek olanlara tavsiyeleriniz? Emeklilik ?

## PART 1

## PROFESSIONAL CAREER BACKGROUND AND JOB QUIT

1.  Can you tell about your professional career background? How long have you been in business life?

2.  How was your working environment in the last corporate company you've worked for? What were the conditions that you were satisfied or unsatisfied? How long have you been at your last workplace?

3.  What kind of support did your company provided or not provided to you?

4.  At which date did you leave the corporate life? What was the level of your position? How was your earning? By your own will? What was the reason of your leave?

5.  What was happening in the company just before you leave? What were you thinking and how were you feeling?

6.  What was happening in your life outside of your work just before leaving your job?

7.  What was the critical breaking point for you when you were making this decision?

8.  What was in you mind when you were leaving the job? What goals did you intend to achieve by leaving your job?

9.  How did the people around you (family, friends etc.) react about your decision?

## PART 2

## COACHING INTERVENTION

1.  How and when did you decide to work with a professional coach? What led you to such a study?

2.  What were your expectations from this service? How did you decide that this service will be enough for this need?

3. Did you observe any changes in your emotional status before and after you get coaching? How?

4. How did coaching intervention affect the process of quitting and beyond?

5. How did you choose the coach that you will work with? Which type of coaching you get (manager, life etc.)?

6. How many coaching sessions did you get? Was there any sponsor for these sessions or did you pay by yourself?

7. What was your attitude for the coaching service before purchasing the service? How did it change after the intervention?

## PART 3
## NEW CAREER AFTER QUITTING THE JOB

1. What happened after the quitting process? How did you career journey continue?

2. How did you feel and think when you were launching your new entrepreneurship? Which values were important to you when you were making this decision (more gain, freedom, finding the meaning…)?

3. What kind of options other than coaching did you have while you choose a profession? What are the main reasons for choosing this profession?

4. How long have you been pursuing your new career?

5. What do you think and feel about your choice today? What is changed in your life by making this choice?

6. How close did you get to the goals you set after quitting you corporate job?

7. What were the financial and other resources you used when you launch your new entrepreneurship (network, knowhow, reference etc.)? How did these resources help you?

8. Which personality traits did you use to launch your new entrepreneurship? How did these traits help you?

9. What do you notice when you compare your income at the corporate life with your current earnings?

10. What has been changed in terms of your working conditions (working style, hours, environment etc.)?

**11.** From which coaching school did you get your training? How did you choose this school?

**12.** Do you live with only professional coaching? In which category do you define your coaching (student, manager, life etc.)? What are your additional trainings and services?

**13.** When do you think about the age period you are in, what kind of relationship do you see with the career path you have chosen?

**14.** What do you think about the future of your profession?

**15.** Where do you see yourself in your profession today and in the future?

**16.** Do you have anything to add?

**APPENDIX 3:** A Participant Call for PhD Thesis Research (English Version)

For the research to be used for my thesis on "The Experience of Career Transition of Professional Coaching: A Phenomenological Analysis" in the Business Administration PhD Program of Dokuz Eylul University, which I am a student.

In remote (online) video calls, expert participants who will accept to participate voluntarily and who have the below qualifications are sought:

- 5 years or more active professional background in a corporate organization
- Those who left their job in a corporate organization by self and discontinued
- Those who perform professional coaching profession actively
- Has a coaching accreditation

**Content of the interviews:** The details of the process of becoming a practitioner of this profession by leaving the position at the corporate life of the person who performs Professional Coaching as a profession. It will be in the interview format. There will be interviews with 40 participants in total.

**Duration:** Interviews will take approximately 1 hour and will be scheduled for the suitable time in the participant's calendar.

**Confidentiality:** There is a requirement of recording the video and audio of the interviews. Interviews will be held on the basis of absolute confidentiality. All personal information and any private information provided by the participant will remain confidential. All obtained data will be kept for scientific purposes of the related PhD thesis and subsequent academic publications.

If you think you are suitable for the research criteria or have any acquaintances that are suitable, I kindly ask to contact with me for the participation request. Thank you for your support.

