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The impact of coaching on work-family enrichment: The role of intrinsic motivation and self-efficacy

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Departamento de Psicologia Social e das Organizações

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Abstract

The present study proposes the analysis of a theoretical model that tests the relationship between coaching practice and the management of the work-family enrichment experienced by the coachee, framing the coachee's self-efficacy and intrinsic motivation as mediating mechanisms. This study aims to discover the benefits of coaching processes in a business context on work-family enrichment as an interface alliance that positively impacts the employee's professional and family performance. To deepen the knowledge about this phenomenon, IBM SPSS was used with the PROCESS macro. According to the hypotheses tested, there was a positive and significant sequential mediation of self-efficacy and intrinsic motivation in the relationship between coaching and work-family enrichment. The study contributes to the literature on the relationship between coaching practice and work-family enrichment. Finally, we present the limitations of this study, as well as suggestions for future research.

Keywords: Coaching; Work-family enrichment; Intrinsic Motivation; Coachee's self-efficacy.

Resumo

O presente estudo propõe a análise de um modelo teórico que testa a relação entre a prática de coaching e a gestão do enriquecimento trabalho-família vivenciado pelo coachee, enquadrando a autoeficácia e a motivação intrínseca do coachee como mecanismos mediadores. Este artigo tem como principal objetivo contribuir para a descoberta de benefícios que os processos de coaching aplicados em contexto empresarial têm sobre o enriquecimento trabalho-família, enquanto constructo que impacta positivamente o desempenho profissional e familiar do colaborador. Por forma a aprofundar o conhecimento acerca deste fenómeno será utilizado o IBM SPSS com a macro PROCESS. De acordo com as hipóteses testadas, revelou-se uma mediação sequencial positiva e significativa da autoeficácia e motivação intrínseca na relação entre coaching e o enriquecimento trabalho-família. Este estudo contribui para a literatura sobre a relação entre coaching e o enriquecimento trabalho-família. Por fim, são apontadas as limitações desta investigação, bem como sugestões para estudos futuros.

Palavras-Chave: Coaching; Enriquecimento trabalho-família; Motivação intrínseca; Autoeficácia do coachee.

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Introduction

A few decades ago, in an organizational scenario, investors believed that the main objectives, such as productivity, cost reduction, and exponential growth, were incompatible with workers' purposes. In this sense, the coexistence of people who identify with their work functions and feel well-being in their daily life was almost unthinkable (Garcia, 2011).

However, technological evolution puts every organizational priority, objective, and action area in perspective, providing a competitive environment. The companies had to increase the conditions given to their human resources that represent the intellectual capital to promote the development and capacitation of human capital in organizational contexts (Oliveira, 2017; Garcia, 2011). This change in the corporate field permitted the companies to apply a strategic and systemic vision through their manager and executive decision power to generate innovative and proactive solutions for business (Oliveira, 2017). The bridge between the pressure that workers felt in this competitive market, as well as the need for focus and competencies to keep up with the market variances, is a learning process that allows the individual to develop skills in an innovative and differentiated approach, nominated coaching (Bozer & Jones, 2018).

In an organizational context, coaching is a broad construct encompassing a diversity of areas of activity, defining itself as a 'systematic and results-oriented process' (Grant, 2003). The interventional practice of coaching is based on development and learning, using a collaborative, reflective, and results-oriented perspective, which translate into the professional goals that the coachee wants to achieve (Bozer & Jones, 2018). Coaching has shown exponential growth in several areas worldwide, characterizing itself as a valuable and reliable resource for personal and professional development (Palmer & Szymanska, 2018). Coaching has shown a remarkable evolution in recent years in executive coaching applied to coachees with management authority. Besides increased responsibility in organizations, coaching has boosted the active growth of large companies and fostered the growth and success of coaching organizations (Bozer & Jones, 2018).

Even though there is still a significant focus on executive coaching, the practice of coaching in the work context has been extended to employees from different sectors and departments. The main objective of this categorization is to prepare them for the evolution of the company and their own personal and professional development. With the principle of providing the coachee with support, motivation, mental space, and time for understanding, measured, and reasoned application of acquired knowledge, coaching proves to be a sustained and proven training format (Bozer & Jones, 2018).

The added utility of this practice is strengthened by the technological evolution and professional instability that arises from it, which translates into a imbalance in the individual's well-being (Theeboom et al., 2017). In turn, it enhances the need felt by the employee to self-regulate his professional activity and all its consequences. Therefore, the coaching practice arises from the need to fill different requirements on the part of the coachee. The rejection of change and uncertainty is an imminent reaction

to transformation (Boswell et al., 2014). However, it contradicts the expectations of evolution and career development of individuals.

As effective change lacks self-regulatory knowledge, it is necessary to train the coachee to obtain skills and attitudes for change (Theeboom et al., 2017). Coaching has been used as an individual and a professional approach to achieve specific results in their families and careers (Henriques, 2018). With the openness to change, it was also possible to associate the way of being of the coachees from a more positive conception of the human being without recognizing and considering the importance of all functional/operational aspects of the business and all the implications they radiate in everyday life (Garcia, 2011). In this sense, meeting the family and professional goals can translate into a high work-family enrichment by supporting learning and emotional regulation in coaching practice (Theeboom et al., 2017). This interconnection points out the benefits between the work and family spheres, seeing them as allies and emerging the work-family enrichment construct (Greenhaus & Powell, 2006).

Work experiences increase the quality of an individual's performance on their family's and individual's supper through acquiring or refining knowledge, skills, and behaviors. In this way, work activities prepare them to face different situations, making the subject more ready to face family challenges and be a better member of his work life (Carlson et al., 2006). Therefore, work-family enrichment gives workers higher productivity, professional satisfaction, and lower turnover intention (Mishra et al., 2019). These outcomes enhance competitive advantage by compatibility with work functions and family life's needs across flexible working hours, labor arrangements, remuneration conditions, and career progression (Fagundes, 2019).

Thus, the coaching process favored the coachee's self-regulation and self-knowledge to become more critical and conscious regarding their work and family decisions (Sinnott & Tagliamento, 2020). However, there are other variables able to influence this relationship. According to self-determination theory, coaching behaviors provide structural conditions for the coachee's intrinsic motivation allowing the development of autonomy, competence, and relatedness (Wu et al., 2014). Motivation is an integral factor that improves the coachee's opening to behavioral regulation and will enable them to engage in practices that help them meet their needs, such as coaching (Whitmore, 2009). By this, coachees will be more prepared to receive knowledge and improve their competencies through coaching and consequently apply all this improvement to their work-family incompatibilities, enriching that interface (Beinema et al., 2021; Whitmore, 2009).

Along with this, coaching promotes affective outcomes such as self-efficacy (Jones et al., 2016), defined by Bandura (1997) as the perceived ability to perform specific actions successfully. Therefore, self-efficacy will determine the performance effort the coachee will expend and how long they will persist when faced with aversive experiences or obstacles in their work-family interconnection (Vieira & Palmer, 2018). Literature shows that workers who perceive a high self-efficacy significantly impact their working performance, become better family members, and achieve work-family enrichment (Greenhaus & Powell, 2006; Vieira & Palmer, 2018).

Considering the panorama presented, the main objective of this dissertation is to analyze the relationship between the coaching process and work-family enrichment and the role of self-efficacy and intrinsic motivation as mediating variables in this relationship.

This work is divided into four parts. The first part is a literature review, conceptualizing the variables analyzed based on recent research, how they relate to each other, and the research hypotheses we propose to test. The second part describes the method used, starting with the data collection procedure and description of the sample and the measurement scales used to operationalize the variables under study. In the third part, we present the results of the statistical analysis, more specifically the descriptive measures, correlations between the variables, and the statistical test of the research model. The fourth and final part presents the conclusions, the summary, research contributions, the limitations of the present study, suggestions for future research on the subject and discussion of the findings of this study.

<div align="center">**Chapter I**</div>

<div align="center">**Literature Review**</div>

1.1. Coaching

1.1.1. Definition of the field

The accelerated progression in the corporate world has challenged companies to remain stable through diverse and constant changes (Garcia, 2011). Therefore, the employee's work environment is defined by rapid technological developments, less stable career paths, and an alteration concerning knowledge-based work (Savickas et al., 2009). The differentiating factor that advantages the companies concerning their competitors is the investment done in their human capital. According to Grant (2003), life coaching is 'a collaborative solution-focused, result-oriented, systematic process in which the coach facilitates the enhancement of life experience and goal attainment in the personal and professional life of regular, non-clinical clients. This process integrates tools that help extinguish the gap between the knowledge place where the coachee is at the beginning of the process and where they want to be (Josefa, 2015).

The term "coach" refers to a guiding subject that identifies the coachees' starting point and leads them through the learning process to achieve personal and professional goals as a destination. Overall, the term coaching is used to name the practice itself. The coach refers to the professional who applies this process. Finally, the coachee represents the individual who receives it (Oliveira, 2015).

Despite the high importance of coaching in an organizational context, it improves different dimensions of organizational behavior, such as employee performance and job satisfaction. Coaching practice is still an emerging research domain, therefore its definition is broadly approached by various perspectives (Passmore, 2010).

Coaching is an instrument of personal formation conducted by a coach to allow organizational learning to lead employees to conquer autonomy and self-realization in their daily lives, whether at work or in their family's surroundings. The primary purpose of the coaching process is the improvement of existing skills and competencies joint with individual abilities growth (Hamlin et al., 2008).

Coaching can be well-market, correspondingly to another perspective, as a partnership between the coach and the coachee, as an agreement between the parties in which objectives are established to be achieved (Lapolli, 2010). Furthermore, Lai (2014) has suggested that coaching is a reflective process that considers the coach's and coachee's intercommunication through dialogue and negotiations, aiming for the coachees to experience a positive behavioral change that leads to the meeting coachees' personal or work development targets.

The current role of coaching implementation is to foment sustained well-being changes through leading a coachee over a self-regulatory cycle (Theeboom et al., 2017). It can also be defined as a system that aims to unlock the coachee's knowledge potential through monitoring, guidance, and action, usually

confidential (Batista, 2014). Even though it is sometimes perceived as a solution for poor performance improvement, coaching merges into a developmental and empowerment perspective used in an organizational context as a development intervention (Fontes & Dello Russo, 2019). It is defined as the art of making the coachees the best of themselves in every field they want to progress by a high level of commitment and proactivity (Rocha-Pinto & Snaiderman, 2014).

Despite coaching being an open research field, there wasn't a consensus on a definition as methodology, there is compliance regarding the practice as a guidance relationship and a process between a qualified professional and his client pursuing professional and personal evolution (Rocha-Pinto & Snaiderman, 2014). In this sense, this practice can be conveyed by qualified professionals within the company or by internal employees, usually managers, supervisors, or human resources specialists (Fontes & Dello Russo, 2019). According to Whitmore (2002), a successful coaching process is based on the coach's belief in the coachee's ability and competence, allowing them to perceive their self-efficacy to achieve large-scale results. Therefore, the coachee establishes their skills and limits with greater awareness, analyzing the possibility of facing obstacles and acquiring achievements (Rocha-Pinto & Snaiderman, 2014).

These process-based definitions as the most common and objective distinction of coaching from other conversation-based approaches such as mentoring, counseling, and therapy (Passmore & Fillery-Travis, 2011). There are still many doubts about the differences and similarities in coaching regarding these psychotherapy practices because they share very similar features and processes. First, the coaching process is guided by a coach and other psychotherapy methods by a psychotherapist. Besides, coaching is defined as a new methodology aiming at personal and professional development and does not approach psychological or medical conditions (Oliveira, 2017).

