

Abstract

Coaching is not a newly introduced concept, yet has not been actively considered in work settings until recent years. Coaching has a one-on-one, interactive nature and the learner is not a passive recipient. While the coach facilitates a learner's self-development, the learner plays an active role and makes critical decisions throughout the process. Quality of relationship determines effectiveness of interaction between the facilitator and the learner. The present study aims 1) to establish the effect of trust on coaching outcomes and 2) to examine the mediator effect brought by learners' attitude and participation.

Managerial coaching refers to the facilitation offered by managers on their subordinates' self-development. One hundred and thirty-one full-time employees from different industries were interviewed with a structured self-administered questionnaire. Participants evaluated their trust level with current direct boss as well as their self-development outcomes under managerial facilitation. Structural Equation Modeling results confirmed that trust in the relationship between the facilitator and the learner predicted coaching outcomes in terms of a) satisfaction, b) goal achievement, and c) actual improvement. The results also revealed that learners' a) resistance level towards managerial coaching and b) degree of active participation in the process partially mediated the trust effect on coaching outcomes. Implications of the research findings are discussed.

摘要

啓導並不是一個新推出的概念，只是直到近年才被積極地考慮及應用於工作環境。啓導有一對一的互動性質，而學習者並不是被動的接受者。在啓導者促進學習者自我發展的同時，學習者擔當一個主動的角色，在過程中作出重要決定。關係的素質決定促進者與學習者之間的互動有效度。本研究旨在 1) 確立信任度對啓導結果的影響，以及 2) 檢察由學習者的態度和參與所帶出的中介者效果。

員工啓導是指上司促進下屬的自我發展。本研究以自填問卷形式訪問了 131 名來自不同行業的全職工作者。參與者評估了其與現任直屬上司之間的信任度，及在上司促進下的自我發展結果。結構方程模型的結果確定了促進者與學習者之間的信任在 1) 滿意度，2) 目標成就，及 3) 實質改進幾個方面預測得到啓導結果。結果同時指出學習者 1) 對員工啓導的抗拒度，及 2) 在過程中的主動參與度，以中介者形式解釋了部分信任度對啓導結果的影響。本文亦探討了研究結果的啓示。