

Linking Employee Coaching, Team Commitment and Performance: Evidence from Indonesian MSMEs

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Abstract - - This study investigates whether increased attention given to coaching practices affects performance, while considering the mediating effect of team commitment. Data were collected from 145 employees of a private manufacturing industry in Tangerang, Indonesia using quantitative methods and confirmatory surveys. This study shows that coaching has a positive and significant impact on employee performance, either directly or indirectly through team commitment mediation. The results of this study could have significant implications for HR managerial decision-making regarding the coaching practice process in the manufacturing industry employees in Indonesia. This study also helps the HR management of the manufacturing industry to seriously assess their HR development investment plans in the form of coaching practices and direct their company's HR strategic planning.

Keywords: Coaching, performance, team commitment

I. INTRODUCTION

With increasing pressure and competition, the task of managing human resources effectively has become a key success factor for any company. Thus, companies are permanently trying to increase their competitive advantage mainly through human resources. Human resource management (HRM) practices, including coaching, selection, reward and participation play an important role in developing employee skills and thereby improving organizational performance. By implementing good recruitment and selection procedures, the company will attract many talented employees whose skills will be further improved through extensive coaching. In addition, the employee will be motivated and pushed to work harder which in turn will boost the company's performance, if they are properly involved in the decision-making process. Coaching is one of the techniques in the development of human resources (HR) that can help companies create a competitive advantage. Currently, more and more business organizations are using coaching to empower their employees, because coaching can solve some problems on the spot and is also effective in improving poor performance. Besides that, coaching is a career learning tool and can be considered as an opportunity for learning, and can be used to ensure sustainable leadership. However, although coaching is becoming increasingly popular with many practitioners claiming its importance in improving performance, the literature offers little empirical evidence regarding the effects of this practice on performance and also how it works.

The literature gap is further highlighted by Grover & Furnham (2016) who emphasized that the coaching evaluation program is limited to the level carried out by the organization. In addition, in a recent study examining the effect of coaching on employee performance, Sidhu & Nizam (2020) explained that although coaching is generally well covered by the literature, there is still a need to further investigate the mediating factors of coaching that affect performance as well as the types of coaching adopted by the organization and the relationship between coach and coachee. Thus, there is a need to explore this process and its effects empirically. This gap in empirical evidence places a risk on the value of investment, time and money in such a practice. Justifying the effect of coaching on performance helps human resource managers to maintain the use of this practice. In addition, the previous literature still needs to explore the processes through which managerial coaching brings positive results (Asbari & Prasetya, 2021; Novitasari et al., 2021; Novitasari & Asbari, 2021). Coaching practiced in organizations is based on behavioral and cognitive psychology. Coaching aims to change employee behavior through cognitive and motivational changes. Therefore, studying the internal changes of employees, related to performance

improvement, is very important in order to understand the mechanism of coaching effectiveness. A better understanding of the coaching process can help managers and organizations use coaching more effectively. This study does not only look at the impact of coaching on performance; It also tries to unravel the internal changes in employees resulting from the coaching process such as team commitment (learning) and further studies the effects of coaching and team commitment on performance. In contrast, the HR function within the company's organizational environment is still in its early stages, where its role is focused on personnel administration rather than strategic issues. Knowing that coaching has a direct effect on performance at both organizational and individual levels in many European and American countries, there is still a dearth of studies investigating the impact of coaching practices and team commitment on employee performance in the manufacturing industry in Indonesia.

As such, this study will help bridge the gap in the theoretical framework that demonstrates the impact of coaching on performance and justifies the use of coaching as part of HRD. Knowing that studies are scarce, there is a need to build on our knowledge of the effects of coaching on performance in the context of the manufacturing industry in Indonesia. Thus, the purpose of this study is to show the effect of coaching on performance, either directly or indirectly through team commitment mediation.

