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Designing a Coaching Model for Managers of Iranian Governmental Organizations with Emphasis on Sustainable Human Resources

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Abstract

Supportive coaching promotes individual development and organizational effectiveness, emphasizing nurturing and learning. Leading organizations utilize skilled managers not only as successful leaders but also as proactive coaches to enhance productivity and reduce costs. The aim of this study was to design a coaching model for managers of Iranian governmental organizations with a focus on sustainable human resources. This research employed a qualitative methodology, and the participants included faculty members specializing in organizational behavior management and human resource management in higher education institutions, senior managers and experts in human resource management in governmental organizations, and specialists with awareness of the research topic. Using the snowball sampling method, 15 experts were selected. Data collection was conducted through semi-structured interviews. For data analysis, thematic analysis based on the six-phase approach of Clarke and Braun (2006) was used through three stages: initial coding, theme development, and theme refinement, utilizing Atlas.ti software. To ensure validity and reliability, necessary assessments were conducted using Holsti's coefficient, Scott's Pi coefficient, Cohen's Kappa index, and Krippendorff's Alpha. The level of agreement among experts, calculated via Holsti's coefficient (observed agreement percentage), was estimated at 0.887; Scott's Pi index at 0.755; Cohen's Kappa at 0.725; and Krippendorff's Alpha at 0.817. Based on the findings, the final model consists of seven main themes: 1) personal and professional characteristics of the coach, 2) coaching process, 3) knowledge-orientation, 4) organizational transformation, 5) technology and equipment, 6) interactivity, and 7) support and resources—comprising 22 sub-themes and 135 indicators.

Keywords: Coaching, Managerial Coaching, Sustainable Human Resources, Governmental Organizations.

1. Introduction

In today's dynamic and knowledge-driven environments, public sector organizations face growing pressures to enhance performance, improve service quality, and increase employee engagement, all while navigating complexity and rapid change. In such a context, coaching has emerged as a strategic development tool that transcends traditional managerial functions, fostering deeper connections between personal development and organizational effectiveness. Coaching is no longer merely an auxiliary practice in leadership development but a foundational component of organizational transformation and human resource sustainability (Hajizadeh et al., 2021; McCarthy & Milner, 2019). The focus on developing coaching capabilities



within the public sector—particularly in Iranian governmental organizations—has prompted a significant shift in understanding leadership effectiveness, workforce empowerment, and the culture of continuous learning.

The increasing recognition of coaching's importance in public institutions stems from its ability to build adaptive capacities in managers, improve communication and collaboration, and enhance motivation across all levels of the organization (Arabshahi Kirezi & Hosseini, 2022; Gharibi et al., 2023). Unlike conventional top-down training models, coaching emphasizes participatory relationships that align with employees' internal motivations and professional identities (Fey et al., 2022; Kalkavan & Alev, 2014). Through such alignment, coaching contributes to the development of sustainable human resource practices—those that not only support individual well-being but also foster long-term organizational resilience. This emphasis is particularly relevant in Iran's public sector, where bureaucratic rigidity and hierarchical inertia often impede performance, innovation, and employee satisfaction (Ghaffari et al., 2021).

Studies conducted in Iranian contexts highlight the role of coaching in addressing these challenges by empowering middle and senior managers to serve as internal facilitators of change. For example, the organizational coaching models proposed by (Rafti et al., 2021) and (Dastgerdi et al., 2021) argue that coaching enhances "soft productivity"—an essential component of strategic agility in public institutions—by transforming the relationship between managers and employees. These models advocate for internal coaching competencies that reflect indigenous managerial culture, while also aligning with international best practices in leadership and human capital development.

The theoretical foundations of coaching draw from multiple disciplines, including humanistic psychology, adult learning theory, and strategic management. According to (Peltier, 2011), executive coaching functions not merely as a developmental intervention but as a vehicle for organizational learning and identity formation. This conceptualization is extended by (Abravenal & Gavin, 2017), who emphasize the evolutionary role of coaching in driving innovation within organizations. Within the public sector, where change is often met with resistance, the coaching approach enables a more flexible, responsive, and human-centered model of leadership that promotes sustained performance improvement (Ettehadan Moghadam et al., 2022).

