

Exploring the impact of coaching on employee performance and organization effectiveness: A conceptual study

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Abstract

In an era marked by rapid technological advancements, shifting demographics, and evolving citizen expectations, government agencies must adapt, innovate, and deliver services efficiently and effectively. In this context, coaching emerges as a powerful tool to empower government. Thus, this conceptual study explores the critical concepts of coaching and synthesizes findings related to coaching's impact on individual employees and organizational performance. A systematic search in bibliographic databases such as PubMed, PsycINFO, ERIC, Web of Science, and Google Scholar was conducted to identify relevant studies. Systematic review on full-text articles from 2000 to 2023 using keywords, such as coaching, coaching program, employee performance, and organizational performance. Many studies reveal that coaching positively impacts employees in several ways. Coaching provides many benefits, including improving employee engagement, skills, performance, confidence, and self-efficacy. It also accelerates learning, develops leadership abilities, enhances problem-solving, and fosters innovation. Additionally, coaching supports talent retention and development while fostering a positive organizational culture. In the civil service, coaching aids in skill development, career advancement, addressing weaknesses, adapting to change, and managing stress, resulting in overall performance improvement. This study provides valuable insights and contributions to advancing both academic understanding and practical application in this critical area of organizational development and human resource management.

Keywords: Coaching; civil servant; employee performance; organization effectiveness

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1. Introduction

Coaching in the workplace is a critical factor for enhancing employee performance and achieving organizational effectiveness. Coaching can be a strategic tool in providing feedback, setting goals, and offering support within organization and it have been found to motivate employees, increase job satisfaction and morale, and strengthen bonds between individuals (Rezania & Gurney, 2014). Research has shown that coaching can have a positive impact on employee performance by improving skills, increasing knowledge, and enhancing confidence. Coaching helps employees identify their strengths and areas for improvement, set goals, and develop action plans to achieve those goals (Longenecker et al., 2010). Coaching also plays a crucial role in building and maintaining relationships between managers and employees (Errida & Lotfi et al., 2021). Coaching also can be a tool for Organizational Development emphasizes the importance of coaching in supporting individuals through all phases of the change process (Errida & Lotfi et al., 2021). This study highlights that coaching can facilitate the development of intrapersonal skills, improve readiness and involvement in change, and create ongoing dialogues with employees. By incorporating coaching into their development programs, organizations can effectively support individuals in navigating change, developing new skills, and unlocking their full potential. Furthermore, the organization can benefit from the resulting effects on organizational performance and effectiveness and productivity growth using coaching process as an important tool for improving the individual level performance (Utrilla et al., 2015). In Malaysia civil services, human capital qualities play an important role in determining the direction of civil servant and ensuring the efficiency of management (Che Mohd Sayharuddin Che Cob et al., 2017). Therefore, coaching can be a valuable approach in setting a conducive environment in the workplace which can directly and indirectly trigger the personality traits, motivation, learner autonomy and leadership styles where these four independent variables can affect the work performance of the employees (Che Mohd Sayharuddin Che Cob et al., 2017). As coaching has accepted to be a valuable tool within most organization, main questions concerning the impact of coaching on employee performance and organization effectiveness among stakeholders whether coaching can be a main driver to improve the employee performance and organization effectiveness. Several empirical studies on coaching have been conducted with several different theoretical framework and developed models. Therefore, a review of the literature was conducted for further understanding the concept of coaching and to explore the impact of coaching on employee performance and the organization effectiveness.

2.0 *What is Coaching?*

According to International Association of Coaching (IAC), coaching is a transformative process for personal and professional awareness, discovery and growth, and the expansion of possibilities Ross et al., (2018) whereas van Zyl et al., (2020) stated coaching is a reference with positive psychological coaching as a short to medium term professional, collaborative relationship between a client and a coach, aimed at identification, utilization, optimization, and development on personal strengths and resources in order to enhance positive states, traits and behaviours. Meanwhile Hannafey & Vitulano et al., (2013) defined that coaching is a partnership between a management-level client and coach hired by an organisation to assist the employee in becoming more effective and successful manage. Coaching plays a vital role in building capacity, driving performance, and fostering a culture of continuous improvement within government organizations. For instance, a study by Bond & Seneque et al., (2013) suggested coaching can be a form of practice for management and organization development. In addition, the study concluded that coaching can be seen as an effective approach to managing a diverse and rapidly changing workforce. Other than that, study by Grover & Furnham et al., (2016) showed coaching intervention with employed adults in organizational setting increase well-being, career satisfaction and goal attainment. This study also stated that coaching impacting peer and subordinate ratings of coachees' leadership behaviours and having positive effects on those that work close to coachees. Coaching is also a flexible tool