In coaching, the coachees are treated as clients, non-clinical population, and in psychotherapy practices as patients (Oliveira, 2015). While the coach guides the coachee through the future conception, focusing on creating solutions without extensive analysis (Fontes & Dello Russo, 2019), the psychotherapist must analyze the patient's past development boundaries to guide them (Theeboom et al., 2014). As a solution-focused intervention, the coach works on the problems rapidly, not looking over them to understand and create solutions, and consequently, coaching needs fewer sessions (Oliveira, 2015). Finally, when comparing coaching to consulting and mentoring in the organizational context, the main difference is the coachee's reliability through the formal professional qualification represented in mentoring or managerial coaching that is avoided in coaching (Fontes e Dello Russo, 2019).

1.1.2. Historical Coaching Evolution

Regarding coaching's origin was constructed several approaches in the literature. Chiavenatto (2002) emphasizes that coaching is not new but as old as humanity, as known and referred to by Socrates and

Aristoteles. However, there is consensus between authors and researchers that it is a term of origin around 1556 in the English language. The word coach represents a vehicle that takes someone in the direction they want to go (Chiavenatto, 2002). On that occasion, coaching was used to describe the route done by the person on the carriage (Josefa, 2015).

Worldwide, coaching has become a construct to be studied as a development methodology since used for the first time at Oxford University around 1830 to define a coach as an instructor or trainer who prepares people for public tenders (Cox et al., 2010). In 1860, the coaching began to occur in sports, and sports technicians were nominated as coaches (Josefa, 2015). Henceforward, in 1937, coaching was for the first time associated, by Myles Mace, with the corporative world in the manufacturing business field as an instrument to improve productivity in the work context (Batista, 2014).

However, following the basis of the current coaching construct, coaching was introduced in America, in the field of sport, by tennis teacher Timothy Gallwey, in 1972 (de Melo et al., 2015). In his authorship book 'The Inner Game of Tennis,' he expresses a methodology for athletes to improve their sports practices and achieve better results. Considering that there is always an inner game in everyone's minds, a skilled coach would guide the athlete to remove or reduce internal obstacles to his performance, asking practical questions and believing that the human being has an innate ability to learn (Marion, 2019).

Following the coaching study model in the organizational context developed previously by Myles Mace, John Whitmore adapted, in 1990, sports coaching activity in the business field and on a personal level (Batista, 2014). Thereby, IBM used coaching redirecting it from the initial stage, as a private development vehicle, to a transformational practice for employees and business development (Marion, 2019).

Since then, coaching has been evolving in other countries such as Japan and Europe. It is now implemented with great impetus worldwide, being approved by several international organizations that evidenced its practice's success and business benefits. Specifically, in Portugal, coaching was introduced as a good practice in 2007 by the International Coaching Federation (ICF) and is now recognized by human resources associations such as the APG (Portuguese Association of People Management) (Barosa-Pereira, 2008).

1.1.3. Types of Coaching

Along with the evolution of the coaching industry, definitions and methodologies have slipped into diverse subspecialized practices under coaching (Passmore & Lai, 2020). Since coaching is considered, a process adapted to personal and professional domains, the most varied interventions can be applied following the company's needs or the person who searched this method. However, regardless of the environment that coaching will bend over, both domains are mutually related so that professional coaching can be reflected in personal life and backward (Batista, 2014).

Coaching methodology selection criteria should be associated with the organization's and the coachees' needs and the training received by the coach (de Melo et al., 2015). However, it suggests that coaching integrates several perspectives into six fields: life coaching, business coaching, leadership coaching, executive coaching, career coaching (Lapolli, 2010; Grover & Furnham, 2016). Regarding life coaching, the coach visualizes and interacts directly with all the coachees' life dimensions to create a reflective environment that empowers the client to have a more holistic analysis of the most intimate professional and personal challenges (Savaris et al., 2015). Considering this, the search for this process starts with the coachee seeking help to identify and consolidate their personal goals, therefore, a comprehensive approach (Oliveira, 2015).

Business coaching consolidates a logical, structured, and incorporated process to motivate and form professionals to fulfill the company's defined goals. This perspective demands the creation of differentiated and creative strategies that encompasses any internal employee that needs to improve competencies (Lapolli, 2010; Grover & Furnham, 2016). Meanwhile, leadership coaching distinguishes itself from other methodologies regarding goal and outcome setting since the main target is to improve the competencies of a more effective leader (Grover & Furnham, 2016).

Executive coaching concerns applying coaching in the workplace, specifically in employees with a higher level of responsibility, such as senior or c-suite managers (Passmore et al., 2020). The main goal of this coaching perspective is to improve professional performance and personal satisfaction, bringing good practical repercussions throughout the organization (Batista, 2014). Executive coaching helps the coachee develop a strategic thinking capability, coordination, job transfer, career growth, and higher motivation to manage team crises (Oliveira, 2015).

On the other hand, career coaching enables the employee's professional evolution by taking a career-structured hierarchy, whether within the company or in different organizations (Oliveira, 2017). For this target, the coach is concerned with coaching people who want to build a path through the job search and consider the various variables of a person's future and professional life, including their knowledge, goals, competencies, motivations, skills, and techniques (Oliveira, 2015).

1.1.4. Coaching consequences

Coaching has been seen as an essential instrument of learning, training, and development that aims to maximize the effectiveness of human resources inside an organization (Ford et al., 2009). The outcomes following the subsequent approach will be presented among the consequences of the coaching process and the existing criterion frameworks to evaluate coaching effectiveness (Jones et al., 2016). Jones and colleagues (2016) adapted the methodology of Kraiger and colleagues (1993) and proposed that the potential effects of coaching can be organized into cognitive, affective, and skill-based criteria. Furthermore, coaching contributes to achieving organizational targets that directly affect performance

when aligned with individual goal setting (Jones et al., 2016). In this study, the performance outcomes of coaching will be analyzed through the results criteria, per Kirkpatrick's model (Kirkpatrick, 1996).

Considering the affective learning outcomes, Ely and colleagues (2010) highlight, for example, self-efficacy, intrinsic motivation, and job satisfaction. Correspondingly, Jones et al. (2016) identify self-efficacy and confidence as coaching affective outcomes. Furthermore, the cognitive effects manage declarative and procedural knowledge and cognitive strategies such as problem-solving abilities, goal orientation, and communicational efficacy (Josefa, 2015; Jones et al., 2016). Regarding skill-based coaching outcomes, some authors have studied a diversity of measures that are inherently correlated to the application of coaching development activity in work environments (Cerni et al., 2010; Galvão et al., 2016). These studies have found that transformational leadership abilities and technical skills like financial organization, business management, and time management are examples of those measures (Cerni et al., 2010; Galvão et al., 2016; Jones et al., 2016).

Ultimately, the results criteria to analyze coaching consequences integrate variables such as improved productivity, fewer turnover intentions, and work-family enrichment (Galvão et al., 2016; Sinnott & Tagliamento, 2020). In order to achieve this, one option might be to choose a coaching application based on the GROW model, as these support employee learning and source recognition, generating clarity about their actions and subsequently enhancing the enrichment of work-family life (Catalão & Penim, 2011). Furthermore, numerous theoretical researchers of coaching effects consider the goal setting theory (Locke & Latham, 1990, 2002) as a clarifying outcome expectancies method, suggesting that setting specific high goals provides self-efficacy and learning goal orientation preparing the subject to receive feedback positively (Latham, 2007). Regardless of the assorted theoretical backgrounds on coaching process investigation, the goal setting segment is the most used on coaching interventions (Grant, 2012).

Goal Setting Theory (Locke & Latham, 1990, 2002) as a theoretical perspective to edge coaching, enables the study of coaching positive effects on work behaviors and self-regulation to achieve individual, group, and organizational unit goal levels (Locke & Latham, 2006; Fontes & Dello Russo, 2021). According to Bozer and Jones (2018), the multidimensional conceptualization of coaching effectiveness is based mainly on investigating attitudinal and behavioral consequences. Previous investigations of his theory have shown that higher or harder goals lead to a higher level of task performance than easier goals that are settled (Locke and Latham, 1990, 2006; Brown et al., 2005). Being it, the person's commitment to the goal settled, such as the perception of self-efficacy, is considered as a requisite to achieve it positively mediating the relationship between goal difficulty and task performance (Locke & Latham, 2006; Fontes & Dello Russo, 2021).

Goal setting is related to future valued outcomes, in this sense, the affect driven into the goals at the beginning of the process is the primary standard for self-satisfaction with their performance at the end of the process (Locke & Latham, 1990). A success mindset in the workplace arises to the magnitude

that individuals understand their ability to evolve and assemble work challenges by following and achieving goals that are significant and important (Fontes & Dello Russo, 2021).

1.2. Work-family enrichment

According to Michael and colleagues (2011), work and family are the two significant domains in a person's life, stimulated mainly by the evolution of roles associated with family and work. Therefore, the research field concerning work-family relationships has increased recently (Zhang et al., 2018; Rastogi & Chaudhary, 2018; Greenhaus & Powell, 2006), especially since changes in the workforce, demographic shifts, and technological evolution demands organizations to become more sensitive to their employees work and family lives (Goswami & Sarkar, 2022). In a household where both parents are employed and have a professional diary activity highlighting the implications that the articulation between work and family activities has on the individual's performance can significantly impact their well-being and success in each domain (Gareis et al., 2009).

In the beginning, the investigation of work and family interconnection was linked to the spillover of functions between both domains (Kahn et al., 1964). Researchers defended that managing these two live spheres could result in adverse functions spillover and generate conflict, i.e., work-family conflict (Cinamon, 2006). This negative interaction derives from a perspective that considers that participation in multiple roles inevitably leads to experiences of stress that impact the subjects' quality of life, making participation in each domain increasingly challenging (Greenhaus & Beutell, 1985). Following this, Greenhaus & Beutell (1985) defined work-family balance as the absence of conflict between these two domains.

Posteriorly, the investigation leads to where the relationship between work and family domains can interfere positively and be mutually supportive (Greenhaus & Beutell, 1985). Work and family research generally emphasizes the mechanisms linking these two life spheres, positive or negative (Edwards & Rothbard, 2000). Contemplating the positive approach, the role accumulation theory (Sieber, 1974), the expansionist theory (Barnett & Hyde, 2001), and posteriorly the model of work-family enrichment (Greenhaus & Powell, 2006) are considered the base models of study for this construct. According to Sieber (1974), the role accumulation theory predicts four possible outcomes from the person's participation in multiple roles.

First, it is necessary to consider the unique privileges gained by performing a role. The more roles the individual achieves, the more benefits he will have (e.g., a father who has health insurance at work that can be extensible to the family context can apply the benefits acquired in his corporative surroundings to improve his father role). Secondly, participating in various roles is developed a feeling of security because the probability of taking situations of risk at one of the roles supported by other domains is high (e.g., If an individual decides to dismiss from his job, he may have the support of his family and friends to organize his life in general). The third result possible from acquiring various roles

is the number of resources developed in one function that can improve performance in another (e.g., Organizing family duties between parents can increase knowledge and competencies to be more concise and goal-oriented at work). And lastly, participating in multiple roles allows the individual to be enriched with new perspectives and ideas, making him a subject with a more open and flexible mindset (Sieber, 1974).

