The effective coaching factors in operational managers of Persian Gulf petrochemical company in motivation of human resources

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Abstract
Coaching encourages individuals to focus on their strengths instead of focusing on their weaknesses. It has been well documented that emphasizing the employees’ strengths can reduce turnover rate, increase productivity, and improve job satisfaction. Accordingly, managers with an emphasis on coaching can assure the development and growth of employees. In this way, it is possible to create opportunities for maximizing the efficiency and effectiveness of the organization.¹ A manager as a coach assists employees believe they can have more effective, efficient, and innovative abilities.² ³ Coaching of managers is defined as a strategy for human resources development and is a dynamic process that improves job performance.⁴ Therefore, nowadays organizations pay much attention to coaching and allocate much cost and human resources to

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Introduction
Coaching encourages individuals to focus on their strengths instead of focusing on their weaknesses. It has been well documented that emphasizing the employees’ strengths could reduce turnover rate, increase productivity, and improve job satisfaction. Accordingly, managers with an emphasis on coaching can assure the development and growth of employees. In this way, it is possible to create opportunities for maximizing the efficiency and effectiveness of the organization.¹ A manager as a coach assists employees believe they can have more effective, efficient, and innovative abilities.² ³ Coaching of managers is defined as a strategy for human resources development and
coaching. For example, most of the world’s leading organizations and many large American organizations employ a variety of coaching styles to manage their staff. The prevalence of coaching in contemporary organizations can be due to rapid changes in the environment of organizations such as globalization, technological advancement, and the nature of work. Therefore, although coaching has become commonplace in organizations over the past two decades, there is little empirical evidence on its results. For managers interested in motivating and advancing staff in the organizations, coaching can be an effective process. There are at least six coaching principles accepted by all coaches. Individuals who are high on beliefs, relationships, self-esteem, development, and liaison insist on applying those principles that lead to profitability, motivation, job satisfaction, and commitment.

The reasons for the increasing necessity of using the approach and philosophy of coaching in today’s organizations can be described as follows:

1. Increasing environmental complexity and thus increasing work problems and challenges
2. Failure of fixed capabilities of individuals in responding to dynamic and diverse environments
3. Expanding the service sector in businesses and creating varied working conditions concerning the characteristics of this field and the importance of paying constant attention to the quality of services
4. Need to benefit immediately from learning from workplace experiences to achieve optimal performance
5. Increasing the importance of knowledge management and implicit knowledge transfer to employees during business processes
6. Increasing employees’ willingness to enhance their skills in their preferred career path and the need for various methods to improve their knowledge and competencies.

Motivating the staff has been one of the key concepts in human resources management. In this regard, several theoretical and empirical studies have been conducted to discuss the motivational techniques used by managers to improve the performance of individuals. Theorists consider effective human resources management as the key to the success of an organization. Despite the rapid growth of organizations toward technology and specialization, the role of human resources as a vital and strategic factor in the organization has been increasingly taken into consideration. Therefore, motivating and satisfying employees and increasing their interests in jobs and thus meeting organizational goals is of great importance. Moreover, it is worth mentioning that managerial and supportive behavior of managers in dealing with employees can enhance their motivation. In this way, if managers and supervisors use a coaching and supportive approach in dealing with team members in a work environment, employees’ motivation would improve. One of the main parts of the oil industry, petrochemical industries are among the most important industries in the country. Persian Gulf Petrochemical Company (Holding) is one of the first petrochemical industry holdings, which is currently recognized as one of the largest petrochemical holdings in the Middle East with owning about 20 production and service companies. The company has entered the global competition in this area with the vision of “the most profitable petrochemical holding in the country with a global reputation” and a general strategy of “sustainable profitability and development” in five perspectives of “growth and learning, stakeholders, processes, finance, and social responsibilities”. Initial surveys at the Company showed that in recent years, the motivation of its operational staff has been declining such that it has become an important issue in the human resources management of the company. Managers cannot force their employees to perform their tasks, but they can motivate them to do their jobs and appreciate them if they achieve their goals. This process is indeed the goal of a leader. One of the biggest challenges and achievements for today’s managers is to motivate their team members because this motivates employees to increase their productivity and make their efforts and seriousness more apparent. In most cases, a middle and operational manager will be more successful in motivating the subordinates than a senior manager because they do so by considering work content and experience.

Referring to motivation in the workplace, researchers say that people can motivate themselves by looking for and doing something that meets their needs and achieves their goals, but they can also be motivated by their managers through methods such as financial payment and monetary encouragements. It is previously known that the economic incentive is one of the most used motivations to advance the firm performance. Concentrating on the relation between monetary motivations and employees’ performance, one of the most essential theories is Performance Related Pay (PRP) theory, derived from the principles of Weiberian bureaucracy. Regarding a system that grants a bonus based on superiority, PRP is a mechanism able to rapidly rise work incentive and advance the performance of employees; actually employee’s work harder if they, appreciating the financial prizes, trust that those prizes are related to their increased efforts. Koschmann studied how coaching skill regulates extrinsic stimuli (salary and contracts) on player performance. Building on incentive and sports psychology theory, this study suggested that better coaches simplify higher paid players to execute. However, the author suggested that an increase in coaching skill deteriorates player performance when contracts are used as stimuli. Making this challenging is assessing player performance, particularly in unraveling the player’s performance from that of the team. Yet, increasing coaching skill damagingly regulates
contractual motivations on player performance. The research concluded with implications and future research directions.14

In this regard, the managers of the Persian Gulf Petrochemical Company have been trying different methods to improve human resources’ productivity in the last year. These methods include training, organizational restructuring, knowledge management, performance management, teamwork, coaching, succession, and compensation system. It is of note that through the compensation system, the subsidiaries were requested to implement standard 34000 as an integrated model. Furthermore, interested collaborators in the organization were invited to find the challenges and priorities of that organization at Level 4 (advanced) to be familiar with using coaching approaches in the company. They believe that implementing such an approach at the level of operational managers will increase the motivations and commitments of the employees. However, the main issue in the Persian Gulf Petrochemical Company is the lack of accurate knowledge of the managers in different aspects of the managerial approach and the unknown process model of this phenomenon in this company. Therefore, designing a coaching model for the Persian Gulf Petrochemical Company’s operational managers is one of the research priorities of the company. Survey the effective coaching factors in operational managers of Persian Gulf Petrochemical Company in order to motivation of human resources, The answer to this key question lies in providing the managers of the company with insights into what and how to look for managerial approaches and behaviors. In the following section, an overview of the research literature and assumptions is presented. In the next section, the collected information was analyzed. Finally, the concluding remarks are presented.

