

Managerial Coaching in the Digital Era: The Role of Psychological Capital in Enhancing Employee Performance

Dewiana Novitasari

Universitas Insan Pembangunan Indonesia, Indonesia

*Corresponding Author: dhewiediosa@yahoo.co.id

Abstract - This study aims to examine the effect of managerial coaching on performance and to investigate the mediating effect of psychological capital on the employee population of a manufacturing company in Tangerang, Indonesia. This study adopted the simple random sampling method with 224 employees as samples. The result of this study indicate that managerial coaching has a significant effect on employee performance. The results also show that the relationship between managerial coaching and performance is significantly mediated by the psychological capital. This research can pave the way to improve employee readiness in the face of in the industrial revolution 4.0 era.

Keyword: Employee performance, managerial coaching, psychological capital

I. INTRODUCTION

Many current literatures show that coaching refers to the effective methodology to develop leadership, improve the well-being, and facilitate the achievement of organization's purpose (Asbari, Prasetya, et al., 2021; Asbari & Prasetya, 2021). Previous research that used a qualitative single subject case study or methodology based on an interview reported that coaching may effectively help the executive division in a commercial organization, developing a more positive and constructive leadership style (for example, Diedrich (1996)). The use of design in a more high-tech subject, Kampa dan White (2002) found that coaching may improve the leadership style of the executives, measured by a Multifactor Leadership Questionnaire (Bass & Avolio, 2000). Other research reported that coaching could also solve problems (for example, Jones et al. (2006)).

There is also a developed prove that coaching could be an effective transformation methodology for those who have an executive or non-executive role outside of the commercial organization's setting. On the other place, using a design within subjects to explore the impact of coaching in the US Government's setting, Evers et al. (2006) found that coaching may increase the result's expectation of managerial and self-efficacy. In a random controlled study, Grant et al. (2009) found that coaching done by professional coach improve the endurance, well-being in the workplace, and the achievement target for executives and senior managers in a treatment agency of social health in Australia. Meanwhile, the arrangements of army in US use design in subjects, where Bowles et al. (2007) found that coaching increase the quality of life of the electric recruitment manager. In the similar setting of US ground forces, the use of design within subjects, Bowles et al. (2007) found that coaching is the most effective way for the middle management (compared with the executive manager) in the development of leadership and achievement of target.

Other than the research in a workplace or in an organization, a number of studies have found that coaching, in a non-work context, could improve well-being and endurance, facilitate achievement of purpose, as well as reducing stress, anxiety, or even depression (for example, Bowles & Picano (2006)). So, in overall, there is prove that coaching could be the effective transformation methodology for any kinds of population. To widen the base of prove regarding coaching practices and to check in detail about the coaching effectivity in non-commercial organization's setting, Grant et al. (2010) has done a study that has a result of coaching development with the employees in a company. There is a number of literature that reported about coaching in the business organization's setting. Research done by Grant et al. (2010) from ERIC database in August 2009 with the keyword of *coaching* and *education* resulted to a 2,477 quotations,

and the research on PsycINFO database resulted to a 586 quotations. However, the significance of literature presentation regarding coaching in business organization's setting refers to the student-oriented coaching with the purpose of improving student's learning or student's guidance in order to overcome a certain literacy or difficulty in learning (for example, Merriman & Coddington, 2008; Plumer & Stoner, 2005). There is a literature about employees who accepts self-coaching (for useful review about the studying the different approach to train the employees in business organization's setting, see Denton & Hasbrouck, (2009). This approach covers technical or instructional coaching designed to improve instructional skill of the employees (for example, Johal, 2009) and reflective coaching practice that refers to a process, where employees explore the thought behind their practices (Garmston, Linder, & Whitaker, 1993). Generally, the use of the term coaching in business organization's setting refers to the wide application scope, and there are a few number between them that refer to leadership or executive coaching done by professional leadership coach or consultant. Coaching for professional or leadership development in the business organization's setting is majority done by coaching within people with same age, and this approach is done by both new employee and more experienced coach. However, in a commercial organization, some senior management in business organization's setting also involve in a number of subordinate development coaching (Asbari & Prasetya, 2021).

Peer-preview research on topic of professional coaching for coaches are still limited. However, the brief research on the internet shows that practitioners offer development of professional coaching for the sector of business organization having substantial values. Employees in a company could have major impacts to the students. A true employee is the embodiment of leadership in learning classes. They do not just providing directions, guidance and feedback to the students, but they also act as example as what they usually do in front of their students in the company, even in the general life outside the company. When someone in the company is called as a manager only in the work surrounding, but not with the employee profession, the employee profession will stick beyond the limit of classes in the company.

The definition of employee as a leader used in some research refers to the concept of self-leadership (Bass & Avolio, 1994). Self-leadership refers to the individual's capacity to control their own behaviour, influencing and leading themselves through the use of behaviour strategy and special cognitive designed for improving private effectivity (Neck & Houghton, 2006). Not only doing a good self-leadership behaviour for themselves, but individuals who show a good self-leadership behaviour could be a role model in guiding the similar self-leadership skill to other people (Asbari, Purba, et al., 2021; Asbari & Novitasari, 2020b, 2021b; Jumiran et al., 2020; Kamar et al., 2020; Novitasari, Asbari, Sutardi, et al., 2020; Novitasari et al., 2021; Novitasari & Asbari, 2020a; Sudiyo et al., 2020; Suprpti et al., 2020). It is clear now that this is an important leadership skill that can be developed.

Some major challenges faced by employees in middle-class companies include stress, lack in resources, improvement in supervision and evaluation from the main stakeholders, deal with complicated bureaucracy, constructive management of variety of student population, and the needs to show positive things in an under pressure situation (Asbari, 2011; Asbari, Novitasari, & Goestjahjanti, 2020; Asbari, Novitasari, Gazali, et al., 2020; Asbari, Novitasari, Pebrina, et al., 2020; Asbari, Novitasari, Silitonga, et al., 2020; Asbari, Santoso, et al., 2020; Asbari, 2020; Asbari & Novitasari, 2020a, 2021a; Gazali et al., 2020; Lestari et al., 2020; Novitasari, Asbari, Wijayanti, et al., 2020; Novitasari, Goestjahjanti, & Asbari, 2020; Novitasari, Yuwono, Cahyono, et al., 2020; Novitasari & Asbari, 2020b). Other than that, the key challenge faced by the company's sector is employee's retention (Novitasari, Asbari, Wijaya, et al., 2020a). This challenge is surely can be various depends on the type of the company, whether the company is public or private. This is truly a development challenge that is similar with the challenges faced by commercial organizations, which is how the process of coaching can effectively be done by executive lines. In the work environment, this means that from the rank of company's management.

