



Examining The Moderating Role of Problem-Solving on Coaching Skills and Organizational Performance (Case Study: Knowledge-Based Company, Production of Electronic Printed Circuit Boards in Yazd Province)

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ABSTRACT

Organizations engage in environmental activities because of the incremental complexity and variability involved. Direction, demanding a new attitude in management and leadership for fulfilled building needs, employees, and organizations to progress and develop in a very dynamic environment. Popularity coaching in organizations can lead to rapid changes in the organizational environment, including global progress, technological advancements, and shifts in work culture. In organizations, development is found in managers' desire to empower their employees. In alignment with self-leadership efforts, conditions are established to support direct objectives of learning and development, facilitating the growth and development of individual employees. The goal of this research is to examine the moderating role of problem-solving on coaching skills and organizational performance. From an opinion goal perspective, research considered beneficial may also be evaluated in terms of data collection, supervision, and control variables, as well as its generalization capability, considering the type of descriptive-correlational study. This is a methodical survey, and with the use of a questionnaire, the study population in this study consists of the personnel of a knowledge-based company. The production of electronic printed circuit boards in Yazd province, employing 150 people, and the sample size in this study was determined as 108 people using the Grossi and Morgan table. The findings of this study, which were obtained by collecting data through a questionnaire, analyzing it using PLS software, and applying the t-statistic, revealed that problem-solving plays a moderating role in the

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relationship between coaching skills and organizational performance, and that coaching skills also have an impact on problem-solving.

1. Introduction

Root coaching goes back to the 1960s. The purpose of improving performance is to help people in the location work to achieve their goals. Coaching is officially recognized as a skill empowerment by association in various countries, such as Canada and Australia, and confirmation has been done (Pentland, 2012). In years recent use from coaching in areas various for change in behavior, performance optimal and health to work gone is theory learning from concepts basic in coaching is; especially theory learning transitional; this theory on aspects from adult learning and knowledge focus yes that from way awareness from values, assumptions and expectations leading to meaningful in life it becomes. Like most professional services, coaching is also based on self-practice, drawing on areas such as psychology, human growth, philosophy, and education (Pentland, 2014). In coaching, the way questions are framed strongly influences the coach's ability to reference values, assumptions, and expectations, as well as foster self-awareness and help individuals recognize how choices and issues relate to their familiar grid (Pentland, 2014).

Coaching techniques, cognitive behavioral approaches, and problem-solving methods help adults achieve their goals by utilizing relationships that emphasize independence, learning, and decision-making, ultimately enhancing work efficiency (Graham, 2009). Therefore, the purpose of this study is to investigate the moderating role of problem-solving on coaching skills and organizational performance in a knowledge-based company.

2. Literature review

Today, performance is a significant concern for continuous improvement managers who are capable and interested in enhancing human resources (Ming & Dora, 2012). In patterns traditional management this category as control duties and functions manager perception done is, but in theories new to title system fragment original management resources human functional beyond from grant reward yes and on reinforcement behavior, creation communication between managers and improvement resources human in organizations from road measurement amount achieving changes desirable so from one or how many? Course comparison under the same conditions (Danika, 2017). Reasons to be interested in Iran's economy include the sections on productivity, capital, and labor force, which have led to significant progress, increased production, and economic growth in the country. Some countries have developed more, and of course, this section

