Özgün Araştırma / Research Article

COACHING IN THE CONTEXT OF POSITIVE PSYCHOLOGY: ENHANCEMENT OF PERFORMANCE PERCEPTION AND COACHING BEHAVIOURS WITH POSITIVE LEADERSHIP THROUGH EMPLOYEE EMPOWERMENT IN ORGANIZATIONAL PROCESSES

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ABSTRACT

Today, there is a need for future-oriented new management approaches, long-term strategic and even psychological partnerships with employees and human resources practices such as coaching in order to adapt particularly qualified employees to complex work environments and for their life-long development and improvement. The main purpose of this study is first to determine the individual performance and coaching levels of employees in the sports and health industries and to clarify the development process of these phenomena with a detailed research model within the framework of the positive psychology paradigm. The theoretical framework of the study is defined in terms of Self-Determination Theory, based on the fact that the employees in the field of sports and health sectors, first develop extrinsic and then intrinsic motivations. According to this theory and the established model, when individuals' work-related intrinsic attitudes and behaviours are revealed, the effects of structural and environmental variables on behaviours and direct outcomes will decrease. In the quantitative research part of the study, the effects of the variables including flexible and zestful temperament, positive leadership and perceived organizational support on individual performance and coaching behaviour of the employee through psychological empowerment were examined by using the data collection technique with a questionnaire. Data analysis and mediation tests related to the questionnaires collected from 297 employee working in the sports and health sector by the convenience sampling method support the research model statistically. The results of the research and the structure equation model also shed light on the process of the development of employees' perception of performance and its evolution into coaching. According to the findings, it is observed that organizational support is conveyed to the employees through the positive leadership approach. It was determined that psychological empowerment acts as a complete bridge, especially in the sports sector. Positive personality traits and leadership qualities empower the employees, and contribute positively to the coaching behaviours of the employees only in this way. In the field of sports, the effect of the flexible and zestful temperament on the perception of individual performance emerges only if the employees are psychologically empowered.

Keywords: positive leadership, personality traits, psychological empowerment, coaching behaviour, sports management

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POZİTİF PSİKOLOJİ BAĞLAMINDA KOÇLUK: ÖRGÜTSEL SÜREÇLERDE ÇALIŞANLARIN GÜÇLENDİRİLMELERİ ARACILIĞIYLA PERFORMANS ALGILARININ VE KOÇLUK DAVRANIŞLARININ OLUMLU LİDERLİK İLE GELİŞTİRİLMESİ

ÖZET

Günümüzde özellikle nitelikli çalışanları karmaşık çalışma ortamlarına uyumlandırmak, yaşam boyu geliştirmek ve iyileştirmek için koçluk benzeri geleceğe yönelik yeni yönetim yaklaşımlarına ve insan kaynakları uygulamalarına, çalışanlarla uzun vadeli stratejik ve hatta psikolojik ortaklıklara ihtiyaç duyulmaktadır. Bu çalışmanın temel amacı, öncelikle spor ve sağlık endüstrilerinde çalışanların bireysel performans ve koçluk düzeylerini belirlemek ve pozitif psikoloji paradigması çerçevesinde detaylı bir araştırma modeli ile bu olguların gelişim sürecini açıklığa kavuşturmaktır. Çalışmanın kuramsal çerçevesi, spor ve sağlık alanında çalışanların önce dışsal, sonrasında ise içsel motivasyonlar geliştirdiklerinden yola çıkarak Öz Belirleme Kuramı açısından tanımlamaktadır. Bu kurama ve kurulan modele göre, bireylerin süreçlerde iş ile ilgili içsel tutum ve davranışları ortaya konulduğunda, yapısal ve ortamsal değişkenlerin davranışlar ve doğrudan çıktılar üzerindeki etkilerinin azalacağı yönündedir. Çalışmanın araştırma kısmında, nicel yöntemlerden anket ile veri toplama tekniği kullanılarak, esnek ve şevkli mizaç, olumlu liderlik, örgütsel destek değişkenlerinin psikolojik güçlendirme üzerinden performans algısı ve çalışanın koçluk davranışı üzerindeki etkisi incelenmiştir. Kolayda örnekleme yoluyla, spor ve sağlık sektöründe çalışan 297 kişiden toplanan anketlere ilişkin veri analizleri ve aracılık testleri, araştırma modelini istatistikî olarak destekler niteliktedir. Araştırmanın sonuçları ve ortaya çıkan yapı denklik modeli de, çalışanların performans algısının gelişim ve koçluğa evrilme sürecine de ışık tutmaktadır. Bulgulara göre, örgütsel desteğin ise olumlu liderlik yaklaşımı aracılığıyla çalışanlara yansıdığı görülmektedir. Özellikle spor sektöründe, psikolojik güçlenmenin tam bir köprü görevi gördüğü tespit edilmiştir. Olumlu karakteristikler ve liderlik özellikleri çalışanları güçlendirmekte, ve ancak bu şekilde çalışanların koçluk davranışlarına olumlu katkı sağlamaktadır. Yine spor alanında, esnek ve şevkli kişiliğin performans algısı üzerindeki etkisi, sadece çalışanlar psikolojik olarak güçlendikleri takdirde ortaya çıkmaktadır.

Anahtar Kelimeler: olumlu liderlik, kişilik özellikleri, psikolojik güçlenme, koçluk davranışı, spor yönetimi

1. INTRODUCTION

Under present conditions, contemporary management approaches, human resources strategies, and even psychological contracts with employees are needed that conform with time and space, complex environment and flexible working conditions, particularly in order to provide qualified employees with lifelong development and improvement. However, none of these methods can be accepted as a valid formula for everyone or every group, because differences and complexities among individuals invalidate

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"one size fits all" approaches. Therefore, a coaching approach focusing directly on the individual's own processes and requiring a customized program, incorporates a serious potential to develop employees (Jarvis, 2004). On the other hand, the basic premise of the positive psychology approach, which emerged as a reaction to the focus of psychology on the deviant, pathological or abnormal behaviours of individuals, is the idea that the desired quality of life cannot be achieved by focusing on negative and destructive behaviours. From this point of view, Seligman (1998) introduced the concept of positive psychology in the end of the twentieth century, stating that the potential of the science of psychology could not be used efficiently enough and that the findings in psychology should aim to teach people how to be happier, more successful and better (Linley et al., 2006). Coaching technique overlapping with the postmodern management and positive psychology approach, is a teaching and development tool that focuses on the personal development of employees and the improvement of their professional performance, thereby creating organizations which assign the responsibility of organizational processes to the individuals, which constantly learn and are able adapt to change.

