E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

Development of Online Coaching Model to Improve Entrepreneurial Skills and Start-up New Venture Business Management

Sonny Rustiadi[1]
School Business of Management Institut Technology Bandung

Zartikazahra Nurulfiqri[2]
School Business of Management Institut Technology Bandung

Correspondence : Sonny Tustiadi (sonny.rustiadi@itb.ac.id)

Submited : 31-10-2024, Accepted : 01-12-2024, Published : 31-12-2024

Abstract

This study aims to analyze the influence of coaching methods, coaching technology, interaction between coaches and participants, and material personalization on entrepreneurial skills. This study uses a quantitative approach with multiple linear regression method. Data were collected from 100 respondents who participated in the entrepreneurial coaching program. Data were analyzed using t-test (partial effect), F-test (simultaneous effect), and coefficient of determination to assess the quality of the model. The results showed that partially, coaching technology and material personalization had a significant effect on entrepreneurial skills, while coaching methods and interaction between coaches and participants did not have a significant effect. Simultaneously, the four independent variables had a significant influence on entrepreneurial skills with a model contribution of 40.6%. The findings emphasize the importance of innovation in entrepreneurial coaching, especially through the use of technology and personalization of materials to be more effective in improving entrepreneurial skills. This research contributes to the development of a more adaptive and technology-based coaching model in improving entrepreneurial skills.
Keywords : Coaching, Entrepreneurial Skills, Coaching Technology, Material Personalization

Introduction

In the digital age, entrepreneurship is increasingly appealing to young people, yet many face significant challenges, including a lack of managerial skills and effective marketing strategies (Omar et al., 2024). To address these issues, online business coaching has emerged as a vital resource, offering guidance that helps budding entrepreneurs develop critical skills and navigate the complexities of starting and managing a business (Anjelina & Azzahra, 2025). This innovative approach not only fosters an entrepreneurial mindset, which is critical for identifying opportunities and taking calculated risks, but also equips individuals with the tools necessary to implement successful marketing strategies (Gulo et al., 2024). Additionally, as digital entrepreneurship continues to grow, leveraging technology through online coaching can provide valuable support to young entrepreneurs, enabling them to thrive in a competitive landscape (Kumar, 2024). By integrating these elements, online coaching can significantly enhance the entrepreneurial journey, ultimately leading to greater success and innovation in business. Online coaching has emerged as a transformative method for business and personal development, especially for budding entrepreneurs seeking expert guidance. By leveraging digital communication tools, such as video conferencing and messaging applications, online coaching facilitates real-time interactions that transcend geographical barriers, thereby expanding access to coaching opportunities (Basrowi et al., 2024). This approach

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

not only enhances the learning experience through personalized learning tailored to individual needs and goals but also increases the effectiveness of knowledge transfer (Desriani & Wahyudi, 2024). Furthermore, the incorporation of microlearning strategies allows for content delivery in shorter, more focused segments, which can lead to faster solutions and increased retention (Bennett & Szedlak, 2023). Additionally, online community building encourages intensive interactions between coaches and participants, creating a supportive environment that enhances the overall coaching experience (Hasanudin & Awaloedin, 2024). Collectively, these elements underscore the potential of online coaching to significantly impact personal and professional development (Aljahni & Alharthi, 2025).

The development of tailored online coaching models for nascent entrepreneurs is critical, as existing programs often lack specificity and fail to address the unique challenges faced by these individuals (Петрунько, 2024). A needs-based coaching approach can significantly improve the effectiveness of skills development by focusing on the specific requirements of nascent entrepreneurs, thereby facilitating targeted support (Nurfaizi et al., 2024). This personalized coaching can help bridge skills gaps in areas such as business planning, marketing, and financial management, which are critical to entrepreneurial success (Cogollo Dueñas et al., 2024). Additionally, enhancing business management skills through online coaching can lead to improved performance and sustainability for new ventures (Buxmann et al., 2024). By developing a model that integrates these elements, this research aims to provide aspiring entrepreneurs with the necessary tools to effectively manage and grow their businesses, ultimately contributing to their long-term success (Петрунько, 2024).