Although the theoretical framework used in coaching is various, starting from behaviour and cognitive, until psychodynamic and focusing on solutions (Peltier, 2001), and in fact, the things that act like a basis of coaching practice is the set of general principles (McKenna & Davis, 2009). This is included as the definition about collaboration and accountability, improvement of awareness, responsibility, commitment, plan of a certain action as well as the action itself. This means that, aside from the theoretical orientation, the relationship of coaching is where coach and coachee form a collaborative work alliance set together with the purpose and designing steps of special actions oriented to the achievement of the purpose (Kemp, 2008). The responsibility of a coachee is in the implementation of those steps, while the role of coach is to look up to their coachee to be focused on the purpose, help in supervising and evaluate the progress from time to time as well as provide the time for brainstorming and doing self-reflection (Grant et al., 2009).

Therefore, coaching for leadership or professional development may be effective through at least four cognitive mechanism and the basis of behaviour. Firstly, having a supportive character and a secret

relationship, where discussing personal problems professionally could reduce anxiety and stress as well as improving self-leadership skill (Myers, 1999). Secondly, receiving feedbacks regarding someone's leadership behaviour could improve the awareness towards development area. This kind of feedback, in a context of supportive and private relationship could provide an important platform for an intentional changes and development of leadership behaviour that is constructive and transformational (Larsson, Sjoberg, Nilsson, Alvinus, & Bakken, 2007). Thirdly, setting a purpose that comprehend with ourselves and personally respected aimed to the problem discussed in the process of feedback and intentionally work for achieve it could facilitate a new behaviour development, as well as build a self-efficacy and improve welfare (Sheldon & Houser-Marko, 2001). Fourthly, being systematically involved in such activity in a certain period of time and being supported in resolving every setback could develop endurance and self-leadership skill (Baumeister, Gailliot, DeWall, & Oaten, 2006). A result from the process of coaching may experience an improvement in self-confidence, work satisfaction, and also the well-being of becoming more ready to face changes and stress in the workplace (Grant et al., 2009).

Coaching has become a strategy of a long term human resource development (Hackman & Wageman, 2005) and has attract attention from many organization for years. The company's management has seen effective coaching as one of the best practices to achieve a successful management, leadership, and learning in an organization (Ellinger et al., 2003). The company's management or supervisor who act as a coach in the workplace who works together with the employees to identify the cause of the performance gap and give feedbacks to the employees. It is advisable that effective coaching can improve moral and confidence of the employees, and a positive employee's behaviour, so that they fully contribute with the organization's performance.

According to the organizational support theory (OST) and perceived organization support (POS) proposed by Eisenberger et al. (1986), when employees feel that organization respect their contribution, satisfy their needs and care about their well-being (cause an higher POS level), the norm of feedback (Bernarto et al., 2020) rises the sense of obligation to help the organization to achieve their targets (Eisenberger et al., 1986). Previous research showed that POS has positive impact towards work result of employees like work satisfaction, work performance, organization's commitment, and turnover intention (Arshadi, 2011) because those things will create obligation for the employees to pay in return for the kindness of organization. Following this logic and creating OST, this research has a purpose of to investigate the relationship between managerial coaching, psychological capital, and performance. Hackman & Wageman (2005) showed that effective coach could motivate the team members to finish their task and result to an active learning, so it will improve the team's performance. (Ellinger et al., 2003) emphasize that coach will show effective managerial coaching behaviour by setting targets, effectively communicate, motivate the employees, take notes for the performance and give feedbacks, as well as develop employees. In the perspective of OST, this research assumed that the company's management or supervisor who show an effective managerial coaching behaviour will improve the level of self-efficacy, hope, optimism, and the endurance of psychological capital of employees. In return, this positive mindset could improve the obligation of employees to show the positive work behaviour and characteristics that is beneficial for the organization. Since there is no more research that explore about the relationship between managerial coaching, psychological capital, and performance, this research has the tendency to consider managerial coaching as antecedent variable while seeing psychological capital as mediation variable and also seeing performance as behaviour and the result of characteristics of each employees.

Other than that, this research also used Conservation of Resources Theory (COR) Hobfoll (1989) as the theoretical basis to visualise the relationship between psychological capital and work result, where this research could be useful as a reference for the company's management by increasing the awareness of how effective coaching behaviour could motivate the positive psychological capital of employee's team, directed to the team that has higher performance and dedication, contributed to the company's continuous organization growth and create civilization of nation (Asbari & Novitasari, 2021a; Sutardi et al., 2020).

The term 'coach' is initially used as a sports term in the 1880s. The term coach is seen as an instructor who instruct individuals/athlete (for example, tennis, golf, ski) and the team players (for example, basketball, soccer, and rowing) about the ways to improve their performance. Coach has play a major role for the individuals and the team in sports and seen as the most organized in the last century (Evered & Selman, 1989). In the work setting, the point of a coach is to empower the employees to promote independent learning, personal development, and performance improvement (Bresser & Wilson, 2010). Combined with coaching and leadership, managerial coaching is defined as an activity that has possibility for the company's management to promote learning, push self-discovery towards

what the subordinate wants to achieve, and guide them to improve their performance (Whitmore, 2010).

In the managerial coaching skill, conceptual literature and practices are usually visualise the skills of hearing, analysis, interview, ask questions and observation as an important thing for coach. However, the skills to translate coaching skills to be applied in real life involving useful work is also important for managerial coaching. Previous research about managerial coaching showed that managerial coaching behaviour is included as giving and receiving feedbacks of performance, communicating, and setting a clear hope, creating and promoting supporting environment to learn, providing resources, transferring ownership to the employees and widening employee's perspective (Longenecker & Neubert, 2005). Ellinger et al. (2003) identified that there are at least eight managerial coaching behaviour. The previous research stated that managerial coaching could result a desired performance (Arshadi, 2011). This study will examine the employee's performance as a result of behaviour and characteristics from managerial coaching in the company's work environment.

Campbell (1990) defined performance as an organization member's behaviour to satisfy the hope of the organization, condition, or formalize the role requirements. This works especially for the employee's performance that is referring to the level of performance when they achieve their targets. According to (Sastrohadiwinarto, 2005), performance refers to the quality and quantity of work achieved by an employee in doing their task and job. Zainal et al. (2019) claimed that employee's performance is the actual behaviour done by every employees that correspond to the role in the organization. In this study, performance is defined as the employee's role in performance, where in other words, as an employee's performance from the activity related with the work required by the contract (Babin & Boles, 1996).

