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**COACHING AND PERSONAL DEVELOPMENT
IN BUSINESS MANAGEMENT
IN ROMANIA AND MOLDOVA**

SPECIALIZATION: 521.03 – Economics and Management in the Field of Activity

Summary

of the Doctoral Thesis in Economic Sciences

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The doctoral thesis and its summary may be consulted at the library of the University of European Political and Economic Studies “Constantin Stere” and on the website of ANACEC (www.cnaa.md).

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CONCEPTUAL FRAMEWORK OF THE RESEARCH

Relevance and Importance of the Chosen Topic

In contemporary society, the need to orient and catalyse creative and entrepreneurial energies is of paramount importance, given that the demand for economic goods is highly segmented and diversified, closely followed by demand in the labour market. In this context, coaching becomes an instrument for orientation, for deepening specific competencies, and for identifying motivational drivers for business development. The relevance of this research topic lies in identifying a solution for transferring knowledge from the specialist and management professional to the entrepreneur, with the aim of achieving wellbeing for society and advantages for the business environment.

Description of the Field and Identification of the Research Problem

The doctoral thesis entitled “Coaching and Personal Development in Entrepreneurship in Romania and Moldova” establishes a connection between the latest approaches in coaching techniques deployed in the service of entrepreneurs, with the aim of identifying solutions to societal problems in a state of constant flux. Coaching does not provide ready-made solutions or prescribe paths to follow; rather, it establishes the most effective working methods for maximising results within a given, prefigured, and foreseeable context. The thesis therefore supports a partnership between coach and entrepreneur for the purpose of identifying the best personal development path to enhance the level of business performance and to achieve the sustainable development of the business.

The concept of development, as analysed in the specialist literature reviewed to date, presupposes the identification of social needs and the allocation of resources to satisfy them. In this regard, entrepreneurial ideas play a profound role; however, their realisation depends on the entrepreneur’s capacity to make decisions in line with market conditions. According to researchers, the development of entrepreneurial ideas must be grounded in rationality, efficiency, and economic effectiveness. In the current perspective, within an integrative approach, this involves economic development, social development, and ecological development, with this triad forming the core that intersects with human, spiritual, and cultural development.

Although the concepts of entrepreneurship have their roots deep in time and have been employed in the domain of the marketplace since antiquity, the thesis aims to enrich entrepreneurship with elements of coaching and mentoring, highlighting its dynamic character, adapted to participatory, objective-centred management, in a continuous search for development opportunities.

Research Aim

The aim of the research is to study the management of coaching activities in relation to the need for entrepreneurs to adapt to the requirements of a knowledge-based society, as well as to investigate and evaluate the contribution of coaching to the economic activities of firms.

General and Specific Objectives

In alignment with the research aim, the general objective of the thesis is to provide conceptual clarifications and to empirically investigate a domain of current interest — entrepreneurship through the use of coaching — in connection with the capacity of certain psychological motivational factors to influence outcomes, specifically the implementation of business ideas towards enhancing the level of community wellbeing.

In pursuit of the general objective, the research is detailed through the following specific objectives:

- identification of the main connections and elements between entrepreneurship and coaching;
- highlighting deterministic correlations between the increase in motivation through the use of coaching techniques and the development of entrepreneurship;
- explaining the process of raising awareness regarding the shift in thinking about entrepreneurship, and constructing an argument matrix supporting the need to adopt new motivation-based models in entrepreneurship.

Scientific Novelty and Originality

The scientific novelty and originality of the research reside in:

- the theoretical and scientific argumentation of the concept of coaching;
- the development of an instrument for evaluating its effectiveness;
- the delineation of tools and modalities for streamlining the economic management of firms on the basis of new principles, strategies, and methods provided by coaching activity;
- the creation of a glossary of terms related to coaching in entrepreneurship.

Research Results

The results of the research consist in the evaluation of the effectiveness of coaching activity with regard to its influence on the quality of decision-making, the improvement of information quality, and the identification of tools to stimulate the motivation of entrepreneurs and team members with a view to increasing the performance of firms' activities. The instruments developed and described in the thesis were tested and implemented within a study conducted on a sample of entrepreneurs, business people, and employees with an entrepreneurial spirit who have businesses in progress or who intend to start one.

Research Hypothesis

The research hypothesis is based on the assumption that a toolkit for enhancing entrepreneurial activity through the use of coaching techniques will lead to community wellbeing and to improved economic performance on the part of the entrepreneur. The object of the research is a target group composed of entrepreneurs from the Republic of Moldova and Romania.

