



Factors Influencing Coaching Success: Role, Competence and Employee Engagement

Item Type	Article (Version of Record)
UoW Affiliated Authors	Menara, Barbara
Full Citation	Menara, Barbara (2025) Factors Influencing Coaching Success: Role, Competence and Employee Engagement. International Journal of Multidisciplinary Approach Research and Science, 3 (03). pp. 740-756. ISSN E-ISSN 2987-226X P-ISSN 2988-0076
DOI/ISBN/ISSN	https://doi.org/10.59653/ijmars.v3i03.1742
Journal/Publisher	Riset Press International International Journal of Multidisciplinary Approach Research and Science
Rights/Publisher Set Statement	Copyright (c) 2025 Barbara Menara, This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License, https://creativecommons.org/licenses/by-sa/4.0/ , See more at: https://risetpress.com/index.php/ijmars/openAccessPolicy
License	CC BY SA 4.0
Link	https://risetpress.com/index.php/ijmars/article/view/1742

For more information, please contact wrapteam@worc.ac.uk



Factors Influencing Coaching Success: Role, Competence and Employee Engagement

Barbara Menara

Worcester Business School, University of Worcester, United Kingdom

Corresponding Email: b.menara@worc.ac.uk

Received: 01-06-2025 Reviewed: 01-07-2025 Accepted: 15-08-2025

Abstract

This study investigated the factors influencing the effectiveness of workplace coaching interventions, focusing on the coach's role, abilities, perceived coaching benefits, and engagement outcomes. Survey data from 73 participants in a UK sixth-form college were analyzed using Fisher's exact test. The results indicate that managing negative emotions is more successful when coaching is conducted by external coaches or colleagues than by managers. A coach's ability to lead conversations, maintain concentration, and avoid excessive personal opinions significantly affects the achievement of an individual target. Perceived coaching benefits such as overcoming workplace barriers and developing specific skills are strongly associated with coaching success. Engagement outcomes, including commitment to responsibilities and willingness to exert extra effort, were significantly related to coaching success in managing negative emotions and meeting individual goals. However, coaching success was not significantly associated with commitment to organizational goals. These findings suggest that organizations should carefully consider coach selection, emphasize potential coaching benefits, and tailor interventions to specific objectives to maximize the impact of coaching on employee engagement and performance. Further research with larger samples is recommended to validate these results and explore the transfer of coaching outcomes to workplace applications.

Keywords: coaching benefits, employee engagement, coach competence, engagement outcomes, coaching interventions, coaching success

Introduction

Workplace coaching has emerged as a powerful tool for organizational development, focusing on enhancing employee performance and well-being (Stern & Stout-Rostron, 2013; Sharma, 2017). This approach is particularly effective in addressing the complex emotional landscape of modern workplaces, where negative emotions can significantly affect productivity and overall job satisfaction (Ferreira et al., 2019). By identifying and leveraging specific

elements that drive successful coaching outcomes, organizations can create more targeted and effective interventions to boost employee engagement and foster a positive work environment.

Effective workplace coaching strategies often incorporate techniques based on emotional intelligence and positive psychology to help employees navigate their workplace challenges (Mills et al., 2013). These interventions can include personalized goal setting, active listening, and constructive feedback mechanisms that address both professional and personal growth (Gregory & Levy, 2012; Luthans & Youssef-Morgan, 2017). By implementing targeted coaching programs, organizations can create a culture of continuous improvement and support, leading to increased job satisfaction, reduced turnover, and improved overall organizational performance (Kalkavan & Katrinli, 2014).

Previous research has identified various elements that are critical to the success of coaching programs, such as the role of the coach-coachee relationship (Williams, 2021), goal focus (Grant, 2013), and autonomy (Knight, 2019). However, there remains a need for further investigation into additional factors that contribute to the effectiveness of workplace coaching interventions, particularly in managing negative emotions and enhancing employee engagement. This study aims to address this gap by examining the influence of factors, including the role and competence of the coach, the perceived benefits of coaching, and employee engagement on coaching success, with a specific focus on the successful management of negative emotions.

This study aimed to investigate the impact of coaches' roles, abilities, and perceived benefits of coaching on the success of workplace coaching interventions. Understanding these relationships can help organizations optimize their coaching programs, potentially leading to improved emotional regulation among employees and enhanced workplace engagement. The findings of this study may offer valuable guidance for selecting and training coaches, as well as designing coaching interventions that are better tailored to address emotional challenges and promote positive engagement in the workplace.

Literature Review

Defining employee engagement

Employee engagement is a critical factor in organizational success, with far-reaching implications for both individual- and company-wide performance (Hussain & Ishak, 2017). Engaged employees demonstrate a deep commitment to their work, exhibiting high levels of enthusiasm, dedication, and effectiveness in their roles (Kular et al., 2008). This heightened level of engagement translates into a more vibrant and productive workplace culture, in which employees are more likely to go above and beyond their basic job requirements (Macey et al., 2011).

