

The Effect of Managerial Coaching Skills on Team-Level Architectural Knowledge and Team Performance Moderated by Manager Learning Goal Orientation

Gilang Pratama Hafidz¹, Erfian Nurdiansyah²

^{1,2}Esa Unggul University Jakarta, Indonesia

E-mail: gilang.pratama@esaunggul.ac.id 1, erfiannurdiansyah09@student.esaunggul.ac.id 2

Correspondence: gilang.pratama@esaunggul.ac.id

Article history: received January 03, 2024; revised January 08, 2024; accepted January 19, 2024

This article is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



ABSTRACT

Managerial coaching skills play an important role in human resource strategy which can be utilized by companies by providing the impact of training to broaden employ-ee perspectives and improve employee performance. The goal of this study is con-ducted to investigate the connection between Managerial coaching skills to team-level architectural knowledge and team performance. Quantitative research is used in this field with the technique purposive sampling was used, and questionnaires were handed out to 120 permanent employee respondents at Indonesian sharia non-banking financial institutions aged 23-50 years and are in the Tangerang Regency area. The primary data was analyzed using the method of Structural Equation Mod-eling (SEM). The three assumptions put forth are supported by the study's findings, which also show that team-level architectural knowledge has the biggest direct impact on team performance. Then managerial coaching skill has the greatest indirect effect on relationships between team-level architectural knowledge with team performance. This research contributes to companies in maintaining and improving team performance looking at several factors, team-level architectural knowledge is formed from optimal and measurable managerial coaching skill. The researcher advises broadening the study's scope and seeking objects in related domains as subsequent investigation.

Keywords: *Managerial Coaching, Goal Orientation, Knowledge, Performance*

INTRODUCTION

Coaching has existed for a recognized as an essential human resource (HR) strategy and is gradually being outsourced to line managers (Saundry et al., 2021). Sources from existing literature point to the practice of coaching line managers in management coaching where managers focus on individual members and contribute to teams and team coaching, where managers work with the team as a whole (Zhao & Liu, 2020). This type of coaching is a team-oriented practice, most of the prior research on managerial coaching emphasized results at the individual level. (Ribeiro et al., 2021). Research on the advantages of managerial coaching for teams, however improving, is still lagging, It's a problem because managerial coaching is the most effective and commonly used form of coaching in organizations today Cranfield (2020), with some managers training team members and individuals according to training needs. In addition, The most probable developing intervention to receive HR funding is managerial coaching. (Shuffler et al., 2018).

By focusing on managerial coaching which refers to managers' general capacity to engage with teammates directly utilizing team-oriented methods and tactics including giving feedback and defining goals. (Murphy, 2020). In particular, it draws on previous work which recognizes managerial coaching skills being a resource at the team level (Dahling et al., 2016; Murphy, 2020) and argues that degree how effectively a manager coaches each team member that a manager's ability to effectively coach each team member is measured is the most important factor in driving team performance. Of course, many studies have shown that managerial coaching skills enhance team roles and team learning, but most of

the existing literature focuses on individual-level outcomes (Zhao & Liu, 2020).

Buengeler & Den Hartog (2015) state that the contribution of this research is very important in expanding the results that might not be transferable to the team level without a better grasp of managerial coaching, then team performance is very helpful because it is the main driving force for success. Based on the premise that the characteristics of managers are highly visible according to team members and focus on the manager's learning goal orientation, namely their passion for learning and knowledge in situations of achievement (Williams et al., 2009). Then managers can apply orientation to be able to develop team knowledge in the form of planned programs (Dahling et al., 2016). By doing the right managerial coaching, managers can ensure that employees have good skills and this will become a necessity that can contribute to the organization of the company and be continuously updated in the follow-up of HR practices (Currie & White, 2012).

This research replicates the research (Nyfoudi et al., 2022). The gap between this research and previous research is that previous research examined consumer service offices in Greece and England, while this study examined companies engaged in Indonesian sharia non-banking financial institutions in Tangerang Regency. Then the next gap is to change the hypothesis, where the previous research hypothesis said that manager learning goal orientation moderates the mediated relationship between managerial coaching skill and team performance through team-level architectural knowledge to build up interactions with high manager learning. In this study, the hypothesis is that team-level architectural knowledge has a positive effect on team performance, to measure more specifically team-level architectural knowledge formed from managerial coaching skills optimally and measurably in companies engaged in Indonesian sharia non-banking financial institutions.

The goal of this study is to explore how managerial coaching skill (MCS) influence team-level architectural knowledge (TLAK) and team performance (TP) in companies engaged in Indonesian sharia non-banking financial institutions. Then to see the moderating variable, namely manager learning goal orientation (MLGO) can have an impact on managerial coaching skills and team-level architectural knowledge, where the relationship is stronger for team-level knowledge than manager learning. Furthermore, to determine the effect of team-level architectural knowledge variables on team performance. Finally, to find out the variables that have a major influence on managerial coaching skills. It is hoped this study can advance the field's theoretical and scientific understanding of HRM and raise the knowledge and performance of employees in companies engaged in the field of Indonesian sharia non-banking financial institutions.

Literature Review

Managerial Coaching Skill

Coaching skills by managers and leaders is often called managerial coaching, and has become popular in recent years (Park et al., 2021). MCS are a person's ability to manage organizational resources based on established competencies in order to achieve predetermined goals Ribeiro et al. (2021), by continuing to provide the best way to conceptualize, define, measure how effective it is, and how managers and leaders should use coaching skills (Zhao & Liu, 2020; Park et al., 2021).