Empirical research also supports the notion that coaching enhances essential behavioral outcomes such as organizational citizenship behavior (OCB), job self-efficacy, and employee engagement. For instance, (Arshadi et al., 2019) found that coaching interventions positively influenced employees' sense of agency and cooperative behavior within public service contexts. Similarly, (Esmaeili et al., 2017) demonstrated that organizational coaching, when mediated by a positive organizational climate, reduced counterproductive behaviors and enhanced workplace discipline. These findings underline the transformative potential of coaching not only in shaping individual attitudes but also in cultivating a culture of accountability and shared purpose.

The strategic function of coaching becomes even more salient when placed in the framework of sustainable human resource management. According to (Kołodziejczak, 2015), coaching across organizational cultures contributes to cross-functional knowledge sharing, inclusion, and adaptability—core tenets of sustainability in HR practices. In the Iranian public sector, where human resource systems are often constrained by centralized policies and limited flexibility, embedding coaching as a strategic HR practice enables a shift toward greater personalization and responsiveness in employee development programs (Alexander et al., 2024; Pourjamshidi et al., 2022). This strategic reorientation is essential in preparing public managers to lead in uncertain and complex environments.

Moreover, the role of feedback within coaching relationships has received increasing attention in recent literature. (Radmand & Nargesian, 2019) emphasizes that effective feedback, when embedded in a coaching process, not only enhances learning and behavioral change but also builds trust between employees and leaders. This perspective is aligned with (Rekalde et al., 2017), who argue that coaching surpasses traditional training methods in its ability to foster sustained behavioral transformation. These insights further validate the need for developing formal coaching mechanisms within public organizations to institutionalize feedback loops and reflective practices as part of performance management.

Nevertheless, the implementation of coaching in public sector institutions is not without its challenges. Cultural and structural barriers—including hierarchical mindsets, rigid performance appraisal systems, and lack of coaching competencies



among managers—often hinder the successful deployment of coaching frameworks (Abooei Ardakan et al., 2014; Mihiotis & Argirou, 2016). To overcome these limitations, researchers suggest the development of indigenous coaching models that reflect the socio-cultural realities of Iranian governmental organizations (Rosha & Natalja, 2016). These models should be informed by participatory design principles and grounded in empirical inquiry, as demonstrated in the works of (Hajizadeh et al., 2021) and (Ghaffari et al., 2021), who propose context-sensitive models for coaching operational and performance excellence.

In particular, the inclusion of coaching as a formal element in leadership development programs offers promising avenues for organizational renewal. As (McCarthy & Milner, 2019) notes, coaching enhances managers' ability to align individual goals with organizational missions by improving their motivational, cognitive, and relational competencies. In this regard, coaching serves not only as a leadership development strategy but also as a platform for institutional capacity building in the public sector. This perspective is reinforced by (Gharibi et al., 2023), who stress the need to institutionalize coaching practices across various levels of governmental administration to ensure continuity, effectiveness, and scalability.

Several conceptual and practical models have attempted to capture the complexity of coaching in public sector contexts. The work of (Rafti et al., 2021) and (Dastgerdi et al., 2021) provides robust frameworks that account for various contextual, behavioral, and structural factors influencing the efficacy of coaching models in Iranian governmental settings. These models emphasize the integration of coaching with performance appraisal systems, succession planning, and knowledge management strategies. Similarly, (Hajizadeh et al., 2021) demonstrates how coaching can enhance employee motivation and engagement in strategic sectors like the petrochemical industry, illustrating the cross-sectoral applicability of coaching methodologies.

Recent international studies also offer valuable insights into the broader implications of coaching for employee well-being and organizational development. For example, (Fey et al., 2022) explored how peer coaching in self-managed digital companies contributed to employee proactivity and mental health. These findings suggest that coaching has a dual function: advancing both psychological well-being and strategic capability. In this light, integrating coaching into the institutional culture of public organizations can catalyze broader reforms in leadership, communication, and human resource development (Arabshahi Kirezi & Hosseini, 2022; Ettehadan Moghadam et al., 2022).