While the advantages of employee engagement are clear, it is equally important to understand the key factors that foster and sustain this vital organizational attribute. These include strong leadership that inspires and motivates, a supportive workplace that values employee well-being, ample opportunities for professional growth and skill development,

Factors Influencing Coaching Success: Role, Competence and Employee Engagement

recognition programs that acknowledge and reward achievements, and policies that promote a healthy work-life balance (Lowe, 2010; Cameron, 2012). These engagement-promoting factors work synergistically to create a positive work environment, which in turn yields substantial and wide-ranging benefits for organizations (Luthans & Youssef-Morgan, 2017). Companies that successfully foster high levels of engagement often experience significant improvements in their overall performance metrics, including increased productivity, higher-quality output, and enhanced customer satisfaction (Markos & Sridevi, 2010). Moreover, engaged employees are more likely to remain with their employers, leading to reduced turnover rates and retention of valuable institutional knowledge and skills (Pandita & Ray, 2018). Stability and continuity contribute to a company's ability to maintain a competitive edge in the market (Shuck et al., 2014). Beyond these tangible benefits, the cultivation of employee engagement has a transformative effect on organizational culture and long-term success (Buil et al., 2019).

Coaching and employee engagement

Coaching has emerged as a powerful tool for enhancing employee engagement in modern organizations (Crabb, 2011). By providing personalized guidance and support, coaching helps employees develop their skills, overcome challenges, and align their goals with those of their companies (Grant & Hartley, 2013). Effective coaching fosters a culture of continuous learning and improvement, which encourages employees to take ownership of their professional development (Argirou, 2016). This approach not only boosts individual performance but also strengthens overall commitment to organizational objectives (Bachkirova et al., 2014). As employees feel valued and supported by coaching initiatives, they tend to exhibit higher levels of motivation, job satisfaction, and loyalty (Davidescu et al., 2020). Consequently, organizations that invest in coaching programs often experience increased productivity, reduced turnover, and a more positive work environment, all of which contribute to sustained employee engagement and long-term business success (Lin & Huang, 2021).

Building upon these organizational benefits, it is important to recognize that the positive effects of coaching are not limited to interpersonal dynamics and team collaboration. As employees enhance their skills and confidence through coaching, they become more inclined to mentor and support their colleagues, thereby effectively establishing a network of informal coaches within the company (Jones et al., 2016). This peer-to-peer learning environment further boosts engagement by fostering a sense of community and shared purpose among employees (Marcinkus Murphy, 2012).

Coaching success in HRM is further enhanced by the alignment of coaching objectives with broader organizational goals and strategies (Buller & McEvoy, 2012). When coaching initiatives are integrated into the overall talent management framework, they can contribute more effectively to employee development, succession planning, and organizational performance (Van Zyl et al., 2017). This alignment ensures that coaching efforts are not isolated interventions, but are part of a cohesive approach to human capital development (Bond & Naughton, 2011).

Moreover, coaching plays a crucial role in bridging the gap between different levels of management, thereby improving communication and trust across the organizational hierarchy

(Bhaduri, 2019). By promoting open dialogue and feedback, coaching programs can proactively address potential issues before they escalate, leading to more effective problem-solving and conflict resolution (Starr, 2011). This proactive approach to employee development and organizational communication ultimately results in a more resilient and adaptable workforce that is better equipped to navigate the challenges of a rapidly changing business landscape (Diamantidis & Chatzoglou, 2019). The cumulative effect of these benefits is that a more engaged, productive, and innovative workforce can drive an organization's success in an increasingly competitive market (Liu, 2017).

Barriers to coaching success

Despite the clear benefits and strategic importance of effective coaching implementation, organizations often face several obstacles in realizing its full potential. Time management is a critical factor, as organizations must allocate sufficient resources to coaching activities without compromising other essential business functions (Martens & Vealey, 2024). This involves careful scheduling, prioritization of coaching sessions, and integration of coaching practices into existing workflows (Clutterbuck, 2020). Goal alignment is equally important, as it ensures that individual coaching objectives are in harmony with broader organizational goals (Grant, 2013). This alignment fosters a sense of purpose and relevance, thereby increasing the likelihood of sustained engagement and positive outcomes (McCarthy & Milner, 2013).

Process-related factors, such as the selection of appropriate coaching methodologies, the frequency and duration of coaching sessions, and mechanisms for measuring and evaluating coaching outcomes, also significantly impact success (Sonesh et al., 2015). A well-structured coaching process that includes clear goal setting, regular progress reviews, and opportunities for reflection and the application of learning can greatly enhance the transfer of coaching insights into improved workplace performance (Martens & Vealey, 2024). Additionally, the use of technology and digital platforms in coaching has opened up new possibilities for delivering coaching at scale and providing ongoing support between sessions, further contributing to the effectiveness and reach of HRM coaching initiatives (Panigrahi et al., 2018).

Other challenges in coaching include a lack of leadership buy-in and insufficient resources allocated to coaching programs (Duval- Couetil, 2013). Additionally, some employees may resist coaching or struggle to apply the learned skills in practice, potentially hindering the widespread positive impact on the organization (Neves et al., 2018).

