

CAPITAL UNIVERSITY OF SCIENCE AND  
TECHNOLOGY, ISLAMABAD



**Impact of Project Managers' Coaching  
Skills on Individuals' Performance  
through Individual Learning while  
moderated by Need for Achievement in  
Pakistani Public Project based  
Organization**

by

**M. Akram Hussain Shah**

A thesis submitted in partial fulfillment for the  
degree of Master of Science

in the

**Faculty of Management & Social Sciences  
Department of Management Sciences**

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*To my loving father, who not only raised and nurtured me but also taxed himself dearly over the years for my education and intellectual development, may Allah (SWT) grant him the highest place in paradise, and my mother for her endless love, support, encouragement and of course her dua!*



## CERTIFICATE OF APPROVAL

**Impact of Project Managers' Coaching Skills on Individuals' Performance through Individual Learning while moderated by Need for Achievement in Pakistani Public Project based Organization**

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## *Abstract*

It is acknowledged by the researchers that coaching is an essential managerial trait. Organizations must encourage coaching to employees to improve their abilities and achieve higher levels of performance. Despite its importance and an increasing trend in coaching, there is still a paucity of studies exploring the impact of coaching skills on individual performance. This study sought to provide a more comprehensive understanding of how managers' coaching skills can affect individual performance through the mediating role of individual learning and moderating effect of need for achievement. Data was collected from 392 project team members physically working in a Pakistani Public project based organization adopting the convenience sampling technique, respondents assessed their managers' coaching skills and reported their own individual learning and performance as well. This research was based on Social Cognitive Theory. The data was analyzed using regression analysis through SPSS 26. The findings show that managers' coaching skills have a positive impact on individual performance and individual learning, with the latter mediating the relationship between the first two variables while moderating effect of high need for achievement didn't make stronger the relationship between independent and dependent variables and vice versa. The limitation and future directions are also discussed. The research contributed theoretically and managerially as well by opening new avenues for further research.

**Keywords: Managers' Coaching Skills, Individual Learning, Need for Achievement, Individual Performance**

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# Abbreviations

<b>CS</b>	Coaching Skills
<b>IL</b>	Individual Learning
<b>NfA</b>	Need for Achievement
<b>IP</b>	Individual Performance
<b>IV</b>	Independent Variable
<b>DV</b>	Dependent Variable
<b>M</b>	Mediator
<b>SPSS</b>	Statistical Package for Social Science
<b>MCSs</b>	Managerial Coaching Skills
<b>SLT</b>	Social Learning Theory
<b>SCT</b>	Social Cognitive Theory

# Chapter 1

## Introduction

### 1.1 Theoretical Background

Organizational performance can be assessed through the individual job performance that is a well renowned instrument (Wall et al., 2004). Job performance can be defined in terms of quantity and quality attained by individual employee or collectively upon fulfillment of an assignment or job (Schermerhorn, 1989). Marchese and Muchinsky (2003) suggested that work performance may be defined as a set of behaviors of the workers at individual level and similarly it will also be assessed, observed and appraised individually keeping in view their achievements. Keeping in view its significance, many studies have been carried out to reconnoiter techniques of improving performance of the individual employees (Almutairi, 2015).

Due to the present-day challenges of projects like competitiveness, pressures are increasing more and more, day by day. Therefore mentoring has become a most appropriate management task in the organizations. Mentoring/ coaching plays a vital role to achieve encouraging, noteworthy outcomes and improving the beliefs manners, attitudes, or sentiments of the individuals and also contributes to make organizations more effective (Ribeiro et al., 2020). Mostly research on coaching has been carried out by focusing on executive coaching in which a coach is invited in the organizations to facilitate the executives about different knowledge areas that

ultimately improves the learning and improve their performance. It also helps in developing their behavior and performance that also enhances their carriers. (Ribeiro et al., 2020). Less has been studied about the internal coaching through their managers who are directly working with them (McCarthy and Milner, 2013).

Coaching of workers and subordinates by their managers may deeply influence the employees' learning, commitment, empowerment, performance, organizational success etc. and its outcome depends upon that how well managers train their juniors. Thus, the role of managers as coach in the organization is very prominent that also depends upon the methods or ways they inspire and guide their juniors. It also depends upon the characteristics and skills these managers need to have. Coaching has gain importance day by day and now become a critical trait of managers and a critical ability while evolving leadership that may sustain a long (Boyatzis et al., 2006; Liu and Batt, 2010).

The relationships between managers and subordinates can be made better by coaching as it is assumed a management philosophy (Ellinger et al., 2003). Coaching attitudes characterizing positive dimensions of leadership that should lead to the enhanced performances (Hagen and Peterson, 2015). Therefore it is being expected increasingly from the managers by the organizations that managers must coach their juniors as positive correlation between coaching and satisfaction of employees, their performance and accomplishment of organizational goals has been confirmed by the researcher (Ellinger et al., 2011; Wheeler, 2011). All above discussion depicts the reasons that why it is necessary to adopt coaching by the managers in daily life for the success of projects.

## 1.2 Research Gap

There are so many factors that impacts upon the project success, such as coaching, coaching skills, effective commitment, behavior, individual learning, empowerment, need for achievement etc. Coaching by project managers is being considered as an evolving methodology that has received substantial consideration few years

back (Ellinger et al., 2011). As per (Cox et al., 2014) various styles, methods and tactics are included during coaching/ training. Coaching is defined by as the helping of one or more than one person by the other, mostly (Connor and Pokora, 2017) and (Rogers, 2012). This will lead to the development and enhance performance ultimately by acquiring more skills (Grant and Hartley, 2013). Coaching by managers can be described as a facilitation provided by the manager or supervisor for the learning of junior by changing behaviors (Ellinger et al., 2011). It has been proved through empirical studies that coaching by managers is a very influential developmental intervention to facilitate project team members to learn and enhance their performance and suggested to examine the effect of coaching by the managers on team members' knowledge acquiring, growth along with the performance (Ellinger et al., 2011).

Presently it has been observed in UK that there is a definite escalation in the development of managerial coaching (Garvey et al., 2010) where seniors coach juniors and they coach other juniors in the organization. Thus the managerial/ supervisory coaching can be fruitful in real sense to accomplish the organizational goals positively (Jones et al., 2016). (Boak and Crabbe, 2019) also suggested the use of coaching skill by the line managers that definitely empower the juniors and enhance their performance.

Regardless of the importance and need of coaching through managers within the organizations (Dello Russo et al., 2017), literature on this topic is scarce and less studies have been carried out to investigate project team members and organizational outcomes at the employee level (Ribeiro et al., 2020). Therefore to examine the association between coaching skills by the managers and individual performances of team members using individual learning as a mediator along with need for achievement as a moderator is being proposed to be studied.

### 1.3 Problem Statement

Projects success rate is low especially in Pakistan while project success is the need of the day and desired by any project based organization. The success of projects

depends upon many factors and the most critical factor is the best utilization of resources. As individual worker has a prominent place among other resources. Therefore enhancement of project team members' individuals work performance is a big challenge for every project based organization. So many studies have been carried out to enhance the work performance of individuals but still a room for improvement exists.

Various researchers recommended coaching while recently coaching skills got the popularity to study for the enhancement of individuals' work performance to raise the project's success rate. However still many avenues are required to explore and one of them is to study the mediating role of Individual Learning between the relationship of project managers Coaching Skills and the Individual Performance. Secondly, the moderation impact of Need for Achievement upon the relationship of project managers Coaching Skills and Individual Performance.

## 1.4 Research Questions

In the light of stated problems and based on the previous research and underpinning theory, current study is intended to find answers to the following questions;

- i What is the impact of Project Managers' Coaching Skills upon individual learning and their performance?
- ii What is the role of Individual Learning of project team members upon their Performance keeping the Project Managers' Coaching Skills as an antecedent?
- iii What is the impact of Need for Achievement upon the relationship between Project Managers' Coaching Skills and Individual Performance of project team members?

## 1.5 Research Objectives/ Objectives of Study

The purpose of the current study is:

- i to find out the impact of Project Managers' Coaching Skills on Individual Learning and the Performance of project team members in a Pakistani Public Sector Project Based Organization.
- ii to find out the impact of Individual Learning of project team members upon their Performance in a Pakistani Public Sector Project Based Organization keeping the Project Managers' Coaching Skills as an antecedent.
- iii to find out the role of Project Team Members' Need for Achievement upon the relationship between Project Managers' Coaching Skills and Individual's Performance of project team members.

## 1.6 Significance of Study

To raise the success rate of projects, it is a dire need of the day to study different avenue related to the enhancement of Individual Performance. As per the study of Chartered Institute of Personnel Development, 2004, Coaching Skills are the essential traits of the managers at the modern-day shop floor. Therefore, it is assumed that managers have skills to coach their team to improve their commitment, engagement and performance. In other words, coaching skills improve the individual performance ([Grant and Hartley, 2013](#)) as the coaching by managers is a very influential developmental intervention to facilitate project team members to learn and enhance their performance ([Ellinger et al., 2011](#)).

In the existing literature, so many studies have been carried out regarding the enhancement of individuals work performance. However, the impact of managers' coaching skills upon the individuals' performance through the individual learning along with the moderating role of need for achievement has a great importance. This study will be an addition to the existing literature regarding the improvement in work performance.

The goal of this research is to study the association between coaching skills of project managers and individual learning of the project team members in project based organizations and their performance ultimately. The result of this study will be fruitful for the managers/ organizations and will develop a deep understanding

about the influence of the project manager's coaching skills on project team members' individual learning. It will also explain about the methodologies to improve the project team members' individual performance using managerial skills. As less studies have been carried out that used project managers' coaching skills as an antecedent of project team members' individual learning and their performance. Therefore, this study will be helpful for scholars and practitioners to understand the effect of project managers/ supervisors' coaching skills upon project team members' individual performance that ultimately leads to the project success.

## 1.7 Underpinning Theory

Social cognitive theory ([Bandura, 1986](#)) was adopted as the framework to comprehend the behavior of individual learning among project team members. In 1960s Albert Bandura described a theory called social learning theory (SLT). Later on (1986) he developed a theory based upon SLT known as social cognitive theory (SCT). This theory suggested that individual can learn in social context if he is a self-motivated and has a reciprocal interaction. Further their behavior and environment also played a role in the process of learning. It means, if people are not motivated by seniors and also not controlled by the system then they perform tasks at their own will. However they perform better in response to the seniors motivation reciprocally ([Bandura, 1986](#)).

The theory also suggests that behavior may be affected by external factors through cognitive processes. It may be defined as which environmental proceedings will be witnessed; what connotation will be concluded on them; whether any eternal effect will be left; what encouraging power and emotional effect will they have and how they convey knowledge and information to use later on. This is exactly in the line of [Van Gelderen et al. \(2005\)](#) findings who carried out a study about learning behavior on the basis of SLT. They specified about the businessmen that they learn through the experiences and their reflections about the job. As per research on business by [Rae and Carswell \(2013\)](#), learning through experience makes a sense.

It is the reflection of some incidents occurred at the work place that the phenomenon of high level learning observed, which enhances the individual jobs performance related to the business (Cope, 2003). Therefore, this theory upholds that how workers process cognitively and convert previous understandings into guideline for their action and decision about forthcoming actions (Bandura, 1986).

The social cognitive theory suggests that the functioning of human is an active structure encompassing relationships based on reciprocity among following determinants of under three categories (Bandura, 1986) as follows:

1. Behavior
2. Cognition
3. Performance Environment

According to this theory, style of leadership is an essential outside aspect or element that has an impact on psychological cognitive part indirectly and has no influence on individual behavior directly (Rauniyar et al., 2017). Thus the managers which have extraordinary coaching skills may help employees and nurture skillfully by establishing respectable relations with their workers. Such leaders hold a style of coaching that comprises of following key elements (Berg and Karlsen, 2016). In this way they are coaching their workers and stimulating a far better working experience.

1. Supporting
2. Helping
3. Listening
4. Developing
5. Removing obstacles
6. Empowering

## 7. Mentoring

As theory provides the parking place for any research, similarly SCT also offers the parking place for the current study. According to SCT, higher Behavioral Capabilities become the cause for good Observational Learning which leads to the excellent Reciprocal Determinism. In the same way, good Coaching Skills of project managers have an excellent impact upon the Individual Learning and ultimately to the Individual Performance. Further, Self-efficacy influences the relationship between Behavioral Capability and Reciprocal Determinism and similarly Need for Achievement has impact upon the relationship between the project managers' Coaching Skills and the Individual Performance.

# Chapter 2

## Literature Review and Hypothesis Development

### 2.1 Literature Review

#### 2.1.1 Project Managers' Coaching Skills and Individual Performance

As the supervisory coaching shows a very positive impact on the subordinates' work outcomes and proved to be an effective way to develop and influence them (Colquitt et al., 2000; Wanberg et al., 2003). Supervisory coaching describes the process by which supervisors/ managers facilitate their subordinates in providing psychosocial support and career upraising (GREEN and Bauer, 1995). Mentoring by the supervisors/ managers is very beneficial to the subordinates for their professions and social life (Colquitt et al., 2000). Keeping in view its importance, researchers are concerned to learn why and how supervisory coaching enhance the performance of their subordinate (Allen et al., 2004; Wanberg et al., 2003).

