

## RESEARCH ARTICLE

# Proposal for a conceptual model on the role of managerial coaching on employee satisfaction and engagement

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## ABSTRACT

This study develops a conceptual model based on the works of several authors in the fields of managerial coaching, employee work engagement, and job satisfaction. The model is theoretically grounded in the Job Demands–Resources (JD-R) model, Self-Determination Theory, and Social Exchange Theory (SET), providing a robust framework to explain how coaching practices shape employee attitudes. It hypothesizes that managerial coaching is positively related to employee work engagement (H1) and job satisfaction (H2). Furthermore, it proposes that work engagement mediates the relationship between managerial coaching and job satisfaction (H3), such that coaching fosters higher engagement, which subsequently enhances job satisfaction. By integrating insights from prior studies and established theoretical perspectives, this research offers a comprehensive understanding of both the direct and indirect pathways linking managerial coaching to positive employee outcomes. The findings are expected to be valuable for researchers in management science and social science, as they advance theoretical development and offer evidence-based guidance for organizational practice.

**Keywords:** Coaching; managerial coaching; engagement; job satisfaction; satisfaction

## 1. Introduction

The concept of managerial coaching has attracted a great deal of interest from companies as a crucial leadership and employee relations management tool. Indeed, the practice of coaching is becoming increasingly common in modern corporate contexts <sup>[1]</sup>. With increasing pressure and competition, effective human resources management has become a key success factor of any company <sup>[26]</sup>.

Managers are confronted with an increasingly complex and demanding working environment, forcing them to give priority to the excellence of their organization. Human resources management practices including coaching, training, selection, reward, and participation play an important role in developing employee skills and, consequently, in improving the organization's performance.

Coaching is one of the practices in the improvement of human resources that can assist companies create a competitive advantage <sup>[26]</sup>. In meta-analysis of the literature on this substance a range of positive

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outcomes (performance and skills, well-being, coping, work attitudes and goal-directed self-regulation) have been described as being affected by work place coaching <sup>[38;32]</sup>.

Managers are increasingly acting as coaches for their direct reports as part of a renewed approach to managing performance <sup>[9]</sup>.

According to <sup>[32]</sup>, his study explores the manager as a coach role, the optimal conditions for this type of coaching and its benefits to individuals and organizations is called for in the literature <sup>[9;32]</sup>. In the context of this complexity, we will try to measure the impact of managerial coaching on employee satisfaction and commitment. The manager's role as a coach can not only improve employees' overall performance, but it can also make it easier for organizations to persuade.

### **1.1. Problem statement**

Managerial coaching is now seen as an important developmental interaction and a process of empowering employees to exceed prior levels of performance. In the context of this developmental interaction produced by managerial coaching and the process of employees surpassing their previous abilities, we will attempt in this research to study how managerial coaching, or the manager's behavior as a coach, can impact employee commitment and job satisfaction.

This reflection led us to ask ourselves the following question, which will be the subject of our study we were thus able to formulate the following research question, which we will attempt to answer in this article.

Our research question is therefore as follows:

### **1.2. How does managerial coaching impact employee job satisfaction and work engagement?**

This article begins by reviewing the literature on managerial coaching, employee work engagement, and job satisfaction, highlighting prior contributions and theoretical foundations from the Job Demands–Resources model, Self-Determination Theory, and Social Exchange Theory. It then presents the proposed conceptual model and hypotheses, followed by the results section reports the direct and indirect relationships tested, and the paper concludes with a discussion of theoretical contributions, implications for management and social sciences, and recommendations for future research.

## **2. Literature Review and hypotheses development**

The managers perform various activities as a coach such as clear communication of expectations to subordinates, frequent feedback for increasing their performance, facilitate development for success, acknowledge their achievement and fair rewards, provide useful instructions and role modeling, and provide learning opportunities to enhance their knowledge and skills <sup>[17;37;34]</sup>. In this way the employees feel obligation and responsibility to perform positive attitudes as well as behaviors for the benefit of organization in exchange of perceived coaching behaviors exhibited by their managers.