The concept of coach refers to a person who encourages and supports self-discovery of their client's or coachee's life in every aspect, including incidents that require immediate action, using coaching competencies including active and deep listening, asking strong questions, establishing direct communication, building trust, creating awareness, setting goals to one's self, designing action plans, and managing processes (ICF, 1999). In Turkey, the coaching service is defined in the Official Gazette no 28692 dated 29.06.2013 as "*planned development relationship established between coach and client to achieve desired performance and life satisfaction*". The coaching profession is also defined as "*carrying out activities that increase and support awareness, development and solution options for realizing personal and professional potential of clients*". From this point of view, managerial coaching is the process of maintaining a regular, structured development dialogue with a person or group that is defined to be a client within an institution, organization or government. Here, the purpose is to improve the awareness, processes and behaviour of clients in order to achieve the business goals of both individuals and institutions (Uslu, 2017). Although coaching is defined to be a high-level theoretical and applied profession within the scope of professional qualifications, there is not yet a formal education and undergraduate or graduate diploma program in Turkey on how to provide employees with this competence.

This research deals within the framework of Self-Determination Theory with the idea that work behaviours are shaped by personality traits, motivation and positive psychology. Positive psychology approach is a comprehensive field of study that includes different techniques, counselling and coaching strategies that encourage individuals to identify and further develop their own positive emotions, experiences and character traits (Harvard Medical School Special Health Report, 2014). In addition, Tett and Burnett (2003) state that the personality traits of employees have an effect on their behaviour by

shaping their work attitudes and behaviours. In this context, Self-Determination Theory also states that individuals' behaviours are determined by their own intrinsic motivations and attitudes which they establish by the use of messages they receive from outside. For this reason, as a result of approaching employees positively and determining a humanist-oriented leadership style, it is likely that these people will strengthen their psychology, improve their self-esteem, establish better relations with their social environment, and increase also their self-efficacy to coach other individuals.

The aim of this research is to determine how structural reinforces and positive leadership approach in organizations affect individual performance and coaching behaviour through psychological empowerment by interacting with personality traits.

2. THEORETICAL FRAMEWORK

Positive psychology is a sub-discipline related to the subjective experiences of individuals including positive behaviours and thoughts. At individual level; it is associated with well-being and positive personal traits such as doing one's job with pleasure, rationality, social skills, a sense of order, and empathy development. At group level, it is associated with citizenship qualities of the group including sense of responsibility, respect, altruism, understanding and work ethics (Seligman and Csikszentmihalyi, 2000; Yalçın 2015). In the context of positive organizational behaviours, target-oriented hope, transcendence, resilience, self-realization, calmness, self-awareness, risk management and work enthusiasm can be defined as positive behaviours, while intrapreneurship, corporate effort and personal representation are grouped under the organizationality (Uslu, 2014a: 124-125). However, due to the limited number of studies in the literature that include these factors at the individual and group level and compare their theoretical structures and due to the limited meta-analytic studies, there are limited number objective results showing how the behaviours and outcomes are affected by which variable or enabling us to compare the mediation effects of variables indicating the way of spontaneous emergence of the connections in the processes. This study was drafted on this basis with an aim to examine the psychological predecessors affecting perceived individual performance and coaching behaviour and the interactions of these predecessors.

The theoretical background of the research is based on the Self-Determination Theory. According to this theory, people have three basic psychological needs including autonomy, competence and relatedness, and empowerment and well-being occur in the psychology of the individual to the extent that these needs are satisfied (Deci & Ryan, 1985; 2002). Studies on this theory show that intrinsic motivation types are more effective on achievement than extrinsic ones. If an individual finds the goals of his/her organization personally important, meaningful or interesting, this employee can internalize the goals by attributing value (Ryan & Connell, 1989). A high degree of internalization increases the perceived autonomy of the individual and reinforces the desire to work towards organizational goals (Deci & Ryan 1987). It is observed that employees who are motivated in social environment motivate themselves

internally and adopt positive attitudes through autonomy, competence and relatedness (Ryan & Deci, 2000).

The positive psychology approach (Seligman, 1998), which emerged in the last century as a reaction to the logic of thought of psychology that examines pathological behaviours, also focuses on understanding and improving the inner strengths and positive aspects of people. Consistent with its emphasis, this approach has made significant contributions to many sub-branches of psychology in recent years, because it offers new exploratory fields to researchers as it changes the viewpoint of clinical perspective and discipline. These fields include sports, health, developmental and educational psychology (Craven & Bodkin-Andrews, 2006). For example; Csikszentmihalyi (1990) names this state as optimal experience when individuals feel good and have fun while doing activities such as exercise or sports, be prepossessed by the process, and have a positive place in their memories for those moments as a result of enjoying the activity. In this context, it is possible to determine the emotion-performance relationship, to reveal person-specific experiences, to determine emotion regulation and coping strategies, to increase the performance of each person through self-identification, self-control and self-regulation actions (Murphy & Jowdy, 1992; Gould & Udry, 1994; Hanin, 1997). Studies show that situational variables such as hope, which are among the concepts of positive psychology have a positive effect on academic and athletic performance (Curry et al., 1997), as well as in sports, education and clinical practices. In this context, the relationship of different structural, personal and environmental variables with personal development and various behavioural variables is studied extensively in the literature. However, due to the scarcity of studies comparing these factors and the immaturity of the theoretical framework regarding positive organizational scholarship, models in which we can compare the mediating effects of these variables as well as how and by which variable the employee's psychology is affected and are limited.

A sub-objective of this study drafted on the basis of this point of view is to reveal the levels of the predecessors, which are effective on individual performance and coaching behaviour, according to the sectors, and the interactions of these variables among themselves in the processes in different contexts. Due to the critical and contextual differences between sectors (Uslu et al., 2011a) and cultures (Uslu et al., 2011b; Uslu, 2014b), sector-specific process models can emerge, create connectivity and differentiate spontaneously, therefore, it is assumed that the attitudes and behaviours of the employees in the sports industry selected as the sample in this study will be at a different structure from the health industry.

H1: There is a significant difference between health and sports industry in terms of level of organizational support, positive leadership, psychological empowerment, perceived performance and coaching behaviour.

Theoretically, Tett and Burnett (2003) stated that the personality traits of individuals have an effect on their behaviour by shaping their work behaviours and developed a model on the interaction of personality traits and performance. According to this interactional model, the characteristics qualities of an employee affect performance by shaping work behaviours together with the moderator effects of situational stimuli (organizational, social and task level). From this model, it is understood that personality traits can play a role in employees' characterization of their work behaviours (Tett & Burnett, 2003). Studies have shown that employees with flexible temperament, who have a high potential to adapt to different situations, are more dedicated to their work (Schaufeli et al., 2006). It is observed that personality traits have important effects on organizational behaviours and may also affect the professional identification of employees (Uslu et al., 2014). According to Gardner and colleagues (2005), it is important for the individual to be aware of his/her own uniqueness and the contradictions in his/her nature. A person's character is shaped early by the effect of external resources and includes his/her values, identity, feelings, goals, knowledge, abilities and capabilities. The concept of self-awareness, which enables an individual to develop an insight and analyse his/her own character as a result of an interaction with the environment, means that the person has the knowledge of one's own characteristics and behaviours along with contrasts, and corresponds to the concept of being one's self. It is observed that the concept of self-awareness has an important place in positive psychology as well.

