



RESEARCH ARTICLE

Investigating The Impact Of Managers' Coaching Behavior On Employees' Learning And Performance In Pars Khodro Company.

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Published online: 25 February 2025

Abstract

Today, the discussion of the characteristics of proper management and its tremendous effects on the performance of employees in Pars Khodro Company can be clearly seen, and recently new styles of management have been proposed that can be very effective in implementing strategies and pursuing the goals of the organization; This research investigates how the coaching behavior of managers affects the learning and performance of employees in Pars Khodro Company. The nature of the present research is descriptive-survey based on the objective criteria in the group of applied researches, based on the criteria of the data collection method of a field research. The analysis of the survey responses collected from 384 managers, supervisors and employees of Pars Khodro Company has been tested with SPSS26 and Smart PLS3 software. The findings of the research show that continuous learning is positively related to the work performance of employees. Continuous learning is positively related to the contextual performance of employees. Managers' coaching behavior positively moderates the relationship of employees' task performance, so that When managers exhibit specific coaching behavior, this relationship becomes stronger. Managers' coaching behavior positively moderates the relationship of employees' contextual performance, so that when managers exhibit specific coaching behavior, this relationship It gets stronger. Coaching behavior based on facilitation has a positive relationship with both types of employee performance. Coaching style based on inspiration has a positive and significant relationship with the task performance of employees and contextual performance of employees. Facilitation-based coaching behavior motivates employees in achieving their task as well as building strong interpersonal relationships with coworkers since they receive similar behavior from their managers.

Keyword: Coaching Behavior Of Managers, Employee Learning, Employee Performance, Pars Khodro Company.

Introduction

Globally, it has been proven that continuous learning and coaching, productivity and performance are key determinants of individual employee performance (Jain and Sulivam, 2019). Existing knowledge recommends continuous learning as a differentiating factor for the growth of the automotive industry (Tiware and Lenka, 2020), while the shortage of skilled professionals forces the industry to continuously provide feedback, facilitation and support to talented employees (Pusa et al., 2020). Individual-level performance outcomes (including task performance and contextual performance) are very important for the automotive industry because employees work in a demanding environment and industry expectations are ever-increasing due to intense international competition and continuous employee role changes (Kusheksarai et al. , 2020). Employees in this industry are more technically skilled, the industry needs a more adaptable and flexible workforce (Malik and Garg, 2020).

The learning organization expects managers to play the role of performance coach and promote employee participation (Tran and Pham, 2019). Manager-centered coaching can help in building a strong relationship between managers and employees and employee development. However, there is very little information about managers' performance coaching

behavior (Shet and Patil, 2019) because most studies are conducted around employee learning and development. (Naem and Lenka, 2017). Another reason for the lack of research on managers' coaching behavior can be the lack of support and training received by managers to coach employees (Milner et al., 2018).

Organizational support theory (OST) states that supervisory support is one of the most important antecedents for understanding organizational support and employee performance (Lee et al., 2019). Considering the complexities of businesses, the theory of organizational support confirms that the more an organization shows self-concern about the well-being of employees and values their participation, the more the employee communicates with the organization and strives for it (Kurtsis et al., 2017). In addition, Bandura's (2010) social cognitive theory states that employee performance is significantly influenced by personal, behavioral, and environmental influences created by managers and organizational characteristics.

This study examines three general objectives; First, it tries to investigate the types of coaching behavior of managers that are perceived by employees in Pars Khodro Company. Secondly, its purpose is to empirically examine the direct effect of learning on the task and contextual performance of employees. Thirdly, this study attempts to establish the moderating role of managers' coaching behavior in the two stated relationships including learning-task performance and learning-contextual performance.

Theoretical bases

Learning is considered as an integral part of the learning organization. According to Serrat (2017), learning must be continuously enriched through knowledge to create a true learning organization. Watkins and Marsik (1997) proposed seven dimensions of the learning organization. This study

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defines "continuous learning" as an organization's effort to create learning opportunities for all its members. Learning organizations expect employees to make continuous learning part of their job and go beyond their on-the-job behavior to psychologically benefit the organization.