Literature Review

Online Coaching in Entrepreneurship Development

Online coaching leverages digital technology to enhance the learning experience, especially in entrepreneurship. This method enables virtual coaching, which provides flexibility and personalized learning tailored to individual needs, as highlighted by Grant (2017) (Harisandi et al., 2024). By leveraging technology-based learning, participants can access customized materials that align with their unique goals, thereby increasing their overall effectiveness in acquiring new skills (Castañeda et al., 2024). Additionally, online coaching breaks down geographical barriers, allowing budding entrepreneurs to receive mentorship from experienced professionals regardless of their location (Nurhayati et al., 2024). This accessibility is crucial to fostering entrepreneurial growth, as it allows

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

for the exchange of valuable insights and guidance that can significantly impact their business ventures (Nurhayati et al., 2024). Furthermore, digital literacy plays a vital role in this process, as it empowers learners to effectively navigate and utilize digital platforms for their coaching needs (Pradana & Susanti, 2024). Thus, online coaching represents a transformative approach to learning and mentoring in the entrepreneurial landscape.

Coaching Models in Entrepreneurial Competency Development

The GROW Model is a structured coaching framework that assists entrepreneurs in setting and achieving their business goals by examining their current reality, generating options, and committing to action steps (Passmore & Sinclair, 2020). The model emphasizes reality checks, where coaches help entrepreneurs assess their strengths and weaknesses, thereby fostering a deeper understanding of their business landscape (Seemann et al., 2019). Additionally, option generation in the GROW Model encourages creative problem solving, allowing entrepreneurs to explore multiple pathways to success (Bécart, 2016). In parallel, Solution-Focused Coaching offers a goal-oriented approach that prioritizes leveraging strengths and resources to improve business performance (Leach, 2020). By focusing on solutions rather than problems, the model empowers entrepreneurs to navigate challenges effectively, ultimately contributing to their growth and success (Leach, 2020). Together, these coaching models provide comprehensive support for entrepreneurial development, facilitating clarity of goals and actionable strategies.

The Role of Coaching in Improving Business Management Skills

Management skills are essential for entrepreneurs to effectively manage their resources, finances, and marketing strategies, as emphasized by Drucker (2012). Successful entrepreneurship depends not only on innovative ideas but also on the ability to implement good management practices, including entrepreneurial management and financial management (Pahlevi, 2025). Efficient resource allocation is essential to maximize productivity and minimize waste, which in turn supports business sustainability (López-Fernández & Romero Fernández, 2024). Furthermore,

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

developing a strong marketing strategy is essential to reach target audiences and maintain competitiveness in the market (Noriega & Farfán Pimentel, 2024). Online training serves as an effective solution to enhance these managerial skills, offering interactive sessions and case studies that simulate real-world challenges, thereby equipping entrepreneurs with the necessary tools to successfully navigate their business environment (Jongwe et al., 2024). This comprehensive approach to skill development can significantly impact entrepreneurial success and firm performance.

Technology in Online Coaching

The growing integration of technology in online coaching significantly enhances the learning experience for clients. Digital coaching platforms facilitate interaction and knowledge sharing, while AI-based coaching applications provide personalized feedback and support, making the coaching process more effective (Dust & Steed, 2024). Additionally, virtual communities allow individuals to collaborate and share resources, fostering a sense of belonging and collective learning (Ramya, 2024). This technology-based approach not only engages clients through interactive learning experiences but also enhances knowledge retention, as highlighted by Anderson et al. (2020) (Hansen et al., 2024). Furthermore, the real-time guidance offered by these platforms accelerates the implementation of business strategies, demonstrating the practical benefits of technology-enabled coaching in a business context (Diller et al., 2024). Overall, the convergence of these technological elements is reshaping the online coaching landscape, making it more accessible and impactful for users.

Impact of Online Coaching on Entrepreneurial Performance

Online coaching significantly improves business skills and performance by enhancing entrepreneurs' understanding of critical areas such as business strategy and risk management. Research shows that participants in online coaching programs experience significant improvements in their decision-making skills, which are essential for navigating complex business environments

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

(Wiginton & Cartwright, 2020). Additionally, online coaching fosters increased motivation and self-confidence among entrepreneurs, which are critical components for achieving business success (Betto & Garengo, 2023). This holistic approach not only equips entrepreneurs with the necessary tools to overcome challenges but also supports their overall growth and sustainability in a competitive marketplace (McCarthy, 2024). By integrating these elements, online coaching emerges as a powerful resource for entrepreneurs who aim to improve their business performance and achieve their goals effectively.

