

# EXPLORING GROUNDED THEORY STUDY IN COACHING: A CASE OF MANUFACTURING INDUSTRY

**ABSTRACT:** This study investigates the coaching readiness of manufacturing employees through the responses of coaches and the factors that influence it. Kretzschmar's coaching readiness model is the primary resource to identify prospective factors influencing coaching preparedness. 50 questionnaires were distributed to a random sample of manufacturing organization instructors. However, random sampling was conducted on designated coaches from manufacturing companies. Multiple regression analysis was utilized to determine the most influential variables influencing the level of coaching preparedness. Commitment to change is the biggest and most significant factor affecting a person's coaching readiness. A significant correlation exists between client readiness and coaching expertise. Psychological interpretation and a sense of safety did not affect the coaching preparedness substantially. The study demonstrates that knowledge of coaching and a propensity to change can be used as influencing variables to increase employee coaching readiness.

**Keywords:** Coaching, Commitment, Knowledge, Psychological interpretation

## 1. Introduction

For various factors, organizations adopted coaching as a component of their human resource development. When selecting a training program, coaching can assist the executive in determining the performance objectives they wish to achieve when acquiring new skills. A coach can also be used to supervise the development of a project, keep track of any issues, and assist personnel in identifying potential resolution paths. Coaching can be beneficial if employees wish to advance their professions or are preparing for a promotion. Coaching can also be helpful during ideation sessions, when resolving conflicts, calming the team, and reinvigorating the workforce. According to a survey by the Harvard Business Review, the top three reasons why an organization employed a coach were to manage derailment behavior (14%), serve as a sounding board (30%) and develop high potentials or assist transitions (56%). Ten years ago, hiring a coach to resolve poor behavior at the highest level was common practice.

The client and the H.R. department typically initiate coaching relationships. This is based on similar research conducted by Harvard Business Review, with individual results of 29.5% and 28.8%. Moreover, the manager and the stakeholders/customers (others mentioned in the survey) are responsible for initiating the relationship. Although the respondents agreed that secrecy

was essential to successful coaching, they also acknowledged that, in most cases, they did update other organization stakeholders on coaches' progress. 87.9% of respondents said they updated the managers, while 67.9% said they updated the instructors. The H.R. department receives updates from 55.7% of respondents, and other stakeholders receive updates from 27.1%. They will discuss the current state of affairs and determine performance goals. Then, they will contemplate the options, select a course of action consistent with shared expectations, and commit to it. The client will then implement the agreed-upon action with the coach's assistance and constructive, positive feedback. The coach and client will discuss what they've learned and how they can use it to advance their professions, possibly by beginning a new coaching and mentoring cycle.

The investigation of the client's preparedness for coaching conducted by Kretzschmar (2010) illustrates a grounded theory design. The research was conducted in the context of community mentoring, but its findings apply to a broader audience. As shown in Figure 1, she collected data from nineteen semi-structured interviews and nine email interviews. Figure 1 also demonstrates how Kretzschmar created the previously mentioned interplay between data collection, analysis, and reflection. The research led to the development of a coaching preparedness theory.