Despite the importance of clear communication channels and robust evaluation mechanisms, many organizations lack comprehensive measurement tools and fail to effectively demonstrate the tangible benefits of coaching investments (Jamieson & Wall, 2023). In addition to the measurement challenges, the interpersonal aspect of coaching presents difficulties. Although strong coach-coachee relationships are essential for successful coaching interventions, inadequate training and support for relationship-building skills can hinder the development of critical interactions (Gregory & Levy, 2010; Ianiro et al., 2013).

Hypotheses development

The success of coaching interventions depends on several factors, such as the coach's ability to lead conversations, maintain concentration, and avoid imposing personal opinions (Jones et al., 2016; Martens & Vealey, 2024). Furthermore, studies have shown that the perception of coaching benefits is particularly effective in overcoming workplace barriers, developing specific skills, and achieving business goals (Argirou, 2016; Bozer & Jones, 2018). Because these findings highlight the importance of carefully considering who conducts the coaching sessions and the coachee's expectations, this study empirically examined the following hypotheses:

Hypothesis 1: A negative relationship exists between a coach's role and coaching success.

Hypothesis 2: Coaches' competence is significantly associated with their coaching success.

Hypothesis 3: Perceptions of coaching benefits are significantly associated with coaching success.

Research has identified three key influences of coaching on employee engagement: improvements in self-awareness, emotional management, and enhanced employee–organizational alignment (Ladyshevsky & Taplin, 2017).

Coaching has also been linked to other engagement outcomes, including increased commitment to responsibilities, willingness to exert extra effort, and alignment with organizational goals (Macey et al., 2011). Coaching interventions can help employees recognize their core strengths, internal drivers, and developmental needs, leading to improved performance and effectiveness in their roles (Smith & Brummel, 2013). Following this part of the literature, a further hypothesis was developed:

Hypothesis 4: There is a significant positive relationship between employee engagement and coaching success.

In this study, successful coaching interventions were measured by the achievement of individual targets, development of an understanding of workplace potential, and management of negative emotions (Grant, 2012; Bozer & Jones, 2018). These metrics provide a framework for evaluating the effectiveness of coaching programs and their impact on employee development.

The originality of this study lies in its comprehensive approach to analyzing the multifaceted relationship between coaching success and various contributing factors. By examining the role and competence of the coach, the coachee's perception of coaching benefits, and employee engagement levels, this study provided a holistic view of the coaching process. This approach is particularly noteworthy, as it considers both the coach's and coachee's perspectives as well as the broader organizational context through employee engagement. This study's four hypotheses encompass the key aspects of coaching effectiveness, allowing for a nuanced understanding of how different elements interact to influence coaching outcomes. By statistically analyzing these relationships, this study offers empirical evidence to support or challenge existing theories in the coaching literature. This comprehensive and data-driven

approach contributes to the field by analyzing critical success factors in coaching interventions and providing insights for improving coaching practices in organizational settings.

Research Methods

Data were collected between the years 2018-2019 via an online survey in a sixth-form college in Lancashire (UK). The link to the online survey, disseminated by Human Resources, was administered anonymously, and no responses could be linked to individuals. The sample comprised of teachers and individuals in management positions who had experience in coaching interventions in the role of a coachee. The questionnaire was distributed to more than 200 people, and 73 questionnaires were completed. The mean age of the participants was 46 years ($SD = 8.63$) years. Approximately 58% ($N=42$) of participants were women. Regarding occupational roles, 68% ($N=50$) were teachers and 32% ($N=23$) were managers.

Fisher's Exact Test was performed to investigate the possibility of a statistical relationship between identified factors. Fisher's Exact Test is a non-parametric test, meaning it assumes no distribution in the data and was selected for its reliability in analyzing categorical data in small samples with limited variation in results. The analysis was conducted using R Statistics software.

Measures

Role of the Coach:

The coach's role was assessed using a variable that indicated whether the coach functioned as a manager (1), external coach (2), colleague (3), or another unspecified capacity (4).

Coach Competence:

The coach's competence was evaluated using four items prompted by Coutu and Kauffman (2009) and Jones et al. (2016). The items were as follows: 'The coach led the direction of the conversation,' 'The coach gave their personal opinions/solutions,' 'The coach controlled the conversation,' and 'The coach lacked concentration.' The scale ranges from 1 (not at all) to 5 (almost always). The Cronbach's alpha for this scale was 0.94.

Perceived Coaching Benefits:

Coaching benefits were evaluated using three items developed by Tooth et al. (2013) and Warnock et al. (2022). Items include: 'Coaching is useful to overcome barriers of a specific issue or situation at work,' 'Coaching is useful to develop specific skills,' and 'Coaching is useful to achieve the goals of the business.' The scale ranges from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's alpha for this scale was 0.82.

Coaching-success metrics:

Coaching success was assessed using three items, inspired by Grant (2012) and Bozer and Jones (2018). The items were: 'Individual targets have been met,' 'Coaching helped to

Factors Influencing Coaching Success: Role, Competence and Employee Engagement

develop an understanding of the coachee's workplace potential,' and 'Coaching helped the coachee to manage negative emotions that influence them in the workplace.' The scale ranges from 1 (not at all) to 5 (fully). The Cronbach's alpha for this scale was 0.89.

