ELSEVIER

10th International Strategic Management Conference

The Effects Of Managerial Coaching Behaviors On The Employees' Perception Of Job Satisfaction, Organisational Commitment, And Job Performance: Case Study On Insurance Industry In Turkey

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Abstract

The importance of managerial coaching has been highlighted by many scholars and professionals over the years. Because of its importance to organisations, managerial coaching is still an important topic for the academic debates and discussions. In this context, this study is planned to examine the direct effects of managerial coaching on the employees' job performance, job satisfaction, ambiguity of roles, and satisfaction with the managers. In addition to this, the effects of role ambiguity on job satisfaction, job performance and satisfaction with the manager; the effects of job satisfaction on career commitment, job performance and organisational commitment have been investigated. The study has been conducted on the 'Insurance Industry' in Turkey. Findings showed that the managerial coaching behaviour in the insurance sector had a positive effect on the better understanding of the role by employees (role clarity), satisfaction with work, career commitment, performance of the employee at work and the organizational commitment. At the same time, it was specified that a clear perception by the employee about his/her role had a positive effect on the career commitment, organizational commitment and employee's performance at work. Furthermore, it was also identified that satisfaction with work has a positive effect on the career commitment and organisational commitment. Nevertheless, no effect was identified between satisfaction with work and job performance. On the contrary, it was also found in this study that career commitment and organisational commitment has a positive effect on the job performance.

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1. Introduction

Coaching and 'managerial coaching behavior' has been gaining importance. There are number of definitions of coaching in the literature. For example, according to Gallawey (2011) "coaching is the art of creating an environment, through conversation and a way of being, that facilitates the process by which a person can move towards desired goals in a fulfilling manner". In this sense, "it requires one essential ingredient that cannot be taught: caring not only for the external result but for the person being coached" (Gallwey, 2011). In other definition, "coaching is defined as an ongoing, face to face process on influencing behavior by which the manager and employee collaborate to assist in achieving, increased job knowledge, improved skills in carrying out job responsibilities, a higher level of job satisfaction; a stronger, more positive working relationship; and opportunities for personal and professional growth" (Allenbaugh, 1983). In the light of the definitions coaching can be regarded as a managerial method and behaviour which promote awareness in order to encourage individuals and teams for reaching a result. It also empowers, improves and encourages teams and creates suitable circumstances for achieving the results. In this context it can be said that coaching is a development model which allows individuals to discover their strong and weak points, makes them question themselves as well as their circumstances, and helps them to reorganize themselves (Çınar, 2007).

2. Purpose of the Study

The ultimate objective of this study is to find out the views of the employees working in the insurance industry in Turkey about the effects of the managerial coaching behavior on the job satisfaction, the role clarity, career commitment, job performance and organizational commitment.

3. Literature Review and Hypotheses

3.1. Parameters Taken into Account in the Study

The effect of the managerial coaching behavior on the employees was examined in this study. The concepts included in the model were satisfaction with work, role clarity, satisfaction with manager, career commitment, job performance and organizational commitment. Therefore, the effects of managerial coaching on the mentioned concepts were examined in this study. Accordingly, in this part, the parameters (concepts) included in the model were examined one by one.

3.1.1. Managerial Coaching Behavior

In a changing and evolving world, coaching has become an important phenomenon for not only managers and employees, but also organizations and it has come to be qualified as an important strategy for the change and development processes of organizations (Bennett and Bush, 2009). Managerial coaching is stated as a one-on-one development process formally contracted between a professional coach and a management-level client to increase the client's managerial and/or leadership performance by often using action learning (Lee, 2002). In managerial coaching, which is often interchangeably used with manager as coach, managers play the role of coaching an individual in daily interaction which focuses exclusively on achieving work goals (Fillery-Travis and Lane, 2006). When the studies conducted on managerial coaching behavior were examined, it was identified that managerial coaching has the following effects on organizations and the employees;