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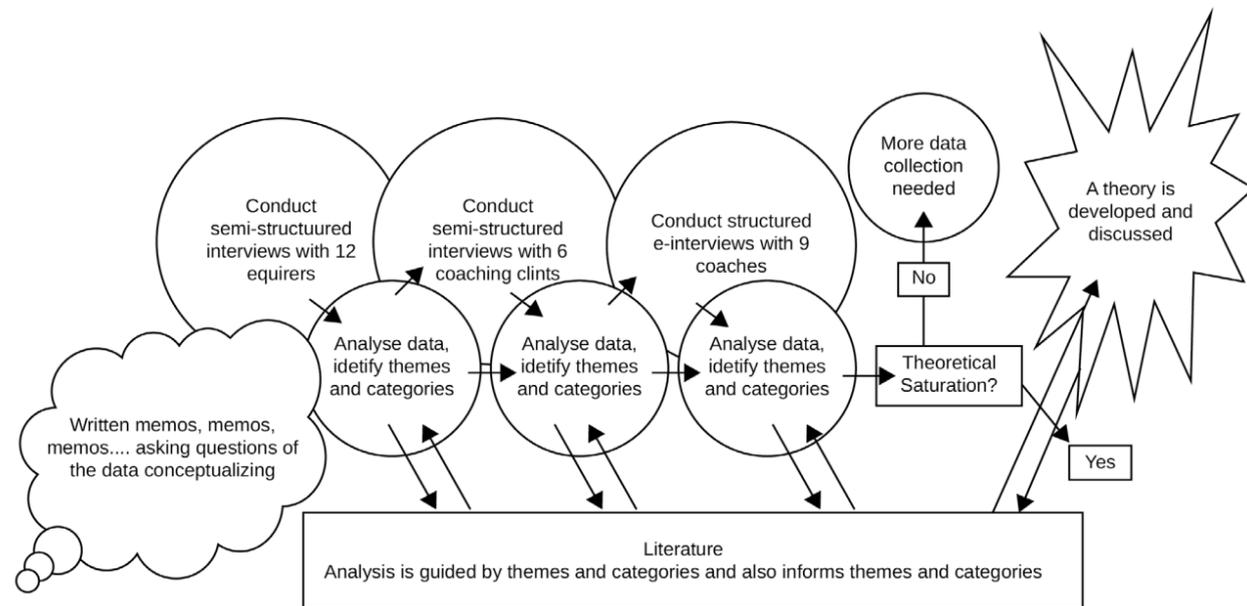


Figure 1

Source: Structure of a Grounded Theory Study (Kretzschmar, 2010)

**Problem Statement**

A company counseling its employees is viewed as an investment in human resource management. Therefore, ensuring that this initiative is successful and yields a higher return on investment for the organization is essential. An excerpt from a book by Bianco-Mathis, Roman, and Nabors (2008) stated that determining a client's readiness for coaching is equally as crucial as choosing the qualities of a good fit and responding to interview questions. Because coaching is more analogous to a partnership, when an organization offers coaching to its employees, both parties are responsible for achieving the objective. While the coach must exert control and supervision, the client must complete the mission. This study was conducted to determine the level of preparedness of manufacturing personnel in Penang, as it is essential to determine client readiness before delivering training programs. In addition, this study seeks to identify the most influential factors that influence preparedness.

This investigation was conducted in Chennai, India's manufacturing facility. A set of questionnaires that were randomly distributed to factory employees. The manufacturing factories selected for the study come from a variety of industries, as detailed below:

- a) Semiconductor
- b) Electronics
- c) Computers peripherals

The study will focus on the significance of coaching readiness among employees as clients and how their level of preparedness influences the overall success of coaching activities. Understanding the factors that influence a potential client's level of preparation is crucial because a successful coaching relationship requires the participation of both parties. The survey questions centered on the coaching preparedness model criteria developed by Kretzschmar (2010). As one of several human resource development initiatives designed to enhance organizational performance, coaching is increasingly utilized. Consequently, it is crucial to ensure that training initiatives are implemented.

**Research Problem and Objectives**

This study's preliminary investigation is to determine the level of coaching readiness among the employees should their organization develop a coaching culture as part of the human resource development program. Therefore, the study seeks to answer the following questions:

- 1) To what extent do the factors listed in the Coaching Readiness Model influence the readiness among the employees?
- 2) Which factor in the Coaching Readiness Model is/ are the most vital in influencing the 'employee's coaching readiness level?

*The objectives of this study are as follows:*

- 1) To determine if the factors listed in the Coaching

Readiness Model influence the 'employees' readiness level;

- 2) To investigate the most vital factors among the factors in Coaching Readiness Model that influence the 'employees' coaching readiness level;
- 3) To find out the level of readiness to accept coaching as part of the human resource development among the employees of manufacturing factories in Chennai; and
- 4) To find out among the potential development factors and reasons that may trigger the 'employees' intention to seek coaching activities as part of their career development to achieve the organizational performance goals.

**Hypothesis**

This study aims to test the hypotheses listed below:

- H1: Knowledge of coaching has a significant influence on 'the client's coaching readiness
- H2: Feeling safe has a significant impact on 'the client's coaching readiness
- H3: Psychological interpretation has a significant influence on 'the client's coaching readiness
- H4: Commitment to change has a significant influence on 'the client's coaching readiness
- H5: Commitment to change is the strongest factor that influences 'the client's coaching readiness

**2. Review of Literature Coaching Effectiveness**

Effective coaching activities should combine cognitive coping strategies (such as combining cognitive-behavioral and solution-focused techniques), positive individual characteristics (such as a strength-based approach), and contextual factors for an integrative approach to address the full range of coachees' values, motivators, and organizational resources to produce positive results. According to Walker-Fraser (2011), evaluating the coaching-performance relationship would be well-served by a balanced and systematic approach to measuring the efficacy or return on investment of coaching. It is crucial to recognize that the success of a coaching relationship depends not only on the coach but also on the mutual comprehension of both parties.