Important Scientific Problem Solved

The important scientific problem solved consists in establishing methods for improving the management of firms with the assistance of coaching activities. The theoretical approach is grounded in the definitions put forward, as well as the methods and techniques that may be applied by a coach or mentor in the process of reshaping entrepreneurial decisions for the purpose of increasing the level of business performance and achieving sustainable business development.

Methodological and Theoretical-Scientific Support

The methodological and theoretical-scientific foundation of the thesis is composed of specialist works from economic theory in the field of entrepreneurship, with the identification of the principal scientific works in the field of coaching. More than 172 scientific titles were analysed with a view to identifying guiding principles of the coach-entrepreneur relationship for increasing the level of consumer satisfaction and the rational use of resources under conditions of efficiency and economy.

Theoretical Importance and Applicative Value

The theoretical importance of the thesis lies in establishing the guiding principles of the relationship between coach and entrepreneur. The thesis anticipates the fact that, in light of the transformations of the future — as occupations and professions involving human labour disappear — new professions will emerge that require a specialist to respond to the complex problems of those who lose their jobs yet can explore new perspectives by identifying their uniqueness.

The applicative value of the thesis resides in: the interpretation of data obtained following processing and their synthesis in tables and graphs; the creation of a mini-glossary of terms for pedagogical purposes; and the formulation of proposals for improving the entrepreneurial environment through the involvement of coaching.

Thesis Structure

The thesis comprises 4 chapters, preceded by an introduction and followed by general conclusions and proposals elaborated by the author, 172 bibliographic titles, 148 pages of main text, 19 tables, and 40 figures. The research results are reflected in 10 scientific works (5 as sole author, 5 as co-author).

Keywords: coaching, mentoring, management, entrepreneurship, activity, performance indicators, success, quality, competence, knowledge, research, development, innovation, sustainability, economic growth, behavioural model, workforce.

CONTENT OF THE THESIS

Chapter 1: “Conceptual Framework for the Use of the Coaching Method in Entrepreneurship”

This chapter draws on theories concerning coaching and mentoring and the extent to which they contribute to the development of entrepreneurship in Romania and Moldova.

Coaching is an instrument through which latent knowledge manifests itself as a result of the stimulation of willpower and motivation. It is a working method that engages both internal stimuli, such as ego, and external stimuli, such as recognition. Coaching represents the means by which the acquisition of knowledge can or cannot be applied in practice for the purpose of producing performance. “Knowing” is different from “knowing and doing at the same time.” The technique of coaching is to develop skills so that those who possess knowledge can also act upon it — that is, successfully apply what they know; they possess know-how.

Worldwide, an increasing number of entrepreneurs use coaching for the development of their own businesses and for improving their relationships with the teams they lead. Coaching continues to expand, becoming the preferred method for people to discover new possibilities for maximising their own performance. Definitions of coaching provided by coaching experts support the idea that the acceptance of coaching as a method for approaching problems, decisions, and the achievement of the best results will have a major impact on people and organisations through the increase of performance levels.

The thesis aims to identify a causal relationship between coaching and the entrepreneur’s decision regarding the establishment of a production level that contributes to sustainable economic growth.

In modern society, as a consequence of globalisation, the act of consumption has become not only an expression of necessity and economic utility, but also a means of communicating values, economic wellbeing, and wealth. Companies, through consumption, create relationships of interdependence, subordination, or submission, depending on the manifestation of purchasing power. Modern societies are consumption-oriented; people focus more on satisfying their consumption needs, even beyond budgetary constraints determined by income and price, often using credit as an instrument. A coach will identify both what the entrepreneur desires and the extent to which those desires and modes of business involvement are compatible with the principles of sustainable development.

Given that the growth of entrepreneurship in Romania and Moldova is supported by the development of domestic capital, the provision of equal market opportunities for the development of both national and foreign capital will lead to the development of the business sector. In this context, recourse to coaching will contribute to the identification of the potential for the development of the internal market, will determine the degree of specificity of a business that responds to market needs — both domestic and foreign — viewed through the lens of demand requirements.

A decisive factor in the development of the entrepreneurial spirit is its cultivation from the earliest ages, through its inclusion in school curricula. Initially perceived as play combined with responsibility, over time, through the lens of the skills acquired, this approach will become evident in the formation of behavioural and attitudinal habits that will shape the future adult, endowed with an entrepreneurial spirit or, at the very least, with sound education in the decision-making process, at both a personal and corporate level.

