

Coaching Efficacy in Organisation: Combined Effect

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Abstract

The advantages of employee training are now undeniable. The amount of research done and the regulations mandating funding for it attest to this. The need of skill development for employees is reinforced by the evolution and change of jobs. Despite the numerous models found in the literature, the discussion over training programs' efficacy still centers on their performance and the challenges associated with achieving it. Even though organizations place a high value on coaching, it is frequently linked to ineffective or disorganized managerial activities. There is a dearth of research on its effects in the literature. Furthermore, research on the efficacy of coaching is still lacking (Feyertag & Roschk, 2021). In this study, we attempted to quantify the effects of training initiatives, but we concentrated on employee coaching—a so-called informal method of skill development.

This study used a mixed methodology (qualitative and quantitative) and was carried out in a textile industry organization. The organization's managers, executives, and employees make up the respondents. For this reason, 70 questionnaires were filled out and 20 interviews were undertaken. The study sought to investigate the effects of coaching in conjunction with technical skill development programs.

The qualitative component's findings show that coaching is an essential instrument for personal growth and enables the development of transversal abilities (such as stress management and decision-making). The findings also emphasize how crucial coaching is for managers in particular to strengthen their interpersonal skills. However, even though the majority of respondents believe that coaching improves their well-being and their capacity to handle stressful situations, the results show the need to better customize the coaching experience. The findings also show that coaching enhances technical training skills in a synergistic way, especially for jobs involving more difficult activities. The study shows that coaching depends on the type of duties (operational, technical, or administrative level). According to the study, technical instruction and coaching might have complementing effects.

However, the findings indicate that mentoring is not as appropriate for first-line operational roles. In summary, the study shows that coaching has positive impacts on the development of transversal abilities in addition to the necessity of personalizing it. Coaching enables a thorough approach to professional development when combined with technical instruction.

The literature is full of intervention models designed to maximize learning and its transfer in the workplace to assess training programs. Researchers have long been concerned about the problem of learning transfer and have found numerous barriers. These can be linked to organizational (contextual), interactional (with the superior), or personal (psychological) qualities. These aspects appear to be addressed by coaching, which can encourage the growth of the abilities necessary for both personal and professional success. Future research should investigate this avenue.