Coachees scream EUREKA! How motivated coachees gain more insight through the working alliance

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Abstract

This research investigates the relationship between coachees' motivation to change and the insight gained through coaching. We examine the mediating role of the working alliance and the moderating effect of learning goal orientation on this relationship. Using a cross-sectional survey design with (former) coachees (N = 120), we employ multiple regressions and the PROCESS macro (Hayes, 2012) for data analysis. We found an association between a coachee's motivation to change and insight; the working alliance fully mediates this association. Additionally, we found support for the moderated mediation. Only a moderation effect was found for the high levels of learning goal orientation, as was hypothesised. This research shows that coachees gain insight through a good working alliance with their coach. A good working alliance is fostered by coachees who are motivated to change and especially for those with a high learning goal orientation. These findings contribute to coaching literature by shedding light on the predictors of a coachee's insight and the antecedents of the working alliance. Our results also benefit the coaching practice by emphasising the importance of motivating the coachee and the working alliance during the coaching process.

Keywords: Coaching; Insight; Motivation; Working alliance; Learning goal orientation

Introduction

Humans tend to strive for psychological growth (Deci & Ryan, 2000). We want to learn, develop, and grow as human beings, often achieving this growth through reflection. Coaching, a process that facilitates reflection and personal growth (Cox, 2006), has become increasingly important in personal and executive environments. The coaching industry has witnessed significant growth, with approximately 71,000 coaches worldwide in 2019, representing a 33% increase since 2015 (ICF, 2020). This increase in coaching increased the importance of researching the effectiveness of coaching. Coaching is defined as a goal-oriented process wherein a coach helps a non-clinical client reach their desired goals to enhance their (working) life experiences (Grant, 2003). Research has shown that coaching yields various benefits, such as improved work performance, well-being, coping mechanisms, and goal-directed self-regulation (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; Molyn et al., 2022; Theeboom et al., 2014). Despite its demonstrated effectiveness, there is continued uncertainty about how and why coaching leads to beneficial outcomes (MacKie, 2014). It is important to know and understand the mechanisms of the coaching process to keep the quality high and improve coaching practices (MacKie, 2014)

One mechanism beneficial to the coaching process is the coachee's motivation to change (Bozer & Jones, 2018). Motivation to change is knowing the effort and responsibility of changing oneself to reach one's goal; and being willing to invest that effort to undergo the coaching intervention (Graßmann & Schermuly, 2016; McKenna & Davis, 2009; Schermuly, 2018). The coachee's motivation to change is an important factor in coaching effectiveness, as it defines the tasks and goals, the effort invested, and the coachee's persistence in developmental activities (Bozer & Jones, 2018). Being persistent in wanting to grow helps coachees to overcome challenges to attain their developmental goals (Peterson, 2006). To overcome these challenges effectively, coachees must comprehensively understand their issues and potential solutions (Sonesh et al., 2015). This understanding can contribute to the insight coachees may gain during the coaching sessions (Müller & Greif, 2022; Sonesh et al., 2015).

Insight in coaching is defined as: "a sudden subjective certainty of a coachee's understanding of a topic or situation and its causes, consequences, and relationships" (Müller & Greif, 2022). Insight helps coachees understand what to change in their cognition or behaviour to reach their agreed-upon goals (Peterson, 2006). Insight is a promising indicator

of successful coaching because insights help attain the coachee's goals (Sonesh et al., 2015). Despite the promise of insights in coaching, this aspect is not extensively studied, possibly due to the field's relative youth and the challenges associated with accurately recalling and measuring insights (Sonesh et al., 2015). In psychotherapy, however, the client's insight is an important factor in therapeutic results (Kuncewicz et al., 2014). Also, the client's insight is associated with motivation in psychotherapy research (Kuncewicz et al., 2014). The relationship between the coach and coachee might explain the association between the motivation to change and insight.

Another significant element in successful coaching is the coach-coachee relationship quality, often called the working alliance (de Haan et al., 2013; Graßmann & Schermuly, 2020; McKenna & Davis, 2009). The working alliance encompasses the bond between the coach and coachee; the goals as contracted in the coaching agreement; and the tasks to achieve the contracted goals (Bordin, 1979). The working alliance, as a general factor in coaching, is suggested to act as a mediator in explaining the effects of coachees' characteristics on beneficial outcomes (de Haan et al., 2013; Molyn et al., 2022; Sonesh et al., 2015). In this research, the working alliance is also suggested to explain the effect of a coachee's motivation to change and the insight gained in the coaching sessions (Sonesh et al., 2015). Gaining insight through the working alliance in coaching happens in co-creation with the coach, as the coach can help the coachee create insights (Rouse, 2020).

This study aims to investigate whether the working alliance between the coach and coachee mediates the relationship between motivation to change and insight and whether this indirect effect is strengthened by learning goal orientation. Individuals with a high learning goal orientation want to develop their competence by mastering challenging tasks, and they feel rewarded by this process of learning and growth (Dweck, 1986; Seijts et al., 2004). In coaching, a coachee who orients towards learning goals is likelier to persist in task effort, be available for feedback, and have higher self-efficacy (Bozer & Jones, 2018). Those coachees oriented towards learning goals are more likely to formulate specific and challenging goals, enhancing the motivation to change (Lunenburg, 2011; Seijts et al., 2004). Learning goal orientation is suggested to strengthen the indirect relationship between motivation to change and insight via the working alliance (Deci & Ryan, 2000; Lunenburg, 2011; Seijts et al., 2004).

By exploring these relationships, this research contributes to the existing literature on

the antecedents and effects of the working alliance, sheds light on the coaching process, and investigates the impact of learning goal orientation on insights. Lastly, insight is an important goal for coaches as it may lead to desirable outcomes for the coachee, such as goal attainment and coaching satisfaction (Müller & Greif, 2022; Sonesh et al., 2015).

To further explore these concepts, the study employs the theoretical frameworks of self-determination theory, social exchange theory, and goal-setting theory, providing a comprehensive foundation for the following research question: Does the working alliance mediate the relationship between motivation to change and insight, and is this indirect effect stronger for those high in learning goal orientation?

Theoretical background and research model

The coachee's motivation to change and insight

Coaching is a result-oriented process that deals with attaining goals; reaching the goals set in the coaching sessions are needed to develop and grow as a person (Grant, 2008). To attain the set goals, coachees need to gain the necessary insights to become aware of what they need to change in behaviour or cognition (Peterson, 2006). Insight, as a factor, stems from psychotherapy and is considered one of the critical factors leading to beneficial therapeutic results (Kuncewicz et al., 2014). In the therapeutic research of Elliott et al. (2001), insight is defined as having four major elements: 1) metaphorical vision, which is the literal "seeing" part of insight; 2) connection, perceiving a pattern or the links of an issue; 3) suddenness, the surprised or "clicking" feeling when experiencing the insight; 4) and newness, the discovery part of gaining insight ("I never thought of it that way"). Gaining insight in psychotherapy makes the client aware of their mental state and how to deal with or heal it (Kuncewicz et al., 2014).

