

The relationship of Coaching on Support Staffs' High Performance work Within the Education Criteria for Performance Excellence: A Review Article

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Abstract

The aims of this review article are; 1) To study the meaning of coaching which concern Education Criteria for Performance Excellence's content, 2) To study the meaning of staffs' high performance work within Education Criteria for Performance Excellence, and 3) To study the relationship of Coaching on High Performance work within The Education Criteria for Performance Excellence. And the findings are as follows;

The coaching within The Education Criteria for Performance Excellence is managerial coaching which is the action of supervisor to develop support staffs' high performance work. The support staffs' high performance work are cooperation and work together with academic staffs, cooperation between internal and external organization, individual learning, learning from other organizations, individual work planning, and flexibility and adaptation to fast-paced change. Managerial coaching is a concept that focuses on the use of leaders within an organization to action and help guide employee performance as performance improvement, task performance, and job performance for organization's performance excellence.

Keywords: Education Criteria for Performance Excellence / Managerial Coaching / High-Performance Work

Introduction

During the past 15 years, learning and development have become critical features of business and organizations that are confronted with rapid change and global marketplace trends. Organizations must develop collaborative and inclusive work environments with highly trained teams to achieve their business goals and high levels of customer satisfaction. The Manager or Leader should as a coach to be the ideal person to support, encourage, and empower their team member, giving feedback and helping them to focus on their objectives as they put into practice their new behaviors and skills.

Like The Education Criteria for Performance Excellence, it is the criteria for higher education's performance excellence which was developed and translated by cooperation between Thailand Officer Higher Education Commission and Thailand Productivity Institute. Coaching is the one mean to develop

staff performance for higher education's performance excellence that leaders should serve as role models through coaching (Thailand Officer Higher Education Commission.2009) which is the way to improve staffs' performance through empowerment and motivation (Hunt & Weintraub.2002).

Higher education organization has separated staff as academic staffs and support staffs which both of them always work together. The support staffs are very important to support the academic staffs working for academic efficiency and effectiveness, so the support staffs should work as high performance for organization's performance excellence too. The aims of this article are as follows; 1) to study the meaning of coaching which concern Education Criteria for Performance Excellence, 2) to study the meaning of staffs' high performance work within Education Criteria for Performance Excellence, and 3) to study the relationship of Coaching on High Performance work within The Education Criteria for Performance Excellence

The Meaning of Coaching

The word coach was first used in the educational science in the 1840s, as a private tutor who prepared students for exams at Oxford University. However, its meaning was altered in the early 1900s by DeBower and Jones who began to use the word coach as a way to describe a specific set of managerial activities which based on the philosophies of Scientific Management (Wenzel.2000), as a way to bring out positive attributes in employees performance. (Feldman & Lankau.2005)

While coaching continued to focus upon the notion of job performance and there are emerged a distinction between the areas of managerial coaching and executive coaching. For the managerial coaching (employee coach, manager-as-coach or simply coaching, as managerial coaching is used in this article), the acting manager or supervisor plays the role of coaching an individual and the executive coaching, a higher-level individual is being coached, is usually coached by an external professional coach in order to improve personal performance. (Joo, 2005).

Executive coaching is defined as a short- or medium-term relationship between a top manager and a consultant, with the aim of improving and developing the work efficiency and competences of the manager (Feldman & Lankau.2005). And the three characteristics which typify executive coaching are : (1) the use of 'one-on-one' consultations regarding work related topics; (2) coaching sessions based on 360 degree feedback regarding strengths and weaknesses; and (3) the goal of improving the efficiency of the executive in his/her current position.

The managerial coaching is a working partnership between an employee and his/her direct manager or supervisor which focuses on sustaining the task performance and meeting the development needs of the employees (Gregory & Levy. 2010). Managerial coaching is defined as a development related activity in which 'an employee works one-on-one with his or her direct manager to improve current job performance and enhance his or her capabilities for future roles and/or challenges, the success of which is based on the relationship between the employee and manager, as well as the use of objective information, such as feedback, performance data, or assessments. (Gregory & Levy. 2010). The differential of both coaching are shown in the table 1 as follows;

Executive Coaching	Managerial Coaching
<ul style="list-style-type: none"> - Top executives are coached by an external coach. - Coachee selects his/her own coach. - Short/medium-term relationship between manager and coach. - The aim is to improve and develop the work efficiency and competences of the executive. - The coach is replaceable. - Coaching is conducted by consultants with no authority over the clients 	<ul style="list-style-type: none"> - Employees are coached by their direct manager. - Coachee does not select his/her own coach. - Relationship includes experience from previous co-operation and may be continuous or last for an indeterminate period. - The aim is to improve and develop the employee's performance in his/her present job. - The coach is not replaceable. - The coaching relationship is a working partnership between the employees and their direct managers.

Table 1: The differential of the executive coaching and the managerial coaching (Spaten & Flensburg, 2013)

To sum up, the coaching which concern The Education Criteria for Performance Excellence is managerial coaching because it is the coaching within organization by leader as managers or supervisors and managerial coaching is a concept that focuses on the use of leaders within an organization to action and help guide employee performance. For this article, managerial coaching define as behavior that is called Managerial Coaching Behavior.