may have powerful causes and direct effects. Also of note is the fact that GDP. Maybe. The most crucial tip in case down to be interest very force work in Iran particle for direct object can be down to be level income and receivables people related know in such a way that this problem fundamental cause done that people motivation increase share self in production and presentation services in firm i see particle for direct object up to a lot from hand give. Analysis component I see, role I see and functions government in document eye size twenty-year-old republic Islamic Iran expression ger this reality is that government with structural rule mind and flexible and with interest from the force human committed and capable, must role supplier goods public, partner in supply of goods excellent, rule transition, stability department, justice Gostar and navigator particle for direct object in arena developments in the country IFA (Stere, 2012). Review status available management resources human in system administrative country expression ger drawbacks is that from it sentence may power to lack morale innovation Drebin employees; lack one system evaluation performance comprehensive employees; b justice in system payment of employees and retirees; lack use comprehensive and comprehensive from technology information for increase employee efficiency; ambiguity in system promotion management; comprehensive not being rules and lack proportion system reward with performance in section resources human hint Kurd (Sultani, 2017). Because in conditions where anxiety and concern are high and admission is low, learning will be weak. People have done most of the knowledge work necessary for direct object; they are conditions for executing what they may know, before they have a necessity. More from one person or boss to remember, but what is necessary is what was done before, hidden within the person's execution. Increasing pressure can lead to a slow decline, causing harassment and paralysis, as well as work stagnation, especially when a person is reluctant to work conventionally. If an organization is genuinely seeking optimal performance, it should adopt a consistent review pattern to improve performance through education and other traditional management interventions directly. However, the question is. Well, understood. We have done that. How must we change the correct particle for the direct object? Shall we give? Today, one of the tools that helps address this bug is coaching performance in organizations, including those in the government, with an increased awareness of the challenges and its growing importance in the success of this type of organization. I see this domain utilizing standard methods of evaluation to measure some of the abstract factors that may pay off, beyond which may yield a win. A practical

model based on changes in desirable behavioral and attitudinal aspects, as well as the desired presentation, may be effective (Senal & Bohlander, 2012).

This model spectrum is broad and relatively comprehensive. From the elements that collect it, I see behavior output from one researcher's particle, which can be directly observed and presented, and he attempts to do so. Instead of support on the factors mental that sometimes on basis judgment and history individual face may take and from place and when to place and time other results different in on yes to factors a minor and characteristic hey possible size zinc oxide Avard (Homayun) and this study aims to investigate the moderating role of Problem-solving on coaching skills and organizational performance.

Ghaffari et al. (1400) conducted a study entitled "Design Model Direction Expansion: Conceptual Coaching Performance of Employees in the Iranian Governmental Organization." Findings this research is with use from concepts acquisition done every day, leading to identifying five factors adjustment if, context hey, strategic, consequences and finally conditions Ali on foot construction coaching system performance results indicative from it is that organization hi today with information more from factors the aforementioned can ratio to pressure competitive reaction better had and looking for it with editing and to employment educational strategies and business like coaching to the results more efficient nail they will turn around.

Coaching for capable individuals is about achieving a sense of peace and value, and is valuable for those on a path to self-fulfillment and reaching their intended goals. Method while noting the problems and challenges before the manager and employee, on goals they also focus on and try to achieve with the necessary support, to help them achieve better and faster results. Currently, coaching is one of the most effective methods for developing individuals, and one approach that is particularly powerful in enhancing management performance is considered. Unlike education, coaching involves a one-on-one relationship and has a limited duration. It is a concentrated, individual method that can be executed at any time and on any day possible. Unlike some forms of education, coaching is not a short-term method; instead, it has a lasting and long-term impact on both the individual and the organization. With attention to complexities world today, ability force human in analysis and solution issues and difficulty before and preparation for exposure with current changes and conditions various work and life, very importance it has; therefore, coaching to tool useful and avoidance invincible for exposure and coordination with many from these