Continuous learning is considered as a concern at the level of the organization for Pars Khodro Company, where the acquisition of knowledge and its application is very important (Malik and Garg, 2020). Most organizations are still trying to take advantage of the real benefits of learning organizations, while still not understanding the importance of its actual performance outcomes (Bhaskar & Mishra, 2017). Creating a learning culture is at the forefront of technology-driven organizations that wish to excel and drive overall employee performance (Bodhiraja, 2021). Researchers have emphasized various outcomes of the learning organization, including increased work engagement, organizational performance, transformational leadership, and organizational commitment (Malek and Garg, 2020).

The job performance model proposed by Borman and Motowidlo (1997) divides employee performance into two general categories: task performance and contextual performance. Job performance, also known as in-role performance, includes the duties and responsibilities assigned to an employee. In a sense, employee actions that directly contribute to organizational technical competence are characterized as task performance. On the contrary, the individual's desire to participate and facilitate the sociological and psychological performance of the organization is called contextual performance. Contextual performance consists of positive job behaviors that go beyond specific job task behaviors and contribute to the overall performance of the organization (Milner, 2018). Contextual performance behaviors are listed as being proactive, showing effort, facilitating team members, collaborating, and communicating. To understand more precisely, task performance depends on the competence and skill of employees, while contextual performance is the result of attitude and compassion towards others.

Organizations pay more attention to employee task performance when evaluating and representing organizational performance (Presbiter, 2019). It has been observed that employees working in the automotive industry are expected to go beyond their assigned duties and engage in a set of extra-role behaviors to complete their performance (Malik and Garg, 2020). Considering both perspective, both dimensions of employee performance are considered important, because more employees need to play multiple roles to meet the unique needs of customers (Bouvar et al., 2017).

Coaching behavior of managers

In the performance of employees, the role of the supervisor cannot be weakened; Because the supervisor (also called as manager) significantly contributes to the development of employees (Fatiyan Water, 2015) and becomes a "learning partner" (Atanasopoulou and Dapson, 2018). Managerial coaching is at the heart of employees' job performance, and the manager's coaching behavior plays an important role in the overall growth and performance of employees (Ali et al., 2018). Managerial coaching may be understood as a one-on-one interaction involving the manager and employees to achieve desired performance. The manager provides employees with information and feedback that focuses employees' attention on the task and highlights specific behaviors that need to be done differently. Latokha and Selivanoskikh (2016) referred to managerial coaching as a talent management strategy to facilitate and inspire employees to perform better and remain competitive.

Studies on coaching behavior by Ellinger et al. (2003) show that employee performance is significantly affected by coaching provided by managers. The leadership style and coaching behavior of managers motivate employees to express their strengths and weaknesses to achieve the desired level of performance (Lee et al., 2019). Managers may implement a combination of coaching styles and behaviors to support,

inspire, and facilitate employees, depending on their personal orientation factors and organizational context (Bodhiraja, 2021). The three behaviors of performance coaching, namely guidance, facilitation, and inspiration, are the result of efforts made by researchers (Watkins & Kim, 2018). Inspiring behavior recommends trusting employees and continuously supporting them in the face of newer challenges. This type of management behavior helps employees to identify and develop their potential. The guiding behavior of coaching emphasizes setting clear expectations and providing regular feedback to employees, while the facilitating behavior requires employees to solve problems by strengthening their analytical skills. Facilitation-based coaching leads to the development of employee ideas by encouraging employees to try alternative methods and critically analyze employee suggested methods. Facilitation helps with collaboration and conflict management skills and increases employee self-confidence (Presbiter, 2019).

In inspiration-based coaching, the manager uses storytelling and examples of heroic leaders to expand vision and strengthen aspirations in his employees (Panda, 2019). Conversely, facilitator-based coaching emphasizes relationship building, problem solving, and team synergy. Some research suggests that it is not possible to adopt a facilitator-based coaching behavior because managers may find it challenging because they lack the facilitation skills to coach their employees (Chong et al., 2016).

We believe that the coaching behavior of managers is a field of study that is still evolving in Pars Khodro; Therefore, it is important to examine the types of coaching behaviors of managers by employees in Pars Khodro and their moderating effect on the relationship between learning culture and employee performance.