Managerial Coaching Behavior Dimensions

Nowadays, there are several managerial coaching dimensions that depend on the researcher concept. The first one, managerial coaching is developed by Ellinger, Ellinger, and Keller (2003) based on the results of qualitative research on managerial coaching behavior which it resulted in a single dimension of managerial coaching. The another was developed by McLean et al (2005) and further validated by Park et al.(2008), and tested coaching based on five dimensions: open communication, team approach, value people, accept ambiguity, and facilitate development that is called the Measurement Model of Coaching Skills but the weakness of it is combination together behaviors and skills. For the managerial coaching behavior which is the supervisors' action (Noer et al.2007) on staffs to improve the performance which there are three dimensions (Noer.2005) as follows;

- **Assessing:** using analytical process that lend to measurement and goal-setting. The behavioral components are data gathering, gap analysis, goal setting, and measurement or feedback.

- **Challenging:** stimulate the person being coached to confront obstacles, re-conceptualize issues, and move forward with energy and self-reliance. The four behavioral components are confronting, focusing and shaping, re-framing, and empowering and energizing.

● Supporting: creating an interpersonal context that facilitates trust, openness, respect and understanding. The five behavioral components are attending, inquiring, reflecting, affirming, and airtime. Conclusion, Managerial coaching is the heart of management practice to develop staff performance and it is a working partnership between an employee and his/her direct manager or supervisor which focuses on the task performance and meeting the development needs of the employees by assessing, challenging, and supporting. It seems as an essential way to improve human capital within an organization.

High Performance Work within Education Criteria for Performance Excellence

The term of high performance work within Education Criteria for Performance Excellence refers to work processes used to systematically pursue ever-higher levels of individual performance, including quality, productivity, innovation rate, and cycle time performance. High-performance work results in improved programs and services for students and stakeholders in higher education. (Officer Higher Education Commission, 2009)

The finding of support staff's high performance work within Education Criteria for Performance Excellence by in-depth interview the faculty administrators, there are six dimensions (Chuayouan, 2015) as follows; 1) cooperation and work together with academic staffs 2) cooperation between internal and external organization 3) individual learning 4) learning from other organizations 5) individual work planning and 6) flexibility and adaptation to fast-paced change.

The relationship of Managerial Coaching on Performance Work

The theory that to describe relation between managerial coaching and high performance work is supervisor's social support theory which has two fundamental components: the number of available persons that one can rely on at the time of need, and the level of satisfaction an individual has with the support. Satisfaction with social support is affected by personality factors such as self-esteem and a feeling of control over the environment (Sarason et al. 1983). Moreover the supervisor's social support is the relation between supervisors and workers in the workplace by emotional support and information support which is necessary for work performance.

There are many researches on the effectiveness of managerial coaching as a strategy for improving performance, both individual and organizational. This research will be focused on individual performance which some studies have suggested a positive relationship between coaching and job performance as follows; Xiangmin Liu (2010) to multilevel study examines the role of supervisors in improving employee performance through the use of coaching as the results show that the amount of coaching that an employee received each month predicted objective performance improvements over time and the positive relationship between coaching and performance was stronger where supervisors made greater use of group incentives. Liu and Batt (2010) had studied the impact of managerial coaching on employee performance improvements over time. As such, they found that the amount of coaching individual employees received was predictive of an individual's level of performance improvement.

Agarwall et al. (2009) examined the impact of coaching training on the overall sales performance in a large multinational manufacturing company. Analysis revealed a significantly positive relationship between the coaching intensity of executives within the organization and middle managers' sales performance. Li-yan (2008), who studied coaching on employees' task and contextual performance for employees in several Chinese organizations. The researcher found that a manager's self-awareness and role modeling which is the two dimensions of coaching were significantly related to improved task performance. As the same Ellinger et al. (2003) using survey research, studied the coaching behaviors of line managers and the behaviors' impaction both employee satisfaction and performance. They found that not only did employees of managers who exhibited coaching behaviors have significantly increased job satisfaction, but they also exhibited greater job commitment and better job performance than did fellow employees.

Conclusion

Coaching is the one mean to develop support staff performance for higher education's performance excellence that supervisor serve as role models through managerial coaching. Managerial coaching is the heart of management practice and it is a working partnership between a support staff and his/her supervisor which focuses on the task performance and meeting the development needs of the employees by assessing, challenging, and supporting.

The support staffs' high performance work within The Education Criteria for Performance Excellence is cooperation and work together with academic staffs, cooperation between internal and external organization, individual learning, learning from other organizations, individual work planning, and flexibility and adaptation to fast-paced change. The relationship between managerial coaching and high performance work is supervisor's social support theory by emotional support and information support which is necessary for work performance and there are many managerial coaching researches to confirm the individual effectiveness as performance improvement, task performance, and job performance. To sum up, I assume that managerial coaching is the positive relationship with support staffs' high performance work within The Education Criteria for Performance Excellence that conclude by diagram as follow;

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