



THE IMPACT OF MODERATING EFFECT OF COACHING ON THE ASSOCIATION BETWEEN WORKPLACE TRAINING AND THE DISTRIBUTION OF TRAINING RESULTS

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Abstract

In recent years, coaching has been a prominent method for developing employees, with various objectives such as boosting professional skills, promoting student learning outcomes, and strengthening the effectiveness of training programmes within businesses. The existing literature on the subject is somewhat scarce, as it pertains to the investigation of coaching's influence on the effectiveness of training. Therefore, the primary objective of this study is to investigate the impact of in-class training on the execution of training outcomes, with a specific focus on project assignments. Furthermore, the primary objective of this study is to examine the potential moderating role of coaching in the association between in-class training and the realisation of training outcomes, specifically in the context of project assignments. The main methodology applied in this study is a quantitative approach, in which numerical data is utilised and submitted for quantitative analysis. The research data was obtained from the results of the assessment of the MDP training curriculum. The study sample comprised 131 individuals. The methodology utilised in this study for data processing is Moderate Regression Analysis (MRA). The results of the study utilising Multiple Regression Analysis (MRA) suggest that coaching acts as a moderating variable in the Quasi model. Research has demonstrated that training is effective in enhancing an individual's knowledge, equipping them with the analytical skills necessary for identifying and resolving issues within their respective work units. The implementation of this approach facilitates the coaching process, enhancing its efficiency and concentration, hence leading to the successful completion of performance appraisals. This suggests that the integration of coaching with Class Training results in an



observed improvement in the ability to carry out Project Assignments (PA) with greater effectiveness. The ability to fulfil project activities includes the proficiency to produce project evaluation reports and deliver presentations.

Keywords: Coaching, MRA, Training, Development

INTRODUCTION

Human resources (HR) are the most vital asset within an organisational framework. Every organisation necessitates reliable human resources to support the implementation of diverse operations within the company. To optimise the recruitment, development, and retention of their human capital, firms must create comprehensive management systems. According to Dessler (2013), the human resource management process comprises multiple stages, which include job analysis, workforce planning, employee selection, training, salary management, incentive provision, performance assessment, communication, training and development, and fostering employee commitment. The major objective of this research is to investigate the process of employee development and training within the framework of organisations.

Organisations face numerous challenges in a dynamic environment, such as the continuous evolution of the workforce and the changing demands of employers. As a result, it is imperative for human resources departments to continuously adjust to these evolving circumstances. In the present era, there is a significant level of competition among organisations, where the notion of innovation plays a crucial part in guaranteeing the sustainability and expansion of these entities. In this particular setting, it is crucial to continually improve the human resources following the development and advancement of the organisation. When individuals are promoted to positions of higher power, they



often face substantial challenges. Many individuals face challenges in achieving their goals (Martin, 2015) or fail to reach their desired level of performance.

Human resource development comprises a variety of initiatives, such as training, coaching, and mentoring, that aim to strengthen the skills and capabilities of personnel within a business. Within the domain of managerial development, many businesses utilise a training and coaching methodology encompassed by a well-defined training framework commonly known as a Management Development Programme (MDP).

Coaching is a form of developmental activity wherein a coach offers support and direction to a coachee to facilitate the achievement of personal or organisational goals. The main goal of executing the MDP programme is to improve the managerial skills of employees who are anticipated to take on leadership positions within the organisational framework. To optimise the achievement of training goals, it is crucial to integrate practical implementation in the professional setting in conjunction with conventional classroom teaching. The coaching methodology is utilised to facilitate the implementation of training ideas among personnel. Coaching is utilised for several purposes, such as enhancing employees' understanding of their responsibilities, supporting employees in the application of learned knowledge, and providing assistance in overcoming encountered difficulties. In practical application, the effectiveness of coaching interventions may not constantly yield beneficial results, since many organisations report discontent with perceived financial costs and time allocation involved with the implementation of coaching programmes. Nevertheless, it is crucial to acknowledge that this has the potential to significantly improve human resource capabilities. Based on the research conducted by Dwi et al. (2016),



highlights a lack of established associations between coaching and in-class training regarding their impact on practical execution within professional contexts.