Methods

This study uses quantitative research methods, to obtain a comprehensive picture of the effectiveness of online coaching in improving entrepreneurial skills and business management. Population: Beginner entrepreneurs who are running small and medium-scale businesses. Samples were selected using purposive sampling techniques, namely participants who had participated in online coaching programs or were interested in developing entrepreneurial skills through digital coaching. The planned sample size was 100 respondents. Based on the results of previous studies, an online coaching model will be developed that combines the GROW Model approach (Goal, Reality, Options. Will), to provide more effective guidance for beginner entrepreneurs. This model will be tested through a digital-based training program and evaluated using feedback from participants. Independent Variables (X), Coaching Method (X1), Coaching Technology (X2), Coach and Participant Interaction (X3), Material Personalization (X4). Dependent Variable (Y). Entrepreneurial Skills (Y).

Results and Discussion

1. Validity & Reliability Test

Tabel 1. Validity Test

Correlations

	Sig. (2-tailed)	Information
Coaching Methods	0,000	Valid
Coaching Technology	0,000	Valid
Coach and Participant Interaction	0,000	Valid
Personalization of Materials	0,000	Valid
Entrepreneurial Skills	0,000	Valid

**, Correlation is significant at the 0.01 level (2-tailed)

Interpretation

All items in this study have a significance value of 0.000 (<0.005) so it can be stated that the items in

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

this study are declared valid

Table 2. Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
0,874	6

Interpretation

All items in this study have a Cronbach`s Alpha value of 0.874 (>0.70), thus it can be stated that the research items are reliable and can be continued to the next stage

2. T-Test and F-Test Analysis

Table 3. T-Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std.Error	Beta	t	Sig.
1	(Constant)	3,893	0,844		4,614	0,000
	Coaching Methods	0,072	0,096	0,085	0,745	0,458
	Coaching Technology	0,205	0,085	0,289	2,410	0,018
	Coach and Participant Interaction	0,129	0,118	0,147	1,095	0,276
	Personalization of Materials	0,194	0,089	0,226	2,189	0,031

a. Dependent Variable : Entrepreneurial Skills

Interpretation

1. Coaching Method (B = 0.072, Sig. = 0.458)

A positive coefficient (0.072) indicates that improving the coaching method will improve entrepreneurial skills. However, the Sig. = 0.458 (> 0.05) value indicates that the coaching method does not have a significant effect on entrepreneurial skills.

2. Coaching Technology (B = 0.205, Sig. = 0.018)

A positive coefficient (0.205) indicates that the better the coaching technology used, the more entrepreneurial skills increase. The Sig. = 0.018 (< 0.05) value indicates that this variable has a significant effect on entrepreneurial skills.

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

3. Interaction between Coach and Participants (B = 0.129, Sig. = 0.276)

A positive coefficient (0.129) indicates that the better the interaction between the coach and participants, the more entrepreneurial skills increase. However, the Sig. = 0.276 (> 0.05) indicates that the interaction between the coach and participants does not have a significant effect on entrepreneurial skills.

4. Personalization of Material (B = 0.194, Sig. = 0.031)

The positive coefficient (0.194) indicates that the higher the personalization of the material in coaching, the higher the entrepreneurial skills. The value of Sig. = 0.031 (< 0.05) indicates that this variable has a significant effect on entrepreneurial skills.

Table 4. F Test

ANOVA*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	106,289	4	26,572	16,212	,000[b]
	Residual	155,711	95	1,639		
	Total	262,000	99			

a. Dependent Variable : Entrepreneurial Skills
b. Predictors : (Constant), Personalization of Material, Coaching Methods, Coaching Technology, Coach and Participant Interaction

Interpretation

F value = 16.212, Significance (Sig.) = 0.000. A high F value indicates that the regression model has a fairly good ability to explain the variability of entrepreneurial skills. A Sig. (p-value) smaller than 0.05 indicates that the overall regression model is significant.

3. Determinant Coefficient Analysis

Table 5. R Square

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,637[a]	0,406	0,381	1,280

a. Predictors : (Constant) , Personalization of Material, Coaching Methods, Coaching Technology, Coach and Participant Interaction

Interpretation

The value of R Square (R^2) = 0.406, thus the independent variable has an influence of 40.6% on entrepreneurial skills. And the rest, 59.4%, is explained by other factors outside this study.