The thought of coaching got popularity and stretched swiftly during the decade of 1980-90 in the field of management (McLean et al., 2005). Personal Decisions International, a firm that provides the consultancy in the field of management which offered a coaching program in the structured as well as personalized manner

for helping companies to develop individual skills and becomes the pioneer in 1981. Two studies were carried out and results depicted a long lasting and significant changes in the individuals who participated in this coaching program (Peterson, 1996). Another preceding study has also targeted the perceptions about coaching associations with the junior employees performance (Graham et al., 2008) and confirmed the coaching effect on significant organizational products (Ribeiro et al., 2020).

There are two leading approaches referenced in the coaching literature: the first approach is known as an approach that is based on behaviors (Ellinger et al., 2003) and the second one is the approach that is based on skills (McLean et al., 2005). In the preceding approach, mentoring by managers is perceived absolutely as an indicator of behavior that is recognized by observing the definite behaviors of the managers (Hagen and Peterson, 2015). As per second approach (Ribeiro et al., 2020), it perceives that coaching should be carried out through the managers and they did not exhibit behaviors only but also a coaching mentality which is supported and depicted through their attitudes or beliefs (Hagen and Peterson, 2015).

(McLean et al., 2005) developed a framework that has four dimensions and he characterized it in the form of a structure called managers skills set. These are comprised of following coaching characteristics which have a vital impact on the performance as well;

1. Open Communication
2. Teams Approach
3. Value People
4. Accept Ambiguity

These are the key factors to augment the development of workers and enhancement of their performance. McLean et al. (2005) established a scale to measure the coaching skills of managers/ supervisors and Park et al. (2008) improved it later

on, which is now underutilization broadly to investigate the coaching skills of managers and its consequences ([Hagen and Peterson, 2015](#)).

### 1. **Open Communication:**

The mostly used variable in the literature for organizational communication is known as openness. It is presented as an important component of a successful and effective organization ([Rogers, 1986](#)). It is proved through different studies that open communication has a positive impact upon the information adequacy, role clarity, job satisfaction and organizational performance as well ([Rogers, 1986](#)). The thought of communication openness has been extensively used since 1930. Thoughtful efforts were made to explain and study based on the laboratory experiments carried out by [Bavelas et al. \(1951\)](#).

Many times communication openness is described as identical to the heed- ing, uprightness, frankness, faith, supportiveness, and a variety of similar concepts. ([Redding, 1972](#)) tried to explain and systematically define the di- mensions of communication openness. He discussed that message sending and its receiving, both behaviors are included within the circle of openness, however message receiving behavior becomes more critical when messages are being sent from the seniors. Concentrating on problems associated with the task, [Baird \(1973\)](#) and [Stull \(1974\)](#) reinforced the concept that behaviors related to the message sending along with message receiving are included in the construct of communication openness.

[Baird \(1973\)](#) augmented this idea also that alike behaviors defined openness regarding both dyads, peer-peer and senior-junior. Baird established that the behaviors of open communication are more concerned to the job related communication rather than to non-job subjects. However former studies by [Argyris \(1966\)](#) and [Willits \(1967\)](#) acknowledged that non-job topics such as opinions, individual proposals, and novel ideas are also included in the open communication characteristics. No doubt, it is true that no single definition regarding communication openness exists which is acknowledged commonly

by the researchers. Thus the notion about the behaviors of message sending and its receiving of senior-junior and peer-peer seems to be incorporated regarding task, personal, and innovative topics.

## 2. Team Approach:

The application of team approach thought is most practical in project teams, defined by (Gersick, 1988) as in project, people gathered to perform a definite task that have a definite start and end called as the initiation and completion of projects. In the follow up of (Gersick, 1988), a team approach can be characterized in three different categories as mentioned below:

- Context
- Task
- Internal interaction (relationships).

The uniqueness of a team's approach reveals that all these dimensions are interlocked with each other. Approaches are the outlines which are defined to handle the situations created in the groups and it is chalked out early in the life of a project team (Gersick, 1988), therefore the opening session is a very important meeting regarding this process. These approaches are developed with the discussion and consensus of the team members implicitly. The components of a team's approach may be specified openly during or after their development. The teams which are going to start similar or same project may develop distinctive approaches in the opening session through discussion which defines the way of advancement of their activities.

## 3. Value People:

The definition of people value may be described as the award and care about their workers, or how much concerning about the individuals' worker relationships (Yang and Chu, 2012). Researchers have discussed that organizations with higher people value encourage their workers to perform with creativity and persistence (Yang and Chu, 2012). Values that depicts a true concern for their workers as individuals also support to strengthen the objective of the organization (Bouty, 2000).

#### 4. **Accept Ambiguity:**

A one of the most critical issue is to accept the ambiguity in the development of a personality and individual performance, especially during uncertain financial conditions.

In other words, it depicts the ability of a person to accept ambiguity and any deficiency in clarity and also has capability to handle this situation constructively. Generally It is described as the ability of individuals to handle positively any vague situations (Teoh and Foo, 1997). There is a choice of responses to motivate that are thought uncertain, complex , unfamiliar, or has multiple understandings (Mclain, 1993).

The method that an individual adopts to interact with such unclear situations for example observe, understand, respond, regulate etc. that explains one's ambiguity acceptance level eventually. It is pertinent to mentions that ambiguity tolerance is a construct which is measured using a uni-dimensional scale usually. An individual having little acceptance level against any ambiguity, faces tension, responds prematurely, and evades vague stimuli. On the other side, an individual having high tolerance level against any ambiguity takes unclear situations as a challenge, interesting and necessary during project execution and accepts its oddness along with complication (Kirton, 1981).

In management as well as in psychology, acceptance levels of wage situations are positively associated with many individuals along with their emotions, behavior and attitude of working that may have an impact on their performance including job gratification (Nicolaidis and Katsaros, 2011), commitment with the organization (Judge et al., 1999), decision making (Wilkinson, 2006), creativity (Tegano, 1990), risk acceptance (Lauriola and Levin, 2001), critical thinking (Facione et al., 1994), entrepreneurship (Teoh and Foo, 1997), emotional competences (George and Jones, 2001) and effective leadership (Klenke, 2004). As per this point of view, workers with tolerance of ambiguity ponder numerous viewpoints and ideas when observing a problem and therefore, they are capable to search solutions that gratify

all the shareholders. In short acceptance of unclear or wage situation by the individuals is a multifaceted construct as it may be influenced by many personal variables like personality traits, values, emotions, attitudes perceptions, (Benjamin et al., 1996).

It has been proved empirically that the managers who believes on coaching/ mentoring are considered more positive as compared to others who disown mentoring (Fry et al., 1986). Coaching can be performed by attending their views, enquiring critical queries and by providing feedback about their performance (Ellinger et al., 2003). Those managers who adopt coaching/ mentoring are generating gratitude in juniors and enhance the excellence of association with their employees/ subordinates (Hsieh and Huang, 2017). Junior workers “repay” against efforts made by managers during execution of work in the form of behaviors and attitudes which is desired at the most and have values for their managers as well as for organization that definitely become the cause of improved performance.

Performance of individual employees refers to the individual actions and behaviors employees' individual performance refers to a set of individual behaviors or actions which are helpful in the accomplishment of organizational goals (Campbell, 1990). As per Campbell et al. (1993), performance of the employees is the degree to which the work is accomplished well, namely, performing job-related duties to an acceptable degree or the level referenced as a benchmark by the employer. In line (Campbell et al., 1993) work performance of individuals is referred to their behaviors ratified by an individual worker that are intended to meet goals of the organization. This thought is unique from other terminologies often utilized as synonyms like effectiveness for example the usefulness of the resulted product or worth of performance for the organization. Similarly productivity which is the cost incurred for achieving effectiveness at certain level. Job/ work performance by individual is different than the group/ organizational performance. No doubt researches have depicted that individual performance may become a part/ unit of group (Podsakoff et al., 1997) and organizational performance (Ostroff, 1992).

As per previous studies suggest that individual job performance is multi-dimensional. Although different aspects of individual job performance have been identified (e.g., [Campbell et al. \(1993\)](#)) but there are two broad dimensions which have been recognized called task performance and contextual performance ([Borman, 1993](#)). The task/ job performance is associated with the main technical activities executed by the individuals during execution of their jobs while the performance related to the context is referred to the assignments which support the psychological, social and organizational context within job is being performed like help to others and punctuality.

Previous studies depicts that both types of tasks and their contextual dimensions contribute independently in the whole job/ work performance (e.g., [Motowidlo and Van Scotter \(1994\)](#)). In addition to the description about performance and its different facets, previous studies depicted that motivation, skill, and knowledge are the vital elements of work/ job performance ([Campbell et al., 1993](#)). According to [Porter and Lawler \(1969\)](#), individual's traits (i.e., learning capacity) and capabilities fix the benchmark for performance.

So, there is an association between coaching and job performance ([Ribeiro et al., 2020](#)). Researchers have proposed that effectiveness and performance can be improved through coaching ([Styhre, 2008](#)) not only of individuals but also of organization as well ([Ribeiro et al., 2020](#)). As per ([Onyemah, 2009](#)), sales professionals has cited that the performance of the employees/ worker can be enhanced through motivation by their sales managers ([Hawes and Rich, 2013](#)). It is also verified by [Bowles et al. \(2007\)](#) that there is positive influence of mentoring on middle level managers and their juniors' performance by conducting a research in an organization of military recruitment. As already discussed that only few studies have been carried out to examine the association between managers having high coaching skills and the performance of workers/ employees ([Huang and Hsieh, 2014](#); [Liu and Batt, 2010](#)). It is being expected through the present study that the performance of project team members will be improved, if the project managers have

high coaching skills. Those managers who exercise coaching as a managerial practice, they take care their juniors/ subordinates and helping them in real sense. It is supposed that reciprocity by employees is an obligation upon employees specially regarding their association with managers which is also a main point of social exchange theory (Blau, 2017).

This inspires the juniors to assess their work whether they performed appropriately or not, further whether they provided the solution for exact problems or not and also estimate failures and achievements (Schippers et al., 2007), thus enhancing their work performance. Workers will respond to the external settings positively by regulating their cognitive factor for example self-efficacy as mentioned in the social cognitive theory, which will definitely have an impact on workers behaviors (Rauniyar et al., 2017). It is also highlighted by this theory that individuals having extra self-efficacy will continually put their energy to handle probable challenges and doubtful situations, and this special characteristic encourages the employees to exercise more efforts to chase the predetermined goal (Rauniyar et al., 2017). Hirst et al. (2004) suggested that the facilitative behaviors of leaders such as encouraging to express their opinions and ideas, positive and stimulating interpersonal associations and conflict fixation through helpful environment where individuals show their performance. The impacts caused by the involvement of feedback upon the performance have also been studied and validated (Kluger and DeNisi, 1996). Proper feedback system is very essential for the individuals' learning and enhancement in their work performance (Mulder and Ellinger, 2013). Hence the traits related to the coaching styles of the managers creates the environment resulting in the enhancement of individual performance. Whitmore (2010) established the relevancy of mentoring with the individual performance. There are so many highly reputed companies which have declared them as free of the performance review companies and concentrating upon coaching and feedback system (Hanson and Pulakos, 2018). As per study carried out by Ellinger et al. (2003), coaching behavior of the seniors/ managers is positively associated with the individual performance and group levels as well. Ellinger et al. (2003) also established that

coaching by managers/ supervisors has more impact on the workers' performance and their job satisfaction. Consequently, coaching skills of managers will help in assisting juniors/ workers by considering that their positive behavior will promote better outcomes (Wakefield, 2006). As a result of above arguments following hypothesis has been developed.

*H<sub>1</sub> Project managers' coaching skills have positive impact upon the individual performance of project team members.*

### **2.1.2 Project Managers' Coaching Skills and Individual Learning of Project Team Members**

There are two methodologies of coaching which are mainly discussed in the previous research literature, the first is called executive coaching while the second is managerial coaching (Agarwal et al., 2008). As the name indicates, in the formal methodology, executive are coached by hiring the external coaches who are well renowned in their fields. It may stretched over many one-on-one interaction sessions to improve the executive's work efficiency (Matsuo, 2017), while in the second one coaching is carried out at the workplace as part and parcel of daily activities/ interaction between juniors/ subordinates and seniors/ supervisors/ managers (Elmadag Bas et al., 2008). There are diverse ways and name which are used to label the managerial coaching by different researchers, such as developmental coaching (Agarwal et al., 2008), supervisory coaching (Baron and Morin, 2009) and employee coaching (Heslin et al., 2006). It is worth noting that coaching traits are not only essentials for the executive and senior managers but also these are equally important for junior managers and the persons who are working as front line supervisor; there is a rising trend in workplace mentoring and coaching are getting important day by day where subordinate/ juniors coaching is carried out through the line managers/ first line supervisors (Matsuo, 2017). Therefore the managers have learned and added coaching skills into their management style to coach their subordinate/ juniors more effectively (Matsuo, 2017). A similar study was carried out by the (Parsons, 2002) and also verified it, he recommends that managers must learn communication skills to conduct coaching sessions for

their juniors. (Cornforth, 2001) also tried to fix this issue of management regarding charitable organizations and pointed out that the board member must have good skills to influence the board effectively. This study dedicated to the managerial coaching because this skill is the part and parcel of the managers mostly along with the development of their daily needs practice (Hamlin et al., 2006). Individual learning can be expedited by adopting a different practices within the organizations. The two major activities being most commonly used to achieve the target of individual learning are: (1) on-the-job training, in which the new inductees/ employees are trained through observation of job being carried out by the seniors/ managers/ supervisors who are more experienced in the job execution; and (2) off-the-job, that is a formal training delivered in the classroom environment, through lectures, discussions and exercises which are conducted practically (Read and Kleiner, 1996). Both training methodologies are job specific and are in line with the present job requirements. The previous literature supports the assumption that managerial coaching is directly associated with the individual learning outcomes (Matsuo, 2017). Many studies suggest that managerial coaching enhances individual learning to enhance performances and inspiring them to take challenges (Ellinger and Bostrom, 1999; Heslin et al., 2006). Based on above arguments following hypothesis has been developed.