whether it can deliver through face to face, online or blended mode. Study by Michalik & Schermuly et al., (2023) demonstrated there is no differences in perceived coaching success in term of effectiveness across coaching formats. Furthermore, Cidral et al., (2023) showed that the success of coaching is depend on coach quality, coachee engagement, coaching process, coaching reflection and behaviours resulting from coaching and coachee success. This conceptual study will look into the impact of coaching on the employee and organization performance. A combination of empirical studies both from international and Malaysia context will be transpire on this paper in order to reveal the impact and the outcome of coaching from two distinct scope but yet compliment from one and another. By investing in coaching initiatives, governments can strengthen their capabilities, achieve strategic objectives, and better serve the needs of society.

2.1 The Impact of coaching on the employee performance

Coaching can give a significant impact on the employee performance. There are several empirical studies showed relationship of coaching and its impact to employee performance in the organization. For instance, a study by Purwanto & Prasetya et al., (2021) showed that coaching variables has significant effect on employee's performance. An increase of coaching variables will follow by an increase on employee performance and a decrease in coaching variables will be followed by a decrease employees' performance. Furthermore, role of leadership coaching can be an inspiration, facilitator and motivator on employee performance (Hartono et al., 2021). Meanwhile Achi and Maamari, et al., (2021) showed the correlation between the level of creativity, motivation, commitment, OCB (Organizational Citizenship Behaviour) to coaching consequently increase employee performance. Furthermore, study by Ytterstad and Olaisen et al., (2021) showed that coaching can strengthen self-confidence, learning and creativity among employee thus improve the employee performance.

Coaching also can be a valuable tool to improve leadership and overcoming personal deficiencies among Executive Master of Business Administration student (Fulmore et al., 2022). This study showed that coaching can motivates sustained change among students and leverage the knowledge from coaching experience for the development of others. Meanwhile Park et al., (2021) demonstrated the managers that used managerial coaching can give a direct effect on employees learning and organizational commitment through personal learning. In addition, this study unveiled the process of how managers coaching can affect employee's development and attitudes at work. Manager as a coach also play a vital role in term of an applying experiential learning to aid an employee learning and improve performance as well based on the study by Lyons & Bandura et al., (2023) there is clear evidence that coaching can improve employee's growth and building commitment which positively affect work performance, job engagement and job retention.

On the other hand, employee performance also affected by the way employee can adapt and accept changes within organization whereby Brandes & Lai et al., (2022) showed that external coaching can be a valuable approach in responding to individual resistance in organisational change management. Employees from foreign countries worked in Multinational company also can gain benefit from coaching process. Salomaa et al., (2015) showed success coaching can impact the expatriate as individuals, relationship, leadership and system perspective which will be directly influence the employee performance through adaptability in internal and external workplace environment. Psychology wellbeing of employee is crucial in order to drive employee performance where there is a significant relationship between Psychological and coaching. Study by Lai & Palmer et al., (2019) showed Psychological-informed executive coaching approaches can enhance organizational learning and development. On this study, forward looking cognitive coachees should be encouraged at the initial stage of the coaching engagement in order to facilitate realistic thinking and motivation to change. In addition, Wang et al., (2022) confirmed that psychologically informed coaching approaches facilitated effective work-related outcomes particularly on goal attainment and self-efficacy. Moreover, this approach stimulated individuals' internal self-

regulation and awareness to promote work satisfaction and facilitated sustainable change and have a positive change in individuals' performance.