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

t-test (Partial Test)

1. Coaching Method (B = 0.072, Sig. = 0.458)

   Significance value 0.458 > 0.05, so the Coaching Method does not have a significant effect on entrepreneurial skills. This shows that the coaching method alone is not enough to improve entrepreneurial skills.

2. Coaching Technology (B = 0.205, Sig. = 0.018)

   Significance value 0.018 < 0.05, so Coaching Technology has a significant effect on entrepreneurial skills. The positive coefficient indicates that the higher the use of technology in coaching, the higher the entrepreneurial skills.

3. Coach and Participant Interaction (B = 0.129, Sig. = 0.276)

   Significance value 0.276 > 0.05, so Coach and Participant Interaction does not have a significant effect on entrepreneurial skills. Although coach interaction is important, the data shows that interaction alone is not enough to significantly improve entrepreneurial skills.

4. Personalization of Material (B = 0.194, Sig. = 0.031)

   Significance value 0.031 <0.05, so Personalization of Material has a significant effect on entrepreneurial skills. This means that the higher the level of personalization of coaching materials, the more the participants' entrepreneurial skills increase.

   Only Coaching Technology and Personalization of Material have a significant effect on entrepreneurial skills. Coaching Method and Coach-Participant Interaction do not have a significant effect. This indicates that a technology-based approach and personalized materials are more effective in improving entrepreneurial skills than traditional coaching methods or interactions alone.

F Test (Simultaneous Test)

F value = 16.212, Significance (Sig.) = 0.000 <0.05, Because the Sig. value <0.05, it can be concluded that simultaneously, Coaching Method, Coaching Technology, Coach and Participant Interaction, and Personalization of Material have a significant effect on entrepreneurial skills.

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

Although not all independent variables are partially significant (t-test), together they still have an effect on entrepreneurial skills. This shows that the coaching approach that includes various aspects (methods, technology, interaction, and personalization) still has an overall impact.

Model Summary (Coefficient of Determination)

R Square (R^2) value = 0.406, the model explains 40.6% of the variation in entrepreneurial skills. The rest (59.4%) is explained by other factors not included in the model.

This model is quite good at explaining entrepreneurial skills (R^2 = 40.6%), but there are still 59.4% of other factors that influence entrepreneurial skills. To improve the accuracy of the model, other variables can be explored, such as participant experience, motivation, or business environment**.**

Conclusion

Based on the results of data analysis, this study found that the coaching approach has a significant role in improving entrepreneurial skills, especially through the use of technology and personalization of materials.

1. Partial Effect (t-Test)

Coaching Technology and Personalization of Materials are proven to have a significant effect on improving entrepreneurial skills. Coaching Methods and Interaction between Coach and Participants do not show a significant effect partially, indicating that conventional coaching approaches and interactions without personalization are less effective in improving entrepreneurial skills.

2. Simultaneous Effect (F-Test)

Collectively, the variables Coaching Method, Coaching Technology, Coach-Participant Interaction, and Personalization of Materials have a significant effect on entrepreneurial skills. This shows that the combination of various coaching elements still has an overall impact on improving entrepreneurial skills.

3. Model Quality (Coefficient of Determination)

The regression model used in this study is able to explain 40.6% of the variation in entrepreneurial skills, while 59.4% of the other variations are influenced by other factors that have not been included in this study. Other factors such as experience, motivation, business networks, and business environmental conditions may also contribute to entrepreneurial skills and can be the focus of further research.

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

References

Aljahni, S., & Alharthi, I. (2025). The Effectiveness of a Training Program Offered on the Electronic Digital Platform to Develop Digital Marketing Design Skills for Trainees of the Industrial Secondary Institute. *al-Majallah al-Dawlīyah Lil-'ulūm al-Tarbawīyah Wa-al-Ādāb*, *4*(1), 239–275. https://doi.org/10.59992/ijesa.2025.v4n1p10

Anjelina, R., & Azzahra, F. (2025). Tantangan dan peluang edupreneurship : kajian literatur di era digital. *Jurnal Ekonomi Bisnis Dan Kewirausahaan*, *2*(1), 01–04. https://doi.org/10.69714/v5tadr89

Basrowi, B., Purwaningsih, E., Utami, P., & Mahendra, Y. (2024). Pendampingan edu-technopreneurship berbasis ai pada santri pp al-mubarok dengan pendekatan neuro coaching menuju daya saing dan readiness career option. *Jurnal Abdimas Ilmiah Citra Bakti*, *5*(3), 756–769. https://doi.org/10.38048/jailcb.v5i3.3815