***H<sub>2</sub> Project managers' coaching skills have positive impact upon the Individual Learning of project team members.***

### **2.1.3 Individual Learning of Project Team Members and Their Performance**

Researchers have observed while examining the individual learning that such learning always have a positive impact upon the personality of the learner including their attitude and behavior that is essential for the development of any person (Rogers, 1983). Personal development is considered as the transformations of individuals that how they have relations with others and excellent interpersonal skills are desired ultimately (Merriam and Heuer, 1996). (Rawson, 2000) argued the significance of "learning to learn," which includes articulating new methods

of understanding, of interrelating with others, and of self-perception, causing in personal development. (Kram, 1996) defined "individual learning" as knowledge, skills, and competencies acquirement that are contributing to the personal development, including the self-disclosure, good listening skills, empathy and interpersonal competencies of self-reflection,. Such improvement raises a greater understanding of oneself because these have connection with others in the increasing manners (Kram, 1996). The benefit of learning orientation is mainly focused about the personal will to concentrate on self-improvement and capabilities based on the determination of attaining social acknowledgments. (Peppers and Rogers, 2016) emphasized that the most renowned benefit based on the capability of a firm to acquire knowledge more about its clients/ consumers quicker than its opponents, and the capability to convert that information into action earlier than competitors. In general, it is clear that a firm's knowledge acquiring process has to be started through individual learning activities by its employees, before such happenings can become a collective benefit for the firm.

(Campbell et al., 1993) argued that the main tool to judge the performance is the determination differences in experience, proficiency, understanding, and enthusiasm of individual employee. Aptitude on each of the modules of performance is suggested to be determined exclusively by these elements. Knowledge and proficiency illustrate about the necessary information and competencies an individual must have to possess to perform jobs/ deeds successfully.

The acquirement of information and proficiency is called the learning (Antonacopoulou, 2006). Explicitly, Marsick and Watkins (1990) hypothesized learning as a method in which groups or individuals obtain, understand, rearrange, amend or integrate bunches of associated information, skills and feelings. Individual learning is related to the degree where an individual obtains skills and knowledge to accomplish jobs/ assignments, expand work procedures and increase performance. Keeping in view the above discussion, following hypothesis is developed to test in the present study.

***H<sub>3</sub>: Individual Learning of project team members has positive impact upon their performance.***

### 2.1.4 Mediating Role of Project Team Members' Individual Learning

It is widely acceptable that people may learn through a formal manner like education/ training or experience it informally like mentoring, on job training and peer support. It is also assumed that the coaching has positive contribution in the individual development regarding their personality and professional skills (e.g. (Downey, 2003)). As per (Hargrove, 1995) illustration, coaching is the releasing of the human essence and facilitating people to learn, changing their personality and expanding their capabilities to perform activities in a better way. As a result, it can be anticipated that individual learning will be positively associated with the progress of the organization where they works (Cox et al., 2014) . In short, individual learning has a positive impact upon the outcome of organization. Knowledge and skill are the major factors which impart positively in the task performance. Work performance is normally thought as the most significant outcome which becomes the base of organizational as well as individual welfare (Hart and Cooper, 2002) and also considered as the major causes that affect competitiveness, performance and success of the organization (Davies and Gould-Williams, 2005). Work performance is thought as the evaluation of a staff members regarding job related behaviors, actions and outcomes among her/ his colleagues to compare for promotions etc.; it may be assessed in terms of their level of expertise and participation in the achievement of goal of the organization (Campbell et al., 2006). There are many researches which predicted that the learning-oriented activities have the positive influence on the work outcomes like satisfaction about the job, commitment regarding job and performance against the job (Dirani, 2009; Yang et al., 2004). Next to the job performance, the organizations which adopts learning practices, strategies and behavior actually strengthens the organizational performance by facilitating the organization, team and individual through learning mechanism (Davis and Daley, 2008; Weldy, 2009). In other words, workers are facilitated to acquire new and suitable skills for positive participation in groups resulting in accomplishment of the vision of the organization (Watkins and Marsick, 1993). No doubt, the adoption of the learning behavior in the organization enhance the

knowledge and skills of the individuals along with the boosting of their commitment to achieve the organizational objectives that definitely raises the productivity and performance (Bhatnagar, 2007).

(Vemic, 2010) emphasizes that critical requirement for the employee is the continuous learning and development to increase her/his individual performance. (Bennett and O'Brien, 1994) perceived higher productivity in companies where learning organization model has been implemented in true letter and spirit, while (Rose et al., 2009) emphasizes about the solid and good relationship positive between learning orientation and individual performance.

From a more practical perspective, the circle to acquire the essential competencies and skills for the practitioners is extended to the implementation of a complete learning system to enhance the individuals' skills, knowledge and competencies keeping intact the vision and mission of the organization (Rothwell et al., 1999; Rothwell, 2014). In the light of above arguments, following hypothesis is proposed to test in this study.

*H<sub>4</sub>: Individual Learning of project team members mediates the relationship between the project managers' coaching skills and individual performance.*

### **2.1.5 Moderating Role of Need for Achievement**

Job performance of workers or subordinates is normally considered as the outcome of coaching by the managers (Kim and Kuo, 2015). There are so many areas of managerial skills which includes listening skills, development of good relationship with the subordinates, acceptance of the innovative ideas of the juniors, good communication skills with the worker having openness, assessing the needs of juniors and helping them at this time and appreciation of subordinates when improved work performance (Cox et al., 2014).

One of the factor for noteworthy achievement, grasping skills, control or maintaining high standards is "Need for Achievement". Henry Murray was the pioneer who used the term of Need for Achievement and many other actions are also attached

with it. These actions comprise of continual struggle with high and persistent intention to achieve something which is difficult in nature. Working having single ended objective to accomplish an extremely challenging task. Doing jobs with high willpower to succeed. Later on, David McClelland played a vital role to promote the concept of Need for Achievement. Need for achievement is the ambition to complete challenging tasks with enthusiasm and struggle to reach excellence by self or in comparison of others (McClelland, 1985). A need may become the inspiration in raising job enthusiasm and job gratification. This need may comprises of physical, materialistic and psychological that a worker wants to have during execution of job. Need for Achievement becomes the foundation of motivation, accomplishment of doable but difficult tasks and progression in the job. It is necessary to get feedback for improving expertise and a need also stimulate the sense of achievement. The construct of achievement inspiration is known as the multifaceted by many researchers e.g., (Elliot and McGregor, 2001) but the standard one-dimensional explanation and measurement is used in the present study considering introductory nature. Need for Achievement is conceived as to raise positive emotions of the workers when they are engaged in the completion of challenging goals and also to raise resilience if any worker challenges substantial work demands that prolong for long period of time (McClelland, 1985). A pioneer study has supported the fact of experience that those workers or students who has high in Need for Achievement and indulged in difficult/ challenging tasks depicts more positive attitude and less negative attitude in comparison to the less inspired counterparts do (Moneta, 2011).

It is proposed by the (Minter and Thomas., 2000) that care about the workers' attitudes and behaviors must be taken in to the account rather than the manager or supervisor prior to the use of coaching by the seniors and should be conducted, if the attitude and behavior of worker is similar to a worker having high performance career. The primary role of the coach is to provide the environment that help to accomplish the high performance in task execution by providing opportunities at the workplace through self-direction. The skills, attitude and behavior of the coachee is most likely influence the manager whether to accept or reject the role of coach (Minter and Thomas., 2000).

Hence the following hypothesis is developed based on the above discussion:

*H<sub>5</sub>: The positive relationship between the project managers' coaching skills and the individual performance will be stronger when they have a high need for achievement and vice versa.*

## 2.2 Research Model

The research model is shown in Figure 2.1.

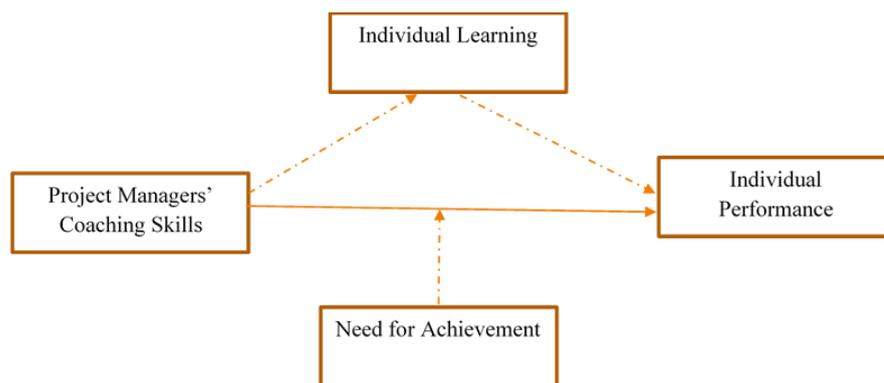


FIGURE 2.1: Research Model

## 2.3 Hypothesis of Study

Based upon the literature review, five hypothesis of the study are presented next:

H1: *Project managers' coaching skills have positive impact upon the individual performance of project team members.*

H2: *Project managers' coaching skills have positive impact upon the Individual Learning of project team members*

H3: *Individual Learning of project team members has positive impact upon their performance.*

H4: *Individual Learning of project team members mediates the relationship between the project managers' coaching skills and individual performance.*

H5: *The positive relationship between the project managers' coaching*

*skills and the individual performance will be stronger when they have a high need for achievement and vice versa.*

# Chapter 3

## Research Methodology

This chapter will explain the methodological framework, which is adapted to conduct this study which explain the association between coaching skills and individual performance, by considering individual learning as mediator and need for achievement as moderator. This study is designed in the light of the problems stated previously. It includes the following sections;

- Type of study,
- Research philosophy
- Unit of analysis
- Time horizon
- Population and sample
- Sampling techniques
- Instrumentations
- Statistical tools
- Covariates
- Reliability indexes of the variables
- Data analysis techniques
- Analytical tools and techniques

## 3.1 Research Design

Research design is a road-map for the researchers to carry out their research, providing specific techniques and referred as a primary strategy to test the proposed relationships. For the same sake, the research design of the present study is a quantitative research design which was demanded a quantitative research design that answer the research questions. The data was collected through the face to face structured questionnaire. The quantitative research believes on the data collection in numeric form and then analysis of this data to describe, illustrate and predict the impact of independent variable or any other interested phenomena (Gay et al., 2009). Moreover, Quantitative research approach is the best suitable method for this study because it is based upon the existing theory called Social Cognitive Theory and also contributes to the expansion of previously available literature on the stated domain. Therefore this study is based upon the deductive approach.

### 3.1.1 Type of Study

This study is empirical, and it is to measure the impact of project managers' coaching skill upon the individual performance of the team members with the mediator role of individual learning and the moderation of need for achievement in a Pakistani public project based organization. As this study is based on the theory – hypothesis – confirmation and existing theory will be tested using different constructs. Hence it is based upon a hypothetical deductive research method. Constructs will be measured with scales to quantify them and analyze in order to relate variables and illustrate the essence of the association between the variables. Hence it is also called a quantitative research.

### 3.1.2 Study Setting

The contributors to this study are the members of the project team working in a Pakistani public project based organization. The questionnaires were given to them for filling. They were guaranteed that their answers will be kept confidential

so that they provide data without any fear. This study was set to collect more data than the minimum required (384 in total) sample size. Primarily 500 questionnaires were distributed to collect the responses among the targeted respondents, but 392 genuine responses were received. The response rate was remained 78.4%. The present study will assist in results generalization from the sample characteristics that are to be demonstrated by the whole population of Pakistan.

### **3.1.3 Research Paradigm**

This study is deemed to observe the relationships, as the aim of this study is to examine impact of the coaching skills of project managers on individuals' performance through individual learning while moderated by need for achievement. As it can easily be concluded that there is a cause and effect relationship among managers' coaching skills, individual learning, Need for Achievement and Individual Performance. Thus the positivistic paradigm approach is more suited for this study ([Creswell, 2014](#)).

### **3.1.4 Unit of Analysis**

The most considerable and essential part of the research is the unit of analysis. It is the main entity that will be analyzed in this study. The unit of analysis depends on the objective and type of research. For instance, it may vary from an individual to different groups, organizations, cultures etc. The unit of analysis for this research is an individual who is a member of project team of a Pakistani Public Sector project based organization. So the data was collected individually from managers and team members who carried out the project-based activities.