With regard to practical implications, this study offers valuable guidance to assist human resource managers in the manufacturing industry in Indonesia to assess their willingness to invest in coaching and direct their organization's HR strategic planning. In the following sections, the literature is surveyed and hypotheses are proposed, followed by a description of the methods that are applied. The researchers then position the findings of this study against existing knowledge in this area to demonstrate how we can advance the understanding and practice of coaching in a manufacturing industry organization.

II. LITERATURE STUDIES AND HYPOTHESES DEVELOPMENT

In the last two decades, the practice of coaching in organizations has received much attention as important employee development and management tool (Hunt & Weintraub, 2016; Sidhu & Nizam, 2020). Coaching is broadly defined as a cooperative relationship between a coach and his coachee (Hamlin et al., 2009). Coaching is a systematic practice that helps in the development and growth of people whose abilities are being fostered by a professional coach (Hamlin et al., 2009). Many researchers have gone further in examining coaching outcomes and the variables that lead to improved employee performance. Various studies that identify a positive relationship between increased individual performance as a result of coaching practices and organizational performance use productivity to measure organizational performance (Szabó et al., 2019). Coaching improves employee performance by improving the relationship between coach and coachee and increasing employee satisfaction, engagement, and retention (Lee et al., 2019). In addition, coaching has proven to be a learning enhancement tool (Maamari et al., 2021) that leads to behavior change and enables employees to be more efficient and perform better (Maamari et al., 2021). Studies show that coaching is a tool that is able to create value (Asbari & Prasetya, 2021), which in turn increases the capabilities of human resources. Coaching turns human resources into a unique and valuable asset for the organization and difficult for competitors to imitate. As mentioned by Asbari & Prasetya (2021), a coachee will apply their new knowledge – gained from the coaching process of a professional coach – to their daily tasks at work, which has a positive impact on their individual performance. In another case, Aldrin & Utama (2019) examined the effects of coaching on teamwork performance and identified positive correlations between variables. As a result, coaching is able to develop and strengthen relationships among team members. Coaching increases group cohesion encourages transparency and improves group communication which will ultimately improve employee and organizational performance. Therefore, organizations should continue to implement new HR development practices to encourage employee learning and therefore improve employee competencies in the workplace (Hsu et al., 2019). In the following, the authors will survey the effect of coaching on individual employee learning and performance, as well as to measure the extent to which the influence of learning mediation is able to improve the relationship between coaching and individual performance.

A. Influence of Coaching on Team Commitment

Scientific studies report an indirect relationship between coaching and organizational commitment (Hsu et al., 2019; Park, 2007), where coaching reinforced employee work commitment (Maamari et al., 2021). In this case, coaching is reported to be able to increase employee commitment, ability, and attitude. Coaching is also able to increase employee independence and confidence, and increase feelings of control and job identification that strengthen employee commitment to the organization. In addition, Asbari & Prasetya (2021) highlight the ability of coaching to increase their sense of belonging, which strengthens commitment. In most cases, employees recognize that the effort and expense incurred by the company is an effort to develop their skills. Thus, coaching

practices increase employee loyalty and commitment (Asbari & Prasetya, 2021; Hsu et al., 2019). Aldrin & Utama (2019) explained that the effectiveness of the coach fit is influenced by the coaching process, which results in mutual trust, confidence, collaboration, and commitment. Therefore, this partnership increases the dedication and commitment to the success of the organization. Maamari et al. (2021) added that employees are more committed when they are aware of the organization's efforts to implement coaching as part of human capital investment. Therefore, the first hypotheses of this research are stated as follows:

H1: Coaching improves the team commitment of the employees.