Aligned with this, Barnett & Hyde (2001) proposed the expansionist theory arguing that the time and energy an individual has as a resource can be expanded to multiple roles, sufficient to achieve success in performance. In 2006, Greenhaus and Powell proposed an influential model of work-family enrichment, exposing the domains as allies. Many studies have focused on the precedents and outcomes of the positive interaction of this interface. This interaction can be analyzed through two mechanisms, the instrumental and the affective. Following the same idea as the third result of the role accumulation theory, the first trajectory indicates that the resources gained in one specific role can directly increase the individual's performance in another (Sieber, 1974; Greenhaus & Powell, 2006). Regarding the second mechanism, affective trajectory indirectly expands the individual's performance over positive affect (Greenhaus & Powell, 2006). For example, constructive practices in a family context can supply the individual with self-efficacy, which, in turn, can convert into positive emotions that beneficially affect work performance (Roche & Haar, 2019).

Besides the differences between these mechanisms, both are directly affected by the salience that each role represents in an individual's life (Greenhaus & Powell, 2006). According to Thoits (1991), integration of multiple roles can increase the capacity for evolving distinct social identities (e.g., Partner, worker, father/mother) aligned with their purpose in which domain. Considering each person's self-concept is relevant to an individual, rather hierarchically in terms of salience, which roles are more suitable for themselves (Greenhaus & Powell, 2006). Across these mechanisms, the work-family enrichment emerges as a source of high performance in both domains, becoming bidirectional through resource gaining (Carlson et al., 2000), translating into positive psychological experiences at home (Ilies et al., 2009) and positive effects through the organization (Goswami & Sarkar, 2022).

Furthermore, regarding the consequences of work-life enrichment, the empirical investigation concluded that both work and family domains have beneficial effects. Regarding the family domain, several studies have shown the improvement of greater satisfaction with the family context and with life in general, such as increases in physical and mental health (Greenhaus & Powell, 2006; Zhang et al., 2017; Roche & Haar, 2019). On the other side, in the work sphere, evidence has been found of increased job satisfaction and an evident decrease in the turnover measure along with superior engagement at work (Greenhaus & Powell, 2006, Medeiros et al., 2017; Rastogi & Chaudhary, 2018). Concerning the precedents of this construct, various studies have concluded that the application of development methodologies such as coaching enables to empower the individual in his self-efficacy and intrinsic motivation to accomplish his goals, aliening them for a balanced work-life interaction (Sinnott & Tagliamento, 2020; Pereira, 2019; Roche & Haar, 2019).

1.3. Relationship between coaching and the work-family enrichment

Increasing the work-family enrichment is a critical need for the corporative environment, considering this construct provides the employees with extended analyses of their statutory and non-statutory duties at the workplace (Agu et al., 2021). To address organizations to improve work-family enrichment is vital to understand the contextual and individual precedents that promote it.

According to Berriman (2007), coaching can positively impact decreasing the behavioral problems employees can present through work. As a comprehensive process for any individual within an organization, coaching aims to promote changes in performance, skills, and targeted competencies (Hamlin et al., 2008; Fontes & Dello Russo, 2019) to achieve personal and professional growth (Grover & Furnham, 2016). Burt & Talati's (2017) perspective on how work-family enrichment can promote a general level of satisfaction between family and work demands concenters on the investigation of coaching's practice consequences.

In the work context, coaching allows the coachees to apply knowledge, abilities, behaviors, and attitudes learned in their roles, determining their success (Bozer & Jones, 2018). The results of coaching practice allow the employee to corroborate the degree to which the acquired expertise has been used to maximize the performance in each role and target the specific objectives to be achieved. Giving this conscience about purpose, values, and duty at work coaching empowers the coachee to self-fulfillment, preparing them for an enriched work-family relationship paring goals in these two spheres (Sinnott & Tagliamento, 2020).

The investigation of coaching's positive effects on work-family enrichment has pored over specific professional groups such as executive managers. Sinnott & Tagliamento (2020) directed a study on the impact that executive coaching has on executive managers' work and family relations. Specifying the study results considering the effects of work on family relations, the authors suggested that coaching enhanced the development of executives' conscience over their attitude in a professional context. Besides the expected impact on executives' work performance, instead of using this attitudes knowledge to improve the professional performance required by the competitive market, coaching allowed them to merge a reflexive process about their family relations and conciliation with work responsibilities. This awareness of family and work attitudes promoted by the coaching process was also shown in O'Neil, Hopkins and Bilimoria's (2015) study about the impact of executive coaching on women leaders, revealing a constructive effect on the executives' perception of their self-efficacy on life in general, and family and friend relations, becoming more critical and conscious of their decisions through personal life. The main conclusion from these studies was that the coaching process favored these executives by teaching them to manage time between roles and consequently develop an enriched satisfaction over their family and professional lives (Sinnott & Tagliamento, 2020; O'Neil et al., 2015).

In addition, studies have focused on other professional groups, such as the investigation of Agu and colleagues (2021) about rational emotive occupational health coaching impact on work-life relations among primary school administrators. As part of the results, the authors find that coaching promoted the quality of work and life by enhancing the management of their day-to-day work-related stress, and reducing career anxiety (Agu et al., 2021), to enrich work-family demands.

Considering the previous literature, coaching provides enhanced working circumstances for the employees and supplies the accomplishment of work-life enrichment (Fagundes, 2019). Following these studies' revision, the present study advances the succeeding hypothesis:

Hypotheses 1: Coaching has a positive and significant relationship with work-family enrichment.

1.4. Self-efficacy: The mediation effect between coaching and work-family enrichment

Self-efficacy refers to the perception that the individual obtains from the capacity and ability to organize and execute tasks and objectives, whether this is a way of judging a belief, a perception, or an expectation (Bandura, 2001). Inherent to it, self-efficacy is distinguished as a perceived ability, whereas is the expression of an individual recognition of skills and capabilities to assemble cognitive resources and self-awareness to perform a specific task in any active environment (Bandura, 1997). Based on the Social Cognitive Theory (Bandura, 1997), self-efficacy allows individuals to define their goals concisely and effectively, anticipating positive results from their performance. This concept translates into a greater capacity for self-regulation and motivation concerning personal and professional tasks and purposes, influencing the degree of persistence and effort (Bandura, 1977). According to Bandura (1997), the self-efficacy belief the subject builds is based on his performance achievements, verbal persuasion ability, psychological and emotional state, and vicarious experiences.

Therefore, the perception of self-efficacy varies depending on the domains in which the individual performs specific tasks in their life (Salvador & Ambiel, 2019), this makes self-efficacy a broad construct that encompasses several life spheres (Bandura, 1997). The self-abilities perceived by the individual are the base instruction for this extension of self-efficacy between different behavioral domains. In agreement with Bandura's (1997) investigation, there are three dimensions that can contribute to self-efficacy evolution. First, to overcome the level of difficulty that the individual perceives on a task is necessary to measure the magnitude of his self-efficacy, which allows an awareness for success. Secondly, to achieve perseverance in task performance, the individual needs to measure the force of self-efficacy allocated to the determination and certainty to accomplish success. Lastly, the third dimension is the generality that grants the ability to transfer his self-efficacy perception to other contexts, fields, and circumstances (Bandura, 1997).

Considering the individual's professional domain, the belief in their skills and abilities for the successful performance of their tasks and work goals is designated as occupational self-efficacy (Rigotti

et al., 2008). According to Bandura (1986), occupational self-efficacy indicates the positive expectations that the individual builds through his performance and persistence in the face of adversity in his work. In addition to the professional domain, the individual presents family demands that involve confrontation with challenges and consequent changes in functionality and tasks by each individual and the family (Costa & Faria, 2015).

Bandura (2006) argues that through the dynamics of family change, the individual develops their perception of individual and collective self-efficacy. The perception of collective family effectiveness refers to the self-efficacy that everyone has regarding the expectations regarding the ability to establish functional relationships between elements and external systems with which the household interacts and the belief about the family collaboration capabilities to achieve general well-being (Bandura et al., 2011). In practice, it is understood that an individual who perceives himself as qualified to carry out his tasks in the professional field may form beliefs about his ability to perform well as a parent or vice versa (Badri & Panatik, 2020).

Self-efficacy can be improved and predicted by numerous constructs, such as the evaluation of existing skills, perceived difficulty of performance, external support, individual emotions and motivations, and negative symptoms through action like stress and anxiety (Bingöl et al., 2019). These negative emotional experiences through a specific task can have a negative impact on individuals' self-efficacy (Bingöl et al., 2019). Along with this, organizational learning is defined as mapping an organization's past practices and developing insights into the present duties and organizational dynamics' evolution (Tobin et al., 2006). Participation in organizational learning refers to the individual perception of the corporate support towards their development and learning activities (Tobin et al., 2006), such as coaching, which increases the self-efficacy perception over performance.

Moreover, according to Bingöl and colleagues (2019), low self-efficacy increases susceptibility to depressive symptoms, such as anxiety and depression. On the contrary, high levels of self-efficacy allow the individual to consider their intrinsic motivation and capacity to succeed in specific tasks and have a superior readiness to face adversities adequately and not avoid them (Graham, 2011). This perseverance through numerous life problems increases subjective well-being, life satisfaction, and higher motivation and enriches work and family relationships (Antunes, 2014; Badri & Panatik, 2020; Salvador & Mayoral, 2011).

The coaching process promotes the increase of the workers' self-efficacy, which is a critical psychological outcome of the successful results of this process (Jones et al., 2016; Bozer & Jones, 2018). According to Theeboom and colleagues (2017), coaching aims to facilitate the coachee's transition through self-regulatory cycles that promote the individual's psychological well-being. The coach responsible for the process should build an intervention that supports an intrinsic orientation to the goals by increasing the coachee's self-efficacy (Jones et al., 2016). In turn, the coachee's self-efficacy encourages the growth of work-family enrichment since it influences both spheres of the individual's life, helping the coachee deal with professional and personal demands (Locke & Latham, 2002).

Contemplating the goal-setting theory (Locke & Latham, 1990, 2002), it is also necessary to get together several supplementary features to achieve the goals settled in performance. Assuming that in coaching intervention, the goals are usually self-assigned by the coachee, the commitment through the process increases, providing the coachee with the accomplishment of meaningful goals that encounters their individual values (Grant, 2014).

Baum and Locke (2004) conducted a longitudinal study used to investigate the performance of small-venture entrepreneurs, finding that the evolution of goals, along with self-efficacy and corporative abilities, significantly predict individual evolution. Accordingly, Brown and colleagues (2005) found that goal setting improves individual performance in various contexts through feedback, which prepares the individual to evaluate his progress and goal commitment, which is enhanced by self-efficacy, and task complexity to extend that harder knowledge is acquired on complex tasks. Following these discoveries, several studies have shown that individual psychological traits such as self-efficacy can impact well-being and mediate relationships amongst contextual variables and work consequences (Demerouti et al., 2001; Restubog et al., 2010).

Later, Chan and colleagues (2016) drew an investigation to examine the contribution of work-family enrichment to job and family satisfaction by exploring the mediating mechanisms of self-efficacy. In this study, the authors found that self-efficacy mediates the relationship between work-family enrichment as a contextual work-family resource and work-life balance as a well-being indicator, identifying that both variables contributed to job and family general satisfaction. The social cognitive theory (Bandura, 1986) supports that social and contextual elements influence individual approaches and behaviors affecting self-efficacy perception, feelings, and additional self-regulatory mechanisms (Pajares, 1997). Accordingly, several authors postulated that most employees dedicate most of their lives, drive, and consideration to their work and families, despite this the common notion that job satisfaction focuses on the employee attitude and family satisfaction is considered as relevant to employee well-being as job satisfaction (Saari & Judge, 2004; Kossek et al., 2012).