Insight, as defined in psychotherapy research, has a similar definition in coaching. Being aware, for instance, of how you respond to job stressors helps you understand what needs to be done to avoid them or how to deal with them to become less stressed (Grant, 2008; Ladegård, 2011). Insight is not considered as often in coaching because it is a juvenile discipline (Sonesh et al., 2015). Also, insight can be complex as it can entail multiple thoughts and actions of the coachee that might be hard for them to correctly remember in full (Müller & Greif, 2022; Sonesh et al., 2015). Still, there is a definition in the coaching literature comparable with the major elements delineated in psychotherapy research: "Insight is a

sudden subjective certainty of a coachee's understanding of a topic or situation and its causes, consequences, and relationships" (Müller & Greif, 2022). We will use this definition from the coaching literature because it is better suited for the research aims as it focuses on a coachee's insights as an outcome of coaching (Müller & Greif, 2022).

Gaining insights as a coachee in a coaching intervention is associated with a coachee's motivation to change (Sonesh et al., 2015). The motivation to change of a coachee can be defined as knowing the effort and responsibility that goes into changing oneself to reach one's goal; and being willing to invest that effort to undergo the coaching intervention (Graßmann & Schermuly, 2016; McKenna & Davis, 2009; Schermuly, 2018). The coachee's motivation is an important factor in coaching effectiveness, as it defines the tasks and goals, the effort invested, and the coachee's persistence in developmental activities (Bozer & Jones, 2018). Coachee motivation can have beneficial coaching outcomes, such as increases in job performance (Bozer et al., 2013); and general persistence to remain in coaching with lower dropout rates (Schermuly, 2018). Intrinsic motivation from the Self-Determination Theory explains how a coachee's motivation to change is associated with insight (Deci & Ryan, 2000).

The Self-Determination Theory posits that individuals have an innate tendency for psychological growth (SDT; Deci & Ryan, 2000). Coaching provides a breeding ground for personal development, accommodating this innate tendency for growth (Spence & Oades, 2011). The motivated coachee is engaged in coaching to satisfy their psychological needs to attain their goals (Deci & Ryan, 2000; Spence & Oades, 2011). Coachees want to satisfy their needs because they need the motivation to endure the coaching tasks and gain the necessary insights to attain their goals for growth (Deci & Ryan, 2000; Sonesh et al., 2015; Spence & Oades, 2011). According to the SDT, these psychological needs are competence, autonomy, and relatedness; and a coachee motivated to change already has their psychological needs partially satisfied (Deci & Ryan, 2000).

Coachees motivated to change demonstrate partial satisfaction with the need for competence by showing interest, determination, and investing effort in coaching sessions, tasks, and homework (Baron & Morin, 2009; Deci & Ryan, 2000; Graßmann & Schermuly, 2020; Sonesh et al., 2015). The need for autonomy is partially fulfilled as the coachees motivated to change take responsibility for their personal development and regulate their behaviour (Bozer & Jones, 2018; Deci & Ryan, 2000; Spence & Oades, 2011). Additionally,

the need for relatedness is partially met as coachees motivated to change seek assistance and connection from someone who can facilitate their desired changes (Deci & Ryan, 2000; Spence & Oades, 2011).

Coaches can also aid in further satisfying these psychological needs to make a coachee motivated to change intrinsically motivated (Deci & Ryan, 2000; Spence & Oades, 2011). To provide a few examples: by letting the coachee do a strength inventory, their awareness of their helpful attributes and skills is fostered, resulting in a more satisfied need for competence (Spence & Oades, 2011). To satisfy the need for autonomy, a coach can let the coachee set the agenda for the coaching sessions to make them feel more responsible for their development process (Spence & Oades, 2011). Lastly, to satisfy the need for relatedness, a coach can, for instance, listen actively to or show empathy towards the coachee to make them feel heard and provide a safe space (Spence & Oades, 2011). With the psychological needs satisfied, a coachee is intrinsically motivated to do the coaching sessions (Deci & Ryan, 2000). With this intrinsic motivation, a coachee is more likely to gain insights (Sonesh et al., 2015).

Intrinsically motivated individuals can gain insights by being creative (Amabile, 1983; Csikszentmihalyi, 1988; Malik et al., 2019; Sonesh et al., 2015). Insight can be a creative outcome because the creative process drives individuals to connect the dots from their experiences and perceptions into ideas and insights (Amabile, 1983; Rouse, 2020). These insights help to overcome the developmental challenges a coachee will meet during the coaching process (Peterson, 2006). An intrinsically motivated coachee is ready to tackle developmental challenges because they can think of original and fitting solutions (Amabile, 1983; Deci & Ryan, 2000; Malik et al., 2019). Also, by being deeply involved in the learning process of coaching, an intrinsically motivated coachee is more open to self-reflection, experimenting with new behaviours and being more open to feedback (Bozer et al., 2013; Grant, 2008; Malik et al., 2019; Peterson, 2006). The intrinsically motivated coachee feels rewarded by processing or reflecting on the information generated in the coaching sessions – using self-reflection, experimentation, and listening to feedback – and therefore has a better chance of thinking of an original solution or insight (Csikszentmihalyi, 1988; Grant, 2008; Sonesh et al., 2015). This results in the following hypothesis:

H1: *Coachee's motivation to change is positively related to insight.*

The mediating role of the working alliance

Another important factor influencing the relationship between the motivation to change and insight is the relationship between the coach and coachee, also known as the working alliance (Sonesh et al., 2015). The working alliance originates from psychotherapy. It consists of three components: the bond between the therapist and client, the goals as contracted in the agreement, and the tasks to achieve the contracted goals (Bordin, 1979). Coaching psychology researchers recognise the same mechanisms and feasibility of the working alliance components in coaching practices (e.g. Baron & Morin, 2009; de Haan et al., 2013). Coachee characteristics, such as a coachee's motivation to change, can act as antecedents of a good working alliance (Graßmann & Schermuly, 2020; Molyn et al., 2022).

The motivation of the coachee to change themselves is positively associated with the working alliance (Graßmann & Schermuly, 2020). Graßmann and Schermuly (2020) use the Social Exchange Theory (SET) to explain this association. The SET assumes that people are rational beings that make equivalent trades with social resources in interactions with each other to maintain relationships (Cropanzano et al., 2017). In the association between the motivation to change and the working alliance, motivation is seen as a resource the coachee uses to trade with the coach's professional capabilities (Graßmann & Schermuly, 2020). A coachee puts effort into collaborating with the coach by freely disclosing in response to the coach's questions. It shows that the coachee is willing and motivated to invest effort into the coaching process, a prerequisite for establishing a good working alliance (Baron & Morin, 2009; Sonesh et al., 2015). Showing motivation motivates the coach, which fosters the professional relationship between the coach and coachee (Baron & Morin, 2009; Sonesh et al., 2015). A coachee's motivation enhances this relationship by facilitating continuous social exchanges between the coach and coachee, strengthening the bond component of the working alliance (Baron & Morin, 2009; Cropanzano et al., 2017; Graßmann & Schermuly, 2020; Sonesh et al., 2015).