The literature review here will focus on the role managerial coaching or the manager's behavior as a coach on employee commitment and job satisfaction. To do this we will first try to delimit and define the key concepts that are the subject of this research.

### **2.1. Defining the manager as a coach or managerial coaching**

A historical evolution of definitions and objectives of managerial coaching is presented in the literature reviews <sup>[9]</sup>.

In 1987, managerial coaching was defined as day-to- day, hands on process of helping employees recognize opportunities to improve their performance abilities. <sup>[25]</sup>, defined it as a helping and facilitating

process that enables individuals, teams and organizations to acquire new skills, abilities and performance, and to improve their personal effectiveness, personal development or personal fulfillment. <sup>[32]</sup> According to this author, the latter definition overlaps with team coaching and corporate coaching.

<sup>[28]</sup> explained the coaching process in their study and asserted that the ultimate objective of the coaching process is to ensure the personal as well as professional development of employees within organization and improving their work performance <sup>[3]</sup>. <sup>[40]</sup>, has studied in depth how managerial coaching can improve employee performance; one year later Hargrove (1995) also asserted that coaching employees by their line manager on various work-related issues enables employees to better manage difficult situations and problems, because after so many work-related questions and discussions on the positive and negative aspects of various alternative options, they know the implications and effectiveness of the given course of action <sup>[3,18]</sup>, asserted that coaching helps to develop an effective relationship between manager and employee in the workplace whereas traditional management approaches are directive and bureaucratic. Managerial coaching entails a participative caring approach that empowers the organization's employees. <sup>[11]</sup>, theorized the concept of team management coaching quality and drew on social cognition to examine the role of a team's collective knowledge of the business and the learning goal orientation of the line manager.

According to research, if resources related to positive psychological behavior are available in the workforce, they can adopt better and more innovative behavior <sup>[2; 1]</sup>, however, according to <sup>[32]</sup>, coaching by the managers had a significant impact on employee commitment to service quality and job satisfaction. However, we will try to delimit and define the concept of work engagement.

## **2.2. Defining work engagement**

In 1990 a definition of work engagement was proposed by Kahn for this author work engagement is "the harnessing of organization members 'selves to their work roles : in engagement , people employ and express themselves physically, cognitively, emotionally and mentally during role performances. For <sup>[14]</sup>, it is seen as an affective-cognitive state with persuasive and persistent elements and will vary between individuals depending on their dispositions <sup>[32]</sup>. For other authors work engagement has also been associated with an increase in organizational commitment <sup>[32]</sup>.

Serval studies have been carried out aimed at identifying the work engagement of key organizational and individual predictors, as well as their consequences <sup>[7]</sup>.

In this sense, independence, diversity of skills, feedback of growth and participation opportunities in decision-making <sup>[7]</sup>, are predictors of engagement that are positive <sup>[44]</sup>. More specifically, as a condition, autonomy, supervisor feedback and development opportunities were found to be positive weekly predictors of work engagement, weekly predictors of work engagement, which were also linked to job performance in a positive note<sup>[44]</sup> .

The working place could be nice place to be if there is work engagement <sup>[44]</sup>. Communication at one level affects communication at other levels as good communication is important to give a positive workplace environment <sup>[44]</sup>. Good communication leads to a positive environment <sup>[44]</sup>. In their research, <sup>[45]</sup> highlight three dimensions of work engagement: first of all, vigor which refers to the feeling of personal energy for work that employee possesses. In the second time we talk about dedication, which is the sense of pride the employee has in his or her work and the challenges it presents. Finally, the third dimension is absorption, which refers to the employee's ability to be absorbed by his or her work and to experience a sense of fluidity in what he or she does at work <sup>[44]</sup>. After defining work engagement, we will attempt to demit the third variable of our research, which job satisfaction, with a view to proposing a review of the general literature on our subject.

## **2.3. Defining job satisfaction**

Job satisfaction refers to an individual's attitude towards their job and work environment. This concept has attracted the attention of theorists, researchers, and practitioners for several decades. Numerous studies have demonstrated that job satisfaction is closely linked to various work-related outcomes, including employee performance, organizational commitment, organizational citizenship behavior, life satisfaction, and individual health <sup>[30, 43]</sup>. These outcomes are also key objectives of the human resources function, highlighting the importance of a positive work environment and a supportive organizational culture in fostering employee satisfaction and, consequently, enhancing overall organizational performance <sup>[27]</sup>.