Literature review

Coaching is growing in popularity as a campaign to achieve project success.15,16 Studies confirm the effective relationship between coaching and successful project management.16 Organizations around the world spend about two billion USD annually to provide coaching services.17 Recently, executive coaching has been established to perform day-to-day operations to create organizational effectiveness and efficiency.18 Thus, coaching has emerged as the most popular business approach to develop coaching and business sustainability.19 According to Kampa-Kokesch and Anderson,19 executive coaching operations emerged in the late 1940s. This operation began as an affiliate with the profession of counseling and psychology. Thus, literature review for investigating the history of coaching intervention led to the discovery of six important themes: 1) definitions and interpretations; 2) goals; 3) methods; 4) relation with psychology; 5) treatment and coaching skills; 6) user salaries and benefits.20 The literature shows the necessity to provide a theoretical explanation of coaching and the theories associated with it to provide an empirical and scientific view of coaching operations. Coaching has attracted the attention of scientific researchers worldwide such that extensive studies have been conducted with different theoretical approaches to analyze and explain the complexity of coaching operations.21 Coaching is a kind of interactive relationship that assists individuals identify, guide, and accomplish personal and business goals faster than their capability. Moreover, it enhances communication skills, problem-solving, teamwork and personal empowerment, leading to the development of core job competencies.20 Coaching is the process of continuous companionship and individual support to stay consistent in goals and commitments and means finding a shortcut to overcome fear and highlight important core traits. In other words, the art of coaching is to facilitate the execution of activities, learning process and development of individuals, and continually focus on development processes and growth of individuals.22 Elkins23 stated that managers with more cognitive coaching skills perform more efficiently when managing multiple complex projects. Kouzes and Posner24 stressed the importance of increasing decision-making and coaching mindset, which are key capabilities for senior managers. Nowadays, in every organization, new individuals are hired, promoted, or moved from a position to another one. In any organization, individuals need development and advancement for professional growth. Moreover, publishing the results of Harbinson’s studies and development of HRM theory put emphasis on training human resources as a key issue of organizational development. In addition, they consider this as the top priority in organizational planning and management. Accordingly, the interest and investment of governments and organizations in education and research activities over the past half-century has been expanding over the centuries. Education has always been regarded as a reliable tool for improving quality, performance, and problem-solving, and its absence is one of the most pressing issues of any organization.25 Discovering and realizing the potentials of companies has been inevitable for some reason such as the rapid development and change of various technologies, globalization, increasing competition, and the demand to reduce costs and increase production. Although the importance of human resources is not new, attitude to discover and grow human talent in the workplace with coaching and coaching is a new issue that still has a long way to go, especially developing countries such as Iran. Many managers have experienced years of inefficiency and failure in traditional ways of developing and managing human resources. These managers believe that to exploit the enormous capacities that are wasted at different levels of their organization, they must think of a new solution by changing attitudes and approaches.26 In this regard, organizations today spend substantial amounts of money on staff development programs and strive to utilize innovative and effective training strategies and methods. One of these methods and strategies is coaching. Organizations are seeking to enhance their
human resources and improve their individual and organizational performance and gain competitive advantage.\textsuperscript{27} Coaching is one of the methods of staff training used like other training methods for the growth and development of human resources. Coaching as an effective way to promote learning can have a positive impact on the profit and loss of the organization. Moreover, it can bring considerable benefits to individuals and organizations. In the last decade, the coaching tool has gained significant popularity among leaders, staff, and organizations. As a result, organizations and their employees pay close attention to coaching and allocate vast material, financial, and human resources to it. Today, at least half of the world’s top 1000 leading companies provide coaching to their employees in many ways.\textsuperscript{28} A review of management literature showed that since the 1970s, it has been attempted to incorporate the principles of coaching into management.\textsuperscript{29} During the 1980s and 1990s, utilizing coaching in management was supported.\textsuperscript{30} Consequently, this view of coaching has facilitated career development and team performance\textsuperscript{31} and coaching had enhanced organizational productivity.\textsuperscript{3} Therefore, a new paradigm has emerged in management as “manager as coach” or “managerial coaching”.\textsuperscript{32} Coaching managers have specific behaviors that include enabler, developer, and facilitator of learning, emotion manager, talent manager, responsive, participatory, pragmatic, supportive, problemmatic, facilitator, and opportunity maker.\textsuperscript{33} Several internal and external studies have been conducted for this purpose. Hugill et al.\textsuperscript{20} investigated team coaching as a framework for promoting organizational health and team performance. They showed that adopting a coaching approach by nurse supervisors can improve the relationship between supervisor and subordinate, improve nurses’ work motivation, and enhance organizational health. Ismail et al.\textsuperscript{10} studied managerial coaching in promoting employee motivation. According to their results, managerial and supportive behavior of managers in dealing with employees can enhance their motivation. Sujin\textsuperscript{34} conducted a study on facilitating the process of employee socialization through coaching. They revealed that coaching and consulting behaviors of managers and supervisors facilitate the process of socialization of employees and improve the quality of organizational relationships. Hartman et al.\textsuperscript{35} reviewed coaching records and answered the question “Is Multifaceted Job Satisfaction and Organizational Commitment Important?” They showed that individuals’ behaviors, individualism, and tendency to coach, as a conceptual issue, are not well shared among predecessors. Having coaching backgrounds is a strong predictor of serving as a coach. They found that managers who are more willing to coach assist psychoanalytic and role modeling supporters. The findings raise concerns about the application of organizational citizenship theory as a framework for understanding why coaches are employees. Nur Syafiqah et al.\textsuperscript{36} examined the role of operational managers in creating a coaching culture in Malaysia. According to this study, operational managers have a very important role in creating and promoting coaching culture in their organizations that the growth of this culture can lead to employee development and motivation. Sehat and Khosravi\textsuperscript{37} studied the effective organizational relationship in coaching and showed that the overall atmosphere during coaching should be pleasant to enhance the understanding of employees. Effective communication behavior is a goal, but it must be a means of achieving the goal. Therefore, a manager-coach using this efficient tool gives employees motivation and spirit to increase their problem-solving ability. This will improve staff skills, increase job satisfaction and productivity, as well as incorporating the effectiveness of the coaching process. Sangari and Purvali\textsuperscript{3} examined the effect of managers’ coaching behavior on staff performance. They reported that the conceptual model of the hypotheses fitted well the experimental data obtained from the sample study. Reviews show that the manager’s coaching behavior has a direct effect on job satisfaction and role clarity. Also, they showed that the mediation of job satisfaction has an indirect positive effect on professional commitment and organizational commitment of employees. Furthermore, by mediating role clarity as one of the direct outcomes of managerial coaching, it has a positive effect on employees’ job performance. Moghli et al.\textsuperscript{38} conducted a study to identify the factors effective in creating a coaching organization. They revealed that the development of the concept of coaching and introducing indigenous coaching roots (such as sportsmanship, mysticism, Sufism, and Islamic education) and some religious learning methods (such as self-taught, critical, and experimental styles) provided specific organizational paradigm. This paradigm, contrary to some common viewpoints, considers coaching not merely as an instructional tool such as a master-student but as a strategy for the simultaneous development of wisdom in employees and organizations. According to the researcher’s searches, almost all domestic and most foreign studies have evaluated the effectiveness of coaching approaches on education, learning, job satisfaction, performance, and empowerment of human resources (mostly in the medicine and health fields). It could be mentioned that the effectiveness of coaching approaches on the attitude of staff in petrochemical companies and engineering and commercial fields has been to a great extent overlooked. Therefore, the evaluation of the research background confirmed an apparent study vacuum in terms of the relationship between coaching approaches and the motivation of employees. Preliminary studies at the Persian Gulf Petrochemical Company show that in recent years, the motivation of the company’s operational staff has been declining, and this problem has become an important issue in the field of human resource management of the company. Managers cannot force their employees to be motivated to do things, but they can strengthen them in mastering their tasks and appreciate them when appropriate if they achieve their goals. One of the biggest challenges and achievements for
Managers today is to motivate the members of the work teams under their leadership, because this motivation increases the work efficiency of employees and reveals their greater effort and seriousness. As such, the present study was a research innovation in the field of human resources of Persian Gulf Petrochemical Company and could be considered as a basis for the development of theoretical and applied knowledge regarding human resources and their abilities in petrochemical companies and engineering and commercial fields.

