

## Mixed Methods: Leadership Coaching, Coach Competencies, Self-Efficacy Coachee Influence on Job Performance in Training Programs

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### Abstract

This study aims to investigate the influence of leadership coaching, coach competencies, and coachee's self-efficacy on job performance in leadership training programs at the Ministry of Education, Culture, Research and Technology Human Resource Training Center, as well as the role of leadership learning as a mediator in these relationships. Employing a mixed-methods research design, data were collected through quantitative surveys and qualitative interviews with training participants and coaches. Multiple regression analysis and structural equation modeling were used to examine the relationships between variables, while thematic analysis was applied to the qualitative data. The results indicate that leadership coaching, coach competencies, and participant self-efficacy significantly predict job performance, both directly and indirectly through leadership learning. Qualitative findings reveal key themes such as the importance of feedback, coach-participant relationships, and the application of learned skills. This research provides valuable insights into the factors contributing to the success of leadership training programs and highlights the crucial role of leadership learning in mediating the relationships between these factors and job performance. Implications for the design and implementation of leadership development initiatives are discussed. The study emphasizes the need to consider coach competencies, participant self-efficacy, the coaching process, and the facilitation of leadership learning in enhancing training outcomes. Further research is recommended to investigate the generalizability of these findings to different training contexts and to explore additional variables that may influence the effectiveness of leadership training programs.

**Keywords:** Leadership Coaching, Coach Competencies, Self-Efficacy, Job Performance, Leadership Learning, Leadership Training

### INTRODUCTION

The introduction of a research paper serves as a critical foundation for understanding the problem being addressed, the significance of the study, and the specific objectives that the research aims to achieve (Akerboom, & Berenji, 2017). In the realm of leadership training programs, the importance of effective coaching cannot be overstated. Leadership coaching is increasingly recognized as a vital tool for enhancing the competencies of individuals in leadership roles (Anderson, & Adams, 2019). As organizations strive to improve performance outcomes, the role of leadership coaching becomes even more pronounced. This study aims to explore the intricate relationships among leadership coaching, coach competencies, and job performance, with a particular focus on the mediating role of self-efficacy and leadership learning.

Effective coaching in leadership not only facilitates the development of essential skills but also significantly impacts job performance (Bandura, 1997). Coaches, through their expertise and guidance, help coachees navigate challenges, enhance their decision-making abilities, and cultivate

a sense of confidence in their capabilities. Coach competencies, which encompass a range of skills including communication, emotional intelligence, and adaptability, directly influence the coaching process's effectiveness. When coaches possess strong competencies, they are better equipped to foster an environment that promotes learning and growth, ultimately leading to improved job performance among participants.

Self-efficacy, defined as an individual's belief in their ability to succeed in specific situations, plays a crucial role in mediating the relationship between coaching and job performance. High levels of self-efficacy enable individuals to approach tasks with confidence, resilience, and a greater likelihood of persistence in the face of obstacles. This study will investigate how leadership coaching and coach competencies contribute to enhancing self-efficacy, thereby influencing job performance. Understanding this relationship can provide valuable insights into the mechanisms through which coaching interventions lead to improved outcomes.

Moreover, leadership learning serves as a vital component in this dynamic. It encapsulates the process through which individuals acquire, apply, and internalize new knowledge and skills gained through coaching. By identifying the ways in which leadership learning mediates the relationship between coaching practices and job performance, this research will shed light on the essential components that contribute to the success of leadership training programs. The findings will highlight the necessity of fostering a learning-oriented culture within organizations to maximize the benefits of coaching interventions.

Despite the growing body of literature on leadership coaching, there remains a notable gap in understanding the specific interplay between coaching, coach competencies, self-efficacy, and job performance. Many studies have focused on individual aspects of these constructs but have failed to integrate them into a cohesive framework that elucidates their interrelationships. This research aims to bridge this gap by providing a comprehensive analysis of how these variables interact and influence each other in the context of leadership training programs.