- job performance improvement (Ellinger, Ellinger and Keller, 2003; Evered and Selman, 1989; Hargrove, 1995; Zemke, 1996).
- self-awareness development (Peterson and Hicks, 1996; Allenbaugh, 1983; Ellinger and Bostrom, 1999; House, 1996).
- Increase in employee satisfaction (Ellinger, Ellinger and Keller, 2003; Elloy, 2006; Lok and Crawford, 2004).
- Increase in satisfaction with work and satisfaction with manager (Bass and Bass, 2008; Ellinger and Bostrom, 1999; House, 1996; Noelker et al., 2009; Northouse, 2001).

Therefore, we set the related hypotheses are listed as follows:

H1a: Managerial coaching behavior has a positive effect on satisfaction with work.
H1b: Managerial coaching behavior has a positive effect on the role clarity of employees.
H1c: Managerial coaching behavior has a positive effect on career commitment.
H1d:. Managerial coaching behavior has a positive effect on organizational commitment
H1e:. Managerial coaching behavior has a positive effect on job performance

3.1.2. Role Ambiguity

Various definitions have been made for the concept of role ambiguity. According to Walker, Churchill and Ford (1975), role ambiguity refers to a situation where a person lacks the adequate information required for the fulfillment of the role and is unsure about the expectations of the role team from himself/herself (Sager, 1994:75). As for Singh (1993), it is a situation where an employee is devoid of the information s/he needs for effectively performing his/her role (Hartline and Ferrell, 1996:58). According to another definition, it is the uncertainty experienced about which activities should be performed in order to fulfill the requirements of a role (Peterson et al., 1995:430). In a definition made according to the role model, it was described as the inadequacy of a person in charge of a role to perceive the expectations regarding his/her role (Robbit et al., 1978:158). Role uncertainty prevents a person from consulting people they would have as guides in their attitudes and behaviors; this uncertainty causes the person to act slowly, perform his/her work with a delay and the employee to lose their confidence in the job (Menteşe, 2007:25-26). There are many empirical studies in this feild. For example, many studies reported a negative correlation between role uncertainty and job performance (Fried et al., 1998, 19-27; Tubre and Collins, 2000: 155-169). In other studies it was claimed that a low level of satisfaction with work may arise out of a high degree of role ambiguity (Jackson and Schuler, 1985: 16-78). In fact, many scholars claimed that there is a negative correlation between the satisfaction with the management and role ambiguity (DeConnick and Stilwell, 2004: 225-231). Due to this negative correlation, the role clarity instead of role ambiguity was taken into account in the study. In that scope, the following hypotheses were examined in relation to role clarity.

> **H2a**: Role clarity has a positive effect on career commitment.
> **H2b:** Role clarity has a positive effect on organizational commitment.
> **H2c:** Role clarity has a positive effect on job performance.

3.1.3. Satisfaction with Work

Job satisfaction is a concept that is complicated with multiple dimensions. One of the oldest definitions of satisfaction with work was made by Hoppock (Hoppock, 1935) and it defines satisfaction with work as the emotional reaction that employees exhibit towards their job. Hackman and Oldham (1975:2) view satisfaction with work as the happiness that people have with the job they perform. Additionally, satisfaction with work is viewed in the context of the employees' general attitude towards their job as well as their positive or negative assessments about various aspects of the working environment (Iverson and Maguire, 2000:53). It may be reflected to the employees in different ways as a result of the high or low satisfaction with work that occurs depending on aspects affecting satisfaction with work. Factors that create satisfaction with work: based on an assessment of "individual reasons", "work- and work-environment related reasons", "interpersonal relations" and "general appearance of the enterprise, working conditions and job security", it can be stated that a high level of satisfaction with work depending on these factors has positive effects on the "employee performance", "organizational citizenship behavior" and "organizational commitment" whereas low satisfaction with work has effects such as "absenteeism", "intention to leave work", "employee turnover" (Gül and Özcan, 2011:88). In that scope, the following hypotheses were examined in relation to satisfaction with work.