The term "positive organizational scholarship", in which positive psychology is applied to organizational processes, was first proposed by Cameron and colleagues (2003). In the related literature, it is stated that there is no clear and complete definition of positivity, but it serves as a guide for people how to look at events rather than what they should see. In this sense, positive psychology is a concept closely related to humanistic approach, community psychology, positive organizational behaviours, organizational development and social performance of an institution (Caza & Cameron, 2008). From this point of view, it is observed that positive organizational scholarship has developed under the responsibility of different systems at the institutional, social and personality levels and was influenced by past practices in applied fields.

2.1 Development of the Coaching Approach

The concept of coaching was used by the trainers of the athletes participating in canoe races in the 19th century to improve the psychological state of elite athletes, and this word was coined in the same period for private trainers of university students in England in support of their academic careers (Wilson, 2004). However, due to the mechanic perspective of the classical management approach at that time, it could not find a place in the management literature. With the neo-classical approach that subsequently developed and incorporated human relations to the previous theory, an infrastructure began to emerge for the implementation of coaching in different teams and organizations (Evered & Selman, 1989; Bennett & Bush, 2009: 3). In this context, coaching was defined to be a leadership technique to

develop, direct and improve subordinates of a manager through the knowledge of their strengths and weaknesses (Mace, 1950). Based on its use in the field of sports, it was transferred to the management literature in the sense of training and developing workers in organizations (Čiutienė et al., 2010: 446). In the sports environment, coaching is used as a method of providing advice and direction for sports students and players who are often less experienced than an experienced coach. Coaching provides athletes or coachees with direction and motivation, enabling them to achieve their maximum potential. Traditionally, the purpose in athletic coaching is to win, and the relationship between the coach and the athlete is established in line with the needs of the athlete in terms of practical aspect of the work (Biddle, 1997; Hutton, 2003; Carroll & Austin, 2004; Jowett & Ntoumanis, 2004).

From this point of view, it is observed that some context-specific attitudes and behaviours developed in terms of coaches and athletes. Coaching behaviours are divided into two as supportive (indirect or push style) and empowering (direct or pull style). Supportive coaches often ask direct questions, give advice and recommendations, and determine the behaviour of an individual. The coach's attitude is usually authoritative, quick, and helpful. Sports coaches, trainers, directors, families, teachers and principals often use this style. On the other hand, empowering coaching behaviour has the qualities of observing, listening, understanding and guiding to problem solving (Bacon, 2003). Even without field knowledge, coaching behaviour is used for personal development through an empowering approach. Behind this behavioural distinction, there are different characteristics, motives and attitudes specific to the coaching person and the relevant relationship.

Attitude, in the broadest sense, is an individual's mental readiness or attitude towards a particular object or person (Allport, 1935). Attitude is the tendency to react (respond) positively or negatively to certain people, objects or situations (Morgan et al., 1986). Attitude, with its cognitive, affective and behavioural dimensions (Kothandapani, 1971; Breckler, 1984; Taylor et al., 2005), is a psychological construct that is considered to be an important and critical predictor of behaviour (Oppenheim, 1966). The contribution of knowing the attitudes towards a particular profession and the activities it involves in predicting success and satisfaction in that profession is obvious. Attitudes affect both our social perception and behaviours (Kağıtçıbaşı, 2006) and are considered to be an important predecessor of behaviours (Anderson, 1988). In this respect, the attitude of the client or coachee, who is in relation with the coach, towards coaching is an important factor on the success of the processing addition to shaping the behaviour of the coach.

Performance coaching includes the preparation of special four-stage development plans in order to increase the performance of individuals, and the implementation and follow-up of these plans within a predetermined process (Whitmore, 1992). In order to improve performance, the coach focuses on showing the client his/her own unnoticed potential (Reddy, 1995: 108-110). Attempting to develop positive attitudes towards this potential is the most important mission of coaching. Coaching is a two-

way process that requires mutual faith and trust between the coach and the coachee. If the coachee or client is not willing to accept the coaching or implement the directions, no improvement can be realized in performance. Although the client has the responsibility of developing a positive attitude, it is observed that the coach also should assume a part of this responsibility, and ensure as a leader and motivator that the client is excited for having a better performance (Parsloe, 1999).

Coaching behaviour in environments other than sports usually includes supporting, helping and encouraging less experienced employees and practitioners (Truijen & Woerkom, 2008). For example; when we look at the definitions in the health literature, this concept emerges as a service, a result-oriented process, a humanistic approach, a positive psychology tool, a safe development environment, an incubator and a training strategy that includes moving the client from one place to another, increasing the quality of life and improving his/her performance (Grealish, 2000; Hutton, 2003; Edelson, 2006; Hayes & Kalmakis, 2007).

Coaching in management literature can be defined to be evaluating employees' own strengths and weaknesses, determining development plans for each employee's unique qualities without comparing employees with each other. Managers who adopt this approach create a safe working environment in which their employees feel valued and strengthen a constantly developing and sustainable organizational structure where employees' self-awareness increase and where they realize their potential. Along with the coaching approach, managers in present business environment evaluate this situation and coaching for the career of the employees or for the work either in formal sessions or informally when an opportunity arises to discuss a chance, fraction or issue (Carroll and Austin, 2004; Hunt and Weintraub 2010; Wheeler 2011; Ellinger et al., 2014). Coaching is a formally organized and systematic process within the knowledge of a client (Gilley & Boughton, 1996: 139). Intrusive coaching behaviour in the management literature also includes a psychological agreement making sure that employees are aware of their mistakes by asking questions and that they will not do it again (Herr & Cramer, 1997: 508-509; Dubrin, 1988: 344).

2.2 Differences of Coaching Approach from Other Psychological Methods

Although the coaching approach includes various psychological methods, it is not a process of counselling, guidance, mentoring or psychotherapy (Vries, 2005). Counselling works on past problems while coaching deals with future opportunities. In counselling, certain case-specific questions are answered, but in coaching, questions and answers are to be found by the coachee himself. In guidance, how the person came to his/her present state is examined. Coaching is concerned with where one wants to be in the future. By asking questions about the future with an objective stance, coaches can help clients to review their own attitudes, focus on their future and specific goals and being engaged towards the future by changing their behaviour (Syrett & Lammimann, 1999: 148-158).

Psychotherapy, on the other hand, examines the person's past, emotional and behavioural disorders and tries to reveal the underlying problems. While psychotherapy is more concerned with the past of the person, coaching focuses on the self, strengths, abilities, personal aspirations and future of the individual (Hayes & Kalmakis, 2007). Therapy attempts to improve dysfunction and cope with unconsciousness, while coaching primarily focuses on emotions and attitudes and raises awareness, guiding the individual to make a conscious choice (Hom, 2003; Byyny, 2012; Linder, 2014).