Taken together, the growing body of literature demonstrates a clear trend toward adopting coaching as an essential managerial and developmental practice in public sector governance. From improving job satisfaction and engagement to fostering ethical behavior and innovation, coaching represents a multifaceted approach to addressing the human capital challenges faced by public organizations in Iran and beyond (Kalkavan & Alev, 2014; Rosha & Natalja, 2016). However, realizing the full potential of coaching requires contextually grounded models, continuous capacity building, and strong institutional support systems. The current study, therefore, seeks to design a comprehensive coaching model tailored specifically to the needs and realities of Iranian governmental organizations, with a particular focus on fostering sustainable human resources.

2. Methods and Materials

This study employed a qualitative research methodology and adopted an *interpretivist* approach utilizing the method of *thematic analysis*. To ensure the credibility of the interviews, input from experts and specialists was sought. The participants in the study included university faculty members specializing in organizational behavior management and human resource management, senior managers and senior experts in the field of human resource management within governmental organizations, and professionals and specialists well-informed about the research topic. The criteria for identifying expert participants included: (1) holding an academic degree relevant to the field of *human resource management*, (2) possessing publications such as books, articles, or research projects related to the research subject, and (3) having practical experience relevant to the research topic within governmental organizations.

For sampling, a range of key informants knowledgeable in the subject area were selected using the *snowball sampling method*. This process of selection and consultation continued until *theoretical saturation* was reached, at which point it was stopped. Theoretical saturation was considered achieved when the final expert interviews yielded no new information based on



content analysis. Thus, snowball sampling was continued until this saturation point was reached. Table 1 presents the characteristics of the 15 selected experts.

Table 1. Interviewee Information

Code	Gender	Education	Academic Rank	Area of Expertise
1	Male	PhD	Assistant Professor	Human Resource Management
2	Male	PhD	Assistant Professor	Human Resource Management
3	Male	PhD	Associate Professor	Human Resource Management
4	Male	PhD	Assistant Professor	Human Resource Management
5	Male	PhD	Assistant Professor	Human Resource Management
6	Male	PhD	Full Professor	Human Resource Management
7	Female	PhD	Associate Professor	Human Resource Management
8	Male	PhD	Assistant Professor	Human Resource Management
9	Male	PhD	Assistant Professor	Human Resource Management
10	Female	PhD	Assistant Professor	Human Resource Management
11	Male	PhD	Assistant Professor	Human Resource Management
12	Male	PhD	Associate Professor	Human Resource Management
13	Male	PhD	Assistant Professor	Human Resource Management
14	Female	PhD	Assistant Professor	Human Resource Management
15	Female	PhD	Assistant Professor	Human Resource Management

Semi-structured interviews were used as the data collection tool. To assess the validity and reliability, four quantitative criteria were applied to evaluate *credibility*, *transferability*, *confirmability*, and *dependability*: Holsti's coefficient, Scott's Pi coefficient, Cohen's Kappa index, and Krippendorff's Alpha. The level of agreement among expert viewpoints, calculated using Holsti's coefficient (PAO or "Percentage Agreement Observed"), was 0.887, which is considered a high level. Considering some criticisms of Holsti's method, Scott's Pi coefficient was also calculated, yielding a value of 0.755. The third criterion used to assess the credibility of qualitative research was *Cohen's Kappa index*, which resulted in a value of 0.725. Finally, *Krippendorff's Alpha* was calculated, with a value of 0.817 obtained in this study.

This research utilized the *thematic analysis* method. Thematic analysis is a method used for identifying, analyzing, and reporting patterns (themes) within data. It organizes and describes data in rich detail and can further interpret various aspects of the research topic. Themes represent the most abstract level of data, and their formation and selection are significantly influenced by the structure of the research. The use of qualitative studies, particularly thematic analysis, becomes essential when limited information is available about the phenomenon under study, or when prior studies on the topic lack a comprehensive theoretical framework to explain the issue thoroughly. The rationale for choosing thematic analysis in this study was to identify preliminary and in-depth ideas to develop theoretical models for future empirical research within the field based on qualitative findings. Anderson (2007) proposed a fifteen-step process for thematic analysis. Clarke and Braun (2006) also developed a six-step process for this purpose, which was adopted in this research.