A good working alliance via social exchange prepares a coachee to attain insights. Psychotherapy and counselling investigators also found an association between the working alliance and insight (e.g. Li et al., 2018; Wittorf et al., 2009). However, they lack a theoretical explanation of why this association is present. A good working alliance, characterized by interpersonal boundaries such as the goals and tasks agreed upon to reach those goals are the

limits for the coaching sessions. (Bordin, 1979; Rouse, 2020). These limits or boundaries define how and with what purpose (to attain a developmental goal) the coach and coachee will interact with one another (Bordin, 1979). With their interpersonal boundaries, the coach and coachee can engage in the process of co-creation (Rouse, 2020). Co-creation is a process wherein two persons with shared interpersonal boundaries engage in creative interactions resulting in novel ideas and insights through increased information processing (Rouse, 2020). Meaning insights may be attained because a coachee can freely co-create with their coach because a good working alliance establishes interpersonal boundaries (Rouse, 2020; Sonesh et al., 2015).

Besides an equivalent social exchanging working relationship with the coachee, a proper working alliance lends credibility to a coach (Sonesh et al., 2015). Credibility is the coachee's perception of a coach's capacity to be a convincing professional to help the coachee (Sonesh et al., 2015). With this perception of high credibility, the coachee is not preoccupied with what the coach might lack and can freely discuss their goals with the coach (Sonesh et al., 2015). Being able to discuss their goals freely, the coachee can process the information that emerges from the conversation in co-creation with the coach, which may result in insights (Sonesh et al., 2015). Without (the perception of) credibility, a coach may cause uncertainties for the coachee, or the coachee may become unwilling to participate actively and cooperate in the coaching sessions (Sonesh et al., 2015). Without active participation, a coachee will not freely co-create with the coach to gain the insights to achieve the set goals (Rouse, 2020; Sonesh et al., 2015).

This research hypothesises that a fair exchange between a coachee's motivation to change and the coach's professional capabilities and enthusiasm can result in a good working alliance (Baron & Morin, 2009; Graßmann & Schermuly, 2020). A good working alliance sets interpersonal boundaries between the coach and coachee (Bordin, 1979). These boundaries allow the coach and coachee to co-create, an activity which involves information processing that can result in insights for the coachee (Rouse, 2020; Sonesh et al., 2015). Coachees engage in co-creation gregariously because a good working alliance allows a coachee to express themselves freely without judgement from the coach, resulting in more significant comprehension of the information generated, which furthers the attainment of insights (Rouse, 2020; Sonesh et al., 2015). This results in the following hypothesis:

H2: *The working alliance mediates the relationship between the coachee's motivation to change and insight.*

The Moderating Effect of Learning Goal Orientation

Although we argue that the working alliance mediates the relationship between the motivation to change and insight, we also expect that the strength of this relationship depends on someone's orientation towards learning goals (Deci & Ryan, 2000; Dweck, 1986). Those who are oriented toward learning goals want to develop their competence by mastering challenging tasks; they feel rewarded by learning and growing (Dweck, 1986; Seijts et al., 2004). In coaching, a coachee who orients towards learning goals is likelier to persist in task effort, be available for feedback, and have higher self-efficacy (Bozer & Jones, 2018). These are essential characteristics for coachees because they are motivated to change and persevere in their development, even in the face of failure (Bozer & Jones, 2018). The goal setting theory can explain the moderating effect of learning goal orientation on the relationship between motivation to change and the working alliance (Locke & Latham, 1990).

Goal setting theory argues that people who set specific and challenging goals feel more motivated to attain these goals (Locke & Latham, 1990; Lunenburg, 2011). A goal such as "I want to be happier" is too vague to spark an individual's motivation to perform. In contrast, goals such as, "For one month, I will do one thing every day that makes me happy" are much more specific, challenging, and easier to be motivated for (Lunenburg, 2011). Setting challenging and specific goals, like the above example, can motivate more. Specific and challenging goals motivate more because breaking down a larger, long-term goal, such as achieving happiness, into smaller, more manageable tasks increases the likelihood of success (Locke & Latham, 1990; Lunenburg, 2011). Additionally, the time-bound nature of a one-month challenge, as depicted in the example, encourages individuals to persist in their efforts over an extended period (Seijts et al., 2004).

Those high in learning goal orientation are more likely to set these specific and challenging goals that motivate them to attain their goals, changing them in the process (Seijts et al., 2004). In contrast, when someone orients towards performance goals, they are focused on tasks that show off their current ability and are afraid to fail these tasks, resulting in vague goals and lower motivation (Dweck, 1986; Seijts et al., 2004). Coachees oriented towards performance goals struggle to motivate themselves to change because they experience

the effort to grow as setbacks, resulting in less self-efficacy and less motivation to attain their goals (Dweck, 1986; Schermuly, 2018; Seijts et al., 2004). Thus, those coachees with a high learning goal orientation show more motivation to change due to their goal-setting capabilities (Seijts et al., 2004) and foster the working alliance's goal and task components with their specific and challenging goals (Bordin, 1979; Lunenburg, 2011; Seijts et al., 2004).

Coachees that can set their own goals are more likely to pursue them (Grant, 2008), fostering the goal agreement component of the working alliance (Bordin, 1979). Specific and challenging goals enhance the task agreement component of the working alliance by making the tasks required to achieve those goals more clear (Bordin, 1979; Lunenburg, 2011; Seijts et al., 2004). In addition, those with a high learning goal orientation generate more motivation (Janke, 2022; Malik et al., 2019). Learning goal orientation makes intrinsically motivated individuals explore and engage in motivational tasks (Malik et al., 2019), and intrinsic motivation drives individuals to strive for learning goals, enhancing motivation further (Deci & Ryan, 2000; Janke, 2022). In line with SET, the increased motivation can be exchanged for the coach's professional capabilities and enthusiasm, which helps establish the working alliance's bond component (Bordin, 1979; Cropanzano et al., 2017; Graßmann & Schermuly, 2020).

