

# **Effect of On-the-Job Coaching on Management Trainees Performance**

## **A Post Merger Case Study of Glaxo-Smith-Klein (GSK) Pakistan**

Fahad Munir<sup>1</sup>, Rosman bin Md. Yusoff<sup>2</sup>, Kamran Azam<sup>3</sup>,  
Anwar Khan<sup>4</sup> and Kassim Thukiman<sup>5</sup>

*This paper has identified the relationship between on-the-job coaching and job performance by considering the external forces involved in this relationship. The framework of the study illustrates the relationship between on the job coaching and job performance. The research has used quantitative design by application of case study technique. The data was collected through questionnaires from Marketing Sales Executives (MSEs) in the Rawalpindi/Islamabad regions of Glaxo-Smith-Kline (GSK). The paper has identified several variables which constitute coaching and it was found by the results that job performance has a positive relationship with on-the-job coaching. Furthermore the variables of coaching like coach ability, team coordination, action learning, and flexibility of the coach are also positively related with Job Performance. The paper suggests that at GSK, coaches need to lead from the front and use action learning techniques more often and they should perform what they deliver to the employees. Several rewards can also be given to trainees who perform well during the session. Sometimes a pat on the back can increase motivation immensely which in turn increases their performance on the job.*

**Field of Research:** Human Resource Management

### **1. Introduction**

We have been hearing this saying for many decades that Employees are the assets for the organization. Obviously, it is true in its every sense. As the bones, mass, skin, blood and soul are essentials for creating the human body, in the same way employees are necessary for developing the organizations. It is important to have best suitable employees in an organization for the purposes of maximized output. Organizations have HR department for the purpose of placing right people at the right place with right knowledge. However, the story doesn't end here; organizations have to mould them according to their requirements, called "Training" in general terms (Nancy 1997).

---

<sup>1</sup> Student of BS (BA), COMSATS Institute of Information Technology, [fahadmunir7@yahoo.com](mailto:fahadmunir7@yahoo.com)

<sup>2</sup> Associate Professor and Deputy Dean Academics, Faculty of Management and Human Resource Development, University Technology, Malaysia. Email: [drrosman@gmail.com](mailto:drrosman@gmail.com)

<sup>3</sup> PhD Student: Faculty of Management and Human Resource Development, University Technology, Malaysia. Email: [kamranazamkhan@yahoo.com](mailto:kamranazamkhan@yahoo.com)

<sup>4</sup> Lecturer: Department of Management Sciences at COMSATS Institute of Sciences and Technology, Attock Pakistan. Email: [anwar\\_khan@comsats.edu.pk](mailto:anwar_khan@comsats.edu.pk)

<sup>5</sup> Senior Lecturer: Faculty of Management and Human Resource Development, University Technology, Malaysia. Email: [kassimt2002@yahoo.com](mailto:kassimt2002@yahoo.com)

Today organizations face increasing competition and more critical scrutiny due to environment dynamism. Managers have been confronted with greater challenges in securing organizational survival and competitive advantage. Management faces a conflicting set of demands- they are expected to minimize costs while increasing quality and fostering innovation and creativity. Consequently they have sought strategies and practices to meet outside pressures. Mergers and acquisitions, strategic alliances, downsizing, reengineering, outsourcing, and restructuring have been common responses to the new challenges facing organizations (Jacobs et al. 1995).

GSK is United Kingdom based Pharmaceutical, biological and healthcare company. It is the world's second largest pharmaceutical company and a research based company with a wide portfolio of pharmaceutical products covering anti- infective, central nervous system, respiratory, gastro-intestinal/metabolic, oncology, and vaccines products. It also has a Consumer Healthcare Operation comprising leading oral healthcare products and nutritional drinks (GSK 2008). GSK has been a leading name in the pharmaceutical industry for many a years not just because of its quality medical supplies but also for its strong and effective management. The company has been a dominant leader in this industry and has maintained its competitiveness for a long time. Quality drugs such as Panadol, Ventolin, Amoxil, Augmentin, Betnovate and Zantac have been the most used and referred by doctors all over the world. GSK carries with it a long and dazzling history that has inspired not just pharmaceutical firms but many other organizations of the world. GSK was not a single firm from the first day. Actually it is a merger of four different firms which formed a giant like this.