Based on existing scholarly literature, there is presently no established association between coaching and in-class training and their influence on the practical execution of training within professional contexts. The primary objective of this study is to investigate the impact of coaching on the dynamic relationship between in-class instruction and project assignments. More specifically, the study intends to determine if coaching acts as a moderator or mediator in this interaction.

LITERATURE REVIEW

Managerial coaching is a sort of individualised engagement supported by a manager to increase the abilities of employees and achieve enhanced performance. The process encompasses the delivery of specific feedback, support, and the cultivation of increased self-awareness (Hellman, 2009). The research conducted by Mosca et al. (2010) indicates that coaching is an intervention method aimed at improving performance and developing particular competencies. Based on the research conducted by Cummings (2008), coaching is a strategic initiative that aims to improve an individual's ability to set and achieve goals, strengthen interpersonal relationships, handle disputes, and demonstrate various leadership styles. Based on the aforementioned criteria, it can be deduced that coaching functions as a method or strategy to improve and amplify the competencies of employees, spanning technical, interpersonal, and managerial skills, helping them to achieve their employment goals.



In a study conducted by Utrilla et al. (2015), it was found that coaching is a notable strategy that can successfully improve both employee work performance and organisational performance. According to McCracken and Heaton (2012), coaching plays a crucial role in promoting employee career development, benefiting both individuals and companies. Sherman and Freas (2004) posit that coaching is widely recognised as a highly efficacious strategy for effectively addressing the ever-changing demands and work prerequisites. Furthermore, the authors Gravina and Siers (2011) argue that coaching plays a significant role in improving and addressing employee performance.

One other benefit of coaching pertains to its utilisation not only in administrative endeavours but also in campus-related pursuits. Le Roux (2018) asserts that coaching has been recognised as a viable approach to tackle the difficulties faced by students. The implementation of managerial coaching has been observed to exert influence on employee behaviour and sales performance. Nevertheless, it has been disclosed that there is an absence of a moderating influence inside this association. Pousa et al. (2017) found that the measurement and causation models exhibit invariance across employees, suggesting that managerial coaching has a beneficial influence on employee performance.

Managerial coaching is a sort of individualised contact between managers and employees, intending to strengthen their skills and promote improved performance. The aforementioned procedure entails the manager providing specific criticism, delivering support, and cultivating an increased sense of self-awareness (Hellman, 2009). The research conducted by Mosca et al. (2010) indicates that coaching is an intervention method aimed at improving performance and promoting the acquisition of particular abilities. Based on the



research conducted by Cummings (2008), coaching may be described as a strategic effort to improve an individual's ability to set and achieve goals, strengthen interpersonal relationships, handle disputes, or demonstrate various leadership styles. Based on the aforementioned definitions, it can be deduced that coaching functions as a method or strategy to augment and develop the proficiencies of employees, encompassing technical, interpersonal, and management abilities, hence facilitating their achievement of professional goals.

The study conducted by Utrilla et al. (2015) demonstrated that coaching is an effective strategy for improving both employee work performance and organisational performance. Based on the study conducted by McCracken and Heaton (2012), coaching has emerged as a noteworthy element in the advancement of both individuals and organisations, playing a crucial role in facilitating the professional development of employees. The effectiveness of coaching in addressing changing requirements and task demands (Sherman & Freas, 2004) and improving worker performance through correction and improvement (Gravina & Siers, 2011) has been extensively recognised.

One further benefit of coaching is to its potential application not only in managerial settings but also in campus activities. Le Roux (2018) posits that coaching has been recognised as a feasible strategy for tackling the difficulties faced by pupils. The implementation of managerial coaching has a notable influence on employee behaviour and sales performance. Nevertheless, there is a lack of evidence indicating any moderating effect. Pousa et al. (2017) found that the measurement and causation models exhibit invariance across employees, suggesting that managerial coaching has a substantial influence on employee performance.