**Coaching Readiness Model**

In their research, Boyatzis et al. (2022) conclude that coaching in various forms of helping, mentoring, leading, parenting, and other types of deliberate supporting action has been the most common method of assisting others throughout written and oral history. As with any endeavor that benefits others, the practice may outpace

our intellectual foundation, which is based on sound theory and research. This dynamic may result in popular strategies that may be effective, fleeting diversions, or, even worse, the exploitation of those most in need of development. Kretzschmar (2010), recognizing this opportunity, has conducted empirical research into the factors that influence coaching readiness. The coaching client readiness model (Kretzschmar, 2010) consists of seven categories: the potential coaching client, culture and class, knowledge about coaching, access to coaching, psychological interpretations, a sense of safety, and a commitment to change (Figure 1). The model progresses from situational and institutional variables (represented by the blue layers) to dispositional client variables (defined by the green layers).

**Culture and Class**

In their research, Indharty et al. (2023) emphasize the pressing need for coaching messages that are clear, meaningful, empathetic, consistent, and contextual. Culture and class are the first and closest categories to the potential consumer.

Kretzschmar's research indicates that individuals from lower socioeconomic classes have fewer options, fewer coaching opportunities, and more significant access barriers to coaching. This may be because they lack essential coaching skills such as reflexivity, self-awareness, and/or the capacity to assume responsibility. This is also possible, as some coaching activities that are more personally driven require financial support, as opposed to organizationally-driven coaching activities that are typically provided to employees for free. Even though there is a possibility that class and culture may influence the client's readiness, there is little that an organization can do to modify class and culture, as it is generally ingrained in the employee for a long time and is not easily influenced by external factors.

**Knowledge of Coaching**

The second category of the paradigm relates to coaching knowledge. Knowledge of coaching was dependent on the client's level of coaching comprehension. The coaching process, duties and responsibilities, and the program's benefits and advantages are included. As coaching becomes more well-known, an increasing number of employees and prospective clients have at least minimal knowledge of coaching and the benefits it will bring to their personal and professional development (Callary et al., 2023; Mellen, 2022). According to the data, a significant disconnect exists between the coaching industry and the general public (including organizations and management).

The coaching community appears unaware of the knowledge divide and its detrimental effect on client readiness. Kretzschmar (2010) suggests that tutoring should be explained in greater detail and promoted more inventively through various communication channels. Adapting the coaching philosophy to the company's organizational culture will be a good starting point, as employees will comprehend how it functions and the value it will bring. If coaching is to be provided in organizations, the management must specify the reason for offering coaching, the desired outcomes, and the steps necessary to achieve them. The clients' preparation will be enhanced if they know the expected outcomes and actions.

Creating a "tester group" or "pilot team" is one method for an organization to increase the coaching knowledge of its prospective employees (coaching clients). This group consists of designated employees who will receive preliminary training. These groups will be briefed and instructed on the coaching process and encouraged to implement a coaching culture throughout the organization. The integration will aid in fostering a more conducive learning environment within the organization, facilitating change adaptation when necessary. Providing employees with information about coaching will also pique their interest in the new program (Kim et al., 2023). If curiosity is handled correctly, it will encourage employees to be open to new worlds and possibilities. The significance of knowledge or information about coaching to potential clients may influence their decision regarding whether or not to engage in coaching for personal and professional development. As a result, the following hypotheses were developed:

H1: Knowledge of coaching has a significant influence on 'the client's coaching readiness

#### Access to Coaching

In their research, Khurtenko et al. (2022) discovered that there is no correlation between learning success and success in initiating a professional activity. A youthful specialist's high self-esteem frequently impedes his acceptance into the team. At this stage, the creative adaptive component, which predominates over the conformist component, is interference. The third category relates to access to coaching and focuses on the impact of time, expense, and client selection on clients' readiness. The cost has been the most significant factor preventing the public from seeking coaching services. However, the response would change once the client has received coaching. The cost factor has the same effect on the organization as on the customer.