Echeverri (2020) stated that it is important to explore the managerial coaching process with what is seen from behavior, attitudes and skills based on a perspective, where the literature on managerial coaching is the most extensive in providing depth of knowledge. MCS have been identified as a means for managers to provide understanding, development, and facilitation that enable individuals, teams or organizations to acquire new skills, competencies, performance, and improve personally to become more effective (Dahling et al., 2016; Ruhayat et al., 2022).

Team-Level Architectural Knowledge

Architectural knowledge refers to knowledge about how the components of an organization are integrated and linked together Cranfield (2020), this lies in knowledge about teams and organizations,

and is broader than component knowledge which mostly consists of technical knowledge, then has been studied as a concept at different levels, including teams (Balogun & Jenkins, 2003; Finn & Waring, 2006). Specifically, TLAK refers to employees' broad knowledge, encompassing the routines, schemas, and dynamics that shape team member interactions (Currie & White, 2012).

In operational work, knowledge of team-level architecture represents the roles and responsibilities of different operational team members (finance, marketing, human resources) and how different members need to work together (Finn & Waring, 2006). According to Ratasuk & Charoensukmongkol (2020) TLAK is defined as an important characteristic of being able to work effectively in an organization from people with different cultures, then by instilling architectural knowledge, team members collaborate to find solutions to problems in work.

Manager Learning Goal Orientation

Existing literature has defined MLGO as contextual differences that play a role in the successful delivery of training, formation, and learning expectations for teams (Murphy, 2020). Managers with high learning goal orientation are more likely than those with low learning goal orientation to recognize the importance of the role of team members, with significant development that will encourage them to be skilled at work (Marquardt et al., 2021).

Dragoni et al. (2009) stated that MLGO is the main motivation for the development and effectiveness of management with a high learning orientation encouraging managers to learn from their workplace activities, then managers who are learning oriented are more likely to develop very important skills (interpersonal skills). for effective leadership. Furthermore, studies from the education sector reveal that teachers with high learning goal orientation can develop an environment that is supportive and oriented towards learning (Thronsen & Turmo, 2013).

Team Performance

TP is a group that interacts and is formed at the request of management to achieve certain goals in the organization. (Lee et al., 2010). TP refers to the quality, quantity and timeliness of work performed at the team level, and the collaboration of team members (Sparrowe et al., 2014). Then TP is also defined by the extent to which the organization is successful in carrying out its work tasks with three main factors that influence performance, namely individual (ability to work), work effort (desire to work), and organizational support (opportunity to work) Pratama 2020), thus it has been identified as an important consequence of team relationships (Salas et al., 2008).

Ruhyat et al. (2022) in their research defines TP as a form of group work within an organization with complementary skills, tasks and responsibilities and a commitment to achieving previously agreed organizational goals effectively and efficiently. Then, with a good TP, it will certainly make a big contribution to the organization or company (Meria & Tamzil, 2021).

Theoretical Framework and Hypotheses

MCS Relationship With TLAK

MCS has a major impact on TLAK. By continuing to provide managers with the best way for individuals and members of the team to learn by cooperating via training (Balogun & Jenkins, 2003; Finn & Waring, 2006). Semin & Smith (2013) explain how the participation of team members in understanding dialogs, such as MCS can aid in the growth of TLAK. Within team knowledge, this includes an inherent familiarity with the organization as well as an awareness of skills, expertise, perspectives, and how the latter might be used to encourage team development (Seyed et al., 2011).

Semin & Smith, (2013) show that team members form schemas based on important contextual cues, the more these schemas are influenced by position within the context of the team, the more likely it is that they will be social and team-oriented. In managerial coaching, the manager is the leader of the team members (Lee et al., 2010). Then, managers who are proficient individuals are prioritized in

coaching employees and team members where the practice takes place (Shoukry & Cox, 2018). It takes a team-oriented approach, recognizing the importance of teamwork and pushing teammates to understand their role as part of a larger whole to participate actively (Reio & Ghosh, 2009). In other words, skilled managerial coaching functions as a mechanism for team interpretation or knowledge brokering through team members imparting, interpreting, and relating on their jobs schemes i.e. knowledge, hence boosting knowledge development that is beneficial to the team and emphasizing that knowledge sharing by leading members of a group play a crucial role in developing TLAK (Cranfield, 2020; He & Sarpong, 2020). Based on the explanation, the following is the hypothesis put out above: H¹: MCS has a positive effect on TLAK.

Relationship between MLGO and MCS and TLAK

MLGO is used as a benchmark for the success of training delivery. According to Semin & Smith (2013), MLGO provides more development to strengthen employee perspectives within the organization and argues that stimuli related to certain attitudes can influence managerial coaching are examples of social interactions, a form of team-level knowledge development. As a result of this, the characteristics of skilled managers can play an important role in providing an impact between MCS and TLAK in a decomposed manner (Park & Choi, 2020). Specifically, the characteristics of managers contribute to the formation of the team context Williams et al. (2009) and their attractive presence influences team climate and focus on achievement, whereas team members tend to imitate the characteristics of their managers in providing effective managerial coaching (Shoukry & Cox, 2018). Murphy (2020) emphasizes the significance of managers' conviction in people's potential to thrive. The attitudes of managers toward learning and knowledge development are critical and significant stimuli that make team situations more suited to education (Williams et al., 2009).