Jacobs et al (1995) and Nancy (1997) has argued that the pharmaceutical industry as a whole and GSK in specific is spending millions of pounds annually on the careful recruitment and selection processes beside rigorous trainings and coaching interventions but the question of outcome is still unanswered. This paper is aimed at answering this particular question by assessing the extent of "On the Job coaching – performance" relationship.

## **2. Literature Review**

Training is a major component to predict future job performance of employees that's why organizations are spending billions of dollars on training every year; about \$29 billion every year (Feuer 1987). Training allows individuals get the necessary Knowledge, Skill and Ability to perform the job (Kleiman & Gordon 1986).

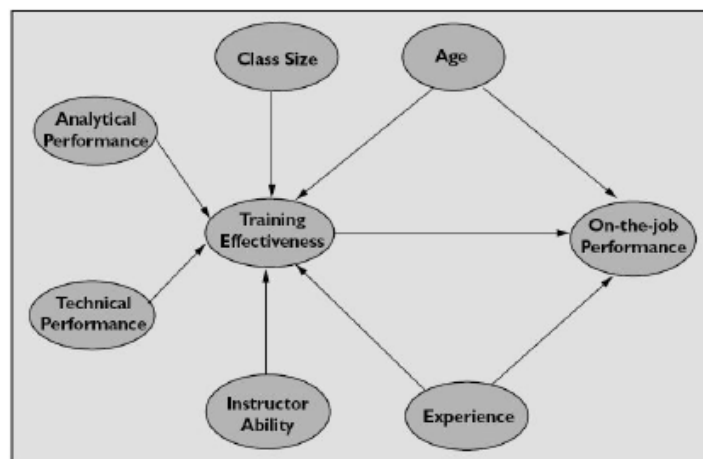
Coaching has been one of the oldest methods used for on the job training which roots go back to the middle Ages (Jacobs et al. 1995). The importance of coaching has been highlighted in many recent discussions in the management literature, where coaching is viewed as an important means to achieving the desired goal of becoming a learning organization (Dunphy et al. 1997).

## Munir, Yusoff, Azam, Khan & Thukiman

Russo (2000) states that job training is a supervisory responsibility as she says; "it is the number one duty of the manager to develop, counsel and coach his employees". Managers are required to spend considerable time on personnel matters giving attention to the performance management system and the operational plan. These efforts contribute to a continuous learning environment. She further states that "Problem Identification" should be a major trait for coaches and management trainers whose main job should be providing feedback to correct the performance discrepancy of trainees instead of punishing substandard performance.

Kevin (2008) recommends that "Leadership" should be a major trait of coach because an effective leader can shape the work that the employees do. Devaraj & Babu (2004) did a study on a software company to find the relation between training and job performance and found out that "Instructor ability" has a positive correlation with respect to overall job performance of individuals. They Used a Training Effectiveness Relationship Measurement (TERM) model, in order to further elaborate the relations given as follows (Figure 1),

**Figure 1: TERM Model**



Source: Devraj & Babu (2004)

Here Class size (trainee's size), analytical performance, technical performance and instructor ability have a direct impact on training effectiveness and age and experience of trainer has been taken as an intervening variable having effect on training and job performance.

As observed by Ellinger et al. (2003 p. 436), "the concept of coaching has emerged as a new paradigm or metaphor for management." Within the growing academic literatures on coaching, two main streams of research can be identified: one focused on executive coaching and a second on developmental coaching. Executive coaching is typically viewed as an activity performed within a limited period of time, where an internal or external consultant supports an executive manager in the development of specific competencies or in solving specific problems (Hall, Otazo, & Hollenbeck, 1999) and helps the executive manager to become more self-aware through the use

of “action learning” methods. In contrast to this, a second form of coaching occurs in the day-to-day relationship between supervisor and subordinate (Ellinger & Bostrom 1999; Evered & Selman 1989; Yukl 2002). In this on- going and persistent interaction, the supervisor provides constructive feedback to the subordinate, offers suggestions for performance improvement, shows how to handle a difficult problem or situation, and creates opportunities to practice complex procedures before using them in the work setting (Stone 2002; Yukl 2002).