**Research method**

This research was done in two stages. In the first stage, the model was designed based on the data strategy of the foundation. Using a qualitative method, a total of 18 experts, including senior managers and human resources managers of Persian Gulf Petrochemical Company, and faculty members or university lecturers, who met the inclusion criteria (e.g., availability, experience, appropriateness of the field of study, doctoral degree, teaching at the university, a history of research and authorship in the field of human resource management and knowledge of the status and conditions of human resources in the Persian Gulf Petrochemical Company), were selected non-randomly (purposive sampling method based on theoretical saturation criterion using the sampling technique of key people [experts]). Following unstructured interviews with the participants, open, axial, and selective coding of the interviews was carried out through a grounded theory approach using MAXQDA software. According to the results, 145 initial codes were extracted from 805 concepts, divided into 23 categories, including axial, causal, contextual, and interfering conditions, as well as strategies and consequences. In the selective coding stage, the main categories were selected based on the results of steps before the coding process and were related to the other categories in a systematic way. In addition, the relations were validated and categories that required further refinement and development were improved. It is notable that the mentioned steps were carried out in a back and forth process. Therefore, the selective coding steps are not clearly separated from each other and are carried out through an interactive process along with open and axial coding. At this stage, several experts were asked to provide feedback on the model development process and final model, the majority of whom approved the model. However, some of them provided corrective feedback, which was applied to the model in a back and forth process, and the final opinion of experts confirming the model was achieved. To integrate and present the final model of the organizational coaching model, after identifying the axial category and relating other categories in the form of the systematic paradigm of the data-oriented theory was refined by designing the model and fostering the main elements.

The final model of the research, as shown in Table 1, is as follows:

The assessment method by research members, theoretical foundation and research background were used to confirm the accuracy of the data. To this end, the researcher first assessed the theoretical foundations and research background. Afterwards, the opinions and instructions of a number of experts were obtained. In this regard, the experts were asked to confirm the results of the analysis and categorization obtained from interviewees. Theoretical saturation techniques were used to determine the external validity (transferability) of the findings. Accordingly, all points that may affect transferability and increase the ability to generalize results to other areas were emphasized. The important point is that in the above paradigm model, the variables appear in the selective coding stage according to the interpretation of the data and the interaction that occurs between the analyst and the data, for example, knowledge management in the context and communication as causal conditions. In the second stage, which was done quantitatively, these factors were investigated according to the following method. The present research is practical and descriptive-correlational in terms of objective and data collecting, respectively. The analyses were performed using the

| Impacts | Strategies | Category | Casual conditions |
|---------|------------|----------|-------------------|
| Manpower motivation | Organizational training | Backgrounds | Attitude |
| Teamwork | Succession | Job characteristics | Communication |
| Job satisfaction | Managers’ competencies | Staff characteristics | Organizational goals and strategies |
| Learning | Compensation system | Time characteristics | Human resource management performance |
| Empowerment | Interfering conditions | Talent management | Organizational culture |
| | Legal requirements | Participatory management | |
| | Organizational Structure | Knowledge management | |
| | Organizational agility | | |

Table 1. Coaching model of operational managers of Persian Gulf Petrochemical Company in order to motivate human resources.
Structural Equation Modeling (SEM) in the SMART PLS. The statistical population includes all 340 members of the operational managers of the Persian Gulf Petrochemical Company. These managers have executive and operational responsibilities and are at the lowest organizational level. In fact, they are responsible for the tasks of others, guiding and managing non-managers in the organization, in contrast to other managerial ranks. Therefore, they have the closest managerial rank to execution and operations regarding the activities and tasks in the workshop or the working circle and report to the middle manager. In addition, they work with operators of various occupations of a particular unit of the organization directly, in-person, and without intermediaries and have a direct relationship with the overall efficiency and productivity of the organization. The sample size was estimated at 180 using the Cochran formula. However, a total of 200 questionnaires were distributed in the target community in a randomly stratified (Table 2) manner of which, and 182 questionnaires were collected and evaluated. Data collection tools were some data-oriented questionnaires extracted from the previous step. This category in the organizational basis column in this holding is based on the rank of the interviewed manager. The company ranks its employees and managers based on the organizational chart. Inclusion in this ranking depends on the level of education, age and mainly the work experience of the manager or employee interviewed. In fact, the rank and organizational position of the person, causes him to be placed in one of these categories.

Preparing a questionnaire
In order to evaluate the factors affecting coaching of operational managers of Persian Gulf Petrochemical Company in line with the motivation of human resources (designed in Figure 1), a researcher-made questionnaire congruent with the categories of the model was prepared following the analysis of interviews and in consultation with honorable management professors and managers of the organization. The questionnaire included an introduction, questions for a survey of respondents (e.g., gender, age, level of education, organizational background and work experience), as well
as 126 specialized questions scored based on a five-point Likert scale (very low, low, moderate, high, very high). Since in the present study, the questionnaire is the best tool for collecting information and measuring variables, so measuring the validity of the questionnaire is also of particular importance; because the validity of the research shows the compatibility of the questionnaire with the objectives of the research. First, an extensive study was conducted in the field of subject literature. Then, the main and important sources in the field of auditing were identified and studied more carefully so that while extracting important concepts and variables, how to measure them in the organization is also clear and appropriate questions are designed. After clarifying the dimensions of the research, according to the studies, questions appropriate to the subject, objectives and variables of the research were prepared and designed. The initial questionnaire was given to respected professors and advisors to be corrected and approved. Regarding the content of the questionnaire, the first step is to determine the boundaries for the research. Therefore, after the approval of the questionnaire by the professors, for more assurance, the questionnaire was again approved by several professors of the organization in order to raise the necessary issues in the questionnaire. The questions were designed briefly and tried to use as clear and unambiguous expressions as possible. In designing the questions, an attempt was made to design the questions more objectively, observing the principle of openness.

**Descriptive analysis of research variables**

Kolmogorov-Smirnov test: In order to check the normality of the data, the null hypothesis is based on the fact that the data distribution is normal. This test is tested at an error level of 5%. If a significant value greater than the error level 0.05 is obtained, there will be no reason to reject the null hypothesis. Therefore, the data distribution will be normal. To test the normality of the data, the statistical assumptions are set as follows:

H₀: The distribution of data related to variables is normal  
H₁: The distribution of data related to variables is not normal

It is known based on the data in Table 3.