> **H3a:** Job satisfaction has a positive effect on career commitment.
> **H3b:** Job satisfaction has a positive effect on organizational commitment.
> **H3c:** Job satisfaction has a positive effect on job performance.

3.1.4. Satisfaction with Manager

Satisfaction with manager depends on the attitudes and efficacies of managers depending on the roles and purposes of employees. A theory developed in relation to satisfaction with manager is the Leader-Member interaction (LMX). The leader-member interaction is called the theory of vertical links. In the leader-member interaction, the two-way relationship between the manager and employee constitutes most essential scope of the theory (Truckenbrodt, 2000:234). The Leader-Member Interaction theory assumes that the leader does not treat all his/her subordinates in a similar way and focuses on the mutual relations that every leader establishes with his/her subordinates (Van Breukelen, Schyns and Blanc, 2006:295; Dansereau, Graen and Haga, 1975; Gerstner and Day, 1997:827; Graen and Uhl-Bien, 1995:220). Consequently, the leaders do not have a uniform interaction with the audience since they have limited time and resources. In the relationship between the leader and the follower, a high level of trust, respect and compliance with obligations are the main determinants of the change relationship. It was seen in the studies performed that when this interaction is ensured, it has a positive impact on the results for leaders, followers and organizations at a high quality, ensures high performance and satisfaction with work, efficiency is increased thanks to robust,

satisfactory relations with the manager, employee turnover rate is reduced and a positive role perception with strong organizational commitment emerges (Truckenbrodt, 2000:234; Pellegrini and Scandura, 2006:268; Liden and Maslyn, 1998:43; Scandura and Schriesheim, 1994:1590; Liden and Graen, 1980:451-452; Klein and Kim, 1998:89).

H4: Managerial coaching behaviour has a positive effect on the satisfaction with manager.

3.1.5. Career Commitment

Career is the name ascribed to the sum total of experience that an employee acquires during his/her professional life (Güney, 2004). As for the career commitment, it can be defined as the sum total of attitudes and behaviors of an employee to his/her career (Arthur, Hall and Lawrence, 1989). The targets that an employee plans in relation to his/her career constitute his/her commitment (Carson and Bedeian, 1994). Employees with career commitment achieve higher rates of success than the others (Carson et al., 1999; Kiesler, 1971). According to London (1983), there is a probable link between satisfaction with work and career commitment. The reason thereof is as follows: if the employees are happy with their job, then they will also probably be happy with their profession and the organization they work for, which will increase their career commitment. There are also scholars who conduct empirical studies beyond probability estimations and find a positive correlations between satisfaction with work and career commitment. McGinnis and Morrow (1990), Cherniss (1991) and Blau (1999) are scholars who have undersigned such studies. In that respect, the following hypothesis was developed on the effect of career commitment on job performance.

H5: Career commitment has a positive effect on job performance.

3.1.6. Organizational Commitment

Grusky (1966), one of those who originally defined organizational commitment, defined commitment as the "strength of a person's bond with the organization" (Wahn, 1998; 256). Özsoy (2004:13) defined organizational commitment as the perception of the organizational interests as being more important than the person's interest while Çöl (2004:5) defined organizational commitment as the self-identification of the employee with their organization, their adoption of the organization's principles, goals and values, exertion of efforts for organizational gains and their willingness to continue to work for the organization. As for the relation between organizational commitment and performance, a study conducted Furtmueller, Van Dick and Wilderom (2011:255) on the finance professionals in Austria identified a relationship between the organizational commitments of the employees and their commitments to their customers and their job. Several studies demonstrated that a high organizational commitment increased job performance and organizational commitment and reduced absenteeism and employee turnover (Ferris ve Aranya, 1983; Culverson, 2002; Brown, 2003; Gautam, Van Dick, Wagner, 2004; Erdem, 2007:67). A negative correlation between organizational commitment and the intention to leave the organization was identified in the studies conducted and it was stated that the persons with no or low commitments to the organization did not see themselves as part of the organization, therefore, they had a higher likelihood of absenteeism, late arrival and resignation (Uyguç and Çımrın, 2004:93).