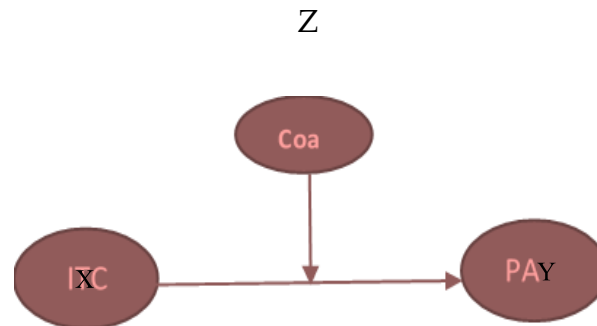


Figure 1
Research Model

In this research model, there are 3 variables, namely Class Training (X), Coaching (Z) and Project Assignment (Y). The operational description of each variable includes indicators and measurements as follows:

X Variable: Class Training (classroom training).

Indicator: Achievement during class which includes final test assessment and participation carried out by the instructor. Measurement: The assessment uses numbers with a range of 0 to 100.

Z Variable: Coaching

Indicator: Assessment by internal coaches and external coaches which includes readiness for coaching, ability to detect and analyze problems, ability to overcome problems, desire to contribute to the organization and efforts to achieve results. Measurement: The assessment uses numbers with a range of 0 to 100.

Y Variable: Project Assignment

Indicator: Presentation assessment by superiors and trainers/coaches which includes: 1) Presentation organization; 2) Clarity of presentation; 3)



Presentation techniques and styles; 4) Communicate effectively; 5) Maturity of attitude.

Report assessment by superiors and trainers/coaches which includes: 1) Impact on the organization; 2) Level of project innovation; 3) Problem analysis; 4) Implement ability; 5) Achievement of results.

RESEARCH METHOD

The primary methodology employed in this study adopts a quantitative approach, wherein the data utilised consists of numerical values and is subjected to quantitative analysis. The research data was derived from the outcomes of evaluations conducted to measure the effectiveness of MDP training implementation. The purpose of MDP training is to enhance managerial skills so that participants may effectively use the acquired concepts within their professional environments. The training design encompasses three components: in-class training, coaching, and the assignment of training results, namely through project assignments.

Within the framework of the MDP programme, coaching is strategically employed to facilitate the practical application of acquired theoretical knowledge to participants' professional endeavours. The coaching sessions are conducted through two one-hour meetings. Coaching is conducted by both internal coaches, who are the trainee's superiors with a deep understanding of the company's operations, and external coaches, who are educators or instructors with expertise in the methodical approach to performance appraisal. Both coaches instructed the participants to document enhancements in their work environments by using the concepts acquired during the course.



The sample utilised in this study was selected using purposive sampling, specifically targeting data that fit pre-established criteria (Sakaran, 2010). The criteria employed for the sample selection include individuals who actively participate in the Management Development Programme (MDP) training, which is designed to ensure that employees can effectively apply the knowledge and skills acquired during the training. The individuals who engage in training activities shall henceforth be referred to as training participants. The implemented training approach encompasses in-person instruction, individual coaching, and the allocation of training outcomes through project assignments. A total of 131 samples were gathered for this research, which was obtained through the assessment of individuals who underwent MDP training.

The focus of this study is the teaching of Markov Decision Processes (MDP) conducted at training institutions catering to diverse companies. The assessment outcomes, which reflect the accomplishments of individuals who participated in the programme, were collected and utilised as the basis for analysis. Evaluations are conducted on individuals during MDP training, encompassing assessments conducted during classroom sessions, coaching sessions, and presentations of training outcomes.

To acquire the aforementioned data, the researcher initiated communication with the training organiser. A formal request was made through a letter, specifically addressed to the head of the Organisational Development Services division, PPM-Management, seeking authorization for access to the desired information. The data processing methodology employed in this study involves the utilisation of the Moderate Regression analytical (MRA) analytical tool. A moderating variable refers to an independent variable that can either



enhance or diminish the association between other independent variables and the dependent variable.

MRA allows researchers to quantify the relative impact of multiple factors on a phenomenon, explain the relationship between independent and dependent variables, and forecast dependent variable values based on combinations of independent variables, multiple regression analysis, or MRA, is utilised in research. The benefit of MRA is that, unlike conventional correlation analysis, it can provide information about how each independent variable contributes to the dependent variable. Additionally, MRA has a broad range of applications in industries including economics, real estate, and medical research, giving researchers flexibility in comprehending and analysing intricate correlations between the factors at play.