B. Influence of Team Commitment on Employee Performance

The effect of employee commitment on performance has been discussed in much of the HR literature SDM (Asbari et al., 2019; Cahyono et al., 2020; Chidir et al., 2020; Imelda et al., 2020; Kusumaningsih et al., 2020; Novitasari et al., 2020; Purwanto et al., 2021; Silitonga et al., 2020; Yuwono, Novitasari, Asbari, et al., 2020). According to Chidir et al. (2020), managers seek to improve performance by strengthening the commitment of their employees. These managers recognize that commitment is directly related to improving work results. As mentioned by some research (Asbari & Prasetya, 2021; Jumiran et al., 2020; Novitasari et al., 2021; Nuryanti et al., 2020; Purwanto; et al., 2019; Sudiyono et al., 2020; Yuwono, Novitasari, Hutagalung, et al., 2020), that organizational commitment can be a real indicator of employee performance appraisal. When employees are highly committed, they work and perform much better. They reflect dedication and loyalty through different work performances. As a result, employees show respect, good intentions while complying with their manager's instructions, and the organization's values and policies. When employees are deeply attached to the organization, they make sacrifices for the growth of their company. They can even invest voluntarily to strengthen their affiliation with the organization (Nuryanti et al., 2020). Therefore, they seek innovative techniques and work harder to assist in the development of their organizations. In this case, employee commitment is the main factor behind improving organizational performance and competitiveness. Therefore, the second hypothesis of this research is stated as follows:

H2: Team commitment improves employee performance.

C. Influence of Employee Coaching on Employee Performance

According to Sudiyono et al. (2020), management support is an important resource that employees can use to improve their performance. Managerial coaching can be seen as a form of social support provided by company management in information and feedback related to their work. Company management uses a feedback process to express their gratitude to employees for their efforts and achievements. When employees feel valued by the company, it allows them to devote more energy and time to improving their performance and thereby benefiting the company (Asbari, 2019; Jumiran et al., 2020; Nuryanti et al., 2020; Suroso et al., 2021; Yuwono, Novitasari, Hutagalung, et al., 2020). With regard to the relationship between managerial coaching and work results, Ellinger et al. (2003) studied the impact of coaching behavior on employee performance and satisfaction with company management. The results of research by Ellinger et al. (2003) revealed that the management of companies that use coaching behavior not only increases employee job satisfaction but also increases their level of work commitment and ultimately improves their performance compared to their peers. A longitudinal study by Liu & Batt (2010) found that the more employees received effective managerial coaching, the better their performance, and significantly improved. Pousa & Mathieu (2014) also conducted two international field studies, one using salespeople working in Latin America and Canada. The empirical results of their study show that coaching can improve employee performance. In addition, Hsu et al. (2019) examine the effect of managerial coaching behavior on work performance and the role of organizational commitment and role clarity among 283 employees from different banks in Rawalpindi and Islamabad. The results of their regression analysis revealed a positive relationship between managerial coaching and role clarity, as well as between performance and organizational commitment. Previous research supports a positive relationship between managerial coaching and performance. Therefore, the third hypothesis of this research is stated as follows:

H3: Coaching improves employee's performance.

D. The Effect of Team Commitment Mediation

Regarding the mechanism that links coaching with employee performance, several previous researchers have provided various empirical evidence. Maamari et al. (2021) have tested the effect of managerial coaching on team commitment. Their findings reveal that well-developed team commitment in the workplace significantly mediates the relationship between managerial coaching and performance. The study above has confirmed the

existence of a mediator variable in the relationship between coaching and work outcomes. Following this line of thought, this study considers team commitment as a potential mediator and assumes that managerial coaching indirectly affects employee performance through team commitment. Based on this analysis, the current study predicts that company management that exhibits effective coaching behavior can increase team commitment, which in turn improves employee performance. Therefore, the fourth hypothesis of this research is stated as follows:

H4: Team commitment significantly mediates the relationship between coaching and performance.

In conclusion from the related literature review above, the following is a conceptual framework that has been developed for this study (see Figure 1) and continued for hypothesis testing.