Engagement Outcomes:

Engagement outcomes were measured using the three items prompted by Macey et al. (2011) and Nyenrode and Hupkes (2019). The items comprised: 'Engaged employees are committed to taking on responsibilities', 'Engaged employees are willing to go the extra mile for the organization', and 'Engaged employees are committed to achieving organizational goals. The scale ranges from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's alpha for this scale was 0.87.

Demographic variables were incorporated into the study, as they were deemed relevant for a more comprehensive understanding of the sample characteristics.

Gender was coded 1 if the respondent was female and 0 if the respondent was male.

Age was ascertained through a numerical question requesting the respondent to indicate their current age.

Occupational role was assessed using a variable denoting whether the respondent held a teaching (1) or managerial position (2).

Table 1 presents a summary of the descriptive statistics for the variables used in this study.

Table 1: Descriptive statistics (N=73)

Variables	Mean	St Dev	Median	Skewness
Leading direction of intervention	3.21	1.098	3.00	-.430
Gave personal opinions/solutions	2.60	1.025	3.00	.098
Controlled the conversation	2.83	1.172	3.00	-.103
Lacked concentration	1.34	.732	1.00	3.028
Coaching to overcome barriers at work	4.70	.540	5.00	-1.624
Coaching to develop specific skills	4.04	1.018	4.00	-1.327
Coaching to achieve business' goals	4.40	.743	4.00	-1.971
Individual targets met	4.17	.545	4.00	.106
Coachee understood their potential	4.45	.722	4.00	-.943
Coachee reflected on negative emotions	4.09	.861	4.00	-.938
Engaged employees committed to responsibilities	4.36	.901	5.00	-2.101

Engaged employees willing to go the extra mile	4.11	1.068	4.00	-1.316
Engaged employees committed to organisational goals	4.40	.494	4.00	.437

Results

Role of the coach and coaching success.

Survey data indicated that 54.7% of respondents believed that managers were most likely to conduct coaching interventions in the workplace. For 32.1%, the most likely individual would be an external coach; 9.4%, a colleague; and 3.8%, an unspecified role. Regarding the efficacy of the coaching intervention, 58.5% of respondents reported that the intervention fully facilitated the development of an understanding of the coachee's workplace potential. Additionally, 44% of the respondents indicated that coaching moderately assisted the coachee in managing negative emotions that influenced them in the workplace and 67.9% believed that the objective of meeting individual targets was moderately achieved.

To examine the potential relationship between the role of the coach and the success of the coaching intervention, the results of a contingency table and Fisher's exact test are presented in Table 2. Only managing negative emotions is reported in Table 2 as one of the indicators of coaching success, as the others were not statistically significant.

Table 2: Role of the coach and managing negative emotions

Managing negative emotions	Role of the coach			
	Management	External coach	Colleague	Other
Not at all	-	-	-	50% (1)
Very little	-	-	-	-
Somewhat	24.1% (7)	17.6% (3)	20% (1)	-
Moderately	48.3% (14)	35.3% (6)	20% (1)	50% (1)
Fully	27.6% (8)	47.1% (8)	60% (3)	-
N			73	
Fisher's exact test			$p = .000$	

When the manager assumed the role of a coach, 48.3% of the respondents reported that the goal of managing negative emotions was moderately achieved. When the intervention was conducted by an external coach or colleague, the respondents believed that coaching was fully successful in terms of managing their negative emotions (47.1% and 60%, respectively). This suggests that the coachee may be less inclined to discuss sensitive matters with the management. Fisher's exact test confirmed a significant association between the role of the coach and success in managing negative emotions ($p=.000$), whereas no significant relationship

Factors Influencing Coaching Success: Role, Competence and Employee Engagement

was identified between the role of the coach and the other objectives of a coaching intervention (meeting individual targets and understanding the coachee's potential).

Competence of the coach and coaching success

Descriptive statistics indicate that an equal proportion of 34% of respondents perceived the coach as leading the conversation either occasionally or frequently, while 30.2% believed that the coach occasionally controlled the conversation. Most respondents (75.5%) reported that the coach did not lack concentration, and an equal percentage (32%) stated that the coach rarely or occasionally provided personal opinions. Fisher's exact test was used to examine the relationship between the three goals of the coaching intervention and each potential practice by the coach. The goal of managing negative emotions was significantly associated with the coach's lack of concentration ($p=.000$), whereas the goal of understanding the coach's potential was significantly associated with the ability to lead the direction of the intervention ($p=.034$). Regarding the goal of meeting individual targets, all four indicators of the coach's ability (leading the direction of the conversation, providing personal opinions, controlling the conversation, and lacking concentration) were found to be statistically significant, although the first two demonstrated stronger associations ($p=.018$, $p=.014$, $p=.038$, and $p=.029$, respectively). The results are summarized in Table 3.