### **3.1.5 Time Horizon**

It describes about the time frame of the research. Present research is based on cross-sectional time horizon as this study will be carried out in short term, including data collection that is gathered at once from all respondents while in longitudinal study data gathering is carried out repeatedly from the same respondent at

different times, so that data from the same may be compared over a longer period of time. As this research was limited to a specific time frame so the cross-sectional data collecting technique was used. The data gathering took almost six weeks and was collected at once.

## **3.2 Population and Sample**

A population may be defined as entire group which researcher wants to draw inferences about. Sample can be defined as a specific group from where data will be collected. In other words, the subset of the population is called the sample. For this study, the population was comprised of all the project managers and project team members working in a Pakistani public project-based organizations. As it is nearly impossible to collect data from the entire population so sample based study was carried out that represents the whole population.

The sample requirement was calculated by using online calculator that is developed (Creative Research System) to calculate the sample size and found the minimum requirement of 384 samples with the Confidence Level of 95%, Confidence Interval of 5 and without entering any figure in Population Cell as the exact number of population was not known. The sample was collected from a Pakistani Public Sector Project based organization whose workplace has cultural diversity, where project managers and project team members are actively involved in project based activities. Survey method was adopted to collect the data as it is an easy practice for data collecting from the number of individuals at the same time. The questionnaires were distributed in English. 500 project managers and team members were approached in total for data collection, however 392 responses were received.

## **3.3 Sampling Frame**

In research, sampling is a process in which sample is selected for the collection of data. The sample is a subset of a larger targeted population, objects, or items that are the representatives of the overall population to ensure that our findings

can be generalized. Hence the sampling frame of this study is list of project team members working in the targeted Pakistani public project based organization.

### **3.4 Sampling Technique**

Due to resource constraints such as time and budget and other certain restrictions, non-probabilistic convenience sampling technique was adopted to collect data. It is a method which is far better to get higher rate of responses as quoted in the literature. It's a broadly used sampling procedure in research studies for social sciences as it's time and energy-saving, and the preferred data and evidence are collected with less effort. It is a type of sampling technique where sampling is carried out from those people who can easily be approached as it is very convenient method for the collection of data with ease (Lavrakas, 2008). It was also assumed that the data composed of the population is a true representative of project team members of Pakistani public project based organizations.

### **3.5 Ethical Consideration**

This study was conducted after the acceptance of proposal by the proposal review committee of Capital University of Science and Technology, Islamabad. Permission was acquired from the head of the organization to let their employees participate in the study. Care about the confidentially and privacy concerns of the respondents was assured by stating the confidentially clause in the covering letter. Moreover purpose of the study was also shared with the correspondents. Ethical consideration is one of the essential elements of every research. Following aspects were taken into account with great care for present study;

1. All the participants or respondents consented were intended to involve in study.
2. No participant was pressurized to participate in the research purpose. Participates were given all the due rights to withdraw from the event at any time.

3. All the research data was kept secured and confidential.
4. No misleading information was conveyed to the participants regarding the research.
5. Each participant was treated in respectful concerning their cultural values.
6. No, any biased or disrespectful language was used in the questionnaire.

## 3.6 Sample Characteristics

To identify the characteristics of sample, multiple demographic can be asked from the respondents. Demographic characteristics of this study are different as per the nature of research. The demographics that are considered in this study includes project managers' and project team members' gender, education, age, experience and role in projects.

### 3.6.1 Gender

To minimize the effect of the gender discrimination data was collected from both genders. In the present study it has been tried to maintain the privilege of gender equality still it has been observed that ratio of male respondents is extensively greater than the ratio of female respondents as lesser female project team members are working in the targeted organization.

TABLE 3.1: Gender Distribution

Gender	Frequency	Percent
Male	275	70.2
Female	117	29.8
<b>Total</b>	<b>392</b>	<b>100</b>

Table 3.1 reveals that only 117 out of 392 respondents are female that is the 29.8% of the total respondents.

### 3.6.2 Education

Education is an essential demographic used in a research study because the level of qualification forms the talents, abilities, manners, and performances. There must be different stages of education to collect data in the best ways. In this study, it is categorized in five levels from none to M.Phil. / Ph.D.

TABLE 3.2: Education Frequency

Education	Frequency	Percent
None	0	0
School	18	4.6
College	64	16.3
University	225	57.4
M.Phil/Ph.D	85	21.7
<b>Total</b>	<b>392</b>	<b>100</b>

Table 3.2 depicts the qualification level among the respondents. This data clearly shows that no respondent was illiterate and only 4.6% were have school level education. 16.3% were got college level education while majority of the respondents were graduates and got university level education that is 57.4%. 21.7% hold the M.Phil or Ph.D degree. This means, most of the respondents of this study were graduates.

### 3.6.3 Age

Age is an important factor and has significant role in the organization which are indulged in projects as it is an indirect symbol of experience, knowledge and understanding capability of a person. It also determines self-efficacy of the workers. He/she will accept the challenges positively and to follow the leader in the positive way and will contribute in creative success of the organization. According to the Oxford Advanced learners dictionary age is defined as the number of years an individual has lived. No doubt age is considered as one of the important elements

of demographics in research study, but respondents sometimes feel uncomfortable to unveil their age openly. That is why, for their convenience, scale/ range is being utilized to collect data regarding the respondents' age.

TABLE 3.3: Age Distribution

Age (Years)	Frequency	Percent
<b>18-24</b>	18	4.6
<b>25-34</b>	170	43.4
<b>35-44</b>	80	20.4
<b>45-54</b>	80	20.4
<b>55 or more</b>	44	11.2
<b>Total</b>	392	100

Table 3.3 depicts the composition of respondents' age and reveals that 4.6% were from the age group of 18-24, 43.4% were from the age group of 25-34, 20.4% were from the age group of 35-44 and 45-54 as well whereas only 11.2% were from the age group of 55 years or more, that means most of the respondents of this study were from the age group of 25-34 years.

### 3.6.4 Experience in Projects

Experience considers the acquisition of knowledge over the period, allowing project team members to adopt new strategies to increase performance of the project team members. It reveals an individual's capability and working awareness, which gives an everlasting manifestation on anyone. As the present study is relevant to the impact of managers' coaching skill upon the individual performance and experience plays a vital role upon the coaching skills, therefore this demographic has a great importance. Different ranges were used to collect the information regarding the experience of the respondents.

Table 3.4 depicts the experiences composition of the respondents. The data shows that 8.9% respondents were having job experience between 1-3 years, 23.7% respondents have job experience from 4-7 years, 25.5% respondents were got job

TABLE 3.4: Experience

<b>Experience (Years)</b>	<b>Frequency</b>	<b>Percent</b>
<b>1-3</b>	35	8.9
<b>4-7</b>	93	23.7
<b>8-11</b>	100	25.5
<b>12-15</b>	44	11.2
<b>Over 120</b>	120	30.6
<b>Total</b>	392	100

experience in the range from 8-11years, 11.2% respondents achieved job experience between 12-15 years and 30.6% respondents acquired job experience above 15 years.

### 3.6.5 Role in Projects

The role in projects represents the job position of the respondents in the organization, whether they are the sponsors, beneficiary, PMO staff, project manager or working as a member of project execution team. As role of all stakeholders have their unique importance for the accomplishment of project but the project manager and the project team members play a critical role for the successful completion of any project within time and budget.

TABLE 3.5: Role in Projects

<b>Role</b>	<b>Frequency</b>	<b>Percent</b>
<b>Sponsor</b>	0	0
<b>Beneficiary</b>	27	6.9
<b>PMO Staff</b>	31	7.9
<b>Project Managers</b>	97	24.7
<b>Project Team Members</b>	237	60.5
<b>Total</b>	392	100

Table 3.5 illustrates that the distribution of respondents' roles in projects. The data reveals that there is no sponsor contribution in the study. Only 6.9% respondents were the beneficiaries from the projects who took part in the study. As a matter of fact, PMO staff is always lesser than the project managers and execution

team members, so the only 7.9% were the contributors from PMO staff. 24.7% respondents were project members while 60.5% were team members which are the major contributors in the study.

## 3.7 Instrumentation

The collection of data is the most difficult part in the empirical studies. In this research data was collected through the adapted questionnaires that was developed in earlier studies by the prominent leading scholars. The questionnaires were responded through the 5-points Likert scale where 1 was considered as strongly disagree while 5 is considered as strongly agree. Forms also included five demographic variables which are respondents' gender, education, age, experience and role in projects. Closed-ended questionnaires were used to measure the variables. Participants were required to fill out the questionnaire with five sections: demographics variables (gender, education, age, experience and role in projects), Coaching skills, Individual Learning, Individual performance, Need for achievement. Following is the description of instruments used in this study.

### 3.7.1 Coaching Skills

A 20 items based scale ([McLean et al., 2005](#)) was adapted to measure this variable. The authors who developed this scale, validated a multidimensional measure of this variable using four dimensions which are given as follows:

- Open communication
- Team approach
- Value given to people
- Acceptance of ambiguity

This has been adopted to measure workers' perceptions about managers' skills, which comprises of beliefs, behaviors and attitudes that provides a support to the coaching mentality ([Hagen and Peterson, 2015](#)).

### 3.7.2 Individual Learning

A scale developed by [Sujan et al. \(1994\)](#) was adapted to measure individual learning. Sujan and colleagues ([Sujan et al., 1994](#)) adapted the individual learning instrument developed by [Ames and Archer \(1988\)](#), which was based on students' learning strategies and motivation processes. It is pertinent to mention that items used by [Sujan et al. \(1994\)](#) have been utilized upon sales people solely. Therefore, nine items used in this instrument were polished to make this instrument more relevant to examine individual learning in different occupation.

### 3.7.3 Need for Achievement

A scale developed by [Steers and Braunstein \(1976\)](#) was adapted from the Manifest Needs Questionnaire instrument to measure this variable. The Manifest Needs Questionnaire has been used in previous studies and modified versions of the instrument used in a number of subsequent studies. The quoted authors authenticated a multidimensional instrument of need for achievement having four dimensions as follows:

1. Achievement
2. Affiliation
3. Autonomy
4. Dominance

### 3.7.4 Individual Performance

[Staples et al. \(1998\)](#) developed an instrument having four items to measure this variable and also utilized extensively by other researchers like [Rego and Cunha \(2008\)](#), who translated it into their native language "Portuguese", to assess individual performance of workers at work place. Therefore this research utilized it to measure individual performance of the members of a project team working in a Pakistani Public Sector Project base Organization.

### 3.8 Scale Summary

The summary of the scale used in the present study is given below and questionnaire is attached as Annex-A at the end:

TABLE 3.6: Summary of Scale

Variable	Scale	Items
Coaching Skills	McLean et al. (2005)	20
Individual Learning	Ames and Archer (1988) adapted by Sujan et al. (1994)	9
Need for Achievement	Steers and Braunstein (1976), (see Spangler (1992))	20
Individual Performance	Staples et al. (1998)	4

### 3.9 Expected Result

Prospects of this study are as follow:

1. Good Coaching Skills of Project Managers will enhance the Project Team Members' Individual Performance.
2. Good coaching Skills of Project Managers will enhance the Individual Learning of the Project Team Members.
3. Individual Learning of Project Team Members will improve their Performance.
4. Project Managers' Coaching Skills and Team Members' Individual Performance relationship will be more stronger when project team members have higher Need for Achievement.

### 3.10 Contribution of Study

As per social cognitive theory, an individual behave in the reciprocity of the environment and always learn through the observation while behavioral capabilities

have impact upon them. This research contributes to the existing knowledge by developing the relationship between the coaching skills and individual performance through individual learning. This study add further that it is not necessary to make stronger the relationship between coaching skills and individual performance when there is a high need for achievement. This is totally different than the previous literature as this study is carried out for a public sector project based organization. These factors may become the cause of different result than the previous one. Thus this study contributed a lot in the existing theory.

Moreover, this study was conducted in the context of a Pakistani project based public sector organization and therefore contributed in the context of Pakistan as well. This study will be useful because the impact of coaching skills, individual learning and need for achievement on individual performance directly contributes towards higher project success rate and will be beneficial for project managers as well as for organizations.

### **3.11 Statistical Tools**

Quantitative data was collected through survey physically then entered and cleaned in excel. It was processed by using Software Package for Social Science-26 (SPSS-26). The distribution and variance of data will be calculated through descriptive statistics.

### **3.12 Covariates**

One-Way ANOVA test is performed to find the control variables that could influences the variables used in the study. The demographic variables are compared one by one with the dependent variable and the significance value is checked. If the value of any of the demographic will be significant then we have to control it, because it may affect the result as a whole. The demographic value of  $p$  is insignificant if it is greater than 0.05 and it is significant if it is less than 0.05. In our case the demographic values ( $p$ ) are significant except gender.

TABLE 3.7: Covariates

Covariates	F-value	Sig.
Gender	0.810	0.369
Education	13.848	0.000
Age	3.911	0.004
Experience	4.853	0.001
Role in Project	21.837	0.000

Table 3.7 illustrates the consequences of covariates. An insignificance effect of gender was found upon the Individual Performance where ( $F = 0.810, p = 0.369$ ) whereas, significant impact of age on Individual Performance was observed with the values of ( $F = 13.848, p = 0.000$ ), the results against age and Individual Performance were also found significant up to some extent where ( $F = 3.911, p = 0.004$ ), a significance was also observed against the experience and Individual Performance where ( $F = 4.853, p = 0.001$ ) and the results depicts that there is a significant effect of role in project on the Individual Performance where ( $F = 21.837, p = 0.000$ ).