Young people embrace entrepreneurship with enthusiasm as a career choice. The first five reasons why young people wish to start their own businesses include the opportunity to use their skills, to build something for their future, to be their own bosses, to earn a great deal of money, and to see their ideas come to fruition. Although entrepreneurial activity tends to increase with age, many Millennials (Generation Y, those born between 1982 and 2000) show

high levels of interest in entrepreneurship. Disillusioned by their employment prospects in the corporate market and eager to take advantage of the opportunity to control their own destinies, many young people choose entrepreneurship as their initial career path. People aged between 16 and 29 consider owning their own businesses to be the best way to create job security and to achieve the work-life balance they seek.

Table 1.1 below summarises the support modalities offered by coaching:

Element	Description
Active Listening	Listening: by observing the client's body movements, gestures, tone of voice, rhythm of speech, pauses, and eye movements. Coaches can pay attention to the congruence between the client's words and non-verbal behaviour. Listening opens up possibilities, objectives, dreams, aspirations, discovery, valorisation, and vision, as well as the clients' values, commitment, and purpose in their words and behaviour, in order to expand their strengths and tools. Listening with the heart observes what emotions arise as one resonates with clients. Intuitive listening pays attention to images, metaphors, and internal words or expressions that arise from within as an intuitive connection. Listening with the body: coaches observe where in their own body they react to what they hear or sense from the client's presence.
Asking Questions	Coaching uses powerful questions to facilitate coaches in finding their own answers. Coaches ask questions rather than providing answers. Coaches ask open-ended rather than closed questions. Coaches serve as a mirror to help clients see themselves.
Providing Feedback	Coaches receive feedback. As they see or hear any cues related to possibilities, objectives, dreams, aspirations, discovery, valorisation, and the vision of clients, their values, commitment, and purpose — through backtracking (e.g., repeating words and sentences), mirroring, and reflecting body language, gesture, posture, tone of voice, and even breathing style. The coaching relationship includes active listening; through questioning, positive feedback is obtained to facilitate the client's learning and change.

Source: Author's contribution based on specialist literature reviewed

The GROW model demonstrates that learning means learning how to learn and how to think differently.

Coaching is a modern method for the sustainable development of human capital and for increasing business performance. A business or entrepreneurship coach must possess a series of competencies, including: experience in managing a company; knowledge of how to interpret the financial and accounting statements of a firm in order to identify its level of profitability; specialist knowledge in the field of business evaluation and consultancy; and an understanding of individual psychology and a person's capacity to cope with stress, the demands of the business environment, and the competitive landscape.

The thesis addresses the role of coaching in entrepreneurship. In contemporary society, the entrepreneur plays an essential role, as a generator of jobs, a provider of solutions to community problems, and a practitioner who applies, first experimentally and then at a production scale adapted to the structure of demand, those processes and operations produced by the knowledge society.

Coaching, in our view, is therefore the mechanism through which the entrepreneur, as a generator of ideas, is brought to a position where they can turn their business idea into a form of economic development. A coach succeeds in giving the entrepreneur confidence that they are moving in the direction that society indicates. The coach also instils the paths to follow through which the entrepreneur's solutions find or are accepted by the market.

Achieving business success requires entrepreneurs to maintain a positive mental attitude towards their business. Successful entrepreneurs recognise that their most valuable resource is their time and learn to manage it efficiently in order to make themselves and their companies more productive.

The development of a successful business requires entrepreneurs to have confidence in themselves and in their ideas. The growth of that confidence is conferred, to a great extent, by a coach who identifies potential and value, encourages the assumption of risk when it is grounded in a solid team and in the reading of market signals. The coach is the person who holds the direction, who guides the individual or entrepreneur towards making decisions that open up new avenues under conditions of economic efficiency and effectiveness.

Both for Romania and for Moldova, the power of example is the key — in all fields, not only in business. The business world opens the path to prosperity and wellbeing for the members of society. Doing business is a way of using resources rationally, of thinking ahead with competitive business solutions that bring benefits to both sides. The business world opens the way to rationality through competition, given that resources are limited and demand, in order to be met, requires available budgets.

Chapter 2: “The Relationship Between Coaching and Mentoring in the Development of Entrepreneurship in Romania and Moldova”

This chapter presents a series of models through which the boundaries of action, responsibility, and outcome between coach, mentor, and trainee or apprentice are scientifically established. The challenge of this thesis is to unify the concepts of coaching and mentoring on the basis that both are conducive to learning and development, regardless of need, context, or duration, with a view to achieving results that lead to the acquisition of knowledge, competencies, and capabilities.

This chapter provides a critical analysis of the concepts and models relevant to coaching and mentoring in the learning and development of adaptive capabilities and knowledge. It also aims to identify a set of core, essential characteristics for an integrated psychological model of coaching and mentoring, to be used in the process of positive learning as preparation for lifelong learning predisposed in the entrepreneur.