With a good working alliance due to the goal-setting capabilities and increased motivation of those high in learning goal orientation, interpersonal boundaries are set between the coach and coachee (Janke, 2022; Lunenburg, 2011; Malik et al., 2019; Seijts et al., 2004). With these interpersonal boundaries, the coach and coachee can co-create to increase the likelihood of attaining insights for the coachee (Rouse, 2020; Sonesh et al., 2015). In contrast, when someone's learning goal orientation is low and is more focused on demonstrating competence, they will formulate performance goals (Seijts et al., 2004). Despite the coach's help to make more specific and challenging goals, focusing on demonstrating your competence might make attaining your developmental goals tedious and frightening as you will encounter failure when trying to change (Dweck, 1986; Seijts et al., 2004). Additionally, being low in learning goal orientation gives no feeling of reward while going through the development process (Dweck, 1986), resulting in less motivation to change (Bozer et al., 2013). Decreased motivation to change as a coachee weakens the working alliance with the coach (Sonesh et al., 2015). This results in the following hypothesis with a moderated mediation model (see Figure 1):

H3: *The indirect effect of the motivation to change on insight via the working alliance is moderated by those high in learning goal orientation.*

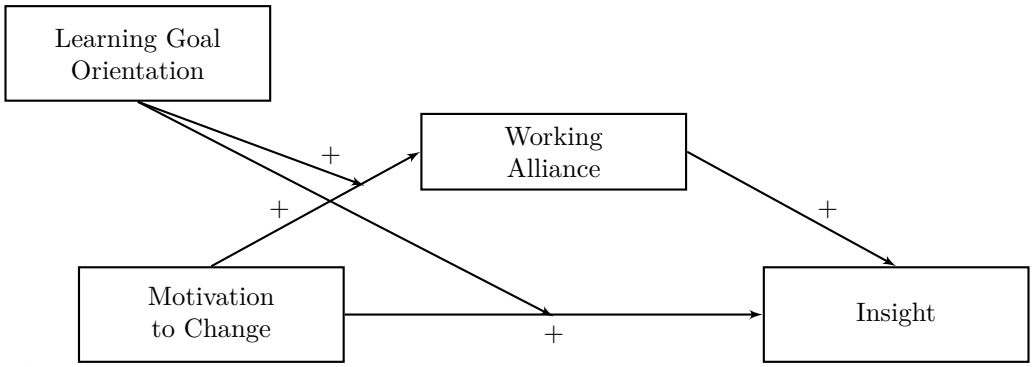

Figure 1
Logic model: moderated mediation

Methods

Sample characteristics

146 participants were proposed a priori using a G*power analysis (Faul et al., 2009). $f^2(4) = .085$, $\alpha = .05$, $1 - \beta = .80$; a low effect size was assumed. 120 eligible participants have been collected over three weeks via social media platforms (e.g. LinkedIn and Twitter) and a Dutch coaching organisation, Noloc. A lower respondent amount was reached than recommended by the power analysis. By doing a posthoc power analysis with the known participants, it is calculated that there currently is a power level of 71% ($f^2(4) = .085$, $\alpha = .05$, $1 - \beta = .71$). The participants included in the analysis are currently experiencing a coaching intervention or should have received coaching in the last three months. The average time between them answering this questionnaire and their last coaching session is ten weeks. Additionally, 7.5% of participants are unemployed, 48.3% are full-time employed, 28.3% are part-time employed, 10.8% are working freelance, and 5% have a different employment status. The participants work, on average, 31.54 hours a week ($SD = 12.51$). All the respondents are at or over 18, averaging 31.87 years ($SD = 10.10$). Lastly, the participants have experienced at least one coaching session for them to be able to assess, for instance, the working alliance. On average, the respondents received 6.92 sessions ($SD = 2.98$) when they answered the questionnaire. For more details, see Table 1.

Design and Procedure

This cross-sectional survey study was part of a larger study where more variables were measured than were used in this study. This study concerned the coachee's motivation to change, the coachee's learning goal orientation, and the coachee's perceived working alliance as the independent variables. The coachees' insight is the dependent variable. Ethical approval for this study was obtained. In the survey invitation, a message was conveyed to both coaches and coachees. The coaches will be asked to send the questionnaire to their clients and other coaches they know. The coachees were specifically addressed and asked to participate in the research by completing the survey. Beforehand, all the participants were informed about the aim of the questionnaire, handling and storage of data, and a time estimate, and they could contact the researchers about any questions they had. With this, they were informed and asked to participate voluntarily. Participants were asked whether they were willing to consent to their participation voluntarily. Participating coachees received no compensation for their participation. The questionnaire took the coachees, on average, 9.2 minutes to complete.

Measures

Motivation to Change. The scale to measure motivation to change is adapted from German to English from Jansen et al. (2004) in the study of Schermuly (2018). It consists of three items on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The items are: "I was very motivated to work seriously on my issues"; "I was very motivated to change relevant aspects in my (working) life"; and "I was very motivated to implement changes in my (working) life which were initiated in coaching." The scale proved valid with an alpha coefficient of .84. In this research, an alpha coefficient of .82 was measured for this scale, which is considered high.

Insight. The coachees' insight will be measured using a scale developed by McCay-Peet and Toms (2011). It consists of 5 items on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). An example item is: "I made connections that I had not thought of before." Internal consistency of the scale was high, with an alpha level of .86. In this research, an alpha coefficient of .93 was measured for this scale, which is considered high. In addition, an open question will be used to ask the participants how coaching helped them to gain insight and, when willing, to provide the insight gained.

Working Alliance. This variable will be measured using the revised and shortened

Working Alliance Inventory by Hatcher and Gillaspy (2006). This inventory is adapted to the coaching context. The WAI-SR consists of 12 items on a 7-point scale from 1 (never) to 7 (Always). It measures the three components of the working alliance: goals ("We have established a good understanding of the kind of changes that would be good for me."), tasks ("As a result of these session I am clearer as to how I might be able to change"), and bond ("My coach and I respect each other"). The internal consistency of the WAI-SR is tested in two samples and ranges from alpha levels of .91 to .92 (Hatcher & Gillaspy, 2006). This research measured an alpha coefficient of .93 for this scale, which is considered high.

Learning Goal Orientation. The coachees' learning goal orientation will be measured with eight items developed and validated by Button et al. (1996). The items are on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). An example item is: "I prefer to work on tasks that force me to learn new things." The scale has an alpha coefficient of .86, which is considered high. This research measured an alpha coefficient of .93 for this scale, which is also considered high.

Control variables. Gender and age will be considered potential control variables because of their influence on learning goal orientation (Godshalk & Sosik, 2003) and intervention outcomes (Graßmann & Schermuly, 2016). For gender, a difference is found between males and females in the benefits of coaching, such as insight or a good working alliance. Females benefit more from coaching when they need to solve external problems, while males benefit from focusing on introspecting their emotions and increasing their awareness (Ogrodniczuk et al., 2001). The influence of age might be on the treatment quality assessment: older participants might report higher insight and working alliance than younger participants because they are more experienced in, for instance, forging a relationship (Finkelstein et al., 2003). Furthermore, number of coaching sessions might be considered as a control variable because more sessions attended influences the depth of the coachee's learning experience (Baron & Morin, 2009). Consequently, depth of the learning experience might influence our outcome insight because it is associated with deeper information processing (Sonesh et al., 2015). Lastly, time since the last coaching session, employment status, and coaching type are included as possible control variables and to inform the sample's demographics.