3. Findings and Results

The central focus of the research was the exploration and identification of influencing factors regarding the main themes, sub-themes, and criteria related to the "design of a coaching model for managers of Iranian governmental organizations with an emphasis on sustainable human resources," as the core concept. The six-phase approach by Clarke and Braun (2006) was applied to analyze the semi-structured interviews.

Step 1: Familiarization with the Data

This involved immersion in the data through "repeated reading of the data" and actively reading it (i.e., searching for meanings and patterns). Prior to conducting initial coding, each interview was examined at the sentence and phrase level. Immersion included repeated readings and active engagement with the data to uncover underlying meanings and patterns.

Step 2: Generating Initial Codes

The researcher read and familiarized themselves with the data to generate initial codes. In this phase, a total of 349 initial conceptual codes were identified.



Step 3: Searching for Selective Codes

This phase involved categorizing the various codes into selective codes and organizing all coded data summaries. After reviewing and matching these codes, redundant codes were eliminated—214 of the 349 initial codes were removed, and ultimately, 135 refined codes remained.

Step 4: Developing Sub-Themes

This phase entailed generating a set of themes and reviewing them. Table 2 presents the results of sub-theme (subcategory) identification. The goal was to establish relationships among the generated criteria. From the 349 initial codes, after eliminating duplicates, 214 codes were removed. In the second phase of coding—theme construction—sub-themes (subcategories) were determined based on the final 135 codes.

Table 2. Results of Sub-Theme Identification in Second Phase Coding (Theme Construction)

Level-1 Constructing Themes	Initial Themes
Leadership and Managerial Skills	Decision-making ability; Intrinsic motivation for coaching; Ability to guide others
Effective Communication	Teamwork ability; Promotion of dialogue and discussion; Open communication in the organization; Encouraging participatory spirit; Promoting cooperation and friendliness; Promoting consistency; Ability to communicate clearly and motivationally with staff; Ability to create a safe environment for feedback
Coach Characteristics	Emotional intelligence; Critical thinking; Flexibility and adaptability to the environment; Patience and psychological resilience; Personal development; Personal creativity; Learning ability and fast knowledge transfer; Intuition; Self-control; Personal integrity (consistency between words and actions); Moral intelligence; Prudence and foresight; Cultural intelligence; Political intelligence; Mathematical and numerical intelligence
Ethical Attributes	Courage and boldness; Responsibility; Honesty; Respect for others' rights
Needs Assessment	Analysis of current situation; Individual interviews and assessments; Evaluation of past performance; Research and data collection
Coaching Program Design	Setting clear and measurable objectives; Educational content and learning methods; Selection of appropriate coaches; Suitable coaching methods; Coaching scheduling and duration; Coaching resources and tools
Evaluation and Feedback	Assessment of individual progress; 360-degree feedback; Performance metrics; Reporting and data analysis; Structured feedback sessions; Adjusting the program based on results
Ongoing Support	Supervision and follow-up; Encouragement of feedback and learning; Ongoing counseling sessions; Online resource support; Support groups
Knowledge Generation	Methods of knowledge creation; Interviews with managers and staff; Distributing questionnaires among managers and staff; Documenting staff and managerial experiences; Information updating; Knowledge management; Organizational knowledge development
Knowledge Sharing	Sharing knowledge among staff, coaches, and managers; Facilitating knowledge sharing and distribution; Creating knowledge-sharing platforms; Tacit knowledge management
Knowledge Storage	Knowledge storage systems; Knowledge evaluation; Knowledge mapping; Knowledge categorization; Knowledge integration; Knowledge summarization; Preservation of generated knowledge
Knowledge Utilization	Knowledge application methods; Creating knowledge-based value; Knowledge steering; Knowledge implementation; Integration of unstructured knowledge; Converting raw information into practical knowledge; Problem-solving and innovation based on knowledge; Knowledge synergy
Learning Organization	Managerial support for coaching programs; Managing generational differences; Knowledge-based decision-making; Participatory management; Managerial openness to coaching; Managerial flexibility; Inspirational leadership; Learning management based on successful models
Organizational Culture	Coaching-supportive culture; Organizational responsibility for coaching; Building trust between coaches and coachees; Eliminating bias and prejudice; Promoting a culture of knowledge cooperation; Facilitating friendly relationships; Continuous learning culture
Organizational Structure	Organizational decentralization; Establishment of a learning organization; Revising the policies governing coaching organizations; Facilitating the implementation of innovative processes
Performance Management	Employee performance evaluation; Human resource empowerment; Principle-based human resource leadership; Team productivity; Development of experienced human resources; Error detection, revision, and correction; Talent identification among employees
Educational Technology	Technology in enhancing learning and innovation processes; Development of educational bots and robots; Gamification; Organization-specific coaching website; Virtual and e-learning; Development of educational apps; Augmented and virtual reality
IT Infrastructure	Organizational access to digital and communication tools; Platforms and tools; Access to global information databases; Required hardware and software; Identification of alternative technologies; Technological infrastructure
Manager–Employee Relations	Constructive and inspirational interactions; Motivating employees; Managers' encouraging behaviors
Inter-Organizational Collaboration	Exchange of experience and knowledge among various organizations; Industry engagement; University collaboration; Collaboration with knowledge-based companies; Cooperation with coaching-supporting organizations; Participation and hosting in coaching festivals; Creation of inter-organizational knowledge networks
Financial and Material Resources	Investment in coaching; Investment in innovative activities; Proper budgeting for creativity; Investment in the organization's scientific potential
Governmental Support	Ministry support; Revision of the transformation and management document; Government support for ideas and innovation; Approval of regulations supporting knowledge-based organizations; Approval of regulations supporting coaching organizations