According to OST Eisenberger et al. (1986), management support refers to an important resource that can be used by employees to improve their performance. Managerial coaching can be seen as a form of social support given by the company's management through information and feedbacks regarding their work. Company's management uses the process of feedback to express gratitude towards employees on their effort and achievement. When an employee feels respected by the company, then it is possible for them to spend more energy and time to improve their performance and it will be beneficial for the company (Eisenberger et al., 1986).

With respect to the relationship between managerial coaching and work result, Ellinger et al. (2003) studied the impacts from coaching behaviour towards performance and employee's satisfaction towards company's management. The result of research done by Ellinger et al. (2003) claimed that company's management that uses coaching behaviour is not just improving the employee's work satisfaction, but also improving the level of work commitment and finally, improving their performance compared with their colleagues. A longitudinal study done by Liu & Batt (2010) found that the more employees receiving effective managerial coaching, the better their performance will get, and also improve significantly. Pousa & Mathieu (2014) also did two international field studies, first is using salesperson who work in South America and the second is those who work in Canada. The result of the empirical study showed that coaching could improve the employee's performance. Other than that Hsu et al. (2019) did a research on the influence of managerial coaching behaviour towards work performance and the role between 283 employees from different banks in Rawalpindi and Islamabad. The regression analysis result claimed a positive relationship between managerial coaching and performance. The previous research supports the positive relationship or managerial coaching and performance, so this research has made the hypothesis as follows:

H1: Managerial coaching has positive influence towards performance.

Psychological capital is defined as the condition of positive psychological development of individuals (Luthans & Youssef-Morgan, 2017a). This matter covers four components that consist of: self-efficacy, hope, optimism, and endurance. In the field of a company, self-efficacy means that employees have confidence to do something that is mandatory to be successfully finished their learning process and teaching something more challenging. Hope means that employees work hard to achieve their target. To be successful, they are able to choose the method of task achievement if needed. Optimism means that employees try to connect positive experience with the individuals by a long term and wide way and could connect the negative experience with external, contextual factor. In other words, they give positive attribute for nowadays and future success. Meanwhile, endurance refers to the employee's skill to respond and solve their problems when they are facing difficulties (Luthans & Youssef-Morgan, 2017a).

An empirical study done by Luthans & Youssef-Morgan, (2017a) found that four components of psychological capital have cognitive and motivation process having interactive potential. Luthans & Youssef-Morgan (2017a) showed that combination of four components is more effective than individual's one component because they could predict more on the employee's performance and satisfaction. Someone with high, positive psychological capital will be more confident in receiving challenging task and believe in success, motivation to work hard when facing problems, and the skills to get up and restart when needed.

Company's management who have a role in effective coach is the company's management that direct the team members in the good workplace. Someone that is being trained is called coachee. According to Hunt & Weintraub (2016), effective coach is stronger and more useful than just giving feedbacks to the employees with the problems of learning and teaching performance. Hunt & Weintraub (2016) claimed that company's management that has a role in managerial coach promote reflection and learning; they push employees to feel that they have problems and develop as well as actively participating in their work. Hunt & Weintraub (2016) has the similar perspective, they stated that coaching is a practice that help guiding the employees, group and organization to gain performance and new skills to promote improvement, efficiency, and personal growth. By remembering the definition of coaching in work environment, this research assumed that managerial coaching could increase aspects of self-efficacy, hope, optimism and endurance of employee's psychological capital. Therefore, the second hypothesis has made as follows:

H2: Managerial coaching has positive influence psychological capital.

In the workplace, the theory of COR from Hobfoll (1989) claimed that employees will conserve, protect, and maintain their respected resources when (1) there is a lost in resources threat; (2) there is a lost in resources and (3) the unable to invest resources. When the employees failed to receive or feel the payback of resources, they will feel psychologically uncomfortable. This resources include: objective resources, conditional resources, personal characteristics, and energy. Psychological capital could be said as an individual resource. In the context of a company, the employees with positive psychological capital are usually expecting good things occur in the workplace (optimism), believe that they did a good work (self-efficacy and hope) and unable to feel a setback/disappointment (endurance)

So, psychological capital is the positive psychological element. The higher the psychological capital then the easier for individuals to implement perception and positive understanding towards their surroundings. When they face difficulties and setbacks in their workplace, individual with strong psychological capital will tend to face it with positive behaviour. This is proven by the current analysis about psychological capital. For example, a meta-analysis study done by Avey et al. (2011) showed that psychological capital consist of hope, optimism, efficacy and endurance, which having significant relationship with performance. Yu et al. (2019) did a research on the relationship between antecedent and consequences of psychological capital, that psychological capital has significant and positive influence towards work satisfaction, performance and behaviour in the organization. By remembering the previous study done by (Avey et al., 2011; Yildiz, 2017), this research assumed that in a context of team, unit or department, the psychological capital has positive relationship with employee's performance. Therefore, the third hypothesis has made as follows:

H3: Psychological capital has positive influence towards performance.

With respect to mechanism that connects coaching with employee's work result, some previous research have given many empirical prove. Kim et al. (2013) did a research on the influence of managerial coaching behaviour towards the employee's reaction regarding work between 482 employees in Korean public organization. Kim et al. (2013) perceived managerial coaching behaviour as an independent variable, considering the fixed role of an employee and the satisfaction towards work result as a mediator variable, and consider career and performance of an employee as an dependent variable. They found significant mediating effect in the hypothesis of fixed role mediated by performance; satisfaction towards the work mediated by organization's career and commitment. Other than that, Raza et al. (2018) uses analytical technique of structural equation models (SEM) to test on the influence of managerial coaching towards organizational citizenship behaviour (OCB) between 361 employees. Their findings claimed that a good developed psychological capital in the workplace will significantly mediate the relationship between managerial coaching and OCB. The study had confirmed the presence of mediating variable

in the relationship of coaching and work result. Among these, the research will examine on the psychological capital as a mediator. As mentioned in the previous research, psychological capital holds an important role in improving the employee's positive behaviour and characteristic, and has been widely verified as an important concept from theory of positive psychology (Avey et al., 2011; Story et al., 2013). By following this line of thought, this research considers psychological capital as a potential mediator and assumes that managerial coaching indirectly influence the employee's work performance through psychological capital. Based on OST, this study predicts on the company's management who shows the effective coaching behaviour that could improve positive psychological condition of employees (which are hope, optimism, efficacy and endurance), that will in return improve the employee's performance. Therefore, the fourth hypothesis has been made as follows:

H4: Psychological capital significantly mediate the relationship between managerial coaching and performance.

Conceptual model proposed based on the hypotheses is shown in figure 1.