Data analysis

Data will be analysed using SPSS Version 28.0 (IBM, 2021). The averages, standard deviations, and correlations of gender, age, motivation to change, working alliance, learning goal orientation and insight will be calculated and checked for outliers. Significant outliers and other errors, such as incorrect answers inputted from the participants (e.g. age of 225), will be excluded from the analysis.

A multiple regression is used to test hypothesis 1, coachee motivation to change is associated with more insight. Additionally, the main effects of motivation to change and learning goal orientation on insight are checked. Learning goal orientation is already added to check its main effect on insight for the full moderated mediation model of hypothesis 3.

To test hypothesis 2, the working alliance mediates the relationship between coachee motivation to change and insight, the SPSS PROCESS macro, model 4 by Hayes (2012) will be used.

To test hypothesis 3, high learning goal orientation moderates the indirect effect of the motivation to change and insight mediated by the working alliance, model 8 of the PROCESS macro will be used.

The alpha level used in this study will be .05.

Data preparation

There were 31 responses of the 151 deemed invalid due to the respondent not giving their consent to participate in the study, not having received any coaching, incomplete responses or nonresponse, or a combination of those requirements. It was chosen to leave the unemployed ($n = 9$) and those who received coaching more than three months ago ($n = 20$, $M = 17.82$ months, $SD = 18{,}61$) in the sample to retain as much statistical power in these analyses as possible. These variables did not correlate with any of the study variables, except for learning goal orientation with those who received coaching more than three months ago, $r = -.18$, $p = .044$. The data were also checked for significant outliers, but none were found that needed to be removed.

Next, the assumptions for multiple regression analysis were checked. First, the assumption of linearity was checked. While analysing the dependent variable insight with all the other variables (working alliance, motivation to change, and learning goal orientation), no stark curve shape was observed in the bivariate scatterplots. Linearity is assumed with no

curve shape observed (Field, 2013). The assumption of homogeneity of variance is checked next. By plotting the outcome's predicted values against the values of the residuals, we can check for homoscedasticity (Field, 2013). A funnel or inverted triangle was observed in this plot, meaning that heteroscedasticity must be assumed, violating homogeneity of variance (Field, 2013). Next, normality can be checked using a histogram and P-P plot. The histogram seems normally distributed, but the P-P plot is not: the observed values deviate from the diagonal line, which means that normality cannot be assumed (Field, 2013). Lastly, multicollinearity is checked using a correlation matrix. While there is a correlation between all the study variables, these correlations do not exceed or even approach a correlation of .80. Thus, there is no multicollinearity and no violation of this assumption (Field, 2013).

Because the assumptions of normality and heteroscedasticity were violated for the test of all the test variables, bootstraps will be added to the analyses to omit this violation. The confidence intervals of bootstraps do not rely on the assumption of normality (Field, 2013), and bootstraps can be used when sufficient power is present (Williams et al., 2013).

Results

The means, standard deviations, and correlations of all included variables are displayed in Table 1. Gender and employment status correlated with working alliance (r = -.33, $p < .001$; $r = .24$, $p = .009$), and motivation to change (r = -.26, $p = .005$; $r = .23$, p = .010). Gender correlated significantly with insight (r = -.24, $p = .008$). Also, the type of coaching correlated with motivation to change ($r = .20$, $p = .025$), and the number of sessions correlated with insight ($r = .22$, $p = .015$). Because of these correlations, all these control variables were included in the analyses.

A significant positive correlation was observed between the coachee's motivation to change and the coachee's insight ($r = .39$, $p < .001$) and learning goal orientation ($r = .25$, p = .006). This suggests that as a coachee's motivation to change increases, the coachee's insight and learning goal orientation also tends to increase. A significant positive correlation was also observed between the working alliance and coachee's motivation to change ($r = .46$, p < .001), coachee's insight ($r = .63$, $p < .001$), and coachee's learning goal orientation ($r = .24$, $p = .009$). This suggests that as the quality of the working alliance increases, the coachee's motivation to change, the coachee's insight, and their learning goal orientation also tends to increase.

Table 1
Descriptives and Correlations

	M	*SD*	3	4	5	6	7	8	9	10
1. Age	31.87	0.49								
2. Working hours	31.53	12.51								
3. Gender[a]	1.38	0.49	–							
4. Employment status	2.59	0.95	-.13	–						
5. Type of coaching	1.84	0.87	-.10	-.12	–					
6. Number of sessions	6.95	2.98	-.16	.08	.04	–				
7. Coachee's motivation to change	5.84	0.93	-.26**	.23*	.20*	.05	–			
8. Insight	5.03	1.42	-.24**	.17	.19*	.22*	.39**	–		
9. Working alliance	5.69	0.94	-.36**	.24**	.18	.13	.46**	.63**	–	
10. Learning goal orientation	5.57	1.11	-.09	.11	-.07	.12	.25**	.43**	.24**	–

Note. $N = 120$, M = mean, SD = standard deviation, [a] 1 = Female, 2 = Male
* Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).

Hypothesis testing

The hypotheses proposed in this research are hypothesis 1, the coachee's motivation to change is positively related to insight; hypothesis 2, the working alliance mediates the relationship between the coachee's motivation to change and insight; and hypothesis 3, the relationship between the coachee's motivation to change and insight is mediated by the working alliance and is stronger for those with a high learning goal orientation. We will now resume testing these hypotheses.

We used a multiple regression with 2000 bootstraps (Field, 2013) to analyze hypothesis 1, with insight as the dependent variable and motivation to change and learning goal orientation as the independent variables (See Table 2). The moderator variable, learning goal orientation, was added to check for the main effect of the moderator on insight. Main effects of both learning goal orientation and motivation to change on insight look at the average effect of both predictors independently of the interaction effect and controlling for one another. We added the control variables, gender, employment status, type of coaching, and number of sessions in the first step of the model. The second step added the coachee's motivation to change and learning goal orientation. The complete model, the control variables, showed no significant relations with the dependent variable insight. Motivation to change was a significant predictor of insight, $B = 0.36$, $SE = 0.14$, $t(113) = 2.75$, $p = .007$, 95% $CI[0.05, 0.61]$. This effect indicates that a one-unit increase in the coachee's motivation to change will increase their insight gained by 0.36 units. The complete model was significant, meaning that the control variables, motivation to change and learning goal orientation, explained a significant amount of the variance (33%) in insight, $R^2 = .33$, $\Delta R^2 = .30$,

$F(6,113) = 9.35$, $p < .001$. Without the control variables, motivation to change and learning goal orientation explained 20% ($R^2 = .20$) of the variance in insight. These results suggest that the first hypothesis is supported.

