

# **Strengthening Employee Performance: A Case Study of Maybank Berhad**

**Noor Azreani Ishak, Nor Marini Mohtar, Izmayani Sa'adin and  
Hazliza Haron**

Universiti Teknologi MARA, Perak Branch, Seri Iskandar Campus, 32610 Bandar Baru Seri Iskandar, Perak, MALAYSIA.

DOI: 10.6007/IJARBSS/v7-i11/3579 URL: <http://dx.doi.org/10.6007/IJARBSS/v7-i11/3579>

## **Abstract**

Coaching and mentoring is part of development options in managing employee performance both in task performance and contextual performance. This study examined the affiliation between employees' development options on strengthening employee performance. The development options that the researchers intend to tested in strengthening employee performance are coaching and mentoring. The overall findings from 181 permanent employees who participate in this survey designate positive relationship between coaching and mentoring in strengthening employee performance. Meanwhile, findings in multiple regression analysis revealed that mentoring has greater significant predictor in strengthening employee performance. The data are accumulated via convenience sampling method from respondents under Group Human Capital, Maybank Berhad and been processed using SPSS software version 20.0.

## **1.0 Introduction**

Over the years, most of the organizations throughout the world are aware on the importance of managing their employee performance. Organizations must ensure that their employees' performance is accurately aligned to their company's strategy, goals and objectives to facilitate the right outcomes. The management has therefore has strengthen various stages of employee performance dimensions to ensure its dynamic, challenges and opportunities ahead are met. In order to achieve this, the right tools and options must be properly designed that fit the employees' various skills and competencies. This study focuses on the approaches that relates to strengthening employee performance. Innumerable empirical studies from previous research examined the relationship of coaching and mentoring in intensifying employee performance and confirmed that both approaches offered mutual benefits for both employee and organization. In Maybank Berhad, the new Performance Management System has been implemented in order to manage employees' performance. Maybank Berhad nurtures their employees through appropriate tools and opportunities for them to reach greater heights of achievement. One of its key changes to transform into a high performance organization is by applying the learning and development options offered to the employees. Coaching and mentoring has been used as the main tool that is conducted via both formal and informal

setting at all level of employees. The coaching process performed mainly by the immediate superior is conducted at least twice a year to match the organization's mid-year and year-end planning. This practice is hoped to help the organization to measure, manage, elevate performance standards and drive better results for both staff and the organization. Mentoring is another approach by Maybank Berhad that uses *buddy system* in its practice; in which employees were to have their own buddy who is of more senior in term of work experiences.

Having said that, the purpose of this study is threefold: to examine the effectiveness of the coaching and mentoring practices in the organization; to investigate its influences on employees' performance; and to identify the most contributing factor among the two that leads to higher employee performance.

## **2.0 Literature Review**

According to Serrat (2009), the success of an organization is based on the enhancement of employee performance, the enhancement of employee's morale level and by retaining high performer employees. Therefore, coaching and mentoring are vital as these two approaches have been designed to strengthen employee performance. Sluis and Schreiner (2001) suggested that continuous learning should be applied for every organization to produce greater employee performance. By offering ample development options to the employees, the organizations are expected to achieve competitive edges. The competitive edges can be achieved through continuous learning options, such as knowledge management, coaching and mentoring. Edwards (2003), confirms that coaching and mentoring is the most effective development approach since it guides employees to discover their potential and utilize their strengths to enhance their performance.

Bresser (2010) and Lebihan (2011) state that, the popularity of coaching is increasing globally both in industry and academic context. Sherman and Freas (2004) believed that, as organizations are focusing on employee's enhancement of soft skills, coaching play an important role to fill the gaps. There are various definitions of coaching in organization perspective. Mace (1950) first described coaching as an effective management approach in guiding and developing employees. Graham, Wedman and Kester (1994) continues to state that coaching are focusing on employees performance objective and occurs with a good communication environment, ongoing observations, feedback, trust and respect from both superior and subordinates.