Concluding, along with social cognitive theory (Bandura, 1986), Blau's (1964) social exchange theory can also be applied to achieve more comprehension of the enrichment of work-family relationships. Considering this theory, Chan and colleagues (2016) proposed that individuals who evolve their self-efficacy regarding work and family tasks perceive their organizations and families as supportive in helping them manage their work and family roles. correspondingly these individuals are more likely to apply their psychological resources to manage work and family demands enriching these domains (McNall et al., 2011). Pondering over the theoretical foundation presented previously, the present study proposes the subsequent hypothesis:

Hypotheses 2: The coachee's self-efficacy mediates the relationship between coaching and work-family enrichment.

1.5. Intrinsic Motivation: The mediation effect between coaching and work-family enrichment

Motivation is a hard-to-define conceptual field since it is studied from various perspectives being a subjective construct. However, it is consentaneous that motivation is an internal state of arousal that improves engagement through certain activities due to individual features and the environmental context where the individual is inserted converging (Cunha et al., 2007; Roche & Haar, 2019). In practical terms, in a specific learning situation where the individual needs cognitive and behavioral autonomous and noncontrolled processes, motivation determines whether and with which objective a person performs and learns challenging tasks (Ormrod, 2008).

The self-determination theory (Deci & Ryan, 2000) directly impacts well-being outcomes to the extent that individual behavior is intrinsically motivated and self-determined. According to Amabile and colleagues (1994), intrinsic motivation promotes the practice of one action for the awareness and satisfaction of the function itself. Considering this source of motivation, intrinsically motivated individuals work for positive feelings through cognitive and affective dimensions. The cognitive dimensions are competence, challenge, complexity preference, autonomy, and freedom of choice. On the other hand, the affective dimension stands out as happiness, risk, arousal, and surprise (Lei, 2010).

Otherwise, according to self-determination theory, there are other motivational states related to the external outcomes like rewards and recognition (Amabile, 1983) that restrict the individual well-being, Deci & Ryan (2000) classified them as non-self-determined. In this possibility, the main objective of performing a task is located on internal or external pressure (Deci and Ryan, 2000).

Considering self-determined motivation, the individual will perceive a preference to perform in a challenging situation. This defines the activity to be performed as motivating, promoting an understanding of intrinsic motivation in the individual, which is distinguished by the self-determination theory as the highest quality form of self-determined motivation (Roche & Haar, 2019). According to Csikszentmihalyi (1978) unconditional interest, curiosity, and satisfaction with the action, regardless of the results, are the origin of intrinsic motivation. Therefore, intrinsic motivation is not predicated on thinking about the goal of being in a particular position or how important it is to their sense of self (Deci and Ryan, 1985). Considering the practical example of leaders who exhibit integrated regulation when they fully understand that behavior is an essential component of who they are and originates from their sense of self, making it self-determined (Gagné & Deci, 2005).

The self-determination theory also contends with three psychological needs. The first is related to the need for autonomy which promotes the individual free will to follow their values and beliefs. The second is the need for competence, improving the personal perception of self-efficacy and knowledge about the activity. Finally, the third need is regarding relationships, which gives people the chance to form genuine interpersonal bonds. These three psychological needs, when fulfilled, represent the vehicle that intrinsically drives people (Deci & Ryan, 2000).

Besides benefits, such as awareness of productiveness on tasks, optimal levels of self-efficacy, and readiness to learn, this study points out some drawbacks of intrinsic motivation that are directly related to its adverse effects, such as reduction of self-awareness, tasks without any deadlines or completion, and rejection to authorities (Lei, 2010). Being it, intrinsic motivation is positively related to a higher perception of self-efficacy, a sense of general life satisfaction, and improved work-family enrichment, and negatively correlated with turnover intentions and psychological disturbances such as depression and anxiety (Roche & Haar, 2019; Brás, 2021; Nóbrega, 2018; Deci & Ryan, 2000; Lei, 2010).

That said, it is relevant to perceive that coaching as a systematic practice used as a development and management tool (Hamlin et al., 2009) has been related to intrinsic motivation in different application sectors. This correlation has been studied mainly in the corporative and sports fields. It is recognized that coaching practice contributes to individual growth through motivation and ability development (Maamari et al., 2021). The investigation developed by Wu and colleagues (2014) aimed to analyze the impact of autonomy-supportive coaching behavior, in which the coach promotes individual learning and stimulates initiative, on the coachee's intrinsic motivation on Chinese university athletes. The authors concluded that coaching in encouraging settings for Chinese athletes to build a consciousness of self-construction and autonomy is essential to increase the athletes' intrinsic motivation (Wu et al., 2014). Accordingly, Gagné and colleagues (2003) also suggested that such coaching features enrich athletes' psychosocial well-being and added the discovery that coaching moreover promotes lower risks of physical injury in sports. These findings were similarly examined back in 1991 by Deci and colleagues that positively correlated coaching behaviors, such as positive feedback toward coachee actions and knowledge development, with intrinsic motivation since it enables the coachee to acquire autonomy and competence (Wu et al., 2014).

Furthermore, in the sports field, Amorose and Horn (2001) developed an investigation to examine the impact of coaching behaviors and scholarship status on university athletes' intrinsic motivation. The present study will only focus on the analysis of coaching behaviors on intrinsic motivation considering the subject addressed. Considering this relationship, the investigation concluded a positive correlation between training and instruction postulated in coaching practice and progression in athletes' intrinsic motivation (Amorose & Horn, 2001).

Regarding the relationship between intrinsic motivation and work-family enrichment, slight has been studied, being a field that lacks more outstanding scientific investigation. Among the studies carried out on this topic, Roche and Haar (2019) made an essential contribution through the development of research that analyzed the path to the well-being and job satisfaction of leaders in their work-family and family-work enrichment throughout their self-determined motivations (intrinsic, integrated, and identified). Particularly, this study has found supportive results for the positive correlation between intrinsic motivation and work-family domains enrichment (Roche & Haar, 2019).

Otherwise, literature recognizes that when applied to the corporative sector, coaching intervention contributes to increasing employees' intrinsic motivation and abilities (Maamari et al., 2021). Several

studies as Maamari and colleagues (2021) and Haryanto's (2021) showed a positive correlation between coaching practice on variables such as self-efficacy, intrinsic motivation, work commitment, and job performance. Specifically, Haryanto (2021) investigated the role of coaching in intrinsic motivation and individual performance of employees from the private manufacturing industry, inferring that when the employee perceives the significant personal development investment from the organization, a sense of appreciation for the work is developed and hence strengthens their intrinsic motivation. Therefore, the consensus found in the literature regarding this relationship proposes that centered on self-determination theory, coaching can enable intrinsic motivation throughout assembling conditions to improve autonomy, competence, and relatedness (Maamari et al., 2021; Haryanto, 2021).

Considering another perspective, the goal-setting theory (Locke & Latham, 1990, 2002) suggests that settling goals for the coaching process would be the greatest motivational determination providing the coachee a path to respect, increasing the efforts, and supporting perseverance through the purpose (Locke & Latham, 2006). According to the high-performance cycle (Locke & Latham, 1990) used to précises the empirical investigation over the goal-setting theory (Locke & Latham, 1990, 2002), by accomplishing intrinsic motivation regarding the goals achieved, several constructive effects outcome from achieving better performance (Grant, 2014).

Coherent with this perception, establishing goals in the coaching process will stimulate certain psychological mechanisms such as perseverance, strategic toughness, self-efficacy, and focus (Borgogni & Dello Russo, 2013). Although reaching goals settled throughout the coaching process increases intrinsic motivation and job performance, impacting the general organizational commitment (Latham et al., 2002), goal development will intensify other valued outcomes, such as individual growth, improved abilities, and superior performance (Fontes & Dello Russo, 2021). Following the goal-setting theory (Locke & Latham, 1990, 2002), a trait-mediation study conducted by Lee and colleagues (2003) found that autonomy goals enhanced by intrinsic motivation led to mastery goals, increasing performance on distinct corporative and life domains, and supporting the total life satisfaction (Locke & Latham, 2002).

In view of the literature mentioned above, coaching positively impacted workers' intrinsic motivation. In addition, this same intrinsic motivation also positively impacts the work-family enrichment that individuals experience. Thus, deliberating the scarcity of investigation that correlates the variables mentioned above in a distinctive research model, the present study aims to enlarge scientific comprehension in this field, proceeding with the following hypothesis:

Hypotheses 3*:* Intrinsic motivation mediates the relationship between coaching and work-family enrichment.

1.6. Sequential mediation of self-efficacy and intrinsic motivation

Literature corroborates that coaching practices increase self-efficacy, develops understanding and produce positive attitudes and intrinsic motivation, which leads to progress and change in work-life domains (Haryanto, 2021). Silva (2019) predicts that self-efficacy positively impacts the transfer of knowledge learned in the coaching process regarding readiness to learn. Thus, combined with the motivation to apply the knowledge acquired in coaching training and willingness to learn prepares the individual to use knowledge and skills (Muduli & Raval, 2018), giving him resources to manage family and professional demands successfully.

According to self-determination theory (Deci & Ryan, 2000), there are coaching supportive behaviors through coachees, such as explaining the coaching goals strategically by encouraging the identification of cognitive approaches regarding goal achievement, encouraging initiatives, promoting individual choices, attributing feedback, promoting their self-efficacy toward the process and their intrinsic motivation (Frederick & Ryan, 1995; Seijts & Latham, 2005). Additionally, Horn (1987) has suggested that consistent informational feedback raises athletes' confidence in self-efficacy throughout their future performance, which affords higher intrinsic motivation.

Furthermore, the feedback provided by the coach throughout the coaching process regarding goal striving reveals the high importance of clarity and efficacy of coaching practices (Latham & Arshoff, 2013). Feedback is contributory to assistant coachees' perceptions regarding their ability to reach the goals settled, meaning their self-efficacy through the coaching process (Bandura, 1997). This feedback attribution allows the coachee to receive larger comprehension of the perception of others' toughs about his behavior, serving the purpose of reflecting and learning other promising conduct in certain circumstances (Fontes & Dello Russo, 2021). Being it, goal setting working with the coachee's task-specific self-assurance as a psychological trait (e.g., self-efficacy) would mediate or partially mediate the effects of the coaching process on other motivational goals of the process in distinct life domains, such as intrinsic motivation, job autonomy, contribution in decision making, and monetary incentives (Grant, 2014; Bandura, 1997).

Therefore, coaching intervention fosters an intrinsic orientation to the objectives by elevating the coachee's sense of self-efficacy (Jones et al., 2016). Considering the theoretical rationale presented throughout this chapter and recovering the second research hypothesis that points to the mediating role of self-efficacy and intrinsic motivation in the relationship between coaching and work-family enrichment, as well as the positive association between self-efficacy and intrinsic motivation, the present study puts the following as the fourth and final study hypothesis:

Hypotheses 4*:* The relationship between coaching and work-family enrichment is sequentially mediated by self-efficacy and intrinsic motivation.