Table 3: Fisher's exact test results for competence of the coach and coaching success

	Individual targets met	Coachee understood their potential	Coachee reflected on negative emotions
Leading direction of intervention	.018*	.034*	.146
Gave personal opinions/solutions	.014*	.343	.178
Controlled the conversation	.038*	.543	.482
Lacked concentration	.029*	.068	.000**

Note. N= 73. * $p < .05$. ** $p < .01$.

Coaching benefits and coaching success

The vast majority of respondents (73.6%) strongly agreed that coaching is efficacious in overcoming barriers related to specific issues or situations in the workplace, 45.3% agreed that coaching is beneficial for developing specific skills, and 49.1% agreed that coaching can be advantageous for achieving organizational objectives. Table 4 presents Fisher's exact test results. The coaching goal of managing negative emotions was significantly associated with the belief that coaching is efficacious in overcoming barriers ($p=.000$) and in developing specific skills ($p=.001$). The goal of understanding the coachee's potential was significantly associated solely with the notion that coaching is beneficial for developing specific skills ($p=.002$), whereas meeting individual targets was significantly associated with the concept that coaching is efficacious in overcoming barriers ($p=.038$). The perspective that coaching is beneficial for achieving organizational objectives does not demonstrate any significant association with any goal of the coaching intervention.

Table 4: Fisher’s exact test results for coaching benefits and coaching success

	Individual targets met	Coachee understood their potential	Coachee reflected on negative emotions
Coaching is useful to overcome barriers of a specific issue or situation at work	.038*	.285	.000**
Coaching is useful to develop specific skills	.295	.002**	.001**
Coaching is useful to achieve the goals of the business	.528	.781	.717

Note. N= 73. *p < .05. **p < .01.

Engagement outcomes and coaching success

Survey data indicated that the respondents strongly concurred that commitment to responsibilities (52.8%) and willingness to exceed expectations of the organization (45.3%) are indicators of an employee’s level of engagement. The majority of respondents (60.4%) agreed that commitment to achieving organizational goals was also a distinctive attribute of engaged employees. Fisher’s exact test demonstrated a significant relationship between the objective of managing negative emotions and the engagement outcomes ‘commitment to take responsibilities’ (p=.001) and ‘willingness to exceed expectations’ (p=.026), with a stronger association observed for the former. The results further revealed a significant association between meeting individual targets and commitments to responsibilities (p=.000). The coaching objective of understanding the coachee’s potential was not statistically associated with the engagement outcomes. Table 5 presents the results.

Table 5: Fisher’s exact test results for engagement outcomes and coaching success

	Individual targets met	Coachee understood their potential	Coachee reflected on negative emotions
Engaged employees are committed to taking on responsibilities	.000**	.643	.001**
Engaged employees are willing to go the extra mile for the organisation	.207	.827	.026*
Engaged employees are committed to achieving organisational goals	.775	.754	.248

Note. N= 73. *p < .05. **p < .01.

Discussion

This study aimed to investigate factors that potentially influence the effectiveness of coaching interventions. The results varied across the specific objectives of the coaching intervention, namely, managing negative emotions, understanding the coachee's workplace potential, and meeting individual targets.

Role of the coach and coaching success.

The concept of management, which assumes a coaching role, has been subject to scrutiny in recent research. Ladyshevsky and Taplin (2018) suggested that this approach may hinder the effectiveness of coaching interventions. Nonetheless, the findings of this investigation suggest that this constraint is specifically associated with the regulation of negative emotions. This finding raises questions about the appropriate boundaries between management and coaching roles, particularly when dealing with emotionally charged situations. Therefore, Hypothesis 1 was partially supported.

Competence of the coach and coaching success

Research has explained the potential strain on the coach-coachee relationship if the coach lacks the requisite skills for workplace coaching (O'Broin & Palmer, 2010). Following the literature, certain practices that may diminish the success of a coaching intervention were identified and analyzed. A significant correlation was observed between the achievement of individual targets and practice of leading and controlling conversations.

Another behavior acknowledged in the literature is the potential for a coach to exhibit limited concentration during an intervention (Martens & Vealey, 2024). This may reduce the effectiveness of the intervention as the coach may fail to perceive valuable information from the coachee (Jones et al., 2016). Indeed, the findings suggest a significant association between a coach's full concentration and the success of coaching sessions, specifically in terms of meeting individual targets and managing negative emotions. However, the data indicated that a lack of concentration was unlikely to occur (75.5% of the respondents stated that the coach did not lack concentration) and, therefore, may not be a common factor influencing coaching effectiveness. As coaching in the workplace often involves an employee overcoming a work-related situation, the coach may experience difficulty maintaining objectivity during the intervention, potentially attempting to overcome the problem (Starr, 2011). The findings further suggest that coaches occasionally included their personal opinions and solutions (32.1% of respondents indicated that this occurred either rarely or occasionally). Further analysis revealed a significant relationship between the practice of offering personal opinions and coaching success, specifically in terms of meeting individual targets. Overall, hypothesis 2 was supported by the data.