Mentoring is a field-specific learning and development process in which an experienced and expert person (mentor) transfers his/her field knowledge and experience to another person (mentee-protégé) and sets an example for him/her. Basic skills including active listening, observing the other's reactions, using questioning techniques, breaking down and simplifying complex problems, setting competence-developing goals, providing confidence and performance-enhancing feedback are very important in terms of coaching and mentoring practices (Parsloe, 1997: 17-31). In formal mentoring relationships practiced by some professional institutions, the mentor is usually not from the same unit, but is one of the senior managers of a different unit. The mentoring relationship generally focuses on the career development opportunities for a young employee (Bolton, 1997: 93-94). While the coach offers a free and original perspective by focusing on who the person is, the mentor offers career and business knowledge by looking at what the person does (Passmore, 2007; Linder, 2014). For this reason, young employees may not bring out their unique potential or perspective even though they are aligned with the organization by emulating the senior managers they take as role models. In coaching, the aim is to enable the individual to use his/her potential and competence at the optimum level (Syrett and Lammimann, 1999: 148-158; Armstrong, 1998: 208). Observing and getting to know the individual is an important process of coaching (Bolles, 2004: 393-404). While the purpose of coaching is to increase the performance by supporting the individual's originality, self-development and own abilities, the purpose of mentoring is a long-term formal career development.

With its postmodern definition, the coach does not have to be an expert in a certain field while facilitating learning and gradual ascension (Hayes & Kalmakis, 2007). A coach enables a person to discover own resources and use inner power (Hom, 2003; Linder, 2014). Instead of imposing one's own goals and values, it plays a role for a person to focus on short-term goals and take responsibility for decision making. When the goal is achieved, a coach can direct the individual to the next goal depending on the situational context and each person's own purpose (Hayes & Kalmakis, 2007). Using technology-centered communication in a long-term relationship, tele-coaching, distance coaching, online coaching and virtual coaching services for the development of individuals begun to be defined as e-coaching (Geissler et al., 2014).

A coach listens to understand the clients' life and the choices they make, and to see how these choices bring them closer to or further away from achieving balance in their lives. A coach is in active listening,

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purpose unity and cooperation in order to understand the resistance and complexity in the process (Whitworth et al., 2018). By asking strong open-ended questions, coaches lead the individual to self-questioning and insight. Coaches support self-management and show that they are in a common struggle with the employee or client. A coach makes the other person feel that he/she is not the other party with own judgments and thoughts, with his/her behaviours and body language (Whitmore, 1992). Good coaches are those who are practical and self-confident, able to empathize, provide clear feedback but don't tell others what to do or don't seem to know the answer to everything (Noe, 2016).

Today, the structured social support approach that helps people to remove the obstacles that consume their life energy is called life coaching (Spinack & Gerald, 2002). Just like sports coaches, life coaches are professionals who organize work programs to increase the performance of coachees, determine their training and development needs, help them set goals, and prepare them psychologically for competition (Buchanan, 2006: 20-23). Life coaching is the process of providing healthy thinking and decision-making skills by letting an individual ask questions to know one-self, to make sense of his/her unique life and goals, to increase self-awareness and by making individuals feel comfortable (Sparrow, 2007). Within this framework, the first life coaching practices were the consultancy support received from industrial psychologists in the USA in 1950s by senior managers against their needs to share about their personal lives and the problems they face. However, life coaching is not counselling in areas related to abnormal behaviours, psychological diseases and psychological problems that fall under the expertise of clinical psychologists or psychiatry. The purpose of life coaching is to deal with how individuals with normal behaviour can be more successful in their personal life, to develop individual qualities and to make these qualities available to the individual to reach their goals (Martin, 2001). Studies found that there are positive relationships between positive coaching approach and psychological empowerment, orientation to goal, job satisfaction and individual performance (Uslu, 2016).

H2: There is a positive relationship between flexible and zestful temperament, positive leadership, perceived organizational support, psychological empowerment, individual performance and coaching behaviour.

2.3 The Effects of Organizational Support and Positive Organizationality on Employees

As the positivity in organizations develops, its psychological outcomes are also reflected on the employees. Organizational support refers to the care that the organization shows to its employees and the value it assigns to their contributions (Eisenberger et al., 1986: 501). The basis of the concept is based on the idea that organizations support their employees and meet their socio-emotional needs in order to increase their work-related efforts and provide them with a positive perspective on work (Eisenberger, et al., 1986: 500-502). The concerned needs can be listed as working conditions, managerial support, organizational rewards, and justice (DcConinck & Johnson, 2009: 336; Liu,

2009:308; Eisenberger & Rhoades, 2001: 699). A supportive organization with this perspective focuses on the welfare and needs of employees and is aware of the contribution of employees to the organization (Andres & Kacmar, 2001: 349). An organizational climate that empowers employees has a significant and positive effect on individual performance (Sigler and Pearson, 2000). Employees with a high perception of organizational support are expected to make positive contributions to the organization (Eisenberger et al., 2002: 565). Organizational support contributes to the sharing and use of information between employees and managers (Lin, 2007: 26-28). A supportive organizational climate plays a role in employees' positive organizational development towards the working environment (Uslu, 2014b). A supportive organization and management approach, which is another predecessor of the research, is effective in positive and harmonious human relations within the organization.

2.4 Interaction of Employee Characteristics and Situational Factors

Personality is the unique image of the factors that affect a person's perception, thinking and behaviour. The personality, which is constantly under the unbound effect of different intrinsic and external stimuli, includes the individual's biological and psychological, hereditary and acquired abilities, motives, emotions, desires, habits and all behaviours. In short, in the formation of personality, the inherent characteristics of a person and the environment in which he/she is involved shape the characteristics by interacting in the process. Considering the effect of the environment, it is observed that the personality reflects not only the characteristics specific to the individual, but also some characteristics common to the relevant human community and to all people to a certain extent. Similar to personality development, characteristic qualities in interactive processes play a role in individuals' characterizing and developing their own work behaviours (Tett and Burnett, 2003).

There are three main reasons for stimuli related to personality traits in work environments. The first reason is task-level expectations, the second one is expectations at the social level and the third one is expectations at the organizational level. According to the model developed by Tett and Burnett (2003), it is necessary to explain the relationship between personality traits and performance with the effect of situational variables through personality traits moderation. According to this theoretical model, an employee receives various situational stimuli from different levels of the organization. The interaction of these stimuli with personality traits affects the employee's development of an attitude and directing his/her behaviour. On the life satisfaction of the employees, especially the constructive role played by a leader, their satisfaction with their job and their positive attitudes are effective in a gradual process (Uslu, 2010: 464).

2.5 Psychological Empowerment and Professional Maturation of Employees

The perception of empowerment is the employee's belief about how much control he/she has in a particular situation (Keller & Dansereau, 1995). Therefore, there is a significant relationship between

how supportive or controlling management practices are and how strong do employees perceive themselves. Sigler and Pearson (2000) showed that an organizational climate that empowers employees has a significant effect on employee psychology. Employees who think that they are autonomous in their works also think that they are more supported and taken care of by their managers and institutions (Uslu, 2010: 464).