H6: Organizational commitment has a positive effect on job performance.

3.1.7. Job Performance

According to Erdoğan (1991), performance is defined as the realization of a task assigned to an employee based on his/her personal qualifications within reasonable limits. According to the definition made by Ivancevich, Konopaske and Matteson (2005), it is a function of the capacity, opportunity and desire to perform a task. In the definition made by Başaran (2000) from the perspective of organization, performance refers to the goods or services delivered as a result of the realization of the tasks assigned to an employee in line with the aims of the organization. A similar definition was made by Pugh (1991) where performance was defined as the sum total of goods, services or thoughts obtained via the completion of a task assigned to an employee towards the realization of the organization goal in line with pre-determined criteria and the personal qualifications of the employee. There is also another definition according to which performance is defined as the amount of goods and services produced within a specified duration (Torrington and Hall, 1995). In its simplest definition, performance is the realization of a goal. Performance was defined by Akal (1992) as the realization of goal-oriented activities in a specific period of time while Pugh (1991) defined performance as the realization of a task by an organization or an employee. Since the job performance is considered as an end result, in this study effect of many aspects (managerial coaching behaviour, role clarity, job satisfaction, organizational commitment and career commitment) on the job performance are hypothesised. Therefore, at this point, no hypothesis will be revealed nevertheless, effect of aspects on job performance will be reviewed in the analysis.

4. Model and Methodology

A literature review was initially conducted in relation to the managers coaching behavior and the analysis of the secondary data was realized based on the theoretical information that was derived. On the basis of information obtained, the survey technique was used as part of field research. There are 36 questions in total used in for measurement as part of the survey. The relation between the questions in the survey and the parameters below is defined in the following table.

During this study, a number of measurement instruments have been used. These instruments are described below:

- The Supervisory Coaching Behavior instrument (Ellinger, Ellinger and Keller, 2003) was used to collect data to measure the coaching behavior of managers.
- The Overall Job Satisfaction instrument (Cammann et al., 1983) was used to measure satisfaction with work.
- The Role Conflict and Ambiguity instrument (Rizzo et al., 1970) was used for the measurement of role ambiguity.
- The Job Diagnostic Survey instrument (Hackman and Oldman, 1974) was used for the measurement of satisfaction with manager.
- The Career Commitment instrument (Blau, 1989) was used to measure career commitment.
- Job Performance (Porter and Lawler, 1968) measured by self ratings.
- The Organization Commitment instrument (Meyer and Allen, 1997) was used to collect data to measure organisational commitment.

Before the survey was conducted on the sample group, a pilot application was done to avoid possible erroneous statements. The pilot survey was applied on a group of 33 employees active in the service sector other than the insurance sector, which was to be excluded from the study. A reliability analysis was conducted on the data obtained as a result of the pilot survey by using the SPSS 16.0 software program. As a result of the survey, the general Cronbach Alpha of the survey was identified as 0.85 and this obtained result indicates a rather high reliability result (Özdamar, 1999: 522; Akgül and Çevik, 2005: 435; Tütüncü, 2001: 106).
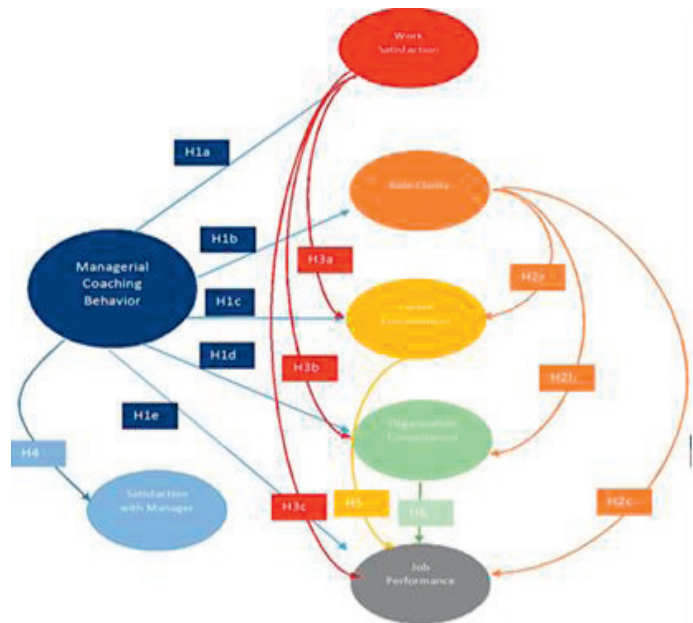

