

# Coaching for Performance Management: The Role of Motivation and Commitment in the Workplace

Budi Haryanto

STMIK Insan Pembangunan, Tangerang, Indonesia

Email: [inibudiharyanto@gmail.com](mailto:inibudiharyanto@gmail.com)

**Abstract** - This study investigates whether increased attention paid to coaching practices affects employee intrinsic motivation, work commitment, and individual performance. Data were collected from 143 employees of the private manufacturing industry in Tangerang using quantitative methods and confirmatory surveys. This study shows that coaching has a positive and significant effect on intrinsic motivation, work commitment, and employee performance. 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, commitment, motivation, performance.

## 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, training, 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 enhanced through extensive training and coaching. In addition, if properly involved in the decision-making process, the employee will be motivated and pushed to work harder which in turn will boost the company's performance. 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. In addition, 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) which emphasizes that coaching evaluation programs are limited to the level implemented by the organization. Other than that, 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, 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 the 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 process 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 looks not only at the impact of coaching on performance; It also tries to unravel the internal changes in employees resulting from the coaching process such as work commitment and further studies the effect of coaching and work 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 work 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. Recognizing 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 intrinsic motivation, work commitment, and employee performance. 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 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 STUDY 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 their coachee (Hamlin et al., 2009). Additionally, 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 commitment and therefore improve employee competencies in the workplace (Hsu et al., 2019). In the following, the authors will survey the effect of coaching on intrinsic motivation, team commitment, and individual employee performance, as well as measuring the extent of the influence of intrinsic motivation, work commitment on individual employee performance.

### ***A. The Influence of Employee Coaching on Employee Performance***

According to Sudiyo et al. (2020), management support is an important resource that employees can use to improve their performance. Employee 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 employee coaching and work outcomes, 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 employee 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 employee 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 employee coaching and role clarity, as well as between performance and organizational commitment. Previous research supports a positive relationship between employee coaching and performance. Therefore, the first hypotheses of this research are stated as follows:

*H1: Employee coaching improves employee performance.*

### **B. The Influence of Employee Coaching towards Intrinsic Motivation**

According to the explanation of Løvaas et al. (2020), motivation is the act of stimulating someone or oneself to get the desired action. In this case, Johan et al., (2021) explained that motivational factors are a group of stimulators that increase employee productivity and improve their performance. However, the writer should note here that motivation is a relative concept considering it depends on each individual's personality, background, education, culture, experience, age, preferences, and tastes. It cannot be generalized because it is a subject with a multidimensional theory. In fact, some individuals may be motivated by certain factors that appear to be of no value to others. Therefore, it is very important for managers to recognize the needs of each employee and their preferences to meet those needs and to generate appropriate motivation. People can never be fully understood given their invisible inner thoughts. Likewise, management should pay attention to which motivational style should be adopted by each individual to improve performance and increase job satisfaction. According to Maamari et al. (2021), coaching contributes to individual development by offering opportunities to increase employee motivation and skills, which in turn will improve their job performance. Thus, the coaching intervention was shown to have a positive impact on employee motivation. This is further supported by Kunst et al. (2018) and Maamari et al. (2021) who highlighted the positive relationship between coaching sessions and employee motivation. When coachees feel the significant investment made by their organization in developing their skills, they become very energetic and passionate about getting their job done. Coachees appreciate the attention of coaches who use personalized techniques. This strengthens their motivation and makes them want to sacrifice more for the organization they belong to. In this case, the two pieces of literature above confirm that good coaching increases motivation develops understanding, and produces positive attitudes and self-efficacy, which leads to progress and change. Therefore, the second hypothesis of this research is stated as follows:

*H2: Employee coaching improves employee's intrinsic motivation.*

### **C. The Influence of Employee Coaching towards Work 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. Other than that, 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 practice increases employee loyalty and commitment (Asbari & Prasetya, 2021; Hsu et al., 2019). Aldrin & Utama (2019) explains that the effectiveness of a coach's 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 third hypothesis of this research is stated as follows:

*H3: Employee coaching improves employee work commitment.*

**D. The Influence of Intrinsic Motivation on Employee Performance**

Employee motivation is considered one of the main competitive advantages of many organizations (Anggraeni et al., 2020; Purwanto; et al., 2019). It is well understood that companies always pay attention to employee motivation as an important part of managing their human resources, especially because of its impact on employee and organizational performance (Rita et al., 2018; Saĝnak, 2016). Whenever employees are motivated, they will be driven to improve their performance. In this case, Kuvaas et al. (2017) confirmed that motivation increases employees' work commitment, job rewards, participation, and decision making, which, in turn, helps the organization in achieving its goals and objectives. Thus, motivation can encourage employees to redouble their efforts in managing their work, despite the obstacles they can face. Therefore, the fourth hypothesis of this research is stated as follows:

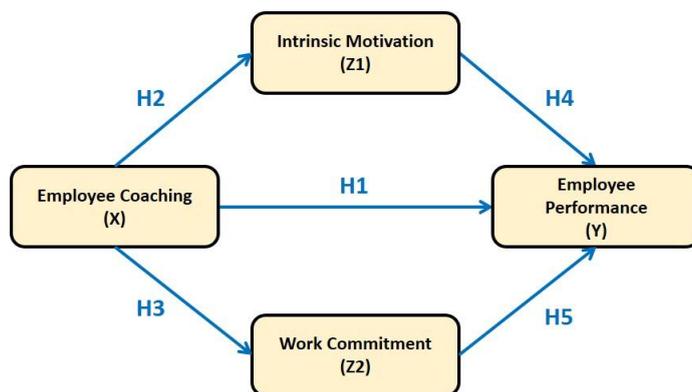
*H4: Intrinsic motivation improves employee performance.*

**E. The Influence of Work Commitment on Employee Performance**

The effect of employee commitment on performance has been discussed in many HR literatures (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 stated by several studies (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 fifth hypothesis of this research is stated as follows:

*H5: Work commitment improves employee 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 research is to collect maximally useful knowledge to form valid hypotheses away

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 intrinsic motivation, work commitment, and individual employee performance. This study also measures the effect of intrinsic motivation and work commitment on individual employee performance. 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. The employee coaching measurement items (X1-X6) are taken from Ye et al. (2016). The intrinsic motivation instrument was measured using three items (Z1.1-Z1.3) from Shao, Feng, & Wang (2016). The instrument used to measure work commitment was adapted from Bishop & Scott (2000) and has been validated by Admiral et al. (2021) using 6 items (Z2.1-Z2.6). Meanwhile, the instrument used to measure employee performance was adapted from Kim et al. (2013) using 5 items (Y1-Y5). 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.

#### **IV. RESULT AND DISCUSSION**

##### ***A. Sample Description***

A total of 143 employees participated, consisting of men (67%) and women (33%). They have different age groups, ranging from under the age of 29 years (25%), 30-49 years (57%), and over 50 years (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%).