Thus, regardless of the MLGO, his attitude toward learning plays a significant how Coaching is used to increase TLAK (He & Sarpong, 2020). Therefore, when MLGO, has characteristics that support learning and knowledge acquisition, it is more probable that MCS will relate to TLAK (Shuffler et al., 2018; Zhu & Akhtar, 2019). Thus the following hypothesis is made: H²: The link between MCS and TLAK is moderated by MLGO.

Relationship between TLAK and TP

As an intervention for fostering TP, skilled managerial coaching broadens the perspectives of teammates Zhao & Liu (2020) allowing them to interpret their own and the team's insights and knowledge in adopting a team-based approach (Cranfield, 2020). In turn, this allows team members to use their acquired architectural knowledge to solve problems through collective and coordinated action, which helps team members with various personal interests collaborate to achieve a common objective goals and work well as a group Mach et al. (2022). Then TLAK is critical to effectiveness in a team (Finn & Waring, 2006).

According to Semin & Smith (2013), characteristics influence how knowledge in teams is built. With diverse teams are motivated to use their different information to improve team performance that supports and plays a crucial part in the entire team's development and results (Huang & Hsieh, 2015; Kuo et al., 2014). By demonstrating that team, knowledge is critical to team effectiveness and team developments play an important role as knowledge brokers assisting team members in identifying peers with the necessary knowledge, and for effective TP, team members are encouraged to share knowledge, opinions, paradigms, and skills needed to complete team tasks (Hackman, 2005; Jamshed & Majeed, 2019). Currie & White (2012) underlines the significance of intermediary knowledge, especially regarding architectural knowledge received for the team in achieving organizational goals. Then the following hypothesis is made:

H³: TLAK has a positive effect on TP.

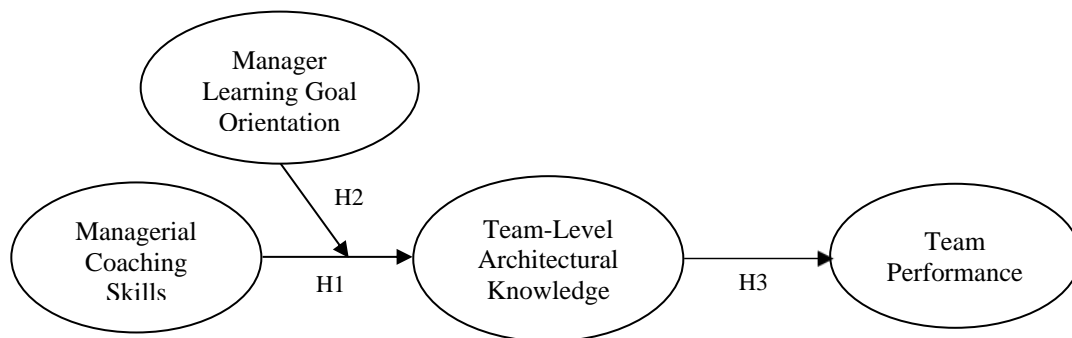


Figure 1. Conceptual framework

RESEARCH METHOD

MCS measurement uses four indicators from Smither et al. (2003), while the TLA variable uses six indicators from (Spreitzer et al., 1997; Karamitri et al., 2020), then the MLGO variable uses seven indicators from (Vandewalle, 1997; Ruyseveldt & Valkenburg, 2021) and the TP variable uses five indicators from (Erdem et al., 2003; Sparrow et al., 2014).

The population in this study were employees of companies operating in the field of Indonesian sharia non-banking financial institutions, totaling 120 employees located in the research location in Tangerang Regency. Due to limited research resources, a purposive sampling method was used with the criteria determined by the researcher being a permanent employee of a company engaged in the field of Indonesian sharia non-banking financial institution, particularly in management environments aged 23-50 years and responsible for all decision making, and then residing in Tangerang.

Data collection method used by sending questionnaires over the internet using the Google form, for one month in January 2023. Data collection was carried out once. The questionnaire uses a Likert scale measurement with a rating scale of 1 to 4. Where a value of four means strongly agree (SS), a value of three agrees (S), a value of two disagrees (TS), and a value of one strongly disagrees (STS). The type of study used is quantitative research using the SEM (Structural Equation Modeling) method, with the approach Hair et al. (2014) stated that the minimum sample size that is usable 5 times the number of questions, so the number of samples drawn for this study is (22×5) 110 respondents. For the research results to be better, the researchers determined a larger number of respondents who had been assigned as many as 120 employees from 15 branches which were all in Tangerang Regency.

The data collection technique begins with distributing the initial questionnaire (pretest) to 30 respondents and validity and reliability tests will be carried out to evaluate and measure the proposed model using confirmatory factor analysis. Kaiser-Meyer-Olkin (KMO) was used for the validity test measures and Measures of Sampling Adequacy (MSA) anti-image matrix correlation under the condition that factor analysis values were acceptable, specifically if KMO and MSA were both 0.5. Furthermore, the reliability test considers the Cronbach alpha value, with a value of 0.6 considered acceptable. (Hair et al., 2021).

The results from the pretest, which possessed 30 respondents, the results obtained from 22 statements from the four variables in this study fulfilled the Kaiser-Meyer-Olkin test (KMO) and the Measures of Sampling Adequacy (MSA) value for each indicator, namely > 0.5 , a result it was determined that all of the variables and this study indicator were valid and could be applied to further analysis. The Cronbach alpha value can then be used to determine the reliability test. The research indicators were deemed to be reliable based on calculation findings showing that every indicator for the questionnaire questions passed the reliability test with a value of > 0.6 .