Figure-1: Model and Hypothesis

4.1.1. Sample and Data Collection

As part of the study, insurance companies active in the elementary branch were initially taken into account. In that respect, information was sent to the senior level managers of the relevant insurance companies and e-mails related to the study were sent to sector groups. As part of the informative actions, the insurance companies active in the field of pension were also contacted. The participants accessed the survey via the survey application prepared on an online tool between November, 2013 and February, 2014. The survey was accessed by 304 people in total and the number of people in the sample included in the study assessment was 229.

4.2. Analyses and Results
4.2.1. Demographic Assessments

A frequency analysis was used for the analysis of demographic data and general information about the survey participants will be given in this section. This includes the following information about the participants: age, gender, educational background, department, job title and seniority in the current title, reporting relationship, years in profession, seniority in the current organization, history of working with the current manager, whether they received training in coaching, whether they received coaching and their willingness to receive coaching. Group combinations were made to ensure homogeneity on the basis of demographic distribution.

Table 1. Demographic Assessments - Frequency Analysis Results

Age	Frequency	Percent	Gender	Frequency	Percent	Level of Education	Frequency
20-30	56	24.5	Female	124	54.1	High School	24
31-40	123	53.7	Male	105	45.9	Undergraduate	22
41-50	43	18.8	Total	229	100.0	Graduate	150
51-60	6	2.6				Master's	31
61-70	1	.4				Phd	2
Total	229	100.0				Total	229
Working area	Frequency	Percent	Title	Frequency	Percent	The working length in the position	Frequency
No answer	2	.9	Ass.Specialist/ Specialist	157	68.6	Less than 1 year	38
Sales-Marketing	88	38.4	Ass.Manager/Manager	59	25.8	1-3	79
Finance	21	9.2	Executive	13	5.7	3-7	68
Underwriting	71	31.0	Total	229	100.0	7 years and over	44
Support	47	20.5				Total	229
Total	229	100.0					
Existence of subordinate	Frequency	Percent	The working length in the industry	Frequency	Percent	The working length in the organisation	Frequency
Yes	91	39.7	Less than 1 year	2	.9	Less than 1 year	22
No	138	60.3	1-5	33	14.4	1-5	99
Total	229	100.0	5-10	70	30.6	5-10	56
			10-15	41	17.9	10-15	23
			15 years and over	83	36.2	15 years and over	29
			Total	229	100.0	Total	229
Working length woth the manager	Frequency	Percent	Whether the manager had recieved coaching	Frequency	Percent	Whether the participant had received coaching training	Frequency
Less than 1 year	60	26.2	Yes	84	36.7	Yes	58
1-3	102	44.5	No	43	18.8	No	171
3-7	46	20.1	Have no idea	102	44.5	Total	229
7 years and over	21	9.2	Total	229	100.0		
Total	229	100.0					
Whether the participant had received coaching	Frequency	Percent	Willingneess of receiving coaching	Frequency	Percent		
Yes	47	20.5	Yes	175	76.4		
No	182	79.5	No	54	23.6		
Total	229	100.0	Total	229	100.0		