##### ***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 1.

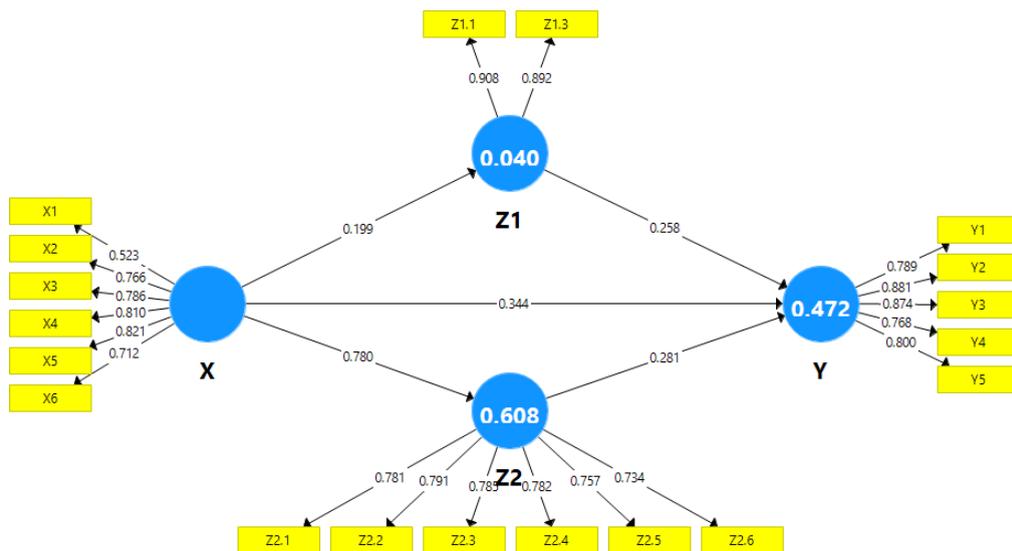
##### ***D. Discriminant Validity test***

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 2, 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 show that all constructs have composite reliability values 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 1. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)**

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Employee Coaching (X)	X1	0.523	0.862	0.899	0.601
	X2	0.766			
	X3	0.786			
	X4	0.810			
	X5	0.821			
	X6	0.712			
Intrinsic Motivation (Z1)	Z1.1	0.908	0.864	0.898	0.596
	Z1.3	0.892			
Work Commitment (Z2)	Z2.1	0.781	0.864	0.898	0.596
	Z2.2	0.791			
	Z2.3	0.785			
	Z2.4	0.782			
	Z2.5	0.757			
	Z2.6	0.734			
Employee Performance (Y)	Y1	0.789	0.853	0.895	0.631
	Y2	0.881			
	Y3	0.874			
	Y4	0.768			
	Y5	0.800			

Source: SmartPLS 3.0 Processing Results (2021)

**Table 2. Discriminant Validity**

Variables	X	Y	Z1	Z2
X	0.743			
Y	0.615	0.824		
Z1	0.199	0.368	0.900	
Z2	0.780	0.588	0.148	0.772

Source: SmartPLS 3.0 Processing Results (2021)

**Table 3. Collinearity (VIF)**

Variables	X	Y	Z1	Z2
X		2.601	1.000	1.000
Y				
Z1		1.041		
Z2		2.554		

Source: SmartPLS 3.0 Processing Results (2021)

**Table 4. R Square**

Variables	R Square	R Square Adjusted
Y	0.472	0.470
Z1	0.040	0.039
Z2	0.608	0.608

Source: SmartPLS 3.0 Processing Results (2021)

**Table 5. Hypotheses Testing**

Hyp.	Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Decision
H1	X -> Y	0.344	0.343	0.041	8.319	0.000	Supported
H2	X -> Z1	0.199	0.202	0.053	3.768	0.000	Supported
H3	X -> Z2	0.780	0.781	0.016	47.415	0.000	Supported
H4	Z1 -> Y	0.258	0.260	0.029	8.988	0.000	Supported
H5	Z2 -> Y	0.281	0.281	0.041	6.786	0.000	Supported

Source: SmartPLS 3.0 Processing Results (2021)

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. The direct impact test is done by using the T-Statistic test in an analysis model called Partial Least Squared (PLS) with the help of SmartPLS 3.0 software. With the bootstrapping technique, the R square value and significance test value can be obtained as shown in Table 4 and Table 5.