In the context of organization in Malaysia, coaching can be a useful tool to increase employee performance especially in public sector. For instance, coaching can improve teachers and coaches' performances in the school through five elements of coaching namely collaboration, support, feedback, reflect and trust (Salwati Shafee et al., 2019). This study involves 470 teachers and coaches in primary and schools in Selangor and Sabah. On top of that, researchers showed that coaching process also contribute positive outcome among teachers in term of their performance for example obtaining good results in examination, increasing students' motivation and confidence level, guiding the students in problem solving and gaining various learning skills (Nik Afzan et al., 2021). In public sector, there is a significant positive relationship between coaching and talent development among employees in Higher Public Education Institution (Omar et al., 2023). In this study, coaching is carried out through several approaches such as webinar course, meetings, internal job rotation, training and mentoring programmes. There are 400,000 civil servants in Malaysia have been identified as experiencing many types of stress (Ahmad et al., 2022). This study showed there are a significant relationship between personality and job demands towards job stress. According to Palmer et al., (2003) coaching has become acceptable to organisations to manage stress, improve performance and achieve goals meanwhile coaching can be useful tackling stress as it can help individuals to identify stressors, find permanent solutions and maintain changes. Furthermore, Saleem et al., (2022) showed the intervention such as coaching may help post-graduate students create positive emotions which helps individual generate cognitive resources and overcome stress that may deplete their engagement behavioural requirements. These several empirical studies showed that coaching can be valuable tool in managing stress within organization. Overall based on studies stated, coaching has a significant positive value to enhance the performance of the employees in many aspects.

2.2 The Impact of coaching on the organization performance

Coaching can have a significant impact to organization through leadership, employee performance, stress management, teamwork, talent development and in workplace culture that can lead to better and effective organization. There are several studies which had been carry out to show the relationship between coaching and these elements that contribute the organization effectiveness. Study by Shutler et al., (2023) which focus on leadership coaching to educators showed that by focusing on developing educators unique's leadership skills and their understanding of leadership theory teacher engagement levels and their ability to lead the students can be enhance which directly increase the organization effectiveness. Coaching also can be a useful tool managing stress in the workplace were failing in stress management and it can directly effect on the employee performance and on organization effectiveness. Study by Saleh et al., (2023) showed the roles of continuous coaching can be one of approach in dealing with the turnover intention issue due to work stress and work family conflict which directly effect on employee performance. Higher education institution also gains great benefit from coaching. Study by Burleigh et al., (2023) showed developing coaching programme in faculty may lead to improved teaching performance, alignment of the faculty with the institutional goals, foster professional growth and enhance the implementation of progressive practices to benefit student learning. Coaching can be a strategic approach in creating effective teamwork which contribute the organization effectiveness. Aldrin & Utama et al., (2019) showed there is a correlation between before using coaching and after teamwork been given coaching. This study also proved that the coaching affects the teamwork performance and the result are seen three months after coaching is taught. Organization effectiveness also influence by talent development in the organization where study by Bubna et al., (2023) showed a significant relationship between skill acquisition and coaching practice in esports in the aspect of development of expertise among esports athlete.

The impact of coaching in the organization performance also can be seen in Malaysia context. There is a several studies support the strong relationship between coaching and organization performance among organization in Malaysia. Based on the study by Gan et al., (2021), executive coaching can enhance leadership capabilities and this directly support organizational performance. This empirical study found coach-centric constructs, coachee characteristics, quality relationship and organizational in Malaysia. Coaching can be a tool for professional development among corporate sector employee in Malaysia which also can increase the organization performance. Kho et al., (2019), showed that the instructional coaching which has been implemented widely across Malaysia can be professional development tool in term of focusing on providing pedagogical support among teachers and at the same time can act as a bridge in reducing gap between low performing and high performing schools. Furthermore, coaching also can be a game changer in organization especially in boost work engagement and reduce turnover intention which indirectly increase organization performance. Study by Lee et al., (2019) showed there is a link between transformational leadership and higher levels of supervisory coaching which mediate work engagement and turnover intention. This study involved 500 employees, nested in 65 workgroups from private organization in Malaysia. The impact of coaching on organization performance also can be seen in public sector in Malaysia. There are several empirical studies showed the significant relationship between coaching and performance of public sector. On the other hand, study by Kadir et al., (2021) showed a significant relationship between coaching and teacher's metacognition involving 186 teachers teach in Tuaran district. The finding of the study also showed that teachers are ready to receive coaching in order to develop metacognition ability to improve their teaching and learning performance and this will be directly contributed to the school performance. Meanwhile there is a positive relationship between coaching and teachers' professional practices in the classroom where it contributes the enhancement of professional practices among teachers in low performing schools (W. Md Rasidi et al., 2020). This study involved 200 teachers in Kuala Muda / Yan, Kedah. In short, all evidence in the respective studies suggest that coaching can be a valuable and strategic tool which can be use in the organization in order to improve the organization performance.