Coaching benefits and coaching success

The results of this study indicate a statistically significant relationship between the perception that coaching can facilitate overcoming workplace barriers and the efficacy of a coaching intervention, specifically regarding the management of negative emotions and the achievement of individual targets. An employee's capacity to regulate their emotions can assist

the individual in surmounting workplace barriers that may impede their level of engagement (Nafei, 2016). Therefore, coaching provides an environment in which employees can reflect on negative emotions and transfer this reflection to the workplace, thereby managing emotional barriers (Theeboom et al., 2014). Furthermore, the belief that coaching can facilitate the development of specific skills was statistically associated with both managing negative emotions and comprehending a coachee's potential. Therefore, Hypothesis 3 was partially supported.

Engagement outcomes and coaching success

Coaching can encourage a workforce to dedicate essential skills and knowledge to the organization (Grant, 2016). However, this study failed to demonstrate a significant association between commitment to achieving organizational goals and the efficacy of a coaching intervention.

However, this study found a significant association between commitment to responsibilities and coaching success, in terms of meeting individual targets and managing negative emotions. Milner and Milner (2018) concluded that coaching intervention is a method to increase employees' confidence in their ability to fulfill their responsibilities. Therefore, coaching can be considered a learning activity that demonstrates how to apply strengths optimally to workplace duties (Ives, 2008). Nevertheless, further research is recommended to investigate how employees transfer their development to responsibilities.

An employee's willingness to exert additional effort in their performance within the organization is considered by a segment of the literature as another dimension of employee engagement (Macey et al., 2011). This investigation revealed a significant correlation between exhibiting discretionary effort for the organization and coaching efficacy, particularly in relation to managing negative emotions. However, it is advisable to interpret these findings with caution, as respondents may possess varying interpretations of what constitutes a discretionary effort. To address this limitation, further research is warranted to examine the specific ways in which employees demonstrate discretionary efforts in their organizations. Hypothesis 4 was partially supported by the data.

Conclusion

This research provided further insights into the relationship between workplace factors and coaching success and may enable management and practitioners to mitigate barriers that impede an employee's full engagement.

The effectiveness of coaching interventions appears to be influenced by multiple factors, including the role of the coach, their abilities, the perceived benefits of coaching, and engagement outcomes. The success of coaching in managing negative emotions is more likely when conducted by external coaches or colleagues than by managers, suggesting a need for organizations to carefully consider who conducts coaching sessions, especially for sensitive topics. A coach's ability to lead conversations, maintain concentration, and avoid excessive personal opinions significantly affects the achievement of coaching goals, particularly in

Factors Influencing Coaching Success: Role, Competence and Employee Engagement

meeting individual targets. This finding implies that coach training and selection should focus on the development of specific skills. Furthermore, the strong association between perceived coaching benefits (e.g., overcoming workplace barriers and developing specific skills) and coaching success suggests that organizations should emphasize these potential outcomes when introducing coaching programs to enhance employee buy-in. The significant relationship between certain engagement outcomes (such as commitment to responsibilities and willingness to exert extra effort) and coaching success indicates that coaching can be an effective tool to improve employee engagement. However, the lack of association between coaching success and commitment to organizational goals suggests that coaching may be more effective for individual-level outcomes than for broader organizational alignment. These findings imply that organizations should tailor their coaching interventions to specific objectives and carefully consider the factors that influence coaching effectiveness to maximize the benefits of their coaching programs.

Declarations

Acknowledgement: Special thanks to the participants in the college who supported the data collection process.

Funding: The authors received no financial support for the research, authorship, or publication of this article.

Ethics Statements: Ethical approval was obtained from ethics committee (number 0015269).

Informed Consent: Informed consent was obtained from all participants included in the study.

Conflict of Interest: No potential conflict of interest was reported by the author.

Data Availability: Research data supporting this research are available upon request.

References

- Argirou, A. (2016). Coaching from challenge to opportunity. *Journal of Management Development*, 35(4), 448-463.
- Bachkirova, T., Cox, E. & Clutterbuck, D. (2014). Introduction. In E. Cox, T. Bachkirova, & D. Clutterbuck (eds.), *The Complete Handbook of Coaching*. Sage Publications.
- Bhaduri, R. M. (2019). Leveraging culture and leadership in crisis management. *European Journal of Training and Development*, 43(5/6), 554-569.
- Bond, A. S., & Naughton, N. (2011). The role of coaching in managing leadership transitions. *International Coaching Psychology Review*, 6(2), 165-179.
- Bozer, G., & 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.

