

# **GROUP INTERVENTION THROUGH *COACHING GUIDE* TO IMPROVE TEAM EFFECTIVENESS**

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## **Abstract**

*The purpose of this study was to improve the effectiveness of the team through coaching guidelines at PT. ABC. This research is a qualitative study using interviews, observations, and questionnaires. The sample population in this study was the entire Human Capital Management System team, amounting to 28 people. Data collection instruments in this study used the MAPS Profiler Tool questionnaire with a measuring tool consisting of 25 items and divided into 4 components, namely Motivation, Psychological Capital, Ability, and Supporting Environment. The results of this study indicate that the intervention program made by the author is a coaching guideline conducted for 2 weeks. Changes produced after the intervention is an increase in the ability component and supporting environment. This coaching guideline helps managers in this organization to better recognize their team members, so that it will increase productivity and creativity at work. In addition, this coaching guideline also helps managers to reduce the gap between superiors and team members.*

*Keywords : Group Intervention, Coaching Guideline, Team Effectiveness, Motivation, Psychological Capital, Ability, Supporting Environment*

## **I. INTRODUCTION**

The progress of the times and the level of globalization have made companies participate and have an impact on domestic company competition, private companies, and foreign companies. The competition also impacts on the efficiency and effectiveness of the organization's system to deal with the plurality of tasks and operational needs of the company's performance. The more diverse individual tasks in an organization, resulting in the implementation of these tasks must be more effective, so that each employee can define the achievement of organizational goals. According to Kozlowski & Ilgen (2006), today's world organizations tend to design a group work structure so that performance can be more effective, flexible, and adaptive. He also said the effectiveness of the group, is very

important for the welfare of individuals, organizations and communities associated with these organizations.

Furthermore, Cohen and Bailey (in Mathieu, et al, 2008) say that to make a group effective it must include three categories, namely, the performance, attitudes, and behavior of a group member. However, according to Lourenco, et al (in Paolucci, et al, 2018), group effectiveness is a concept that is not easy to define, this is because sometimes it does not fit the objective reality of an organization. An organization will succeed if it is able to respond to the effects of globalization and the influence of the extent to which group effectiveness in business strategy (Erdem & Ozem, 2003)

One organization in Indonesia that has implemented group effectiveness is PT. ABC. The company has been implementing the Malcolm Baldrige's Performance Criteria since 2008 & KPKU BUMN since 2012 and has conducted self assessment and external assessment. Armed with the feedback report, PT. ABC continues to improve the system to achieve the vision of achieving a world-class standard company. The extent of the type of business undertaken by PT. ABC makes a large organizational structure grow vertically and horizontally. The PLN organization is led by 1 Main Director, 11 Directors, 42 Division Heads, 7 Unit Heads, 1 Secretary, and 54 GMs. There are 18 Development Master Units (UIP) to manage electricity infrastructure development. PT. ABC has 11 Subsidiaries.

It is believed that PT. ABC conducts organizational effectiveness based on the complexity of the business sectors undertaken by PT. ABC. The line of business of PT. ABC is the provision of electricity for public purposes, including the types of electricity generation, transmission, distribution, and sales businesses supported by supporting businesses and other businesses directly related to the supply of electricity. A variety of corporate actions taken by PT. ABC has not produced significant results in recent years, but has gone in the direction of the desired target.

One of the tools used by managers to see whether or not effective working groups are based on the theory developed by Nik Kinley & Shlomo Ben-Hur in 2015 is the MAPS Model for Change. This can be reflected that to make changes made by managers needed a

form of measurement that is able to have an impact on changes in employee behavior. Based on data obtained by Nik Kinley & Shlomo Ben-Hur in 2015 managers in the world believe as much as 31% that they feel comfortable using this technique and helping their employees make behavioral changes. As many as 28% of managers are comfortable using these measurement techniques / tools and only help motivate their employees. And less than 9% of managers feel comfortable using this measurement tool, but they can only see changes in the behavior of their employees for a moment. This MAPS consists of several factors, namely Motivation, Ability, Psychological Capital, and Supporting Environment. These factors stand alone and do not form a hierarchy of attachment to one another. Basically these factors are formed together aiming to make it easier to recognize the needs in the group.