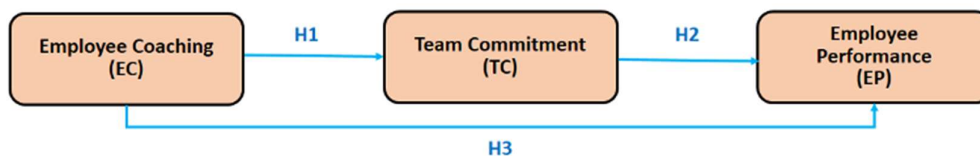


Figure 1. Research Conceptual Model

III. METHOD

The purpose of this study is to collect maximally useful knowledge to form valid hypotheses far from subjective input. Thus, the positivist theory was adopted in this study because it identified similarities that were seen through observation and workplace investigations. Therefore, a deductive approach is followed, seeking to propose and test hypotheses to fit existing theories. This study adopted a survey technique using quantitative analysis and to collect data on the effect of coaching on employee performance, either directly or indirectly through the mediation of the team commitment process. The survey allowed the researchers to collect data from employees who participated in coaching sessions conducted by their supervisors, and assisted them in assessing the employee's perceived performance. This technique was adopted because of its ability to collect data quickly compared to other tools, while allowing random sample selection, and allowing the researcher to measure and control multiple variables. After that, to identify findings or patterns in the related sample, the collected data is then analyzed in depth.

For the purposes of this study, the questionnaire was designed in several parts: The first part includes demographic questions in which employees anonymously state their gender, age, education, and tenure of the company. The second part includes six questions that capture the extent to which coaching is applied in the company. These measurement items (EC1-EC6) were taken from Ye et al. (2016). The instrument used to measure team commitment was adapted from Bishop & Scott (2000) using 8 items (TC1-TC8). Meanwhile, the instrument used to measure employee performance was adapted from Kim et al. (2013) using 5 items (EP1-EP5). The questionnaire was designed in such a way as to target employees who teach in one of the manufacturing industries in Tangerang. To ensure the adequacy of the research tools in context, the researcher forwarded a questionnaire to four researchers whose notes were then entered. Next, the questionnaire was piloted on 30 employees. The trial resulted in a few word changes in the questionnaire item scale for better understanding. The probability sampling process uses a list received from the company. From the list, a random sample was used to collect data from employees who had previously undergone coaching. Researchers collected data anonymously according to research ethical standards and were able to receive a sizable response rate through online communications. In detail, the question items used in this study are mentioned in Table 1.

Table 1. Research Items List

Notes	Item	References
Employee Coaching (EC)		Ye et al. (2016)

- EC1 My leaders question their subordinates to understand why their organizational goals are important to the future of their own profession.
- EC2 My leader helps subordinates think about who, when, and how to complete tasks.
- EC3 My leader spends a lot of time reviewing subordinates' progress to determine if adjustments are needed.
- EC4 My leader spends a lot of time helping subordinates improve their performance.
- EC5 My leader tries hard to develop subordinates.
- EC6 My boss spends time looking for opportunities for the professional development of subordinates.

Team Commitment (TC)

Bishop & Scott (2000)

- TC1 I talk about this team to my friends as a great team at work
- TC2 I would accept almost any job to keep working with this team
- TC3 I find that my personal values match those of this work team
- TC4 I am proud to tell others that I am part of this team
- TC5 This team has really been my best inspiration in achieving achievements
- TC6 I am very happy that I chose this team to work with other teams
- TC7 I really care about the fate and future of this team
- TC8 For me, this team is the best team out of all the teams in the job

Employee Performance (EP)

Kim et al. (2013)

- EP1 My overall performance is better compared to my colleagues
- EP2 My ability to get along with other people is better than my peers
- EP3 My ability to complete tasks on time is better than my colleagues
- EP4 The quality of my performance (as opposed to the quantity performance) is better compared to my colleagues
- EP5 Achievement of my work goals better than my colleagues

IV. RESULTS AND DISCUSSIONS

A. Sample Description

There are 145 employees who participated in this research. As mentioned in Table 2, they have different age groups, ranging from under 29 years old (25%), 30-49 years old (57%), and over 50 years old (18%). Their tenure also varies, 33% of them are under 5 years, 54% have worked between 5-10 years, and the remaining 13% have worked more than 10 years. The highest education of respondents is the majority of Senior High School (55%), then Bachelor (25%) and Diploma (20%).