3. Methodology

This conceptual study used scoping review aims to clarify concepts of coaching, scope a body of literature and identify the theoretical framework and developed models as illustrated in Figure 1. For this study, an interpretive scoping review methodology is used based on the framework outlined by Arksey & O'Malley et al., (2005) which covers a broader issue in contrast with the systematic review. Based on Daudt et al., (2013), scoping reviews help identify critical characteristic of factors related to the concept and analyse the knowledge gaps. The purpose of this study was to identify the existing work of research on coaching and its impact for future references in organization. The methodology was structured into several distinct stages to systematically filter and identify pertinent literature, as outlined below.

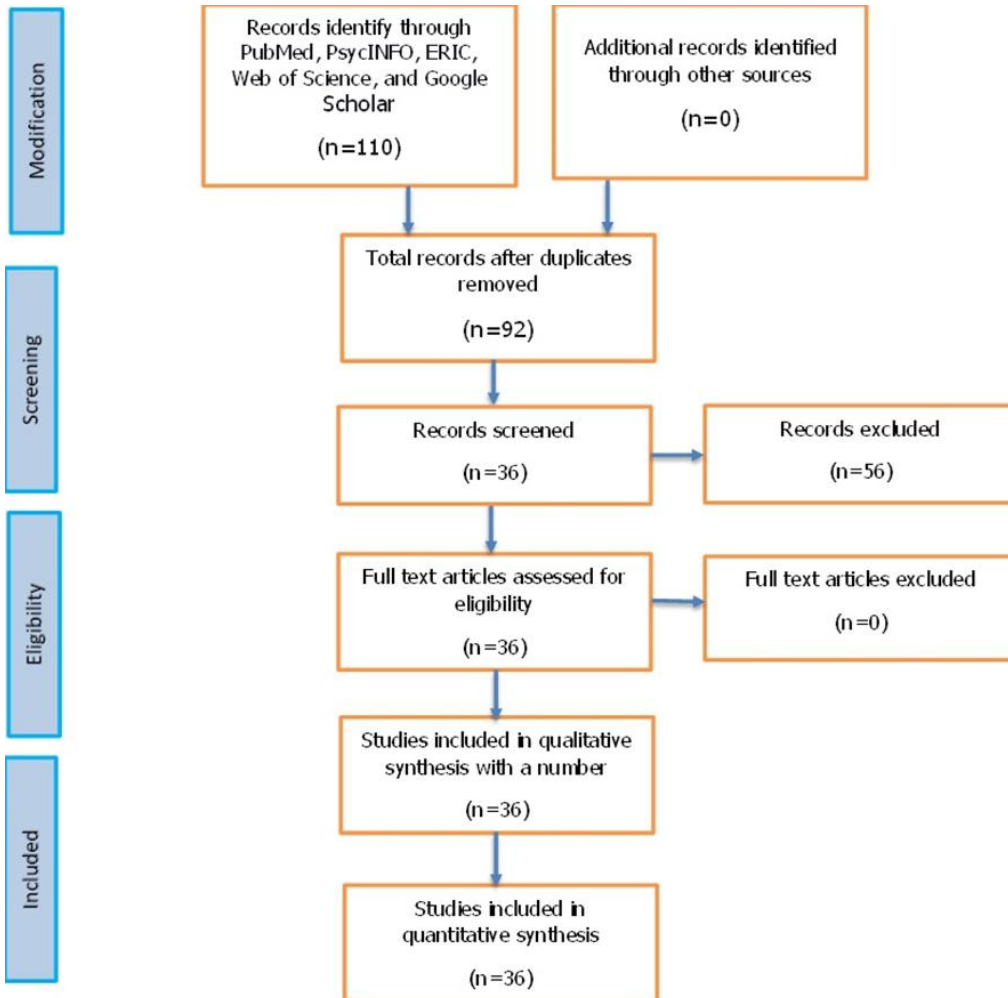


Fig.1 Flow diagram: Selection of articles

3.1 Literature Search and Selection Process

Initially, a comprehensive literature search was conducted across PubMed, PsycINFO, ERIC, Web of Science, and Google Scholar, utilizing key phrases such as "coaching," "employee performance," and "organization effectiveness." This search focused on retrieving full-text publications published in English from 2000 until 2023. As a result, 110 potentially relevant articles were identified. As shown in Figure 1, this initial selection was refined by removing duplicates and reducing the corpus to 36 articles. Subsequently, a thorough examination of titles and abstracts was conducted to determine their direct connection to the study's main emphasis. Specifically,

publications describing "coaching" and "employee performance in organisational contexts" were considered. As a result, 36 articles were selected for further assessment.