Entrepreneurship is a scientific construct with a strong applicative character, whose purpose is to increase the level of performance of economic activities by taking into account market requirements in terms of adapting supply to demand. However, the primary role of entrepreneurship is the generation of ideas for the creation of economic activities with a view to generating added value. What distinguishes the entrepreneur, in terms of creating economic and market value, is creativity and innovation in adapting supply to demand through the valorisation of economic resources.

The entrepreneur’s contribution to the economy is of paramount importance. Beyond innovation and responding to society’s needs in terms of covering demand with economic goods, entrepreneurs create jobs in alignment with the local economy and resource endowment, which can be valorised at rates that society imposes and can develop.

Support for entrepreneurs, even in the form of coaching or mentoring, helps them to correctly formulate problems and to respond to society’s needs through efficient means, in accordance with the principles of sustainability.

The entrepreneur and entrepreneurial activity are indispensable to the country’s economic growth. The products created are valuable for the general development of society. People need entrepreneurial products because through them they can satisfy their needs and secure the necessary incomes.

An economy depends greatly on the level of performance of its entrepreneurs, with entrepreneurship playing a vital role in the growth of national income as well as in the growth of per capita income. Through specific instruments, the position of the entrepreneur in the modern economy is distinguished. Modern economic development is closely linked to production. The

entrepreneur leads production and must do everything necessary for its success in relation to the potential of the national economy. The idea that entrepreneurship and economic growth are very closely and positively linked has, without doubt, been established for a long time. Adam Smith argued that as the division of labour increases, economic development will likewise increase. An increase in the number of entrepreneurs leads to economic growth. This effect is the concrete expression of their abilities and, more precisely, of their inclination to innovate. Entrepreneurship is a key indicator of the economic development of any country. As more and more people engage in opportunity-driven entrepreneurship and as more and more people rekindle the necessity-driven entrepreneurial spirit, higher and higher levels of economic development are seen, as the “driving force of the market” manifests itself. Entrepreneurs create new enterprises, and new enterprises, in turn, create jobs, intensify competition, and can even increase productivity through technological change. High measured levels of entrepreneurship will thus translate directly into high levels of economic growth.

Successful entrepreneurship occurs when creative individuals come together to find a new way of satisfying needs by identifying new market opportunities. This is achieved through a complex process that mobilises and directs resources to deliver a particular product or service to customers, using a market entry strategy. The final product presents investors with the construction of sustainable revenue streams and profitability.

There is increasing recognition of the role of coaching with regard to its importance in supporting present and future entrepreneurship. The coaching industry is large and one of the most visible in the world. The aim of this thesis is to provide an overview of contemporary research problems, both for entrepreneurship and for the relationship between coaching and entrepreneurship. Entrepreneurship has become a more popular research subject at present, in relation to coaching. Entrepreneurship can be described as the mindset of individuals or organisations actively engaged in the search for new opportunities for business development that involve the level of development of a community.

The relationship between entrepreneurship and coaching refers to any innovative activity in a context where most activities are enhanced with a proactive quality and risk-taking. The essence of entrepreneurship is that entrepreneurial activities are integrated almost invisibly into most existing organisations. Innovation lies at the heart of the entrepreneurial process because it focuses on the creation of new enterprises or on the maintenance of an organisation. Entrepreneurship involves the processes, practices, and decision-making activities that lead to the development of products, services, or markets. Entrepreneurship, from the perspective of coaching, is conceptualised as a set of values that influences the tendency of an organisation or individual to create and develop innovative activities that are absorbed by the community.

The role of coaching is thus to identify the motivation for which a business could confer wellbeing at the local level, while the entrepreneur’s motivation can be enhanced for involvement in projects that stimulate demand and satisfy needs through the development of a supply of economic goods based on principles of economic rationality, avoiding psychosocial phenomena such as consumerism.

Chapter 3: “The Role of Coaching at the Societal Level. The Influence of Coaching on Entrepreneurship – Case Study”

This chapter illustrates, through a study, the manner in which a coach acts to resolve a problem. The coach does not seek facts about the problem but rather seeks qualitative information about the uniqueness of the situation and the purposes of the individuals served by the solution. Such “intentional information” always refers to the broadest perspectives rather than to a particular solution. Asking questions about these problems opens up perception, as expansive or divergent expectations for a solution are estimated.

The chapter includes an analysis of a set of questions designed to demonstrate quantitatively and qualitatively the link between coaching and entrepreneurship. The entrepreneur is a person capable of making decisions under conditions of risk and uncertainty, drawing on their own

reflections about the business; however, the coach-trainer, by virtue of using data sets derived from scientific methods, models, and theories focused on the issue of development from a multidisciplinary perspective, will contribute to business success through a comprehensive approach: economic-environmental-social-cultural-sustainability and durability.