Agarwal et al. (2006), state that in this dynamic environment, coaches readily have to change strategies along with coaching styles. The “coaching intensity” needs to be varied always according to the environment. So according to them “coaching Intensity” plays a major role in effective Job Performance. Coaching intensity in other terms can also be referred as a coach who challenges employees by giving challenging tasks to increase their performance (Agarwal 2006). Nowadays, a leader who can transform itself is thought to be a successful and effective one (Tejeda et al. 2001). Agarwal et al. (2006) confirms that a “Flexible” coach is sure to enhance the Job Performance of an individual.

Judge et al (2001) states there is a huge positive relation between job performance and “Satisfaction level”. Since an attitude represents an evaluative disposition toward a certain situation or object, individuals who have a positive attitude are likely to behave consistently with the attitude (Judge et al., 2001). Bala & Goyal (2006) estimate that “Self Confidence” is a major attribute of achieving increased Job Performance. They state that a coach plays a major role in enhancing an employee’s self confidence and makes him attain confidence in what he is performing. So Self Confidence is a major trait of increasing the overall job performance.

Skill Acquisition has been characterized by Jones et al (2008) as a major source of enhancing the job Performance to a very large extent. He states that if the coach manages to convey the trainee the skills he requires and the skills are acquired by the trainee, then his overall job performance both on the job and off the job can increase significantly. Also a major attribute of job performance as defined by McInnes et al (2006), is “Motivation”. It has been observed by many other researchers that Motivation is a major source of increasing the overall Job Performance of an employee.

### **3. Research Problem**

Pharmaceutical industry enjoys a strategic position in the global marketplace. With high research and development costs and extremely high demand dependence, progressive pharmaceutical companies can leverage their market dominance to create monopoly power. After hundreds of focus groups and dozens of surveys with people from major organizations in the public and private sectors, identified a number of key characteristics that talented, high potential people from diverse backgrounds are important to them when they are selecting a “worthy organizations” to join and same story is

on the organizations' side. Same issues has been faced by GSK as identified by Jacobs et al (1995) and Nancy (1997)

#### **4. Research Objectives**

The main objectives of the study are,

1. To determine whether on-the-job coaching has relationship with the job performance of trainees.
2. To see the effect of the external factors on the on-the-job coaching and job Performance
3. To suggest ways to improve job Performance at GSK along with other organizations by making on-the-job coaching more effective.

#### **5. Research Methodology**

The paper is using a case study research technique by taking Glaxo-Smith-Klein (GSK) Pakistan as a Post Merger Case. (Shepard et al. 2003; Yin 2009) defines the case study as\_a research method based on an in-depth investigation of a single individual case, either by descriptive or explanatory way. The present study is descriptive case study of Glaxo-Smith-Klein (GSK) Pakistan.

The data has been collected both from primary as well as secondary resources. Questionnaire has been used for data collection collecting primary data. A Likert scale was used for measuring total 20 statements. The 10 statements were related to the variables of on the job coaching and 10 statements were related to the performance of the employees. The Likert scoring technique was used to count other total scores of the two variables, in such way that the total numbers of statements were multiplied with the weight assigned to the each statement. Like here we had 20 items and each item was assigned total weight of 5 so ( $20 \times 5 = 100$ ), means that the total score of the all statement was 100, in which the 50 score belonged to the statements regarding on the job training and 50 score assigned to the performance. At the end the hypotheses were tested by applying the Pearson Product correlation technique to the scores obtained in each variable.

The population of the study was Marketing Sales Executives (MSEs) in the Rawalpindi/Islamabad regions of GSK. The data has been analyzed by use of both descriptive as well as inferential statistics. Some of the statistical techniques that will applied for data analysis be for example mean, standard deviation, percentages and, correlations analysis.

Data Analysis has been done using SPSS version 12. According to a report of Harvard Business School (2007), "SPSS has evolved to be one of the most practical and efficient tool for data analysis both in literary studies and in field research projects". Tables and Bar charts using SPSS will be used to show the results.