The average score of the variables was between 3.421 to 4.102, among which learning has the highest average. The variable of managers’ skills and competencies with a score of 3.42 has the highest dispersion in terms of standard deviation index.

The significance value of most variables is less than the error level (0.05) according to the Kolmogorov-Smirnov test. Therefore, the null hypothesis is rejected and the data distribution is not normal at all. Insensitivity to the default of normal data is a feature of Smart PLS software. Thus, in such situations it is the best structural equation software to run the model.

The research model was tested using the partial least squares (PLS) technique. In general, the PLS includes two measurement and structural models, and model variables are divided into two categories of latent and explicit variables.

1. The measurement model (confirmatory factor analysis) in PLS shows the relationships between latent and explicit variables. In this study, the measurement model was assessed using reliability tests (Cronbach’s alpha and composite reliability) (Table 6) and convergent validity tests (confirmatory validity and extracted mean index) (Tables 4 and 5) and Fornell-Larcker criterion test (Table 7).

2. The structural model (path analysis) in PLS evaluates the relationship between latent variables. The quality or credibility of the model was assessed using CV Com and CV Red, and the research hypotheses were tested applying the PLS.

There are significantly important points in the PLS technique:

1. A significant test should be carried out after identifying the correlation of variables. The significance of the correlations observed was evaluated using bootstrap or jackknife cross-cutting. In this study, the bootstrap method was applied to obtain the t-statistic (Tables 6 and 7).

2. The magnitude of the relationship between the factors (hidden variables) and the observed variable is represented by the load factor. The load factor is a value between 0 and 1. If the load factor is less than 0.3, the relationship is considered weak and will be ignored. A load factor between 0.3 and 0.6 is acceptable and more than 0.6 is highly desirable. It can be seen in Table 5 that all load factors of the variables have values greater than 0.5, confirming the acceptable reliability of the measurement model.
Then, the reliability of the research variables was calculated by Cronbach’s Alpha indices with a standard deviation above 0.7. Also, the average variance (AVE) with a high standard deviation of 0.5 using Smart-PL was applied for this objective. It can be seen in Table 3 that the research variables have convergent reliability and validity.

Divergent validity (Fornell and Larcker method)
In terms of divergent validity, the difference between the indices of a structure is compared with the indices of the other model variables. To do this, a matrix was formed that represents the absolute value of the square root of the matrix of the AVE of each element. In this matrix, the lower and higher values of the coefficient are the correlation coefficients between other composite elements. This matrix is shown in Table 4.

As shown in Table 4, the AVE root of each element exceeds the correlation coefficients of that element with other elements, indicating the divergent and reliability validity of the elements.

Research findings

Evaluation of structural model
After measuring the validity and reliability of the measurement model, the structural model was evaluated through the relationships between latent variables.

Evaluation of the model’s fit indexes
The quality or credibility of the model were assessed using credibility evaluation, which included CV Com and CV Red indexes. The subscription index measures the quality of the measurement model of each block. In addition, the positive values of the redundancy index, also known as Q² (Stone and Geisser criterion), show the proper and acceptable quality of the measurement and structural model.

Figure 2 shows the values of each of the indicators related to the independent and dependent variables. As observed, the indexes were positive and larger than zero. It could be concluded that the model had acceptable quality and credibility.

The relationship of the investigated variables in each of the research hypotheses is tested based on a causal structure with the PLS partial least squares technique. The measurement model (relationship of each of the observed variables to the hidden variable) and the path model (relationships of the hidden variables with each other) are calculated based on the general research model depicted in Figure 3. For measuring the meaningfulness of the relationships, the T-statistic was computed using the bootstrapping technique presented in Figure 3.

To measure the significance of the relationships, the t-statistic was calculated using the bootstrapping technique, which is presented in Figure 4. In this model, which is the output of smart PLS software, a summary of the results related to the
### Table 4. Load factors and research variables.

| Direction                        | Load factor | T statistics | Direction                        | Load factor | T statistics | Direction                        | Load factor | T statistics |
|----------------------------------|-------------|--------------|----------------------------------|-------------|--------------|----------------------------------|-------------|--------------|
| q001 — communication             | 0.896       | 63.909       | q043 — Organizational Agility    | 0.855       | 48.501       | q085 — Managers’ competencies    | 0.684       | 24.615       |
| q002 — communication             | 0.913       | 94.945       | q044 — Organizational Agility    | 0.803       | 24.267       | q086 — Managers’ competencies    | 0.707       | 21.531       |
| q003 — communication             | 0.502       | 10.762       | q045 — Job Satisfaction          | 0.81        | 40.362       | q087 — Managers’ competencies    | 0.683       | 25.293       |
| q004 — communication             | 0.629       | 20.038       | q046 — Job Satisfaction          | 0.875       | 68.202       | q088 — Managers’ competencies    | 0.477       | 9.252        |
| q005 — communication             | 0.92        | 99.136       | q047 — Job Satisfaction          | 0.824       | 41.272       | q089 — Managers’ competencies    | 0.837       | 44.335       |
| q006 — communication             | 0.59        | 14.365       | q048 — Organizational Structure  | 0.704       | 25.073       | q090 — Managers’ competencies    | 0.86        | 50.071       |
| q007 — communication             | 0.583       | 16.062       | q049 — Organizational Structure  | 0.82        | 45.286       | q091 — Managers’ competencies    | 0.86        | 51.598       |
| q008 — Strategy and goals of the organization | 0.795 | 34.001       | q050 — Organizational Structure  | 0.845       | 57.863       | q092 — Managers’ competencies    | 0.861       | 52.935       |
| q009 — Strategy and goals of the organization | 0.874 | 66.719       | q051 — Organizational Structure  | 0.655       | 17.147       | q093 — Managers’ competencies    | 0.703       | 22.734       |
| q010 — Strategy and goals of the organization | 0.865 | 55.05        | q052 — HRM Performance           | 0.617       | 15.584       | q094 — Managers’ competencies    | 0.564       | 14.67        |
| q011 — Legal Requirements        | 0.649       | 18.815       | q053 — HRM performance           | 0.68        | 21.416       | q095 — Managers’ competencies    | 0.867       | 55.926       |
| q012 — Legal Requirements        | 0.767       | 26.514       | q054 — HRM performance           | 0.77        | 31.617       | q096 — Compensation system      | 0.772       | 28.06        |
| q013 — Legal Requirements        | 0.698       | 23.765       | q055 — HRM performance           | 0.632       | 17.016       | q097 — Compensation system      | 0.805       | 44.306       |
| q014 — Legal Requirements        | 0.699       | 21.029       | q056 — HRM performance           | 0.723       | 19.734       | q098 — Compensation system      | 0.823       | 42.929       |
| q015 — legal requirements        | 0.67        | 20.642       | q057 — HRM performance           | 0.764       | 29.124       | q099 — Compensation system      | 0.73        | 19.238       |
| q016 — legal requirements        | 0.754       | 31.178       | q058 — HRM performance           | 0.808       | 37.586       | q100 — job characteristics      | 0.645       | 17.103       |
| q017 — organizational training   | 0.696       | 26.443       | q059 — HRM performance           | 0.679       | 19.415       | q101 — job characteristics      | 0.804       | 38.118       |
| q018 — organizational training   | 0.786       | 30.725       | q060 — organizational culture    | 0.813       | 34.089       | q102 — job characteristics      | 0.814       | 53.156       |
| q019 — organizational training   | 0.728       | 24.196       | q061 — organizational culture    | 0.803       | 31.49        | q103 — job characteristics      | 0.809       | 49.142       |
| q020 — organizational training   | 0.734       | 27.332       | q062 — organizational culture    | 0.814       | 34.846       | q104 — job characteristics      | 0.52        | 10.223       |