The outer and inner models will next be tested using an examination of the primary data from 120

respondents using the structural equation modeling method. Convergent validity, discriminant validity, reliability, collinearity, and R square adjusted make up the outer model test. While using the original sample, p-value, and t-statistics to test the inner model.

RESULTS AND DISCUSSION

Respondents in this research were permanent employees of companies operating in the field of Indonesian sharia non-banking financial institutions, especially in the management environment, Based on the results of distributing questionnaires online via Google Form, 120 respondents were obtained, consisting of 60 males or 50% male and 60 female or 50% female. For the age category of 23-28 years there were 42 people or 35%, for those aged 29-35 years there were 40 people or 33.3%, for those aged 36-41 years there were 23 people or 19.2%, and for those aged over 41 years, there were 15 people or 12.5%. Then, 29 respondents had a recent educational history of high school/equivalent 24.2%, Diploma 1 person or 0.8%, Bachelor 81 people or 67.5%, and Masters 9 people or 7.5%. Furthermore, the length of time respondents worked in Indonesian sharia non-banking financial institution companies was less than 2 years as many as 8 people or 8.7%, 2-5 years as many as 46 people or 38.3%, 6-10 years as many as 37 people or 30.8%, and more than 10 years as many as 29 people 24.2%. Respondents' positions as middle-level managers were 15 people or 12.5%, staff employees were 105 people or 87.5%.

Outer Model Testing

Table 1. Outer Model Results

Variable	Indicator	Outer Loading	AVE	Cronbach's Alpha	Composite Reliability
Managerial Coaching Skills (MCS)	MCS1	0.780	0.700	0.855	0.903
	MCS2	0.771			
	MCS3	0.919			
	MCS4)	0.866			
Manager Learning Goal Orientation (MLGO)	MLGO1	0.809	0.614	0.895	0.918
	MLGO2	0.792			
	MLGO3	0.744			
	MLGO4	0.770			
	MLGO5	0.752			
	MLGO6	0.752			
	MLGO7	0.860			
Team-Level Architectural Knowledge (TLAK)	TLAK1	0.832	0.621	0.877	0.907
	TLAK2	0.834			
	TLAK3	0.744			
	TLAK4	0.831			
	TLAK5	0.709			
	TLAK6	0.768			
Moderating Effect MLGO in MCS to TLAK	MLGO* MCS to TLAK	1.620	1.000	1.000	1.000
Team Performance (TP)	TP1	0.840	0.672	0.877	0.911
	TP2	0.839			
	TP3	0.861			
	TP4	0.757			
	TP5	0.797			

Source: Researcher-processed data findings, 2023

By examining the Outer Loading table's loading factor value and the Average Variance Extracted (AVE), it is possible to gauge the size of the convergent validity value. Opinion Hair et al. (2021), the value of the loading factor must be > 0.7 and the AVE value must be > 0.5 to quantify convergent validity. The results of this research's measurement of 22 indicators had a loading factor value of greater

than 0.7, it was stated that the 22 indicators were acceptable and the AVE value was > 0.5.

Discriminant validity demonstrates that a single latent variable distinct from the others (Hair et al., 2021). The Fornell-Larckel criterion, Cross Loading, and Heterotrait-Monotrait Ratio (HTMT) are three methodologies that might explain the discriminant validity test. According to the Fornell-Larckel criterion, a latent construct must explain the variation of its indicator better compared to the variation of other latent components (Hair et al., 2021). This study's measurements had one variable that did not match the criteria, namely MLGO.

Value of the Cross Loading demonstrates the relationship between an indicator, its construct, and other constructions. The indicator's correlation value to the latent variable must be bigger compared to the correlation value to the other latent variables (Hair et al., 2021). According to the calculation results, the overall cross-loading value of the MLGO, MCS, TLAK, and TP measurement items is bigger than other variables and significantly correlates with the main variable it measures, indicating that the variable has good discriminant validity.

The Heterotrait-Monotrait Ratio (HTMT) compares the geometric multiplication root of the mean correlation between measurement items to the inter-item measurement variables' average correlation. The Heterotrait Monotrait Ratio (HTMT) value for each study variable being 0.90, as proposed by Henseler et al. (2015), offers strong discriminant validity. In the study's findings, there was an HTMT value that did not match the relationships, between the TLAK and MCS variables (0.954), while for the other variable relationships it showed a standard value of <0.9.

The Composite Reliability (CR) value is applied to calculate the internal consistency reliability test in SEM-PLS. Opinion Hair et al. (2021), a CR value greater than 0.7 is considered reliable. In accordance with computations, all latent variables (constructs) have a Composite reliability value of more than 0.70.

Collinearity between indicators looks at Collinearity Statistics (VIF) values. In the Outer VIF Value table, the VIF value < 5 which indicates the indicator has no collinearity problems (Hair et al., 2021). Based on computations, all indicators have a VIF value of less than 5, which means that multicollinearity issues do not exist for any indicators.