Table 2. Sample Description

Criteria		Qty.	%
Age	< 30 years old	36	25%
	30 - 49 years old	83	57%
	> 50 years old	26	18%
Years of Service	< 5 years	48	33%
	5-10 years	78	54%
	> 10 years	19	13%
Highest Education	Bachelor	36	25%
	Diploma	29	20%
	Senior High School	80	55%

Source: Processed Data (2021)

B. Results of Validity Test and Research Reliability Indicator

Stages of measuring on testing models involve convergent validity tests and discriminant validity. Meanwhile, the value of Cronbach's alpha and composite reliability is needed in testing for construction reliability. PLS analysis results could be used to test for research hypotheses if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity, and reliability test.

C. Convergent Validity Test

Convergent validity test is done by seeing the value of the loading factor of each indicator towards the construct. In most references, a factor weighing from at least 0.7 is considered to have validity that is strong enough to explain the latent construct (Chin, 1998; Ghozali, 2014; Hair et al., 2010). In this research, the minimum limit of the 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, all indicators have the loading factor value above 0.5 or have met the requirements of an AVE score above 0.5. The fit or valid model in this research can be seen in Figure 2. Therefore, the 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.

D. Discriminant Validity test

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

Next, a collinearity evaluation is done to discover whether there is 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 collinearity (Hair et al., 2014). As shown in Table 4, all VIF scores are less than 5, i.e. the results of the collinearity structural model reveal VIF values below 2. This shows that this research model does not have multicollinearity problems.

E. Construct Reliability Test

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

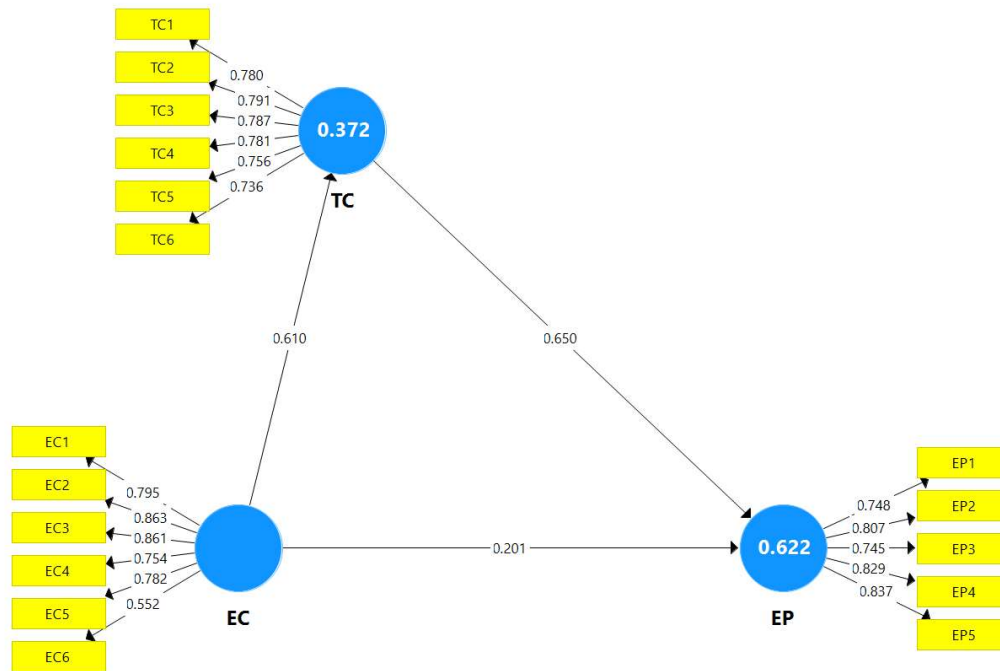


Figure 2. Valid Research Model
 Source: SmartPLS 3.0 Processing Results (2021)