**APPENDIX 4:** A Participant Call for PhD Thesis Research (Turkish Version)

Öğrencisi olduğum Dokuz Eylül Üniversitesi İngilizce İşletme Yönetimi Doktora Programında, 'Bir Değişim Ajanı olarak Koçluk' konulu tezim için gerçekleştirilecek araştırmada,

Uzaktan ( online ) görüntülü görüşmelerde, gönüllü olarak katılmayı kabul edecek, aşağıdaki özelliklere sahip uzman katılımcılar aranmaktadır :

- Kurumsal bir organizasyonda 5 sene ve üzeri aktif profesyonel geçmişi olan
- Kurumsal bir organizasyondaki görevini kendi arzusuyla bırakmış ve devam etmeyen
- Profesyonel Koçluk mesleğini aktif olarak icra etmekte olan
- Koçluk akreditasyonuna sahip

**Görüşmelerin içeriği:** Profesyonel Koçluk mesleği icracısı kişinin kurumsal hayattaki pozisyonundan ayrılarak, bu mesleğin uygulayıcısı olma sürecinin detaylarıdır. Röportaj şekilde gerçekleştirilecektir. Toplam 40 katılımcı ile görüşme yapılacaktır.

**Süre:** Görüşmeler yaklaşık 1 saat sürecektir, katılımcıya uygun takvimde gerçekleştirilecektir.

**Gizlilik:** Görüşmelerin görüntü ve ses kaydı alınması şartı vardır. Ancak görüşmeler mutlak gizlilik esasında gerçekleştirilecektir. Katılımcının tüm kişisel bilgileri ve verdiği tüm özel bilgiler gizlilik içinde kalacaktır. Elde edilecek tüm veriler ilgili doktora tezi çalışması ve sonrasındaki akademik yayınlarda bilimsel amaçlı kullanılmak üzere saklanacaktır.

Araştırma kriterlerinize uygun olduğunuzu yada uygun olan tanıdıklarınız olduğunu düşünüyorsanız katılım talebiniz için irtibata geçmenizi rica ederim. Desteğiniz için teşekkürler.

**APPENDIX 5:** Interview Participant Consent Form (English Version)

Within the scope of the PhD thesis research of (mine) Zeynep Eda Türetken, a student of Dokuz Eylul University Business Administration Program,

- The information I've given is correct
- I've been informed that I have the rights to withdraw from this research or to change my decision at any time I want
- I've been informed that the interview videos and audios will be recorded
- I give permission to audio and video recording
- I am aware that my personal information to be taken in the records will be kept confidential
- I have information and permission that the information collected within the scope of this research will be used within the scope of scientific researches of the relevant PhD thesis and subsequent academic publications
- I have been informed about the general scope of the research and I have necessary valid contact information to reach the researcher for any purpose
- There is no harm to contact with me again during the research when it is necessary

I declare that I've read and understood all of the above.

**Research Participant**
**Name**
**Date**
**Signature**

**APPENDIX 6:** Interview Participant Consent Form (Turkish Version)

Dokuz Eylül Üniversitesi İşletme Yönetimi Programı dahilinde, öğrencisi olan Zeynep Eda Türetken'in doktora tez araştırması kapsamında,

- Verdiğim bilgilerin doğru olduğunu
- Bu araştırmadan istediğim zaman çekilme ve karar değiştirme hakkım olduğu hakkında bilgilendirildiğimi
- Gerçekleştirilecek görüşmelerin görüntülü ve sesli olarak kayıt altına alınacağına dair bilgilendirildiğimi
- Ses ve görüntü kaydının alınmasına izin verdiğimi
- Alınacak kayıtlarda kişisel bilgilerimin saklı tutulacağına dair bilgim olduğunu
- Bu araştırma kapsamında toplanan bilgilerin ilgili doktora tezi ve gelecekteki akademik yayınlarda bilimsel araştırmalar kapsamında kullanılacağı konusunda bilgim ve iznim olduğunu
- Araştırmanın genel kapsamı hakkında bilgilendirildiğimi ve herhangi bir konuda araştırmacıya ulaşabilmek için geçerli iletişim bilgilerine sahip olduğumu
- Araştırma sırasında gerekli hallerde tarafıma yeniden ulaşılmasında sakınca olmadığını

Yukarıda yazan tüm maddeleri okuyup anlayarak beyan ederim.