Step 5: Defining and Naming Main Themes



At this stage of the third-phase coding—theme refinement—a satisfactory representation of the themes was achieved. The 135 final codes, previously categorized into 22 sub-themes (Level-1 constructs), were organized under 7 overarching main themes (Level-2 constructs).

Table 3

Main Themes, Sub-Themes, and Initial Indicators of the Coaching Model for Managers in Iranian Governmental Organizations

Main Themes	Sub-Themes	Initial Indicators
1. Personal and Professional Characteristics of the Coach	Leadership and Managerial Skills	Decision-making ability; intrinsic motivation for coaching; ability to guide others
	Effective Communication	Teamwork skills; promotion of dialogue; open communication; participatory spirit; cooperation and friendliness; consistency; motivational communication; safe space for feedback
	Coach Attributes	Emotional intelligence; critical thinking; adaptability; stress tolerance; personal development; creativity; learning agility; intuition; self-control; integrity; moral intelligence; prudence; cultural, political, and numerical intelligence
2. Coaching Process	Ethical Traits	Courage; responsibility; honesty; respect for others' rights
	Needs Assessment	Situation analysis; interviews; performance evaluation; data collection
	Coaching Program Design	Goal setting; training content; coach selection; coaching methods; scheduling; coaching tools
	Evaluation and Feedback	Progress tracking; 360-degree feedback; performance metrics; reporting; structured feedback; program adjustment
3. Knowledge Orientation	Ongoing Support	Supervision; feedback culture; continuous counseling; online resources; support groups
	Knowledge Generation	Knowledge creation; interviews; surveys; experience sharing; updating; knowledge management; knowledge development
	Knowledge Sharing	Intra-organizational knowledge sharing; facilitation; platforms; tacit knowledge management
	Knowledge Storage	Storage systems; evaluation; mapping; categorization; integration; summarization; preservation
4. Organizational Transformation	Knowledge Utilization	Application; value creation; knowledge steering; implementation; integration of unstructured knowledge; transformation of raw data; knowledge-based problem-solving and innovation
	Learning Organization	Managerial support; generational management; data-driven decision-making; participatory management; coaching acceptance; flexibility; inspirational leadership; model-based learning management
	Organizational Culture	Coaching culture; organizational responsibility; trust-building; bias reduction; knowledge collaboration; friendly relations; continuous learning culture
	Organizational Structure	Decentralization; learning organization formation; policy revision; innovation facilitation
5. Technology and Equipment	Performance Management	Performance appraisal; HR empowerment; principled HR leadership; team productivity; HR development; error correction; talent identification
	Educational Technology	Technology in learning; educational bots; gamification; coaching websites; e-learning; apps; AR/VR
	IT Infrastructure	Digital access; platforms and tools; access to global databases; required hardware/software; alternative technologies; IT infrastructure
6. Interactivity	Manager–Employee Relations	Constructive interactions; employee motivation; encouraging behaviors
	Inter-Organizational Collaboration	Knowledge/experience exchange; industry collaboration; university partnerships; knowledge-based firms; support organizations; coaching festivals; inter-organizational networks
7. Support and Resources	Financial and Material Resources	Coaching investment; innovation funding; creativity budgeting; investment in scientific capacity
	Governmental Support	Ministry support; strategic document revision; idea and innovation support; regulations for knowledge-based and coaching organizations