### 3.13 Reliability Analysis of Scale

As per literature, consistency of scale is called reliability, therefore if a scale produces identical results in several scenarios is referred to as a reliable scale. It is very important to do the reliability test in a research study, to know whether the scale is reliable or not for the study otherwise results will also not be reliable and generalization will be impossible. One of the widely used methods to check reliability is by through Cronbach alpha which tells the internal reliability of the variables and the link between them. The Cronbach alpha has a significant range of 0 to 1 (Cronbach, 1951). The higher the value the higher the reliability of the scale is. It is often considered that the reliability of the used scale is good

if the Cronbach alpha value is equal to 0.7 or above, but the value of 0.6 is also acceptable if the items in a scale are less than 10. Table 3.8 shows the value of the Cronbach alpha for scales. Values of the three variables are above 0.7 and the value of Individual Learning is less than 0.7 but greater than 0.6 with items less than 10. Therefore, these scales are considered as reliable to be used in the current study for the contextual setting of Pakistan.

TABLE 3.8: Reliability Analysis

Variable	Cronbach's Alpha	Items
Project Managers' coaching skills	0.892	20
Individual learning	0.624	9
Need for achievement	0.727	20
Individual performance	0.785	4

Table 3.8 depicts the values of Reliability Analysis of each variable along with the number of items used in the respective column. The accuracy of the results produced by any measuring procedure are verified by the reliability checks by using the same test twice after some time. Cronbach Alpha Value of Project Managers' Coaching Skill is 0.892, Individual Learning is 0.624, Need for Achievement is 0.727, and the value of Individual Performance scale is 0.785.

### 3.14 Data Analysis Techniques

Various steps have been performed for the analysis of data after the data collection, which is collected using convenience sampling technique. 500 questionnaire were circulated from which 392 respondents' data were taken into consideration for data analysis. The very first step involved the selection of survey tool to be accurate for responses, which was questionnaire. The next step was to encode all the data collected against each variable and enter the encoded data into SPSS software. Sample characteristics were defined using frequency analysis. After that descriptive statistics were calculated by using numeric values. Then the Reliability of the

Scale was checked by calculating Cronbach alpha. Pearson Correlation Analysis was conducted to check the relationship between variable which were used in this study. Linear regression test was used to check the relationship between dependent and independent variables, and also to validate the hypothesis. Preacher and Hayes Process were used for conducting mediation and moderation to determine the existence of the role of mediator and moderator between the independent and dependent variables. Through correlation and Preacher and Hayes method, the intended hypotheses were tested to check the rejection and acceptance of the proposed hypothesis.

As discussed above, SPSS tool was used to analyze the collected data of present study. To test the relationship between IV and DV correlation analysis was performed. To investigate the dependency between variables Regression analysis was performed. Finally to test the mediation and moderation, Preacher and Hayes process macro was used. All were discussed in the next chapter in details.

# Chapter 4

## Results

The succeeding chapter consist of all the information about the results obtained with Statistical Package for Social Science (SPSS version 26). It comprises of mean and standard deviation of the variables, correlation analysis, linear regression analysis, mediation, and moderation analysis. The results were calculated and properly explained against the calculated hypothesis. It also shows whether the hypothesis are being accepted or rejected. Hypothesis was tested using the bootstrapping procedure taking 5000 resampling ([Chin and Marcoulides, 1998](#)).

The whole chapter is dedicated about the results generation and to check the significance in regards of the current study. The current study focuses on discovering the impact of Project Managers' Coaching Skills on Individuals' Performance through Individual Learning while moderated by Need for Achievement. This includes the following topics;

1. Descriptive Statistics
2. Correlation Analysis
3. Regression Analysis
4. Mediation Analysis
5. Moderation Analysis

## 4.1 Descriptive Statistics

Descriptive statistics comprised of all the key information points about the data. It is necessary to analyze the descriptive statistics as it tells us all the fundamental information we gathered about the data. It is very important for the current study because the analysis of further processes includes the descriptive analysis. It consists of total number of respondents, minimum and maximum values against each variable, including the means and standard deviation of the data. Mean refers to the average of all the values representing the data whereas standard deviation (SD) is the calculated value that states around how much the data are scattered or concerted nearby the mean. In other words it is used to find out the data deviation from the mean point. Every variable was measured at 5 point Likert scale. The table contains the summary of the whole data set. The table highlights the significant statistics. In Table 4.1, first column specifies the research variables, number of respondents are shown in second column, minimum and maximum values are recorded in the third and fourth column respectively. Whereas the fifth column displays the mean value and sixth column represents the standard deviation of each variable.

TABLE 4.1: Descriptive Statistics

<b>Variable</b>	<b>Correspondent in Number N</b>	<b>Min. Value</b>	<b>Max. Value</b>	<b>Mean</b>	<b>Standard Deviation</b>
CS (IV)	392	2.45	4.90	3.79	0.51
IL (Med.)	392	2.67	5.00	4.02	0.41
NfA (Mod.)	392	2.70	4.70	3.51	0.38
IP (DV)	392	2.25	5.00	4.18	0.53

Table 4.1 depicts that the number of respondents were 392 for all variables, Coaching skills, Individual Learning, Need for Achievement and Individual Performance. The mean and standard deviation values show the essence of responses because these are the respondents' observations about a specific variable. The mean value of the Managers' Coaching Skills (CS) was 3.79 and the value of standard deviation was 0.51. The mean value of Individual Learning (IL) was 4.02 and the value of

standard deviation was 0.41. The mean value of Need for Achievement (NfA) was 3.51 and the value of standard deviation was 0.38. The mean value of Individual Performance (IP) was 4.18 and the value of standard deviation was 0.53.

## 4.2 Correlation Analysis

Correlation analysis is generally conducted to determine the essence of the relationship among two variables. In this study, the foremost aim to carry out the correlation analysis to find out the association or correlation between project managers' coaching skills and individual performance with the mediating role of individual learning and moderating role of need for achievement.

It tells us that how closely the variables are associated together. It also helps to investigate the direction of two variables, whether the shift is in the same direction or in the opposite direction. Unlike regression analysis, the relationship among variables is evaluated in terms of the movement or the direction of the variables. For calculating dependencies between variables, the most common method being used is Pearson correlation analysis. There are two types of correlations, positive which is represented by +ve and negative which is represented by -ve, it means that there will be positive correlation if two variables are directly associated and there will be a negative correlation if two variables are inversely correlated. Pearson correlation denoted by "r" tells about the strength and nature of the relationship, the range is from -1 to +1. If the correlation is far from 0 that means there is a strong +ve or -ve relation among variables. But if the value of correlation is 0 that means there is no relationship among variables.

The Signs shows the nature of the relationship, means if there is +ve sign it shows that increase in one variable causes increase in the other variable, this relationship is referred as direct and vice versa. The Table 4.2 shows the correlation among the variables which was being studied in the present research. The values are also representing whether the relationship is positive or negative between variables, the magnitude and nature of relationship. Though, it shows that the relationship exists between the predictors. Accordingly, the acceptance and rejection of

hypothesis could not be interpreted on the basis of correlation analysis. Hence regression analysis is required to be performed for hypothesis testing

TABLE 4.2: Correlation Analysis

S. No.	Variables	1	2	3	4
1	CS	1			
2	IL	0.382***	1		
3	NfA	0.368***	0.359***	1	
4	IP	0.282***	0.293***	0.269***	1

\* $P < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.0001$  N=392 \*Correlation is significant at the 0.05 level (2-tailed). \*\*Correlation is significant at the 0.01 level (2-tailed). \*\*\*Correlation is significant at the 0.0001 level (2-tailed).

Table 4.2 depicts the values of correlations for all theoretical variables. PM Coaching Skills are positively and significantly correlated with Individual Learning ( $r=0.382^{***}$ ;  $p < 0.0001$ ); PM Coaching Skills are positively and significantly associated with Need for Achievement ( $r = 0.368^{***}$ ;  $p < 0.0001$ ) and also similarly with the Individual Performance ( $r = 0.282^{***}$ ;  $p < 0.0001$ ); Individual Learning is positively and significantly correlated with Need for Achievement ( $r = 0.359^{***}$ ,  $p < 0.0001$ ) and with Individual Performance ( $r = 0.293^{***}$ ;  $p < 0.0001$ ). Need for Achievement is also positively and significantly associated with the Individual Performance ( $r = 0.269^{***}$ ,  $p < 0.0001$ ).

The results for this analysis shows that all the valuables are significantly and positively correlated with one another. The results are according to our hypothesis and further analysis will be continued to test the hypothesis.

### 4.3 Regression Analysis

Though correlation analysis shows the positive or negative association among variables but these results are not ample for the evaluation of the hypothesis. The correlation analysis has been performed to analyze the existence of relationships among the variables, however it does not tell the causal relation among variables,

so there is a need to perform regression analysis as did in this study. The regression analysis is conducted to validate that the one variable is dependent on another or not and also tells about the level of dependency. It illustrates the degree to which extend the one variable is dependent on another variable called independent variable. In other words regression analysis is a powerful tool which is used to evaluate the relationship and effect of one variable on another variable. Linear regression analysis is performed between independent and dependent variables. After the linear regression, mediation and moderation regression analysis was performed. In this present study, (Hayes and Preacher, 2013) method was used for linear regression and for both mediation and moderation regression analysis. Model 5 of Preacher and Hayes was used for the regression analysis to test the mediation and moderation effects. Regression analysis was performed to forecast and estimate the dependency among variables. The analysis gives the assumptions for Y against the X values and helps in making decisions about the dependency of Y variable on the X variable.

### 4.3.1 Linear Regression

There are two forms of regression, one is linear/ simple and the other is multi regression but in this study, linear/ simple regression was conducted to examine the effect and influence of managers' coaching skill on individual performance of the project team members.

H1: *Project managers' coaching skills have positive impact upon the individual performance of project team members.*

TABLE 4.3: Linear Regression Analysis

Predictor	$\beta$	$t$	$R^2$	$Sig(p)$
IV to DV (Coaching Skills to Individual Performance)	0.263	5.393	0.069	0.000

$N=392$   $*p<0.05$ ;  $**p<0.01$ ;  $***p<0.001$ . Table 4.3 depicts the results of hypothesis. As per hypothesis, there is a positive and directional relationship between IV (Managers' Coaching Skills) and DV (Individual Performance). Results of linear regression analysis revealed that the value of standardized coefficient ( $\beta$ ) is 0.263 that means if Managers' Coaching Skills are increased by one standard deviation then the Individual Performance of the project team members will also rises by 0.263.  $R^2$  represents the coefficient of determination which is = 0.069 and it shows that Managers' Coaching Skills will become a cause of positive variance in the Individual Performance as a one unit change in the Managers Coaching Skills will bring 6.9% variance to the Individual Performance. The value of  $p = 0.000$  which indicates that the relationship among IV and DV variables is significant and positive Therefore in the light of analysis based on the linear regression results, the first hypothesis, H1 is accepted.

To perform the test in SPSS, from navigation tab we go to analyze and select regression analysis and perform the linear regression. The linear regression test is performed by adding IV (Coaching Skills) and DV (Individual Performance). As all demographic variables are significant except gender, therefore all the significant demographic variables are used in the linear regression analysis so that could be controlled. X is used to denote IV and Y is used to denote DV whereas "c" shows direct relationship among the variables. Pictorial view of accepted hypothesis is shown next.

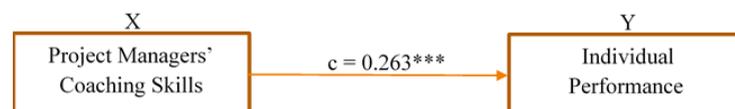


FIGURE 4.1: Effect of IV (Coaching Skills) on DV (Individual Performance)

## 4.4 Mediation Analysis

Mediation Analysis was performed to check the results against Hypothesis 4, which proposes that the Individual Learning (Mediator) denoted by M plays a mediating role between Managers' Coaching Skills (Independent Variable, IV) denoted by X

and Individual Performance (Dependent Variable, DV) denoted by Y. First the IV to mediator relation will be studied which is the Hypothesis 2 and then mediator to DV relation will be studied which is the Hypothesis 3. Because mediator creates a path between IV and DV and converts direct effect into indirect effect. In order to test the mediation hypothesis Model 4 of Process macro by (Preacher and Hayes, 2004) was used. In this analysis, different paths a, b, c and c' were studied respectively. It is very important to study mediation path from IV (X) to mediator (M) and M to DV (Y), because if any one of these paths is insignificant then there will be no mediation effect among variables. Therefore, all paths will be checked to examine whether the assumption of mediation is satisfied or not resulting that the developed hypothesis will be rejected or accepted based on these results. Following is the pictorial representation of mediation in which Individual Learning mediates the relationship between Managers' Coaching Skills and Individual Performance of the project team members.