Table 3. Items Loadings, Cronbach’s Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach’s Alpha	Composite Reliability	AVE
Employee Coaching (EC)	EC1	0.795	0.862	0.899	0.601
	EC2	0.863			
	EC3	0.861			
	EC4	0.754			
	EC5	0.782			
	EC6	0.552			
Team Commitment (TC)	TC1	0.780	0.864	0.898	0.596
	TC2	0.791			
	TC3	0.787			
	TC4	0.781			
	TC5	0.756			
	TC6	0.736			
Employee Performance (EP)	EP1	0.748	0.853	0.895	0.631
	EP2	0.807			
	EP3	0.745			
	EP4	0.829			
	EP5	0.837			

Source: SmartPLS 3.0 Processing Results (2021)

Table 4. Discriminant Validity

Variables	EC	EP	TC
Employee Coaching (EC)	0.775		

Employee Performance (EP)	0.597	0.794	
Team Commitment (TC)	0.pendidika0	0.772	0.772

Sumber: Hasil Pengolahan SmartPLS 3.0 (2021)

Table 5. Collinearity (VIF)

Variables	EC	EP	TC
Employee Coaching (EC)		1.593	1.000
Employee Performance (EP)			
Team Commitment (TC)		1.593	

Source: SmartPLS 3.0 Processing Results (2021)

Table 6. R Square Value

Variables	R Square	R Square Adjusted
Employee Performance (EP)	0.622	0.621
Team Commitment (TC)	0.372	0.372

Source: SmartPLS 3.0 Processing Results (2021)

Table 7. Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	EC -> TC	0.610	0.024	25.204	0.000	Supported
H2	TC -> EP	0.650	0.024	26.740	0.000	Supported
H3	EC -> EP	0.201	0.026	7.623	0.000	Supported
H4	EC -> TC -> EP	0.397	0.024	16.250	0.000	Supported

Source: SmartPLS 3.0 Processing Results (2021)

F. Hypotheses Testing

The hypothesis test in PLS is also denoted as the inner model test. This test covers a 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 a 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 6 and Table 7.

Based on the Table 6 above, the *R Square* team commitment (TC) value is 0.372 which means that the team commitment (TC) variable can be explained by the employee coaching (EC) variable of 37.2%, while the remaining 62.8% is explained by other variables not discussed in this research. Meanwhile, the value of R Square employee performance (EP) is 0.622 which means that the employee performance variable (EP) can be explained by the employee coaching variable (EC) and the team commitment variable (TC) of 62.2%, while the remaining 37.8% is explained by the variable others not discussed in this study. This means that the substance of influence in the relationship model in this research model is fairly strong (Chin, 1998). Meanwhile, Table 6 shows the t-statistics and p-values that show the influence between the research variables that have been mentioned.

G. Discussion

According to organization support theory (OST) (Eisenberger et al., 1986), when employees believe that the organization values their contributions and cares about their well-being, there will be reciprocity (Gouldner, 1960), which evokes a sense of employee obligation to give back to the organization by increasing the spirit of learning and teaching performance. Based on organization support theory, this study assumes that when employees perceive that their manufacturing industry management exhibits effective coaching behaviors, such as

communicating and setting clear expectations, creating and promoting a supportive learning environment, and providing resources, it will lead them to improve their performance. The results of this study indicate that coaching has a positive impact on performance, a finding that is in line with previous research (Akhtar & Zia-ur-Rehman, 2017). In addition, this study predicts that there is a positive relationship between coaching and team commitment. Hamlin et al. (2009) stated that coaching is the practice of helping and guiding employees, groups, and organizations to acquire new skills, performance, and abilities and encourage their improvement, efficiency, and personal growth. Although the potential effect of coaching on team commitment has not been widely explored by previous researchers, the results of this study have empirically confirmed and supported the hypothesis that coaching can improve aspects of managerial commitment, systems perspectives, openness and experimentation, and knowledge transfer and integration, which are indicators of team commitment. Furthermore, according to Hobfoll's (1989) resource conservation theory, team commitment can be viewed as an individual resource. Employees with positive team commitment often believe that they can do their job well and expect good things to happen at work (optimism). The results of this study indicate that team commitment has a positive effect on employee performance. Additionally, the results of this study are in line with previous research (Maamari et al., 2021) which showed that employees with higher team commitment will show higher performance.