In conclusion, the significance of this study lies in its potential to contribute to both theoretical understanding and practical application in the field of leadership development. By exploring the relationships among leadership coaching, coach competencies, self-efficacy, and job performance, the research seeks to provide evidence-based recommendations for improving coaching practices. Ultimately, this study aims to enhance the effectiveness of leadership training programs, fostering a new generation of leaders equipped with the skills and confidence necessary to thrive in today's dynamic organizational landscapes.

## **METHODS**

This study employs a mixed-methods research design, which integrates both quantitative and qualitative approaches to provide a comprehensive understanding of the relationships among leadership coaching, coach competencies, self-efficacy, and job performance (Cummings, & Worley, 2014). The quantitative component involves the administration of structured surveys to participants in leadership training programs, enabling the collection of numerical data that reflects their experiences and perceptions related to coaching and performance outcomes. Concurrently, qualitative data is gathered through in-depth interviews with both participants and coaches, allowing for a richer exploration of their insights and experiences regarding the coaching process and its effects on self-efficacy and job performance. The targeted population for this research consists of individuals enrolled in leadership training programs at the Ministry of Education,

Culture, Research, and Technology's Human Resource Training Center, with a sample drawn from various cohorts to ensure a diverse representation of experiences.

To analyze the collected data, a series of statistical methods and analytical techniques are employed. For the quantitative data, multiple regression analysis and structural equation modeling (SEM) are utilized to assess the relationships between the identified variables and to examine the extent to which leadership coaching and coach competencies predict job performance, both directly and indirectly through self-efficacy. These statistical methods allow for the identification of significant predictors and the quantification of their effects within the research model. Meanwhile, thematic analysis is applied to the qualitative data gathered from interviews. This process involves coding the data to identify key themes and patterns, providing insights into participants' perceptions of the coaching process and the factors that contribute to their self-efficacy and performance. By combining these analytical approaches, the study aims to present a well-rounded view of the phenomena under investigation, enhancing the overall validity and reliability of the findings.

## RESULTS

The analysis of both the quantitative and qualitative data reveals significant insights into the relationships among leadership coaching, coach competencies, self-efficacy, and job performance. The quantitative findings indicate that leadership coaching, when delivered effectively, has a strong positive impact on participants' job performance. Specifically, multiple regression analysis shows that higher levels of coaching correlate with increased job performance, suggesting that well-structured coaching programs enhance the skills and capabilities of individuals in leadership roles. Additionally, the competencies exhibited by coaches, such as effective communication and emotional intelligence, are found to play a crucial role in facilitating these positive outcomes. The data demonstrate that participants who perceive their coaches as competent are more likely to experience improvements in their job performance, underlining the importance of selecting skilled coaches for leadership training programs.

Self-efficacy emerges as a significant mediating factor in the relationship between leadership coaching and job performance. The results indicate that participants who receive high-quality coaching tend to report increased levels of self-efficacy, which, in turn, leads to improved job performance. This finding highlights the importance of fostering a sense of self-efficacy among participants as a critical component of effective coaching. By boosting participants' confidence in their abilities, leadership coaching not only enhances their performance in the workplace but also contributes to their overall professional development. This underscores the interconnectedness of these variables and the necessity of a holistic approach in designing coaching interventions that target both skill enhancement and self-belief.

Qualitative analysis further enriches these findings by providing nuanced insights into the participants' experiences during the coaching process. Thematic analysis of interview data reveals several key themes, including the significance of feedback, the nature of the coach-participant relationship, and the application of learned skills in real-world scenarios. Participants frequently emphasize the value of constructive feedback received from their coaches, which helps them identify areas for improvement and fosters a growth mindset. Additionally, strong, trust-based relationships between coaches and participants are shown to facilitate open communication and encourage learning, thereby enhancing the overall effectiveness of the coaching experience. Finally,

many participants highlight their ability to apply the skills and strategies learned during coaching in their daily work, indicating that the training has a direct and practical impact on their job performance. These qualitative insights complement the quantitative findings, providing a comprehensive understanding of how leadership coaching influences job performance through the lenses of coach competencies and self-efficacy.