3.2 Screening process

The screening of the 110 relevant articles was divided into initial and final stages to ensure the alignment of the selected literature with the research objectives:

3.2.1 Initial screening: This phase involved a preliminary review of article titles and abstracts, filtering out those not directly related to employee performance and organization effectiveness within coaching settings. This stage was crucial for excluding 18 duplicate, 92 literature focusing on related contexts remained.

3.2.2 Final screening: Articles that passed the initial screening underwent a thorough full-text review to evaluate their relevance and contribution to understanding employee green behavior in organizational settings. At this stage, 56 article not fulfill requirement were excluded from the analysis. This rigorous assessment resulted in the selection of 36 articles that closely matched the research criteria, providing a rich source of data for subsequent analysis.

3.2.3 Analysis and Synthesis: With a refined set of 36 articles, the researchers embarked on in-depth reading and analysis, focusing on extracting and organizing key concepts, impact of coaching on employee performance and organization effectiveness and relevant theoretical frameworks. This stage was instrumental in distilling essential insights and evidence from the literature, facilitating a nuanced understanding of the research topic. The meticulous organization and synthesis of the literature not only enriched the literature review section but also underscored the study's scholarly rigor, enhancing the overall credibility and reliability of the research findings.

4. Findings

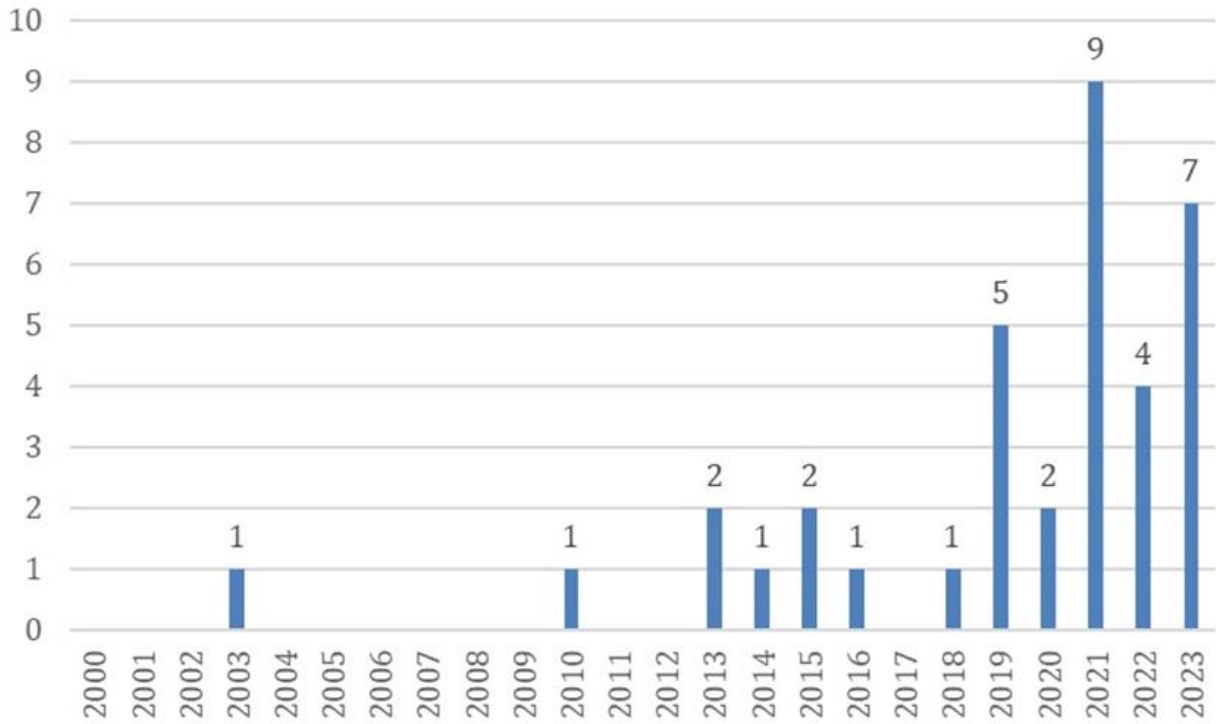


Fig.2 Distribution of publication selected from 2000 to 2023

Figure 2 illustrates the annual distribution of publication counts drawn from selected journals that were used as references in this study, covering an extensive period from 2000 to 2023. The frequency of publications was generally low until 2019, with most years showing only one publication and no publications recorded for certain years. Notably, there was an increase in activity beginning in 2019, with the number of publications fluctuating annually and reaching a maximum of 9 publications in 2021. From 2019 to 2023, there was a period of fluctuation, with range of publication between 2 to 9 publications. This indicates an inconsistent interest and research concentration in the specified topic field over these years. The overall trend presented in the data indicates the evolving interest and research intensity in the field encapsulated by the selected journals. The following table 1 presents the literature review findings including author(s), title of the article, research method, the sample of the study, year of publication, journal and countries related to coaching study.