The coefficient of determination's value indicates how well exogenous variables can account for endogenous variables. Calculations reveal that the variables MCS, MLGO, and TLAK can explain the variable TP by 57.3%, with the rest 42.7% being explained by other variables not covered in this study. TLAK could be described by the MCS and MLGO variables by 72.9%, with additional variables not included in this study accounting for the remaining 27.1%

Inner Model Testing (Hypothesis Testing)

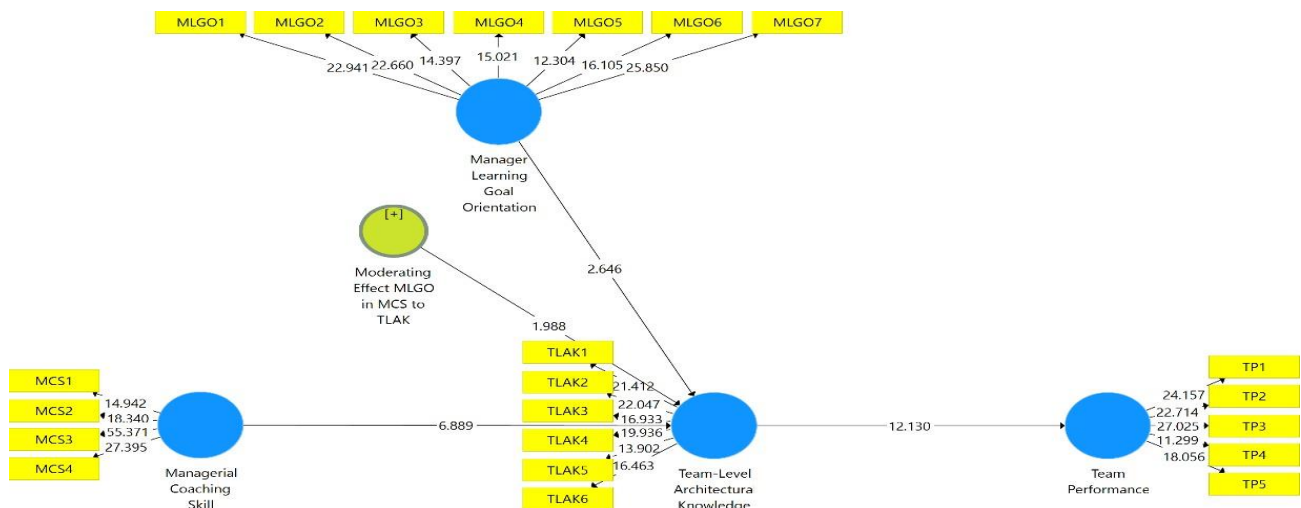


Figure 2. Hypothesis Test Results

Inner model testing (hypothesis testing) investigates the significance of the path coefficient's results. a study (Hair et al., 2021), there is a significant influence if the statistical T value is more than the T table (1,960) at the 5% level, with a p-value of 0.05, and the direction of the association may be identified by looking at the original sample value.

The results are shown in the table below based on the outcomes of computations using the bootstrapping approach :

Table 2. Hypothesis Test Results

	Hypothesis	Original Sample (O)	T Statistics (O/STDEV)	P Values	Information
MCS → TLAK	H1	0.566	6.889	0.000	The data support the hypothesis
TLAK → TP	H3	0.759	12.130	0.000	The data support the hypothesis

Source: Researcher-processed data findings, 2023

The outcomes of the two overarching hypotheses are acceptable based on the table above. Testing H1 for the effect of MCS on TLAK yielded T Statistics 6,889 > 1,960 with a p-value of 0.05, suggesting a significant and positive relationship influence between MCS and TLAK, and thus H1 can be accepted. Testing H3 the effect of TLAK on TP yielded T Statistics 12,130 > 1,960 with a p-value of 0.000 0.05, implying that there is a significant and positive influence between TLAK and TP, allowing H2 to be accepted.

Analysis of Moderation Effects

Table 3. Moderation Test Results

	Hypothesis	Original Sample (O)	T Statistics (O/STDEV)	P Values	Information
MLGO → MCS → TLAK	H2	-0.074	1.988	0.047	The data support the hypothesis

Source: Researcher-processed data findings, 2023

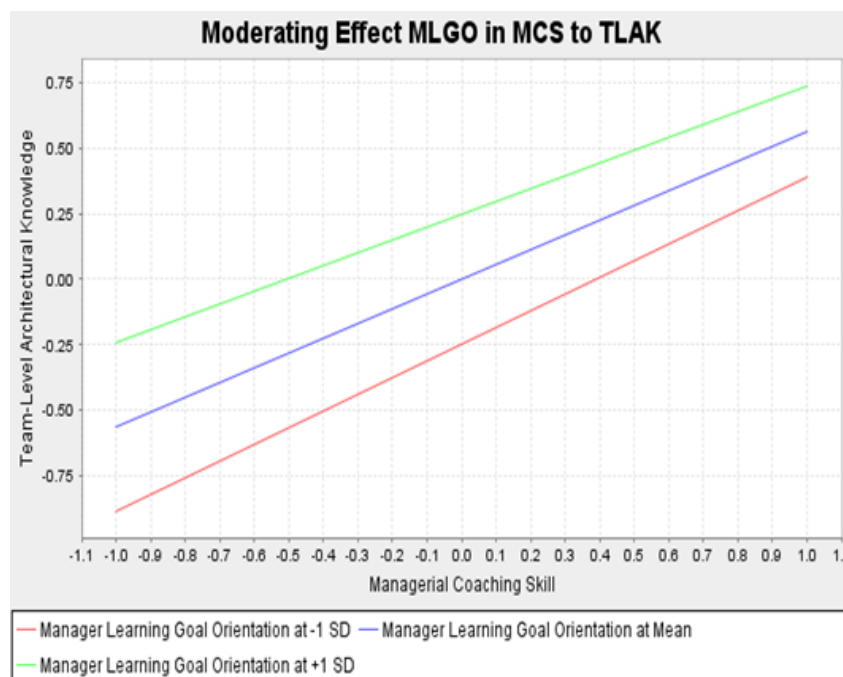


Figure 3. Moderating Effect of MGO

The second hypothesis tests the moderating effect of MLGO on the relationship of MCS to TLAK

obtained by T Statistics $1.988 > 1.960$ with a p-value of $0.047 < 0.05$ as well as the original sample value. So it can be concluded that the moderating effect of MLGO between the MCS and TLAK relationships is to weaken the relationship, this is because the lower the MLGO, the higher the MCS to TLAK. Thus H3 is accepted.