The analysis employed 12 questions to highlight, through the responses obtained, the need for mentoring and coaching in Romania and Moldova for entrepreneurs. The questions were put to 100 respondents, men and women in equal proportions, targeting experienced entrepreneurs who have used or are considering using a coach for business development.

The questions were as follows:

Questions of the Decisional / Concentrated Action type

8. When does the decision to use a coach/trainer arise? a) You need support in your activity b) You greatly admire a person and wish to follow their example c) You consider that professional experience can gain new dimensions by consulting a specialist d) You want your personal progress to be recognised
9. Where do you look for a coach/trainer? a) In the business field in which you work b) In the professional network you know c) Among friends, leaders of the groups you belong to d) Among teachers you have or have had, or even within the family
10. In which fields could a coach/trainer be of use to you? a) The economic field as a whole b) Sales c) Communication d) Regulations and taxation e) Other ... which?

Questions of the Interpretive type (relationship between variables)

11. What traits of a coach/trainer have you identified? a) Extensive knowledge b) Availability c) Rigour d) Flexibility
12. Do you consider that Romania and Moldova need coaches/trainers? a) Yes b) No c) I don't know
13. Do you consider that coaching is taken into account in Romania and Moldova? a) Yes b) No c) I don't know

Questions of the Reflective type (internal focus)

14. Do you consider that the creation of an entrepreneurial network in Romania and Moldova to support young people with entrepreneurial ideas could be a starting point for coaching in entrepreneurship? a) Yes b) I don't know c) Possibly
15. Do you consider that an entrepreneur can be supported in their activity by a coach/trainer permanently or only in certain specific situations? a) Yes, permanently b) Sometimes, depending on internal company pressures c) Sometimes, depending on external company pressures d) When the company enters a period of stagnation or decline
16. What does a coach/trainer mean to you? a) An educator b) A leader c) A specialist in a field of activity d) An altruistic person
17. What can a coach/trainer do for an entrepreneur? a) Guide their steps towards success b) Draw attention when rules and procedures are being violated c) Highlight new dimensions for the business d) Strengthen self-confidence

Questions of the Objective type (focused on the valorisation of external factors)

18. Do you consider that consulting a coach/trainer will develop your entrepreneurial capacity? a) Yes b) I don't know c) Possibly
19. What type of relationships can be established between an entrepreneur and a coach/trainer? a) Of complementarity b) Of cooperation c) Of subordination d) Of substitution

The analysis of the relationship between mentoring and entrepreneurship is based on the interviewing of 100 persons who responded to 12 questions grouped into four categories. The four categories of questions reveal attitudes towards entrepreneurship starting from problem-setting (the identification of the decision to consult a mentor for the development of

competencies specific to entrepreneurship) — items that address the Decisional/Concentrated Action objective — moving through the process of introspection of the need for entrepreneurship through the manifestation of the Interpretive character of the utility of the concept of mentoring, as well as through the Reflective process (internal focus on the characteristic traits of entrepreneurship that can be highlighted with the assistance of a mentor), concluding with the assumption of the decision to consult a mentor by defining the relationship between entrepreneurship and mentoring, between entrepreneur and mentor (items that directly address the assumed Objective through the lens of awareness of external influence).

Participants were entrepreneurs, business people, and employees with an entrepreneurial spirit who have businesses in progress or intend to start one. Respondents come from different environments: 58% from rural areas and 42% from urban areas. Gender balance was maintained: 48% women and 52% men.

Ethics: all participants respected ethical principles and professional deontology with regard to their professional affiliation.

Research process and data analysis: most of the information drawn from the analysis highlights the importance of coaching and mentoring in the entrepreneurial process, from idea to implementation. Respondents validated the view that coaching involves unlocking a person's potential to maximise their own performance and helps the client to learn — without emphasising the role of teaching — and that coaching creates the conditions for learning and for the behavioural change of entrepreneurs, contributing essentially to the adoption of a strategy that generates productivity growth and job creation through the identification of market needs and the allocation of resources in support thereof.

The results of the questionnaire highlight the importance of learning at every level and at every stage of the business, with the structure of learning contributing decisively to the setting of objectives, their monitoring during the implementation phase, and the adoption of solutions congruent with the general objective: the improvement of performance and market share for products achieved through the implementation of applicable procedures and legal norms, specific standards, under conditions of empathy between the entrepreneur and the working team.

The coaching objective function: within a system of orthogonal axes, the following data are considered:

Y (ordinate) – represents the objective function defining the number of solutions adopted following the coaching programme.