Moreover, research indicates that high levels of job satisfaction can lead to reduced turnover rates and lower absenteeism, further contributing to organizational effectiveness. Organizations that prioritize employee well-being not only enhance job satisfaction but also cultivate a more engaged and productive workforce, ultimately driving better business results <sup>[20]</sup>.

<sup>[33]</sup>, proposed one of the most important definitions of job satisfaction: “a pleasant or positive emotional state resulting from the individual's assessment of the work or work experience”.

The definition of job satisfaction that is the closest to the explanation of job satisfaction as an attitude is the definition of <sup>[39]</sup>. He defines job satisfaction as a positive (or negative) evaluation of the job or the job situation.

Job satisfaction is conceptualized as an individual's affective response to their work. Organ and Near (1985) broadened the employee-satisfaction construct by distinguishing cognitive and affective components and questioned whether earlier measures adequately captured both. In the 1990s these authors proposed a more comprehensive, balanced account of job satisfaction. Consistent with an attitudinal perspective, <sup>[39]</sup>, defines job satisfaction as a positive or negative evaluation of one's job or job situation <sup>[39]</sup>.

## **2.4. The theories used in examining the relationship between managerial coaching, employee satisfaction, and engagement**

### **2.4.1. Job Demands–Resources (JD-R) model**

Within the Job Demands–Resources (JD-R) framework, job characteristics are classified as demands—work elements that require sustained effort and incur physiological or psychological costs—or resources—features instrumental for goal attainment, demand reduction, or personal growth. Managerial coaching primarily increases job resources (role and goal clarification, task-relevant feedback, skills development, instrumental and emotional support). By augmenting these resources, coaching activates motivational processes that elevate vigor, dedication and absorption (work engagement) and buffers the deleterious effects of job demands on affective job evaluations, thereby improving job satisfaction. Accordingly, perceived resource gain is hypothesized to mediate the relationship between coaching behaviors and both engagement and satisfaction; moreover, coaching effects are expected to be stronger under high-demand conditions because resource provision mitigates strain and prevents resource depletion. To test these propositions, multilevel and longitudinal designs are recommended, employing validated measures of perceived resources and demands, work engagement, and job satisfaction, and assessing mediation and demand-dependent moderation.

We can conclude that Managerial coaching functions as a proximal source of job resources (goal and role clarification, task-focused feedback, targeted development opportunities, and instrumental/emotional support). By increasing employees' perceived resources, coaching is theorized to enhance motivational processes that manifest as greater vigor, dedication and absorption (work engagement), and buffer the

adverse effects of job demands on well-being and affective job evaluations. These dual pathways produce higher job satisfaction both directly (improved work experiences and goal attainment) and indirectly (reduced strain and conserved personal resources). Empirically, perceived resource gain should mediate the coaching → engagement/satisfaction relationship, and coaching effects are expected to be moderated by demand levels and baseline resource endowments (stronger effects under high demands or low initial resources). Rigorous tests require longitudinal or intervention designs, multilevel modelling when data are nested, validated measures of perceived resources, demands, work engagement and job satisfaction, and formal mediation/moderation analyses.

#### **2.4.2. Self-Determination Theory (SDT)**

Self-Determination Theory posits three basic psychological needs—autonomy, competence, and relatedness—whose satisfaction is necessary for the emergence of autonomous motivation, sustained work engagement, and psychological well-being; conversely, frustration of these needs’ fosters-controlled forms of motivation, reduced engagement, and adverse mental-health outcomes. In organizational settings, managerial coaching constitutes a set of interpersonal interventions that can directly influence the satisfaction of these needs and, thereby, affect levels of work engagement and job satisfaction.