Bécart, A. (2016). *Coaching y fomento del emprendimiento: nuevas perspectivas para la educación superior*. *1*(3), 17–27. https://doi.org/10.21892/24627593.171

Bennett, B., & Szedlak, C. (2023). *Aligning online and remote coaching with the digital age: Novel perspectives for an emerging field of research and practice*. https://doi.org/10.1177/17479541231217077

Betto, F., & Garengo, P. (2023). Coaching Effectiveness in Performance Measurement and Management: An Exploratory Review in the Industry 4.0 Era. *International Conference on E-Education, E-Business, E-Management, and E-Learning*. https://doi.org/10.1145/3588243.3588276

Buxmann, H. N., Singer-Coudoux, K., & Houssni, K. (2024). Tailoring Entrepreneurial Education: Demand-Driven Insights for an Entrepreneurial Online Mentoring Program. *European Conference on E-Learning*, *23*(1), 52–59. https://doi.org/10.34190/ecel.23.1.2852

Castañeda, R., Martínez-Gómez-Aldaraví, A., Mercadé, L., Gómez, V. J., Mengual, T., Díaz-Fernández, F. J., Lozano, M. S., Navarro-Arenas, J., Barreda, Á., Gómez-Gómez, M., Pinilla-Cienfuegos, E., & Ortiz de Zárate, D. (2024). Use of ChatGPT as a Virtual Mentor on K-12

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

Students Learning Science in the Fourth Industrial Revolution. *Knowledge*, *4*(4), 582–614. https://doi.org/10.3390/knowledge4040031

Cogollo Dueñas, J. F., Mendivil Hernández, P., González Sánchez, E., & Bravo Chadid, N. J. (2024). Entrepreneurship Model for the Assessment of Entrepreneurial Potential Using Digital Tools. *RGSA: Revista de Gestão Social e Ambiental*, *18*(12), e09893. https://doi.org/10.24857/rgsa.v18n12-137

Desriani, N., & Wahyudi, H. (2024). Pelatihan kewirausahaan digital untuk pengembangan umkm dan mahasiswa di kota bengkulu. *Begawi*, *2*(2), 30–34. https://doi.org/10.23960/begawi.v2i2.46

Diller, S. J., Stenzel, L.-C., & Passmore, J. (2024). The coach bots are coming: exploring global coaches' attitudes and responses to the threat of AI coaching. *Human Resource Development International*, *27*(4), 597–621. https://doi.org/10.1080/13678868.2024.2375934

Dust, S. B., & Steed, L. B. (2024). Put me in coach: A daily examination of automated coaching on need for self-knowledge and learning goal orientation through metacognitive activities. *Journal of Occupational and Organizational Psychology*. https://doi.org/10.1111/joop.12556

Gulo, E., Laia, D., & Bello, Y. A. (2024). Cara Wirausaha Muda Menghadapi Tantangan di Era Digital. *Jurnal Manajemen Kewirausahaan Dan Teknologi*, *1*(4), 10–23. https://doi.org/10.61132/jumaket.v1i4.383

Hansen, R. R., Hougaard, R. F., Lindberg, A. B., Møller, K. L., Nielsen, T. A., & Prilop, C. N. (2024). *The effects of an AI feedback coach on students' peer feedback quality, composition, and feedback experience*. https://doi.org/10.31219/osf.io/mq628

Harisandi, P., Nurhidayah, R., Yusriani, S., Yuningsih, N., Tikaromah, O., & Sarjaya, S. (2024). Transforming student into entrepreneurs: the role of entrepreneurship education and e-commerce. *Finansha*, *5*(2). https://doi.org/10.15575/fjsfm.v5i2.40685

Hasanudin, H., & Awaloedin, D. T. (2024). Penyuluhan pada wirausaha muda dalam mewujudkan usaha berbasis digital di desa tajur kecamatan citeureup kabupaten bogor. *Jurnal Abdimas Bina Bangsa*, *5*(1), 202–211. https://doi.org/10.46306/jabb.v5i1.885

Jongwe, P., Ladzani, M. W., & Seeletse, S. M. (2024). The Effect of Managerial Skills on the Growth