- Buil, I., Martínez, E., & Matute, J. (2019). Transformational leadership and employee performance: The role of identification, engagement and proactive personality. *International journal of hospitality management*, 77, 64-75.
- Buller, P. F., & McEvoy, G. M. (2012). Strategy, human resource management and performance: Sharpening line of sight. *Human resource management review*, 22(1), 43-56.
- Cameron, K. (2012). *Positive leadership: Strategies for extraordinary performance*. Berrett-Koehler Publishers.
- Clutterbuck, D. (2020). *Coaching the team at work: The definitive guide to team coaching*. Hachette UK.
- Coutu, D., & Kauffman, C. (2009). *What can coaches do for you?* Harvard Business Review. <https://hbr.org/2009/01/what-can-coaches-do-for-you>.
- Crabb, S. (2011). The use of coaching principles to foster employee engagement. *The Coaching Psychologist*, 7 (1).
- Davidescu, A. A., Apostu, S. A., Paul, A., & Casuneanu, I. (2020). Work flexibility, job satisfaction, and job performance among Romanian employees—Implications for sustainable human resource management. *Sustainability*, 12(15), 6086.
- Diamantidis, A. D., & Chatzoglou, P. (2019). Factors affecting employee performance: an empirical approach. *International journal of productivity and performance management*, 68(1), 171-193.
- Duval-Couetil, N. (2013). Assessing the impact of entrepreneurship education programs: Challenges and approaches. *Journal of small business management*, 51(3), 394-409.
- Ferreira, A. I., da Costa Ferreira, P., Cooper, C. L., & Oliveira, D. (2019). How daily negative affect and emotional exhaustion correlates with work engagement and presenteeism-constrained productivity. *International Journal of Stress Management*, 26(3), 261.
- Grant, A. M. (2012). ROI is a poor measure of coaching success: towards a more holistic approach using a well-being and engagement framework. *Coaching: An International Journal of Theory, Research and Practice*, 5(2), 74-85. <https://doi.org/10.1080/17521882.2012.672438>
- Grant, A. M. (2013). Autonomy support, relationship satisfaction, and goal focus in the coach-coachee relationship: Which best predicts coaching success? *Coaching: An International Journal of Theory, Research and Practice*, 7(1), 18-38. <https://doi.org/10.1080/17521882.2013.850106>
- Grant, A. M. (2016). The third 'generation' of workplace coaching: creating a culture of quality conversations. *Coaching: An International Journal of Theory, Research and Practice*, 10(1), 37-53. <https://doi.org/10.1080/17521882.2016.1266005>
- Grant, A. M., & Hartley, M. (2013). Developing the leader as coach: Insights, strategies and tips for embedding coaching skills in the workplace. *Coaching: An international journal of theory, research and practice*, 6(2), 102-115.
- Gregory, J. B., & Levy, P. E. (2010). Employee coaching relationships: enhancing construct clarity and measurement. *Coaching: An International Journal of Theory, Research and Practice*, 3(2), 109-123.

Factors Influencing Coaching Success: Role, Competence and Employee Engagement

- Gregory, J. B., & Levy, P. E. (2012). Employee feedback orientation: Implications for effective coaching relationships. *Coaching: An International Journal of Theory, Research and Practice*, 5(2), 86-99.
- Hussain, I.A., & Ishak, N.A. (2017). The Relationship Between Organizational Learning and Employee Engagement, in the Perspective of Young Employees from Commercial Banks in Malaysia. *Journal of Business and Economic Development*, 2(1), 57-62. doi: 10.11648/j.jbed.20170201.17
- Ianiro, P. M., Schermuly, C. C. & Kauffeld, S. (2013). Why interpersonal dominance and affiliation matter: an interaction analysis of the coach-client relationship. *Coaching: An International Journal of Theory, Research and Practice*, 6(1), 25-46.
- Ives, Y. (2008). What is 'coaching'? An exploration of conflicting paradigms. *International Journal of Evidence Based Coaching and Mentoring*, 6 (2), 100-113.
- Jamieson, M., & Wall, T. (2023). *Evaluating the impact of leadership coaching: Balancing immediate performance with longer term uncertainties*. McGraw-Hill Education (UK).
- Jones, R. J., Woods, S. A., & 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.
- Kalkavan, S., & Katrinli, A. (2014). The effects of managerial coaching behaviors on the employees' perception of job satisfaction, organisational commitment, and job performance: Case study on insurance industry in Turkey. *Procedia-Social and Behavioral Sciences*, 150, 1137-1147.
- Knight, J. (2019). Why teacher autonomy is central to coaching success. *Educational Leadership*, 77(3), 14-20.
- Kular, S., Gatenby, M., Rees, C., Soane, E., & Truss, K. (2008). *Employee Engagement: A Literature Review*. Kingston University Press.
- Ladyshevsky, R., & Taplin, R. (2017). Employee perceptions of managerial coaching and work engagement using the Measurement Model of Coaching Skills and the Utrecht Work Engagement Scale. *International Journal of Evidence Based Coaching and Mentoring*, 15(2), 25-42.
- Ladyshevsky, R., & Taplin, R. (2018). The Interplay Between Organisational Learning Culture, The Manager as Coach, Self-Efficacy and Workload on Employee Work Engagement. *International Journal of Evidence Based Coaching and Mentoring*, 16 (2), 3-19.
- Lin, C. Y., & Huang, C. K. (2021). Employee turnover intentions and job performance from a planned change: the effects of an organizational learning culture and job satisfaction. *International journal of manpower*, 42(3), 409-423.
- Liu, C. H. (2017). Creating competitive advantage: Linking perspectives of organization learning, innovation behavior and intellectual capital. *International Journal of Hospitality Management*, 66, 13-23.
- Lowe, G. S. (2010). *Creating healthy organizations: How vibrant workplaces inspire employees to achieve sustainable success*. University of Toronto Press.