(continued)
| Direction                  | Load factor | T statistics | Direction                  | Load factor | T statistics | Direction                  | Load factor | T statistics |
|----------------------------|-------------|--------------|----------------------------|-------------|--------------|----------------------------|-------------|--------------|
| q021 organizational training | 0.735       | 25.793       | q063 talent management     | 0.914       | 88.36        | q105 job characteristics  | 0.765       | 30.613       |
| q022 motivation             | 0.837       | 54.738       | q064 talent management     | 0.91        | 85.877       | q106 job characteristics  | 0.725       | 26.512       |
| q023 motivation             | 0.621       | 16.081       | q065 talent management     | 0.876       | 71.82        | q107 job characteristics  | 0.691       | 26.474       |
| q024 motivation             | 0.632       | 15.07        | q066 talent management     | 0.882       | 41.78        | q108 staff characteristics| 0.669       | 24.261       |
| q025 motivation             | 0.850       | 66.991       | q067 talent management     | 0.842       | 51.896       | q109 staff characteristics| 0.701       | 20.808       |
| q026 motivation             | 0.671       | 21.403       | q068 participatory management | 0.62       | 16.847       | q110 staff characteristics| 0.769       | 33.209       |
| q027 motivation             | 0.713       | 23.301       | q069 participatory management | 0.734      | 29.599       | q111 staff characteristics| 0.766       | 31.381       |
| q028 motivation             | 0.73       | 25.028       | q070 participatory management | 0.765      | 34.096       | q112 staff characteristics| 0.684       | 23.25        |
| q029 empowerment            | 0.881       | 63.802       | q071 participatory management | 0.808      | 39.637       | q113 staff characteristics| 0.764       | 32.537       |
| q030 empowerment            | 0.545       | 12.257       | q072 participatory management | 0.717      | 24.177       | q114 staff characteristics| 0.651       | 17.91        |
| q031 empowerment            | 0.873       | 61.904       | q073 participatory management | 0.707      | 20.341       | q115 staff characteristics| 0.762       | 36.67        |
| q032 empowerment            | 0.636       | 19.352       | q074 coaching              | 0.837       | 37.547       | q116 staff characteristics| 0.716       | 26.325       |
| q033 empowerment            | 0.626       | 17.314       | q075 coaching              | 0.868       | 60.88        | q117 staff characteristics| 0.704       | 27.004       |
| q034 empowerment            | 0.901       | 84.451       | q076 coaching              | 0.795       | 43.712       | q118 organizational characteristics | 0.757 | 35.527 |
| q035 teamwork               | 0.821       | 44.875       | q077 managers’ competencies | 0.486      | 9.978        | q119 organizational characteristics | 0.833 | 53.062 |
| q036 teamwork               | 0.822       | 36.81        | q078 managers’ competencies | 0.844      | 38.648       | q120 organizational characteristics | 0.806 | 41.982 |
| q037 teamwork               | 0.856       | 58.698       | q079 managers’ competencies | 0.755      | 32.015       | q121 organizational characteristics | 0.639 | 17.965 |
| q038 teamwork               | 0.846       | 54.124       | q080 managers’ competencies | 0.699      | 20.5         | q122 organizational characteristics | 0.588 | 13.135 |
| q039 succession            | 0.81        | 34.576       | q081 managers’ competencies | 0.562      | 10.706       | q123 learning              | 0.768       | 30.974       |
| q040 succession            | 0.867       | 59.661       | q082 managers’ competencies | 0.692      | 16.053       | q124 learning              | 0.797       | 36.155       |
| q041 succession            | 0.864       | 61.662       | q083 managers’ competencies | 0.604      | 16.592       | q125 learning              | 0.825       | 48.83        |
| q042 organization agility   | 0.852       | 52.117       | q084 managers’ competencies | 0.867      | 51.338       | q126 learning              | 0.792       | 30.552       |
significance of the standard factor load and the significance of the relationships of the research variables is presented.

In this model, the output of is smart PLS software. A summary of the results related to the significance of the standard factor load and the significance of the relationships of the research variables is presented, the path coefficients and their significance are given in Table 5.

1. The impact of causal conditions (Communication, Organizational Goals, Strategy, Human Resources Management Performance, and Organizational Culture) on coaching:

The severity of the effect of causal conditions on the coaching category was calculated to be 0.555. Moreover, the test probability statistic was 15.60, which is greater than the critical value of T at the 5% error level of 1.96 and indicates that the observed effect is significant. Therefore, with 95% certainty, it has a positive and significant effect on the category of coaching.

2. Investigating the impact of coaching on strategies (Organizational Training, succession, Managers’ Competencies, and Compensation System):

The severity of the coaching effect on the strategy was calculated as 0.188. Also, the test probability statistic was 3.640, which is greater than the critical value of T at the 5% error level (1.96) and indicates that the observed effect is significant. Therefore, with 95% confidence, coaching has a positive and meaningful impact on strategies.

3. Investigating the impact of contextual conditions (job characteristics, staff characteristics, organizational characteristics, talent management, participatory management, and knowledge management) on strategies:

The magnitude of the effect of the underlying conditions on the strategies was calculated to be 0.147. Moreover, the probability statistic was 2.992, which is greater than the critical value of T at the 5% error level at 1.96 and indicates that the observed effect is significant. Therefore, with 95% certainty, contextual conditions have a significant positive impact on strategies.

4. The impact of intervening conditions (Legal Requirements, Organizational Structure, and Organizational Agility) on Strategies:

The severity of the effect of intervention conditions on strategies was calculated to be 0.232. Besides, the probability statistic was 3.837, which is greater than the critical value of T at 5% error level (1.96) and shows that the observed effect is significant. Thus, with 95% confidence, interventions, intervention conditions have a significant and positive effect on strategies.

5. Investigating the impact of strategies on outcomes (motivation, teamwork, job satisfaction, learning, and empowerment):

The severity of the effects of strategies on outcomes was calculated to be 0.556. Furthermore, the probability statistic was 15.980, which is greater than the critical value of T at the 5% error level of 1.96 and shows that the observed effect is significant. Therefore, with 95% confidence, strategies have a positive and significant effect on outcomes.