X (abscissa) – records the determinant factors, namely: the duration allocated to learning, the competencies developed, the strategic indicators assumed and implemented at company level as part of the learning consolidation process, and the performance monitoring indicators.

$$X = \sum x_i (i = 1 \text{ to } n)$$

The objective function is thus: $y = f(x_1, x_2, x_3, \dots, x_n)$, which, by taking into account the variables:

- (h) duration allocated to learning;
- (n) competencies developed;
- (x_1) strategic indicators assumed and implemented at company level, as part of the learning consolidation process;
- (x_2) performance monitoring indicators;

$$\text{will take the following form: } y = h(I^{x_1} \times I^{x_2})^{1/n}$$

In this formula: h represents the number of learning hours; n represents the number of competencies acquired through learning; and I^{x_1} and I^{x_2} represent the indices of the performance indicators both assumed and monitoring the application of those indicators. This demonstrates that the number of solutions adopted by the entrepreneur represents a congruence between the internal and external environment, since the performance indicators

track both productivity and sales, while the monitoring indicators track the manner in which the indicators assumed through the entrepreneurial programme are implemented, with regard to the rational valorisation of production factors and the validation of products by the market following the supply-demand ratio.

From the analysis of the data recorded in the questionnaires, the following emerged:

- entrepreneurs in Romania and Moldova do not consider the terms “coaching” and “mentoring”, or “coach” and “mentor”, to differ from one another;
- entrepreneurs need coaches/trainers to provide solutions to concrete, identifiable problems; they do not consider that they can become better entrepreneurs through learning programmes;
- entrepreneurs consult a coach only to the extent that they feel overwhelmed by problems and desire concrete solutions, as indicated by the objective function determined in the analysis;
- with regard to the development of an entrepreneurial network, they envisage the provision of solutions by successful entrepreneurs, to be applied to their own businesses; a certain form of institutional mimicry still operates in Romania and Moldova, through which successful models are validated.

Entrepreneurial education is considered to be the keystone of any economically sustainable approach at the local, national, and regional level. Through education — specifically entrepreneurial education — young people and the general population can approach complex problems in the economic reality with rationality as their primary mode of engagement. By rationality we mean limited resources and an interest in maximising beneficial results. By taking economic utility into account, we have in mind above all the principle of rational choice, the satisfaction of demand, and the retention of those final goods that correspond to the principles of intergenerational equity.

The research reveals a high level of similarity between entrepreneurs in Romania and Moldova, which favours the delineation of an entrepreneurial network in which learning programmes for shaping appropriate behaviour in economic and social acts may be marked by elements of convergence and similarity. The entrepreneurial network is described by the common interest in the development of entrepreneurship, with coaching serving as the binding element between the types of entrepreneurs and their interests. In this regard, a glossary of terms has been compiled to contribute to the process of convergence between the types of entrepreneurs in the two countries, as a result of the transference of the research study’s findings.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

General Conclusions

In the course of the thesis, a series of theoretical concepts have been advanced that determine a certain ethical behaviour on the part of the entrepreneur in relation to society, on the one hand, and to the natural environment, on the other. In this regard, it has been shown that the entrepreneur will consult a coach or trainer in order to jointly identify a path that the entrepreneur will develop as a result of learning. The central key of our research is the role of learning in the entrepreneurial process and the manner in which the coach influences this process — not merely the selection of solutions to problems.

The conclusion drawn from the study is: the entrepreneurial coach does not emit solutions; rather, they maximise the entrepreneur's motivation by indicating the benefits of learning and its application in the context of the entrepreneurial act.

Coaching enables entrepreneurs to identify the best measures for creating a clean, sustainable, and high-performing business environment. Performance is not linked solely to high levels of profitability indicators but, above all, to the degree of innovation that products incorporate and which causes them to confer economic utility to the consumer or user.

Coaching stands in antithesis to control and obligation; it confers suppleness to the managerial act insofar as it appeals to learning, empathy, reflection, and the analysis of states and factors that can limit success. Coaching likewise influences the manager's sense of wellbeing, since the coach succeeds, through positive examples, in tempering the combative, competitive, and contentious spirit of the entrepreneur, which might otherwise influence ego and self-esteem to a greater extent than empathy and solidarity towards one's own employees. Coaching allows leaders to draw upon the strengths and knowledge of the people they coach. This encourages leaders to focus on the broader picture, prevents a focus on specific, personal, and particular interests, and gives employees the opportunity to demonstrate their competence.