Step 6: Report Writing

In the final analysis and reporting phase, the results derived from the qualitative thematic analysis are presented in Figure 1:



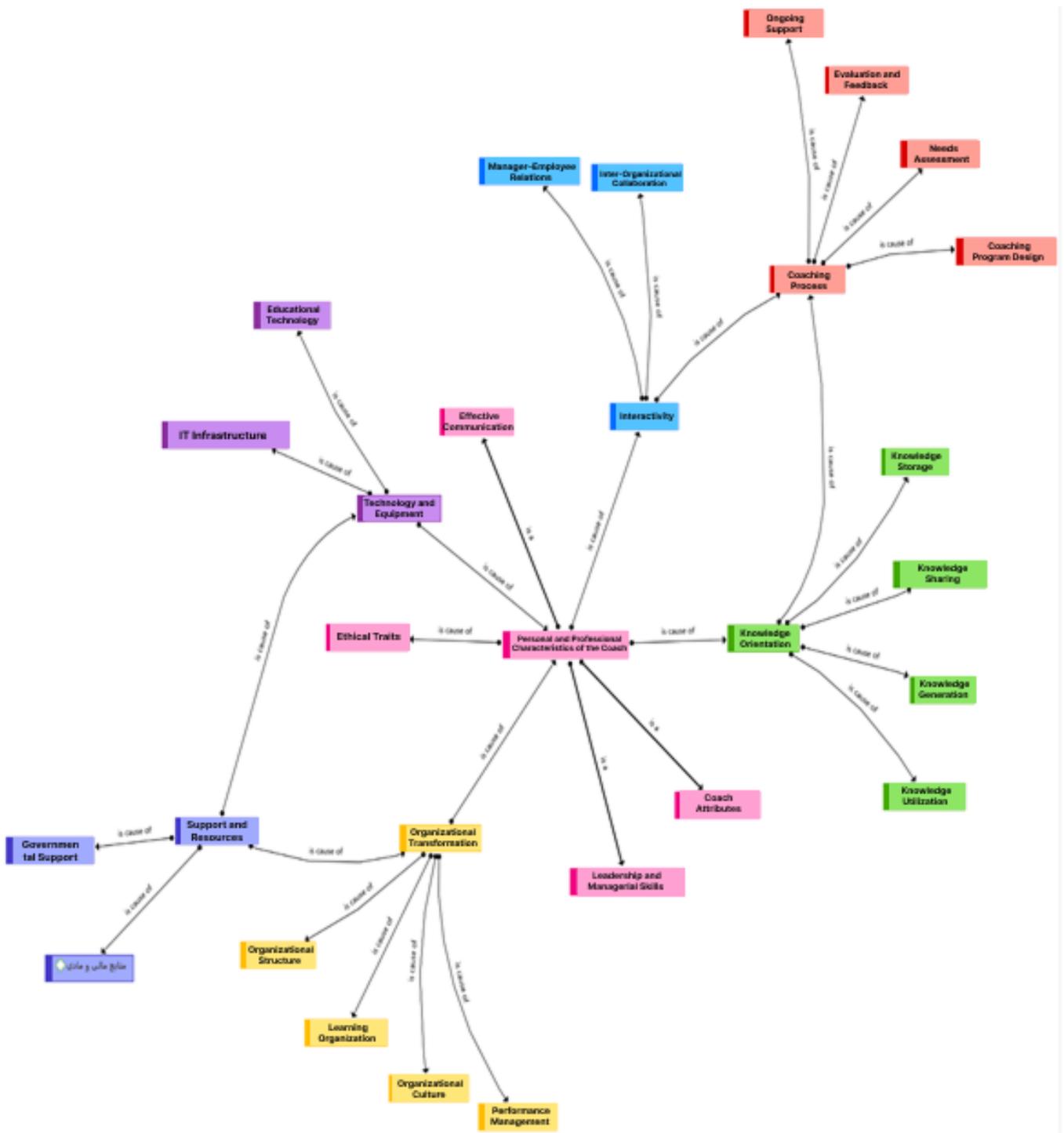


Figure 1. Coaching Model for Managers in Iranian Governmental Organizations with an Emphasis on Sustainable Human Resources

4. Discussion and Conclusion

The present study sought to design a comprehensive coaching model for managers in Iranian governmental organizations with an emphasis on sustainable human resources. The findings, derived from rigorous qualitative thematic analysis, revealed a multi-layered model composed of seven main themes, 22 sub-themes, and 135 initial indicators. These core components were categorized into key domains: personal and professional characteristics of the coach, the coaching process, knowledge-orientation, organizational transformation, technology and equipment, interactivity, and support and resources. The richness



and depth of these dimensions suggest that effective managerial coaching in the Iranian public sector must extend far beyond interpersonal coaching interactions—it must be systemically integrated into the broader organizational ecosystem.

The first dimension, personal and professional characteristics of the coach, underscores the importance of leadership skills, communication abilities, and personal attributes such as emotional intelligence, cultural intelligence, critical thinking, ethical integrity, and adaptability. These findings align with previous research by (McCarthy & Milner, 2019) and (Abravenal & Gavin, 2017), who emphasized the multidimensional capabilities required of modern coaches to act as transformational agents. The inclusion of ethical competencies such as honesty, responsibility, and respect for others reflects a growing trend in coaching literature that associates leadership efficacy with moral integrity (Peltier, 2011). Moreover, the emphasis on motivational and intuitive capabilities among coaches reflects a shift from mechanistic leadership to a more human-centric, emotionally attuned paradigm (Alexander et al., 2024).