According to Sekaran & Bougie (2016) theoretical framework is the foundation that underlies the whole research project. From the theoretical framework, hypothesis that could be tested is formulated to find out whether the formulated theory is valid or not. Then, this theory will be measured by the correct statistical analysis. Referring to the theory and previous researches, there is relationship found between variables, which include: managerial coaching, psychological capital and performance. Then, the author has made the research model as shown below in Figure 1:

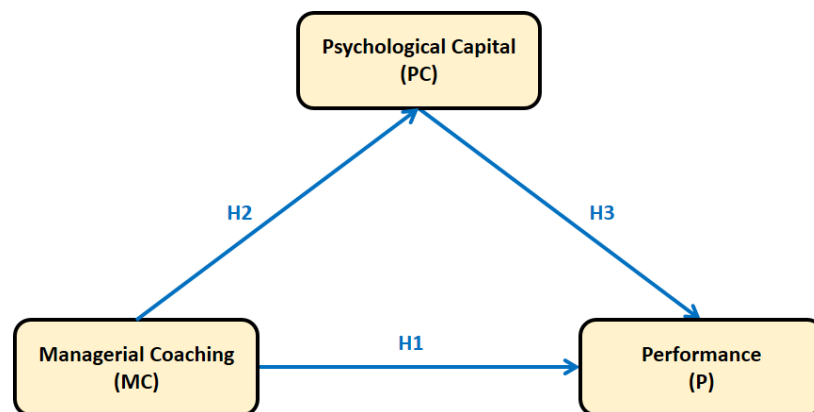


Figure 1. Research Model

II. METHOD

Method used in this research is quantitative method. A data collection is done by spreading questionnaires to every employee in a manufacturing companies in Tangerang Indonesia. The instrument used to measure managerial coaching is adapted by Ellinger et al. (2003) by using eight items (MC1-MC8). Managerial coaching is defined as an activity done by company's management to promote learning, personal development, and performance improvement (Bresser & Wilson, 2010). The instrument used to measure psychological capital is adapted by Luthans & Youssef-Morgan (2017) by using 4 items (PC1-PC4). Psychological capital is defined as the condition of positive psychological development of individuals marked by hope, optimism, efficacy and endurance (Luthans & Youssef-Morgan, 2017b). The instrument used to measure performance is adapted by Williams & Anderson (1991) by using seven items (P1-P7). Performance is defined as the activity related with the work required by the contract judged directly by the leaders (Babin & Boles, 1996). The research model is shown in Figure 1. Questionnaire is closely designed, except for the questions/statements concerning the respondent's identity, which is a semi-opened questionnaire. Every closed questions/statement, five answer options is given in Likert scale, which consist of:

strongly agree (SA) with 5 scores, agree (A) with 4 scores, Neutral (N) with 3 scores, disagree (DA) with 2 scores, and strongly disagree (SDA) with 1 score. The method in data processing is by using PLS and SmartPLS 3.0 software as the tool.

The total population of this research is sourced from the employees in one of the manufacturing industries in Tangerang with a number of 297 people. Questionnaire was spread by simple random sampling technique. The questionnaire results that were returned validly was 224 samples (75.4% from the whole population).

III. RESULT AND DISCUSSION

A. Result

There are 224 employees who participated, with the greatest number of men (72.77%). Respondents have different age groups, with <30 years old (25.41%), between 30-40 years old (46.6%), and >40 years old (27.99%). There are also different years of service of the employees, where <5 years (35.66%), in between 5-10 years (52%) and >10 years (15.82) along with high school/college as the majority of the highest education (94.01%) and the second is bachelor's degree (5.99%)

Table 1. Sample Description

Criteria		Total	%
Gender	Male	163	72.77%
	Female	61	27.23%
Age (per October 2019)	< 30 years	57	25.41%
	30 - 40 years	104	46.60%
	> 40 years	63	27.99%
Years of service	< 5 years	80	35.66%
	5-10 years	109	48.52%
	> 10 years	35	15.82%
Highest education	≥ bachelor's degree	13	5.99%
	High school/college	211	94.01%

Stages of measuring on testing model involve convergent validity test and discriminant validity. While value of Cronbach's alpha and composite reliability are needed in testing for construction reliability. PLS analysis result could be used to test for research hypothesis if all indicators in PLS model have meet the requirements of convergent validity, discriminant validity and reliability test.

Convergent validity test is done by seeing the value of loading factor of each indicator towards the construct. In most reference, with factor weighing from at least 0.7 is considered having validity that is strong enough to explain the latent construct (Chin, 1998; Ghozali, 2014; Hair et al., 2010). In this research, minimum limit of loading factor that is accepted is 0.7, with the condition of AVE score for every construct, which is > 0.5 (Ghozali, 2014). After going through data processing with SmartPLS 3.0, item MC1 and MC8 were not valid. The fit or valid model in this research can be seen in Figure 2. Therefore, convergent validity of this research model has met the requirements. Loading factors, cronbach's alpha, composite reliability and AVE in every construct can be seen in Table 2.

Discriminant validity is done to ensure that every concept of each latent variables is in contrast with the other latent variables. A model has a good discriminant validity if the quadratic value of AVE in each exogeneous construct (value on the diagonal) exceeds the correlation between the construct with the other construct (value below diagonal) (Ghozali, 2014). Result of discriminant validity research is done by the quadratic value of AVE, which means by seeing the Fornell-Larcker Criterion Value that is mentioned in Table 3. Discriminant validity test result shown in the Table 3 above indicates the whole construct having square root value of AVE above correlation value with the other latent construct (through Fornell-Larcker Criterion). Likewise, cross-loading value of all items from other indicator as mentioned in Table 4, so it can be concluded that a model has meet a discriminant validity (Fornell & Larcker, 1981).

Next, collinearity evaluation is done to discover whether there is a collinearity in the model. To find out about collinearity, VIF estimation from every construct is required. If the VIF score is higher than 5, then the model will show a collinearity (Hair et al., 2014). It is shown the same way as in Table 4, all VIF score that is less than 5 means that the model has no collinearity.

Construct reliability can be assessed from the value of Cronbach's alpha and composite reliability from each construct. Value of composite reliability and Cronbach's alpha is suggested to be more than 0.7 (Ghozali, 2014). Reliability test result in the Table 2 above shows that all construct has composite reliability value and Cronbach's alpha value higher than 0.7 (> 0.7). In conclusion, all construct has met the reliability that is required.