The detailed conclusions of the research are as follows:

- Coaching does not have the role of providing pre-established solutions, but of maximising the entrepreneur's motivation and supporting them in identifying their own answers.
- The learning process represents a central element in entrepreneurial development, being strongly influenced by the presence of a dedicated coach.
- The coach contributes to the development of the entrepreneur's key competencies, adjusting them according to context and performance objectives.
- The model proposed in the thesis quantifies the impact of the coaching process through a formula that correlates learning hours, acquired competencies, and strategic indicators.
- The adoption of sustainable solutions by entrepreneurs reflects the congruence between the organisation's internal environment and the pressures of the external environment.
- Coaching is validated, both in Romania and in Moldova, as an effective method for consolidating entrepreneurial performance.
- The application of coaching supports the construction of an innovative, sustainable, and results-oriented business environment.
- An effective coach helps the entrepreneur to valorise their potential, encouraging introspection, critical thinking, and courageous decision-making.
- Coaching promotes a culture of reflection and personal accountability with regard to business decisions.
- A coaching-based leadership style involves the development of teams through continuous learning and the assumption of responsibility.

- Coaching complements mentoring by providing entrepreneurs with active support focused on the immediate development of skills.
- Managers who incorporate coaching skills succeed in obtaining more motivated, more engaged, and more efficient teams.
- Coaching brings concrete improvements within organisations by reducing errors and increasing productivity.
- Coaching contributes to the revitalisation of stagnating careers and to the maintenance of a high degree of innovation within companies.
- In the decision-making process, coaching provides clarity through strategic questions and reflective support — not through imposed direction.
- Entrepreneurial performance is determined by the entrepreneur's capacity to transform accumulated knowledge into effective behaviours.
- Coaching programmes respond specifically to the vulnerabilities of the Romanian and Moldovan economic environment, offering solutions adapted to the local context.
- Coaching supports the development of an organisational culture centred on learning, collaboration, and the development of essential competencies.

Recommendations

Following the analysis conducted, the formulation of motivational terms used in business language, and the distinction between the role of the coach and that of the mentor, the following proposals are put forward with a view to contributing to the consolidation of sustainable entrepreneurial practices:

20. It is recommended that motivational terms be integrated into organisational culture, in order to support the formation of a proactive, resilient, and performance-oriented mindset.
21. Terms such as strategic clarity and a growth mindset should become an essential part of leadership training, as they contribute to better adaptation in the face of continuous changes in the economic environment.
22. A clear understanding of the differences between coach and mentor is essential, with a view to the efficient use of each in the professional development of entrepreneurs.
23. The assumption of entrepreneurial risk must be accompanied by the learning of management methods and the cultivation of discernment in strategic decision-making.
24. The incorporation of the principle of continuous learning into business strategies is necessary as a fundamental element of innovation and sustainable development.
25. The development of the ability to anticipate should be supported through training and coaching, in order to enable leaders to respond quickly and effectively to market requirements.
26. The motivational language used in internal communication must be clear, coherent, and aligned with the company's objectives, in order to increase team engagement and accountability.
27. Consistency and personal accountability must be promoted as standards for the evaluation of individual and collective performance within organisations.
28. It is proposed to build an educational framework focused on the development of soft skills such as empathy, self-discipline, and initiative — essential for modern entrepreneurship.
29. Coaching should be extended as a practice to experienced leaders as well, since it contributes to career revitalisation, the support of innovation, and the development of a sustainable vision of the business.