The coaching process, as mapped out in this study, includes structured needs assessments, individualized coaching program design, multidimensional evaluation and feedback systems, and ongoing support mechanisms. This systematic progression reinforces the argument that coaching should be a continuous, iterative process rather than a one-time intervention (Dastgerdi et al., 2021; Rafti et al., 2021). The integration of 360-degree feedback, structured feedback sessions, and performance monitoring mechanisms reflects the findings of (Radmand & Nargesian, 2019), who noted the critical role of feedback in fostering behavioral change and accountability. These results also validate the claim made by (Rekalde et al., 2017) that coaching can outperform other development methods by fostering internal reflection and adaptability.

The third axis, knowledge-orientation, captures the coaching model's emphasis on knowledge generation, sharing, storage, and application. In a knowledge-based economy, sustainable human resource development depends heavily on how organizations manage and leverage intellectual capital. The sub-themes related to knowledge codification, tacit knowledge management, and transformation of raw data into actionable knowledge are consistent with the strategic frameworks proposed by (Ettihadan Moghadam et al., 2022) and (Kołodziejczak, 2015). Furthermore, the emphasis on synergy and innovation derived from knowledge utilization reinforces the perspective of (Fey et al., 2022), who argued that peer and group coaching environments can foster employee proactivity and organizational learning in self-managing teams.

The theme of organizational transformation emerged as a critical pillar in the model, reflecting the structural, cultural, and performance-based enablers of coaching success. Sub-themes such as learning organization, participatory management, knowledge-based decision-making, and removal of managerial resistance mirror the findings of (Ghaffari et al., 2021) and (Rosha & Natalja, 2016), who suggested that coaching effectiveness depends on organizational readiness and managerial flexibility. The study further confirms that coaching culture must be embedded within the organizational fabric, aligning with (Arabshahi Kirezi & Hosseini, 2022), who found a direct link between public service motivation and coaching when positive organizational behavior is present. Importantly, the emphasis on continuous learning culture and ethical leadership underscores a developmental philosophy where coaching is not simply about performance enhancement but about long-term capacity building.