The concept of employee empowerment is defined to be the provision of employees with decision making power and autonomy, an environment where they can take responsibility for their own activities, and letting them have the awareness of being responsible for the consequences of their decisions. Thomas and Velthouse (1990) defined empowerment to be the motivation of the individual to the task without external effect, which is explained under four dimensions and reflects the employee's orientation to his/her job role. According to this definition, empowerment is an intrinsic and motivating structure consisting of four sub-dimensions: meaning of the task, employee competence, autonomy and the impact on his/her job. Spreitzer (1995: 1443) also states that empowerment reflects the active orientation of an employee to his/her job role.

The meaning dimension of the job includes the conformity between the person's beliefs, values, and behaviours and the demands of their job role. The concept of employee competence shows the belief in one's own capacity with the necessary ability to perform operations and activities (Spreitzer, 1995: 1443). Providing employees with a good training program and more opportunities and effective job-employee matching in the organization contribute to the development of their abilities (Siegall & Gardner, 2000). The autonomy dimension of empowerment refers to the perception of an employee that he/she has an autonomous right and space in regulating his/her activities with his/her experience (Deci et al., 1989: 580). It was revealed that being autonomous at work increases job performance by affecting the cognitive abilities and work-related skills of an employee (Morgeson et al., 2005). Professional autonomy is recognized to be an important element of professionalism. Based on the researches, it is stated that there is a positive relationship between professional identity and supervisory effectiveness and the autonomy of an employee in the organization (Bamber & Iyer, 2002:10). The influence or impact of an employee on his/her job is the level of a person to be able to affect the operational, administrative and strategic outcomes at all levels of the job (Spreitzer, 1995: 1443-1444). Petter and colleagues (2002) analyzed the tools of psychological empowerment under seven factors, including power, decision making, information, autonomy, initiative and creativity, knowledge and skills, and responsibility.

2.6 Relationship between Positive Leadership and Coaching

A paradigm shift is experienced today, where leadership approaches are of great importance. According to situational leadership, a manager can change the leadership style (behaviours) depending on the preparation and situation of the follower (Hersey et al., 2001). In leader-follower interaction, the results

of high-quality exchanges in terms of followers' attitudes are reflected in followers' behaviour and performance (Graen & Uhl-Bien, 1995; Schriesheim et al., 1999; Chen et al., 2007). For example, spiritual leadership strengthens intrinsic motivation through a sense of membership or community that emerges through mechanisms of spiritual exchange such as encouragement by means of shared positive interaction, mutual belief, hope, self-sacrifice, and love between leaders and followers (Fry and Slocum, 2007). The positive or negative behaviours of leaders in different organizational environments also reflect the culture and management style of organization (Youssef-Morgan & Luthans, 2012; Cameron, 2008a; Seligman & Csikszentmihalyi, 2000; Quinn, 2003). As the leader's positive behaviours increase, the motivation of the employees increases proportionally and success is achieved in the leader's decision-making, problem-solving, endurance and social relations (Youssef-Morgan & Luthans, 2013). According to the results of a study conducted by Watson and colleagues (1999), a high amount of positive leadership behaviour affects relevant subordinates in terms of being proud of themselves, doing their job with love and being tolerant, while negative leadership behaviour causes the employees affected by this behaviour to feel under pressure, fear, hostility and a nervous mood (Joseph et al., 2015). Determining intentional behaviours according to Lyubormisky (2007) and revealing possibilities according to Cameron (2008b) will help leaders develop positive leadership behaviours (Youssef-Morgan & Luthans, 2013).

In this context, positive organizational scholarship is thought to be a new field that can help predict and explain effective leadership. However, positive leadership means that the leader is perceived as a more effective leader by expressing his/her positive feelings, vision and affection and empathizing with his/her employees, rather than a new leadership theory (Caza & Cameron, 2008). Cameron uses the concept of positive leadership to refer to bringing out and activating positive relational energy. In their research to examine the results of positive leadership, it is observed that employees who generate positive energy from their interactions with the leaders in their units have higher levels of well-being, job satisfaction, work engagement, job performance and family well-being than employees who do not. In addition, it was observed that the commitment among the employees in these units, learning orientation, willingness to experience, creativity and performance are higher.

While Cameron and Caza (2005) state that effective leadership is explained by the concept of "responsibility"; they argue that responsible leadership, which leads to an increase in the development of relationships, meaning and significance, virtuous behaviours, positive emotions, high-energy connections, appreciated debriefings, is directly related to positive organizational scholarship because it focuses on the highest potential of an individual. In this sense, in the context of positive organizational scholarship, positive leadership focuses on activating positive dynamics under helpful or demanding conditions and encourages individuals to reach their highest potential. Cameron and Caza (2005) define

the strategies that a responsible leader can use to increase positive outcomes to be positive climate, positive business disposition, positive connections and relationships.

Characteristics of a positive leader are listed to include communicating with others knowing that they are "human", reliable and honest, helping others develop, prudent, sincere and authentic, focusing on opportunities rather than obstacles, solving problems for others, smiling and rarely grumpy, expressing satisfaction and being humble, flexible and open to ideas of others, selfless and team player (Cameron, 2014). Studies show that there is a positive relationship between the positive behaviours of a leader and the positive attitudes and performances of his/her followers (Avey et al., 2011).

In management literature, leadership and coaching are interrelated and intertwined concepts (Zeus & Skiffington, 2001). Coaching is used as the act of taking a person from where he/she is to where he/she wants to be (Sebera, 2004; Berg & Karlsen, 2007). Coaching aims to develop individual skills for the job in a personal way (Passmore, 2007). Managers can also establish a healthier communication by improving their coaching skills and behaviours and by developing mutual trust and understanding with their teams. At the same time, by increasing the awareness of employees, they can see the needs and goals of both themselves and their institutions more clearly, and they can improve organizational intelligence. Thus, they support the continuity of development for themselves and their institutions (Witherspoon & White, 1997). The concept of coaching, which is one of the new methods of establishing relationships with employees, appears to be a service provided to those who want to improve their individual performance, skills and success in the working environment (Kauffman & Scoular, 2004: 288). It is also considered that coaching is an approach to increase the leadership capacity (Piasecka, 2000: 253-255), a management out of traditional patterns (Day, 2001) and a new leadership approach (Wright & Mackinnon, 2007: 22-23). On the other hand, in processes where coaching is not included in the general business goals of the manager and the success of the manager in coaching performance is not rewarded, there will be difficulties for the manager in the development of coaching behaviours (Kalinauckas & King, 1994).

In the light of all this information, the argument that positive leadership, which is another predecessor of the research, plays an important and direct role in the empowerment of followers, increases perceived performance through this mediation, and directs employees to develop coaching behaviour is discussed.