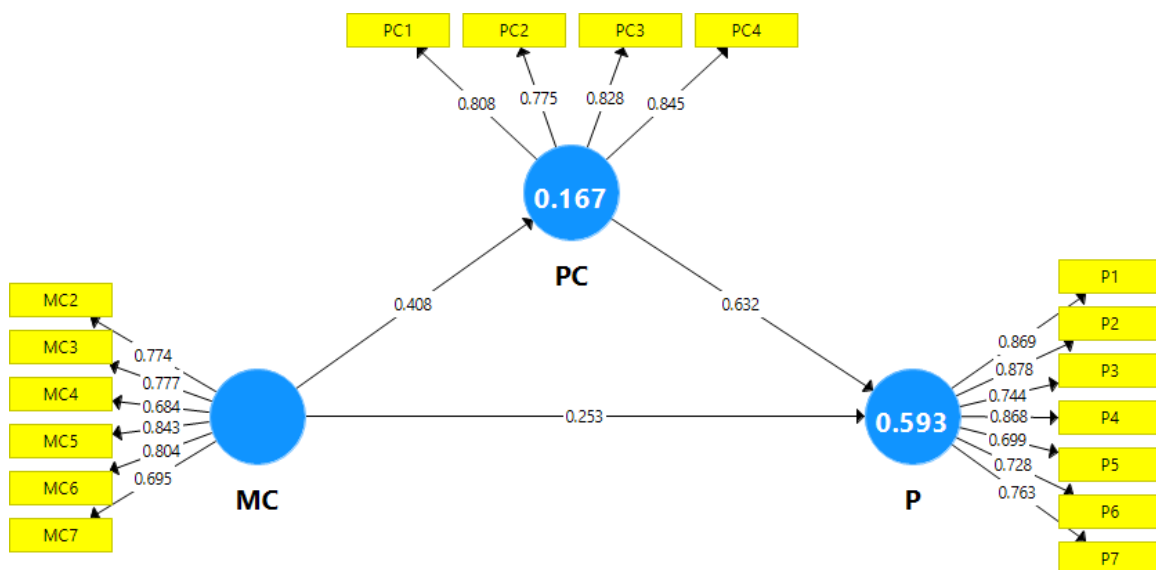


Figure 2. Valid Research Model

Source: processing result of SmartPLS 3.0 (2021)

Table 2. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Managerial Coaching (MC)	MC2	0.774	0.859	0.894	0.585
	MC3	0.777			
	MC4	0.684			
	MC5	0.843			
	MC6	0.804			
	MC7	0.695			
Psychological Capital (PC)	PC1	0.808	0.832	0.887	0.663
	PC2	0.775			
	PC3	0.828			
	PC4	0.845			
Performance (P)	P1	0.869	0.902	0.923	0.633
	P2	0.878			
	P3	0.744			
	P4	0.868			
	P5	0.699			
	P6	0.728			
	P7	0.763			

Source: processing result of SmartPLS 3.0 (2021)

Table 3. Discriminant Validity

Variables	KP	MC	MP
Performance (P)	0.796		
Managerial Coaching (MC)	0.510	0.765	
Psychological Capital (PC)	0.735	0.408	0.814

S Source: processing result of SmartPLS 3.0 (2021)

Table 4. VIF

Variables	KP	MC	MP
Performance (P)			
Managerial Coaching (MC)	1.200		1.000
Psychological Capital (PC)	1.200		

Source: processing result of SmartPLS 3.0 (2021)

Table 5. R Square Value

Variables	R Square	R Square Adjusted
Performance (P)	0.593	0.579
Psychological Capital (PC)	0.167	0.153

Source: processing result of SmartPLS 3.0 (2021)

Table 6. Hypotheses Testing

Hypotheses	Relationship	Beta		T Statistics		
H1	MC -> P	0.253	0.098	2.588	0.010	Supported
H2	MC -> PC	0.408	0.101	4.047	0.000	Supported
H3	PC -> P	0.632	0.069	9.163	0.000	Supported
H4	MC -> PC -> P	0.258	0.076	3.386	0.001	Supported

Source: processing result of SmartPLS 3.0 (2021)

Hypothesis test in PLS is also denoted as inner model test. This test covers significance test that has a direct and indirect impact as well as how large is the measurement of the exogenous variable impact towards the endogenous variable. To discover the influence of managerial coaching towards employee's performance through psychological capital as mediation variable it needs a direct and indirect impact test. Direct impact test is done by using T-Statistic test in an analysis model called Partial Least Squared (PLS) with the help of SmartPLS 3.0 software. With the bootstrapping technique, R square value and significance test value can be obtained as shown in Table 5 and Table 6.

Based on the Table 5 above, *R Square* value of PC is 0.167, which means that PC variable could be explained by MC variable with the percentage of 16.7%, while the remaining 83.3% is explained by other variables not discussed in this research. On the other hand, *R Square* value of P is 0.593, which means that P variable could be explained by MC and PC variables with the percentage of 59.3%, while the remaining 41.7% is explained by other variables not discussed in this research. This means that the influence substance in this relationship model is considered to be strong (Chin, 1998). Meanwhile, table 6 shows the *t-statistics* and *p-values* that explains the influence within variables in this research mentioned before.

B. Discussion

According to OST (Eisenberger et al., 1986), when an employee believes that organization respects their contribution and cares about their well-being, then this behaviour will come to them as well (Novitasari, Asbari, Wijaya, et al., 2020b; Novitasari, Sasono, & Asbari, 2020), which rises the sense of obligation of employees to give back the organization through the improvement of performance. On the

basis of OST, This study assumes that when employees generally feel that their company management (as an organizational representative) exhibits effective coaching behaviours, such as communicating and setting clear expectations, creating and promoting a supportive learning environment, and providing resources, it will guide them. to improve their performance. The results of this study indicate that managerial coaching has a positive impact on performance, a finding that is in line with previous research (Akhtar & Zia- ur- Rehman, 2017). Hamlin et al. (2009) claimed that coaching is the practice of helping and guiding employees, groups and organizations to acquire new skills, performance and abilities and drive their improvement, efficiency and personal growth. Although the potential effect of managerial coaching on psychological capital has not been widely explored by previous researchers, the results of this study have empirically confirmed and supported the hypothesis that managerial coaching can increase aspects of self-efficacy, hope, optimism, and endurance, which are indicators of psychological capital. Next, according to COR from Hobfoll (1989), Psychological capital can be viewed as an individual resource. Employees with positive psychological capital often expect good things to happen at work (optimism), believe that they can do their job well (self-efficacy and expectations), and are less prone to setbacks (elasticity). The results of this study indicate that psychological capital has a positive effect on performance. The result of this study is parallel with the previous research (Wang et al., 2018; Yildiz, 2017), who shows that employees with higher psychological capital will show better work performance.

Previous research has shown that psychological capital plays a key role in enhancing employee positive work attitudes and behaviour as an important concept in positive psychology theory (Story et al., 2013). Psychological capital was also found to be an important mediator in previous research (Raza et al., 2018). The results of this study are in line with the author's previous hypothesis that superiors who exhibit effective coaching behaviour can improve the positive psychological state of their subordinates (namely, self-efficacy, hope, optimism, and resilience), which in turn can improve employee work performance.