Thus motivation, ability, psychological capital, and supporting environment, each has its own meaning to be able to see changes in employee behavior, as well as group effectiveness. This is in accordance with the research of Shahzadi, et al (2014) which says that motivation is the basis that is able to facilitate changes in employee behavior. According to Grant (2008) this motivation is the strength that enables a person to act towards a certain direction. Motivation is also able to produce increased performance and productivity. Employees who have motivation will be more oriented towards autonomy and will be more independent than employees who are not motivated. In addition, motivated employees will also have more commitment and responsibility towards their work (Kuvass & Dysvik, 2009). Ability is a predictor of work group performance (Comrey, 1953). Ability or ability that someone has to make a change in behavior, and someone also must have the skills to support behavior change (Kinley & Ben-Hur, 2015). Changes in employee behavior which are other outputs of group effectiveness require psychological capital aspects. These aspects are psychological resources owned by a person such as self-confidence, willingness, and resilience. So that someone who will make a change in behavior will succeed and can also maintain the changes made Luthans, et al (2007). The last aspect that encourages behavior change in group effectiveness is the supporting environment - the support of the environment that influences changes made by a person in

the work environment. This support is like work style colleagues, incentives, and social norms (Kinley & Ben-Hur, 2015).

Therefore, as a first step, the authors distributed the Group Effectiveness questionnaire developed by Nik Kinley & Shlomo Ben-Hur (2015) namely the MAPS Model for Change. Questionnaires were distributed in January 2018 to all 28 Human Capital Management System (HCMS) teams. Based on the results of initial data collection distributed in the Human Capital Management System (HCMS) Division, namely the Budget Unit, KKP Unit, Culture Unit, Knowledge Management Unit, HCMS Unit, PSKP Unit, and Industrial Relations Unit, it was found that the Budget Unit has psychological capital (34%) and supporting environments (41%) which tend to be low. Based on further interviews with the Budget Unit Manager, the psychological capital condition and supporting environment were low due to the lack of sharing time with team members. During this time managers are more focused on the process of the results of the work they carry out, so that the obstacles they encounter in working are often marginalized in discussion sessions. Referring to the problems faced by the Budget Unit team, this unit needs to get intervention in the form of coaching. This coaching system can be said to assist the team in solving problems that exist in the Budget Unit.

### **The Purpose of Group Effectiveness**

**Objectives** The aim of team effectiveness is to build mutual trust, commitment and responsibility by aligning everyone's efforts for specific tasks where each team member is individually responsible.

### **Benefits of Group Effectiveness**

The benefits of group effectiveness for the company are to give an idea of how effective the group is and help in harassing employees. It is also useful to add the way that leaders do to see employees and what will be done in increasing employee effectiveness at work.

## II. LITERATURE REVIEW

According to Hackman (2002) work groups have characteristics such as group members who work individually but have a set of goals set by the group. In the working group is required to develop innovation, skills and empowerment processes. The effectiveness of groups is very important in a work group and focuses on three basic areas such as input, process, and output. Group effectiveness is a group of people who work efficiently together to achieve a common goal. A group member feels he can achieve a goal if other group members also reach their goal (in Johnson & Johnson, 2014). An effective group can define various characteristics such as trying to succeed in goals, two-way communication, distributed leadership, and strength based on rational expectations.

One of the benchmarks of the success of a team can be seen from the team that is capable achieve predetermined results. For this reason a team can do by seeing the extent to which the team is able to recognize the need to achieve the specified goals. *The MAPS Model for Change* was developed by Nik Kinley & Shlomo Ben-Hur (2015) have four component developed to do group effectiveness. It is a tool to describe the extent to which employees inform themselves. The four components in *MAPS Model for Change* are Motivation, Ability, Psychological Capital, and Supporting Environment

### 1. Motivation

Motivation is a component that influences behavior change, this component shows that there is a person's impulse to make changes. Motivation consists of intrinsic and extrinsic motivation. Intrinsic motivation contains feelings from within the individual, while extrinsic motivation comes from outside self motivation such as reward & punishment.

### 2. Ability

The ability someone has to make a behavior change, and that person must also have the skills to support behavior change.

### **3. Psychological Capital**

Psychological capital possessed by someone such as self-confidence, willingness, and resilience. So that someone who will make a change in behavior will succeed and can also maintain the changes made.

### **4. Supporting Environment**

This component is the support of the environment that affects changes made by a person in the work environment. This support is like work style colleagues, incentives, and social norms.