changes' conversion done is (Abdi et. al, 2018). From side organizations, many participants spend time, effort, and resources identifying and developing leadership talent in a talent tool to guarantee a competitive future advantage, as noted by Drone and colleagues in 2017. Often, these programs demonstrate that Dahl's theory of efficiency, capability creation, consequences, desirable profit return, and capital presentation is not supported. Additionally, it typically affects development leadership alone for several months, or for how long? The year immediately following the start may be viewed as having an instant impact (Water et al., 2016). Development leadership, tools, and structure differ, but they are organized into sections. Development capital is allocated explicitly to human resources, and the organization provides many resources. I view this from a head-hunting perspective, considering the number, ease of access to the labor force, and the direct objective of the title tool in achieving cost savings. The truth is here. Many of the organizations I see use combined methods for development, including the identification and development of talented employees, which have the potential to lead the future organization (Hanyu & Tojia, 2012). However, one trend is that badges may give organizations a preference, which may provide exclusive access to development, breeding, talent leadership, products, and tools for direct object making. The phenomenon primarily caused by this misunderstanding is that one product is exclusive, while the same thing is exclusive to a competitor, and that is it. Reason advantage competitive better creates. Unfortunately, most of this product's exclusive benefits and results are desirable for the organization, but they do not make it. Usually, research about these tools, design, construction, execution, and evaluation takes several years. Furthermore, many of these results are optional, and I see no reason why they should also result in the direct object's development leadership, exclusive cost enormity, and organization they impose (Artonians et al., 2016). Therefore, conducting this research is particularly important.

3. Research methodology

Research presents from an opinion goal, from the type of research considered beneficial, may also be evaluated in terms of data collection, amount of supervision, degree of control variables, and capability for generalization, such as descriptive-correlational. It is a method of surveying that involves administering a questionnaire.

The study population in this research consists of employees from knowledge-based companies. The production of electronic printed circuit boards in Yazd province involves a total of 150 people.

The sample size in this study was determined as 108 people using the Grossi and Morgan table.

The sampling method in this study is available random sampling.

In this study, two primary methods of data collection were employed: library research and fieldwork, including the use of questionnaires. These methods were employed to collect the necessary data to support the research's hypotheses and theoretical foundations.

The questionnaire used in this study is the Hill (2011) questionnaire.

Table1-Questionnaire question

Row	Variable name	Question
1	Coaching skills	1-8
2	Organizational performance	9-14
3	Problem-solving	15-22
Total		22

To determine the reliability of the questionnaire, a pre-test was conducted among a sample to assess its effectiveness. The questionnaires were randomly distributed, and then Cronbach's alpha coefficient was calculated using SPSS software, yielding a value of 0.86, which indicates that the questionnaires possess the necessary reliability.

Table2-Results of model reliability tests

Variables	Cronbach's alpha test	Combined reliability test
Problem-solving	0.867	0.894
Organizational performance	0.831	0.876
Coaching skills	0.862	0.892

The results of both tests, as shown in Table 2, show that the model presented in this study has appropriate reliability. The conceptual model of the present study is shown in Figure 1.

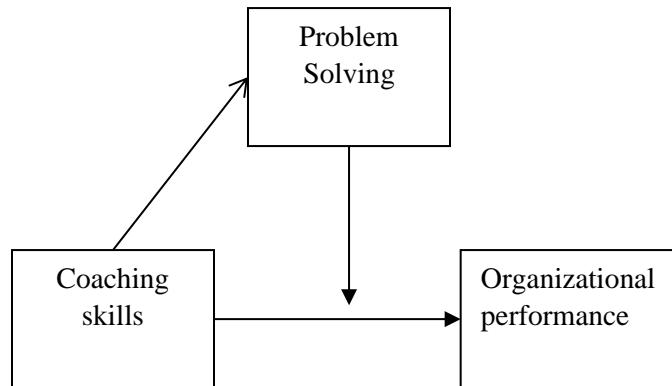


Figure 1- conceptual model of the research (taken from the literature studied)

The primary objective of this study is to examine the moderating effect of problem-solving on coaching skills and organizational performance. Its secondary objectives are to investigate the effect of coaching skills on organizational performance, to discuss the impact of coaching skills on problem-solving, and to explore the moderating role of problem-solving on the relationship between coaching skills and organizational performance.

4. Research hypotheses:

Coaching skills have a significant impact on organizational performance.

Coaching skills have a significant impact on problem-solving, making it a meaningful endeavor.

Problem-solving has a moderating effect on coaching skills and organizational performance.