IV. CONCLUSION

The current study contributes to the existing managerial coaching literature by exploring the effects of managerial coaching on employee performance and by examining the mediating effects of psychological capital. The results show that managerial coaching has a significant effect on employee performance, and that psychological capital plays a significant mediating role in the relationship between managerial coaching and performance. Previous research has shown that managerial coaching is an effective management intervention tool designed to help employees improve their abilities (Peterson & Hicks, 1996). During the coaching process, company management can use various coaching techniques (such as listening, asking questions, and providing feedback) to communicate organizational expectations to employees. Company management and employees work together to develop performance goals and implementation plans to achieve these goals. Company management continues to provide support throughout the task implementation process, encouraging employees to learn knowledge and skills related to individual assignments. This effective managerial coaching process is very likely to generate positive psychological capital for employees, thereby improving employee performance.

The current study only examines employee performance as a result of managerial coaching. Future researchers can investigate the impact of managerial coaching on other important work outcomes, such as performance in roles and professional / career contexts. In addition, psychological climate refers to individual employees' perceptions of their work environment (Asbari, 2019; Asbari, Purwanto, et al., 2020). Company management that exhibits effective coaching skills can improve the psychological climate that is felt for employees. Therefore, this study suggests that the relationship between managerial coaching, psychological climate, and work outcomes (for example, in contextual and professional / career roles and performance, etc.) is an area that needs to be explored in future research.

REFERENCES

- [1] Arshadi, N. (2011). The relationships of perceived organizational support (POS) with organizational commitment, in-role performance, and turnover intention: Mediating role of felt obligation. *Procedia-Social and Behavioral Sciences*, 30, 1103–1108.

- [2] Asbari, M. (2011). *Kepemimpinan Transformasional: Landasan Menuju World Class Company*.
- [3] Asbari, M. (2019). Pengaruh kepemimpinan transformasional dan iklim organisasi terhadap kinerja dosen. *JOCE IP*, 13(2), 172–186. <http://jurnal.ipem.ac.id/index.php/joce-ip/article/view/187>
- [4] Asbari, M. (2020). Is Transformational Leadership Suitable for Future Organizational Needs? *International Journal of Sociology, Policy and Law (Ijospl)*, 1(01), 51–55.
- [5] Asbari, M., & Novitasari, D. (2020a). Pengaruh Kesiapan untuk Berubah di Masa Pandemi Covid-19: Apa yang Dibutuhkan Pemimpin untuk Menjaga Kinerja. *Jurnal Ekonomika: Manajemen, Akuntansi, Dan Perbankan Syari'ah*, 9(2), 1–17. <https://doi.org/https://doi.org/10.24903/je.v9i2.932>
- [6] Asbari, M., & Novitasari, D. (2020b). The Role of Readiness for Change on Part-Timer Employee Performance: Analysis of Transformational Leadership Practice in Convection Industry. *Journal of Communication Education (JOCE)*, 14(02).
- [7] Asbari, M., & Novitasari, D. (2021a). Pengaruh Aktivitas Berbagi Pengetahuan dan Mediasi Budaya terhadap Kemampuan Inovasi Guru. *JMSP (Jurnal Manajemen Dan Supervisi Pendidikan)*, 5(1), 324–334.
- [8] Asbari, M., & Novitasari, D. (2021b). Pengaruh Authentic Leadership terhadap Mentalitas Siap Berubah dan Kinerja Pegawai Paruh Waktu. *Business Management Journal*, 17(1), 73–88. <https://doi.org/http://dx.doi.org/10.30813/bmj>
- [9] Asbari, M., Novitasari, D., Gazali, G., Silitonga, N., & Pebrina, E. T. (2020). Analisis Kesiapan untuk Berubah di Masa Pandemi Covid-19: Studi Pengaruh Kepemimpinan Transformasional terhadap Kinerja Karyawan. *Jurnal Perspektif*, 18(2), 147–159. <https://ejournal.bsi.ac.id/ejurnal/index.php/perspektif/article/view/8576>
- [10] Asbari, M., Novitasari, D., & Goestjahjanti, F. S. (2020). Mempertahankan Kinerja Karyawan di Masa Pandemi Covid-19: Studi Kasus pada Industri Ritel. *JMK (Jurnal Manajemen & Kewirausahaan)*, 5(3), 183–203.
- [11] Asbari, M., Novitasari, D., Pebrina, E. T., & Santoso, J. (2020). Work-Family Conflict and Employee Performance during Covid-19 Pandemic: What is the Role of Mental Readiness to Change? *JPBM (Jurnal Pendidikan Bisnis Dan Manajemen)*, 6(2).
- [12] Asbari, M., Novitasari, D., Silitonga, N., Sutardi, D., & Gazali. (2020). Analisis Readiness for Change terhadap Kinerja: Perspektif Karyawan Kontrak di Masa Pandemi Covid-19. *JEMASI: Jurnal Ekonomi Manajemen Dan Akuntansi*, 16(2), 1–16. <https://doi.org/https://doi.org/10.35449/jemasi.v16i2.153>
- [13] Asbari, M., & Prasetya, A. B. (2021). Managerial Coaching: Rahasia Membangun Kinerja, Komitmen Tim dan Modal Psikologis Guru. *Edumaspul - Jurnal Pendidikan*, 5(1), 490–506. <https://ummaspul.e-journal.id/maspuljr/article/view/1248>
- [14] Asbari, M., Prasetya, A. B., Santoso, P. B., & Purwanto, A. (2021). From Creativity to Innovation: The Role of Female Employees' Psychological Capital. *International Journal of Social and Management Studies (IJOSMAS)*, 02(02), 66–77. <https://ijosmas.org/index.php/ijosmas/article/view/18>
- [15] Asbari, M., Purba, J. T., Hariandja, E. S., & Sudibjo, N. (2021). From Leadership to Innovation: Managing Employee Creativity. *Jurnal Manajemen Strategi Dan Aplikasi Bisnis*, 4(1), 143–154.
- [16] Asbari, M., Purwanto, A., & Budi, P. (2020). Pengaruh Iklim Organisasi dan Kepemimpinan Transformasional Terhadap Produktivitas Kerja Inovatif Pada Industri Manufaktur di Pati Jawa Tengah. *Jurnal Produktivitas*, 7(1), 62–69. <https://doi.org/http://dx.doi.org/10.29406/jpr.v7i1.1797>
- [17] Asbari, M., Santoso, P. B., & Prasetya, A. B. (2020). Elitical And Antidemocratic Transformational Leadership Critics: Is It Still Relevant? (A Literature Study). *INTERNATIONAL JOURNAL OF SOCIAL, POLICY AND LAW*, 1(1), 12–16.
- [18] Avey, J. B., Reichard, R. J., Luthans, F., & Mhatre, K. H. (2011). Meta- analysis of the impact of positive psychological capital on employee attitudes, behaviors, and performance. *Human Resource Development Quarterly*, 22(2), 127–152.
- [19] Babin, B. J., & Boles, J. S. (1996). The effects of perceived co-worker involvement and supervisor support on service provider role stress, performance and job satisfaction. *Journal of Retailing*, 72(1), 57–75.
- [20] Bass, B., & Avolio, B. (2000). *Technical Report, Leader form, rater form, and Scoring Key of MLQ From 5x-Short*. Mind Garden, Inc.
- [21] Bernarto, I., Bachtiar, D., Sudibjo, N., Suryawan, I. N., Purwanto, A., & Asbari, M. (2020). Effect of transformational leadership, perceived organizational support, job satisfaction toward life satisfaction: Evidences from indonesian teachers. *International Journal of Advanced Science and Technology*, 29(3), 5495–5503. <http://sersc.org/journals/index.php/IJAST/article/view/6057>
- [22] Bowles, S., Cunningham, C. J. L., Gabriel, M., & Picano, J. (2007). Coaching leaders in middle and executive management: Goals, performance, buy- in. *Leadership & Organization Development Journal*.
- [23] Bowles, S. V., & Picano, J. J. (2006). Dimensions of coaching related to productivity and quality of life.