## **III. RESEARCH METHODS**

### **DATA COLLECTION**

#### **1. Interview**

Interview is a method consisting of interviewers and respondents who aim to obtain the desired information and is intended to obtain data about respondents (Singh, 2002). There are two types of interviews, namely formal interviews and informal interviews. A formal interview or also called a structured interview is a procedure for obtaining information about respondents with the condition that a set of questions is asked in the order that the interviewer has prepared. While informal interviews are interviews that are not prepared in advance the questions, there is no preparation of the order of questions, and the interviewer has full power to determine the questions according to the main points (Singh, 2002). In collecting data this research was conducted formally or informally to the company, namely Senior Manager Sub. Corporate Culture Division and division employees.

#### **2. Observation**

Observations were made when researchers went directly to the field to observe the behavior and activities of individuals at the study site. In this observation, researchers record / record both structured and semi-structured. For example, researchers provide several questions that researchers want to know. Researchers can also be involved in diverse roles, both as non-participants and wholly participants (Creswell, 2017). In this

study, observation was carried out during the group assessment. Observation is done by observing the behavior of employees that appear during group assessments, things that are observed such as employee enthusiasm for filling out and the seriousness of employees filling in the measurement tools are given.

### 3. Questionnaire

MAPS Profiler Tool by Nik Kinley and Shlomo Ben-Hur (2015) is divided into four factors namely Motivation, Ability, Psychological Capital, and Supporting Environment. Of the four factors, it is developed into question items that have an answer score range or ratio scale ranging from 1 to 10. The following is a description of the MAPS Profiler Tool consisting of 25 items:

| Component              | Item                       |
|------------------------|----------------------------|
| Motivation             | 1, 2, 3, 4, 5, 6           |
| Ability                | 7, 8, 9, 10, 11, 12        |
| Psychological Capital  | 13, 14, 15, 16, 17, 18     |
| Supporting Environment | 19, 20, 21, 22, 23, 24, 25 |

**Table 1. MAPS Profiler Tool Component**

Furthermore, this questionnaire uses a Likert scale. Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group about social phenomena. Each answer choice in this questionnaire uses a scale of 1 to 10 with a ratio scale. Employees are asked to provide answers about the picture that best suits their situation and the employee's opinion about the Work Team / Work Unit.

| Rating Scale (1 until 10)               |      |   |   |   |   |   |   |   |   |   |    |        |
|---|------|---|---|---|---|---|---|---|---|---|----|--------|
| State of your self                      | Weak | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Strong |
| Your opinion about the Team / work Unit | Weak | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Strong |

**Table 2. Weight of the Answer in the Questionnaire**

## **Operational Definition**

The operational definitions of the motivation, ability, psychological capital, and supporting environment questionnaires are:

1. Motivation is a factor that influences behavior change. In this factor it appears that whether there is a person's impulse to make changes. Motivation consists of intrinsic, the feelings from within the individual to make changes, and extrinsic, that is motivation that comes from outside the self such as reward and punishment.
2. Ability or ability someone has to make changes in behavior, and someone also must have the skills to support behavioral change.
3. Psychological Capital is a psychological resource that is owned by someone, such as self-confidence, willingness, and resilience, so that someone who will make changes in behavior will be successful and can also maintain the changes made.
4. Supporting Environment is a factor of support from the environment that affects changes made by someone in the work environment. This support includes work styles, coworkers, incentives, and social norms.

## **Reliability and Validity Test**

The measuring instrument used in this study is the MAPS Profiler Tool from Nik Kinley and Shlomo Ben-Hur (2015). This measuring instrument has four factors namely Motivation, Ability, Psychological Capital, and Supporting Environment. The MAPS Profiler Tool has been tested for reliability and validity to ensure that it can measure what is measured.