Previous research has shown that team commitment plays a key role in improving employees' positive work attitudes and behaviors as an important concept in positive psychological theory. Team commitment was also found to be an important mediator in previous research (Maamari et al., 2021). The results of this study are in line with the authors' previous hypothesis that superiors who exhibit effective coaching behavior can increase the positive psychological state of their subordinates (i.e., self-efficacy, hope, optimism, and resilience), which in turn can improve the performance of manufacturing industry employees (Grant et al., 2010; Park, 2007).

V. CONCLUSION

The current study contributes to the existing coaching literature by exploring the effects of coaching practice on employee performance and by examining the mediating effect of team commitment. The results of this study indicate that coaching has a significant effect on team commitment and employee performance, and that team commitment plays a significant mediating role in the relationship between coaching practice and performance.

A. Theoretical Implication

Based on the analysis above, this study clearly demonstrates the impact of coaching on performance and its positive outcomes. It also highlights the internal changes of employees resulting from coaching such as learning capabilities (team commitment) and further the effects of all internal cognitive and behavioral changes on performance. Team commitment is clearly driven in employee behavior as a result of the implementation of coaching. There is a clear correlation between these factors and using coaching as an effective HR practice. These findings confirm and expand the body of literature on the effects of coaching (Akhtar & Zia-ur-Rehman, 2017; Aldrin & Utama, 2019; Hsu et al., 2019, 2019; Kunst et al., 2018; Raza et al., 2018). This study also discovers several aspects of the influence of cultural, social and economic context on the relationship between coaching and performance that were absent from the literature review.

The core contribution of this research is to fill the gap in theory about the effect of coaching on performance, especially that there are very few manufacturing industry organizations that practice and evaluate the effect of their coaching program on the performance of their employees or employees. This study also has an important contribution to shed light on important mediating factors, which are missing in most studies, dealing with coaching and performance. Other than that, this study has contributed to the theory by adding to the existing literature on some insights into coaching which is an HR development tool in an area where studies of HR practices are still scarce. Meanwhile, a comprehensive review of HR development programs in general is still in its infancy.

B. Managerial Implication

This study confirms that supportive HR programs, such as coaching, provide higher benefits for manufacturing industry organizations. Therefore, HR managers are encouraged to implement policies that allow their employees or employees to feel safe and valued. Employees need to feel highly valued and so not easily replaced, which in turn reduces aggressive competition among coworkers. In addition, achievements and promotions must be given based on the competence of each employee and not based solely on subjectivity. As a result, HRM must communicate intensively and work to increase employee awareness about the importance of coaching in supporting their career advancement and development. Through coaching, company management helps employees/employees focus on developing skills that will make a major contribution to the individual and

organizational success of the company. Implementing coaching leads to improved customer service. It also helps improve employee/employee's performance, overcome challenges, achieve aspirational goals and build self-confidence.

From a performance appraisal perspective, coaching helps identify and develop potential employees/employees. This helps identify organizational and individual strengths and opens up development opportunities. This study provides strong reasons for the need for coaching practices in manufacturing industry organizations that ensure the effectiveness of managerial coaching as a predictor of employee performance. Corporate organizations need to emphasize the importance of coaching and encourage every element of company management to train their subordinates to improve performance. Organizations then need to create a coaching culture and support system, such as considerable effort and commitment from management. Coaching needs to be part of the company's organizational development strategy. Therefore, routine implementation is needed with seriousness in following up on the results.

As a scientific study, surely this research still has shortcomings and needs to be improved in the future. Therefore, theoretically, the author's suggestions are: Regarding the current study to measure and assess employee performance as a result of work from coaching practice. Future researchers could investigate the impact of coaching on other important work outcomes, such as role and contextual performance, work motivation, turnover intention, or professional/career commitment.

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