2.7 Variables Affecting Individual Performance and Coaching Behaviour

An individual's performance is defined to be a result of the capacity, opportunity and willingness to perform. Capacity to perform refers to skills, knowledge and experience appropriate to the requirements of the job; opportunity to perform refers to the equipment necessary for the realization of a job, and willingness to perform, the most important factor, refers to the employee's desire to put forth the effort

required by the job (Matteson et al., 2002). Sigler and Pearson (2000) found that an organizational climate that empowers people has a significant effect on organizational commitment and individual performance. They demonstrated that employees who perceive that they are empowered have a higher level of performance than those who think that they are less empowered, and that there is a strong positive relationship between perception of empowerment and employees' performance (Sigler & Pearson, 2000). Psychological factors such as self-identification of the employee play a mediator role between job characteristics and emotional and motivating outcomes instead of environmental factors (Uslu, 2010: 464).

H3: Flexible and zestful temperament, positive leadership and perceived organizational support affect individual performance positively by the mediating effect of psychological empowerment.

It was determined that organizational support and personality traits separately increase the hopes of employees by providing psychological empowerment and have a positive effect on professional identification through this mediation. It is observed that organizational behaviours and personal characteristics interact with each other and have an effect on professional identification (Uslu et al., 2014: 431). Identification is positively affected, especially by positive mood (Kreiner & Asforth, 2004). It was found that an organizational climate that supports employees and positive personality traits increase their professional identification through their psychological empowerment. At the same time, it is observed that organizational behaviours and personal characteristics interact with each other and have an effect on empowerment and identification. It is observed that the variable of hope, which includes personal expectations for the future and is a positive personality trait, has a strong and direct role on attitudes and behaviours (Uslu et al., 2012a:110).

It was found that the transformative leadership behaviours of athletic directors are associated with the job satisfaction of their coaches (Yusof & Shah, 2008). It was found that fairness and ethical leadership in organizational procedures increase performance through leader-member interaction and employee self-efficacy (Walumba et al., 2011). It was revealed that authentic leadership also positively affects the ethical and pro-social behaviours of followers by increasing their courage to take action for moral reasons (Hannah et al., 2011). It was found that transformative and relationship-oriented leadership is effective in empowering employees and developing positive organizational behaviours (Uslu et al., 2012b), while employee empowerment mediates the effect of transformative, authentic and open leadership styles on positive organizational behaviours (Uslu & Rodoplu Şahin, 2017).

Empowering and dealing with the employees in a process by the manager coincides with the coaching approach. Increasing the motivation of employees and coaching them in processes can be possible through a managerial approach that brings out workflows, creates an inclusive monitoring plan, empowers subordinates, engages in dialogue with them and collects feedback (Goldsmith & Lyons, 2006). It is an approach that can respond to changing needs, that can guide employees in gaining new

skills and improving themselves, and in coping with the obstacles and difficulties they may encounter (Witherspoon & White, 1997). Coaching is aimed at shifting the way of thinking of the individual from the traditional approaches based on control and command chain to a set of values aimed at empowerment. It supports a partnership approach between managers and employees (Evered & Selman, 1989). This approach also plays a role in increasing the self-efficacy of employees, their participation in decision-making processes and management, and reach a maturity that guides those who follow them. In this way, employees can reach the maturity to be ready to coach.

H4: Flexible and zestful temperament, positive leadership and perceived organizational support affect coaching behaviour positively by the mediating effect of psychological empowerment.

In a study conducted on university students who were asked to coach young children, it was found that taking a role as a guide enables students to become stronger through positive leadership and causes them to perceive their own performance higher. It is observed that the positive mood that provided motivation for them during the training they received at the beginning did not have an effect on the performance after the training session, and that the students thought that their empowerment in the work they did was sufficient for their performance. This result shows that the theoretical and practical training provided at the university helps students to prepare for the works they will do, but the leadership approach and empowerment maintained on the job in the field significantly increases individual performance when they are new to the job. As a result of the research, it is observed that managing the process with a positive leadership approach for students preparing for coaching will have a positive and sustainable effect on the performance perceptions of coach candidates (Ünlü et al., 2018).

Based on the literature, the theoretical assumption of the research is that the external positive interventions of an organization and a leader will have a positive effect on people, but the individual's motivation and attitudes towards others will be shaped more strongly as a result of personality traits and self-attributed qualities. Flexible and zestful temperament, positive leadership and perceived organizational support were determined to be the independent variables of the research, psychological empowerment of employees to be the mediator role, and individual performance and coaching behaviours of employees to be the dependent variables. The research model created with the hypotheses in line with these relationships between the variables is presented in Figure 1.
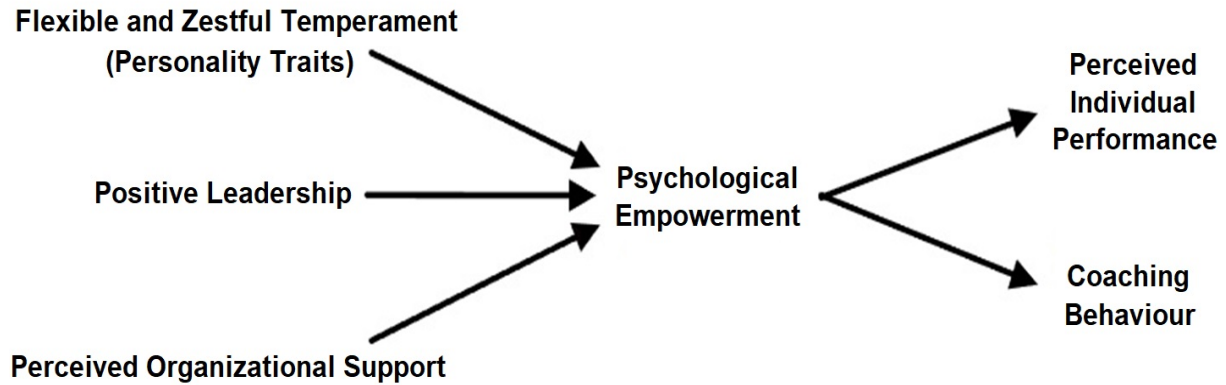
Figure 1: Model of the Study

3. METHOD OF THE RESEARCH

The research was designed as a quantitative field survey and the empirical part was carried out through a questionnaire. During the data collection phase, 297 pieces of survey data were collected from experts at various levels in the sports and health sector in Istanbul through the convenience sampling method. Health, which is a service sector, was chosen as a sample of this research in order to be able to compare with the sports sector. The statements in the inventory are tailored to the industry, targeting the athlete or healthcare professional.