### **1. Reliability**

Reliability comes from the word reliability which means the extent to which the results of a measurement have trustworthiness, reliability, constancy, consistency, stability that can be trusted. The measurement results can be trusted if in several measurements of the same group of subjects obtained relatively the same results (Azwar, 2011). Reliability

calculations are performed using Cronbach Alpha, which aims to find out whether all items in the measurement consistently measure the same thing (Zechmeister & Shaughnessy, 2001). According to Kaplan & Sacuzzo (1997), the reliability coefficients ranging from 0.70 and 0.80 are said to be good enough for research purposes.

| <b>Reliability</b> |                |                              |                               |
|--------------------|----------------|------------------------------|-------------------------------|
| <b>Motivation</b>  | <b>Ability</b> | <b>Psychological Capital</b> | <b>Supporting Environment</b> |
| 0.842              | 0.850          | 0.794                        | 0.847                         |

**Table 3. Reliability**

## **2. Validity**

The validity used to test the group effectiveness measurement tool in this case using the MPPS Profiler Tool from Nik Kinley and Shlomo Ben-Hur (2015) is construct validity. Construct validity refers to the quality of the measuring instrument used whether it truly describes the theoretical construct used as a basis for operationalization or not. In short, construct validity is an assessment of how well a researcher translates the theory used into a measuring instrument (in Azwar, 2000). The type of construct validity that is used is confirmatory factor analysis. This aims to test whether the indicators that have been grouped based on the latent variable (the construct) are consistent in the construct or not. The next step is to conduct a validity test. Validity is related to what is to be measured from the measuring instrument (Anastasi & Urbina, 1997). The validity used to measure this questionnaire is construct validity, i.e. the extent to which the test can measure the theory or construct used. One way to find out the construct validity is to measure internal consistency (Anastasi & Urbina, 1997). To measure internal consistency, it can be seen by using corrected item-total correlation, so that the correlation obtained can be more pure because it excludes items in the total score sum before being correlated. Items that are retained are items that have a level of correlation with a minimum score of items 0.30 (Aiken & Marnat, 2006). Items whose correlation value is below 0.30 must be revised or eliminated.

| Validity |            |         |                          |                           |
|----------|------------|---------|--------------------------|---------------------------|
| Item     | Motivation | Ability | Psychological<br>Capital | Supporting<br>Environment |
| 1        | 0.725      | 0.603   | 0.912                    | 0.557                     |
| 2        | 0.673      | 0.863   | 0.734                    | 0.899                     |
| 3        | 0.693      | 0.953   | 0.783                    | 0.938                     |
| 4        | 0.629      | 0.908   | 0.881                    | 0.673                     |
| 5        | 0.804      | 0.532   | 0.254                    | 0.513                     |
| 6        | 0.584      | 0.259   | 0.567                    | 0.431                     |
| 7        |            |         |                          | 0.627                     |

**Table 4. Validity**

### Procedure

As for carrying out group assessment in order to see the effectiveness of the assessor group has carried out the following stages:

| No. | Tahap                 | Deskripsi   |
|-----|-----------------------|---|
| 1   | Scouting stage        | Collect the information through interviews with the company PT. ABC   |
| 2   | Entry stage           | discussions with Senior Managers of the Budget Subdivision in order to obtain input on the measurement tools used, then arrange an implementation schedule for the assessment and seek manager approval |
| 3   | Data collection stage | Have a group assessments by providing measurement tools in the form of questionnaires, interviews with several employees, and conducting observations.  |
| 4   | Data feedback stage   | discussions with the Manager of the Budget Subdivision regarding data found from the results of group assessments   |

|   |                             |  |
|---|-----------------------------|--|
| 5 | Diagnosis stage             | Analyze data from the results of group assessments to be able to identify the problems that are in the group and then make a report of the results of the assessment |
| 6 | Action planning stage       | Design and develop an action plan in the form of coaching in order to develop group effectiveness  |
| 7 | Action implementation stage | Implement the action plan that has been designed in the form of Coaching   |
| 8 | Evaluation stage            | Measuring the effectiveness of Coaching interventions that have been implemented.  |

**Table 5. Schedule of Implementation of Team Activities**

#### IV. RESULT AND DISCUSSION

##### Result and Intervention Analyze

Following is the schedule for the Budget Unit team meeting by applying Coaching Guideline:

|                               |  |
|-------------------------------|--|
| <b>Schedule</b>               | Week (1) 12 Januari 2018   |
| <b>Indicator</b>              | Self-confidence  |
| <b>Intervention Technique</b> | Guided Mastery (process group)   |
| <b>Goals</b>                  | Increase employee confidence so that employees can be able to carry out tasks independently.   |
| <b>Techniques</b>             | <b>Action</b>  |
|                               | <b><u>Make sure they understand.</u></b> Explain the tasks in detail to employees as clearly as possible using clear instructions.                                     |
|                               | <b><u>Make sure to start simply.</u></b> Start with a simple explanation in large tasks.   |
| Quided Mastery                | <b><u>Make a plan with them about how.</u></b> Make clear planning about the tasks that will be made.  |
|                               | <b><u>Ask them about haow confident they feel.</u></b> Ask employees how they feel by explaining the tasks that have been given and see if their confidence has grown. |