Table 1 List of Coaching studies from varies countries according methods and year of publication.

Authors	Title of the article	Country	Research method	Samples (n)/ participant	Journal	Year of publication
Palmer, S., Tubbs, I., & Whybrow, A.	Health coaching to facilitate the promotion of healthy behaviour and achievement of health-related goals	UK	Article	-	<i>International Journal of Health Promotion and Education</i> (Vol. 41, Issue 3)	2003
Longenecker, C. O.	Coaching for better results: Key practices of high-performance leaders	USA	Quantitative	219 managers	<i>Industrial and Commercial Training</i> , 42(1)	2010
Bond, C., & Seneque, M.	Conceptualizing coaching as an approach to management and organizational development	UK & Australia	Cognitive mapping	-	<i>Journal of Management Development</i> (Vol. 32, Issue 1, pp. 57–72)	2013
Hannafey, F. T., & Vitulano, L. A.	Ethics and Executive Coaching: An Agency Theory Approach	USA	Article	-	<i>Journal of Business Ethics</i> , 115(3)	2013
Rezania, D., & Gurney, R.	Building successful student-athlete coach relationships: Examining coaching practices and commitment to the coach	Canada	Quantitative	165 student-athletes	<i>SpringerPlus</i> , 3(1).	2014
Salomaa, R.	Expatriate coaching:	Finland	Qualitative	25 coached	<i>Journal of</i>	2015

	factors impacting coaching success			expatriates, coaches and HR professionals	<i>Global Mobility</i> , 3(3), 216–243	
Utrilla, P. N. C., Grande, F. A., & Lorenzo, D.	The effects of coaching in employees and organizational performance: The Spanish Case	Spain	Quantitative	498 HR managers	<i>Intangible Capital</i> , 11(2)	2015
Grover, S., & Furnham, A.	Coaching as a developmental intervention in organisations: A systematic review of its effectiveness and the mechanisms underlying It	UK & Norway	Scoping review	52 articles	<i>PLoS ONE</i> (Vol. 11, Issue 7). Public Library of Science	2016
Ross, A.	Perspectives on the Definition of Coaching	US	Article	-	<i>Professional Coaching</i> . Springer Publishing Company	2018
Lai, Y. L., & Palmer, S.	Psychology in executive coaching: an integrated literature review	UK	Scoping review	234 articles	<i>Journal of Work-Applied Management</i> (Vol. 11, Issue 2, pp. 143–164).	2019
Kho, S. H., Saeed, K. M., & Mohamed, A. R.	Instructional coaching as a tool for professional development: Coaches' roles and considerations	Malaysia	Qualitative	10 coaches	<i>Qualitative Report</i> , 24(5)	2019
Lee, M. C. C., Idris, M. A., & Tuckey, M.	Supervisory coaching and performance feedback as mediators of the relationships between leadership styles, work engagement, and turnover intention	Malaysia	Quantitative	500 employees from 65 private company	<i>Human Resource Development International</i> , 22(3)	2019
Aldrin, N., & Utama, A. P.	Analysis of the Effect of Coaching on	Indonesia	Quantitative	15 employees	<i>International Journal of</i>	2019