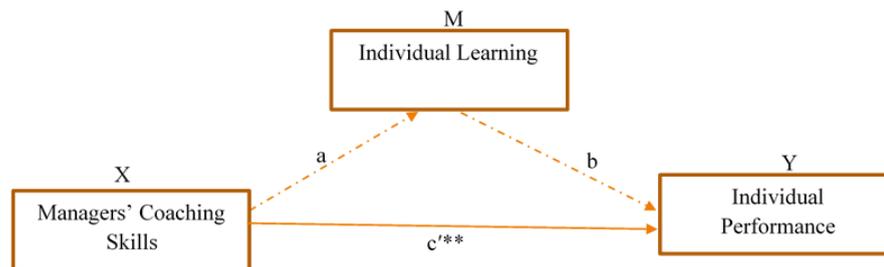


FIGURE 4.2: Mediation Analysis

TABLE 4.4: Mediation Analysis

Paths	$\beta$
CS (X) to IL (M): Path a	0.2978
IL (M) to IP (Y): Path b	0.2717
Direct Effect CS (X) to IP (Y) : Path c'	0.1941
Total Effect CS (X) to IP (Y): Path c	0.2750
Indirect Effect (a*b)	0.0809
	LL95%CI HL95%CI
Bootstrap for Indirect Effect	0.0461 0.1201

Table 4.4 depict the results of mediation analysis where CI is the abbreviation of Confidence Interval. This table also shows that Managers' Coaching Skills to Individual Learning has  $\beta = 0.3027^{***}$  at  $p < 0.001$  that is path a, which means that Managers' Coaching Skills has a positive impact on Individual Learning and is significant as the p-value is less than 0.001. So second hypothesis, H2 is accepted which states that,

***H<sub>2</sub> Project managers' coaching skills are positively related to the Individual Learning of project team members.***

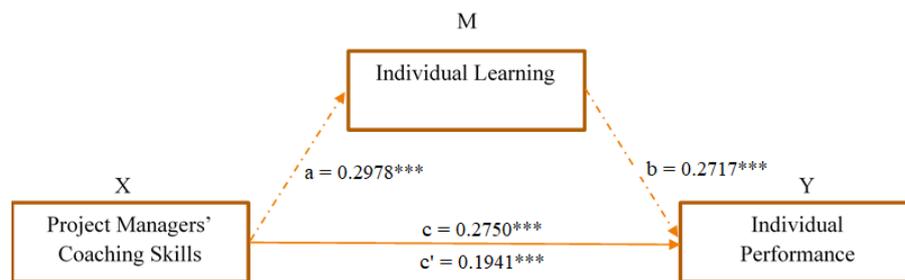


FIGURE 4.3: Mediation Analysis with path and values

Figure 4.3 is depicting the indirect path generated as a result of using mediator between IV and DV. There are three paths a, b and c' as represented in the Figure 4.3. The co-efficient of un-standardized regression is mentioned. The selected number of bootstrap samples for bootstrap confidential interval was 5000.  $N=392$ , \* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$  LL for Lower Limit CI for Confidence Interval and UL for Upper Limit.

#### 4.4.1 IV to Mediator

In order to check hypothesis 2, significance of IV-Mediator relationship needs to be checked using model 4, Hayes process macro is used for doing regression analysis. The value for  $\beta$  coefficient = .2978 shows that it has a positive effect between two variables. The most important result is to be checked is  $P = 0.000$  which is showing the significant relationship. The value of  $\beta$  coefficient indicates that approximately 30% variance occur in individual learning due to the managers' coaching skills change. Thus, it is cleared from these findings that the first pre-requisite for mediation is acknowledged which is the meaningful and constructive

relationship between the IV and Mediator.

Table 4.4 depict the results of mediation analysis where CI is the abbreviation of

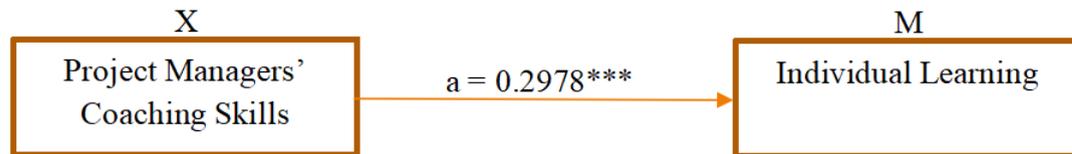


FIGURE 4.4: Effect of IV (Coaching Skills) on Mediator (Individual Learning)

Confidence Interval. This table also shows that Managers' Coaching Skills to Individual Learning has  $\beta=0.2978^{***}$  at  $p<0.001$  that is path a, which means that Managers' Coaching Skills has a positive impact on Individual Learning and is significant as the p-value is less than 0.001. So second hypothesis, H2 is accepted which states that,

**H2. *Project managers' coaching skills have positive impact upon the Individual Learning of project team members.***

#### 4.4.2 Mediator to DV

The second condition for acknowledging mediation is to test the essence of the Mediator-DV relationship. All the results are shown in the Table 4.4, we have to test the relationship against the results. For mediation review, the value of effect of M on DV is written in third column of the table. As the results from the table depicts that the value of  $\beta$  coefficient = 0.2717 showing a positive relationship. The value of  $p = 0.000$  showing a significant relationship. At this moment, we are testing path b that whether this relationship is important or not and what sort of impact it creates. The value of  $\beta$  coefficient indicates that approximately 27% variance occur in Individual Performance due to Individual Learning. So, the value of  $\beta$  is positive according to our hypothesis condition and the value of  $p = 0.000$  which is the significant value. This result shows that path b is important and can be forwarded to check the results for further processes. Following is the pictorial representation of Mediator to DV relationship. The Figure ?? shows the path b and its value.

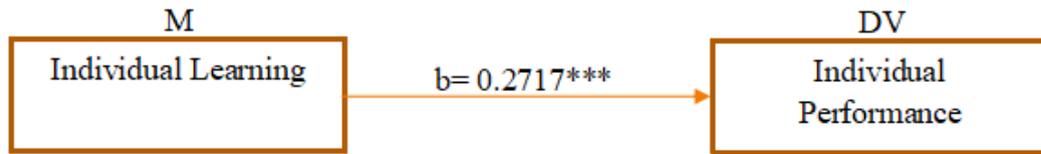


FIGURE 4.5: Effect of M (Individual Learning) on DV (Individual Performance)

Table 4.4 shows Individual Learning (M) has a positive effect on Individual Performance (path b) having a beta value 0.2717 and  $p < 0.001$  which means that its significance is less than 0.001. This effect demonstrated that the third hypothesis H3 is being supported as there is a positive and significant association between Individual Learning (M) and Individual Performance (Y) was found. So the third hypothesis H3 is accepted which is:

**H3: *Individual Learning of project team members has positive impact upon their performance.***

The direct effect of Managers' Coaching Skills to Individual Performance is positively associated and has a significance having beta value 0.1941  $p < 0.001$  means that path c' or direct effect is partially significant. Results showed that the total effect of Managers Coaching Skills on Individual Performance is positively associated and significant having a beta value of 0.2750  $p < 0.001$  where p-value indicates that it's significant. The indirect effect (Path a\*path b) is also positive and significant as beta value 0.0809.

To test the statistical significance of the mediation, bootstrapping method of confidence interval testing was used with 5000 bootstrapping samples and found that bootstrap lower limit 95% confidence interval is 0.0461 while bootstrap upper limit 95% confidence interval is 0.1201 Bootstrap limits have the same signs as there is no zero between these so the indirect effect is significant. So the fourth hypothesis H4 is accepted and here is partial mediation as direct and indirect both are significant that states;

**H4: *Individual Learning of project team members mediates the relationship between the project managers' coaching skills and individual performance.***

## 4.5 Moderation Analysis

To determine whether the relationship between Managers' Coaching Skills and Individual Performance depends on Need for Achievement, moderation analysis was performed. To test our last hypothesis which states that *the positive relationship between the project managers' coaching skills and the individual performance will be stronger when they have a need for achievement and vice versa*. Model 1 of Process macro by (Preacher and Hayes, 2004) the Process macro model through SPSS (Preacher and Hayes, 2004) was used.

TABLE 4.5: Mediation Analysis

	$\beta$	se	t	p	LLCI 95%	LLCI 95%
Boot Strap Result for Indirect Effect						
Interaction Term	0.0985	0.1322	0.7452	0.4566	-0.1614	0.3584

The table shows that the moderation hypothesis is rejected and it does not strengthen the relation between Managers' Coaching Skills and Individual performance. As the values of interaction term mentioned in the Table 4.5 depicts that the value of  $\beta = 0.0985$  which shows a positivity in relation. The value of  $p = 0.4566$  which is not significant. To test the statistical significance of the moderation, bootstrapping method of confidence interval testing was used with 5000 bootstrapping samples and found that bootstrap lower limit 95% confidence interval is -0.1614 while bootstrap upper limit 95% confidence interval is 0.3584. As bootstrap limits have the different signs and a zero value exists between the lower and upper limit resulting that there is no moderation effect of Need for Achievement exists. So the fifth hypothesis H5 is rejected.

## 4.6 Summary of Hypothesis

Table ?? represents the summary of results for the proposed hypothesis. It depicts that first four hypothesis are accepted while the fifth one H5 is rejected. Results

of the study show that hypothesis analysis is done in real context and is presented adequately along with the data analysis. It shows clearly that the project managers' coaching skills have the positive and direct effect on the individual performance of project team members but the moderation effect of Need for Achievement does not exist.

TABLE 4.6: Summary of Hypotheses

<b>Sr. No.</b>	<b>Hypothesis Statement</b>	<b>Result</b>
1	Project managers' coaching skills have positive impact upon the individual performance of project team members.	Supported
2	Project managers' coaching skills have positive impact upon the Individual Learning of project team members.	Supported
3	Individual Learning of project team members has positive impact upon their performance.	Supported
4	Individual Learning of project team members mediates the relationship between the project managers' coaching skills and individual performance.	Supported
5	The positive relationship between the project managers' coaching skills and the individual performance will be stronger when they have a high need for achievement and vice versa.	Not Supported

# Chapter 5

## Discussion and Conclusion

The succeeding chapter comprises of detailed discussions of the hypothesis proposed in the light of theory and their reasoning of acceptance and rejection, empirical evidence, interpretation of findings and also discusses the limitations of the study, future research directions and conclusion. The chapter is comprised of two parts. Finding and hypothesis results will be discussed in the first part while the second chapter includes the limitation of the study and also research direction for future will be discussed. This chapter provides the gist of the study.

### 5.1 Discussion

The main emphasis of the present research study was to investigate the relationship between Managers' Coaching Skills and Individual Performance in a public project based organization within the contextual settings of Pakistan. The research study also explored the mediation role of Individual Learning between Managers' Coaching Skills and Individual Performance. The conceptual model study explored the moderating effect of Need for Achievement on Managers' Coaching Skills and Individual Performance in a public project-based organization working in Rawalpindi, Pakistan. The results indicate that employees' perceptions of their managers' coaching skills stimulate these workers' individual learning. Social cognitive theory offer some insights into how coaching can have an impact on attitudes such as individual learning resulting to the enhancement of the Individual Performance of

the project team member. The managers who implement a coaching managerial style, actually assisting their workers to enhance their skills professionally as well as forming and strengthening relationships built on faith with their juniors (Hsieh and Huang, 2017).

The current results also depict that positive perceptions of subordinates about the managers' coaching skills promote the individual performance of workers. This result also in line with the study of (Ellinger et al., 2003), that employee performance can be improved by improving the managers' coaching behaviors. As per social cognitive theory (Bandura, 1986) and social exchange theory (e.g. (Blau, 2017)), and in the light of principle of reciprocity, the workers who observe that their managers' coaching skills are good, grow more effective behaviors that stimulate better outcomes (Wakefield, 2006), thereby enhancing work performance of these employees.

Resulting that, improved workers experiences and learnings, which enhance the work performance of the workers. On these foundations, a theoretical framework was proposed for this research and is suggested that there is a unique relationships among theoretical framework and research variable. The present study established five hypothesis, and first four hypothesis are backed and supported by the results from data and theory while the fifth hypothesis is not supported by the data that is against the theory and assumption. The results of our present study shows that Managers' Coaching Skills has a positive effect on the Individual Performance of the project team members. The study also shows that the Individual Learning mediates the relationship between Managers' Coaching Skills and Individual Performance. However Need for Achievement does not play a significant moderating role between Managers' Coaching Skill and Individual Performance. All the hypothesis are discussed in detail as below:

### 5.1.1 Coaching Skills and Individual Performance

H1: *Project managers' coaching skills have positive impact upon the individual performance of project team members.*

The study results of first hypothesis H1 are well supported through data collection and analysis and indicates that there is a significant relationship between Managers' Coaching Skills and Individual Performance. As it was hypothesized that Project managers' coaching skills will positively related to individual performance, means the use of coaching skills in a project such as the ability to guide technically, administratively and ethically to groom the team members have a vital effect on the individual performance of the project team member who was guided by a good skilled coach, results in improving the project performance.

First hypothesis results are as:  $\beta = 0.263$ ,  $t = 5.393$ ,  $p = 0.000$  proved the existence of positive relationship between Managers Coaching Skills and Individual Performance. The value of  $t = 5.393$  indicates the significant level of relationship among Managers' Coaching Skills and Individual Performance, as the  $t$  value is greater than 2 refers that the results are statistically significant. The value of  $\beta$  coefficient = 0.263 is demonstrating that if there is 1% unit change in Managers' Coaching Skills then there are 26.3% units chances of performance to be improved of the individual.