Flexible temperament (Strelau, 1997) and *zest* (Peterson & Seligman, 2004) were used for personality traits, which are independent variables of the study. "*Positive Leadership*" was compiled (Uslu, 2014b) from the assumptions gathered by Cameron (2008c). "*Organizational Support*" was measured by the statements of Saks (2006). The "*Psychological Empowerment*" scale was taken from Spreitzer (1995). Sigler and Pearson's (2000) scale was used for "*Perceived Performance*" which is one of the dependent variables. The other dependent variable, "*Coaching Behaviour*", was determined through the review of coach-athlete relationship of Jowett and Ntoumsanis (2004) and readiness for change of Franklin (2005) by field experts, with the addition and adaptation of statements about coaching attitudes and behaviours (Uslu, 2016). Responses were graded from 1 to 6, as 1-never, 2-almost never, 3-rarely, 4-often, 5-almost always, 6-always.

Analyses for demographic findings, difference tests and intermediate variable regression analyses were performed with SPSS 20. Varimax rotation in SPSS, exploratory factor and Cronbach Alpha intrinsic consistency analysis were applied in order to determine the validity and reliability of the scales. Reliability coefficients were found above 0.80 and it was concluded that the scales were highly reliable. Progressive intermediate variable tests for the findings are performed by testing different models. In order to determine the mediating role of psychological empowerment, the three-stage method proposed by Baron and Kenny (1986) was used. The structure equation of the research model was tested with

AMOS, the fit of the model was evaluated by comparing it with the values used in the literature (Hair et al., 2010; Awang, 2012).

4. FINDINGS

The demographic characteristics of the sample are as follows: 141 of the participants are female, 156 are male, and the mean age is 37. 55% of the participants are undergraduates, 32% are graduates, and the remaining ones are primary, secondary and high school graduates. The average working time of the participants in their institutions is 9 years, and these employees have a working life of 15 years in average. Of all participants, 49% are in the health industry (doctor, nurse, health personnel etc.), 51% are in the sports industry (assistant coach, trainer etc.), and 32% of all these participants are also in managerial positions.

In order to determine the validity and reliability of the variables, exploratory factor and internal consistency analyzes were applied with varimax rotation and principal component analysis (PCA) in SPSS. Each scale was subjected to factor analysis separately and its reliability was tested with Cronbach Alpha values. It was determined that the Cr. Alpha value of each scale separately was above 0.80. From this point of view, the scales were accepted as reliable according to the criteria used in the evaluation of alpha coefficients.

The factor analysis of the coaching behaviour scale adapted by the researcher is given in Table 1. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy of the coaching behaviour scale was determined as 0.886 (p=0.000), the total factor explanatory value was 53% and the Cronbach Alpha value was 0.92, and it was decided that the scale was valid and highly reliable.

Table 1: Coaching Behaviour Factor and Internal Consistency Results

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Coaching Behaviour	Corrected Item-Total Correlation
I direct the people I work with to evaluate their processes and results.	.767
I support individuals to set realistic and specific goals for themselves.	.761
I encourage individuals to ask themselves the right questions.	.684
By helping people realize their potential, I help them set goals that will increase their competence.	.673
I ensure that the people I work with take responsibility for change.	.669
I help people bridge the gap between where they are now and where they want to be.	.662
I help individuals simplify their confusion and develop different perspectives.	.657
I get people to focus on their own goals.	.655
I enable individuals to discuss their decisions.	.646
I can increase self-confidence by enabling individuals to focus on their achievements.	.638
I direct people around me to harmonious and collaborative behaviours.	.628
I can get people to open up to me to solve problems and improve their situation.	.571

KMO Value: .886	Sig. of Bartlett's Test of Sphericity: .000	Approx. Chi-Square: 636.202
Total Factor Explanatory Ratio (%): 53.258		Cronbach Alpha (%): 91.8

In the difference analysis between health and sports industry employees, a significant difference was found in terms of positive leadership (t=-8,191 p=.000), organizational support (t=-4.208 p=.000), psychological empowerment (t=-3.823 p=.000), perceived performance (t=-3.573 p=.000) and coaching behaviour (t=-5.740 p=.000). Positive leadership, organizational support, psychological empowerment, individual performance and coaching behaviour are perceived at higher levels in the sports industry which supports the first hypothesis. The answers given by the sports industry employees are higher than those working in the health sector.

The means, standard deviations, reliability values of the variables and the relationships between them are shown in Table 2. The second hypothesis was also supported according to the Pearson correlation coefficients.

Table 2: Means, Standard Deviations and Relations of Variables

Variables	Mean	SE	1	2	3	4	5
1. Flexible and Zestful Temp.	4.47	0.89					
2. Positive Leadership	4.04	1.49	.504***				
3. Organizational Support	3.69	1.66	.609***	.762***			
4. Psychological Empowerment	5.21	0.81	.642***	.499***	.464***		
5. Perceived Performance	4.76	0.86	.556***	.418***	.399***	.698***	
6. Coaching Behaviour	4.63	0.73	.786***	.643***	.638***	.745***	.705***

***$p < 0.001$ significant, n=258

In the health industry, it is observed that personality traits (flexible and zestful temperament) have a positive effect on psychological empowerment (Table 3, Model 1) and perceived performance (Model 2), but when it is included in the analysis as a psychological empowerment tool, the effect of personality on performance decreases (Model 3). The third hypothesis found partial support for the health industry. In the sports industry, it is understood that personality traits (flexible and zestful temperament) and positive leadership have a positive effect on psychological empowerment (Model 1), but only psychological empowerment has an effect on performance (Model 3) and does not have a mediating role (Table 3).

Table 3: Regression Models Regarding the Variables Affecting Performance and Coaching Behaviour Through Psychological Empowerment, Including Dependent Variables of Flexible and Zestful Temperament, Positive Leadership and Organizational Support

		Dependent Variables				
		Psychological Empowerment	Perceived Performance		Coaching Behaviour	
		Model 1	Model 2	Model 3	Model 4	Model 5
Health Industry	Flexible and Zestful Temp.	.418***	.645***	.380**	.638***	.513***
		(.110)	(.124)	(.118)	(.085)	(.094)
	Positive Leadership	.137	.156	.069	.208**	.170*
		(.087)	(.098)	(.084)	(.067)	(.065)
	Organizational Support	-.039	-.164	-.139	-.042	-.032
		(.084)	(.095)	(.080)	(.063)	(.060)
	Psychological Empowerment			.635***		.272*
				(.137)		(.110)
	Adj. R²	.248	.334	.535	.635	.676
	F	6,511**	9,350***	15,397***	25,923***	23,443***
Sports Industry	Flexible and Zestful Temp.	.540***	.188	-.117	.346***	.118
		(.119)	(.159)	(.162)	(.083)	(.077)
	Positive Leadership	.446**	.369	-.002	.226*	.057
		(.143)	(.200)	(.201)	(.105)	(.088)
	Organizational Support	-.188	.032	.174	.069	.133
		(.131)	(.174)	(.160)	(.098)	(.079)
	Psychological Empowerment			.634***		.422***
				(.157)		(.070)
	Adj. R²	.563	.316	.448	.657	.782
	F	30,156***	11,299***	14,622***	42,494***	59,255***

significant at ***$p < 0.001$, **$p < 0.01$ and *$p < 0.05$, standard errors in parentheses