Given the hypotheses expressed throughout this chapter, the research model based on this study is shown in Figure 1.1. Further on, in the next chapter, the methodological approach carried out for the empirical analysis of the presented model will be described in detail.
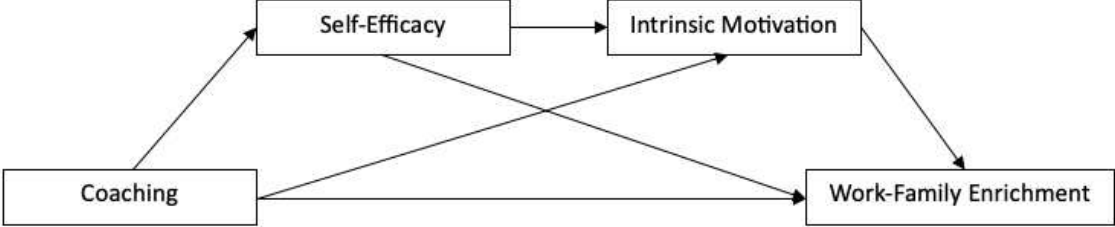

Figure 1. 1. Investigation Model

Chapter II

Method

2.1. Procedures

In the present study and due to its research question, it was decided to carry out empirical research with a quantitative cross-sectional correlational approach methodology that aimed to assess the relationships between the variables presented. Considering the interest in understanding the experience of the respondents regarding the coaching process they had been in and the consequent repercussions on their work-family enrichment, it was decided to use a questionnaire to collect data. The online questionnaire was developed using Qualtrics software and was applied in electronic format through social networks (e.g., LinkedIn, Facebook) and in a formal network of contacts by email. The questionary was applied to two groups, a coaching group composed of employees who have previously experienced a coaching process in their work context and a control group consisting of employees who have not experienced a coaching process in their work environment.

The questionnaire had as selection criteria the participants have 18 years of age or older and were active workers at the participation moment in the study. Furthermore, the participants must have integrated a coaching process previously to participation. The method chosen for data collection started with informed consent, which guaranteed the anonymity and confidentiality of all answers, followed by questions related to the variables presented and, lastly, some sociodemographic questions to help understand the origin of this study participants. Data collection took place for approximately seven months (i.e., between February 11th and September 15th, 2022), with 246 accesses to the questionnaire. However, it was necessary to exclude 102 participations since the answers were not complete or even because those participants were excluded for not meeting the criteria for inclusion in the sample. Therefore, the final sample consists of 144 participants, 77 coaching sample participants, and 67 non-coaching sample participants composing the control group. Considering the data collection procedure, this is a non-probabilistic convenience sample.

2.2. Participants

Concerning their features, the 144 participants of the present investigation are evenly distributed between the male and female samples, with the latter representing the majority (53,5%; $n = 77$). Regarding their age, the participants are distributed between 21 and 66 years old ($M = 34.37$, $SD = 10,96$). In terms of education, 93,1% of the participants hold a degree of higher education, followed by 6,9% with secondary education.

Regarding the employment relationship that the participants described showed that 52,8% ($n = 76$) of the participants have an open-ended contract, 21,5% ($n = 31$) have a fixed-term contract, and 25% (n

= 36) are in temporary work and fixed-term contracts options. As for the seniority in the organization, 57,6% (n = 83) of the participants are in their company for over than one year, 22,9% (n = 33) are at the company for six months to one year, and lastly, 19,4% (n = 28) are in the company for less than six months. Considering the absence from work over the last year, most participants have described never be absent from work (72,2%, n = 104), followed by 25,7% (n = 37) of participants that revealed to absence occasionally over the year. Finally, a small percent of 3 participants (0.21%) divulged to absence half of the working time, the majority or always over the last year. In turn, and about marital status, most respondents are single (56,9%, n = 82), with the remaining married or live in fact (38,2%, n = 55), followed by divorced participants (4,9%, n = 7). In family terms, 81,9% (n = 118) of respondents live with their household, composed by a partner (39,6%, n = 57), children (15,3%, n = 22) or parents (26,4%, n = 38).

Considering coaching practice, 53,5% (n = 77) of the respondents have at least participated in one coaching session, and 62,3% (n = 48) of this coaching sample revealed to be taking the initiative of participating in the coaching processes (i.e., the coaching process was proposed by me to my leader), while the rest were introduced in coaching processes by their leaders.

2.3. Instruments

This investigation is based on a quantitative methodology, in which data will be collected through a self-completion questionnaire composed of previously validated measurement scales and translated into Portuguese. The questionnaire begins with a brief presentation about the objectives of the study and then the informed consent (Appendix A). Then is presented an initial section that comprises a set of questions that address the practice of coaching as the independent variable (i.e., have you participated in any coaching process?), the dimension of the coaching process (i.e., how long ago did the coaching take place? process? What is its duration?), the intention of participation in the coaching process (i.e., Proposed by the participant to the manager), the coaching applied (i.e., Executive, career, leadership), main objectives of the intervention (i.e., Positive transformation of the deficit of performance), and motivation to participate in the coaching process (i.e., to develop skills that bring better professional conditions).

In addition to the questions that analyze the coaching intervention, this questionnaire includes the variables under study in the present investigation that were operationalized using the measures presented below. To confirm the consistency of the measures used, in all cases, the control of Cronbach's alpha was performed. According to Maroco and Garcia-Marques (2006), this value must not be less than .70 to be considered acceptable. The authors suggest, however, that in certain investigations in social sciences, a value of .60 is considered acceptable, and greater care should be taken in the analysis and interpretation of results.

2.3.1. Self-Efficacy (Mediator variable)

Developed by Schwarzer & Jerusalem (1995) and adapted to the Portuguese population by Araújo & Moura (2011), the general self-efficacy scale (GSE) was used to measure the Self-Efficacy variable. As a self-report instrument that aims to assess the general feeling of personal competencies to deal with adversities, this scale is composed of 10 unidimensional items answered through a 4-point Likert scale (1= Not at all true; 4 = Exactly accurate). Given the positive symmetry obtained through the analysis of the sensitivity of the items, it is perceived that the higher the score obtained on the scale, the higher the self-efficacy of the participant in the coaching process. The current scale presents a Cronbach's alpha of .88 for this sample.

2.3.2. Intrinsic Motivation (Mediator variable)

Work Preference Inventory (WPI), funded by Amabile et al. (1994), adapted to the Portuguese population by Barbosa (2009), was used to access the Intrinsic Motivation variable. This scale is composed of a total of 15 items, eight belonging to the satisfaction dimension (i.e., "I would like to find out how good I can be at my job.") and seven belonging to the challenge dimension (i.e., "The more difficult the problem, the more, the more I like to try to solve it."). The answers were evaluated using a four-point Likert scale (1=Never applies to me; 4=Always applies to me). in this scale, items 10 and 15 belonging to the challenge dimension must be inverted, which are formulated with a negative tone (Barbosa, 2009).

In this sense, the higher the score obtained by the participant, the higher their level of intrinsic motivation. Equally to previous research (Silveira, 2021), to build a general indicator, the items were, in the first instance, analyzed according to the dimension to which they belong. This statistical analysis suggested that Cronbach's alpha would be higher if inverted items 10 and 15 were deleted, so they were excluded from the main scale, becoming a 13-item scale. Despite the results obtained from the factor structures analysis for the scale, the intrinsic motivation through a fundamental component analysis proposes a structure of three factors, in this analysis, the variable is one-dimensional, and the Cronbach's alpha of .72 is consistent with the possibility that we can consider the scale as a complete.

2.3.3. Work-Family Enrichment (Criterion variable)

Initially built by Carlson and colleagues (2006) and later adapted to the Portuguese language by Vieira and colleagues (2014), the work-family enrichment Scale was used to assess the criterion variable, work-family enrichment. This is a self-report instrument with a total of 18 items divided into two subscales, one respecting work-family balance and another that assesses family-work enrichment, using a 5-point Likert scale (1= Strongly Disagree; 5= Strongly Agree). The subscales that make up this instrument comprise a total of six dimensions, demonstrating the work-family enrichment subscale, the affect

dimensions are evaluated (i.e., my involvement at work puts me in a good mood, and this helps me to be better in my family), development (i.e., "My development at work puts me in a good mood and it helps me to be better in my family"), and capital (i.e., "My involvement at work gives me a sense of success and it helps me to be better in my family"). The family-work enrichment interface was also included in the questionnaire. However, the results inherent to it were not considered for the statistical analysis conducted. Regarding internal consistency, the work-family enrichment scale reported for the present sample has a Cronbach's alpha of .93

Chapter III

Results

In this chapter, the results related to the present investigation will be presented. For this purpose, all the data collected were inserted into a database using the IBM SPSS Statistics 27 software, and version 3.5.3 of the PROCESS macro was later used to test the research model (Hayes, 2021).

3.1. Descriptive statistics and correlations between the variables under study

In Table 1.1., are presented the means, standard deviations, and analysis of correlations between the variables in this study, along with the variable's internal consistency.

First, and observing the descriptive analysis of the composite variables that integrate this investigation, ostensibly, the mean value of self-efficacy is positioned at 3.24 ($SD = 0.42$), the average of the intrinsic motivation is 3.34 ($SD = 0.31$), and the mean value of the work-family enrichment is 4.00 ($SD = 0.72$), while the average value of age is 34.4 ($SD = 10.96$). Reflecting on the answer scales inherent to each of the variables analyzed, this descriptive analysis acknowledges the corroboration that all the variable means are above the midpoint of the respective scales used to study each variable. Additionally, the mean results show that work-family enrichment and intrinsic motivation presented higher values than the remaining ones.

Following this is presented the correlation analysis between the variables under investigation. The correlation was calculated using the Spearman correlation coefficient due to the nominal nature of some sociodemographic variables and one of the interest variables, coaching. Findings in this parameter indicate that most of the variables of interest are significantly correlated, but there are two variables that aren't correlated. Coaching is mild to moderately and positively correlated with self-efficacy (rho = .30, $p < 0.001$) and mildly and positively correlated to work-family enrichment (rho = .24, $p < 0.01$). These results show that coaching participation is mild to moderately associated with higher levels of self-efficacy and work-family enrichment. Nonetheless, coaching doesn't present a significative correlation with intrinsic motivation, which means that higher levels of intrinsic motivation aren't necessarily correlated to coaching participation in this study.

In turn, self-efficacy is mild to moderately and positively correlated with intrinsic motivation (rho = .35, $p < 0.001$) and mildly and positively correlated with work-family enrichment (rho = .29, $p < 0.001$), meaning that higher levels of self-efficacy are mild to moderately associated with greater intrinsic motivation and work-family enrichment. On the other hand, intrinsic motivation is moderately and positively associated with work-family enrichment (rho = .35, $p < 0.001$), supporting that intrinsic motivation is moderately correlated with a higher level of work and family relationship enrichment.

Lastly, the correlations analyzed between the variables of interest and the sociodemographic variables used to characterize the sample were also studied in order to assess whether it would be essential to control them as covariate variables in the research model analysis. Considering the

previously mentioned correlation analysis, age was the only variable found to be associated with work-family enrichment, presenting a mildly and positively correlation (rho = .19, $p < 0.05$), meaning that possibly the higher the age of the individual, the greater work and family enrichment could be reached.