Cost is one of the reasons why management and human resource professionals are reluctant to engage in coaching activities. This is corroborated by a 2007 survey conducted by Dagley (2007) among Melbourne-based businesses. When human resource professionals were asked about the disadvantages and difficulties they had encountered with executive coaching, the high cost and scheduling difficulties were cited most frequently. In the category of schedule factors, problems in scheduling sessions are considered. Considering that the clients' day jobs occupy most of their time in the office, taking a portion of that time may not be appealing to the employees. If they discovered it would be an additional task on top of their already hectic schedules, they might conclude that coaching is inappropriate and time-consuming. The results indicate that assisting the client in recognizing the personal value of coaching increases the client's desire to prioritize coaching despite time constraints. Aside from this, it is also common knowledge that the coaches in an internal executive coaching program are typically the line manager. Time constraints can also impact the coaches; sometimes, they are too busy to meet with their clients or employees to determine their development requirements. During this time, the client may become dissatisfied with the counseling session and believe it will never succeed.

Regarding client selection, the prevalence of individual training decreases as an employee's position within an organization rises (Kim et al., 2023). The clients concur that if mentoring is to be provided in an organization, it must be provided to all employees, regardless of their level. Access to mentoring is generally more closely related to the nature of coaching activities. There is a good chance that employees will eagerly join the group if the organization offers free coaching. This study does not, however, evaluate in depth a sample of organizations with ongoing coaching activities. Therefore, it is difficult to measure the impact of these factors by asking respondents to "assume" whether or not they have a coaching program.

#### Psychological Interpretations

Psychological interpretations refer to the psychological state of the consumer that may influence their readiness. This may refer to the client's healthy self-esteem, positive outlook, and ability to receive and provide feedback. Emotions are closely associated with psychological interpretation. According to the research conducted by Bachkirova and Cox (2007), one of the most significant tensions between emotions and rationality in the workplace is that emotions can interfere with rationality,

serve rationality, and even intertwine. Regarding coaching, some opinions regarding feelings indicate a client's problem. In this instance, the coach must intervene more than usual during the counseling session and control the situation (Anderson, 2023). Emotions can be expected, inevitable, and require attention as much as other behavioral characteristics.

Controlling them may be unnecessary, and any response must be thoroughly analyzed. Emotion can also indicate significant developments in the coaching process under certain conditions. The lack of emotion in the client's response may be more problematic than the emotion itself (Orvell et al., 2023), so it can be used as a motivation acceleration factor. The client must be in a state of readiness before engaging in any coaching activities. Negative emotions such as dread, anger, and anxiety can threaten a client's sense of security, making them less likely to suspend defensiveness. In this condition, clients may not be ready to embrace development advice, which may fail in coaching activities. When a client is experiencing significant psychological issues, they may be reluctant to engage in coaching. The client may occasionally be asked direct personal inquiries during the coaching process. If this occurs during a crisis, they may be unable to respond rationally and appropriately to their coach's query. This can be interpreted as refusing the requisite openness and cooperation in every coaching relationship. The significance of the client's psychological interpretation may influence their decision regarding whether or not to engage in coaching for personal and professional development. As a result, the following hypotheses were developed:

H2: Psychological interpretations significantly influence 'the client's coaching readiness.

#### Feeling Safe

The next readiness model category parallels clients' psychological interpretation: feeling secure. This category, however, focused more on the client-coach relationship and trust. According to Bluckert (2005), there are two crucial trust dimensions for a coach. The first requirement is integrity, followed by competence. If confidential information is not handled cautiously, it can easily be compromised. For instance, a counselor who has a close relationship with the management may be privy to information about upcoming acquisitions or mergers that may result in layoffs and redundancies. Such communication may disrupt the coaching relationship if improperly disseminated through simple commentary or rumor. Even worse, it will destroy the foundation of

trust established between the coach and the client. If the client believes they cannot trust the coach with their confidential information, they may be reluctant to share and be truthful throughout the coaching relationship.