**Araştırma Katılımcısı**
**İsim**
**Tarih**
**İmza**

**APPENDIX 7:** Cumhuriyet Newspaper Article About Coaching

# Cumhuriyet

### Sadece küresel düzeyde koçluk yapanların sayısı 5 yılda yüzde 35 arttı

# Koçluk yayılıyor

İnsan kaynakları uygulamalarındaki yeri her geçen gün artan koçluk, özellikle performans ve kişisel gelişimi artırıcı en iyi araç olarak niteleniyor.

Çalışma hayatındaki koçluk sistemi uygulamaları, özellikle son yıllarda insan kaynaklarının geliştirilmesi, çalışanların yeni birikim kazanmaları açısından daha fazla ön plana çıkmaya başladı. Koçluk, özellikle performans ve kişisel gelişimi artırıcı en iyi araç olarak niteleniyor.

Uluslararası Koçluk Federasyonu ICF Global'in güncel araştırmaları da bu mesleğin önemli bir gelişim sürecinde olduğunu ortaya koyuyor. ICF Türkiye'den yapılan açıklamaya göre, 2015 yılına göre küresel olarak hizmet veren "profesyonel koç" sayısı yüzde 35 artarak 71 bin kişiye ulaştı. Ayrıca 15 bin 900 kişinin de "koçluk becerilerini kullanan yöneticiler/ liderler" olduğunun altı çizildi.

### Yüzde 70'i kadın

Türkiye'nin de dahil olduğu Doğu Avrupa'da ise yüzde 40'lık büyüme var. Bu bölgede 2100'ü koçluk becerilerini kullanan yöneticiler /liderler olmak üzere 8400 kişi koçluk yapıyor. Yine araştırmaya göre koçluk yapanların çoğunun (yüzde 51) X kuşağı grubunda yer aldığı görülüyor. Türkiye'nin dahil olduğu Doğu Avrupa'da bu oran yüzde 64. Yine dünya genelinde profesyonel koçların yüzde 70'i kadın. Bu oran Türkiye'de ise yüzde 77.

Koçluk pazarı önemli bir büyüklüğe de ulaştı. Örneğin aktif koçların bölgesel gelir bilgileriyle, koçluktan elde edilen ortalama gelirlere birlikte bakıldığında koçluktan elde edilen küresel toplam gelir 2015'e göre yüzde 21 artarak 2.8 milyar doları aştı.

### Ortalama 223 dolar

Bu kapsamda araştırmaya katılan koçların yüzde 90'ının aktif müşterisi olduğu araştırma sonuçlarında, küresel kişi başı ortalama yıllık gelirin 47 bin 100 dolar olduğu hesaplandı. Bu miktar Doğu Avrupa'da 19 bin 100 dolar. Ayrıca araştırmaya göre koçluk hizmeti saat ücretinin küresel bazda ortalama 223 dolar ama dünyadaki koçların yarısı 174 doların altında bir saat ücretiyle çalışıyor.

Sonuçları değerlendiren ICF Türkiye Başkanı Nuray Akmeriç, "Mesleğimizin pandeminin sarsamadığı alanlardan birisi olduğunu görmek, geleceğe ilişkin umudumuzu artırmaktadır. Koçluğun geleceğin mesleklerinden birisi olduğu her geçen gün daha fazla hissediliyor" dedi.

## KURUM KÜLTÜRÜNÜ BESLEMEK ÖNEMLİ

Koçluk uygulamasının önemini vurgulayan Bosch Türkiye Kurum İçi Profesyonel Koçu Gözde Avcıoğlu Avdel, şu noktaya dikkat çekti: "İstanbul, Bursa ve Manisa ekiplerimizde bu işe gönüllü ve akredite kurumlardan eğitim almış yöneticilerimizin yer aldığı, çok nitelikli bir koç havuzumuz var. Başlangıçta performans görüşmeleri sırasında yönlendirmelerle başlayan bu süreç şu anda çift yönlü işliyor. Çalışanlar da talep edebiliyor. Çünkü buradaki temel hedef, kurum kültürümüzün pozitif ruhunu sürekli beslemektir."