Table 1. 2. Means, standard deviations, correlations between variables and internal consistencies

	M	DP	1	2	3	4	5	6	7	8
1. Age	34.4	10.96								
2. Sex[a]	---	---	-.106							
3. Qualifications[b]	---	---	.050	.040						
4. Household[c]	---	---	.100	.069	.110					
5. Work-Family Enrichment	4.00	0.72	.194*	.102	-.005	-.066	(.93)			
6. Self-Efficacy	3.24	0.42	.329**	.033	.013	.055	.291**	(.88)		
7. Intrinsic Motivation	3.34	0.31	.031	.082	.092	.012	.345**	.390**	(.72)	
8. Coaching[d]	---	---	.444**	-.061	.060	-.004	.240**	.304**	.066	

Notes. [a]0 = male, 1 = female; [b]1 = 1.º cycle, 9 = PhD; [c]0 = Just their self's, 1 = with household; [d]0 = no, 1 = yes. **$p < .01$, *$p < .05$; *Cronbach's alpha coefficients in parentheses.*

3.2. Hypothesis test

The present study's hypotheses were measured and analyzed using model 6 of PROCESS macro, that according to Hayes (2018), is a valid procedure to test sequential mediations. This investigation model has defined as a criterion variable the work-family enrichment, with coaching participation being the predictor variable. Completing this analysis model, self-efficacy and intrinsic motivation were considered as mediating variables, being incorporated in the model and furthermore analyzed in this order. Additionally, based on the correlation analysis tested previously in this chapter, the variable age was included in the model as a covariate to control its effects on the criterion variable. Beforehand progressing to the above-mentioned test, normality and homoscedasticity of errors were tested, together with the privation of multicollinearity between the variables (e.g., self-efficacy ≥ 0.77, VIF ≤ 1.29), to provide sustainability to the model of investigation on the following analysis. After the preceding exploratory analysis, the test of the direct effect of the predictor variable on the criterion variable and the assessments of the indirect effects incited by the two mediating variables under analysis were conceded. The results obtained from this model analysis are presented in Table 1.2.

Considering the first hypothesis postulated in this study, that coaching has a positive relationship with work-family enrichment, it was possible to verify that this is empirically supported since the total effect of the mentioned coaching practice significantly predicts the work-family enrichment ($B = 0.26$, 95% BootIC = 0.01, 0.52). This initial result concludes that the employees that have participated in coaching sessions are more likely to enrich the relationship between the work and family spheres. Regarding the second hypothesis, which postulated the existence of a mediating effect of self-efficacy in the previous relationship, it confirmed that coaching can predict positive and significantly the employee's self-efficacy ($B = 0.21$, 95% BootIC = 0.06, 0.35), meaning that participating in coaching programs allows the employees to develop their self-perspectives and beliefs and increase their self-

efficacy. On the other hand, Self-efficacy itself does not significantly predict work-family enrichment ($B = 0.17$, 95% BootIC = -0.13, 0.48). In this sense, hypothesis 2 can't be empirically corroborated, given that the indirect effect of self-efficacy on the relationship between coaching and work-family enrichment is not significant ($B = 0.05$, 95% BootIC = -0.04, 0.18).

The third hypothesis results concerning the mediating effect of intrinsic motivation in the relationship between coaching and work-family enrichment are not empirically supportive. Specifically, the effect of coaching on intrinsic motivation is not significant ($B = -0.02$, 95% BootIC = -0.13, 0.09), which reveals that coaching practice doesn't affect the employee's intrinsic motivation. Besides this, it was verified that intrinsic motivation is positive and significatively associated with employees' work-family enrichment ($B = 0.60$, 95% BootIC = 0.21, 0.99). This result means that the greater intrinsic motivation perceived by the employee, the greater the enrichment between the work and family spheres. Consequently, the indirect effect of intrinsic motivation on the relationship between coaching and work-family enrichment appears to not be significant ($B = -0.02$, 95% BootIC = -0.13, 0.08), thus not corroborating the third hypothesis under analysis.

Lastly, referring to the fourth hypothesis postulated over the indirect effect of self-efficacy and intrinsic motivation as mediating variables on the relationship between coaching and work-family enrichment, it was concluded that it is positive and significant ($B = 0.05$; 95% BootIC = 0.01; 0.12). Based on this result, it is concluded that the fourth hypothesis is empirically supported, observing that the predictor and criterion variables are mediated in a combined and sequential approach by self-efficacy and intrinsic motivation. Consequently, it's confirmed that coaching contributes to the increase of employees' perception of self-efficacy, which increases their intrinsic motivation and, in turn, contributes to higher levels of work-family enrichment on the part of employees (Figure 1.2.). Furthermore, verifying that the effect of coaching on work-family enrichment is not significative without both mediating variables on the model ($B = 0.20$; 95% BootIC = -0.05; 0.45), it was concluded that it is a complete mediation.

Concisely, it is notable that the present statistical model explains 15% of the variation in the level of work-family enrichment of the respondents ($F_{(4, 138)} = 6.10$, $p < 0.001$). Though, it should be emphasized that even though covariate variables were taken into account in the model, they had no impact on the outcomes.
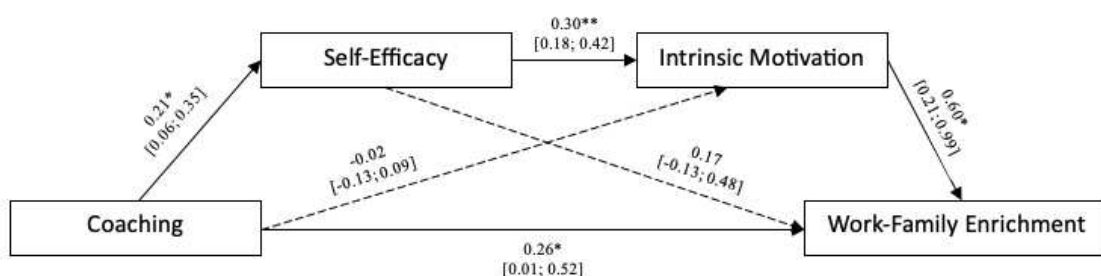

Figure 1. 2. Investigation model reporting the obtained results

Table 1. 3. Testing hypotheses of the investigation model

	Self-Efficacy		Intrinsic Motivation		Work-Family Enrichment	
	Coeff	*LLCI; ULCI*	*Coeff*	*LLCI; ULCI*	*Coeff*	*LLCI; ULCI*
Total Effect						
Constant					3.64**	3.26; 4.03
Coaching[a]					0.26*	0.01; 0.52
Age					0.01	- 0.01; 0.02
Direct Effect						
Constant	2.86**	2.64; 3.08	2.44**	2.06; 2.83	1.18	-0.13; 2.48
Coaching[a]	0.21*	0.06; 0.35	-0.02	-0.13; 0.09	0.20	-0.05; 0.45
Self-Efficacy	-	-	0.30**	0.18; 0.42	0.17	-0.13; 0.48
Intrinsic Motivation	-	-	-	-	0.60*	0.21; 0.99
Age	0.01*	0.00; 0.01	-0.00	-0.01; 0.00	0.00	-0.01; 0.02
	$R^2 = .14$		$R^2 = .15$		$R^2 = .15$	
	$F(2, 140) = 11.32, p < 0.001$		$F(3, 139) = 8.17, p < 0.001$		$F(4, 138) = 6,10, p < 0.001$	
Indirect Effects						
Coaching > Self-Efficacy > Work-Family Enrichment					0.05; 95% *BootIC* = - 0.04; 0.18	
Coaching > Intrinsic Motivation > Work-Family Enrichment					-0.02; 95% *BootIC* = - 0.13; 0.08	
Coaching > Self-Efficacy > Intrinsic Motivation > Work-Family Enrichment					0.05; 95% *BootIC* = 0.01; 0.12	

*Notes: *p < 0.05; ** p < 0.001; [a] 0 = no, 1 = yes; Cronbach's alpha coefficients in parentheses.*

Chapter IV

Discussions and Theoretical Contributions

The purpose of the current investigation was to further comprehend and expand knowledge of coaching practice and its positive impacts on employees' work-family enrichment through the mediating effects of self-efficacy and intrinsic motivation.

The primary effect of the predictor variable (coaching) on the criterion variable (work-family enrichment), as well as the three indirect effects brought on by the inclusion of mediating variables (self-efficacy and intrinsic motivation), were assessed to test the hypotheses postulated in this study.

Considering the first hypothesis, "Coaching has a good and significant association with work-family enrichment," appears to have been confirmed after analyzing the results. It follows that the practice of coaching leads to an increase in the employee's work-family enrichment. These findings support what has previously been proven (e.g., Sinnott & Tagliamento, 2020; O'Neil et al., 2015; Bozer & Jones, 2018; Agu et al., 2021; Fagundes, 2019), further supporting the acknowledged positive association between the two variables under consideration.

Regarding the second hypothesis, which suggests that self-efficacy mediates the relationship between coaching and work-family enrichment, it was not found supportive results of the present investigation. Thus, it was not possible to comprehend from the results obtained that the practice of coaching will lead to an increase in employees' self-efficacy, which will also have a positive impact on their work-family enrichment.

Although the lack of literature associating these variables in a single research model in the academic environment, the present study acknowledged by analyzing their relationship in isolation that coaching positively predicts the increase of self-efficacy, confirming the results obtained in previous research studies (Jones et al., 2016; Bozer & Jones, 2018). Even so, the investigation conducted by Theeboom and colleagues (2017) has already indicated a possible beneficial influence between these variables, highlighting the positive effects of coaching practice in facilitating the individual transition through self-regulatory cycles and consequently increasing self-efficacy.

On the other hand, concerning self-efficacy's effect on work-family enrichment, this study didn't produce significant results that sustenance previous investigations under the positive relation between these variables (Locke & Latham, 2002; Demerouti et al., 2001; Restubog et al., 2010). A conceivable clarification for this result lies in the acknowledgment supported by the Goal-setting theory (Locke & Latham, 1990, 2002), emphasizing that is necessary to get together several complementary features to achieve the goals settled by the employee (e.g., work-family enrichment). According to previous studies, self-efficacy positively affects the transfer of knowledge acquired in the coaching process to achieve meaningful goals, such as work-family enrichment, through job autonomy, goal commitment, and contribution to decision-making (Grant, 2014; Bandura, 1997; Brown et al., 2005). Among these, the study by Jones and colleagues (2016) acknowledged that coaching intervention would have more

significant effects on employees' goals if it was built to support an individual intrinsic orientation through the goal by increasing their self-efficacy.

Likewise, it was not achievable to substantiate the third hypothesis under investigation, which states that "intrinsic motivation mediates the relationship between coaching and work-family enrichment". In this way, it was not possible to describe how the coaching method would increase an employee's sense of intrinsic motivation, which will, in turn, enhance their work-family enrichment. The research field linking these factors in a single research model has a reduced impact on the academic setting, therefore for a better understanding of these results, it is important to analyze their relationship in isolation.

The present investigation couldn't support previous studies developed mainly in the corporative and sports fields on the positive impact of coaching on intrinsic motivation (Wu et al., 2014; Deci et al., 1991; Amorose & Horn, 2001; Haryanto, 2021). The acknowledgment backed by Maamari and colleagues (2021) offers a potential explanation for this result based on the self-determination theory (Deci & Ryan, 2000). According to the cited study, coaching will significantly support intrinsic motivation while putting together settings that increase autonomy, competence, and relatedness, based on self-determination theory (Maamari et al., 2021). Along with this, previous studies under this relationship acknowledged that intrinsic motivation could be increased by coaching practice if it is based on supportive coach behaviors through coachees, encouraging initiatives and goal thriving, constant feedback, and promoting individual decisions (Frederick & Ryan, 1995; Seijts & Latham, 2005). Although the present study has assessed the coachee's evaluation of their coach behavior, it was not possible to control this variable in the investigation model, which could have limited this relationship results.

Despite the paucity of research linking intrinsic motivation and work-family enrichment in the academic background, the current study confirmed that intrinsic motivation positively predicts work-family enrichment, validating the findings from earlier research studies (Locke & Latham, 2002; Roche & Haar, 2019). According to Lee and colleagues (2003), autonomy goals enhanced by intrinsic motivation increase individuals' performance in distinct corporative and life domains. These results are in line with the study by Roche and Haar (2019), which contributed to the development of a research model analyzing the impact of self-determinated motivations, such as intrinsic motivation, on leaders' work-family enrichment, a conclusion identical to that of the present study.