Pars Khodro expects employees to continuously learn to exceed their assigned performance levels. One of the important ways that continuous learning can help the overall performance of employees is by increasing their task performance. There is evidence in Pars Khodro company that shows that learning at different levels (individual, team and organizational) affects the overall performance of people without special emphasis on any aspect of employees' performance. Organizational learning is traditionally associated with organizational performance and aims to equip employees with practical skills for operational needs. Therefore, it is necessary to examine the direct relationship between continuous learning and employee job performance.

H1. Continuous learning is positively related to employee job performance.

Organizations that promote continuous learning expect their employees to be ultimately responsible for recognizing their contextual performance, as the organization provides the necessary resources and environment (Angara et al., 2019). Borman and Motwildo (1997) recommend that contextual performance includes interpersonal skills, motivation to maintain good working relationships, and helping others accomplish their tasks. All this can be achieved by fostering continuous learning that enables employees to interact more freely and leads to interpersonal facilitation (Ortenblad, 2018). Some studies emphasize that continuous learning promotes employee empowerment, which leads to improved employees' contextual performance (Pradhan et al., 2017); Therefore, it is important to investigate the direct relationship between continuous learning and contextual performance of employees.

H2. Continuous learning is positively related to the contextual performance of employees.

The learning organization suggests that continuous learning should be accompanied by encouraging feedback and support from supervisors to strengthen employees' beliefs about themselves (Ingvaldsen and Engsbeck, 2020). Continuous learning creates an atmosphere where employees can directly interact with their managers, team members and colleagues (Naeem and Lenka, 2018). Studies have shown that dialog-based interaction with managers leads to improved employee performance by enhancing work efficiency, creativity, and interpersonal relationships (Pusa et al., 2020). Continuous

efforts during such interactions lead the individual to believe that he is capable of performing the given tasks. Liu and Bett (2010) found that where supervisors use group incentives more, the positive relationship between coaching and supervisor performance is stronger. Organizational support theory also advocates that employees perceive the support and well-being provided by their organization and reciprocate this perceived organizational support in a favorable manner. Social cognitive theory believes that effective learning occurs when a person is in a social context and can participate in dynamic and reciprocal interactions with peers, employees, and supervisors (La Morte, 2016).

It has been theoretically argued that managers' coaching behavior stimulates continuous learning and organizational change (London, 2003). However, little research examines how this behavior facilitates or hinders employee performance in a continuous learning environment. There may be two reasons for the lack of research on principals' coaching behavior as a moderating variable. First, there is limited published research that identifies and measures specific principals' coaching behaviors. Second, studies have used perceptual measures and estimated performance differences between individuals as a result of different coaching treatments. Considering the above discussion, the assumption of this study is that managers may exhibit more than one coaching behavior and all these behaviors tend to have a relationship between continuous learning and show both forms of employee performance.

Therefore, the following hypotheses are proposed:

H3. Managers' coaching behavior positively moderates the relationship between employees' job performance, so that when managers show specific coaching behavior, this relationship becomes stronger.

H4. Managers' coaching behavior positively moderates the employees' contextual performance relationship, so that when managers exhibit specific coaching behaviors, this relationship becomes stronger.

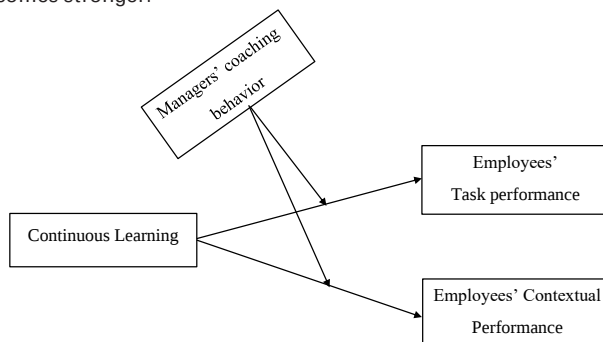


Fig 1. Conceptual Model

Method

The current research is based on the objective criterion in the applied research group, based on the data collection time criterion in the survey research group, based on the criterion of the nature of the data and the basis of the research of a quantitative research, based on the criterion of the characteristics of the subject or the research problem of a correlation or concordance research, based on the criterion of The data collection method is a field research. The main tool for collecting information in this research is a questionnaire, including 4 variable questions on managers' coaching behavior based on Megginson's (2006) criteria, 3 variable questions on continuous learning based on Yap and Tan's (2022) criteria, and 4 variable questions on task performance based on Byrne et al.'s (2005) criteria. And 4 questions are contextual performance variables from Byrne et al.'s (2005) criteria. The spectrum used in the questionnaire of this research is a 5-point Likert scale. In line with data analysis, SPSS26 statistical software and SmartPLS3 structural equation modeling software were used in this research. In order to check validity, content validity was used. For this purpose, after designing the questionnaire, the opinions of the experts in the field of production assistant,