Proposed Motivational Terms for Business Language

No.	Motivational Term	Explanation
1	Vision	A clear and inspirational image of the future that the entrepreneur wishes to create for their business.
2	Determination	The internal strength to persevere and overcome obstacles on the path to success.
3	Confidence	Belief in oneself and in one's capacity to transform vision into reality, even in the face of uncertainty and challenges.
4	Resilience	The capacity to adapt and to bounce back from failures or adversity.
5	Step by Step	A goal-oriented approach involving the taking of small, consistent steps to achieve long-term success.
6	Courage	The boldness to act in spite of fear or uncertainty, and to take calculated risks in pursuit of one's vision.
7	Flexibility	The capacity to adapt to change and to adjust strategies in response to market developments or client feedback.
8	Intrinsic Motivation	The inner drive and passion for the business, which leads entrepreneurs to surpass their limits and reach their maximum potential.
9	Persistence	The capacity to persevere and to continue pursuing one's vision, even in the face of repeated obstacles and failures.
10	Continuous Learning	A commitment to constant personal and professional development, always seeking to accumulate new knowledge and competencies.
11	Innovation	The capacity to find creative solutions and to bring something new to the market, transforming ideas into valuable products or services.
12	Inspiration	The capacity to inspire and to mobilise other people to pursue their dreams and reach their maximum potential.
13	Balance	The harmonisation of professional and personal life in order to maintain general health and wellbeing.
14	Gratitude	Appreciation for the resources, opportunities, and support that the entrepreneur receives on their journey.
15	Self-Discipline	The capacity to set clear objectives and to self-motivate in order to achieve them, even in the absence of external pressure.
16	Empathy	The ability to understand and feel the emotions and perspectives of other people — essential in building relationships and teams.
17	Passion	The inner fire and enthusiasm for one's own business, which fuels commitment and dedication to the work performed.
18	Sacrifice	The relinquishment of immediate comfort in favour of long-term objectives and lasting success.
19	Collaboration	Working together with other entrepreneurs, partners, and employees to share ideas, resources, and experiences in pursuit of collective success.
20	Authenticity	By being genuine and sincere in all interactions and decisions, the entrepreneur builds trust and loyalty among clients and their team.
21	Problem-Solving	The capacity to address and resolve challenges and obstacles in an efficient and creative manner.
22	Responsibility	The assumption of ownership of one's actions and decisions, and a commitment to being an ethical and responsible leader in all aspects of the business.
23	Continuous Improvement	A commitment to constantly seeking ways to improve the business's products, services, and processes, with a view to providing a superior experience to clients.
24	Trust in the Team	The building of a strong team and confidence in the abilities and contributions of each member in achieving common objectives.
25	Adaptability	The capacity to adjust rapidly to changes in the market, technology, or environment, and to transform these changes into opportunities.
26	Perseverance	The capacity to remain focused and dedicated in the face of challenges, and to continue pursuing one's vision regardless of the obstacles encountered.

27	Belief	A firm confidence in one's own capacity to succeed and in the potential to transform one's dreams into reality.
28	Learning from Failure	The ability to extract lessons and to grow from every failure or mistake, using them as opportunities for growth and improvement.
29	Leadership	The capacity to inspire, motivate, and guide other team members towards achieving established objectives.
30	Patience	The capacity to wait and to persevere while things develop and align in order to achieve the desired success.
31	Connections	The building and maintenance of solid relationships with clients and business partners.

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ANNOTATION

“Coaching and Personal Development in Entrepreneurship in Romania and Moldova”

Doctoral Thesis in Economic Sciences, Chisinau, 2026

Thesis Structure: The thesis comprises 4 chapters, preceded by an introduction and followed by general conclusions and proposals elaborated by the author, 172 bibliographic titles, 148 pages of main text, 19 tables, and 40 figures. The research results are reflected in 10 scientific papers (5 as sole author, 5 as co-author).

Keywords: coaching, mentoring, management, entrepreneurship, activity, performance indicators, success, quality, competence, knowledge, research, development, innovation, sustainability, economic growth, behavioural model, workforce.

Field of Research: personal development of entrepreneurship, management of coaching and mentoring activity, conceptual and practical approach to notions, coaching processes and tools, methods for streamlining the management of entrepreneurs, and evaluation of the contribution of coaching activity to the management of firms.

Aim of the Thesis: the study of the management of coaching activity in relation to the need for entrepreneurs to adapt to the requirements of the knowledge-based society, as well as the research and evaluation of the contribution of coaching to the development of firms' economic activities.

Objectives: analysis of methodological elements; analysis of tools, methods, and techniques for researching the impact of coaching activity in the field of entrepreneurship at the company level, with the aim of implementing new coaching tools in practice and making the most efficient decisions in the firms' activities.

Scientific Novelty and Originality: the theoretical and scientific argumentation of the coaching concept; the development of an instrument for evaluating its effectiveness; the realisation of a case study in determining the role of coaching at the societal level; and the delineation of tools and modalities for streamlining the economic management of firms, based on the study and theoretical research of the new principles and methods offered by coaching activity.

Important Scientific Problem Solved: techniques and models for improving and streamlining firm management through the implementation of new coaching tools.

Theoretical Significance: resides in the specified definitions, methods, and techniques that can be applied by a coach or mentor in the process of reshaping entrepreneurial decisions to increase the level of business performance and achieve sustainable business development.

Applicative Value: manifested through the conducting of a case study in determining the role of coaching at the societal level, by evaluating the effectiveness of coaching activity with regard to its influence on the quality of the decision-making process, the improvement of the quality of information transmitted, and the identification of tools for stimulating the motivation of entrepreneurs and team members in order to increase the performance of firms' activities.

Implementation of Scientific Results: the instruments developed and described in the thesis were tested and implemented within the research conducted on a sample of entrepreneurs, business people, and employees with an entrepreneurial spirit who have ongoing businesses or intend to start one.

LUPANCU-POPA ELENA
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