The final hypothesis under consideration, which holds that self-efficacy and intrinsic motivation act jointly and sequentially to mediate the relationship between coaching and work-family enrichment, seems to have been fully confirmed by the findings of the current study, been described as a complete mediation. In this way, it is expected that coaching will lead to an increase in employees' self-efficacy, which will, in turn, lead to an increase in the intrinsic motivation experienced by them, thus contributing to an increase in their work-family enrichment.

This result can be interpreted in the light of the goal-setting theory (Locke and Latham, 1990, 2002), which used theoretically frame goals settled in performance. In this way, and as a result of the supportive

coaching process, it is anticipated that employees will demonstrate a more pronounced perception of their capacity to achieve the set goals (self-efficacy), as well as an improvement in how they feel the company values their development and strengthens their intrinsic motivation (Maamari et al., 2021, Haryanto, 2021; Silva, 2019; Grant, 2014). The development of this self-efficacy and the perception of intrinsic motivation brought about by the company's investment in the growth of its employees will inspire tenacity, strategic planning, and focus in order to increase performance in both life spheres, work, and family, enriching their relationship (Borgogni & Dello Russo, 2013; Latham et al., 2002; Locke & Latham, 2002).

In advance, it is not possible to analyze the findings reached on the basis of similar studies, merely on studies that only partially study the associations indicated above, as no prior investigations were located that articulate the factors investigated here in a single investigation model.

In summary, the present study stands out for including the mediating role of self-efficacy and intrinsic motivation in the relationship between coaching and work-family enrichment, especially in light of the paucity of known studies that link all the variables analyzed here in a single research model. This translates into the primary theoretical contribution of the current study, advancing with empirical evidence that supports the described effect between the analyzed variables and reinforcing the relationship between coaching and work-family enrichment that has already been discussed in the literature.

4.1. Practical Implications

Although the current study has theoretical implications, it's equally vital to note its significant practical contributions. One of the most important practical ramifications of the current study is that it emphasizes the value of applying coaching processes in the corporate world, which is regrettably a practice that is frequently undervalued in the day-to-day operations of organizations, as well as the potential benefits in terms of work and family enrichment for their employees. Given the importance of both individual and team performance in a company's human resources, as shown by the current study, it's critical for firms to be able to offer their employees opportunities for growth and development. In this way, the company is preparing them to deal with the challenges and demands on their professional life domain (i.e., goal-oriented action, time management, the definition of purpose in each domain (Thoits, 2009; Sieber, 1974) and, at the same time, providing them tools to manage their family domain responsibilities, merging as a source of high performance in both domains (Carlson et al., 2000).

Additionally, especially in light of the fact that individuals want to be successful and realized in both their family and professional lives, it is crucial for businesses to recognize this and create work environments that may help employees achieve work-family enrichment (Gareis et al., 2009). Coaching practices have the potential to help employees experience a greater sense of work-family enrichment. It is crucial that direct organizations are aware of this impact and make investments in a corporative

environment that shows employees that their employers support them as they develop and grow in their work and family lives.

Organizations tend to improve employees' work-family enrichment and, eventually, engagement at work by giving them enriching experiences at work, a feeling of purpose, and engaging in behaviors and projects that support and promote the quality of family life (Bragger et al., 2019). Part of these initiatives may involve teamwork between the family and the workplace or simply the willingness of the company to discuss the requirements of employees' families openly and come to mutually beneficial agreement practices, such as allowing employees to work from home or flexibly scheduling their hours.

The last practical contribution of the current study emphasizes how coaching practice, employee self-efficacy, and intrinsic motivation may all work together to support and enhance workers' work-family enrichment. In light of this contribution and the established sequential process, the definition of human resources management practices and policies that, taken together, offer employees coaching implementation opportunities and means to provide them with sufficient resources to improve the quality of their family and professional lives. These procedures must also be able to significantly improve the major element of feedback attribution, enabling the employee to have a better understanding of how others perceive their actions and to change any conducts that might have an impact on their professional and familiar relationships (Fontes & Dello Russo, 2021).

In short, to build effective and balanced human resources management practices and policies, both for the work and family domains, it's important that organizations assess and incorporate the theoretical knowledge achieved in this study into their management models.

4.2. Limitations and suggestions for future research

Considering this study's limitations, the use of a convenience sample, whose data were gathered through an unofficial network of contacts and disseminated on social networks like LinkedIn and Instagram, is the first drawback to be mentioned. Additionally, the sample only contains a small portion of the coachees, which could limit the study's ability to draw meaningful conclusions. In comparison to the other levels of education, a greater proportion of participants had higher education degrees. Even so, in order to assess the household of participants, it was proposed a question that, by a technical error, didn't allow to choose more than one category (e.g., Children, companions, parents), limiting the participants' answers over their household reality and possibly bias this variable as a valid covariate in this study. Furthermore, it was not analyzed the possibility that the sample has been in other individual or group development practices, such as psychotherapy, consulting, or mentoring, which could bias mainly the control group responses and even the coachee's perceptions of coaching practice.

In light of the aforementioned restrictions, it is clear that the sample chosen does not permit the generalization of the findings. Adopting diversified sampling techniques that would permit the inclusion of a bigger number of coaching participants with diverse qualifications, a specific household, and the

assessment of the possible participation in other development practices would achieve, in order to address these gaps and, in future research on the same topic, a wider sample of the target audience.

Although the common method has effectively employed the marker variable to control the appearance of variance, other methods may be used to strengthen the security of this control, given that the employment of this method does not rule out all potential sources of the aforementioned bias (Podsakoff et al. 2003). Given that the respondents' perceptions at the time of data collection may have been influenced by any event at the time and that does not reflect the generality of your perceptions, it would be prudent to take into consideration conducting a longitudinal study, capable of evaluating the variables at different points in coaching application time.

Given the novelty of the present study and the dearth of prior studies that examine the relationship between all variables in a single research model, it is advised that a replication of the study be conducted. This will allow researchers to determine whether the findings can be replicated in different samples and work contexts, as well as whether the magnitude of the effects discovered is meaningful.

Concluding, future studies incorporating additional variables should be conducted in order to explore what other mechanisms may have an impact on the relationship between coaching practice and work-family enrichment, especially in light of the variance of work-family enrichment that is explained on 15% by the mediating variables included in the current investigation.

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Appendixes

Appendix A - Questionary

Consentimento Informado

Caro/a Participante,

O presente inquérito faz parte de um projeto de investigação tendo em vista obtenção de grau de Mestre em Psicologia Social e das Organizações pelo ISCTE-IUL. Tem como objetivo analisar a relação entre o desenvolvimento e aquisição de competências técnicas e comportamentais e a atividade laboral e familiar dos trabalhadores.

A sua participação nesta investigação é voluntária, anónima e confidencial. Poderá desistir a qualquer momento. Todos os dados recolhidos neste estudo serão tratados de forma estatística, assegurando que nenhuma resposta é reportada de forma isolada.

A sua participação é muito importante e contribuirá para o progresso científico desta temática. O preenchimento deste inquérito tem uma duração estimada de 10 minutos.

Muito obrigada pela sua colaboração.

Para informações e/ou esclarecimentos: asado@iscte-iul.pt

Li e compreendi toda a informação.
Pretendo colaborar neste estudo através do preenchimento do presente inquérito.
- ○ Sim (1)
- ○ Nao (2)

Instruções gerais de preenchimento
De seguida serão apresentados alguns blocos de questões ou afirmações.
Leia atentamente e responda de forma natural e sincera. Não existem respostas certas ou erradas. Apenas a sua opinião interessa.
Deverá responder de acordo com as escalas de resposta.

Processo de coaching

Filtro 1 Já participou em algum processo de coaching?
- ○ Sim (1)
- ○ Não (2)

Há quanto tempo ocorreu o processo de coaching em que participou?
(Caso o processo de coaching tenha ocorrido há mais de 1 ano, indique na caixa de resposta aberta, há quanto tempo (em anos) decorreu.)
- ○ Decorre no momento. (1)
- ○ Menos de 6 meses. (2)
- ○ Entre 6 meses e 1 ano. (3)
- ○ Há mais de 1 ano. (4) _____

Qual foi a duração (em meses) do processo de coaching em que participou?

_____
Como descreve a sua participação no processo de coaching?
- ○ Foi proposta por mim à minha chefia, tendo sido minha a iniciativa. (1)
- ○ Não foi iniciativa minha, foi proposta pela minha chefia. (2)

Como descreve o tipo de coaching em que participa/ou?
(Poderá selecionar mais que uma opção, se se aplicar)
- ☐ Coaching executivo (1)
- ☐ Coaching de vida ou pessoal (2)
- ☐ Coaching no trabalho (3)
- ☐ Coaching de carreira (4)
- ☐ Coaching de liderança (5)
- ☐ Coaching de equipas (6)

Qual/quais o/s objetivo/s que levaram à sua participação do processo de coaching?
(Poderá selecionar mais que uma opção, se se aplicar)

☐ Transformação positiva do défice de desempenho. (1)
☐ Desenvolvimento de inteligência emocional. (2)
☐ Formar valores de promoção equilíbrio trabalho-família. (3)
☐ Apoio em alteração de categoria profissional. (4)
☐ Desenvolvimento de valores críticos de sucesso. (5)
☐ Trabalhar características de liderança. (6)

Qual é/foi sua motivação para participar no processo de coaching?
(Poderá selecionar mais que uma opção, se se aplicar)

☐ Desenvolver competências que me tragam melhores condições profissionais (1)
☐ Desenvolver competências que me tragam melhores condições pessoais e de vida (2)
☐ Desenvolver competências, que me tragam melhores condições familiares (3)

Eficácia do coach_Escala de avaliação das competências do coach (EACC)

Agora, solicitamos que assinale em que medida concorda com as seguintes afirmações acerca do comportamento do(a) seu/sua coach durante as sessões de coaching.

	Discordo Totalmente (1)	Discordo (2)	Discordo parcialmente (3)	Concordo parcialmente (4)	Concordo (5)	Concordo totalmente (6)
Nunca me interrompia enquanto eu falava. (EACC_1)	○	○	○	○	○	○
Ouvia-me atentamente. (EACC_2)	○	○	○	○	○	○
Sem fornecer respostas, ajudava-me a encontrá-las sozinho(a). (EACC_3)	○	○	○	○	○	○
Focava-se completamente no que eu dizia. (EACC_4)	○	○	○	○	○	○
Fazia as perguntas certas para me ajudar. (EACC_5)	○	○	○	○	○	○
Estabeleceu rapidamente uma relação próxima comigo. (EACC_6)	○	○	○	○	○	○
Nunca criticava o que eu dizia. (EACC_7)	○	○	○	○	○	○
Aceitava os meus silêncios com naturalidade. (EACC_8)	○	○	○	○	○	○
Confrontava-me quando era oportuno e pertinente. (EACC_9)	○	○	○	○	○	○

Inspirava-me confiança. (EACC_10)	○	○	○	○	○	○
Ouvia o que eu dizia, sem me julgar. (EACC_11)	○	○	○	○	○	○
Utilizava sempre uma linguagem positiva. (EACC_12)	○	○	○	○	○	○
Colocava questões que promoveram maior consciência sobre mim próprio(a). (EACC_13)	○	○	○	○	○	○
Nunca exprimia as suas opiniões pessoais. (EACC_14)	○	○	○	○	○	○
Agia com naturalidade quando me emocionava ou chorava. (EACC_15)	○	○	○	○	○	○

EACC_a Ajudou-me a...