Therefore, the foundation of trust is crucial in determining the success of coaching. The lack of unreliable potential coaches can also prevent prospective clients from engaging in coaching. If they cannot trust their manager or colleagues – whoever they may have identified as a potential coach – they may be reluctant to engage in coaching. The support a person receives from family, peers, and management, which includes coworkers, is an additional factor that affects their professional existence. According to Beauregard (2007), the influence of family members and work-life balance concerns help shape employee decisions throughout their careers. This may also impact their decisions regarding work-life issues, recruitment and retention, and even career advancement. Suppose the client does not receive enough support from their family members to change how they work specifically or support their career and personal growth in general. In that case, there is a chance that they will be unwilling to engage in coaching. Cooperation and coordination with peers and management are also crucial in the workplace. If the client felt he did not receive sufficient support for his advancement within the company, he may have no interest in coaching. The client needs to be able to determine whether or not their current environment is conducive to a healthy coaching culture. Therefore, the following hypotheses were developed to determine the relationship between a sense of safety, environment support, and coaching readiness.

H3: Feeling safe significant influences 'the client's coaching readiness.

#### Commitment to Change

The final component of the paradigm is the client's commitment to change. Kretzschmar (2010) divided this category into three compelling reasons: commitment, accepting responsibility, and adaptability. Coaching must occur at the optimal time and location in potential clients' lives. Change is not a quick process; some individuals require time to adjust and embrace the change. Normal change processes require time to progress from denial to acceptance of the necessity of the change.

Even though a competent coach can help the client develop an emotionally and intellectually compelling reason for engaging in coaching, Kretzschmar (2010) argues that the client must have an apparent reason

for engaging in coaching from the outset. If the coach must give the client a reason to engage, the client will be forced to accept the counseling session, which is dangerous. If the client loses focus during coaching, they cannot see how the coaching activities will contribute to their personal and professional development. If, in a coaching relationship, the coach feels that he must work harder than the client to the extent that he must persuade or force the client into a commitment to the coaching process (Marshall, 2006), this is a red flag that the client's readiness for coaching is questionable and should be investigated further. Therefore, the hypotheses listed below were developed to determine the relationship between change commitment and coaching readiness.

H4: Commitment to change significantly influences 'the client's coaching readiness.

H5: Commitment to change is the most vital factor influencing the client's coaching readiness.

**Reason to Engage in Coaching**

According to Kretzschmar's (2010) study, among the compelling reasons a client may engage in coaching are to gain insight by increasing their self-awareness, to overcome obstacles, to get support and space to make decisions when they're stuck, to navigate between various available options, and to plan the next phase of their life journey. From an organizational standpoint, employees who could be potential clients for coaching would instead use the activities for career advancement than personal development outside of the workplace (Kim et al., 2023). Employees can use coaching to continuously learn and enhance their performance and increase their knowledge, skills, and confidence in their ability to perform their current job duties. During counseling, employees can discuss their career goals, available opportunities, and how to pursue them.

Table 1 ' Respondent's profile

Category	Items	Frequency	Percentage (%)
Gender	Male	10	27.0
	Female	27	73.0
Age	20-30 years old	29	78.4
	31-40 years old	7	18.9
	41-50 years old	1	2.7
	Above 50 years old	0	0.0
Work Experience	1-5 years	23	62.2
	6-10 years	12	32.4
	11-15 years	2	5.4
	More than 15 years	0	0.0
Industry	Computer Peripherals	13	35.1
	Electronics	10	27.0
	Semiconductors	14	37.8

**3. Research Methodology**

Questionnaires are used as the data collection method in this study. This technique was chosen due to its self-administration and ease of use. Five Likert scales construct questionnaire questions based on the coaching readiness model's factors. Respondents are presented with the following options: strongly disagree (1), disagree (2), neutral (3), concur (4), and strongly agree (5). The queries are based on the "Exploring Client Readiness for Coaching" questionnaire, which Kretzschmar also proposed. However, the questionnaires eliminated culture, social class, and coaching accessibility. The second layer, culture and class, was destroyed based on Kretzschmar's recommendation that the ripple effect for enhancing the client's preparedness begins with the third layer, coaching knowledge. The fourth layer, Access to Coaching, was relocated because this factor is more organizationally driven. After all, it concentrates on the cost and time of the coaching activities held; for instance, whether the coaching is provided for free or on a flexible timetable. Access to coaching is more appropriately measured among respondents who are presently receiving coaching and who are aware of the time and cost associated with the activities. A random sample of 50 questionnaires was distributed to manufacturing organization coaches. However, the sampling was conducted within a restricted group of manufacturing companies from three industries in Chennai, India. Following a factor analysis, regression analysis is used to analyze the data to identify the most influential client preparedness factors. Each factor derived from factor analysis was regarded as an independent variable. Then, these independent variables will be incorporated into the regression model of the variables that influence the level of coaching preparedness.