Chiaromonte and Higgings (1993) further explained that coaching helps employees to become brave and confident enough to face current and future challenges. According to a study by Agarwal, Angst and Magni (2009), coaching can help employees to solve their personal problems. Besides that, Hahn (2008) also supports that, the employees are able to engage in effective communication and share their problems. This is later extended by Hameed and Waheed (2011) which claims that the employees are able to achieve organizational goals and enhancing organization performance when the employee's problems are resolved. Through

coaching, the clear expectations, feedback and suggestion related to improving employee performance may be communicate by supervisors and the supervisors also can support subordinates to take new challenges and solve their problems in a study by Heslin, Vande and Latham (2006).

Previous researchers claims that, there is positive relationship between coaching and job performance according to Agarwal et al., (2009) and Ellinger et al.,(2003). Starcevish (1998) also agreed that through coaching, the employee's hidden potential can be discover and utilized. According to McCarthy and Milner (2013), the feature of workplaces in future is through coaching. This statement is support by the study from CIDP (2009) which proves that 90% of respondents agreed that coaching is occurs in their organizations and believed that 37% of the main responsibility for coaching is from line managers. In conclusion, Theeboom, Beersma and Lies (2013) in Meta analytics findings indicate that, coaching is an effective tools in improving employee performance The result shows that coaching has significant positive effects on performance and skills, well-being, coping, work attitudes, and goal directed self-regulation.

Mentoring can be defined as on-going relationship between an adult and young person (Kirkham, 1993). The researcher continues to state that mentoring occurs in different types of setting which included traditional and formal mentoring. Traditional mentoring is one-to-one mentoring which occurs when one adult is been partnered with one young person whereas formal mentoring is often related to mentoring programs offers by organization with specific goals, timelines, training and evaluation in order to develop employees. Besides, Oduma (2014) pointed out that mentoring is a relationship occurs between two individual which refer to mentor and mentee that normally working in similar field and sharing similar experiences to gain empathy with the mentee. The researcher continues to state that mentoring offers relationship based on mutual trust and respect between mentor and mentee. The effective mentor should been equipped with various roles and responsibilities. One of the roles and responsibilities of mentor as stated by Barbian (2002) is by having the experiences and expertise in the same field as their mentee with the competencies to observe and advice regarding to the mentees career paths.

Despite from that, the study by Khakwani, Aslam, Azhar and Mateen (2012) elucidated that, mentor plays major role to offers challenges such as by handing the mentees with assignment in order to develop the mentees career. Wood (2012) also support that mentors should motivated, challenge the mentees to think out of box in order to boost their confidence, provide opportunity to explore new ideas and at the same time provide them guidance. Bull (2011) also highlight that mentor is responsible to teaches the mentee about particular issues, coaches the mentee on a specific skill, facilitates the mentee growth by sharing ideas, challenge the mentee to move beyond their comfort zone, focuses on the mentee career, occupational and total personal development.

The previous research proves that there is positive relationship between mentoring towards improving employee performance. Mentoring will result in employee performance thus will result in business performance. Employee performance can be related by mentoring with majority of the employees only know the basic of their jobs and tasks but they never been exposed doing job beyond their job scopes. Mentoring could help in ensuring that employees utilize their capabilities in performing their tasks along to achieve the organizational goals. Relating to this, mentoring managers can ensure that all employees are doing their work right, the resources are fully utilize, the demand are been fulfilled in order to achieve organizational goals. Apart from that, Taylor (1970) pointed out that, mentoring could lead to job satisfaction where the worker satisfaction is attributed to the highest satisfaction with less stress. To explain this, by implementing mentoring the employee will be less stress in performing their work daily because they know their job scopes. The employee also will feel appreciated when being approached by the managers.

### **3.0 Methodology**

This is a quantitative design study that uses hypotheses testing. Data collected were analyzed using multiple regression analysis The research hypotheses for this study are:

- H1: There is a significant relationship between coaching and employee performance.
- H2: There is a significant relationship between mentoring and employee performance.