It is observed that personality traits (temperament) and positive leadership in the health industry have a positive effect on coaching behaviour (Table 3, Model 4), but when they are included in the analysis as a psychological empowerment tool, the effect of personality and leadership on coaching behaviour of the employee decreases (Model 5). In the sports industry, personality traits (flexible and zestful

temperament) and positive leadership have a positive effect on psychological empowerment (Model 1) and coaching behaviour (Model 4), but when they are included in the analysis as a psychological empowerment tool, the effect of personality and leadership on coaching behaviour decreases (Model 5) which partially supports the fourth hypothesis. The general model of the research, covering both sectors, was tested with AMOS, and the research model was revised (chi-square=10.085, p=0.12, RMSEA=0.073, CFI=0.993) by making the suggested corrections (Figure 2). The indices of the revised structure equation model give acceptable fit (Hair et al., 2010; Awang, 2012).
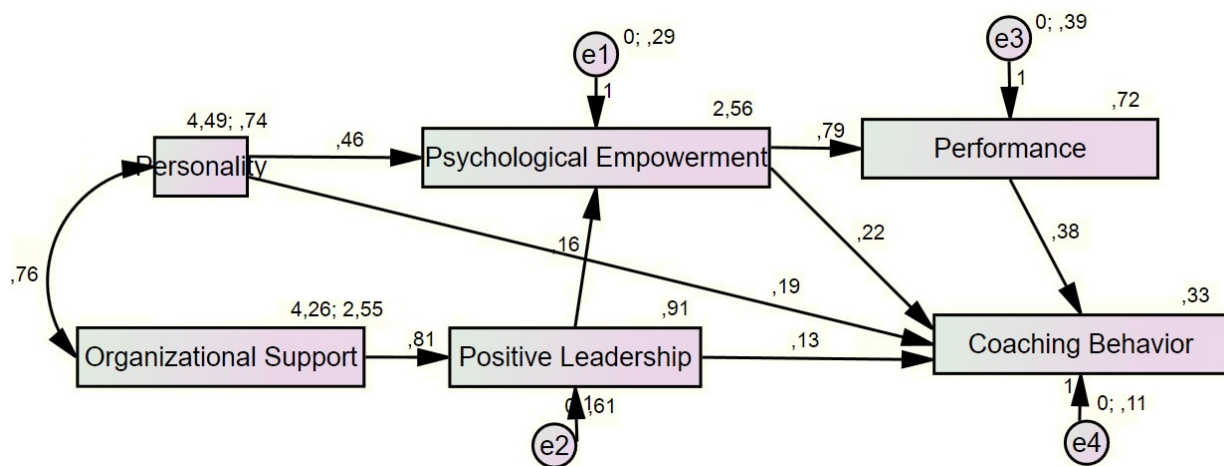

Figure 2: Structural Equation Model of the Research

5. CONCLUSION AND DISCUSSION

In today's society, it is observed that connectivity, spontaneous interactions, communication networks, social exchanges and strategic partnerships shape working life and the way of doing business, especially among qualified personnel working in business areas that rely on intellectual capital and produce added value. The foundation of this study is based on the assumption that the personality traits of the employees in the sports and health industries with an intense flow are effective by interacting with their working behaviours and that the employee behaviours are determined by their own intrinsic motivations. Tett and Burnett (2003) suggest that personality traits of an individual will affect performance through psychological state. In this sense, personality is considered in this study to be an important factor on organizational decisions and behaviours. The results support the strong and direct effect of personality on outcomes. However, among the environmental factors, the strong effect of positive leadership on employee psychology, performance and coaching behaviour supports the Self Determination Theory. It is observed that employees who are motivated in the social environment have positive attitudes by motivating themselves internally through autonomy, competence and relationality (Ryan & Deci, 2000). Within this framework, it is observed that individuals are motivated externally and

their intrinsic motivation increases according to their personality traits, and in this way, their self-efficacy perceptions and readiness increase.

Coaches direct the individuals they work with to evaluate the processes and results they are in. It helps them set realistic and specific goals for themselves, ask themselves the right questions, and focus on their own goals. By helping them to understand their own potential, it helps them to set goals that will improve their competencies and enables them to take responsibility for change. It allows customers to share these issues with them to solve problems and improve their situation. It helps people simplify their confusion and develop different perspectives, bridging the gap between where they are now and where they want to be. In this way, by enabling individuals to focus on their success, they can increase their self-esteem and direct them to adaptive behaviours.

In terms of high-level professional competencies, due to the emergence and development of coaching behaviour with different connections established between the individual and situational factors in the process; it can be argued that instead of theoretical empowerment programs by the trainer, it would be healthier to provide coaching competency by experienced leaders and role models through activities and processes that include customized and partially structured practical training in the field, rewarding the active participation and positive initiative of the coaching clients. Directing managers to coaching in professional fields can be evaluated by comparing it with the education of the trainer and by developing human resources practices that encourage managers to coach within the organization.

In the context of current management and positive psychology approaches, coaching focuses on identifying the needs of individuals, personal development through their authenticity, creating self-awareness, gaining experience and improving performance as a means of development, motivation, learning and direction. In this sense, it is a practice to create teams and organizations that give the competence of the organizational process to individuals who have responsibility, support and reward the initiative taken by the individual in the organization, constantly learn and are able to adapt to change.

When the sectors are compared as practical outcome, positive leadership, organizational support, psychological empowerment, individual performance and coaching behaviour are perceived by the employees at a higher level in the sports industry than the health sector. It is understood that the flexible and zestful personality traits of the employees in these sectors have a significant effect on their psychological empowerment. It is also seen that personality has a positive effect both indirectly through empowerment and directly on performance perception and coaching behaviour. Organizational support, on the other hand, is perceived through the supervisors with whom the employee is in a one-to-one relationship, therefore it appears that senior management should pay attention to the key importance of interim managers in these sectors, because positive leaders have a positive effect on the psychological empowerment of employees and their ability to develop coaching features within the organization. Employee coaching behaviours emerge through the empowerment of employees by positive leadership.

Psychological empowerment plays a bridge role particularly in the sports industry. Positive personality and leadership characteristics in this sector strengthen employees, and employees' readiness for coaching is possible only in this way. Again, in the sports industry, the effect of the flexible and zestful personality on the perception of performance takes place only through psychological empowerment. Differences between sectors may also be due to the characteristics of the samples where data are collected. The fact that the sample in the field of sports predominantly consists of trainers who are aware of the role of guidance and coaching may have shaped this sector-specific model. Therefore, researches may be conducted in future academic studies to compare subgroups such as university students and trainers, referees and professional athletes. In addition, a process-oriented multi-stage research model can be designed according to the statistically revised and corrected structure equivalence.

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