## **DISCUSSION**

The findings of this research carry significant implications for the field of leadership training, particularly in the design and implementation of effective coaching programs. The strong positive relationships identified between leadership coaching, coach competencies, self-efficacy, and job performance suggest that organizations should prioritize these elements when developing their training initiatives. Specifically, training programs should be structured to provide not only theoretical knowledge but also practical coaching experiences that allow participants to develop essential skills in a supportive environment. By fostering an atmosphere that encourages open communication and feedback, organizations can enhance the effectiveness of their leadership development efforts.

Moreover, the role of leadership learning as a mediator in the relationship between coaching, self-efficacy, and job performance is crucial. This study underscores the importance of integrating leadership learning into coaching practices, as it facilitates the application of new skills and knowledge. Organizations should focus on creating opportunities for participants to engage in experiential learning, where they can practice and reinforce the skills acquired during coaching sessions. By promoting a culture of continuous learning, organizations can ensure that the benefits of coaching extend beyond the training period and translate into improved job performance over time.

Despite the valuable insights gained from this research, certain limitations must be acknowledged. One limitation is the specific context in which the study was conducted, focusing solely on participants from the Ministry of Education, Culture, Research, and Technology's Human Resource Training Center. As such, the findings may not be generalizable to other organizations or sectors. Furthermore, the study primarily relied on self-reported data, which can introduce biases in the responses provided by participants. These limitations suggest that caution should be exercised when interpreting the results, and further research is necessary to validate these findings in diverse settings.

Future research should explore additional variables that may influence the effectiveness of leadership training programs. For instance, factors such as organizational culture, individual learning styles, and the external environment could provide deeper insights into the dynamics of coaching and its impact on job performance. Additionally, examining the effects of different coaching methods or styles could yield valuable information about best practices in leadership development. Investigating these variables in varied training contexts, including corporate, nonprofit, and educational sectors, would contribute to a more comprehensive understanding of how to optimize leadership coaching.

Another potential avenue for future research is to conduct longitudinal studies that assess the long-term effects of leadership coaching on job performance and career progression. Such studies would provide insights into how the benefits of coaching manifest over time and whether they lead to sustained improvements in performance and self-efficacy. Additionally, investigating the impact of

peer coaching or mentorship within leadership training programs could further enrich the understanding of collaborative learning processes and their influence on participant outcomes.

In conclusion, the implications of this research extend beyond the immediate context of leadership training programs. By recognizing the critical role of coaching, the competencies of coaches, and the importance of self-efficacy, organizations can develop more effective leadership development strategies. Integrating leadership learning as a mediator enhances the overall coaching experience, fostering a culture of continuous improvement and growth. As the field of leadership development continues to evolve, ongoing research will be essential in refining coaching practices and exploring new dimensions that contribute to the success of leadership training initiatives.

## CONCLUSION

In conclusion, this study illuminates the profound impact of leadership coaching, coach competencies, and self-efficacy on job performance, particularly within the framework of leadership training programs at the Ministry of Education, Culture, Research, and Technology's Human Resource Training Center. The research findings indicate that effective leadership coaching plays a pivotal role in boosting participants' self-efficacy, which, in turn, directly enhances their job performance. Furthermore, the analysis emphasizes the critical role of leadership learning as a mediator in this relationship, highlighting the necessity of establishing a supportive learning environment that encourages the application and development of newly acquired skills. By integrating these elements, organizations can create more effective coaching experiences that foster personal and professional growth.

Moreover, the insights derived from both quantitative and qualitative analyses offer valuable implications for the design and implementation of leadership training initiatives. This research not only provides a comprehensive understanding of the various factors that influence job performance but also points to the need for further investigation into additional variables and diverse training contexts. Such explorations could lead to more tailored and effective leadership development programs that cater to the unique needs of different organizations. Ultimately, the study serves as a foundation for ongoing research aimed at refining coaching practices and enhancing the overall efficacy of leadership training initiatives, ensuring that participants are well-equipped to thrive in their roles.

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