The unit of analysis of the study is individual employees of Maybank Bhd. Target population for this study focuses on employees in Maybank Berhad. The target population for this study is 320 employees from ten different centre of expertise under Group Human Capital; hence the sample collected was 181 respondents based on Krejcie and Morgan (1970). The questionnaires were adapted from Institute of Executive Coaching (2012) and Taylor & Francis (2013).

### **4.0 Data Analysis, Results and Discussions**

Based on the result, the highest respondents who answered the questionnaire are females (61.9%) with majority of respondents who participated in this study are respondents' age between 35 to 45 years (42%). Majority of the respondents which is 95% are at executive level while the remaining 5% are employees from middle management who had served the company

for less than 10 years. Reliability test shows a score of 0.80 for all variables which indicates that the model is fit for further analysis. Results from the multiple regression analysis is presented in table below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770a	.594	.589	2.30783

Table 1: Model Summary

From the table above, The R squared value is 0.594 (59%) which indicates that 59% of the variation in the dependent variables can be explained by the independent variables. According to Cohen (1998), the R value between 0.5 to 1.0 indicates large or strong relationship among variables. Based on Table 2 below, the results reveal that both hypotheses (H1 and H2) can be accepted. Therefore, it is proven from this study that coaching and mentoring have a significant relationship with employee performance. This implies that an increase in effort on coaching and mentoring will lead to the increase in employee performance. Further, the result of t value for mentoring (9.275) confirms that it is the most significant contributor in strengthening employee performance.

	B	Std. Error	Beta	T	P
Coaching	.439	.058	0.405	7.565	.000
Mentoring	.573	.062	0.497	9.275	.000

Table 2: Multiple Regression Analysis Results

## 5.0 Conclusions

Overall finding indicates that coaching and mentoring have positive relationship in strengthening employee performance, therefore, the researcher come out with some recommendation in improving current development practices. In strengthening employee performance, a good relationship between mentor and mentee is importance. Therefore, it is recommended that organization invested on the programs that can make both mentor and mentee more socialize. According to Azman, Muhammad and Francis (2009), the mentoring design and administration can be tightening by improving mentoring activities. For coaching, Salus (2004) advised the supervisor to applied coaching workshop in strengthening employee performance. The researcher further suggested the guidelines than can be practices by organization for conducting the coached workshop. It is recommended that organization to conduct the workshop to explain the roles and responsibility of supervisor and employee during planning phase and performance assessment phase.

Future researches can extend the study to investigate on other approaches such as leadership style in strengthening employee performance since the findings in R square value indicates 40.6% is other approaches than might influence the result. There are many studies show positive relationship between leadership and performance (Kirkpatrick and Locke, 1996). Employee performance will be affected when the employer well treated the employee (Spector, 1997). It means that the employee can perform well if the employer treated them with fairly and with respect. Therefore, employer leadership style also gives much influence on employee performance

### **Corresponding Author**

Nor Marini Mohtar, Faculty of Business Management (FPP), Universiti Teknologi MARA, Perak Branch, Sri Iskandar Campus, 32610, Sri Iskandar, Perak, Malaysia.

Email: norma506@perak.uitm.edu.my.

### **References**

- Hameed, A., & Waheed, A. (2011). Employee Development and Its Affect on Employee Performance A Conceptual Framework. *International Journal of Business and Social Science*
- Agarwal, R., Angst, C.M, & Magni, M. (2009). The Performance Impacts of Coaching: A Multilevel Analysis Using Hierarchical Linear Modelling. *International Journal of Human Resource Management*, 20, 2110-2134.
- Barbian, J. (2002). A Little Help from your Friends. *Training*, 39(3), 38.
- Bresser F. (2010). Suits You. *Coaching at Work*, 6(2), 42-45.
- Bull, R. (2011). Is There Really a Teacher Shortage? Retrieved November 22, 2008, From <http://depts.washington.edu/ctpmail/PDFs/Shortage-RI-09-2003.pdf>. 55
- Chiaromonte, P., & Higgings, F. (1993). Coaching for High Performance.
- Clutterback, B. (1991). Educational Mentoring: Is it Worth the Effort? *Educational Research & Perspectives*, 30(1), 42-75.
- Coakes, S. J., & Ong, C. (2011). SPSS Version 18.0 for Windows: Analysis without Anguish. Australia: John Wiley & Sons Australia, Ltd.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.).
- Edwards, K. C. (2003). Craving for Coaching and Mentoring: A Case Study from Kwik-