The first finding in this study proves that MCS can grow TLAK among employees in Indonesian sharia non-banking financial institutions companies, This is seen from several aspects of employee responses that managerial coaching provided by managers provides learning based on training needs to broaden their perspectives and enhance their role in the team. When employees get a high understanding of architectural knowledge, employees will encourage each other to generate ideas with different suggestions. In carrying out managerial coaching, the interaction of managers and employees increases so as to facilitate the delivery of training. Then the role of managers in conducting training greatly contributes to employee career development, so that it can encourage employees to increase their activities. Evaluation results from managerial coaching can also help improve further training. This finding is in line with previous research which states that MCS have an impact on TLAK (Shoukry & Cox, 2018; Nizam, 2020; Park et al., 2021)

The following findings prove that MLGO is able to have an impact on MCS on TLAK. Judging from the responses of employees regarding MLGO in this study, it was found that if this orientation becomes a priority in a company strategy, it will reduce MCS to TLAK, This is because the orientation given by managers to employees in Indonesian sharia non-banking financial institutions tends to increase activities that make the role of managers more developed than employees. In orientation, managers have the opportunity to acquire new skills and knowledge so as to increase their own learning higher. The weak relationship in the results of this study means that if managers do not emphasize their orientation towards employees in the organization, employees can be more creative with their talents and skills and apply them in the organization. In this case, the orientation can also contribute well so as to create training opportunities. Thus, this finding is in line with previous research which stated that MLGO is able to moderate MCS to TLAK (Semin & Smith, 2013; Liu et al., 2019; He & Sarpong, 2020).

Furthermore, the results of this study also prove TLAK is able to improve TP in Indonesian sharia non-banking financial institutions companies. Employee responses related to TLAK in this study showed that to improve TP, a manager must enhance team knowledge and encourage greater team cohesiveness, and also TP will increase when employees gain extensive architectural knowledge. By having good knowledge, employees will feel able to improve TP and be responsible in every job. Then by sharing information within the team it can be a benchmark for developing employee capabilities. TP will increase if the organization can work well together. TP can also increase the quality, quantity and timeliness of the team so that it can encourage the company's success in setting targets. The results of these findings have similarities with previous research which states that TLAK has an influence on TP (Finn & Waring, 2006; Jamshed & Majeed, 2019; Mach et al., 2022).

CONCLUSION

This study examines the effect of MCS on TLAK and TP moderated by MLGO in Indonesian sharia non-banking financial institution companies as research objects. According to this study's findings, it can be said that to able to increase TLAK in Indonesian sharia non-banking financial institution companies, companies can facilitate employees by providing training to gain knowledge, insight, and skills for employees to develop more. Where the literature on managerial coaching is the most extensive in providing depth of knowledge. Then to be able to improve MCS towards TLAK in Indonesian sharia non-banking financial institution companies, companies must reduce the orientation given by managers to employees, because the orientation has the opportunity to increase the learning of managers themselves is higher than that of employees. Furthermore, to be able to improve TP in Indonesian sharia non-banking financial institution companies, companies must prioritize several

factors from TLAK formed from MCS optimal and measurable.

This study has several limits., some of which can be verified and developed. First, the respondents in this study were permanent employees of companies engaged in the field of Indonesian sharia non-banking financial institutions, especially in a limited management environment for respondents in the Tangerang Regency area. Therefore, these results do not represent all permanent employees in Indonesian sharia non-banking financial institutions, as a result, for future research, the researcher provides suggestions to broaden the scope demographics of respondents for more comprehensive results. Second, the variables in this study still need to be developed so that other variables related to this research can also be used with various factors. Thus, the researcher contributes to further study add other variables. Third, the HTMT value has an autocorrelation, indicating that the respondents have no focus on completing the questionnaire. Therefore, further research can conduct a partial questionnaire to prevent a lack of focus in completing the questionnaire.

This study has various managerial implications for improving TP. From the research above, it is known that TLAK has an impact on TP. Next, MCS can have an impact on TLAK. In addition, MLGO can have an impact on MCS on TLAK.

Based on these results, if a company wants to improve MCS towards TLAK, then the company does not make MLGO a priority in a company strategy, because the orientation has a higher chance of increasing the manager's learning than employees. Then by looking at the aspect of TP, the higher the knowledge gained the better the TP, this can be achieved if the organization can work well together.