## 6. Conceptual Framework

The Conceptual framework describes the two variables On-The-Job Coaching training and Job Performance of employees has been taken as independent and dependent variables respectively. More specifically this framework shows the relationship between on the job coaching and job performance. The systematic relation of the variables concluding from the literature review is illustrated below in the framework as Table 1:

**Table: 1 Frame work of the study**

Independent Variable	On the Job Coaching training	Problem Identification and goal setting training
		Coordination, Empathizing and Participation training
		Tolerance and flexibility training
		Focusing and Responsiveness training
Dependent Variable	Job Performance	Customer care skills
		Customer appraisal skills
		Communication skills
		Skills for understanding Complaints of customer
		Analytical skills

Therefore, it is a co-relational study. The findings of the literature study are used here to describe the different variables that effect Coaching and Job Performance respectively. The level of Job Performance here is taken as a function of on the job coaching. The variables describe the factors that can effect on the job performance along with on the job coaching. These variables will be used in questionnaires to quantify them and to draw result of the study.

## 7. Hypotheses

The conceptual framework leads to the following hypotheses:

1. Problem Identification and goal setting training has positive relationship with Skills for understanding Complaints of customer.
2. Coordination & Participation training is positively related to customer care.
3. Focusing & Responsiveness training is positively related to Analytical skills.

## 8. Scope of Study

This research has tried to identify the relationship of on-the-job coaching on job performance and will help to identify external forces involved in this relationship. It will benefit other researchers to find out this relationship and will make my research as a secondary source for aiding their findings.

## 9. Limitations of the Study

It will not be possible for researchers to collect data from all sales offices of GSK, due to limited time and secrecy issues.

## 10. Data Analysis

The paper has discussed different aspects of coaching and its impact on performance at GSK. The first question was asked about the overall training level of the organization which in this case is GSK. Most of the respondents (70%) rated their organization training level as “High”. So overall they think that their organization is good at providing training to its employees. Judge et al suggest that training is the major part of organizational development so in overall training, GSK is going in a positive direction.

The table: 2, is showing the Demographic Characteristics & Scores of the Respondents (N: 50).

**Table: 2. Demographic Characteristics & Respondents Scores  
(N: 50)**

Characteristics	N	Average scores On job coaching	Average scores performance	Total Scores
Gender				
Males	38	33.00	32.00	65.00
Females	12	38.00	35.00	73.00
Age				
20-25 years	12	32.00	30.00	62.00
25-30 years	81	37.00	33.00	70.00
30-35 years	38	30.00	31.00	61.00
Marital Status				
Married	63	38.00	37.00	75.00
Single	87	33.00	32.00	65.00

The above table shows that the female respondents, the respondents in the age category of 25-30 years and married have higher scores, as compared to rest of respondents.

The hypotheses have been tested by applying the Pearson Product correlation technique to the scores obtained in each variable. The tables: 3, 4 and 5 is showing results for the co-relational analysis. On the basis of these figures the hypotheses have been tested.

Following are the hypotheses of present study:

1. Problem Identification and goal setting training has positive

## Munir, Yusoff, Azam, Khan & Thukiman

relationship with Skills for understanding Complaints of customer.

**Table: 3 Correlations Analysis**

		Problem Identification and goal setting training	Skills for understanding Complaints of customer
Problem Identification and goal setting training	Pearson Correlation	1	.774
	Sig. (2-tailed)	.	.180
	N	50	50
Skills for understanding Complaints of customer	Pearson Correlation	.774	1
	Sig. (2-tailed)	.180	.
	N	50	20

This hypothesis has been accepted because a strong positive relationship has been found between the Problem Identification and goal setting training and Skills for understanding Complaints of customer.

2. Coordination & Participation training has positive relationship with customer care.

**Table: 4 Correlations Analysis**

		Coordination & Participation training	Customer care.
Coordination & Participation training	Pearson Correlation	1	.654
	Sig. (2-tailed)	.	.170
	N	50	50
Customer care.	Pearson Correlation	.654	1
	Sig. (2-tailed)	.170	.
	N	50	50

This hypothesis has also been accepted because a strong positive relationship has been found between the Coordination & Participation training and goal setting training and Customer care.