**4. Findings**

Table 1 shows the demographic profile of the respondents.

Table 2: Descriptive Statistics of Variables

Variables	Mean	Std deviation
<b>K.C.-Knowledge about coaching</b>		
I know what coaching is and the advantages of the practices to the organization	3.9459	0.46821
I know what coaching is and the advantages of the practices to my personal development	3.9729	0.49925
I believe that coaching will make a difference in my career and personal growth	4.3514	0.53832
<b>F.S.-Feeling Safe</b>		
At work, I have a positive environment to engage in coaching culture	3.6757	0.52989
<b>PI-Psychological Interpretations</b>		
I am ready, to be honest, and open to my coach for them to assist me	3.8378	0.55345
I am confident of my self-esteem	3.7838	0.62960
I have no deep psychological issues that will interfere with the coaching process	4.1622	0.37368
<b>ITC-Intention to coaching</b>		
As of now, I am ready for coaching activities as part of my personal development	4.0270	0.60030
I will choose coaching as part of my personal development in the next 12 months	3.8919	0.51552

Each variable's mean and standard deviation are detailed in Table 2. Under the coaching knowledge variable, respondents were asked if they were aware of coaching and its benefits to the organization and their personal development. The mean value for the first question is 3.9459, while the mean value for the second question is 3.9729. The respondents were also asked if they believe coaching will impact their career development, and the mean of their responses was 4.3514. For the second variable, feeling secure, respondents were asked whether they believe they received sufficient support for personal development from their peers, management, and families. The aggregated responses had a mean value of 3.8919. The respondents were also asked if they believe their workplace environment is conducive to coaching. There were positive responses with a mean value of 3.6757. For the third variable of psychological interpretations, the respondents were asked questions about their self-esteem, confidence, capacity to be truthful and open, and current psychological state. The mean values for the answers to these queries are 4.1081 and 4.0811. This finding suggests that the respondents are self-assured, which may aid their personal development.

The commitment to change is the fourth and concluding independent variable. In this section, respondents were

asked about their level of change willingness for the sake of personal development. The respondents were asked whether they had a compelling cause to engage in coaching. The average score for this topic is 3.8378. The mean response to the second question, which inquired whether the respondent could commit to the coaching session, was 3.7838. The final query seeks to confirm that respondents were not coerced into participating in any coaching sessions and that their decision to engage in coaching was entirely voluntary. The mean score for this question was 4.1622, which is encouraging. The standard deviations for all the independent variables utilized in this study fall within the acceptable range, which is less than or equal to 3.

The mean value of the dependent variable, intention to coach (ITC), is 4.0270, indicating that the coaching preparedness of respondents is relatively high. Thus, this analysis supports hypothesis H3. When asked whether they will partake in coaching within the next 12 months, the mean decreases to 3.8919. A high mean value for mentoring readiness indicates that the survey data can be utilized in this study. Comparing the readiness levels of various industries, computer peripherals have the highest mean readiness level to promptly engage in coaching at 4.1538, followed by electronics at 4.000 and semiconductors at 3.8538.

Table 3: Descriptive statistics on reason to engage in coaching

Variables	Mean	Std. deviation
To increase my knowledge of my current task	4.1351	0.53552
To prepare me for the next level in my career (promotion)	4.2703	0.56019
To prepare me for new job placement (including transfer to a new position)	4.0811	0.59528
To gain experience and knowledge from more senior employees	4.4595	0.50523

Tabular representation of descriptive statistics about potential motivators for respondents to engage in

coaching activities. Four options are presented to the respondents: increasing their current knowledge,

preparing for their next promotion or new job placement, and gaining and sharing experience with senior employees. 21% of respondents firmly agreed (the highest option on the Likert scale) that they would like to use coaching to increase the knowledge of their current employees. This option has a mean of 4.1351. With a mean of 4.2703, 32% of respondents firmly agreed with the second option, "to prepare me for the next level in my career (promotion)." 32% of respondents firmly agreed with the statement "to

prepare me for a new job placement," which received the lowest mean score of 4.0811. With a mean value of 4.4595, "to gain experience and knowledge from a more senior employee" has the highest mean for a reason to engage in coaching. 46% of respondents agreed strongly with this statement. This finding answers the fourth research query listed in chapter one. The most compelling reason for the respondents in this study to engage in coaching activities was to acquire experience and knowledge from a more senior employee.