The assessments of MDP participants, which include Class Training (ITC), Coaching, and Project Assignment (PA) scores, are analysed using the Statistical Package for the Social Sciences (SPSS) software to examine the potential moderating effects of these variables. The exam sequence consists of three components: ITC on PA, Coaching on PA, and ITC and coaching on PA. Based on the obtained test findings, three regression equations were derived, each formulated as follows:

$$Y_i = \alpha + B_1 X_i + \rho$$

$$Y_i = \alpha + B_1 X_i + B_2 Z_i + \rho$$

$$Y_i = \alpha + B_1 X_i + B_2 Z_i + B_3 X_i * Z_i + \rho$$

Subsequently, an analysis is conducted under the given circumstances: if equations (02) and (03) exhibit no substantial differences, resulting in $B_1 02 = B_1 03$ and $B_2 02 = B_2 03$, with B_3 being equal to 0 and B_2 not equal to 0, it may be



concluded that Z functions as a predictor variable rather than a moderator variable. If equations 01 and 02 exhibit similarity, but differ from equation 03 in the case when B2 equals 0 and B3 does not equal 0, then the variable Z can be classified as a pure moderator. If equations 01, 02, and 03 exhibit distinct characteristics, namely when B2 is not equal to B3 and both are not equal to zero, then the variable Z can be classified as a quasi-moderator variable.

RESULTS AND DISCUSSION

The findings were obtained from the analysis of quantitative data using SPSS. The data exhibits a dispersion pattern that aligns with a diagonal line, indicating a correlation between the variables. Additionally, the histogram displays a bell-shaped curve, indicating a normal distribution. These observations suggest that the regression model satisfies the assumption of normality.

The heteroscedasticity test conducted in this study indicates that the dispersion of data points is less uniform. This observation is attributed to the simultaneous execution of the test for ITC, Coaching, and Project Assignment data, wherein the regression test for ITC was found to be statistically insignificant. Following the publication of the ITC data, the analysis yielded the outcomes of the heteroscedasticity test, which revealed a broader dispersion. This observation suggests a decrease in the presence of heteroscedasticity.

The findings from the tests conducted utilising SPSS software indicated that the VIF calculations yielded values of 1.137 or below, indicating the absence of multicollinearity. In the present analysis, the Tolerance computation yielded a value of 0.880, which is above the threshold of 0.10. This indicates the absence



of multicollinearity.

The data processing procedure involved three sequential rounds of regression analysis. These stages focused on examining the associations between Class Training (ITC) and Project Assignment (PA), Coaching with PA, and ITC with Coaching with PA. The next section presents a detailed account of the outcomes obtained from each regression analysis. The findings from the regression study examining the association between ITC and PA indicate that the coefficient for ITC (B) is 0.035. The subsequent equation is derived: $Y_1 = \alpha + 0.0351 + \varrho \otimes (O1)$.

The results of the regression analysis of the relationship between ITC and coaching and PA show that $B (ITC) = 0.042$ and $B (coaching) = 0.194$. So the following equation is formed: $Y_1 = \alpha + 0.042 X_1 + 0.194 Z_1 + \varrho \otimes (O2)$

The results of the regression analysis of the relationship between ITC and coaching and PA show that $B (ITC) = 0.042$; $B (coaching) = 0.194$; $B (ITCX coaching) = 0.0008$. So the following equation is formed: $Y_1 = \alpha + 0.042 X_1 + 0.194 Z_1 + 0.008 X_1 * Z_1 + \varrho \otimes (O3)$

The results of testing moderator variables using the MRA method show that there are three equations as follows:

$$(O1) Y_1 = \alpha + 0.035 X_1 + \varrho$$

$$(O2) Y_1 = \alpha + 0.042 X_1 + 0.194 Z_1 + \varrho$$

$$(O3) Y_1 = \alpha + 0.042 X_1 + 0.194 Z_1 + 0.008 X_1 * Z_1 + \varrho$$

Referring to the explanation of data analysis: If equations (02) and (03) are not significantly different $B_1(02) = B_1(03)$ and $B_2(02) = B_2(03)$ where $B_3 = 0$ and $B_2 \neq 0$, then Z is not moderator variable but as a predictor variable. Based on equations (02) and (03), it is evident that there exists a large difference



between B1 (02) and B1 (03).