production method and management of assembly plant 1 were obtained, who found the content validity of the questionnaire to be acceptable. The statistical population of this research is 384 managers and employees of Pars Khodro Company. The sampling method in this research is accessible and targeted sampling. Therefore, according to the results of table (1) of the frequency of respondents by demographic variables, the test results in table (2), it can be said that the research measures have acceptable validity and reliability. In the following, the descriptive data was analyzed and then the fit of the model was checked and the hypotheses based on it were tested.

Results and Discussion

percent	Variables	
80.7	Male	gender
19.3	Female	
12.5	25-35	Age
62	36-45	
20.1	46-55	
5.5	56>	
15.8	Associate's degree and below	Education level
25.2	bachelor	
50.3	Master's degree	
8.7	Ph.D	record
3.2	5 <	
25.2	6-10	
41.3	11-15	
31.3	15>	

In the gender frequency distribution of the respondents in this research, it indicates that 80.7% of the respondents in this research are male and 19.3% are female. The age distribution of the respondents in this research indicates that 12.5 percent of the respondents in this research are in the age group of 25-35 years, 62 percent in the age group of 36-45 years, 20.1 percent in the age group of 55-46 years and 5.5% were in the group over 56 years of age. The educational level of the respondents in this research indicates that 15.8% of the respondents in this research have an associate degree or lower, 25.2% have a bachelor's degree, 50.3% have a master's degree, and 8.7% have a doctorate degree. The frequency distribution of the work experience of the respondents in this research indicates that 25.2% of the respondents in this research have work experience of less than 5 years, 25.3% between 6 and 10 years, 41.3% between 11-15 years and 31.3% reported their work experience more than 15 years.

Inferential statistics

To check the fit of the model, confirmatory factor analysis was used. For this purpose, the suitability indicators listed in (Table 2) should be examined.

Table 2. Appropriateness indices (validity and reliability) of the research

Questions	Factor loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	
Q1	0.770	0.825	0.884	0.656	Managers' coaching behavior
Q2	0.778				
Q3	0.864				
Q4	0.824				
Q5	0.817	0.792	0.878	0.707	Continuous Learning
Q6	0.889				

Q7	0.815				
Q8	0.837	0.867	0.909	0.713	Employee's Contextual Performance
Q9	0.798				
Q10	0.880				
Q11	0.861				
Q12	0.812	0.864	0.907	0.710	Employee's Task performance
Q13	0.871				
Q14	0.821				
Q15	0.866				

According to the results of table (2), it can be said that the research measures have acceptable validity and reliability.

Table 3. Fornell-Larker criterion .Table 2

Continuous Learning	Employees' Task performance	Employees' Contextual Performance	Manager's coaching behavior	
			0.810	Managers' coaching behavior
		0.845	0.691	Employees' Contextual Performance
	0.843	0.666	0.807	Employees' Task performance
0.841	0.768	0.682	0.742	Continuous Learning

As you can see in (Table 3), it is shown in the analysis of the Fornell-Larker criterion that the values on the main diameter of the matrix (the second root of the explained variance values (AVE), of all the values in the corresponding row and column are bigger. This also shows the correlation of the indicators with their dependent structure. According to the results obtained from the measurement model in the PLS software, which was shown in the validity and reliability of the model, and according to the explanations related to the threshold. Acceptance for the mentioned indicators in (Table 3), all the results obtained in the measurement model are confirmed. Therefore, we conclude that the model has a good fit. Therefore, the final model was able to describe the relationships between the questions in a suitable way.