	Teamwork Performance				<i>Research in Business and Social Science (2147- 4478), 8(3)</i>	
Salwati Shafee, Zuraidah Abdullah, & Simin-Ghavifekr.	Peranan Amalan Bimbingan dalam Meningkatkan Pembelajaran Professional Guru.	Malaysia	Quantitative	470 teachers and coaches in Selangor and Sabah	<i>Journal Kepimpinan Pendidikan, 6(1).</i>	2019
W. Md Rasidi, W. F., Mydin, A.-A., & Ismail, A.	Coaching Pengajaran Sebagai Pembelajaran Profesional Guru: Satu Tinjauan	Malaysia	Quantitative	200 teachers in Kuala Muda / Yan, Kedah	<i>Asian People Journal (APJ), 3(2)</i>	2020
van Zyl, L. E., Roll, L. C., Stander, M. W., & Richter, S.	Positive psychological coaching definitions and models: A systematic literature review	Netherland, German & Hong Kong	Scoping review	24 articles	<i>Frontiers in Psychology (Vol. 11)</i>	2020
Ytterstad, S., & Olaisen, J.	<i>Transformational Leadership: Developing Self-Confidence, Learning, and Creativity</i>	Norway	Quantitative & Qualitative	78 participants	<i>ECIE 2021- proceedings of the 16th European conference on innovation and ACPIL</i>	2021
Park, S., McLean, G. N., & Yang, B.	Impact of managerial coaching skills on employee commitment: the role of personal learning	Korea, Thailand & China	Quantitative	187 employees	<i>European Journal of Training and Development, 45(8-9), 814-831</i>	2021
M.Y, Y., Nik Afzan, N.S.A, Zainuddin, Z.,	Analysing the impact of coaching on teacher's and	Malaysia	Quantitative	47 students and 26 teachers	<i>Proceedings of the International</i>	2021

Muhammad, Z., Saputra, J., & Moorthi, S.	students' performance				<i>Conference on Industrial Engineering and Operations, 6426–6436</i>	
Gan, G. C., Chong, C. W., Yuen, Y. Y., Yen Teoh, W. M., & Rahman, M. S.	Executive coaching effectiveness: towards sustainable business excellence	Malaysia	Quantitative	320 participants	<i>Total Quality Management and Business Excellence, 32(13–14).</i>	2021
Kadir, A., Karuppanan, G., Abdur Rahman, M., & Kumarasamy, M. M.	The Effects of Coaching and Mentoring on Metacognition Knowledge Among Malay Language Teachers in Sabah, Malaysia	Malaysia	Quantitative	186 teachers	<i>American International Journal of Education and Linguistics Research</i>	2021
Achi, S. El, & Maamari, B. E.	The mediating effect of coaching acceptance between employees' creativity, motivation, commitment and OCB on performance	Lebanon	Quantitative	567 employees	<i>International Journal of Trade and Global Markets, 14(3)</i>	2021
Hartono, B., Darmawansyah, M. E., & Bedy Saskito, D. I.	Dynamic System Model of the Role of Leadership Coaching on Employee Performance.	Indonesia	Quantitative	86 hospital staffs	<i>Jurnal Kesehatan Masyarakat, 17(1)</i>	2021
Purwanto, A., & Prasetya, A. B. (2021	Did coaching, training and development, empowerment and participation on school employees' performance?	Indonesia	Quantitative	90 school employees	<i>Journal of Industrial Engineering & Management Research, 2(3)</i>	2021
Errida, A., & Lotfi, B.	The determinants of organizational change management success: Literature review and	Morocco	Qualitative	50 employees	<i>International Journal of Engineering Business</i>	2021

	case study				<i>Management, 13</i>	
Fulmore, J. A., Olson, J., & LaCoste, L.	The long-term impact of coaching in an executive MBA program	USA	Quantitative	98 alumni	<i>Organization Management Journal, 19(5), 200–213</i>	2022
Wang, Q., Lai, Y. L., Xu, X., & McDowall, A.	The effectiveness of workplace coaching: a meta-analysis of contemporary psychologically informed coaching approaches	UK & China	Scoping review	20 articles	<i>Journal of Work-Applied Management (Vol. 14, Issue 1, pp. 77–101)</i>	2022
Brandes, B., & Lai, Y. L.	Addressing resistance to change through a micro interpersonal lens: an investigation into the coaching process	Germany & UK	Qualitative	20 coaches	<i>Journal of Organizational Change Management, 35(3), 666–681</i>	2022
Saleem, M. S., Isha, A. S. N., Awan, M. I., Yusop, Y. B., & Naji, G. M. A.	Fostering Academic Engagement in Post-graduate Students: Assessing the Role of Positive Emotions, Positive Psychology, and Stress	Malaysia	Quantitative	373 post-graduate students	<i>Frontiers in Psychology, 13</i>	2022
Michalik, N. M., & Schermuly, C. C.	Online, offline, or both? The importance of coaching format for side effects in business coaching	USA & German	Quantitative	104 participants	<i>Journal of Managerial Psychology</i>	2023
Burleigh, C. L., Kroposki, M., Steele, P. B., Smith, S., & Murray, D.	Coaching and teaching performance in higher education: a literature review	USA	Scoping review	86 articles	<i>International Journal of Mentoring and Coaching in Education, 12(1), 1–17</i>	2023
Cidral, W., Berg, C. H., & Paulino, M. L.	Determinants of coaching success: a systematic review	Portugal & Brazil	Scoping review	39 articles	<i>International Journal of Productivity and Performance Management</i>	2023