Table 4: 'Cronbach's Alpha reliability analysis for variables

Construct	Items	Cronbach's Alpha
K.C.-Knowledge about coaching		0.785
KC1	I know what coaching is and the advantages of the practice to the organisation	
KC2	I know what coaching is and the advantages of the practices to my personal development	
KC3	I believe that coaching will make a difference in my career and personal growth	
P.I.-Psychological Interpretations		0.708
PI1	I am ready, to be honest, and open to my coach for them to could you assist me?	
PI2	I am confident in my self-esteem	
PI3	I have no deep psychological issues that will interfere with the coaching process	
.S.-Feeling Safe		0.723
FS1	I received ample support from my peers, my family, and my management for personal and career development	
FS2	At work, I have a positive environment to engage in a coaching culture	
CC-Commitment to Change		0.792
CC1	I have an apparent reason to engage in coaching in the first place	
CC2	I am confident that I can commit to the coaching session	
CC3	I am not forced by anyone to commit to coaching activities	
ITC-Intention to coaching		0.703
ITC1	As of now, I am ready for coaching activities as part of my personal development	
ITC2	I will choose coaching as part of my personal development in the next 12 months	
R.C.-Reason to Coaching		0.864
RC1	To increase my knowledge of my current task	
RC2	To prepare me for the next level in my career (promotion)	
RC3	To prepare me for a new job placement (including transfer to new position)	
RC4	To gain experience and knowledge from more senior employees	

Cronbach's Alpha analysis was used to assess the level of dependability of the independent variable. Each item within the same variable is compared to each other to determine its consistency. For the first variable, mentoring knowledge, the reliability is 0.785%. The variables are analyzed using all three of

the category's components. The reliability scale for the second variable, feeling secure, is 0.723, while the reliability scale for the third variable, psychological interpretations, is 0.708. Cronbach's alpha reliability scale for the independent variable commitment to change is 0.792, while the dependent variable intention

to coach is 0.703. The final variable contributing to the mentoring reliability scale is 0.864, the highest of all variables. The results indicate that the alpha coefficients for all five variables are more significant

than 0.70. As Nunnally (1978) stated, Cronbach's alpha greater than 0.70 is deemed acceptable as a general rule. Therefore, the variables' measuring instruments were considered suitable for this investigation.

Table 5: Hierarchical regression analysis of variables

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.11	0.726		1.529	0.136
KC	0.439	0.144	0.458	3.052	0.009*
FS	-0.157	0.148	-0.152	-1.057	0.299
PI	-0.017	0.126	-0.017	-0.133	0.895
CC	0.439	0.117	0.488	3.752	0.001*
F value of Model	9.358				
R2	0.539				
Adjusted R <sup>2</sup>	0.481				

Note: \*p<0.05 (significant), Adjusted R<sup>2</sup>=0.481; F-Statistic=9.358

Multiple regressions are used to test hypotheses and answer the previously stated research question. Table 4.4 displays the results of the multiple regression analysis conducted on the four variables that may influence a client's preparedness for coaching. The comparison between the independent variables (K.C., F.S., P.I., and CC) and the dependent variable (ITC) revealed an adjusted R<sup>2</sup> of 0.481 and an F-value of 9.358.

The t value of 3.052 for coaching knowledge at p<0.05 indicates that coaching knowledge significantly affects coaching preparedness. In conclusion, H1 is supported by this investigation. Nevertheless, feeling secure scored poorly on the significant level, with a t-value of -1.05 and a p-value of 0.2998. This study does not support Hypothesis 3 because the correlation between feeling secure and coaching readiness is insignificant. The psychological interpretation yielded the same low significance level with a t-value of -0.133 and a p-value of 0.89. This indicates the weakest correlation between psychological interpretation and coaching preparedness.