- Luthans, F., & Youssef-Morgan, C. M. (2017). Psychological capital: An evidence-based positive approach. *Annual review of organizational psychology and organizational behavior*, 4(1), 339-366.
- Macey, W. H., Schneider, B., Barbera, K. M., & Young, S. A. (2011). *Employee engagement: Tools for analysis, practice, and competitive advantage*. John Wiley & Sons.
- Marcinkus Murphy, W. (2012). Reverse mentoring at work: Fostering cross-generational learning and developing millennial leaders. *Human resource management*, 51(4), 549-573.
- Markos, S., & Sridevi, M. S. (2010). Employee engagement: The key to improving performance. *International journal of business and management*, 5(12), 89.
- Martens, R., & Vealey, R. S. (2024). Successful coaching. *Human kinetics*.
- McCarthy, G., & Milner, J. (2013). Managerial coaching: challenges, opportunities and training. *Journal of Management Development*, 32(7), 768-779.
- Mills, M., R. Fleck, C., & Kozikowski, A. (2013). Positive psychology at work: A conceptual review, state-of-practice assessment, and a look ahead. *The Journal of positive psychology*, 8(2), 153-164.
- Milner, J., & Milner, T. (2018). Most managers don't know how to coach people. But they can learn. *Harvard Business Review*. <https://hbr.org/2018/08/most-managers-dont-know-how-to-coach-people-but-they-can-learn>.
- Nafei, W. A. (2016). Organizational silence: a barrier to job engagement in successful organizations. *International Business Research*, 9(4), 100-117.
- Neves, P., Almeida, P., & Velez, M. J. (2018). Reducing intentions to resist future change: Combined effects of commitment-based HR practices and ethical leadership. *Human Resource Management*, 57(1), 249-261.
- Nyenrode, B.K., & Hupkes, L. (2019). Organizational Environment, Personal Resources and Work Engagement as Predictors of Coaching Performance. *Journal of Management Policy and Practice*, 20(3).
- O'Broin, A., & Palmer, S. (2010). Exploring key aspects in the formation of coaching relationships: initial indicators from the perspective of the coachee and the coach. *Coaching: An International Journal of Theory, Research and Practice*, 3(2), 124-143. <https://doi.org/10.1080/17521882.2010.502902>
- Pandita, D., & Ray, S. (2018). Talent management and employee engagement—a meta-analysis of their impact on talent retention. *Industrial and commercial training*, 50(4), 185-199.
- Panigrahi, R., Srivastava, P. R., & Sharma, D. (2018). Online learning: Adoption, continuance, and learning outcome—A review of literature. *International Journal of Information Management*, 43, 1-14.
- Sharma, P. (2017). How coaching adds value in organisations. The role of individual level outcomes. *International Journal of Evidence Based Coaching and Mentoring*, Special Issue 11.

Factors Influencing Coaching Success: Role, Competence and Employee Engagement

- Shuck, B., Twyford, D., Reio Jr, T. G., & Shuck, A. (2014). Human resource development practices and employee engagement: Examining the connection with employee turnover intentions. *Human resource development quarterly*, 25(2), 239-270.
- Smith, I. M., & Brummel, B. J. (2013). Investigating the role of the active ingredients in executive coaching. *Coaching: An International Journal of Theory, Research and Practice*, 6(1), 57-71.
- Sonesh, S. C., Coultas, C. W., Lacerenza, C. N., Marlow, S. L., Benishek, L. E., & Salas, E. (2015). The power of coaching: a meta-analytic investigation. *Coaching: An International Journal of Theory, Research and Practice*, 8(2), 73-95.
- Starr, J. (2011). *The Coaching Manual: The definitive guide to the process, principles and skills of personal coaching*. Pearson Education Limited.
- Stern, L. & Stout-Rostron, S. (2013). What progress has been made in coaching research in relation to 16 ICRF focus areas from 2008 to 2012? *Coaching: An International Journal of Theory, Research and Practice*, 6(1), 72-96.
- Theeboom, T., Beersma, B., & 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.
- Tooth, J. A., Nielsen, S., & Armstrong, H. (2013). Coaching effectiveness survey instruments: taking stock of measuring the immeasurable. *Coaching: An International Journal of Theory, Research and Practice*, 6(2), 137–151. <https://doi.org/10.1080/17521882.2013.802365>
- Van Zyl, E. S., Mathafena, R. B., & Ras, J. (2017). The development of a talent management framework for the private sector. *SA Journal of Human Resource Management*, 15(1), 1-19.
- Warnock, J. M., Gibson-Sweet, M., & van Nieuwerburgh, C. J. (2022). The perceived benefits of instructional coaching for teachers. *International journal of mentoring and coaching in education*, 11(3), 328-348.
- Williams, J. S. (2021). An empirical investigation of coaching ingredients: the role of the coach-coachee relationship in influencing coaching outcomes. *Coaching: An International Journal of Theory, Research and Practice*, 16(1), 1–15. <https://doi.org/10.1080/17521882.2021.1979612>