	Discordo Totalmente (1)	Discordo (2)	Discordo parcialmente (3)	Concordo parcialmente (4)	concordo (5)	Concordo totalmente (6)
Tomar consciência de mim próprio(a). (EACC_a _1)	○	○	○	○	○	○
Clarificar os meus objetivos. (EACC_a _2)	○	○	○	○	○	○
Definir planos de de ação para concretizar os meus objetivos. (EACC_a _3)	○	○	○	○	○	○
Comprometer-me com os meus planos de ação. (EACC_a _4)	○	○	○	○	○	○
Pensar sobre mim de forma diferente. (EACC_a _5)	○	○	○	○	○	○
Agir em função dos meus objetivos. (EACC_a _6)	○	○	○	○	○	○
Mudar a forma de ver o mundo. (EACC_a _7)	○	○	○	○	○	○
Ultrapassar barreiras. (EACC_a _8)	○	○	○	○	○	○
Ver o sentido mais profundo das situações. (EACC_a _9)	○	○	○	○	○	○

Autoeficácia_General Self-Efficacy Scale (GSE)

Agora, pense na sua situação atual e indique o grau de veracidade com que se identifica com cada afirmação abaixo apresentada, acerca das suas competências profissionais e familiares.

	De modo nenhum é verdade (1)	Dificilmente é verdade (2)	Moderadamente verdade (3)	Exatamente verdade (4)
Consigo resolver sempre os problemas difíceis se for persistente. (GSE_1)	○	○	○	○
Se alguém se opuser, consigo encontrar os meios e as formas de alcançar o que quero. (GSE_2)	○	○	○	○
Para mim é fácil agarrar-me às minhas intenções e atingir os meus objetivos. (GSE_3)	○	○	○	○
Estou confiante que poderia lidar eficientemente com acontecimentos inesperados. (GSE_4)	○	○	○	○
Graças aos meus recursos, sei como lidar com situações imprevistas. (GSE_5)	○	○	○	○
Consigo resolver a maioria dos problemas se investir o esforço necessário. (GSE_6)	○	○	○	○
Perante dificuldades consigo manter a calma porque confio nas minhas capacidades. (GSE_7)	○	○	○	○
Quando confrontado/a com um problema, consigo geralmente encontrar várias soluções. (GSE_8)	○	○	○	○
Se estiver com problemas, consigo geralmente pensar numa solução. (GSE_9)	○	○	○	○
Consigo geralmente lidar com tudo aquilo que me surge pelo caminho. (GSE_10)	○	○	○	○

Motivação Intrínseca_Work Preference Inventory (WPI)

Motivação Intrínseca Solicitamos que classifique as seguintes afirmações, de acordo com o seu grau de identificação às mesmas, tendo em conta o seu contexto familiar e laboral.

	Nunca se aplica a mim (1)	Quase nunca se aplica a mim (2)	Aplica-se quase sempre a mim (3)	Aplica-se sempre a mim (4)
Gosto de resolver problemas que são completamente novos para mim. (WPI_1)	○	○	○	○
Gosto de resolver problemas complexos. (WPI_2)	○	○	○	○
Quanto mais difícil é o problema mais eu gosto de tentar resolvê-lo. (WPI_3)	○	○	○	○
Gosto que o meu trabalho me dê oportunidades de aumentar os meus conhecimentos e competências. (WPI_4)	○	○	○	○
A curiosidade é a força condutora que está por trás de tudo aquilo que eu faço. (WPI_5)	○	○	○	○
Gostaria de descobrir o quão bom eu consigo ser no meu trabalho. (WPI_6)	○	○	○	○
Prefiro descobrir as coisas por mim próprio. (WPI_7)	○	○	○	○
O mais importante é gostar daquilo que faço. (WPI_8)	○	○	○	○
É importante para mim ter a possibilidade de expressar as minhas opiniões. (WPI_9)	○	○	○	○
Prefiro trabalhar naquilo que sei que faço bem do que trabalhar naquilo que ultrapassa as minhas capacidades. (WPI_10)	○	○	○	○
Não importa o resultado de um trabalho, já fico satisfeito se sentir que ganhei alguma experiência nova. (WPI_11)	○	○	○	○

Sinto-me mais confortável quando consigo definir os meus próprios objetivos. (WPI_12)	○	○	○	○
Gosto de fazer trabalhos que sejam absorventes e que me façam esquecer de tudo o resto. (WPI_13)	○	○	○	○
É importante para mim ser capaz de fazer aquilo que mais gosto. (WPI_14)	○	○	○	○
Gosto de tarefas relativamente simples e bem definidas. (WPI_15)	○	○	○	○

Implicit Person Theory_ Implicit Person Theory Scale (IPT)

Pedimos-lhe que classifique, de acordo com grau em que concorda com as seguintes afirmações acerca da capacidade de mudança comportamental do ser humano.

	Concordo totalmente (1)	Concordo (2)	Concordo Parcialmente (3)	Discordo parcialmente (4)	Discordo (5)	Discordo totalmente (6)
O tipo de pessoa que alguém é, é algo de base e não pode ser muito mudado. (IPT _1)	○	○	○	○	○	○
As pessoas podem fazer as coisas de forma diferente, mas as partes importantes de quem elas são realmente não podem ser mudadas. (IPT_2)	○	○	○	○	○	○
Todos, independentemente de quem são, podem alterar significativamente as suas características básicas. (IPT_3)	○	○	○	○	○	○

Enriquecimento trabalho-família_Work-Family Enrichment Scale (WFES)

Consoante o grau de concordância, classifique as seguintes afirmações, tendo em consideração a sua reflexão sobre o modo como concilia a sua vida profissional e familiar.

Recordamos que, ao concordar com item, espera-se que esteja consciente da sua concordância com a implicação total da afirmação em ambas as esferas laboral e familiar da vida.

Sigamos o exemplo através do seguinte item: O meu envolvimento no meu trabalho dá-me alegria, e isso ajuda-me a ser melhor na minha família.

Ao **Concordar Fortemente** com esta afirmação, propõe-se a **concordar fortemente** com "O meu envolvimento no meu trabalho dá-me felicidade" e coincidentemente **concordar fortemente** com " e isso ajuda-me a ser melhor na minha família".

O meu envolvimento no meu trabalho...

	Discordo Fortemente (1)	Discordo (2)	Não concordo, nem discordo (3)	Concordo (4)	Concordo Fortemente (5)
Ajuda-me a compreender diferentes pontos de vista, e isso ajuda-me a ser melhor na minha família. (WFES_1)	○	○	○	○	○
Ajuda-me a desenvolver conhecimentos, e isso ajuda-me a ser melhor na minha família. (WFES_2)	○	○	○	○	○
Ajuda-me a adquirir competências, e isso ajuda-me a ser melhor na minha família. (WFES_3)	○	○	○	○	○
Deixa-me de bom humor, e isso ajuda-me a ser melhor na minha família. (WFES_4)	○	○	○	○	○
Deixa-me contente, e isso ajuda-me a ser melhor na minha família. (WFES_5)	○	○	○	○	○
Dá-me alegria, e isso ajuda-me a ser melhor na minha família. (WFES_6)	○	○	○	○	○
Ajuda-me a sentir realizado/a, e isso ajuda-me a ser melhor na minha família. (WFES_7)	○	○	○	○	○
Proporciona-me um sentimento de dever cumprido, e isso ajuda-me a ser melhor na minha família. (WFES_8)	○	○	○	○	○
Proporciona-me um sentimento de sucesso, e isso ajuda-me a ser melhor na minha família. (WFES_9)	○	○	○	○	○

O meu envolvimento na minha família...

	Discordo Fortemente (1)	Discordo (2)	Não concordo, nem discordo (3)	Concordo (4)	Concordo Fortemente (5)
Ajuda-me a desenvolver conhecimentos, e isso ajuda-me a ser um/a melhor trabalhador/a. (WFES_10)	○	○		○	
Ajuda-me a adquirir competências, e isso ajuda-me a ser um/a melhor trabalhador/a. (WFES_11)	○	○		○	
Ajuda-me a alargar os meus conhecimentos sobre coisas novas, e isso ajuda-me a ser um/a melhor trabalhador/a. (WFES_12)	○	○		○	
Deixa-me de bom humor, e isso ajuda-me a ser um/a melhor trabalhador/a. (WFES_13)	○	○		○	
Deixa-me contente, e isso ajuda-me a ser um/a melhor trabalhador/a. (WFES_14)	○	○		○	
Dá-me alegria, e isso ajuda-me a ser um/a melhor trabalhador/a. (WFES_15)	○	○		○	
Faz com que evite desperdiçar tempo no trabalho, e isso ajuda-me a ser um/a melhor trabalhador/a. (WFES_16)	○	○		○	
Incentiva-me a rentabilizar o meu horário de trabalho, e isso ajuda-me a ser um/a melhor trabalhador/a. (WFES_17)	○	○		○	
Faz com que esteja mais concentrado/a no trabalho, e isso ajuda-me a ser um/a melhor trabalhador/a. (WFES_18)	○	○		○	

Questões demográficas

De seguida, encontrará um conjunto de questões de cariz demográfico.
Reforçamos que a sua resposta é de extrema importância para o sucesso do atual estudo. E ainda que, nenhuma questão será reportada individualmente o que permite a confidencialidade de todas as suas respostas.

Q23 Género:
- ○ Masculino (1)
- ○ Feminino (2)
- ○ Não binário / terceiro género (3)
- ○ Prefiro não dizer (4)

Idade:
_____

Habilitações literárias:
- ○ 1º Ciclo do ensino básico (4º ano escolaridade) (1)
- ○ 2º Ciclo do ensino básico (6º ano de escolaridade) (2)
- ○ 3º Ciclo do ensino básico (9º ano de escolaridade) (3)
- ○ Ensino secundário (12º de escolaridade) (4)
- ○ Bacharelato (5)
- ○ Licenciatura (6)
- ○ Pós-graduação (7)
- ○ Mestrado (8)
- ○ Doutoramento (9)

Estado Civil:
- ○ Solteiro (1)
- ○ Casado/união de facto (2)
- ○ Divorciado (3)
- ○ Viúvo (4)

Por favor, selecione os membros que fazem parte do seu agregado familiar (i.e., que residem na mesma habitação):
- ☐ Companheiro(a) (1)
- ☐ Filho(s) (2)
- ☐ Progenitor(es) (3)
- ☐ Apenas eu (4)
- ☐ Outro (por favor, indique qual) (5) _____

Indique o número de filhos componentes do seu agregado (se aplicável):
_____

Há quanto tempo exerce funções na organização onde se encontra atualmente? (Caso esteja há mais de 1 ano na organização, indique na caixa de resposta aberta, há quanto tempo (em anos) lá exerce funções.):
- ○ Menos de 6 meses. (1)
- ○ Entre 6 meses e 1 ano. (2)
- ○ Há mais de 1 ano. (3) _____

Qual a carga horária das suas funções a nível semanal?:
- ○ Menos de 40 horas semanais (1)
- ○ 40 horas semanais (2)
- ○ Mais de 40 horas semanais (3)

No exercício das suas funções, trabalha por turnos?
- ○ Sim (1)
- ○ Não (2)

Vínculo laboral:
- ○ Contrato de Trabalho sem Termo (1)
- ○ Contrato de Trabalho a Termo Certo (2)
- ○ Contrato de trabalho a Termo Incerto (3)
- ○ Contrato de Prestação de Serviços (4)

No seu último ano de trabalho, com que frequência se manteve ausente do exercício de funções?
- ○ Nunca (1)
- ○ Algumas vezes (2)
- ○ Cerca de metade das vezes (3)
- ○ A maioria das vezes (4)
- ○ Sempre (5)