Based on Table 4 above, the value of R Square intrinsic motivation (Z1) is 0.040 which means that the intrinsic motivation variable (Z1) can be explained by the employee coaching variable (X) by 4%, while the remaining 96% is explained by other variables not discussed in this research. While the R Square value of work commitment (Z2) is 0.608 which means that the work commitment variable (Z2) can be explained by the employee coaching variable (X) of 60.8%, while the remaining 39.2% is explained by other variables not discussed in this study. Meanwhile, the R Square value of employee performance (Y) is 0.472 which means that the employee performance variable (Y) can be explained by the employee coaching variable (X), intrinsic motivation (Z1), and work commitment variable (Z2) by 47.2%, while the rest of 52.8% is explained by other variables 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 5 shows the t-statistics and p-values that show the influence between the research variables that have been mentioned.

#### F. 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 employee coaching on intrinsic motivation and work 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.

Based on self-determination theory (SDT), coaching behavior can facilitate or inhibit intrinsic motivation by building conditions that are conducive or not conducive to autonomy, competence, and relatedness (Wu et al., 2014). In HR performance management, this need can be met through interaction with trainers. For example, a coaching style that supports autonomy, in which coaches recognize individuality and encourage choice and initiative, can promote intrinsic motivation of employees because it satisfies their need for autonomy. Although the potential effect of coaching on work 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 work commitment. Furthermore, according to

the resource conservation theory of Hobfoll (1989), work commitment can be viewed as an individual resource. Employees with positive work 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 work commitment has a positive effect on employee performance. The results of this study are in line with previous research (Maamari et al., 2021) which showed that employees with higher work commitments will show higher performance.

Previous research has shown that work commitment plays a key role in improving employees' positive work attitudes and behaviors as an important concept in positive psychology theory. Work 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 intrinsic motivation, work commitment, and employee performance. The results of this study indicate that coaching has a significant effect on intrinsic motivation, work commitment, and employee performance.

### A. Theoretical Implications

Based on the analysis above, this study clearly shows the impact of coaching on intrinsic motivation, work commitment, performance, and positive outcomes. It also highlights the internal employee changes resulting from coaching such as intrinsic motivation and teamwork commitment (work commitment) and further the effects of all internal cognitive and behavioral changes on performance. Intrinsic motivation and work commitment are clearly encouraged 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 uncovers 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 filling the gap in theory about the effect of coaching on intrinsic motivation, work commitment, and performance especially that there are very few manufacturing industry organizations that practice and evaluate the effectiveness of their coaching program on the performance of their employees or employees. In addition, 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 Implications

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/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 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, it is necessary to carry out

routinely with seriousness in following up on the results.

As a scientific study, of course, 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.

## REFERENCES

- Akhtar, S., & Zia-ur-Rehman, M. (2017). Impact of managerial coaching behavior on job performance: analyzing the role of organizational commitment and role clarity. *Journal of Managerial Sciences*, 11(3), 298–318.
- Aldrin, N., & Utama, A. P. (2019). Analysis of the effect of coaching on teamwork performance. *International Journal of Research in Business and Social Science (2147-4478)*, 8(3), 24–32.
- Anggraeni, A., Hasna, S., Novitasari, D., & Asbari, M. (2020). Pengaruh Pelatihan Kerja dan Motivasi Kerja Terhadap Prestasi Karyawan pada PT. Agrindo Maju Lestari. *JUBISMA*, 2(1), 1–18. <http://jubisma.ipem.ac.id/index.php/JUBISMA/article/view/32>
- 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>
- 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>
- Asbari, M., Purwanto, A., & Santoso, P. B. (2019). Influence of Leadership, Motivation, Competence, Commitment and Culture on ISO 9001:2015 Performance in Packaging Industry. *Scholars Journal of Economics, Business and Management*, 6(12), 577–582. <https://doi.org/10.36347/sjebm.2019.v06i12.005>
- Bishop, J. W., & Scott, K. D. (2000). An examination of organizational and team commitment in a self-directed team environment. *Journal of Applied Psychology*, 85(3), 439–450. <https://doi.org/10.1037/0021-9010.85.3.439>
- Cahyono, Y., Novitasari, D., Sihotang, M., Aman, M., Fahlevi, M., Nadeak, M., Siahaan, M., Asbari, M., & Purwanto, A. (2020). The Effect of Transformational Leadership Dimensions on Job Satisfaction and Organizational Commitment: Case Studies in Private University Lecturers. *Solid State Technology*, 63(1s), 158–184. <http://www.solidstatetechnology.us/index.php/JSST/article/view/707>
- Chidir, G., Fayzhall, M., Sopa, A., Mustikasiwi, A., Asbari, M., & Purwanto, A. (2020). The Role of Organizational Commitment, Organizational Culture and Mediator Organizational Citizenship Behavior (OCB) on Employees' Performance: Evidence from Indonesian Automotive Industry. *International Journal of Control and Automation*, 13(2), 615–633. <http://sersc.org/journals/index.php/IJCA/article/view/11205>
- 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.
- 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.
- 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>
- Ghozali, I. (2014). *Structural Equation Modeling, Metode Alternatif dengan Partial Least Square (PLS)* (4th ed.). Badan Penerbit Universitas Diponegoro.
- 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>
- Grover, S., & Furnham, A. (2016). Coaching as a developmental intervention in organisations: A systematic review of its effectiveness and the mechanisms underlying it. *PloS One*, 11(7), e0159137.

- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th ed.). Pearson Prentice Hall.
- Hamlin, R. G., Ellinger, A. D., & Beattie, R. S. (2009). Toward a Profession of Coaching? A Definitional Examination of ‘ Coaching ’, ‘ Organization Development ’, and ‘ Human Resource Development. *International Journal of Evidence Based Coaching and Mentoring*, 7(1), 13–38.
- Hsu, Y.-P., Chun-Yang, P., Pi-Hui, T., & Ching-Wei, T. (2019). Managerial coaching, job performance, and team commitment: the meditating effect of psychological capital. *Advances in Management and Applied Economics*, 9(5), 101–125.
- Hunt, J. M., & Weintraub, J. R. (2016). *The coaching manager: Developing top talent in business*. SAGE publications.
- Imelda, D., Asbari, M., Purwanto, A., Sestri Goestjahjanti, F., & Mustikasiwi, A. (2020). The Effect of Fairness of Performance Appraisal, Job Satisfaction and Commitment on Employees’ Performance: Evidence from Indonesian Automotive Industry. *International Journal of Advanced Science and Technology*, 29(4), 2383–2396. <https://doi.org/http://sersec.org/journals/index.php/IJAST/article/view/20519>
- Johan, M., Budiadnyana, G. N., Admiral, Asbari, M., & Novitasari, D. (2021). Kepemimpinan Karismatik dalam Perspektif Karyawan UMKM: dari Motivasi Intrinsik hingga Tacit Knowledge Sharing. *Edumaspul: Jurnal Pendidikan*, 5(1), 598–613. <https://ummaspul.e-journal.id/maspuljr/article/view/1303>
- 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. <https://ummaspul.e-journal.id/Edupsyscouns/article/view/555>
- 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.
- Kunst, E. M., van Woerkom, M., van Kollenburg, G. H., & Poell, R. F. (2018). Stability and change in teachers’ goal orientation profiles over time: Managerial coaching behavior as a predictor of profile change. *Journal of Vocational Behavior*, 104, 115–127. <https://doi.org/10.1016/j.jvb.2017.10.003>
- Kusumaningsih, S. W., Ong, F., Hutagalung, D., Basuki, S., Asbari, M., & Purwanto, A. (2020). Organizational Culture, Organizational Commitment and Employees’ Performance: The Mediating Role of Organizational Citizenship Behavior. *TEST Engineering and Management*, 83(March-April 2020), 18277–18294. <http://www.testmagazine.biz/index.php/testmagazine/article/view/6958>
- Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. G. L. (2017). Do intrinsic and extrinsic motivation relate differently to employee outcomes? *Journal of Economic Psychology*, 61, 244–258. <https://doi.org/10.1016/j.joep.2017.05.004>
- Lee, M. C. C., Idris, M. A., & Tuckey, M. (2019). Supervisory coaching and performance feedback as mediators of the relationships between leadership styles, work engagement, and turnover intention. *Human Resource Development International*, 22(3), 257–282. <https://doi.org/10.1080/13678868.2018.1530170>
- 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.
- Løvaas, B. J., Jungert, T., Van den Broeck, A., & Haug, H. (2020). Does managers’ motivation matter? Exploring the associations between motivation, transformational leadership, and innovation in a religious organization. *Nonprofit Management and Leadership*, June 2018, 1–21. <https://doi.org/10.1002/nml.21405>
- Maamari, B., El Achi, S., Yahiaoui, D., & Nakhle, S. F. (2021). The effect of coaching on employees as mediated by organisational citizenship behaviour: case of Lebanon. *EuroMed Journal of Business*, January. <https://doi.org/10.1108/EMJB-06-2020-0059>
- Novitasari, D., & Asbari, M. (2021). Leaders Coaching di Sekolah: Apa Perannya terhadap Kinerja Guru? *Edumaspul: Jurnal Pendidikan*, 5(1), 580–597. <https://ummaspul.e-journal.id/maspuljr/article/view/1299>
- Novitasari, D., Asbari, M., Hutagalung, D., & Amri, L. H. A. (2021). Mengelola Komitmen Dosen: Analisis Peran Modal Psikologis dan Leaders Coaching. *Value: Jurnal Manajemen Dan Akuntansi*, 6(1), 198–213. <https://e-journal.umc.ac.id/index.php/VL/article/view/1845>