The results of the current study are lined with the (Ribeiro et al., 2020) and have found significant and positive relationship between managers' coaching skills and individual performance, which means that the managers' coaching skills will definitely improve the individual performance of the project team members and in return positively contribute towards the success of the project. A similar results were also found in a study that was conducted by (Boak and Crabbe, 2019) which support current study as well. In this study, a practical training program was arranged to enhance the listening skills and to study its impacts on their performance and found higher performance with higher skills.

(Ellinger et al., 2003) also studied the impact of managerial coaching upon the employee performance and results are also in line with the present study. Furthermore, coaching is considered as an effective skills improvement approach which affects the organizational performance and align workers to the organizational goals (Willis and Britnor Guest, 2003). When firms take appropriate measures to incorporate coaching into their daily routine, the selection of the coach is very

critical. Choosing the right coach for the coaching sessions is a major factor of the success of the coaching involvement (Allan, 2013). Coaches having excellent expertise can provide support to improve workers skills hence acquire resources to improve self-knowledge and validate behavioral change, as well as encourage self-development and completion of tasks (De Vries et al., 2010). As a result, coaching is beneficial for workers at personal level by working on individuals to improve their individual work performance, and, consequently, organizational one as a bottom line. The workers and organizational performance are interdependent and are improved significantly by implementing the coaching effectively (Jarvis, 2004).

It can be concluded from the above discussion that the implementation of coaching to firms with excellent skills has a positive impact on performance of the employee as well as on the organization overall. This is supported by many others scholars also who have examined performance among many other coaching outcomes (Achi and Sleilati, 2016). In continuation, the results of study conducted by Ellinger et al. (2005) depicts that the positive association of coaching with employee satisfaction and enhanced work-related performance. In the line of above discussion, Hunt and Weintraub (2002) also suggested that coaching empowers employees to progress and develop professionally which improves their performance. Thus, the project managers' practice with high coaching skills is recognized as a successful approach to boost worker performance and to facilitate organizational goals accomplishment.

### 5.1.2 Coaching Skills and Individual Learning

**H2: *Project managers' coaching skills have positive impact upon the Individual Learning of project team members.***

This hypothesis was accepted as the findings showed that the association between Managers' Coaching Skills and Individual Learning is positive and significant as  $\beta = 0.2978^{***}$  and  $p = 0.000$  means that  $p < 0.001$  it shows the significance of the result. These values indicate that the relationship between Managers' Coaching Skills and Individual Learning is positive as the Beta value is 0.2978 that means

there would be a rise of 29.78 percent in Individual Learning if there is a rise one unit in the Managers' Coaching Skills. Previous studies regarding coaching have mostly focused on the one to one association between the coachee and the coach (Heslin et al., 2006), while fewer studies have been conducted to examine the effectiveness of team leader's coaching (Hagen and Gavrilova Aguilar, 2012; Wageman, 2001). It is believed that mentoring relationships is a methodology through which individuals can improve individual learning (Kram, 1996). Positive changes are considered as the outcome of learning, behavior, values, and attitudes. As per social cognitive theory, every person learn through observation from their seniors. Therefore if seniors have good knowledge about their job along with the better coaching skills then juniors/ subordinates will definitely acquire more knowledge which is exactly align with the social cognitive theory.

As measured from the sample collected, it is very true that project team members gain more knowledge, skills and expertise due to the higher coaching skills of the project managers in the targeted public project based organization. Therefore it can be generalized for such other organizations that project managers' coaching skills will enhance the individual learning. This research would also contribute to increase awareness about importance of the managers' coaching skills and how to use them for the enhancement of the individual learning. As a result it may positively contribute to improve their skills, commitment, and performance.

### 5.1.3 Individual Learning and Their Performance

**H3: *Individual Learning of project team members has positive impact upon their performance.***

The findings go according to the assumptions that Individual Learning (M) has a positive effect on Individual Performance (path b) having a beta value 0.2717 and  $p < 0.001$  which means that its significance at the p-value is less than 0.001. This effect demonstrated that the third hypothesis H3 is being supported as there is a positive and significant association between Individual Learning (M) and Individual Performance (Y). Often workers control many resources of the organization, they may use or abuse them. Abuse of resources may be in the form of time,

shipments, raw materials, fully completed products, or services provided by them. Project managers' coaching skill can lead workers to perform better. If the supervisor's skills, knowledge and expertise are low, subordinates can't perform well and could be less associated with the company. A project manager with lower skills has a detrimental effect on the performance of the individuals as well as upon the project as a result. For instance, low level of communication skills may lead to the project failure in total.

Learning may shape how individuals in organizations respond to a work environment. Self-esteem, proficiency and efficiency in work related problems can be improved through learning (Gouillart and Kelly, 1995). If the workers acquire more knowledge and skill then he is able to contribute for organization more effectively. Workers who have high personal learning may react more positively to their job as they have more knowledge and skill with greater confidence. Personal learning should thus be related to their individual performance. Many studies support this correlation, such as individual learning increases their individual performance. Literature therefore suggested that the relationship between individual learning and their performance is positive. As per social cognitive theory, the juniors not only learn through observation but also reciprocate their learning in the form of better job performance.

Teams with high levels of individual learnings impart positively to the individual performance and ultimately in project success. Lack of individual learning will lead to the demise of any project based organization. As every project team member contributes towards the project success so individual learning is their primary role. The results also show clearly that the relationship between Individual Learning and their performance is positive. Individual learning not only enhance their performance but also resulting in time and cost reduction.

It also enhances the customer satisfaction. Results show that the total effect on Individual Performance is good. Individual Learning will result in self-confidence of project team members. The most direct result of Individual Learning is the increase in productivity and effectiveness. The findings show that Individual Learning has a positive impact on their Individual Performance as well.

#### 5.1.4 Mediating Role of Individual Learning

*H4: Individual Learning of project team members mediates the relationship between the project managers' coaching skills and individual performance.*

It was proposed in the fourth hypothesis H4 that project managers' coaching skills will impact on the individual learning that plays a mediating role between Managers' Coaching Skills and Individual Performance. The hypothesis has been accepted and the result demonstrates the significant relationship of Individual Learning as a mediator between Managers' Coaching Skills and Individual Performance because the results show that the direct effect of Managers' Coaching Skills on Individual Performance is positively associated and is significant having the beta value of 0.1941,  $p < 0.001$  means that path c' or direct effect is significant. Results also showed that the total effect of Managers' Coaching Skills on Individual Performance is positively associated and significant with having a beta value of 0.2750  $p < 0.001$  where p-value indicates that it's significant.

The indirect effect (Path a\*b) is also positive and significant as beta value 0.0809 and bootstrap lower limit 95% confidence interval is 0.0461 bootstrap upper limit 95% confidence interval is 0.1201. Bootstrap limits have the same signs as there is no zero between these so the indirect effect is significant. Therefore the hypothesis is accepted and here is partial mediation as direct and indirect both are significant. In respect of this hypothesis, Individual Learning mediates the relationship between Managers' Coaching Skills and Individual Performance. The linkage between Individual Learning and work performance is supported significantly (Colquitt et al., 2000; Salas and Cannon-Bowers, 2001). It was also supposed that outcome of Individual Learning is significantly associated with Individual Performance (Ning et al., 2017). In this paper, it is assumed that the association between Managers' Coaching Skills and Individual Performance will be affected by Individual Learning. In current research, the hypothesis is acknowledged and validated by favorable findings. The findings show that Individual Learning is a strong mediator between Managers' Coaching Skills and Individual Performance. Additionally, Individual Learning is positively related to the Managers' Coaching

Skills and have a positive effect on Individual Performance. This hypothesis is also supported by previous studies and current findings. Therefore it is established that Individual Learning mediates the relationship between the Managers' Coaching Skills and Individual Performance. The present study contributes by investigating not only the direct influence of managerial coaching skills upon the individual performance but also the mediating effect of individual learning towards their performance. The results suggest that Individual Learning may be formed as a mediator that link Managers' Coaching Skills with Individual Performance.

### 5.1.5 Moderating Role of Need for Achievement

*H5. The positive relationship between the project managers' coaching skills and the individual performance will be stronger when they have a high need for achievement and vice versa.*

Results shows that moderated relationship of Need for Achievement does not exist on the relationship of Managers' Coaching Skills and Individual Performance, as the combined effect of Managers' Coaching Skills and Need for Achievement on Individual Performance having a beta value 0.0985, se = 0.1322, t = 0.7452, p = 0.4566, which express insignificant relation and also bootstrap result lower limit of 95% confidence interval value -0.1614 and upper limit 95% confidence interval 0.3584 both are having different signs which means that moderation is not present and it's insignificant and this demonstrates Individual Learning as a moderator does not affect the Managers' Coaching Skill and Individual Performance relationship. This is not align with the previous studies.

The outcomes of some previous studies are being described which became the base to suggest this hypothesis. According to the Manifest Needs Theory, which describes that manifest (easily perceived or most current) needs has a great impact on the behavior as it desire to satisfy. There are so many needs but some of them may comprises of autonomy, dominance, affiliation and need for achievement (Steers and Braunstein, 1976).

Orpen (1985) has examined the impact of need for achievement as a moderator on the managerial performance that may also be generalized for other project

team members as well that depicts the positive effects of need for achievement on the performance. Present study was assumed to be supported by the [Steers and Spencer \(1977\)](#) and [Stone et al. \(1977\)](#) work. In their study, [Steers and Spencer \(1977\)](#) found that NfA has a moderation effect on performance but it has been found that present study did not support the result of previous studies. However, performance is considered as a function of capability and inspiration in general ([Campbell et al., 1970](#)) there is a weak reason to assume this bigger attachment essentially to be replicated in the form of better performance. It is possible that an individual is attached to the organization curiously but lacking in the required skills and capabilities to perform efficiently. On the other hand, he may considering his job as more exciting and challenging, but not be inspired to work harder because there is no change in his need for achievement. However, it was assumed that workers having high need for achievement perform better than the people who are low in need for achievement. Three studies in different areas of human life established this hypothesis, presenting that individuals with high need for achievement reported higher commitment to their goals (Study 1), higher flow experience (Study 2), higher intrinsic motivation (Study 3).

Need for achievement act as a catalyst to enhance the individual performance of the project team members. However present findings concerning need for achievement are not consistent with the discussion presented earlier that high need for achievement would display a comparatively strong relationship between managers' coaching skills and individual performance because higher performance in itself often signifies a form of intrinsic reward for such persons and often progress to the receipt of positively heroic extrinsic rewards from the organization. Hence such rewards and acknowledgments meet the expectations of the individual resulting in his satisfaction. On the other hand, poor performance will normally not become the cause of either high intrinsic or extrinsic rewards, thereby dropping the likelihood of good performance. It has been debated that the human beings behavior is directed by the need for achievement, and this drive controls human action over the long period of time ([McClelland, 1961](#)). It is therefore expected that a need for achievement will lead to performance characterized by persistence. People who have a substantial need for achievement likely to believe that they have command

over the outcome of their conduct and that they have dependable feedback about their advancement toward their goals. It is pertinent to mention that the present study results are not consistent with the previous ones.

One of the possible reason of the inconsistency in result is that the study was conducted in only one organization that is public sector and most of the employees are permanent. The second one may be the time based promotion criteria of the organization that loses the interest of the employees because only a little difference among the high and moderate achievers in the time based promotion criteria while performance based promotion criteria reflects the importance of the need for achievement. Thirdly all employees are well off in comparison to the common people and may have less manifest needs.

## 5.2 Implications

### 5.2.1 Theoretical Implications

This study has facilitated the present evolving field called project management recently getting popularity as the projects requirement is increasing day by day. In preceding literature, Managerial Coaching is linked with many other variables such as employees' commitment, performance, project and organizational success (Ribeiro et al., 2020). This research expands our interpretation of literature about Coaching Skills of Managers on the performance of individual workers. This research contributed crucial factors: Firstly, this study hypothesizes the association between Managerial Coaching Skills and Individual Performance, and the relationship was supported by the results. Secondly, there is an understanding of the effect of Managers' Coaching Skills on Individual Performance through the Individual Learning was developed that was also supported by the results. As per my knowledge Managers' coaching skills was examined against Individual Performance with the moderating role of affective commitment in the previous research only. Therefore thirdly moderating role of Need for Achievement has also been checked. Therefore, the impact of Managers' Coaching Skills on Individual Performance

was mainly explored in this research with the mediating function of Individual Learning and moderating role of the Need for Achievement. The outcomes of this research have practical consequences about the world of business and may contribute in the expansion of theory regarding coaching at workplace. The previous studies suggested that supervisors are progressively assumed to mentor their employees (McCarthy and Milner, 2013), but study on the association between coaching skills of managers and workers attitudes and performance is rare (Hsieh and Huang, 2017; Tanskanen et al., 2018). The results of present study are partially supporting the previous theoretical research where main focus is Managers' Coaching Skills and Individual Performance through Individual Learning while considering the moderating effect of Need for Achievement. Thus these results participate in the expansion of managerial theory. Present research responded a call for experimental study from those persons who has discussed that more experiential studies require to be carried out on the relationship between Coaching Skills of Managers and behaviors of the workers as well as attitudes (Ribeiro et al., 2020). Therefore, from a theoretical viewpoint, the current study is innovative and participating to the in-depth knowledge of the psychosocial mechanisms that will provide opportunity to the managers to comprehend the importance regarding coaching skills that affect employees' outcomes as well as performance of individual in the setting of business. Present study also extended the thoughtful about coaching practices by managers through the social cognitive theory.