The technology and equipment dimension identified coaching-enabling technologies such as educational bots, gamification, online platforms, and augmented reality. This reflects a growing body of work that positions digital tools as facilitators of scalable and adaptive coaching solutions. The research by (Mihiotis & Argirou, 2016) and (McCarthy & Milner, 2019) supports the view that coaching, when coupled with modern technologies, enhances both access and personalization. The emphasis on IT infrastructure—such as databases, platforms, and communication tools—indicates that technological readiness is a non-negotiable prerequisite for institutionalizing coaching at scale.

Interactivity, as a dimension, covered both intra-organizational and inter-organizational engagement. Constructive manager-employee relations, cross-organizational knowledge exchange, collaboration with universities and industries, and participation in coaching festivals were all identified as enabling factors. These findings correspond with (Gharibi et al., 2023), who emphasized the social nature of coaching and its dependency on trust, open dialogue, and horizontal communication. The incorporation of supportive networks and collaborative ecosystems also mirrors insights by (Rekalde et al., 2017), who argued that coaching outcomes improve when embedded within cooperative communities of practice.



Finally, support and resources encompass both financial investments and institutional support mechanisms. The research identified budget allocation for creativity, governmental backing, and regulatory reforms as critical levers for scaling coaching initiatives. These insights are in alignment with (Hajizadeh et al., 2021), who demonstrated that formalization of coaching policies, combined with strategic government intervention, significantly enhances the sustainability and legitimacy of coaching programs. Furthermore, the inclusion of innovation funding as a driver of coaching efficacy supports findings from (Pourjamshidi et al., 2022), who identified systemic inhibitors to coaching development in the Iranian market—chief among them being lack of funding and policy support.

Collectively, these findings contribute to the growing body of literature that views coaching as a strategic tool for organizational development, particularly in public institutions where traditional training models often fail to produce lasting behavioral change. The proposed model not only aligns with empirical studies conducted in the Iranian context (Arshadi et al., 2019; Esmaeili et al., 2017), but also integrates global best practices in coaching design and implementation. It synthesizes the emotional, cognitive, cultural, technological, and institutional factors necessary for coaching to serve as a mechanism for both individual and systemic transformation.

Despite its conceptual depth and methodological rigor, the study is not without limitations. The qualitative nature of the research, while rich in contextual insights, limits the generalizability of the findings. The snowball sampling method, though effective in accessing knowledgeable informants, may have introduced selection bias by overrepresenting individuals already favorable to coaching practices. Additionally, the study's scope was confined to Iranian governmental organizations, which operate within unique cultural, administrative, and political environments. Therefore, caution must be exercised when applying the model to non-governmental or international contexts. The lack of quantitative validation also limits the statistical strength and predictive power of the model, leaving open questions about its operational effectiveness and scalability in large systems.

Future research should consider validating the proposed coaching model using quantitative and mixed-method approaches across a broader sample of public institutions. Comparative studies between different provinces or administrative levels could provide deeper insights into the contextual variables influencing coaching success. Additionally, longitudinal studies tracking the impact of coaching interventions over time would help assess long-term behavioral and performance outcomes. Expanding the investigation into non-governmental and hybrid organizations could also test the model's flexibility and generalizability. Finally, future studies should explore the intersection of digital transformation and coaching, particularly the role of AI-driven platforms in personalizing and scaling coaching programs.

For practitioners, this study offers a structured framework for implementing coaching initiatives in the public sector. HR departments should prioritize the recruitment and development of coaching-competent managers who possess both technical and emotional intelligence. Institutionalizing coaching through formal policies, budgets, and training programs can embed coaching into the culture of the organization. Moreover, fostering inter-organizational collaborations and leveraging digital platforms will enhance the accessibility and effectiveness of coaching interventions. Managers should also cultivate a feedback-rich environment, ensuring that coaching becomes a continuous and reflective learning process. Above all, coaching should be aligned with the strategic vision of the organization and supported by top-level leadership for it to yield sustainable results.

Ethical Considerations
All procedures performed in this study were under the ethical standards.

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Conflict of Interest

The authors report no conflict of interest.

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