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

of Small and Medium Enterprises in Masvingo City, Zimbabwe. *International Journal of Applied Research in Business and Management*. https://doi.org/10.51137/wrp.ijarbm.2024.pjtt.45616

Kumar, P. (2024). Challenges and Opportunities for Young Entrepreneurs in Digital Age. *Indian Scientific Journal Of Research In Engineering And Management*, *08*(05), 1–5. https://doi.org/10.55041/ijsrem35116

Leach, S. (2020). *Behavioural coaching : The GROW model* (pp. 176–186). Routledge. https://doi.org/10.4324/9781003089889-21

López-Fernández, M., & Romero Fernández, P. M. (2024). Competencies and Managerial Skills. *Advances in Educational Marketing, Administration, and Leadership Book Series*, 1–16. https://doi.org/10.4018/979-8-3373-0791-6.ch001

McCarthy, G. (2024). *Successful Coaching for Leaders and Managers*. https://doi.org/10.4324/9781003239826

Noriega, C. A., & Farfán Pimentel, J. F. (2024). Management Skills in Micro, Small and Medium-Sized Enterprises (SMEs): a Systematic Review. *RGSA: Revista de Gestão Social e Ambiental*, *18*(9), e08564. https://doi.org/10.24857/rgsa.v18n9-153

Nurfaizi, R., Pangestuti, R. S., & Qintharah, Y. N. (2024). Pelatihan kewirausahaan untuk mengembangkan umkm desa wibawamulya. *An-Nizam*, *3*(2), 113–119. https://doi.org/10.33558/an-nizam.v3i2.8711

Nurhayati, S., Hermawan, D., & Boriboon, G. (2024). Digital Innovations in Convection Entrepreneurship Education Program for Youth Life Skills Development. *IJECA (International Journal of Education and Curriculum Application)*, *7*(3), 258. https://doi.org/10.31764/ijeca.v7i3.25904

Nurhayati, S., Hermawan, D., & Boriboon, G. (2024). Digital Innovations in Convection Entrepreneurship Education Program for Youth Life Skills Development. *IJECA (International Journal of Education and Curriculum Application)*, *7*(3), 258. https://doi.org/10.31764/ijeca.v7i3.25904

E-ISSN: 3026-3239
Vol. 3, No. 2, July - December (2024), pp. 808-820

Omar, F. I., Ahmad, M. F., Atan, N. S., Nadzri, S., & Abdullah, N. H. (2024). Challenges, Requirements and Strategies in Digital Business for MSMEs: A Systematic Literature Review. *E-Jurnal Penyelidikan Dan Inovasi*, *11*(2), 15–32. https://doi.org/10.53840/ejpi.v11i2.191

Pahlevi, R. (2025). The Influence of Managerial Competence on the Success of Micro, Small, and Medium Enterprises (MSMEs). *American Journal of Economic and Management Business*, *4*(1), 7–13. https://doi.org/10.58631/ajemb.v4i1.157

Passmore, J., & Sinclair, T. (2020). *Behavioral Approach and the GROW Model* (pp. 113–118). Springer, Cham. https://doi.org/10.1007/978-3-030-53161-4_15

Pradana, D. A., & Susanti, H. D. (2024). Leveraging online platforms for coach-peer conferences among university student entrepreneurs: building entrepreneurial self-efficacy. *Higher Education, Skills and Work-Based Learning*. https://doi.org/10.1108/heswbl-05-2024-0128

Ramya, R. (2024). Teaching, Learning, and Coaching Using Generative AI Tools. *Advances in Educational Technologies and Instructional Design Book Series*, 387–414. https://doi.org/10.4018/979-8-3693-6170-2.ch014

Seemann, P., Stofkova, Z., & Binasova, V. (2019). *Coaching as a Modern Form of Company Management and Development Tool to Increase the Business Competitiveness*. 93–101. https://doi.org/10.2991/EMT-19.2019.18

Wiginton, J. G., & Cartwright, P. A. (2020). Evidence on the impacts of business coaching. *Journal of Management Development*, *39*(2), 163–180. https://doi.org/10.1108/JMD-09-2018-0266

Петрунько, О. (2024). Coaching as a method of developing the professional competences of managers in the conditions of business gamification. *Včenì Zapiski Unìversitetu "KROK," 4(76)*, 306–312. https://doi.org/10.31732/2663-2209-2024-76-306-312.