Consequently, H2 is also not substantiated by this research. The final variable, commitment to change, has a t-value of 0.48 and a p-value of less than 0.05. This result indicates that the commitment to change significantly influences the level of coaching preparedness. In conclusion, H4 is supported by this investigation. The t value of 0.488 is also the highest Beta value in this analysis, indicating that change commitment is the most influential factor in coaching preparedness. This statement offers support for H5.

**5. Discussion and Conclusion**

In general, the data supported the notion that the client's knowledge of coaching and commitment to change significantly impact their preparedness to accept coaching. However, the other two factors have no significant effect on the level of coaching preparedness. Consequently, this study only partially supports Kretzschmar's (2010) original recommendation. According to the recommendation, increasing the client's preparedness within one layer will positively influence other layers. This is not demonstrated in this study, as the objective is to identify the most influential factors affecting the client's preparedness. The most crucial factor is the client, who must strongly commit to change and be aware of their desired outcomes and expectations. If the client lacks focus and dedication to the coaching relationship, they will be unable to comprehend the true value of counseling and the need to engage in it. There is a chance that they will be unable to understand the true meaning of mentoring, as coaching requires the cooperation and accountability of both parties. A client who is not committed is unlikely to accept responsibility as well. Ultimately, it is difficult to change someone or even request that they change if the individual does not see the necessity of altering his attitude, behavior, or working style.

The second significant factor is coaching expertise. For clients to embrace coaching, they must comprehend how it operates and the advantages it will provide. Organizations that wish to include coaching as part of their development program should be aware of the need to enlighten their employees about

the benefits coaching will provide. As part of the introduction program, formal briefing or training should be considered. The coach is responsible for elaborating on the actual process and how the client and coach can collaborate to achieve the client's objectives.

Coaching involves assisting the client in achieving their objectives and objectives. Consequently, the coach and the organization must comprehend the factors that may prompt customers to seek coaching services. The most compelling reason for the respondents in this study to engage in coaching activities was to acquire experience and knowledge from a more senior employee. This indicates that the employee views coaching as one of several potential methods for

They can use this to share their knowledge and experiences. Suppose an internal coaching culture is to be implemented in the organization. In light of this finding, it is prudent to consider senior employees or those in senior management as coaches for novice employees. It would be ideal if the client or employee could choose a coach with whom they are familiar. This will reduce the likelihood that a client will deny coaching due to frustration. Aside from that, the relationships that may have developed due to the mentoring activities will help improve employee cooperation in the workplace, which can indirectly assist the organization in achieving its performance objectives.

## 6. Implications

The results of this study indicate that coachees seek certain personal qualities and behaviors in a coach. Common sense confidentiality, collaboration, setting take-away tasks, balancing challenge and support, stimulating problem-solving, effective communication, staying focused, containing emotions, assisting in the development of alternative perspectives, using a variety of focusing tools and techniques, and using oneself as a tool were identified as critical behaviors and traits. In this study, coachees revered coaches who respected the confidentiality of their conversations. The coachee's confidence derived from both the specific promises made during the contracting process and the failure of others to contradict what had been said. However, coachees viewed confidentiality as "common sense." Consider the significance of incorporating broader organizational and leadership concerns into coach training. Participants stated that non-directive methods were preferable to directive methods. This could result from their position as senior managers and the broader psychological preferences that determine how individuals respond to directed behavior. These outcomes demonstrate

the need for the instructor to improve their listening, summarizing, and open-ended questioning skills. But the coach must do more than pose perceptive inquiries and provide summaries. The athletes highlighted the significance of the coach's ability to comprehend and interpret. This requires the coach to perceive and identify with the position of leader.

## 7. Conclusion

The findings of this study indicate that coaching knowledge and commitment to change significantly impact a client's coaching preparedness. In contrast, feelings of safety and psychological interpretation have no effect. If an organization wishes to implement an influential coaching culture, it is suggested to consider increasing the employees' coaching commitment and knowledge level. Research can be expanded to investigate the factors that influence coaching readiness in both the client and the coach. The recommendation made by Kretzschmar was taken into account by both parties involved in coaching preparedness. However, this study did not examine the factors or levels of preparedness the coach influences most. This study's target population is selected randomly without regard to whether or not respondents had prior experience with genuine coaching relationships before completing the questionnaire. This research was also limited to manufacturing employees in Chennai. Therefore, the results of the investigation cannot be generalized to a larger population. Due to the study's short duration of only three months, a small population was targeted.

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