This research, grounded in the subject matter, will examine the moderating role of problem-solving on coaching skills and organizational performance, falling within the realm of human resource management.

Research in the spatial domain reveals that a knowledge-based company producing electronic printed circuit boards is located in Yazd province. The data used in this study were collected during the summer and autumn periods of 1403.

Theoretical definitions of words

Coaching skills refer to a set of abilities and techniques that a coach uses to help clients achieve personal and professional goals, improve performance, and grow personally (Whitmore, 2017).

Organizational performance: a set of activities aimed at achieving organizational goals (Hawadkar, 2009, p. 179).

Problem-solving involves drawing on information, techniques, and ideas that we have learned and remembered from experience (Amari, 2004). Additionally, problem-solving in the humanities and management involves the process of identifying and analyzing social, organizational, or managerial challenges and problems, and developing practical solutions to address them (Minzberg, 1974). Moreover, Problem-solving is a cognitive process through which an individual identifies, analyzes, and overcomes obstacles to achieving a specific goal (Bransford, 1984).

To analyze the data and test the research hypotheses, structural equation modeling with the partial least squares (PLS) technique was employed.

The measurement model for each of the coefficients is shown in Figures 2 and 3. The interpretation of each coefficient is provided in the following tables.

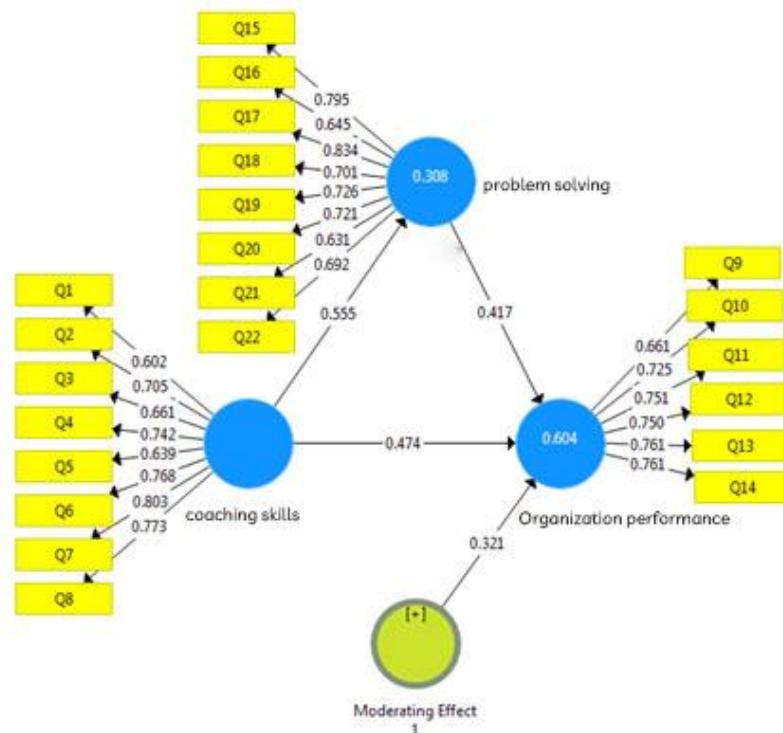
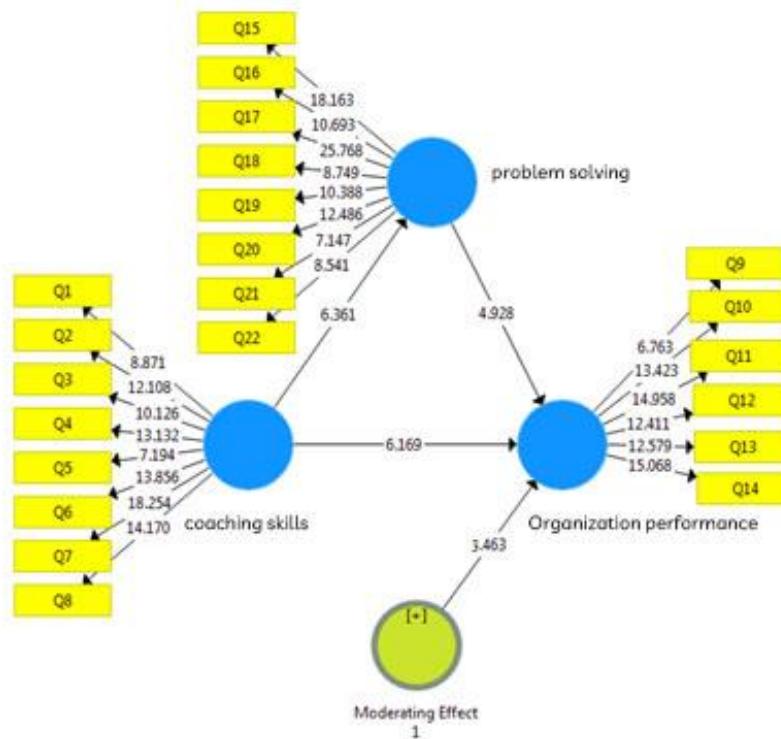