Table 5. Convergence reliability and validity of research model variables.

| Variables                  | Cronbach’s alpha | Compound reliability (CR) | AVE variables                  | Cronbach’s alpha | Compound reliability (CR) | AVE   |
|---------------------------|------------------|----------------------------|--------------------------------|------------------|----------------------------|-------|
| Coaching                   | 0.781            | 0.873                      | 0.696 Organizational culture   | 0.739            | 0.851                      | 0.656 |
| Compensation system        | 0.789            | 0.864                      | 0.613 Strategies and objectives of organization | 0.799            | 0.882                      | 0.715 |
| Empowerment                | 0.839            | 0.886                      | 0.574 Organizational structure | 0.752            | 0.844                      | 0.578 |
| HRM Performance            | 0.859            | 0.891                      | 0.507 Organizational training  | 0.788            | 0.855                      | 0.542 |
| Job satisfaction           | 0.785            | 0.875                      | 0.7 Participatory              | 0.82             | 0.87                       | 0.529 |
| Learning                   | 0.807            | 0.874                      | 0.634 Staff characteristics    | 0.896            | 0.915                      | 0.518 |
| Legal requirements         | 0.799            | 0.857                      | 0.501 Succession              | 0.804            | 0.884                      | 0.719 |
| Managers’ competencies     | 0.948            | 0.954                      | 0.53 Communication            | 0.848            | 0.888                      | 0.545 |
| Motivation                 | 0.849            | 0.886                      | 0.531 Job characteristics     | 0.87             | 0.899                      | 0.53  |
| Organizational agility     | 0.786            | 0.875                      | 0.701 Knowledge management    | 0.834            | 0.9                        | 0.751 |
| Organizational characteristics | 0.776         | 0.849                      | 0.534 Talent management      | 0.798            | 0.908                      | 0.832 |
| Teamwork                   | 0.858            | 0.903                      | 0.7                            |                  |                            |       |

Cronbach’s alpha for all variables was greater than 0.7, so all variables were reliable. The extracted AVE value is always greater than 0.5, so convergent validity is also confirmed.
## Table 6. Divergent validity of the Fornell and Larcker reflective elements test.

|                          | Coaching | Compensation system | HRM performance | Job satisfaction | Learning | Legal requirements | Managers' competencies | Motivation | Organizational agility | Organizational and goals | Organizational culture | Organizational structure | Organizational training | Participatory management | Staff | Succession | Communication | Job characteristics | Knowledge management | Talent management | Teamwork |
|--------------------------|----------|---------------------|-----------------|-----------------|----------|--------------------|------------------------|------------|----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---------------------|----------------------|----------------------|------------------------|------------------------|----------------------|----------|
| Coaching                 |          |                     |                 |                 |          |                    |                        |            |                      |                        |                        |                        |                        |                        |                     |                      |                      |                        |                        |                      |          |
| Compensation system      | 0.834    |                      |                 |                 |          |                    |                        |            |                      |                        |                        |                        |                        |                        |                     |                      |                      |                        |                        |                      |          |
| Empowerment              | 0.345    | 0.783               |                 |                 |          |                    |                        |            |                      |                        |                        |                        |                        |                        |                     |                      |                      |                        |                        |                      |          |
| HRM performance          | 0.495    | 0.377               | 0.572           | 0.712           |          |                    |                        |            |                      |                        |                        |                        |                        |                        |                     |                      |                      |                        |                        |                      |          |
| Job satisfaction         | 0.377    | 0.372               | 0.307           | 0.488           | 0.837    |                    |                        |            |                      |                        |                        |                        |                        |                        |                     |                      |                      |                        |                        |                      |          |
| Learning                 | 0.421    | 0.264               | 0.382           | 0.460           | 0.561    | 0.796              |                        |            |                      |                        |                        |                        |                        |                        |                     |                      |                      |                        |                        |                      |          |
| Legal requirements       | 0.274    | 0.423               | 0.370           | 0.431           | 0.279    | 0.237              | 0.708                  |            |                      |                        |                        |                        |                        |                        |                     |                      |                      |                        |                        |                      |          |
| Managers' competencies   | 0.238    | 0.390               | 0.371           | 0.252           | 0.227    | 0.354              | 0.172                  | 0.728      |                      |                        |                        |                        |                        |                        |                     |                      |                      |                        |                        |                      |          |
| Motivation               | 0.482    | 0.363               | 0.459           | 0.533           | 0.446    | 0.371              | 0.375                  | 0.431      | 0.728                |                        |                        |                        |                        |                        |                     |                      |                      |                        |                        |                      |          |
| Organizational agility   | 0.295    | 0.258               | 0.337           | 0.387           | 0.567    | 0.208              | 0.392                  | 0.205      | 0.236                | 0.837                  |                        |                        |                        |                        |                     |                      |                      |                        |                        |                      |          |
| Organizational culture   | 0.352    | 0.451               | 0.400           | 0.515           | 0.316    | 0.349              | 0.476                  | 0.182      | 0.406                | 0.447                  | 0.731                  |                        |                        |                        |                     |                      |                      |                        |                        |                      |          |
| Organizational characteristics | 0.346  | 0.334               | 0.392           | 0.496           | 0.301    | 0.362              | 0.285                  | 0.152      | 0.387                | 0.256                  | 0.479                  | 0.810                  |                        |                        |                     |                      |                      |                        |                        |                      |          |
| Organisational strategy and goals | 0.378 | 0.353               | 0.403           | 0.385           | 0.388    | 0.295              | 0.383                  | 0.202      | 0.496                | 0.268                  | 0.413                  | 0.224                  | 0.945                  |                        |                     |                      |                      |                        |                        |                      |          |
| Organisational structure | 0.310    | 0.437               | 0.227           | 0.395           | 0.320    | 0.240              | 0.488                  | 0.241      | 0.329                | 0.385                  | 0.473                  | 0.289                  | 0.313                  | 0.762                  |                     |                      |                      |                        |                        |                      |          |
| Organisational training  | 0.341    | 0.603               | 0.456           | 0.340           | 0.298    | 0.233              | 0.359                  | 0.457      | 0.389                | 0.198                  | 0.395                  | 0.313                  | 0.416                  | 0.345                  | 0.736                  |                     |                      |                      |                        |                        |                      |          |
| Participatory management  | 0.326    | 0.436               | 0.402           | 0.496           | 0.288    | 0.266              | 0.491                  | 0.212      | 0.321                | 0.463                  | 0.576                  | 0.335                  | 0.325                  | 0.499                  | 0.417                  | 0.728                  |                     |                      |                      |                        |                        |                      |          |
| Staff characteristics     | 0.406    | 0.377               | 0.482           | 0.584           | 0.445    | 0.324              | 0.480                  | 0.135      | 0.443                | 0.406                  | 0.590                  | 0.349                  | 0.364                  | 0.484                  | 0.343                  | 0.564                  | 0.720                  |                     |                      |                      |                        |                        |          |
| Succession               | 0.320    | 0.655               | 0.386           | 0.322           | 0.340    | 0.216              | 0.266                  | 0.487      | 0.298                | 0.316                  | 0.340                  | 0.206                  | 0.369                  | 0.445                  | 0.671                  | 0.436                  | 0.285                  | 0.848                  |                     |                      |                      |                        |          |
| Communication            | 0.407    | 0.258               | 0.454           | 0.466           | 0.375    | 0.352              | 0.307                  | 0.174      | 0.437                | 0.226                  | 0.314                  | 0.282                  | 0.354                  | 0.287                  | 0.272                  | 0.332                  | 0.404                  | 0.184                  | 0.738                  |                     |                      |                      |                        |          |
| Job characteristics      | 0.381    | 0.412               | 0.419           | 0.445           | 0.420    | 0.317              | 0.438                  | 0.207      | 0.443                | 0.457                  | 0.564                  | 0.260                  | 0.323                  | 0.486                  | 0.308                  | 0.579                  | 0.679                  | 0.316                  | 0.550                  | 0.728                  |                     |                      |                      |                        |          |
| Knowledge management     | 0.363    | 0.308               | 0.300           | 0.324           | 0.238    | 0.247              | 0.401                  | 0.246      | 0.381                | 0.316                  | 0.413                  | 0.297                  | 0.278                  | 0.446                  | 0.382                  | 0.396                  | 0.407                  | 0.303                  | 0.288                  | 0.323                  | 0.866                  |                     |                      |          |
| Talent management        | 0.302    | 0.273               | 0.326           | 0.334           | 0.255    | 0.100              | 0.356                  | 0.162      | 0.333                | 0.387                  | 0.342                  | 0.377                  | 0.251                  | 0.395                  | 0.298                  | 0.406                  | 0.433                  | 0.214                  | 0.233                  | 0.332                  | 0.538                  | 0.912                  |                     |          |
| Teamwork                | 0.413    | 0.299               | 0.433           | 0.565           | 0.365    | 0.368              | 0.337                  | 0.206      | 0.356                | 0.395                  | 0.452                  | 0.366                  | 0.333                  | 0.330                  | 0.426                  | 0.261                  | 0.349                  | 0.380                  | 0.288                  | 0.244                  | 0.836                  |                     |          |
Table 7. Path coefficients.