Summary of statistical results

Table 4. The results of rejecting and confirming research hypotheses at a glance .Table 3

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Managers' coaching behavior -> Employees' Contextual Performance	0.426	6.216	0.000
Managers' coaching Behavior -> Employees' Task performance	0.497	12.430	0.000
Managers' coaching behavior* Continuous Learning -> Employees' Task performance	-0.136	7.313	0.000
Managers' coaching behavior* Continuous	0.057	2.456	0.014

Learning -> Employees' Contextual Performance			
Continuous Learning -> Employees' Contextual Performance	0.448	6.278	0.000
Continuous Learning -> Employees' Task performance	0.205	3.992	0.000

Discussion and conclusion

The findings of this study show a significant relationship between employees' perception of continuous learning and their task performance and contextual performance in Pars Khodro Company. These results are consistent with the research findings of Pradhan et al. (2017) and Malik and Garg (2020), who reported that learning in any form is strongly related to individual employee performance. Considering the benefits of contextual performance, it is important for the automotive industry to continuously support employees in learning and to make them feel that they can achieve contextual performance and contribute to the social and psychological goals of the organization.

Recent research findings have reflected the role of manager coaching in improving employee performance without specifying the exact type of manager or supervisor coaching behavior. Therefore, the focus of the current study is to evaluate the coaching behaviors exhibited by managers and determine the role of these identified coaching behaviors in adjusting the relationship between continuous learning and employee performance. As a result of this study, employees perceived two types of managers' coaching behavior, including "inspiration-based coaching" and "facilitation-based coaching". It is a good sign for the automotive industry that employees perceive their managers as inspiring coaches in terms of assigning them challenging tasks and good facilitators while encouraging and developing innovative ideas. These results are consistent with the findings of Heslin et al. (2006), in which three types of coaching behavior of managers are proposed, while the present study is able to extract two main types of coaching behavior. As expected, the results show that managers of Pars Khodro rely more on inspiration-based coaching.

The results show that coaching behavior based on facilitation has a positive relationship with both types of employee performance. Inspirational coaching style has a positive and significant relationship with employees' task performance and employees' contextual performance. However, these findings are in agreement with several findings of Kushaksarai et al. (2020); Pusa et al. (2020) is consistent, stating that objective feedback in job performance significantly has a positive effect on employee performance. It should be noted that as a result of social exchange theory, coaching behavior based on facilitation motivates employees to achieve their task and also create strong interpersonal relationships with colleagues, since they receive similar behavior from their managers. It is universally accepted that employees who perceive their managers as facilitators are more willing to help their colleagues and improve their attendance and adherence to organizational rules. This finding suggests that managers may need to change from inspiration-based coaching to facilitation-based coaching to improve employee performance.

Furthermore, this study shows a significant moderating role of managers' coaching behavior in the relationship between continuous learning and employee performance. These findings are also consistent with Athanasopoulou and Dapson's (2018) study in which manager coaching is described as an activity to support, facilitate, and inspire employees. Having a supportive manager increases the job performance and organizational commitment of employees and reduces their turnover tendencies.

It should be noted that the relationship between manager and employees is an important determining factor in people's job performance; Because it facilitates employees to collaborate with team members on creative tasks. Managers' coaching behavior moderates the learning-performance relationship and

also insofar as facilitation-based coaching has a more powerful approach than inspiration-based coaching. It cannot be denied that inspiration-based coaching leads to employee productivity and performance improvement by increasing employee work performance. The present study shows that when a continuous learning environment is integrated with inspiration-based coaching behavior, employees feel a significant reduction in their textual performance. A possible reason for this could be that in a continuous learning environment, employees may expect managers to be more practical and resourceful instead of expressing confidence in employees' potential. Another reason for this finding may be related to the fact that employees perceive facilitator managers as providing organizational support and appreciating their initiatives and ideas.

Therefore, in the development of managers, Pars Khodro can pay attention to how to become facilitator managers and solve the problems of their employees. In addition to the development of managers, the effective performance of continuous learning should be guaranteed by organizations in order to benefit from the overall benefits in terms of achieving tasks and employee performance. Structured interactions should occur between managers and employees to discuss ideas and explore new alternatives to problems. When employees support the supervisor and the organization, they develop strong interpersonal relationships and practical solutions emerge for many unforeseen problems.

The present study was limited to Pars Khodro. Because the current study analyzed cross-sectional data, results may differ in other contexts. As a result, future studies can be expanded to include a variety of organizations, industries, etc. Also, future research can pay attention to other characteristics of managers and their links with organizational learning and innovation.

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