Figure 2 - estimated value of each path coefficient

**Figure 3-** t value of each path coefficient

Summary of structural equation results, including path coefficients and values, with the significance associated with them provided in the table below.

Table 4 summarizes the direct effects of latent exogenous variables on endogenous variables.

Table 4 - direct effects of latent variables on each other

Row	Relationships	Path coefficient	T-test	Result
1	Problem-solving>>coaching skills	0.555	6.361	Confirmation
2	Organizational Performance>>Coaching Skills	0.474	6.169	Confirmation
3	Problem-Solving>> Coaching Skills and Organizational Performance	0.321	3.463	Confirmation

Research findings

First hypothesis test

Researcher's claim:

« Coaching skills impact organizational performance. "It is meaningful."

When this claim is expressed as a statistical hypothesis, it will be as follows:

H0: Coaching skills impact organizational performance; it does not make sense.

H1: Coaching skills impact organizational performance, and it is meaningful.

Table 5 - examining the impact of coaching skills on organizational performance

Hypotheses

Hypotheses	Relationships	Path coefficient	T - factor	Result
1	Organizational Performance>> Coaching Skills	0.474	6.169	Confirmation

Latent exogenous: coaching skills

Endogenous latent: organizational performance

According to the results of data analysis regarding coaching skills and organizational performance, it can be said that the path coefficient is 0.474 and the t coefficient is 169.6, which is significant at the 0.05 level. As a result, the researcher's claim has been confirmed, and it can be stated with 95% confidence that coaching skills have a significant impact on organizational performance. It is substantial, and for every one-unit change in coaching skills, organizational performance decreases by 0.474 units.

Test of the second hypothesis

Researcher's claim:

« Coaching skills impact Problem-solving; it is meaningful. »

When this claim is expressed as a statistical hypothesis, it will be as follows:

H0: Coaching skills impact Problem-solving; it does not make sense.

H1: Coaching skills impact problem-solving; it is meaningful.

Table 6 - examining the impact of coaching skills on Problem-solving

Hypotheses	Relationships	Path coefficient	T factor-	Result
2	Problem-solving>> coaching skills	0.555	6.361	Confirmation

Latent exogenous: coaching skills

Endogenous latent: Problem-solving

According to the results of data analysis regarding coaching and problem-solving skills, it can be said that the path coefficient is 0.555 and the t coefficient is 6.361, which is significant at the 0.05 level. As a result, the researcher's claim has been confirmed, and it can be stated with 95% confidence that coaching skills have an impact on problem-solving. It is significant, and for every one-unit change in coaching skills, Problem-solving decreases by 0.555 units.

Test of the third hypothesis

Researcher's claim:

"Problem-solving has a moderating effect on coaching skills and organizational performance."