4.2.2. Factor Analysis and Reliability

In this study, 7 factors including "managerial coaching behavior (MCB); satisfaction with work (SW); role clarity (RC); satisfaction with manager (SM); career commitment (CC); job performance (JP) and organizational commitment (OC)" were identified and the survey was prepared accordingly. However, it was seen during the factor analysis effort that some questions (I like this career too well to give it up; If I could do it all over again, I would not choose to work in this profession; I would be very happy to spend the rest of my career with this organization; I really feel as if this organization's problems are my own; This organization has a great deal of personal meaning for me.) were not among the identified factors. According to Akyıldız (2013), these questions should be removed from the analysis in such a situation. In reference to that, these questions were removed from the analysis and a factor analysis was conducted again. The new Alpha value that emerged as the variables disrupting the factor layout gave a result of (reliability) 0.91 and when the factors with a factor analysis result of >1 were assessed, it was seen that the coaching behavior and satisfaction with manager were included in the same factor, hence the study was resumed on the basis of 6 factors. Accordingly, these 6 factors were identified as follows: "managerial coaching behavior (MCB) + satisfaction with manager (SM) + satisfaction at work (SW); role clarity (RC); career commitment (CC); job performance (JP) and organizational commitment (OC)". The level for the emergence of strong values in the factor analyses was identified as 0.60. The questions remaining below this level were removed from the analysis in the subsequent sections. Accordingly, 28 questions in total were included in the analysis. To further investigate paths between and among the

factors in the hypothesized model, regression estimates (for two-tailed) were examined. A p-value of less than .05 (< .05) was used as the criterion to determine if the degree of prediction was significant. The questions and their related factors are stated below:

Table 2. Factor Analysis

Factor	Question	Factor Group	Extraction	1	2	3	4	5	6
Managerial Coaching Behavior	MCB1 …uses analogies, scenarios, and examples to help me learn.	✓	.704	.825					
	MCB2 …broaden my perspective by helping me to see the big picture.	✓	.783	.866					
	MCB3 …provides me with constructive feedback.	✓	.697	.805					
	MCB4 …ensure that his/her interactions are helpful to me.	✓	.644	.744					
	MCB5 … perform my job more effectively.	✓	.736	.822					
	MCB6 …asks questions, rather than provide solutions.	✓	.443						
	MCB7 …expectations to the broader goals of the organization.	✓	.675	.778					
	MCB8 …role-plays with me.	✓	.675	.766					
Satisfaction with	SW1 …satisfied with my job.	✓	.560						.715
	SW2 (R) …don't like my job.	✓	.576						.706
	SW3 …like working on my current job.	✓	.598						.722
Role clarity	RC1 …know exactly what is expected of me.	✓	.698			.732			
	RC2 …know that I have divided my time properly.	✓	.723			.822			
	RC3 …is clear of what has to be done.	✓	.516						
	RC4 …know what my responsibilities are.	✓	.783			.865			
	RC5 …goals and objective exist for my job.	✓	.653			.720			
	RC6 ..feel certain about how much authority I have.	✓	.617			.654			
Satisfaction with Manager	SM1 …respect and fair treatment I receive from my boss.	✓	.689	.779					
	SM2 …support and guidance I receive from my supervisor.	✓	.745	.821					
	SM3 …quality of the supervision I receive in my work.	✓	.785	.842					
Career Commitment	CC1 …like this career too well to give it up.	☒							
	CC2 (R) …would probably take it.	✓	.607						
	CC3 (R) …would not choose to work in this profession.	☒							
	CC4 …want a career for myself in this profession.	✓	.827				.824		
	CC5 …is the ideal profession for a life's work.	✓	.836				.855		
Job Performance	JP1 (R) …overall performance compared to my peers.	✓	.757		.801				
	JP2 (R) …ability to get along with others compared to my peers.	✓	.796		.854				
	JP3 (R) …ability to complete tasks on time compared to my peers.	✓	.911		.914				
	JP4 (R) …quality of performance compared to my peers.	✓	.886		.910				
	JP5 (R) …achievement of work goals compared to my peers.	✓	.889		.897				
Organizational Commitment	OC1 …spend the rest of my career with this organization.	☒							
	OC2 …feel as if this organization's problems are my own.	☒							
	OC3 (R) …not feel like —part of the family at my organization.	✓	.687			.813			
	OC4 (R) …not feel emotionally attached to this organization.	✓	.671			.806			
	OC5 …has a great deal of personal meaning for me.	☒							
	OC6 (R) …not feel a strong sense of belonging to my organization.	✓	.826			.871			