					(Vol. 72, Issue 3, pp. 753–771	
Lyons, P., & Bandura, R. P.	Coaching to build commitment for generating performance improvement	USA	Scoping review	18 articles	<i>Journal of Work-Applied Management</i> , 15(1), 120–134	2023
Bubna, K., Trotter, M. G., Watson, M., & Polman, R.	Coaching and talent development in esports: a theoretical framework and suggestions for future research	Sweden, German & Australia	Article	-	<i>Frontiers in Psychology</i> , 14	2023
Shutler, Z.	Examining the Impact of Leadership Coaching Designed for Public Educators: Does the Investment Enhance Teacher Engagement Levels and Their Ability to Lead Their Students?	US	Qualitative	30 teachers	<i>Journal of Character and Leadership Development</i> , 10(2), 94–99	2023
Omar, S. S., Mohd Angsor, M. A., & Min Tan, A. J.	Talent Development Practises at Higher Education Institutions in Malaysia during COVID-19 Pandemic: A Case of a Public University in the Southern Region	Malaysia	Qualitative	4 participants	<i>Journal of Technology Management and Business</i> , 10(1)	2023

Table 1 provides an overview of various research articles related to coaching across different countries, publication years, research methods, and sample sizes. The articles span multiple domains, including health coaching, executive coaching, leadership, and educational coaching. The research methods used include quantitative, qualitative, scoping reviews, and articles, and the sample sizes vary from a small number of participants (e.g., 4 participants in a case study) to large-scale surveys with hundreds of individuals (e.g., 500 employees). The articles are published in journals spanning health, business, management, education, and

psychology. The research aims to explore coaching's impact on performance, organizational development, leadership, and various personal and professional outcomes..

5. Conclusions

This conceptual study makes several significant contributions to explore the critical concepts of coaching and synthesizes findings related to coaching's impact on individual employees and organizational performance. Overall, this study showed there is significant evidence where coaching can influence the performance of employees through positive work performance, job engagement, job retention and cognitive behaviour which directly effect on goal attainment, self-efficacy and stimulate individuals' internal self-regulation and awareness. Furthermore, coaching can be a strategic tool to enhance leadership capabilities among stakeholders, helping stakeholders achieve the institutional goal and creating conducive environment for talent development which will drive the performance of organization in the future. On top of that, coaching can be a valuable tool for Human Resource managers in organization to manage stress in workplace by inculcate coaching culture in organization which not only give a significant impact to employees' wellbeing but at the same time increase the organization performance to the highest level. This conceptual study not only focusing the impact of coaching on employees and organization performance but it also provides emphasizes the theoretical foundations, practical implications for organizations, and future research opportunities related to coaching especially to identify the barriers and creating sustainable model of coaching which can be use in all context workplace setting.

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Authors' Biographies

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I am currently a Senior Principal Assistant in the Department of the Director General of Federal Lands and Mines under the Ministry of Natural Resources and Environmental Sustainability. At the same time, I have been recognized as a Certified Professional Coach by the National Institute of Public Administration (INTAN) and actively engage in coaching activities. With 20 years of experience in the civil service, I am particularly interested in leadership, strategic management, and project management through various platforms of engagement in public service.



I am currently a Senior Lecturer in the International Business Program at the Faculty of Business, Economics, and Accountancy at Universiti Malaysia Sabah (UMS). Prior to this, I was a Lecturer at Universiti Islam Malaysia (UIM) and an Assistant Lecturer at Universiti Sultan Zainal Abidin (UNISZA). My research interests include management, safety management, leadership, international human resource management (IHRM), and marketing. I am particularly focused on leadership dynamics in global organizations, the role of safety management in improving performance, and the adaptation of marketing strategies in diverse cultural contexts. Throughout my career, I have been committed to fostering critical thinking and a global perspective in my students, while also contributing to academic research and participating in professional development activities.