When this claim is expressed as a statistical hypothesis, it will be as follows:

H0: Problem-solving does not have a moderating effect on coaching skills and organizational performance.

H1: Problem-solving has a moderating effect on coaching skills and organizational performance.

Table 7 - Examining the moderating effect of problem-solving on coaching skills and organizational performance

Hypotheses	Relationships	Path coefficient	T - factor	Result
3	Problem-Solving Coaching Skills and Organizational Performance	0.321	3.463	Confirmation

Exogenous latent variable: coaching skills

Endogenous latent variable: organizational performance

Moderator variable: Problem-solving

According to the results of data analysis regarding the moderating effect of problem-solving on coaching skills and organizational performance, it can be said that the path coefficient is 0.321 and the t coefficient is 3.463, which is significant at the 0.05 level. As a result, the researcher's claim has been confirmed, and with 95% confidence, it can be said that problem-solving has a moderating effect on coaching skills and organizational performance.

Analysis of the results regarding the \neg first hypothesis

Coaching skills have a significant impact on organizational performance.

As the research results showed, this test is statistically significant with a p-value of 6.169, confirming the first hypothesis. Coaching skills have a substantial impact on organizational performance. Coaching involves facilitating and supporting individuals to reach their full potential, improve their skills, and achieve their goals. When employees receive effective coaching, they become more motivated, engaged, and productive. This leads to higher job satisfaction, better teamwork, and ultimately improved organizational performance. By investing in coaching skills, organizations can increase employee development, retention, and overall success. The results of this study are consistent with those of Abdi et al. (2018), Nazarian (2011), Bajwa et al. (2020), and Maini et al. (2020).

Examining the results of the \neg second hypothesis

Coaching skills have a significant impact on problem-solving, making it a meaningful endeavor.

This test is significant, with a p-value of 0.000, indicating that the second hypothesis is confirmed. Coaching skills have a substantial impact on problem-solving. Effective coaching involves asking powerful questions, actively listening, providing constructive feedback, and supporting individuals in exploring different perspectives and solutions. By developing coaching skills, individuals can increase their critical thinking, creativity, and decision-making abilities. This enables them to approach problems with a fresh perspective, consider various options, and devise innovative solutions. Ultimately, coaching skills empower individuals to tackle challenges more effectively

and contribute to successful problem-solving within organizations. The results of this study are consistent with the research of Abdi et al. (2018), Nazarian (2011), Bajwa et al. (2020), and Maini et al. (2020).

Examining the results of the \neg third hypothesis

Problem-solving has a moderating effect on coaching skills and organizational performance.

This test is significant, with a p-value of 3.463, confirming the third hypothesis. Problem-solving skills and coaching have a mutually reinforcing relationship. Problem-solving requires individuals to analyze situations, identify root causes, and develop practical solutions. Coaching skills, on the other hand, involve supporting and facilitating individuals in the problem-solving process, helping them explore different perspectives, and supporting decision-making. By strengthening problem-solving skills, individuals can become better equipped to deal with challenges and make informed decisions, which in turn enhances their coaching abilities. Conversely, coaching skills can also improve problem-solving capabilities by creating a supportive and collaborative environment in which individuals feel empowered to explore new ideas and approaches. This can lead to more innovative solutions and improved organizational performance. Thus, the interaction between problem-solving skills and coaching can create a positive feedback loop that ultimately benefits both individuals and the organization as a whole.