Table 2
Regression Analysis of Motivation to change on insight

Variables	*B*	*SE*	*F*	R^2	ΔR^2
step 1					
–			4.22*	.13	
Gender[a]	-0.50	0.28			
Employed	0.16	0.12			
Type of coaching	0.26	0.14			
Number of sessions	0.08	0.04			
step 2					
–			9.35**	.33	.20
Gender[a]	-0.28	0.28			
Employed	0.05	0.12			
Type of coaching	0.25	0.14			
Number of sessions	0.07	0.04			
Coachee's motivation to change	0.36*	0.14			
Learning goal orientation	0.45**	0.12			

Note. Bootstraps = 2000, N=120, [a] 1 = Female, 2 = Male, $^{*}p < .05$, $^{**}p < .001$.

To analyse hypothesis 2, model 4 of the PROCESS macro for SPSS was used (Hayes, 2012) with 2000 bootstrapped samples (Field, 2013). This model tested whether the working alliance mediated the relationship between motivation to change and insight. The control variables gender, employment status, type of coaching, and the number of sessions were also added to the model. The relationship between the control variable number of sessions and insight was also found to be positive and significant, $B = 0.09$, $SE = 0.04$, $t(114) = 2.11$, $p = .037$, 95% $CI[0.01, 0.16]$. The total effect of motivation to change on insight was found to be positive and significant, $B = 0.49$, $SE = 0.14$, $t(114) = 3.64$, $p < .001$, 95% $CI[0.23, 0.76]$. Furthermore, motivation to change also showed a positive relationship with the mediator, working alliance, $B = 0.38$, $SE = 0.09$, $t(114) = 4.36$, $p < .001$, 95% $CI[0.20, 0.55]$. When the working alliance was entered into the model, which included motivation to change as the predictor, the relationship between motivation to change and insight became insignificant, $B = 0.18$, $SE = 0.12$, $t(113) = 1.45$, $p = .149$, 95% $CI[-0.07, 0.43]$, indicating full mediation. Also, the relationship between the working alliance and insight was positive and significant, $B = 0.83$, $SE = 0.13$, $t(113) = 6.62$, $p < .001$, 95% $CI[0.58, 1.08]$. The indirect effect of motivation to change on insight via the working alliance was significant as the 95% confidence

interval did not include a zero, $B_{indirect} = 0.31$, $SE_{indirect} = 0.10$, 95% CI[0.12, 0.50]. This effect suggests that the working alliance fully mediates the relationship between the motivation to change and insight between the coach and the coachee. As such, the mediation model, and thus the second hypothesis, was supported (See also Figure 2).

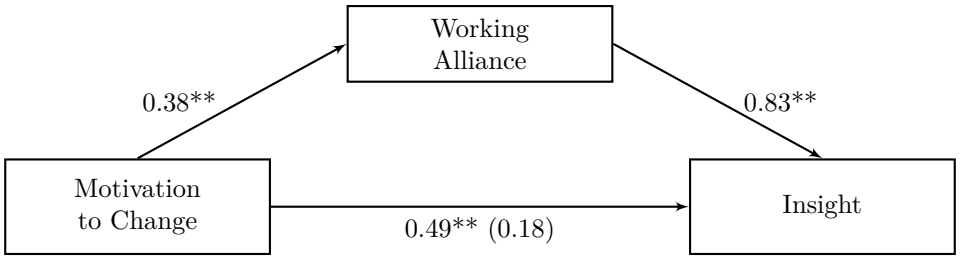

Figure 2

Note: A mediation model. Unstandardised regression coefficients are represented for all paths. The regression coefficient between motivation to change and insight while controlling for working alliance is in parentheses. *p $< .05$, **p $< .001$.

To analyse hypothesis 3, model 1 and model 8 of the PROCESS macro for SPSS were used, both with 2000 bootstraps (Field, 2013; Hayes, 2012). As was observed in the analysis of hypothesis 1, the main effects of motivation to change, $B = 0.36$, $SE = 0.14$, $t(113) = 2.75$, $p = .007$, 95% CI[0.05, 0.61], and learning goal orientation, $B = 0.45$, $SE = 0.12$, $t(113) = 4.37$, $p < .001$, 95% CI[0.19, 0.68], on insight were both significant. Model 1 was used to assess whether there was a moderation effect of learning goal orientation on the relationship between motivation to change and insight – the total effect. Model 8 was used to assess the moderated mediation model, where the moderation effect of learning goal orientation affected the indirect effect of the working alliance. Insight was the dependent variable, while motivation to change was the independent variable. In both models, the control variables, gender, employment status, type of coaching, and the number of sessions were also added. The total effect of the interaction between motivation to change and learning goal orientation on insight was found statistically insignificant, $B = 0.09$, $SE = 0.09$, $t(113) = 0.99$, $p = .322$, 95% CI[-0.09, 0.28], $R^2 = .01$, $F(1,112) = 0.99$, $p = .322$. Furthermore, the effect of the interaction between motivation to change and learning goal orientation on the working alliance was found statistically significant, $B = 0.23$, $SE = 0.06$, $t(112) = 3.80$, $p < .001$, 95% CI[0.11, 0.35]. Simple slopes analyses showed that for only the high levels of the moderator learning goal orientation (+1 SD), there was a significant effect on the working alliance, $B = 0.59$, $SE =$

0.11, $t(112) = 5.58$, $p < .001$, 95% CI[0.38, 0.81], indicating that only those high in learning goal orientation have a significantly stronger working alliance. When the working alliance was entered into the model, which also included the interaction term, the interaction term became insignificant, B = -0.09, SE = 0.09, $t(111)$ = -1.08, p = .284, 95% CI[-0.26, 0.08]. Furthermore, the relationship between the working alliance and insight was positive and significant, B = 0.81, SE = 0.13, $t(111)$ = 6.42, $p < .001$, 95% CI[0.56, 1.06]. A significant positive effect was found for the high levels of the moderator learning goal orientation (+1 SD) when considering the indirect effect of motivation to change on insight while mediated by the working alliance, $B_{indirect}$ = 0.48, $SE_{indirect}$ = 0.08, 95% CI[0.20, 0.76]. The complete moderated mediation model of the interaction between motivation to change and learning goal orientation on insight via the working alliance was found to be significant, $B_{moderated\ mediation}$ = 0.19, $SE_{moderated\ mediation}$ = 0.08, 95% CI[0.05, 0.37]. Thus, the moderated mediation effect is present for the high levels of the moderator learning goal orientation. This indicates that the indirect effect of motivation to change on insight via the working alliance is stronger for those high in learning goal orientation. Meaning that the third hypothesis is supported. See Figure 3 for the complete model.