3. Focusing and Responsiveness training has positive relationship with Analytical skills.

**Table 5: Correlations Analysis**

		Focusing and Responsiveness training	Analytical skills.
Focusing and Responsiveness training	Pearson Correlation	1	.824
	Sig. (2-tailed)	.	.168
	N	50	50
Analytical skills.	Pearson Correlation	.824	1
	Sig. (2-tailed)	.168	.
	N	50	50

This hypothesis has also been accepted because a strong positive relationship has been found between the Focusing and Responsiveness training and goal setting training and Analytical skills. It has been found that the coaching and training has significant relationship between the sales executives of GSK. This means that the training has a positive effects on the on the job performance of the employees of the GSK.

An important research attention has been committed to examining the relationship between employees training and employee’s performance. The results of studies indicate that correlation with performance has been established. The studies like (Wright, Patrick M, et.al, 2005; Nikandrou Irene, et.al, 2008; Sam Miller, 2010) also support our findings that there is strong relationship between the employee’s performance and on the job coaching.

## 11. Conclusion and Recommendations

To increase the job performance of its employees, GSK can take several steps but in the light of my study, I state that the overall coaching standard of GSK needs to improve. The coach’s role is to help learners to achieve their goals by acting as counselor, facilitator, advisor and guide. Counseling is an important function because it can lead to an improved relationship between the supervisor and supervisee. So coaches at GSK need to find the problems of the individuals and correct them. One of the important functions of a supervisor is to be a role model for the supervisee. So coaches need to lead from the front and use action learning techniques more often and they should perform what they teach the employees. Several rewards can also be given trainees who perform well during training. Sometimes a pat on the back can increase motivation immensely which in turn increases their performance on the job. The coach and coaches should have regular meetings. The meetings can be

face-to-face. On the other hand, some employees rely more on phone calls or e-mail discussion. However, face-to-face meetings are the most practical in mentoring, coaching and supervision. In mentoring, the mentee and mentor should make an attempt to contact each other at least one or two weeks.

Giving Challenging tasks to employees should become the order of the day at GSK. However, these challenges should not be for the purpose of irritating the employee but their intension should be to increase the performance of the employees. Coaches should be flexible in supervision strategies depending on the individual requirements. A healthy and professional relation should be created between the coach and coachee. A good relationship can make both parties comfortable with meeting regularly and sharing ideas or knowledge with a view to increasing the job performance. As a trainee, one must be eager to learn, enhance ones self-awareness, learn from mistakes and successes, develop and apply new skills. In addition, he must be diligent, conscientious and hardworking, open to criticism, willing to listen to the coach and talk openly.

An effective coach should have access to a range of training and learning methods, and should be able to adapt to individual coaches and trainees and provide clear and focused feedback to facilitate learning. Using these strategies GSK can surely enhance the Job Performance of employees.

## References

- Agarwal, R & Corey, M 2006, 'The Performance Effects Of Coaching: A Multilevel Analysis Using Hierarchical Linear Modeling' University of Maryland, Working paper, viewed 20 March 2009, <<http://ssrn.com/abstract=1273156>>
- Charline, SR, 1987, 'Employee Training and development for small business' *Conference Proceedings, Rutgers University, Institute of Management & Labor Relations*, pp 83-85. Viewed 30 March, 2009, <[http://www.smallbusinessinstitute.biz/images/1987\\_Proceedings.pdf](http://www.smallbusinessinstitute.biz/images/1987_Proceedings.pdf)>
- Devaraj, S & Babu, SR, 2004, 'HowTo MeasureThe Relationship Between Training And Job Performance', *Communications of the ACM*, Vol. 47, No. 05, pp 63-67. Viewed on 24 March, 2009, <[http://portal.acm.org/ft\\_gateway.cfm?id=986214&type=pdf&CFID=21577624&CFTOKEN=67266505](http://portal.acm.org/ft_gateway.cfm?id=986214&type=pdf&CFID=21577624&CFTOKEN=67266505)>
- Dunphy, D, Turner, D and Crawford, M 1997, 'Organizational Learning as the Creation of Corporate Competencies' *Journal of Management Development*, Vol. 16, No. 05, pp 232-244.
- Ellinger, AD and Bostrom, RP 1999, 'Managerial Coaching Behaviors in Learning Organizations' *The Journal of Management Development*, Vol. 18, No. 09, pp 752-771.
- Euinger, AD, Ellinger, AE and Keller, SB 2003, 'Supervisory Coaching Behavior, Employee Satisfaction, and Warehouse Employee Performance: A dyadic perspective in the distribution industry', *Human Resource Development Quarterly*, Vol. 14, No. 04, pp 435-458.
- Feuer, D 1987, 'Training's 1987 salary survey', *Training*, Vol. 24, pp. 27-38.
- GSK 2008 "Company Profile" [Online], Available, [www.gsk.com/companyprofile](http://www.gsk.com/companyprofile) [2008 Oct 02]