- Fit Insurance Services. *Journal of Financial Services Marketing*, 167-173. 56
- Ellinger, A. D., Ellinger, A. E., & Keller S. B. (2003). Supervisory Coaching Behavior, Employee Satisfaction, and Warehouse Employee Performance.
- Genger, C. (1997). *Coaching: Theory and Practice*. Unpublished Master's Thesis.
- Hahn, D. J. (2008). Hahn Training, LLC.
- Heslin, P.A, VandeWalle, D., & Latham G. P. (2006). Keen to Help? Managers' Implicit Person Theories and their Subsequent Employee Coaching. 57
- Kirkham, D. (1993). Evaluation of Value at Risk Models using Historical Data. Lawrence Erlbaum.
- Kirkpatrick, S.A. and Locke, E.A. (1996) Direct and Indirect Effects of Three Core Charismatic Leadership Components on Performance and Attitudes. *Journal of Applied Psychology*, 81, 36.  
<http://dx.doi.org/10.1037/0021-9010.81.1.36>
- Lebihan, R. (2011). Business Schools Tap Coaching Trend. *Australian Financial Review*.
- Mace, M. (1950). The Growth and Development of Executives. Boston: Harvard.
- McCarthy, G., & Milner, J. (2013). Managerial Coaching: Challenges, Opportunities and Training. *Journal of Management Development*, 32(7), 768-779.
- Azman, M., Muhammad, & Francis (2009). What's Real About the Business. Cycle?. *Federal Reserved Bank of St. Louis*, 87(4), 435-452.
- Oduma, D. M. (2014). Mentoring a Career Training and Developing Tool. *Academy of Management Review*, 8, 475-485.
- Salus, A. (2004). Toward a Youth Apprenticeship System: A Progress Report from the Youth Apprenticeship Demonstration Project in Broome County, NY. Ithaca, NY: Cornell University.
- Sekaran, U. (2003). *Research Method for Business: Skill Building Approach*. New York: John Wiley & Sons, Ltd.
- Serrat, O. (2009). Coaching and Mentoring. *Asian Development Bank*.

Khakwani, S., Aslam, H.D., Azhar, M.S & Mateen, M.M (2012). Coaching and Mentoring for Enhanced Learning of Human Resources in Organizations: (Rapid Multiplication of Workplace Learning to Improve Performance). *Journal of Educational and Social Research*, 257-266.

Sherman, S., & Freas, L. (2004). The Wild West of Executive Coaching. *Harvard Business Review*, 82-90.

Sluis, F., & Schreiner (2001). A Dialogical Approach Skill Development: The Case of Safety Skills. *Human Resource Management Review*, 17, 235-250.

Starcevish, M. (1998). Coach, Mentor: Is there a Difference. Sweeney, P. (2009). Developing Leadership Potential through Coaching. Retrieved [http://clomedia.com/articles/developing\\_leadership\\_potential\\_through\\_coaching/](http://clomedia.com/articles/developing_leadership_potential_through_coaching/).

Spector, P.E. (1997). *Job Satisfaction: Application, Assessment, Causes, and Consequences*. United Kingdom: Sage Publications Ltd.

Taylor, S. (1970). Mentoring as Development Approach. 61

Taylor, L. A., & Francis, M. (2013). An International Journal of Theory, Research and Practices. *Educational and Psychological Measurement*, 64(1), 165-184.

Theeboom, T., Beersma, B., & Lies, E. M. V. (2013). Does Coaching Work? A Meta-Analysis on the Effects of Coaching on Individual Level Outcomes.

Wood, A. (2012). *Contemporary Management*. Sixth edition. Milan: Irwin McGraw Hill Publishing Company.