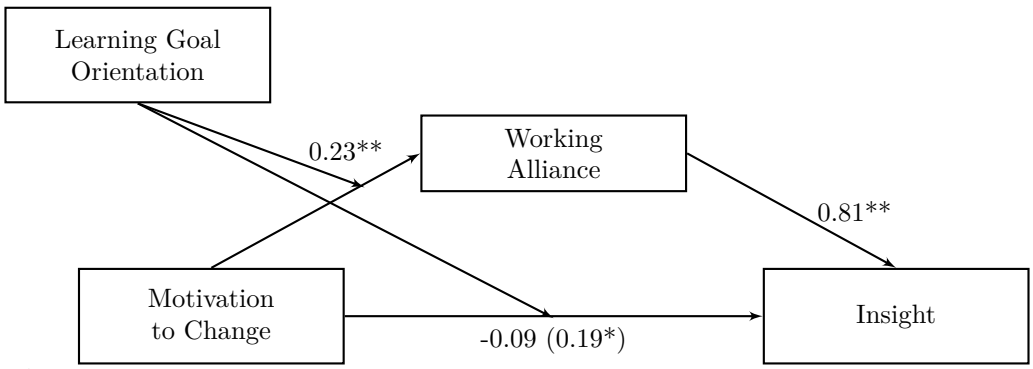

Figure 3

Note. Moderated mediation model. Unstandardised regression coefficients for the interaction between motivation to change and learning goal orientation on insight mediated by the working alliance. The regression coefficient for the interaction between motivation to change and learning goal orientation on insight while controlling for working alliance is in parentheses. *p *< .05,* **p *< .001.*

Discussion

The results of this study show predictors of the insight gained by the coachee during coaching. Our results show that a coachee's motivation to change is associated with more insight. Also, we found that the working alliance fully explains the association between the

motivation to change and insight. Lastly, our results show that the indirect effect between motivation to change and insight through the working alliance is only stronger for those with a high learning goal orientation. The findings of this research should be interpreted with caution due to the limitations of this study. We will use this section to reflect on the study's process. Our interpretation of the findings is discussed, followed by the possible contributions and implications of these findings. Next, the design and its limitations and consequences are discussed, followed by our recommendations for future research.

First, we found an association between a coachee's motivation to change and the insight they gained during the coaching sessions. This finding indicates that being motivated to change in the coaching sessions makes it more likely to receive insights from the coaching. This effect can also be the reverse because no causal conclusions can be made from the data. Insight precedes a coachee's motivation in the development pipeline (Peterson, 2006). The development pipeline portrays necessary and sufficient conditions for change in coaching (Peterson, 2006). However, the development pipeline does not consider the fully mediating effect of the working alliance between motivation to change and insight that was also found in our study. In this sense, the working alliance might suggest a direction from motivation to insight and not vice versa because a good working alliance has established interpersonal boundaries necessary to start the co-creation process between the coach and coachee (Rouse, 2020). The process of co-creation might yield insights for the coachee and not the other way around, although an inspiring insight could, in turn, strengthen the professional relationship. With the open question in the survey that asked about how coaching helped in gaining their insight, it was mentioned that the participants also needed the coach's help, a working alliance, to attain their insights: "My coach helped me see how life can be appreciated through mundane things and how to protect myself from exerting energy in non-useful ways."

Testing the second hypothesis showed the working alliance's mediating effect on the relationship between the coachee's motivation to change on insight. First, a significant association was found between the working alliance and insight. This finding supports the theory that a good relationship might foster thought elaboration and information processing associated with gaining insight with the help of co-creation (Rouse, 2020; Sonesh et al., 2015). One participant also addressed this: "As you develop a relationship, you start to understand each other – that's what led to the important insights." Second, the association between the

motivation to change and the working alliance was also significant. This association indicates that motivated coachees might exchange their motivation with the professional abilities and motivation of the coach (Baron & Morin, 2009; Graßmann & Schermuly, 2020; Sonesh et al., 2015). Furthermore, when the working alliance entered the model with the effect of motivation to change on insight, the effect of motivation to change on insight became insignificant. This finding indicates that the working alliance fully explains the effect of the motivation to change on insight.

Another finding, when testing the second hypothesis, was that the number of coaching sessions was significantly associated with insight. This finding aligns with the argument of Baron and Morin (2009) that the number of sessions attended influences the depth of the coachee's learning experience. Consistent with Sonesh et al. (2015), this might suggest that more coaching sessions promote deeper information processing and enhance insight.

The third hypothesis showed that there was only a stage one moderation effect for the high levels of learning goal orientation on the indirect effect of the working alliance on insight, indicating that a strengthened relationship between the motivation to change and the working alliance is only present for coachees with a high learning goal orientation. This finding contrasts with the results of Jones et al. (2021), who found that coaching goals are usually concerned with personal challenges and not striving for mastery of activities (which is the focus of those high in learning goal orientation). We argue that coaching is concerned with learning goals and could even use learning goals to tackle personal challenges. Consider a personal challenge of a coachee, such as: "My work stresses me out". A coach could foster the resilience of the coachee to their stressors using a learning goal such as: "In the following two months, I will enhance my ability to cope with work-related stressors through continuous learning and skill development." By using the striving for mastery exhibited by individuals with a high learning goal orientation or by adopting a learning goal approach, one might effectively address personal challenges (Dweck, 1986; Jones et al., 2021).

Contributions and implications

The association between a coachee's motivation to change and the insight they gain in the coaching sessions contribute to the existing literature (Baron & Morin, 2009; Bozer et al., 2013; Graßmann & Schermuly, 2020; Sonesh et al., 2015). These results may contribute to the theoretical conceptualisation and measurement of the motivation to change. While this

concept of the motivation to change was used in research before (Graßmann & Schermuly, 2016; Schermuly, 2018), it was not linked to insight. Sonesh et al. (2015) use motivation and insight as concepts, but their conceptualisation and operationalisation of motivation were more akin to coachee readiness.

For practising coaches having and keeping a coachee motivated to change by satisfying their psychological needs may be important (Deci & Ryan, 2000). For instance, letting the coachee keep an ability journal (Spence & Oades, 2011) may increase their motivation by satisfying the need for competence (Deci & Ryan, 2000). With the other needs also satisfied, a coachee is intrinsically motivated, which might help establish a good working alliance (Baron & Morin, 2009; Graßmann & Schermuly, 2020; Sonesh et al., 2015). This pleasant working alliance might help the coachee to gain insight because they are more receptive to the following creative process of co-creation (Csikszentmihalyi, 1988; Rouse, 2020).