Note. (R) refers to reverse item.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy 0.904

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

4.2.3. Regression Analysis

Table 3. Regression Analysis Results

H		R^2	β	S.E.	P	Result	Findings
H1a	SW←MCB	.041	.202	.058	**.002**	Accepted	there is a positive and signifcant relationship between managerial coaching behavior and satisfaction with work (p=.002 <0.05). Therefore, H1a is accepted.
H1b	RC←MCB	.189	.435	.042	**.000**	Accepted	there is a positive and signifcant relationship between managerial coaching behavior and role clarity (p=.000 <0.05). Therefore, H1b is accepted
H1c	CC← MCB	.128	.358	.067	**.000**	Accepted	there is a positive and signifcant relationship between managerial coaching behavior and career commitment (p=.000 <0.05). Therefore, H1c is accepted
H1d	OC ← MCB	.055	.236	.062	**.000**	Accepted	there is a positive and signifcant relationship between managerial coaching behavior and organizational commitment (p=.000 <0.05). Therefore, H1d is accepted
H1e	JP ← MCB	.126	.355	.061	**.000**	Accepted	there is a positive and signifcant relationship between managerial coaching behavior and job performance (p=.000 <0.05). Therefore, H1e is accepted
H2a	CC← RC	.190	.436	.091	**.000**	Accepted	there is a positive and signifcant relationship between role clarity and career commitment (p=.000 <0.05). Therefore, H2a is accepted.
H2b	OC← RC	.042	.206	.088	**.002**	Accepted	there is a positive and signifcant relationship between role clarity and organizational commitment (p=.002 <0.05). Therefore, H2b is accepted
H2c	JP← RC	.223	.472	.081	**.000**	Accepted	there is a positive and signifcant relationship between role clarity and job performance (p=.000 <0.05). Therefore, H2c is accepted.
H3a	CC← SW	.087	.296	.076	**.000**	Accepted	there is a positive and signifcant relationship between satisfaction with work and career commitment (p=.000 <0.05). Therefore, H3a is accepted.
H3b	OC← SW	.135	.368	.066	**.000**	Accepted	there is a positive and signifcant relationship between satisfaction with work and organizational commitment (p=.000 <0.05). Therefore, H3b is accepted.
H3c	JP ← SW	.010	.102	.072	.124	**Rejected**	there is no relationship between satisfaction with work and job performance (p=.124>0.05). Therefore, H3c is rejected.
H5	JP ← CC	.095	.308	.057	**.000**	Accepted	there is a positive and signifcant relationship between career commitment and job performance (p=.000 <0.05). Therefore, H5 is accepted.
H6	JP ← OC	.033	.180	.067	**.006**	Accepted	there is a positive and signifcant relationship between organizational commitment and job performance (p=.006 <0.05). Therefore, H6 is accepted