- Consulting Psychology Journal: Practice and Research*, 58(4), 232.
- [24] Bresser, F., & Wilson, C. (2010). *What is Coaching?. Excellence in Coaching: The Industry Guide*. London: Kogan Page.
 - [25] Campbell, J. P. (1990). *Modeling the performance prediction problem in industrial and organizational psychology*.
 - [26] Chin, W. (1998). *The Partial Least Squares Approach to Structural Equation Modeling* (E. Modern Methods for Business Research, In: G. A. Marcoulides (ed.)). Lawrence Erlbaum Associates Publisher.
 - [27] Diedrich, R. C. (1996). An iterative approach to executive coaching. *Consulting Psychology Journal: Practice and Research*, 48(2), 61.
 - [28] Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500.
 - [29] Ellinger, A. D., Ellinger, A. E., & Keller, S. B. (2003). Supervisory coaching behavior, employee satisfaction, and warehouse employee performance: A dyadic perspective in the distribution industry. *Human Resource Development Quarterly*, 14(4), 435–458.
 - [30] Evered, R. D., & Selman, J. C. (1989). Coaching and the art of management. *Organizational Dynamics*, 18(2), 16–32.
 - [31] Evers, W. J. G., Brouwers, A., & Tomic, W. (2006). A quasi-experimental study on management coaching effectiveness. *Consulting Psychology Journal: Practice and Research*, 58(3), 174.
 - [32] Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, 18(1), 39. <https://doi.org/10.2307/3151312>
 - [33] Gazali, G., Asbari, M., & Novitasari, D. (2020). Peran Readiness for Change Mentality terhadap Kinerja Pegawai Kontrak Industri Alas Kaki. *Widya Cipta: Jurnal Sekretari Dan Manajemen*, 4(2), 169–182. <https://doi.org/10.31294/widyacipta.v4i2.8823>
 - [34] Ghozali, I. (2014). *Structural Equation Modeling, Metode Alternatif dengan Partial Least Square (PLS)* (4th ed.). Badan Penerbit Universitas Diponegoro.
 - [35] Grant, A. M., Curtayne, L., & Burton, G. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: A randomised controlled study. *The Journal of Positive Psychology*, 4(5), 396–407.
 - [36] Grant, A. M., Green, L. S., & Rynsaardt, J. (2010). Developmental coaching for high school teachers: Executive coaching goes to school. *Consulting Psychology Journal*, 62(3), 151–168. <https://doi.org/10.1037/a0019212>
 - [37] Hackman, J. R., & Wageman, R. (2005). A theory of team coaching. *Academy of Management Review*, 30(2), 269–287.
 - [38] Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th ed.). Pearson Prentice Hall.
 - [39] Hobfoll, S. E. (1989). Conservation of resources: a new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513.
 - [40] Hsu, Y.-P., Chun-Yang, P., Pi-Hui, T., & Ching-Wei, T. (2019). Managerial coaching, job performance, and team commitment: the mediating effect of psychological capital. *Advances in Management and Applied Economics*, 9(5), 101–125.
 - [41] Hunt, J. M., & Weintraub, J. R. (2016). *The coaching manager: Developing top talent in business*. SAGE publications.
 - [42] Jones, R. A., Rafferty, A. E., & Griffin, M. A. (2006). The executive coaching trend: Towards more flexible executives. *Leadership & Organization Development Journal*.
 - [43] Jumiran, Novitasari, D., Nugroho, Y. A., Sutardi, D., Sasono, I., & Asbari, M. (2020). Pengaruh Dimensi Kepemimpinan Transformasional terhadap Kepuasan Kerja dan Komitmen Organisasional: Studi Kasus pada Dosen Perguruan Tinggi Swasta. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 600–621.
 - [44] Kamar, K., Novitasari, D., Asbari, M., Winanti, W., & Goestjahjanti, F. S. (2020). Enhancing Employee Performance During the Covid-19 Pandemic: the Role of Readiness for Change Mentality. *JDM (Jurnal Dinamika Manajemen)*, 11(2), 154–166.
 - [45] Kim, S., Egan, T. M., Kim, W., & Kim, J. (2013). The impact of managerial coaching behavior on employee work-related reactions. *Journal of Business and Psychology*, 28(3), 315–330.
 - [46] Lestari, B., Novitasari, D., Silitonga, N., & Asbari, M. (2020). The Effect of Recruitment and Career Development on The Spirit of Teachers ' Work Performance in MTs Nurul Huda. *Journal of Industrial Engineering & Management Research (JIEMAR)*, 1(2), 108–121.
 - [47] Liu, X., & Batt, R. (2010). How supervisors influence performance: A multilevel study of coaching and group management in technology- mediated services. *Personnel Psychology*, 63(2), 265–298.