The mediating effect of the working alliance might contribute to the literature suggesting that the working alliance acts, in coaching, as a mediator (de Haan et al., 2013; Molyn et al., 2022). In addition, using the motivation to change adds to the existing literature on the antecedents of a good working alliance (de Haan et al., 2013). A coachee's motivation to change might be considered a predictor of a good working alliance. The association between the working alliance and insight was shown before (Sonesh et al., 2015), but this study might introduce co-creation as a possible mechanism to the coaching literature. Co-creation between a coach and a coachee may be the process that uses a good relationship to gain insights (Rouse, 2020). These findings might also add to the theory of social exchange that a coachee's motivation and a coach's capabilities might function as resources they trade in the coaching process to foster the working alliance (Cropanzano et al., 2017; Graßmann & Schermuly, 2020).

The emphasis of this research for the coaching practice is keeping the coachee motivated to change. Keeping the coachee motivated by satisfying psychological needs and offering your expertise as a coach in exchange for their willingness to change might result in a good working alliance (Deci & Ryan, 2000; Graßmann & Schermuly, 2020). The working alliance may be appreciated as it helps in the co-creative process, which can result in life-changing insights for the coachee (Müller & Greif, 2022; Rouse, 2020). Insight should not be underestimated as a desirable outcome in coaching. Many coachees remember these eureka

moments as pivotal in their personal development as one of the participants mentioned: “Life changing, I was stuck in the way I handled all my responsibilities. She [the coach] made me look at my life from a different angle.”

Knowing that those coachees with a high learning goal orientation are more likely to have a good working alliance with their coach contributes to the literature on goal orientation as a factor in coaching (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018). In addition, the moderating effect of learning goal orientation on the association between motivation and the working alliance is not researched. Our results show that learning goal orientation can be a viable moderator in the coaching process. Also, a complex model such as a moderated mediation model has not been investigated in coaching psychology. Our study and results might show that these complex relationships can be measured in the coaching context.

As a coach, it is nice to know that those with a learning goal orientation might have better-working alliances in coaching. Coaches can also use this the other way because a coach can help the coachee tailor the coaching goals to be more specific, challenging and focused on development. In addition, as suggested in the research of Janke (2022), those with satisfied psychological needs, as stated by the SDT, may strive more for learning goals. By formulating specific, challenging and learning-oriented goals, the coachee can become more motivated to change, which is associated with an increased working alliance (Lunenburg, 2011).

Limitations

Some limitations were encountered while investigating. When collecting data, a convenience sample was needed because there was no access to a register where coachees could be systematically sampled. Convenience sampling methods might yield biased and incomparable samples with the true population. Still, effort was exerted to ensure the participants were recruited from a professional environment with good work experience (e.g. LinkedIn). We also contacted the professional coaching community of Noloc for more participants.

In addition to the convenience sample, we used snowball sampling via Noloc coaches’ referrals to gather as many coachees as possible. A limitation can be derived from using these referrals via professional coaches as the coachees they hand the survey to might be biased. The research invitation clearly stated that it investigated the working alliance. Coaches might have selectively shared the questionnaire with coachees with whom they have a good

relationship, potentially introducing bias in the selection process. In contrast, the participants willing to participate in the study might already be enthusiastic about coaching because of a positive coaching experience and thus eager to contribute to research. The invitation also emphasised this when we asked potential participants: "Do you think it is important to be coached or to coach with evidence-based knowledge?"

different limitation emerged during the data preparation. When preparing the data for analysis, the data violated the assumptions for normality and homogeneity of variance. These problems were solved using bootstraps in the analyses (Field, 2013; Williams et al., 2013). Robust procedures, such as bootstraps, are always preferred to deal with violations (Field, 2013). Bootstraps deal with non-normality and heteroscedasticity if there is sufficient statistical power in the data, which there was (Williams et al., 2013). Despite this solution, the above interpretations should be considered cautiously (Field, 2013).

In addition to the violated assumptions, we removed 31 participants from the analysis. This removal lowered the number of participants from 151 to 120 participants. Fewer participants resulted in a lower power level than desired (71%). A danger of lower power is that a model might become insensitive to measure any effect (Field, 2013). Judging from the findings, however, we still had sufficient power to measure the effects.

Another limitation was the cross-sectional research design of this study. Due to this design, the study is limited to a single measurement in time, while coaching is a process of a longer duration (de Haan, 2021). Despite the limited design, the findings motivate further research into these topics.

The final limitation might be that those who received coaching more than three months ago remained in the sample ($n = 20$). It may be questioned whether these coachees can remember their coaching intervention well. Especially regarding the working alliance, it might be true that if they only remembered that the intervention's outcome was positive, the relation is also assessed optimistically or without nuance. This faulty recollection might have negatively skewed the working alliance variable, leading to non-normality and heteroscedasticity (Williams et al., 2013). Despite these risks, these participants were added to give the model as much statistical power as possible, enabling it to detect the hypothesised associations.

Recommendations

For future research on this topic, more participants should be recruited to avoid violations of assumptions and more power for the analyses. In addition, a study could be conducted with multiple measurements to make more causal conclusions about the direction of the variables. Coaching is a process, so measuring these constructs at multiple points in time during a coaching intervention may be beneficial. While de Haan (2021) showed that the quality of the working alliance stagnates after a few sessions, motivation and insight might fluctuate during the coaching intervention.

Furthermore, the total effect of the interaction of learning goal orientation and motivation to change on insight proved insignificant. We also did not hypothesise this, but it might be interesting to investigate what goal orientation or other orientation of a coachee might be associated with gaining more insight in coaching.

Future research can also add more nuance and depth to the coachee's motivation. The motivation to change was measured limited to the coachee's motivation to do the coaching and the willingness to apply changes in their (working) lives derived from the coaching (Jansen et al., 2004). A future researcher can apply more nuance and depth by measuring the coachee's psychological needs, as stated in the SDT (Deci & Ryan, 2000). Future research might provide a complete image of how coaching affects a coachee's motivation, its influence on the working alliance, and the insight gained in the sessions.

Lastly, there is a lack of registers with coachees to investigate coaching psychology in the Netherlands. Constructing such a register might be an idea for coaching research to readily draw random samples from a population of coachees, increasing generalisability (Toepoel, 2015). Such a register could be readily organised with multiple coaching organisations such as Noloc.

Conclusion

The importance of motivation in a professional relationship, such as a working alliance, cannot be underestimated. Being involved as a coachee in the coaching process can enrich the experience and is associated with gaining insight. Additionally, the coachee's goal orientation plays a part in their relationship with the coach. Being thoroughly engaged at any moment is important for a person to grow. A coach plays a part in the personal growth of individuals. By their hands, the coach can make the coachee vulnerable and insightful, resulting in

beautiful developments: “My coach helped me see how life can be appreciated through mundane things and how to protect myself from exerting energy in non-useful ways.”

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