We can conclude that Self-Determination Theory provides a mechanistic framework explaining how managerial coaching can increase work engagement and job satisfaction: by satisfying the basic psychological needs for autonomy, competence and relatedness, coaching promotes autonomous motivation, which in turn mediates observed behavioral (persistence, vigor, absorption) and evaluative ( job satisfaction) outcomes. Empirical tests should assess need satisfaction as a mediator and consider moderators ( autonomy orientation, organizational climate).

#### **2.4.3. Social Exchange Theory (SET)**

Theoretical proposition Social Exchange Theory posits that workplace relationships are sustained by reciprocal exchanges of benefits and obligations. When managers furnish discretionary, valued resources ( time, attention, developmental support via coaching), employees interpret these actions as benefits that create a perceived obligation to reciprocate. This perceived indebtedness motivates pro-organizational attitudes and behaviors, manifesting as elevated work engagement and greater job satisfaction.

### **3. Methodology**

The methodology adopted to address the research problem and aimed at synthesizing empirical and theoretical evidence on the effects of managerial coaching on work engagement and job satisfaction and at appraising the plausibility of the study hypotheses. We performed exhaustive searches in major academic databases (Scopus, Web of Science, PsycINFO, Business Source) using predefined search strings combining terms for managerial coaching, work engagement, job satisfaction, job resources, and mediation/moderation (“managerial coaching,” “coaching behavior,” “work engagement” as “mediator\*, and “job satisfaction,” “job resources”). Inclusion criteria required peer-reviewed, English-language articles reporting empirical results or substantive theoretical contributions relevant to the focal constructs; exclusion criteria removed non-empirical grey literature and studies lacking construct validity. For each included study we extracted sample characteristics, research design, measures, key findings and effect estimates, and study limitations.

## 4. Results

### 4.1. Managerial coaching: definitions, dimensions, measurement

Managerial coaching is a deliberate, systematic set of dyadic supervisory behaviors and interactional processes through which line managers facilitate subordinate learning, performance enhancement, and career development. It encompasses routine practices—diagnostic and developmental feedback, collaborative goal setting, guided reflection, skill instruction, and provision of instrumental and psychosocial support—deployed to build employee competence, autonomy, and career capital. Mechanistically, managerial coaching clarifies performance standards, identifies competence gaps, scaffolds practice via challenging assignments, and fosters metacognitive reflection while sustaining motivation and self-efficacy through empathic support and structured accountability. By enhancing perceived autonomy, competence, and relationship quality, managerial coaching also promotes work engagement (vigor, dedication, absorption) and job satisfaction, which can mediate its effects on performance and retention <sup>[14;6]</sup>. As an applied form of workplace learning and developmental leadership, its proximal outcomes include task performance, learning behaviors, and self-regulated goal pursuit; distal outcomes include career progression, retention, and adaptive capacity. Intervention effectiveness is contingent on coach skill, relational quality, autonomy-supportive versus controlling intent, and organizational support for development <sup>[18]</sup>.

### 4.2. Coaching → Work engagement

Manager coaching often feels like a supportive conversation rather than a formal intervention — a manager notices struggles, asks curious questions, offers practical tips or a stretch assignment, and checks in regularly. Research shows this everyday support is linked with higher work engagement: employees report more energy and resilience (vigor), greater sense of purpose and pride (dedication), and deeper immersion in tasks (absorption) after receiving coaching. These effects show up in correlational studies, controlled intervention trials, and experience-sampling (daily diary) designs, suggesting coaching can lift both stable engagement levels and day-to-day fluctuations <sup>[38;23]</sup>.

Mechanistically, coaching helps by clarifying goals and standards, closing skill gaps through guided practice, and sustaining motivation via autonomy-supportive feedback and social support — all of which boost perceived competence, autonomy, and relatedness that underlie engagement. In practice this means simple, repeated acts (collaborative goal setting, focused feedback, timely resources, and short follow-ups) often produce noticeable gains in energy, focus, and meaning at work.

Make coaching feel supportive and practical, and people engage more at work.