## Munir, Yusoff, Azam, Khan & Thukiman

- GSK 2008 "Product List" [Online], Available, [www.gsk.com/ourproducts](http://www.gsk.com/ourproducts) [2008 Oct 02] GSK Training Manual 2007, "WSFE Management Excellence" pp 30-35.
- Hall, DT, Otazo, KL and Hollenbeck, GP 1999, 'Behind Closed Coors: What really happens in executive coaching', *Organizational Dynamics*, Vol. 27, No. 03, pp 39-53.
- Irene N, Eleni, A, Leda, P, Eleni TS & Nancy, P, 2008, 'Training and firm performance in Europe: the impact of national and organizational characteristics', *The International Journal of Human Resource Management*, Vol. 19, No. 11, 2057–2078.
- Jacobs, RL and Michael, JJ 1995, 'Structured On-the-Job Training' San Francisco: Berrett-Koehler Publishers, pp 312
- Judge, TA, Bono, JE, Thoresen, CJ & Patton, GK 2001, 'The Job Satisfaction-Job Performance Relationship: A qualitative and quantitative review' *Psychological Bulletin*, Vol. 127, No. 03, pp 376-407.
- Kleiman, LS & Gordon, ME 1986, 'An examination of the relationship between police training academy performance and job performance', *Journal of Police Science and Administration*, Vol. 14, pp. -293-299.
- Melanie, KJ, Richard, JJ, Paul, LL, Peter JS, 2008, 'Training, Job Satisfaction and Workplace Performance in Britain: Evidence from WERS 2004', pp 2-11.
- McInnes, MM, Ozturk, OD, McDermott, S & Mann, J 2008, 'Does Job Coaching Work? Evidence from South Carolina', viewed on 23 March, 2009, <[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1113170](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1113170)>
- Miller, S., 2010 'Relationship between Hotel Employee Performance and Company Finances', Available at: <http://ezinearticles.com/?Relationship-Between-Hotel-Employee-Performance-and-Company-Finances&id=58735>
- Stone, RJ, 2002, *Human Resource Management*, 4<sup>th</sup> ed, Australia: John Wiley & Sons, pp 3-7.
- Shepard, J, Greene, RW 2003, *Sociology and You*, Ohio: Glencoe McGraw-Hill, pp. A-22.
- Tejeda, MJ, Scandurab, TA & Pillaic, R 2001, 'The MLQ Revisited: Psychometric properties and recommendations', *The Leadership Quarterly*, Vol. 12, No. 01, pp 31-52.
- Troutman, A. Kevin 2008, 'Bringing a Knife to a Gunfight: The Problem of Under-trained Supervisors', *Healthcare Update Papers*, viewed on 20 March, 2009 <<http://www.laborlawyers.com/showarticle.aspx?Bringing-a-Knife-to-a-Gunfight-The-Problem-of-Under-trained-Supervisors&Ref=list&Type=1119&Cat=3391&Show=10782>>
- Wright PM, Timothy, M, Gardner, LM & Moynihan M 2005, 'The Relationship between HR Practices and Firm Performance: Examining Causal Order', *Personnel Psychology*, Vol. 58, No. 02, pp. 409-446.
- Yin, RK, 2009, *Case Study Research: Design and Methods*, Fourth Edition, SAGE Publications. California.
- Zeno Bank 2008, 'Company Profile for GlaxoSmithKline PLC (GSK)' viewed on 15<sup>th</sup> March, 2009, <<http://zenobank.com/index.php?symbol=GSK&page=quotesearch>>