If the values of B2(02) and B2(03) are both equal to 0.194, B3 is not equal to 0 and B2 is not equal to 0, then it may be concluded that Z is not a predictor variable but rather a moderator variable. In the event where equations (01 and 02) exhibit similarity, yet diverge from equation (03) in the case when $B2 = 0$ and $B3 \neq 0$, it can be deduced that variable Z functions solely as a moderator. Equation (01) demonstrates equivalence with (02), although it diverges from (03) in the sense that B2 is not equal to zero, whereas B3 is equal to 0.004. Consequently, Z cannot be regarded as a purely moderating variable. If equations (01), (02), and (03) exhibit distinct characteristics, namely when B2 is not equal to B3 and neither of them is equal to zero, then the variable Z can be classified as a quasi-moderator variable. Equations (01), (02), and (03) exhibit distinct characteristics, particularly when considering the values of B2 and B3. Specifically, B2 is equal to 0.194, B3 is equal to 0.008, and B2 and B3 are both equal to 0. Consequently, the variable Z can be identified as a quasi-moderator variable.

The findings of the investigation employing multiple regression analysis (MRA) indicate that coaching functions as a quasi-moderator variable within the association between ITC (individual task characteristics) and PA (performance appraisal). The provision of coaching by instructors facilitates the application of acquired knowledge and skills in the workplace for participants who have successfully finished their training. In the workplace, coaching provided by supervisors can effectively guide training participants in identifying pertinent and valuable issues for the organisation. According to Hellman (2009), managerial coaching refers to a personalised session conducted



by a manager to assist employees in enhancing their skills and attaining improved performance through the provision of targeted feedback, encouragement, and heightened self-awareness.

Upon examining the research findings, it becomes evident that coaching plays a crucial role in enhancing training efficacy, leading to improved performance in task execution. It is important to note that the effectiveness of coaching is contingent upon the individual serving as the coach. Coaches engaged in the practice of coaching encompass educators who deliver instructional content during training sessions, as well as external coaches who assume the role of supervisors. The essential attribute of a coach is to possess a comprehensive comprehension of the task assigned to the individual being coached. According to a study conducted by Mihiotis and Argirou (2016), the effectiveness of coaching is contingent upon the competence of the coach, namely individuals who possess a comprehensive comprehension of coaching principles and actively engage in coaching practises.

Similarly, a study conducted by Terblanche et al. (2017) asserts that the effectiveness of coaching is contingent upon the appropriateness of the coaching arrangement between the coach and the coachee, the establishment of clear goals, the selection of an appropriate coaching environment, and the active participation of line managers, mentors, and the leadership team. This study also employed coaches who were previously acquainted with the coachee before undertaking the task, namely in the context of delivering instructional material during classroom training. In addition to this, individuals in positions of higher authority are also engaged to serve as internal coaches.

Research has demonstrated that training is effective in enhancing an



individual's knowledge, equipping them with the analytical skills necessary for identifying and resolving issues within their respective work units. The implementation of this approach facilitates the coaching process, enhancing its efficiency and concentration, hence leading to the successful completion of performance appraisals.

CONCLUSION

The objective of this study was to investigate the potential moderating role of coaching in the relationship between in-class instruction and the assignment of training outcomes. The findings of the analysis utilising Multiple Regression Analysis (MRA) indicate that coaching functions as a quasi-moderator variable. This implies that when coaching is combined with In Class Training (classroom training), there is a notable enhancement in the proficiency to perform project assignments (PA) more effectively. This improvement encompasses the ability to generate PA reports and deliver presentations that involve making commitments.

This study shows that exclusive reliance on in-class instruction poses challenges for training participants to engage in physical activity (PA). Similarly, individuals who solely receive coaching without preceding classroom instruction may introduce complexities into the coaching process, so hindering their ability to achieve optimal performance in physical activity. The integration of classroom training and coaching will synergistically contribute to the development of effective performance appraisal behaviours.

To enhance the proficiency of training participants in the task of assigning training outcomes, it is recommended that training organisers



supplement the training programme with coaching sessions for participants. The implementation of coaching needs to be conducted by instructors and immediate supervisors after the completion of classroom instruction by trainees.

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