| Path | Path Coefficients | T statistics | Path | Path Coefficients | T statistics |
|------|-------------------|--------------|------|-------------------|--------------|
| Casual conditions → coaching | 0.557 | 15.591 | Intervening conditions → Organizational Agility | 0.702 | 20.812 |
| Casual conditions → HRM performance | 0.841 | 41.639 | Intervening conditions → Organizational structure | 0.774 | 31.523 |
| Casual conditions → Organizational culture | 0.586 | 16.535 | Intervening conditions → strategies | 0.238 | 3.837 |
| Casual conditions → Organizational strategies and goals | 0.673 | 21.093 | Strategies → compensation system | 0.661 | 17.081 |
| Casual conditions → communication coaching → strategies | 0.808 | 42.868 | Strategies → Managers' competencies | 0.914 | 75.260 |
| Background conditions → Organizational structure | 0.188 | 3.64 | Strategies → Organization Training | 0.728 | 21.141 |
| Background conditions → strategies | 0.788 | 41.844 | Strategies → Succession | 0.734 | 24.919 |
| Organizational characteristics |          |            |        |                   |              |
| Background conditions → Participatory management | 0.779 | 35.251 | Strategies → Consequences | 0.569 | 15.980 |
| Background conditions → Staff characteristics | 0.88 | 38.825 | Consequences → Empowerment | 0.779 | 32.033 |
| Background conditions → strategies | 0.147 | 2.109 | Consequences → Job satisfaction | 0.614 | 18.637 |
| Background conditions → job characteristics | 0.833 | 51.456 | Consequences → Learning | 0.610 | 14.752 |
| Background conditions → Knowledge management | 0.577 | 12.980 | Consequences → Motivation | 0.804 | 32.926 |
| Background conditions → talent management | 0.603 | 17.457 | Consequences → Teamwork | 0.667 | 19.715 |
| Intervening conditions → Legal requirements | 0.845 | 45.076 |

Figure 2. Research model fit indicators.
Figure 3. Partial least squares technique for the general research model.

Figure 4. T-statistic of general research model with Bootstrapping technique.
In addition to displaying direct path coefficients, PLS performed sub-path analysis calculations. The software presented these calculations in a table called Overall Model Effects. As a result, we can observe the overall and significant relationship between all variables. The results of these calculations are listed in Table 8.

### Table 8. Path coefficients and overall model effects.

| Path                                      | Overall effect | T statistics Path | Overall effect | T statistics |
|-------------------------------------------|----------------|-------------------|----------------|--------------|
| Casual conditions → coaching              | 0.557          | 15.591            | Background conditions → Staff characteristics          | 0.88          | 38.825        |
| Casual conditions → compensation system   | 0.069          | 3.248             | Background conditions → strategies                       | 0.147         | 2.092         |
| Casual conditions → empowerment           | 0.046          | 3.038             | Background conditions → succession                       | 0.108         | 2.109         |
| Casual conditions → HRM performance       | 0.841          | 41.639            | Background conditions → impacts                         | 0.084         | 1.987         |
| Casual conditions → job satisfaction      | 0.037          | 3.008             | Background conditions → job characteristics              | 0.833         | 51.456        |
| Casual conditions → learning              | 0.036          | 2.843             | Background conditions → Knowledge management            | 0.577         | 12.98         |
| Casual conditions → managers' competencies | 0.096          | 3.357             | Background conditions → talent management               | 0.603         | 17.457        |
| Casual conditions → Motivation            | 0.048          | 3.022             | Background conditions → teamwork                        | 0.056         | 1.961         |
| Casual conditions → Organizational culture| 0.586          | 16.355            | Intervening Conditions → compensation system            | 0.157         | 3.596         |
| Casual conditions → Organizational strategies and goals | 0.673 | 21.093 | Intervening Conditions → empowerment | 0.105 | 3.701 |
| Casual conditions → Organizational training | 0.076 | 3.369 | Intervening Conditions → Job satisfaction | 0.083 | 3.573 |
| Casual conditions → strategies            | 0.105          | 3.379             | Intervening Conditions → Learning                        | 0.083         | 3.675         |
| Casual conditions → Succession            | 0.077          | 3.301             | Intervening Conditions → Legal requirements              | 0.845         | 45.076        |
| Casual conditions → communication         | 0.808          | 42.868            | Intervening Conditions → Managers' competencies         | 0.217         | 3.844         |
| Casual conditions → consequences          | 0.06           | 3.101             | Intervening Conditions → Motivation                      | 0.109         | 3.723         |
| Casual conditions → teamwork              | 0.04           | 3.009             | Intervening Conditions → Organizational Agility          | 0.702         | 20.812        |
| Coaching → Compensation system            | 0.124          | 3.506             | Intervening Conditions → Organizational structure        | 0.774         | 31.523        |
| Coaching → Empowerment                    | 0.083          | 3.314             | Intervening Conditions → Organizational learning         | 0.173         | 3.74          |
| Coaching → job satisfaction               | 0.066          | 3.276             | Intervening Conditions → strategies                       | 0.238         | 3.837         |
| Coaching → Learning                       | 0.065          | 3.093             | Intervening Conditions → Succession                      | 0.175         | 3.723         |
| Coaching → Managers' competencies         | 0.172          | 3.606             | Intervening Conditions → strategies                      | 0.135         | 3.787         |
| Coaching → Motivation                     | 0.086          | 3.28              | Intervening Conditions → Teamwork                        | 0.09          | 3.593         |
| Coaching → Organizational learning        | 0.137          | 3.619             | Strategies → compensation system                          | 0.661         | 17.081        |
| Coaching → strategies                     | 0.188          | 3.64              | Strategies → Empowerment                                 | 0.443         | 13.07         |
| Coaching → Succession                     | 0.138          | 3.543             | Strategies → Job satisfaction                            | 0.349         | 11.778        |
| Coaching → Consequences                   | 0.107          | 3.363             | Strategies → Learning                                    | 0.347         | 10.411        |
| Coaching → Teamwork                       | 0.071          | 3.279             | Strategies → Managers' competencies                      | 0.914         | 75.26         |
| Background conditions → compensation system | 0.097 | 2.113 | Strategies → Motivation                          | 0.457         | 13.662        |
| Background conditions → Empowerment       | 0.065          | 1.983             | Strategies → Organizational training                    | 0.728         | 21.141        |
| Background conditions → Job satisfaction  | 0.051          | 1.976             | Strategies → Succession                                  | 0.734         | 24.919        |
| Background conditions → Learning          | 0.051          | 1.988             | Strategies → strategies                                  | 0.569         | 15.98         |
| Background conditions → Managers' competencies | 0.135 | 2.086 | Strategies → Teamwork                              | 0.379         | 11.744        |
| Background conditions → Motivation        | 0.067          | 1.979             | Consequences → Empowerment                               | 0.779         | 32.033        |
| Background conditions → Organizational characteristics | 0.788 | 41.844 | Consequences → Job satisfaction                     | 0.614         | 18.637        |
| Background conditions → organizational training | 0.107 | 2.078 | Consequences → Learning                           | 0.61          | 14.752        |
| Background conditions → Participatory management | 0.779 | 35.251 | Consequences → Motivation                         | 0.804         | 32.926        |
| Teamwork s → Consequences                 | 0.667          | 19.715            |                                                            |              |              |
The indirect effects of variables were indicated in the above table. For example: The severity of the causal effect on the strategies was calculated to be 0.105 and the test probability statistic was 3.379, which is greater than the critical value of t at the 5% error level of 1.96 and indicates that the observed effect is significant. Thus, with 95% certainty, causal conditions have a significant positive impact on strategies.