- Autonomy-supportive coaching (asking open questions, offering choices, giving non-judgmental feedback) helps people feel competent, autonomous and connected — which boosts energy, commitment and deep focus <sup>[14]</sup>.
- For employees who are low on skills, energy or support, coaching supplies concrete help (skill practice, encouragement, problem-solving). That refill of resources restores their capacity to stay energetic and concentrated <sup>[6]</sup>.
- When job demands are moderate to high, coaching acts like a buffer: it gives tools and perspective that stop pressure from turning into exhaustion and disengagement <sup>[7]</sup>.
- Who the person is and who the coach/manager is matters. People who prefer autonomy or learning goals get more from coaching. Coaching works best when it comes from someone trusted and respectful rather than from a controlling manager <sup>[14]</sup>.

- Results vary because programs differ in length, quality and how engagement is measured — but these principles explain when coaching is most likely to increase work engagement.

### **4.3. Coaching → Job satisfaction**

Coaching increases job satisfaction through empirically supported psychological and social mechanisms. First, autonomy-supportive coaching satisfies basic psychological needs for competence, autonomy and relatedness, thereby enhancing intrinsic motivation and positive affect toward work <sup>[14;33]</sup>. Second, from a Job Demands–Resources perspective, coaching supplies proximal resources (skill training, performance feedback, social support, problem-solving strategies) that increase perceived control and self-efficacy, reduce strain, and promote reappraisal of demands as challenges rather than threats—mechanisms linked to improved well-being and job attitudes <sup>[6;38]</sup>. Third, coaching improves person–job and person–organization fit by clarifying values, goals and strengths and enabling role or task adjustments, which is associated with higher job satisfaction <sup>[33;38]</sup>. Finally, coaching functions via relational and social-exchange processes: coaching delivered within a trusting, respectful leader–member relationship signals perceived organizational support and elicits reciprocal positive attitudes and behaviours, strengthening affective job satisfaction <sup>[16;14]</sup>. Moderators include individual differences (autonomy orientation, learning-goal orientation), baseline resource levels, demand intensity, and coaching quality/intensity; effect magnitudes vary accordingly <sup>[38;6]</sup>.

### **4.4. Mediation evidence: studies testing engagement as mediator in managerial coaching research**

Across cross-sectional, longitudinal, and intervention studies, work engagement consistently emerges as a proximal psychological mechanism linking supervisory coaching or developmental leadership to downstream job attitudes (job satisfaction, affective commitment) and performance outcomes. Empirically, engagement often carries a substantial portion of the total effect—reflecting increased vigor, dedication, and absorption following coaching interventions—but seldom fully mediates the relationship. Parallel or residual direct pathways via perceived organizational/leader support (POS), leader–member exchange (LMX), and self-efficacy commonly persist, indicating multiple concurrent mechanisms <sup>[4;23]</sup>.

### **4.5. Integration and theoretical model**

Supervisory coaching encompasses targeted feedback, skill enhancement, strategic goal-setting, and behaviors that support autonomy, collectively augmenting employees' psychological resources, such as competence, perceived support, and control. Evidence from experimental, longitudinal, and survey studies consistently demonstrates that these resource enhancements significantly bolster motivational states critical to work engagement, including vigor, dedication, and absorption <sup>[14;4]</sup>. Work engagement reliably forecasts positive job attitudes, as engaged employees tend to experience elevated levels of positive affect at work, derive greater meaning from their tasks, and invest more deeply in their roles. These mechanisms collectively enhance both specific facets and overall job satisfaction. Such engagement-driven outcomes reflect the fundamental processes by which employees' subjective evaluations of their job experiences are improved <sup>[45]</sup>.

Furthermore, meta-analytic research and mediation studies indicate that employee engagement plays a key role in how coaching positively influences workplace attitudes. However, mechanisms such as perceived organizational support (POS), the quality of the leader-member exchange (LMX), and self-efficacy also contribute. These social and cognitive factors often operate in parallel, resulting in partial mediation of coaching's effects on professional attitudes <sup>[23;4]</sup>.

## 5. Conceptual model and hypotheses justification

### 5.1. Coaching → Engagement → Satisfaction

**Coaching:** According to <sup>[23]</sup> Coaching is like having a personal guide who provides feedback and support tailored just for you. This personalized approach helps employees build their confidence and develop their skills, ultimately leading to a more positive outlook on their work and improved performance.