REFERENCES

- Balogun, J., & Jenkins, M. (2003). Re-conceiving Change Management: A Knowledge-based Perspective. *European Management Journal*, 21(2), 247–257. [https://doi.org/10.1016/S0263-2373\(03\)00019-7](https://doi.org/10.1016/S0263-2373(03)00019-7)
- Buengeler, C., & Den Hartog, D. N. (2015). National diversity and team performance: the moderating role of interactional justice climate. *International Journal of Human Resource Management*, 26(6), 831–855. <https://doi.org/10.1080/09585192.2014.991345>
- Cranfield, S. (2020). Creativity and working knowledge : managers what healthcare managers can learn from architects. *Journal of Work-Applied Management*, 12(2), 175–189. <https://doi.org/10.1108/JWAM-01-2020-0004>
- Currie, G., & White, L. (2012). Inter-professional Barriers and Knowledge Brokering in an Organizational Context: The Case of Healthcare. *Organization Studies*, 33(10), 1333–1361. <https://doi.org/10.1177/0170840612457617>
- Dahling, J. J., Taylor, S. R., Chau, S. L., & Dwight, S. A. (2016). Does Coaching Matter? A Multilevel Model Linking Managerial Coaching Skill and Frequency to Sales Goal Attainment. *Personnel Psychology*, 69(4), 863–894. <https://doi.org/10.1111/peps.12123>
- Dragoni, L., Tesluk, P. E., & Oh, I. (2009). Understanding Managerial Development. *Academy of Management Journal*, 52(4), 731–743.
- Echeverri, P. (2020). Value-forming micro-practices of managerial coaching. *Coaching*, 13(2), 191–208. <https://doi.org/10.1080/17521882.2019.1707245>
- Erdem, F., Ozen, J., & Atsan, N. (2003). The relationship between trust and team performance. *Work Study*, 52(7), 337–340. <https://doi.org/10.1108/00438020310502633>
- Finn, R., & Waring, J. (2006a). Organizational barriers to architectural knowledge and teamwork in operating theatres. *Public Money and Management*, 26(2), 117–124. <https://doi.org/10.1111/j.1467-9302.2006.00510.x>
- Finn, R., & Waring, J. (2006b). Organizational barriers to architectural knowledge and teamwork in operating theatres. In *Public Money and Management* (Vol. 26, Issue 2). <https://doi.org/10.1111/j.1467-9302.2006.00510.x>
- Hackman, J. R. (2005). A Theory Of Team Coaching. *Academy of Management Review*, 30(2), 269–

287.

- Hair, J. F., William, J., Babin, B. J., & Anderson, R. E. (2014). Pearson New International Edition. British Library Cataloguing-in-Publication Data.
- He, Q., & Sarpong, D. (2020). The role of knowledge creation modes in architectural innovation. *Strategic Change*, 77–87. <https://doi.org/10.1002/jsc.2312>
- Huang, J. T., & Hsieh, H. H. (2015). Supervisors as good coaches: Influences of coaching on employees' in-role behaviors and proactive career behaviors. *International Journal of Human Resource Management*, 26(1), 42–58. <https://doi.org/10.1080/09585192.2014.940993>
- Ioanna Karamitri, Fotis Kitsios, M. A. T. (2020). Development and Validation of PediaTrac. *Sustainability (Switzerland)*, 704–705.
- Jamshed, S., & Majeed, N. (2019). Relationship between team culture and team performance through lens of knowledge sharing and team emotional intelligence. *Journal of Knowledge Management*, 23(1), 90–109. <https://doi.org/10.1108/JKM-04-2018-0265>
- Kuo, M.-H. C., Chang, Y., & Chang, W. C. (2014). Perceived Organizational Support as a Mediator of Managerial Coaching Skills and Occupational Commitment. *Public Administration Research*, 3(1). <https://doi.org/10.5539/par.v3n1p17>
- Lee, P., Gillespie, N., Mann, L., & Wearing, A. (2010). Leadership and trust: Their effect on knowledge sharing and team performance. *Management Learning*, 41(4), 473–491. <https://doi.org/10.1177/1350507610362036>
- Liu, Y., Wang, S., & Yao, X. (2019). Individual Goal Orientations, Team Empowerment, and Employee Creative Performance: A Case of Cross-level Interactions. *Journal of Creative Behavior*, 53(4), 443–456. <https://doi.org/10.1002/jocb.220>
- Mach, M., Ferreira, A. I., & Abrantes, A. C. M. (2022). Transformational leadership and team performance in sports teams: A conditional indirect model. *Applied Psychology*, 71(2), 662–694. <https://doi.org/10.1111/apps.12342>
- Marquardt, D. J., Casper, W. J., & Kuenzi, M. (2021). Leader Goal Orientation and Ethical Leadership: A Socio-Cognitive Approach of the Impact of Leader Goal-Oriented Behavior on Employee Unethical Behavior. *Journal of Business Ethics*, 172(3), 545–561. <https://doi.org/10.1007/s10551-020-04524-2>
- Meria, L., & Tamzil, F. (2021). Pengaruh Efikasi Diri Terhadap Kesiapan untuk Berubah dan Kinerja Karyawan. *Forum Ilmiah*, 18, 279–290.
- Murphy, K. R. (2020). Performance evaluation will not die, but it should. *Human Resource Management Journal*, 30(1), 13–31. <https://doi.org/10.1111/1748-8583.12259>
- Nizam, I. (2020). Coaching and Employee Performance: The Mediating Effect of Rewards & Recognition in Malaysian Corporate Context. *International Journal of Management, Accounting and Economics*, April.
- Nyfoudi, M., Shipton, H., Theodorakopoulos, N., & Budhwar, P. (2022). Managerial coaching skill and team performance: How does the relationship work and under what conditions? *Human Resource Management Journal*. <https://doi.org/10.1111/1748-8583.12443>
- Park, N. K., Jang, W., Thomas, E. L., & Smith, J. (2021). How to Organize Creative and Innovative Teams: Creative Self-Efficacy and Innovative Team Performance. *Creativity Research Journal*, 33(2), 168–179. <https://doi.org/10.1080/10400419.2020.1842010>
- Park, S., & Choi, S. (2020). Performance feedback, goal clarity, and public employees' performance in public organizations. *Sustainability (Switzerland)*, 12(7), 1–19. <https://doi.org/10.3390/su12073011>
- Pratama, G. (2020). Analisis Motivasi Kerja, Kepemimpinan Transformasional Dan Budaya Organisasi Terhadap Kinerja Karyawan Dimediasi Kepuasan Kerja Pada Angkatan Kerja Generasi Z. *Jurnal Ekonomi : Journal of Economic*, 11(2). <https://doi.org/10.47007/jeko.v11i2.3503>
- Ratasuk, A., & Charoensukmongkol, P. (2020). Does cultural intelligence promote cross-cultural teams'