- [48] Longenecker, C. O., & Neubert, M. J. (2005). The practices of effective managerial coaches. *Business Horizons*, 48(6), 493–500.
- [49] Luthans, F., & Youssef-Morgan, C. M. (2017a). Psychological capital: An evidence-based positive approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 339–366.
- [50] Luthans, F., & Youssef-Morgan, C. M. (2017b). Psychological Capital: An Evidence-Based Positive Approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 339–366. <https://doi.org/10.1146/annurev-orgpsych-032516-113324>
- [51] Manz, C. C., & Sims Jr, H. P. (1980). Self-management as a substitute for leadership: A social learning theory perspective. *Academy of Management Review*, 5(3), 361–367.
- [52] Novitasari, D., & Asbari, M. (2020a). Pengaruh Kepemimpinan Transformasional terhadap Kinerja Karyawan: Peran Kesiapan untuk Berubah sebagai Mediator. *Jurnal Manajemen*, 10(2), 84–99.
- [53] Novitasari, D., & Asbari, M. (2020b). Urgensi Kepemimpinan dan Mentalitas Siap Berubah Terhadap Kinerja Pegawai di Musim Pandemi Covid-19. *Jurnal REKOMEN (Riset Ekonomi Manajemen)*, 4(1), 66–80.
- [54] Novitasari, D., Asbari, M., & Sasono, I. (2021). Analisis Pengaruh Religiusitas dan Kualitas Pelayanan terhadap Kepuasan Kerja: Studi Kasus pada Karyawan Industri Manufaktur. *Jurnal Manajemen Strategi Dan Aplikasi Bisnis*, 4(1), 117–130.
- [55] Novitasari, D., Asbari, M., Sutardi, D., Gazali, G., & Silitonga, N. (2020). Pengaruh Kesiapan untuk Berubah dan Efektivitas Kepemimpinan Transformasional terhadap Kinerja Karyawan di Masa Pandemi Covid-19. *Value: Jurnal Manajemen Dan Akuntansi*, 15(2), 22–37.
- [56] Novitasari, D., Asbari, M., Wijaya, M. R., & Yuwono, T. (2020a). Effect of Organizational Justice on Organizational Commitment: Mediating Role of Intrinsic and Extrinsic Satisfaction. *International Journal of Science and Management Studies (IJSMS)*, 3(3), 96–112.
- [57] Novitasari, D., Asbari, M., Wijaya, M. R., & Yuwono, T. (2020b). Effect of Organizational Justice on Organizational Commitment: Mediating Role of Intrinsic and Extrinsic Satisfaction. *International Journal of Science and Management Studies (IJSMS)*, 3(3), 96–112. <http://www.ijosmsjournal.org/volume3-issue3.html>
- [58] Novitasari, D., Asbari, M., Wijayanti, L. M., Hyun, C. C., & Farhan, M. (2020). The Role of Religiosity, Leadership Style, Job Satisfaction and Organizational Citizenship Behavior Mediation on Woman Teachers' Performance. *Solid State Technology*, 63(6), 2953–2967. <http://solidstatetechnology.us/index.php/JSST/article/view/3380>
- [59] Novitasari, D., Goestjahjanti, F. S., & Asbari, M. (2020). The Role of Readiness to Change between Transformational Leadership and Performance: Evidence from a Hospital during Covid-19 Pandemic. *APMBA (Asia Pacific Management and Business Application)*, 9(1), 37–56. <https://doi.org/10.21776/ub.apmba.2020.009.01.4>
- [60] Novitasari, D., Sasono, I., & Asbari, M. (2020). Work-Family Conflict and Worker's Performance during Covid-19 Pandemic: What is the Role of Readiness to Change Mentality? *International Journal of Science and Management Studies (IJSMS)*, 3(4), 122–134. <http://www.ijosmsjournal.org/volume3-issue4.html>
- [61] Novitasari, D., Yuwono, T., Cahyono, Y., Asbari, M., & Sajudin, M. (2020). Effect of Hard Skills, Soft Skills, Organizational Learning and Innovation Capability on Indonesian Teachers' Performance during Covid-19 Pandemic. *Solid State Technology*, 63(6), 2927–2952. <http://www.solidstatetechnology.us/index.php/JSST/article/view/3379>
- [62] Pousa, C., & Mathieu, A. (2014). Boosting customer orientation through coaching: a Canadian study. *International Journal of Bank Marketing*.
- [63] Raza, B., Ali, M., Ahmed, S., & Ahmad, J. (2018). Impact of managerial coaching on organizational citizenship behavior: The mediation and moderation model. *International Journal of Organizational Leadership*, 7, 27–46.
- [64] Sastrohadiwinarto, B. S. (2005). *Manajemen tenaga kerja Indonesia: Pendekatan administratif dan operasional*.
- [65] Sekaran, U., & Bougie, R. (2003). *Research Methods For Business: A Skill Building Approach* (Sixth edit). John Wiley and Sons, Inc.
- [66] Story, J. S. P., Youssef, C. M., Luthans, F., Barbuto, J. E., & Bovaird, J. (2013). Contagion effect of global leaders' positive psychological capital on followers: Does distance and quality of relationship matter? *The International Journal of Human Resource Management*, 24(13), 2534–2553.
- [67] Sudiyono, R. N., Goestjahjanti, F. S., Asbari, M., Agistiawati, E., Fayzhall, M., Yani, A., Winanti, W., Yuwono, T., Nurasiah, N., & Yulia, Y. (2020). Meningkatkan Komitmen dan Kinerja Dosen: Apa Peran Manajemen Perguruan Tinggi? *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 337–352.

- [68] Suprapti, S., Asbari, M., Cahyono, Y., & Mufid, A. (2020). Leadership Style, Organizational Culture and Innovative Behavior on Public Health Center Performance during Pandemic Covid-19. *Journal of Industrial Engineering & Management Research*, 1(2), 76–88.
- [69] Sutardi, D., Novitasari, D., Asbari, M., Silitonga, N., Nugroho, Y. A., Hutagalung, D., Mustofa, Chidir, G., Basuki, S., & Yuwono, T. (2020). Pengaruh Work-Family Conflict, Stres Kerja dan Social Support terhadap Kepuasan Kerja: Studi Kasus pada Guru Wanita di Tangerang. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 482–498.
- [70] Whitmore, J. (2010). *Coaching for Performance-Growing Human Potential and Purpose*. SAGE Publications Sage India: New Delhi, India.
- [71] Williams, L. J., & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management*, 17(3), 601–617.
- [72] Yildiz, E. (2017). The Effect of the Psychological Capital and Personality Characteristics of Employees on Their Organizational Commitment and Contribution to the Work: A Qualitative Research on Managers. *Journal of Management and Strategy*, 8(4), 34–46.
- [73] Yu, X., Li, D., Tsai, C.-H., & Wang, C. (2019). The role of psychological capital in employee creativity. *Career Development International*.
- [74] Zainal, V. R., Ramly, H. M., Mutis, T., & Arafah, W. (2019). *Manajemen sumber daya manusia untuk perusahaan dari teori ke praktik*.