- Novitasari, D., Asbari, M., Wijaya, M. R., & Yuwono, T. (2020). 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.ijosjournal.org/volume3-issue3.html>
- Nuryanti, Y., Novitasari, D., Nugroho, Y. A., Fauji, A., Gazali, & Asbari, M. (2020). Meningkatkan Komitmen Organisasional Dosen: Analisis Pengaruh Kepemimpinan Perguruan Tinggi dan Kepuasan Intrinsik & Ekstrinsik Dosen. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 561–581. <https://ummaspul.e-journal.id/Edupsyscouns/article/view/551>
- Park, S. (2007). *Relationships among managerial coaching in organizations and the outcomes of personal learning, organizational commitment, and turnover intention*. University of Minnesota.
- Pousa, C., & Mathieu, A. (2014). Boosting customer orientation through coaching: a Canadian study. *International Journal of Bank Marketing*.
- Purwanto, A., Asbari, M., & Santoso, P. B. (2019). Pengaruh Kompetensi, Motivasi, Kepemimpinan, Komitmen dan Budaya Kerja Sistem Manajemen Integrasi ISO 9001, ISO 14000 dan ISO 45001 pada Industri Otomotif. *Jurnal Produktivitas*, 6(2), 158–166. <http://openjurnal.unmuhpnk.ac.id/index.php/jp/article/view/1798>
- Purwanto, A., Hidayat, D., & Asbari, M. (2021). Work-Family Conflict Disaster: From Organizational Commitment to Job Satisfaction. *International Journal of Social and Management Studies (IJOSMAS)*, 02(01), 86–92. <https://doi.org/https://doi.org/10.5555/ijosmas.v2i1.13>
- Purwanto, A. (2021). Partial Least Squares Structural Equation Modeling (PLS-SEM) Analysis for Social and Management Research : A Literature Review. *Journal of Industrial Engineering & Management Research*, 2(4), 114 - 123. <https://doi.org/10.7777/jiemar.v2i4.168>
- Purwanto, A., Purba, J.T, Bernarto, I., Sijabat, R. (2021). The Role of Transformational Leadership, Organizational Citizenship Behaviour, Innovative Work Behaviour, Quality Work Life, Digital Transformation and Leader Member Exchange on Universities Performance. *Linguistica Antverpiensia*. 2021(2). 2908-2932
- 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.
- Rita, M., Randa Payangan, O., Rante, Y., Tuhumena, R., & Erari, A. (2018). Moderating effect of organizational citizenship behavior on the effect of organizational commitment, transformational leadership and work motivation on employee performance. *International Journal of Law and Management*, 60(4), 953–964. <https://doi.org/10.1108/IJLMA-03-2017-0026>
- Sağnak, M. (2016). Participative Leadership and Change-Oriented Organizational Citizenship: The Mediating Effect of Intrinsic Motivation. *Eurasian Journal of Educational Research*, 16(62), 181–194. <https://doi.org/10.14689/ejer.2016.62.11>
- Sidhu, G. K., & Nizam, I. (2020). Coaching and Employee Performance: The Mediating Effect of Rewards & Recognition in Malaysian Corporate Context. *International Journal of Management, Accounting and Economics*, 7(1), 41–72.
- Silitonga, N., Novitasari, D., Sutardi, D., Sopa, A., Asbari, M., Yulia, Y., Supono, J., & Fauji, A. (2020). The Relationship of Transformational Leadership, Organizational Justice and Organizational Commitment: a Mediation Effect of Job Satisfaction. *Journal of Critical Reviews*, 7(19), 89–108. <http://www.jcreview.com/?mno=101999>
- Sudiyono, R. N., Goestjahjanti, F. S., Asbari, M., Fayzhall, M., Yani, A., Winanti, Yuwono, T., Nurasiah, Yulia, Y., Singgih, E., & Chidir, G. (2020). Meningkatkan Komitmen dan Kinerja Dosen: Apa Peran Manajemen Perguruan Tinggi? *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 337–352. <https://ummaspul.e-journal.id/Edupsyscouns/article/view/489/283>
- Suroso, Riyanto, Novitasari, D., Sasono, I., & Asbari, M. (2021). Esensi Modal Psikologis Dosen: Rahasia Kreativitas dan Inovasi di Era Education 4.0. *Edumaspul - Jurnal Pendidikan*, 5(1), 437–451. <https://ummaspul.e-journal.id/maspuljr/article/view/1240>
- Szabó, S., Slavić, A., & Berber, N. (2019). Coaching and its effects on individual and organizational