- knowledge sharing and innovation in the restaurant business? *Asia-Pacific Journal of Business Administration*, 12(2), 183–203. <https://doi.org/10.1108/APJBA-05-2019-0109>
- Reio, T., & Ghosh, R. (2009). Antecedents and Outcomes of Workplace Incivility. *Computational Complexity*, 2(1), 1–9. <https://doi.org/10.1002/hrdq>
- Ribeiro, N., Iscte-iul, D. L., & Patr, A. (2021). How managerial coaching promotes employees' affective commitment and individual performance. *International Journal of Productivity and Performance Management*. <https://doi.org/10.1108/IJPPM-10-2018-0373>
- Ruhyat, I., Meria, L., & Julianingsih, D. (2022). Peran Pelatihan dan Keterikatan Kerja Untuk Meningkatkan Kinerja Karyawan Pada Industri Telekomunikasi. *Technomedia Journal*, 7(1), 90–110. <https://doi.org/10.33050/tmj.v7i1.1855>
- Ruyseveldt, J. Van, & Wiggen-valkenburg, T. Van. (2021). The self-initiated work adjustment for learning scale : development and validation. *Journal of Managerial Psychology*, 36(6), 491–504. <https://doi.org/10.1108/JMP-04-2020-0198>
- Salas, E., DiazGranados, D., Klein, C., Burke, C. S., Stagl, K. C., Goodwin, G. F., & Halpin, S. M. (2008). Does team training improve team performance? A meta-analysis. *Human Factors*, 50(6), 903–933. <https://doi.org/10.1518/001872008X375009>
- Saundry, R., Fisher, V., & Kinsey, S. (2021). Disconnected human resource? Proximity and the (mis)management of workplace conflict. *Human Resource Management Journal*, 31(2), 476–492. <https://doi.org/10.1111/1748-8583.12318>
- Semin, G. R., & Smith, E. R. (2013). Socially situated cognition in context. *Advances in Experimental Social Psychology*, 31(2), 125–146.
- Seyed, A. A. A., Najmeh, J., Yashar, S., Mohammadreza, daraei, & Azam, T. (2011). To the promotion of work life quality using the paradigm of managerial coaching: The role of managerial coaching on the quality of work life. *African Journal of Business Management*, 5(17), 7440–7448. <https://doi.org/10.5897/ajbm11.220>
- Shoukry, H., & Cox, E. (2018). Coaching as a social process. *Management Learning*, 49(4), 413–428. <https://doi.org/10.1177/1350507618762600>
- Shuffler, M. L., Diazgranados, D., Maynard, M. T., & Salas, E. (2018). Developing, sustaining, and maximizing team effectiveness: An integrative, dynamic perspective of team development interventions. *Academy of Management Annals*, 12(2), 688–724. <https://doi.org/10.5465/annals.2016.0045>
- Smither, J. W., London, M., Flautt, R., Vargas, Y., & Kucine, I. (2003). Can working with an executive coach improve multisource feedback ratings over time? A quasi-experimental field study. *Personnel Psychology*, 56(1), 23–44. <https://doi.org/10.1111/j.1744-6570.2003.tb00142.x>
- Sparrowe, R. T., Liden, R. C., Wayne, S. J., Kraimer, M. L., Sparrowe, R. T., & Wayne, S. J. (2014). Social Networks and the Performance of Individuals and Groups Social Networks And The Performance Of Individuals And Groups. *Academy of Management Journal*, 44(2), 316–325.
- Spreitzer, G. M., McCall, M. W., & Mahoney, J. D. (1997). Early identification of international executive potential. *Journal of Applied Psychology*, 82(1), 6–29. <https://doi.org/10.1037/0021-9010.82.1.6>
- Thronsen, I., & Turmo, A. (2013). Primary mathematics teachers' goal orientations and student achievement. *Instructional Science*, 41(2), 307–322. <https://doi.org/10.1007/s11251-012-9229-2>
- Vandewalle, D. (1997). Development and validation of a work domain goal orientation instrument. *Educational and Psychological Measurement*, 57(6), 995–1015. <https://doi.org/10.1177/0013164497057006009>
- Williams, E. A., Scandura, T. A., & Gavin, M. (2009). Understanding team-level career mentoring by leaders and its effects on individual team-source learning: The effects of intra-group processes. *Human Relations*, 62(11), 1635–1666. <https://doi.org/10.1177/0018726709346375>
- Zhao, H., & Liu, W. (2020). Managerial coaching and subordinates' workplace well-being: A

moderated mediation study. *Human Resource Management Journal*, 30(2), 293–311.
<https://doi.org/10.1111/1748-8583.12280>

Zhu, Y., & Akhtar, S. (2019). Leader trait learning goal orientation and employee voice behavior: the mediating role of managerial openness and the moderating role of felt obligation. *International Journal of Human Resource Management*, 30(20), 2876–2900.
<https://doi.org/10.1080/09585192.2017.1335338>