5. Conclusion

The ultimate objective of this study was to find out the views of the employees working in the insurance industry in Turkey about coaching, whether the managers they report to have received training in coaching, the effects of the managerial coaching behaviour on the job satisfaction, the role clarity, career commitment, job performance and organizational commitment. Questionnaire was used in the collection of the primary data. The survey was participated by 304 people in total and the number of people in the sample included in the study assessment was 229 due to lack of information in some questionnaires. Findings showed that the managerial coaching behaviour in the insurance sector had a positive effect on the better understanding of the role by employees (role clarity), satisfaction with work, career commitment, performance of the employee at work and the organizational commitment. At the same time, it was specified that a clear perception by the employee about his/her role had a positive effect on the career commitment, organizational commitment and employee's performance at work. Furthermore, it was also identified that satisfaction with work has a positive effect on the career commitment and organisational commitment. Nevertheless, no effect was identified between satisfaction with work and job performance. On the contrary, it was also found in this study that career commitment and organisational commitment has a positive effect on the job performance. Findings of this study confirmed the claims of earlier studies. For example, it was claimed in the literature that job performance improvement is almost always identified as the primary potential outcome of managerial coaching (Ellinger, Ellinger and Keller, 2003; Evered and Selman, 1989; Hargrove, 1995; Zemke, 1996). Clearly, the result of this study showed that managerial coaching behaviour has a positive effect on the job performance. Similarly, Peterson and Hicks (1996) claimed that employees can develop self-awareness by the systematic feedback from managers and this effective feedback can help employees clearly understand their goals and responsibility. Indeed, the results of this study

confirmed that managerial coaching behaviour has positive effect on the role clarity. It was also claimed in the literature that managerial coaching influences employee satisfaction (Ellinger, Ellinger and Keller, 2003; Elloy, 2006; Lok and Crawford, 2004) and the effective management and leadership behaviour can increase employee satisfaction with manager (Bass and Bass, 2008; Ellinger and Bostrom, 1999; House, 1996; Noelker et al., 2009; Northouse, 2001). Both claims were confirmed in this study since positive relations were found between managerial coaching behaviour and satisfaction with work and satisfaction with manager. In the literature, Fried et al. (1998) and Tubre and Collins (2000) reported a negative correlation between role uncertainty and job performance. DeConnick and Stilwell (2004) on the other hand claimed that a low level of satisfaction with work may arise out of a high degree of role ambiguity. Indeed, it was specified in this study that a clear perception by the employee about his/her role had a positive effect on the career commitment, organizational commitment and employee's performance at work. In terms of satisfaction with work, Gül and Özcan (2011) claimed that a high level of satisfaction with work has positive effects on the "employee performance", "organizational citizenship behaviour" and "organizational commitment" whereas low satisfaction with work has effects such as "absenteeism", "intention to leave work", "employee turnover". In fact, it was identified in this study that satisfaction with work has a positive effect on the career commitment and organisational commitment. Nevertheless, interestingly, no effect was identified between satisfaction with work and job performance. Therefore, at this point findings did not confirm the earlier studies.

It was also found in this study that career commitment and organisational commitment has a positive effect on the job performance. This confirmed the earlier studies' findings. Indeed, according to Uyguç and Çımrın (2004), a negative correlation between organizational commitment and the intention to leave the organization was identified in the studies conducted and it was stated that the persons with no or low commitments to the organization did not see themselves as part of the organization, therefore, they had a higher likelihood of absenteeism, late arrival and resignation. Despite the consistency of the findings with the earlier studies, limitations of this study should be considered when evaluating the results. In this manner, the major limitation of this study is related to sample size. Despite the fact that the survey was participated by 304 people in total, only 229 people's views were taken into account due to lack of information in many of the questionnaires. This decreased the sample size and thus results might have been affected because of this situation. Nevertheless, this study has proven the fact that managerial coaching behaviour is a significant issue that effect employees' behaviour in a positive way. Therefore, more studies should be conducted on the subject. Accordingly, we believe that examining the managerial coaching behaviour in the context of organisational culture would be beneficial. It is because, each and every organisation has a unique culture and therefore, identifying the culture effect may help all companies to get much more benefit from managerial coaching.

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