- performances in Central and Eastern Europe. *Anali Ekonomskog Fakulteta u Subotici*, 55(41), 67–80. <https://doi.org/10.5937/aneksub1941067s>
- Wu, A. M. S., Lai, M. H. C., & Chan, I. T. (2014). Coaching Behaviors, Satisfaction of Needs, and Intrinsic Motivation Among Chinese University Athletes. *Journal of Applied Sport Psychology*, 26(3), 334–348. <https://doi.org/10.1080/10413200.2014.888107>
- Ye, R. (Michelle), Wang, X. H. (Frank), Wendt, J. H., Wu, J., & Euwema, M. C. (2016). Gender and managerial coaching across cultures: female managers are coaching more. *International Journal of Human Resource Management*, 27(16), 1791–1812. <https://doi.org/10.1080/09585192.2015.1075570>
- Yuwono, T., Novitasari, D., Asbari, M., Sutardi, D., Mustofa, & Asbari, M. (2020). Peran Organizational Commitment terhadap Hubungan Work- Family Conflict dan Kepuasan Kerja Karyawan Wanita di Kota Seribu Industri Tangerang. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 524–540. <https://ummaspul.e-journal.id/Edupsyscouns/article/view/526/303>
- Yuwono, T., Novitasari, D., Hutagalung, D., Sasono, I., Silitonga, N., & Asbari, M. (2020). Peran Organizational Justice terhadap Komitmen Organisasional: Analisis Mediasi Kepuasan Kerja Dosen Perguruan Tinggi Swasta. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 582–599. <https://ummaspul.e-journal.id/Edupsyscouns/article/view/550>