**Engagement:** When coaching is done right, it often boosts how connected employees feel to their work. According to <sup>[45]</sup>. Engagement is a lively psychological state where employees feel energized, committed, and fully immersed in their tasks. This sense of engagement acts as a crucial bridge, linking the benefits of coaching to wider organizational success.

**Satisfaction:** When coaching effectively increases engagement, it often leads to employees feeling more satisfied with their jobs <sup>[33]</sup>. describes job satisfaction as how positively people view their work, focusing on whether they find their roles meaningful and rewarding. This is echoed in research of <sup>[30]</sup>, who looked at the psychological factors that make work satisfying. Additionally, <sup>[35]</sup> noted that supportive environments, often created through coaching, boost both commitment and satisfaction. Together, these insights highlight how feeling fulfilled and valued at work is key to being happy in your job.

### 5.2. Hypotheses and conceptual model

Although this study takes the form of a literature review, we advance the following hypotheses as follows:

The hypotheses of this research are stated as follows:

**H1.** Managerial coaching is positively related to employee work engagement.

**H2.** Managerial coaching is positively related to employee job satisfaction.

**H3.** Employee work engagement mediates the relationship between managerial coaching and job satisfaction, such that coaching increases engagement, which in turn increases job satisfaction.

**H1:** Coaching interventions significantly enhance employee engagement, a conclusion supported by <sup>[23]</sup> and further validated by <sup>[38]</sup>, who highlight the positive impact of coaching on employee performance and well-being.

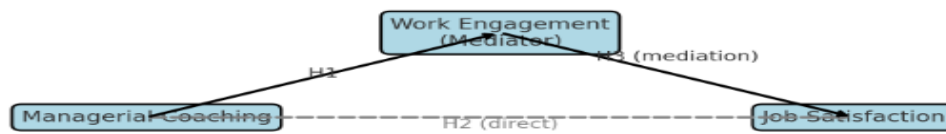
**H2:** Higher employee engagement strongly predicts increased job satisfaction, as demonstrated by <sup>[45]</sup> and corroborated by <sup>[27]</sup>, who found that engaged employees are more productive and satisfied.

**H3:** Engagement serves as a mediating factor between coaching and job satisfaction, as evidenced by <sup>[4]</sup> and expanded upon by <sup>[4]</sup>, who discuss the importance of intrinsic motivation in achieving satisfaction.

This model, grounded in robust empirical research, outlines the pathway through which coaching impacts job satisfaction. By emphasizing engagement as a key mediator, it offers a deeper understanding of the mechanisms through which coaching enhances employee well-being, providing a comprehensive framework to grasp these complex dynamics.



### Conceptual Model



Source: Authors

## 6. Discussion

### H1: Coaching interventions significantly boost employee engagement.

- <sup>[23]</sup>: Shows how coaching helps employees feel more focused and motivated by setting personal goals and developing their skills. This makes them feel more connected to their work and eager to contribute, boosting their overall engagement.
- <sup>[38]</sup>: Demonstrates that when employees receive effective coaching, they feel more valued and capable. This sense of validation and empowerment naturally leads them to be more engaged in their daily tasks.

### H2: Higher employee engagement strongly predicts increased job satisfaction.

- <sup>[45]</sup>: Highlights the straightforward link between being engaged at work and feeling satisfied. When employees are truly engaged, they tend to enjoy their work more, leading to greater happiness and fulfillment.
- <sup>[27]</sup>: Reinforces that when employees are engaged, they don't just perform better—they also feel more satisfied with their jobs. Engagement is a key ingredient in making work life more enjoyable and rewarding.

### H3: Engagement acts as a bridge between coaching and job satisfaction.

- <sup>[4]</sup>: Points out that engagement is the key that connects the dots between coaching and job satisfaction. By enhancing intrinsic motivation, engagement makes work feel more meaningful and enjoyable.
- <sup>[14]</sup>: Emphasize that when employees are motivated from within, thanks to being engaged, they find more joy and satisfaction in their jobs. This intrinsic motivation acts as the bridge linking the benefits of coaching to feeling truly satisfied at work.