### **5.2.2 Practical Implications**

The outcome of this research provides numerous practical implications. This study has been conducted for a specific Public Project based Organization as it was near to impossible to include all the public project based organizations in due time permitted by the university. After evaluating the present study results, it is concluded that the previous literature reinforced it but partially. As this study depicts that organizations should be cautious at the time of managers' induction in the organization about their coaching skills. Further organizations should encourage to enhance their coaching skills, individual learning that will must contribute in their

individual performance. It is the need of the day that organizations should create such a culture in which workers feel inspiration and empowerment to acquire new skills and learnings.

This helps them to carry out all project tasks efficiently, thereby supporting the organization to achieve the desired project goal according to their requirements. This research explores the effect of the managers' coaching skills on individual performance of project team members and provides a very special aspect to the project managers that is lesson learning from the earlier project either those projects were failed or successful one. Normally studies were conducted in the private sector but this study provides an opportunity to study the Pakistani public sector project based organization culture, therefore it may or may not be exactly true for the private sector project based organizations. Coaching was studied more seriously in the western countries and presently coaching skills is gaining importance for future research.

A limited number of studies have been carried out in western setting about coaching skills effect on the performance of individuals. Such issues are taken less seriously especially in Pakistan where an important resource of the projects is being ignored called human beings. Therefore, coaching skills is equally important for the project success and must be cared about it in Pakistan as well. If a person becomes expert in coaching skills, then s/he will become capable to contribute in the project execution more efficiently and thus the throughput of the organization will be boosted indirectly. The basis of this concept can be understood through the conservation of Social Cognitive Theory.

As if the manager has high coaching skills then as per said theory subordinate learn more effectively through observation from the managers/ supervisors and will contribute more efficiently for the success of project. This is a chain process as learner may be a supervisor of others at the same time and his subordinates will learn from him and so on. Individual performance of the more learned person will high as compared to the low level learned person that is true as per Social Cognitive Theory. Individual performance will result in decreased costs and reduced schedules that can be very fruitful for the organizations. Therefore, deficiency in

managers' coaching skills should be timely identified to mitigate the adverse and more negatives effects that may be eliminated easily. This study was conducted in the Pakistani public project based organization which is the backbone of any country. So, measures should be taken to enhance the coaching skills of managers.

In the practical point of view, present study's results offer potential advantages to managers and organizations through understandings about the impact of coaching by the managers upon workers' individual learning and these two approaches can escalate performance of the individuals. Hence, it is worth mentioning that coaching skills of the managers must be developed like upholding open communication, implementing a team based approach. More precisely, managerial coaching comprises of listening skills, asking serious questions, setting unblemished performance prospects, educating about self-awareness, giving positive feedback, solving issues and being compassionate, persistent and supple.

From the human resource (HR) point of view, present study's results also propose that establishments require to focus at the time of managers' selection with higher coaching skills which help their juniors in a better way. Organizations should arrange proper and appropriate training programs/ activities in the form of executive coaching or mentoring by the line managers to reinforce their mentoring skills. As an example, Human Resource department may arrange training program for managers to trickle down their capabilities toward juniors at the organizational level. The provision of a compassionate environment is very important for managerial coaching that foster managers' moods of personal achievement and preclude feelings of overloading (She et al., 2019), therefore enabling to adhere this style. Thus a constructive effect on the association of managers with workers was observed that eventually plays a vital role in enhancing performance of workers at work place.

### 5.3 Limitations

As every study has certain confinements, insufficiencies, limits or barriers and therefore this research has also certain limitations. As this research was carried

out to accomplish the partial requirement of MS degree, hence the resources as well as time was limited to carry out at large scale. The limitations of the current study faced are being mentioned for the knowledge of future researchers so that these should be avoided, if possible. As the most critical thing is time and it becomes the first restriction during this study therefore only one moderator and mediator is used, to improve the model, researchers can use more than one mediator as well as a moderator in future research. The data was collected from one Pakistani Public Project based Organization only due to resources and time restraints that becomes the second constraint in generalization of the results. So in the future, data from many Pakistani Public Project based Organizations can be gathered. Data was collected from a public project-based organization of Pakistan, so it is quite possible that its results may be dissimilar when similar research will be carried out in private sector or in other culture. Another shortcoming as a third one is that the sample size of research was limited because of resource and time limitations, which may influence the generalizability of the study. The fourth limitation is that the data was collected at once (cross-sectional) from the same respondent, which may become a cause of biasing (Podsakoff et al., 2003), therefore future studies may be longitudinal where prospective investigators will gather data in intervals. The fifth constraint is convenience sampling that is also due to short of time and it may also affect the process of generalization. Therefore in the light of current study's constraints, further investigation is required to comprehend the effect of coaching skills own by managers upon performance of the workers in a better that would help in generalization.

## 5.4 Future Directions

There is always a room for improvement, in the same way some further directions are being suggested to be carried out in future for better understanding. As this study was conducted only in one Pakistani Public Project based Organization, which could raise the problem of generalization. Therefore, potential researchers should include many such Pakistani organizations as well as private project based organization and even may extend to the more countries. There is a need to test

the other suitable mediators like empowerment and moderator like self-efficacy. Other contextual and conditional factors should also be examined by potential researchers. The present research was based on the quantitative design in nature that further limits concrete deductions regarding causal relationship between variables examined here. This model verified the hypothesis except one. However, no methodology exist that is sure about the chronological explanation that clarifies the factual association between selected variables and different clarifications might exist. Therefore, further studies could evade cross-sectional designs and collect data at different points in time (longitudinal) or via a double-source method. For example, workers performance could be reported by their managers or measured through performance appraisal archives. Further, workers characteristics and preferences (e.g. education level) might be included in study as moderators upon the link between coaching skills of managers and individual learning.

## **5.5 Conclusion**

The present study is the first to acknowledge managers' coaching skills and individual performance through individual learning in the Pakistani Public Project based Organization. The data was collected from the individuals working in a Pakistani Public Project based Organizations situated. The data was collected physically from the respondents. 500 questionnaire were distributed but 392 responses were received. Previous research supports the fact that managers' coaching skills have too much importance for the organizations to enhance the individual performance of the employees. The proposed assumptions include that Managers' Coaching Skill positively affects the Individual Performance of the project team members and our results support it and its significance. When Individual Learning is integrated as the mediating variable, the effects on the outcome variable that is individual performance are significant. Oppositely, the effect was very insignificant with the moderating variable that is Need for Achievement. In this study, first four hypothesis are acknowledged in the Pakistani framework, with the help of past findings and theory while fifth hypothesis is not supported. This research contributed to the integration of a new mediator Individual Learning between

Managers' Coaching Skills and the Individual Performance. This research would also contribute to increase awareness about the importance of managers' coaching skills and how to enhance the individual performance. Consideration about the coaching skills of the managers at the time of induction can help organization to enhance the productivity due to the good individual performance. That is why, organizations must consider the managers' coaching skills that definitely help to increase the individual performance, achieve objectives and improve the organization's overall performance.

# Annexure - A



## Questionnaire

Capital University of Science and Technology, Islamabad Department of  
Management Sciences

Dear Respondent,

I am a student of MS Project Management in Capital University of Science and Technology Islamabad. I am conducting a research to find out if managerial Coaching Skills via individual learning and considering the moderating effect of Need of Achievement leads to more chances of enhancing Individual Performance that definitely contributes towards projects being successful. For this, I need your valuable feedback. You are requested to please spare few minutes.

I assure you that this data will remain confidential and will only be used for academic purpose. It will not be shared with anyone. You need not mention your name. Thank you.

Sincerely,

**M. Akram Hussain Shah**

## 1 Demographics

	1	2	3	4	5
<b>Gender:</b>	Male	Female			
<b>Age (years)</b>	18-24	25-34	35-44	45-54	55 or More
<b>Education</b>	1) None	2) School	3) College	4) University	5) Mphil/PhD
<b>Experience in Projects (years)</b>	1) 1-3	2) 4-7	3) 8-11	4) 12-15	5) Over 15

## 2 Coaching Skills

For the following questions, please tick in appropriate boxes your strength of agreement with the following statements:

1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree and 5) Strongly Agree.

Sr. No.	Questions	1	2	3	4	5
1	When asked to share feelings, my manager feels free to do so.	1	2	3	4	5
2	In difficult job-related situations, my manager reveals his/her opinions openly and frankly.	1	2	3	4	5
3	When talking to other people, my manager shares his/ her feelings openly.	1	2	3	4	5
4	When developing relationships, my manager openly shares his/her personal values.	1	2	3	4	5
5	When questioned about his/her professional experiences, my manager willingly shares details	1	2	3	4	5

6	When asked to volunteer for work-related projects, my manager chooses to do these with teams	1	2	3	4	5
7	In general, my manager enjoys performing tasks in which my manager works with others	1	2	3	4	5
8	As part of a working group, my manager prefers to foster group consensus	1	2	3	4	5
9	When a decision has to be made, my manager prefers to consult other people	1	2	3	4	5
10	When my manager thinks of ways to achieve goals, my manager seeks information from other people	1	2	3	4	5
11	In decision-making processes, my manager overcomes feelings with logic	1	2	3	4	5
12	In discussions with others, my manager focuses on the individual needs of each person	1	2	3	4	5
13	When my manager seeks to make work meetings dynamic, my manager still allows time for building relationships	1	2	3	4	5
14	In the workplace, my manager finds ways to establish links with others	1	2	3	4	5
15	At work, my manager tends to focus more on people	1	2	3	4	5
16	My manager views conflict as constructive	1	2	3	4	5
17	When others are making career decisions, my manager emphasizes risk-taking	1	2	3	4	5
18	When my manager is looking for solutions to problems, my manager may want to try new solutions.	1	2	3	4	5

19	When my manager works with others, my manager poses questions with many possible answers	1	2	3	4	5
20	When working with others, I ask questions for which there are many feasible answers.	1	2	3	4	5

### 3 Individual Learning

For the following questions, please tick in appropriate boxes your strength of agreement with the following statements:

1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree and 5) Strongly Agree.

Sr. No.	Questions	1	2	3	4	5
1	There are not a lot of new things to learn in my job (R).	1	2	3	4	5
2	An important part of becoming a good employee/employer is to continually improve work skills.	1	2	3	4	5
3	Making a tough decision is very satisfying.	1	2	3	4	5
4	It is important for me to learn from each of my job experiences.	1	2	3	4	5
5	I spent a great deal of time learning new work approaches.	1	2	3	4	5
6	I am always learning something new in my work.	1	2	3	4	5
7	Making mistakes is just part of the learning process.	1	2	3	4	5
8	Learning how to be a better employee/ manager is of fundamental importance to me.	1	2	3	4	5

9	Sometimes I put a great deal of effort into learning something new.	1	2	3	4	5
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## Need for Achievement

For the following questions, please tick in appropriate boxes your strength of agreement with the following statements:

1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree and 5) Strongly Agree.

Sr. No.	Question	1	2	3	4	5
1	I do my best work when my job assignments are fairly difficult.	1	2	3	4	5
2	I try very hard to improve on my past performance at work.	1	2	3	4	5
3	I take moderate risks and stick my neck out to get ahead at work.	1	2	3	4	5
4	I try to avoid any added responsibilities on my job.	1	2	3	4	5
5	I try to perform better than my co-workers.	1	2	3	4	5
6	When I have a choice, I try to work in a group instead of by myself.	1	2	3	4	5
7	I pay a good deal of attention to the feelings of others at work.	1	2	3	4	5
8	I prefer to do my own work and let others do theirs.	1	2	3	4	5
9	I express my disagreements with others openly.	1	2	3	4	5
10	I find myself talking to those around me about non-business related matters.	1	2	3	4	5

11	In my work assignments, I try to be my own boss.	1	2	3	4	5
12	I go my own way at work, regardless of the opinions of others.	1	2	3	4	5
13	I disregard rules and regulations that hamper my personal freedom.	1	2	3	4	5
14	I consider myself a “team player” at work.	1	2	3	4	5
15	I try my best to work alone on a job.	1	2	3	4	5
16	I seek an active role in the leadership of a group.	1	2	3	4	5
17	I avoid trying to influence those around me to see things my way.	1	2	3	4	5
18	I find myself organizing and directing the activities of others.	1	2	3	4	5
19	I strive to gain more control over the events around me at work.	1	2	3	4	5
20	I strive to be “In command” when I am working in a group.	1	2	3	4	5

## .1 Individual Performance

For the following questions, please tick in appropriate boxes your strength of agreement with the following statements:

1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree and 5) Strongly Agree.

Sr. No.	Questions	1	2	3	4	5
1	I'm an effective employee	1	2	3	4	5
2	My colleagues see me as a very productive employee	1	2	3	4	5

3	I am satisfied with the quality of my work	1	2	3	4	5
4	My superior sees me as an effective employee	1	2	3	4	5

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