5. Conclusions and suggestions

Coaching is a process in which the first person, in the role of a coach, provides the second person with the learning context to improve their performance and career success through the growth and development of key capabilities, so that the second person can then independently use those capabilities to create the necessary conditions for their success. Coaching is a process of empowering individuals to feel calm, helpful, and fulfilled by helping them achieve their desired goals. Coaching focuses on the goals of both the manager and the employee, while also addressing the problems and challenges they encounter. Furthermore, tries to help him achieve better and faster results by providing the necessary support. Today, organizations invest heavily in training and improvement programs, and this action is often viewed as part of their human resource development initiatives. For professional development purposes, various methods and techniques can be used to support learning and training. One effective method for training and improvement is coaching. Today, the maximum utilization of human capital has become inevitable for

organizations due to reasons such as the rapid development of various technologies, increasing competition, the demand for increased production, and reduced costs. Today's organizations are more aware of competitive pressure. As a result, successful and dynamic organizations are trying to achieve more efficient results by developing and implementing training and business strategies such as coaching.

For the first hypothesis, namely, increasing the impact of coaching skills on organizational performance, the following suggestions are recommended:

1. Provide comprehensive training: provide coaching training programs to employees at all levels of the organization to develop skills and develop their coaching competencies
2. Strengthen a coaching culture: encourage a culture of continuous learning and development where coaching is valued and integrated into everyday interactions.
3. Set clear goals and expectations: establish specific objectives for coaching initiatives and communicate expected outcomes to ensure alignment with organizational objectives.
4. Provide ongoing support and feedback: Offer trainers regular feedback, guidance, and support to help them refine their skills and enhance their effectiveness.
5. Measure and evaluate impact: Implement metrics and evaluation tools to assess the effects of coaching on individual and organizational performance, and utilize this data to inform decisions and drive improvements.

By implementing these suggestions, organizations can increase the effectiveness of coaching skills and maximize their impact on organizational performance.

For the second hypothesis, namely to strengthen coaching skills for Problem-solving, the following actions are recommended:

1. Training and development: Participate in coaching programs or workshops to learn effective coaching techniques, communication skills, and problem-solving strategies.
2. Practice and feedback: Participate in regular coaching sessions with peers, colleagues, or a mentor to practice your coaching skills and receive constructive feedback for improvement.

3. Continuous learning: Stay informed about the latest trends and best practices in coaching and problem-solving by reading relevant books, attending seminars, and participating in coaching communities.
4. Reflective practice: Take time to reflect on your coaching sessions, identifying areas for improvement and setting goals to enhance your problem-solving skills.
5. Utilize tools and resources: explore coaching tools, including coaching models, assessment tools, and online resources, to support your coaching practice and problem-solving approach.

By implementing these recommendations, you can enhance your coaching skills to problem-solve effectively and achieve better results in your coaching interactions.

Regarding the role of problem-solving moderator, a combination of developmental training, practice, feedback, and continuous learning can also be used.

Regarding the role of moderation in problem-solving, a combination of developmental training, practice, feedback, and continuous learning can also be employed. The use of problem-solving techniques, such as the moderation effect, can have a significant impact on coaching skills and organizational performance. By employing moderation techniques, coaches can effectively address challenges and obstacles that may arise during coaching sessions, resulting in improved outcomes for both the coach and the coachee. Additionally, the use of moderation techniques can enhance an organization's overall performance by promoting a more collaborative and solution-oriented approach to problem-solving. Overall, the application of the moderation effect in problem-solving can help develop coaching skills and achieve organizational objectives.

Research limitations

1. Results obtained for the society under study, and in generalizing these results to other communities, require particular caution, especially regarding direct object compliance.
- 2- possible results section statistics inferential with attention to territory time research with passed time and change people's attitudes changes had been that no power results research particle for direct object to future generalization gave.

3- With attention to the tools collection information questionnaire, it has been possible, given some respondents' attitudes and preconceptions, error halo, and even a difference in self-presentation for direct objects in accountability to questions, which may affect the results.

4- probability existence error influential on answer givers from sentence error easy Giri that in its people degrees and score very much a lot particle for direct object in opinion may take or error desire to center that people particle for direct object to degrees and score medium in the questionnaire inclined may to give and or existence effect halo hey that possible is one case unique particle for direct object to all generalizations give in this research this category from errors outside from control researcher been and impact it in results research analysis item appointment not taken it is.

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