## 7. Conclusion

Our journey through the literature on coaching's influence on employee engagement and job satisfaction uncovers its substantial promise but also points out some gaps in our understanding. The phenomenon of publication bias, where studies with positive findings are more likely to be highlighted.

To truly grasp coaching's impact, future research should delve into longitudinal studies. These studies can reveal how coaching affects employees over the long haul, providing a clearer picture of its sustained benefits. Furthermore, implementing experimental designs, such as randomized controlled trials championed by <sup>[12]</sup>. Can help establish a direct causal link between coaching and improvements in engagement and satisfaction.

By addressing these limitations and adopting robust research methodologies, future studies can provide deeper, more actionable insights into how coaching can enhance employee engagement and satisfaction. This will empower organizations to refine their coaching strategies, ultimately fostering a work environment where employees feel more motivated, satisfied, and aligned with their organizational goals.

### 7.1. Theoretical contributions: Humanizing the science with references

1. **Coaching as a Spark for Engagement:** Coaching is like a catalyst that lights up employee engagement, as explored by <sup>[23]</sup>. By giving personalized feedback and growth opportunities, coaching helps employees connect their personal dreams with the company's mission. This connection boosts their sense of purpose and dedication, making work more meaningful.
2. **Engagement as the Bridge:** Engagement acts as the crucial bridge linking coaching to job satisfaction, as noted by <sup>[45]</sup>. It's through engagement that employees discover intrinsic motivation and emotional investment, turning coaching efforts into genuine job satisfaction.
3. **Intrinsic Motivation's Role:** <sup>[4]</sup> emphasize that intrinsic motivation, which is nurtured through engagement, makes work truly rewarding. It transforms everyday tasks into fulfilling experiences, directly linking the benefits of coaching to increased job satisfaction.

### 7.2. Exploring boundary conditions

1. **Cultural Impact:** The effect of coaching on engagement is significantly influenced by the organization's culture, as suggested by <sup>[38]</sup>. Cultures that foster open communication and trust tend to enhance the positive impacts of coaching, making it more effective.
2. **Leadership Influence:** The style of leadership is crucial in determining coaching outcomes. Transformational leaders, who inspire and motivate, can amplify the effectiveness of coaching far more than transactional leaders, as highlighted by <sup>[27]</sup>.
3. **Employee Readiness:** <sup>[4]</sup> highlight that an employee's willingness to embrace change is vital. Employees who are open to learning and development are more likely to experience increased engagement from coaching efforts.
4. **Environmental Factors:** Factors such as job security and work-life balance can shape how engagement leads to job satisfaction. A supportive work environment strengthens this connection, while a stressful one may weaken it, as shown in studies like <sup>[45]</sup>.

In essence, this comprehensive perspective, supported by scientific research, showcases how coaching effectively enhances engagement and satisfaction. By understanding these mechanisms and boundary conditions, organizations can better tailor their coaching strategies to enhance employee well-being and performance.

### 7.3. Suggestions for future research

1. **Longitudinal Studies:** We should aim for longitudinal research to capture the long-term effects of coaching. The following participants over time could reveal how coaching influences engagement and satisfaction in the long run, providing a clearer picture of its true impact.
2. **Experimental Designs:** Implementing experimental designs, like randomized controlled trials, could help us understand the real effectiveness of coaching. <sup>[12]</sup> highlight that these trials can clearly show whether changes in engagement or satisfaction are directly due to coaching efforts.

3. **Multilevel Analysis:** By employing multilevel analysis, researchers can explore how individual, team, and organizational factors all play a role in coaching outcomes. This approach helps us see the bigger picture, revealing how different layers within an organization interact to influence results.
4. **Validated Scales:** Using validated scales for measuring coaching effectiveness and related outcomes ensures the reliability of research findings.

Indeed, future studies can offer clearer, more actionable insights into how coaching truly affects employee engagement and satisfaction, ultimately guiding organizations to make more informed decisions.

## Conflict of interest

The authors declare no conflict of interest

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