Discussion and conclusion

The article explored the effective coaching factors in operational managers of Persian Gulf Petrochemical Company in motivation of human resources. In the recent decade, coaching tools have gained considerable popularity among managers and employees of organizations. Therefore, organizations and staff pay close attention to coaching and invest a great deal of material, financial, and human resources on it. Organizations exploit coaching as a way to meet the challenges they face and respond to existing demands because coaching is a way in which staff do not need to be separated from the workplace and can receive training while doing their job. Therefore, the importance of the present study stems from the fact that for training and improvement of human resources in organizations, much attention should be paid to the application of tools and techniques that affect the improvement and enhancement of human resources. Moreover, it is necessary to employ methods that assist achieving individual and organizational goals, be consistent with environmental changes, equip individuals with scientific, technological, and environmental changes, and equip them with learning and training, performance improvements, and capacity building. Coaching is one of these methods. Business cycles are less visible and more complex in today’s business environment. Therefore, improving coaching competencies is necessary. The need to develop and enhance coaching in practice for operational managers of the Persian Gulf Petrochemical Company to motivate human resources should be given priority. Since it leads to the empowerment, learning, and improved performance of employees. According to the results obtained from assessing the model and responding to the research questions, the proposed model had a suitable and acceptable quality. And causal conditions (communication, organizational goals and strategies, HRM performance, and organizational culture) have a positive and significant impact on coaching. The key issue of coaching has a positive and significant impact on strategies (organizational training, success, manager’s competencies, and compensation system). Contextual conditions (job characteristics, employee characteristics, organizational characteristics, talent management, participatory management, and knowledge management) have a significant positive impact on strategies. Intervening conditions (legal requirements, organizational structure, and organizational agility) have a significant and positive impact on strategies. Strategies have a positive and significant impact on outcomes (staff motivation, teamwork, job satisfaction, learning, and empowerment). Hugill et al. showed that adopting a coaching approach by nurse supervisors could improve the relationship between supervisor and subordinate. Moreover, it can improve nurses’ work motivation and enhance organizational health. Sangari and Purvaci., (2014) showed that managers’ coaching behavior has a direct effect on job satisfaction and role clarity. Besides, they showed that the mediation of job satisfaction has an indirect positive effect on professional commitment and organizational commitment of employees. Furthermore, by mediating the role clarity as one of the direct outcomes of managerial coaching, it has a positive effect on employees’ job performance. Ismail et al. showed that supportive behavior of managers in dealing with employees could enhance their motivation. According to SuJin (2016), the coaching and counseling behaviors of managers and supervisors facilitate the socialization process of employees and improve the quality of organizational relationships. Nur Syafiagh et al. (2014) showed that operational managers play an important role in creating and promoting a coaching culture in their organizations, which could lead to employee development and motivation. In line with answering the research questions in the studied field, it could be expressed that some of the categories were consistent with the research conducted in this area. Based on the results, the following suggestions are presented: The Persian Gulf Petrochemical Company is required to hold specialized conferences in the field of coaching to familiarize organizations, managers, and training experts with such training. Given the fact that the skill and competencies of managers are some of the strategies of the coaching approach in the research is necessary serious attention to the requirements and conditions of the coaching for organizations that intend to implement such a method, especially the creation of a climate and culture that supports the training and improvement of human resources. Organizational training was one of the strategies of the coaching approach in this study for managers of the company who have a key role in establishing and utilizing training methods and practices must pay more attention to on-the-job training methods, especially coaching, so that they can assist employees cope with the problems they encounter at work. Given the fact that knowledge and talent management were among underlying factors in the research and in any organization, success of the coaching method is most dependent on the presence of specialized and experienced human resources, it is recommended to carefully identify and identify qualified trainers. The service compensation system was another coaching strategy in the present research, the company needs to consider an appropriate compensation system for the success of coaching and motivation trainers. Otherwise, coaches will not be motivated to spend time and energy assisting individuals. Given the fact that the strategy and goals of an organization are among the
causes of the emergence of the coaching approach in the present study, it is recommended that the future vision of the organization with short-term and long-term planning and goals be designed and employees become aware of this vision and objectives, which can affect their motivation since they can predict their responsibilities in the future.

Limitations

Firstly, the theoretical model proposed and reviewed in the present study was relied on a model of coaching the operational managers of the Persian Gulf Petrochemical Company in order to motivate human resources. The identified factors were presented in the model, and the effect of human resource standards, staff behavior, their job-compatible needs, and giving employee’s energy to improve the performance of their work activities could be added to create a new model. Secondly, the results were limited to one geographical location. Data were collected only in one of the petrochemical companies in Iran as a developing country. It is suggested that further studies be conducted in other countries with ethnic, perceptual, cultural differences, and different characteristics. In addition, testing the research model in a different environment will be associated with other valuable insights.

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