|                     |   |
|---------------------|---|
| <b>Indicator</b>    | Optimism  |
| <b>Intervention</b> | Managing Cognitive Distortions  |
| <b>Technique</b>    |   |
| <b>Tujuan</b>       | Manage thinking processes in interpreting what happens in life.   |
| <b>Techniques</b>   | <b>Action</b>   |
| Meeting Personal    | <p><b><u>Overgeneralization.</u></b> Directing employees that one situation that never happened is not used as a benchmark for other conditions.</p> <p><b><u>Personalization.</u></b> Give an explanation that avoid views by seeing things that are too personal.</p> |

**Table 6 Motivation interventions for factors of self-confidence & optims**

|                          |   |
|--------------------------|---|
| <b>Indicator</b>         | Willpower   |
| <b>Intervention</b>      | Strengthen Willpower (Process Group)  |
| <b>Technique</b>         |   |
| <b>The Goals</b>         | Increase desire and strong determination to make changes in behavior.   |
| <b>Techniques</b>        | <b>Action</b>   |
| Care about people        | Encourage employees to look after themselves. Pay attention to the employee's condition including his physical or psychological state.                  |
| Practice                 | Ask employees to practice their will. Good little will but must still be practiced.   |
| Self talk                | Ask employees to explain their beliefs if they can do a task.   |
| Mindfulness              | Ask employees to interpret every activity carried out and changes experienced.  |
| <b>Indicator</b>         | Resilience  |
| <b>Intervention</b>      | Strengthen Resilience (process group)   |
| <b>Technique</b>         |   |
| <b>Tujuan</b>            | Increase employee resilience to problems that will occur.   |
| <b>Techniques</b>        | <b>Action</b>   |
| Promote a growth mindset | <p>Make meetings with employees 15 to 20 minutes if you have time for that.</p> <p>Ask questions to employees during the meeting. Give them room to</p> |

|                   |   |
|-------------------|---|
|                   | argue.  |
|                   | Identify every opinion expressed by the employee.                                 |
| Plan for problems | Ask employees to think of setbacks or problems that might be faced in the future. |
|                   | Ask employees to make suggestions about problems to be faced.                     |

**Table 7 Motivation Intervention for Willpower&Resilience Factor**

|   |   |
|---|---|
| <b>Schedule</b>   | Week (2) 24 Januari 2018  |
| <b>Intervention Technique</b>   | <i>Personal histories exercise</i>  |
| <b>The goals</b>  | Increase trust by giving team members the opportunity to exchange information in low-risk ways.<br>Helping team members understand each other, starting from the fundamental level.         |
| <b>Duration</b>   | 30 Menit  |
| <b>Debrief</b>  | Ask team members to share what they learned about each other that they don't know yet. The aim is to strengthen this exercise and give a natural impression at the end of the conversation. |
| <b><i>Instructions</i></b>  |   |
| <ol style="list-style-type: none"> <li>1. Where were you raised?</li> <li>2. How many siblings do you have? And which child are you?</li> <li>3. Tell about a unique or interesting challenge or experience from your childhood?</li> </ol> |   |

**Table 7 Supporting Environment Intervention**

After the team meeting was carried out, one month later the MAPS questionnaire was distributed again to see the effectiveness of the team meeting activities. The results are as follows:

| <b>Component</b>              | <b>Pre</b> | <b>Post</b> |
|-------------------------------|------------|-------------|
| <b>Motivation</b>             | 79 %       | 81 %        |
| <b>Ability</b>                | 67 %       | 78 %        |
| <b>Psychological Capital</b>  | 34 %       | 73 %        |
| <b>Supporting Environment</b> | 41 %       | 77 %        |

**Table 8. Percentage of Pre and Post Condition Comparison**

From the table above, it can be seen that there is a change in the percentage of each dimension of team effectiveness. There was a change in the increase in psychological capital component to 73% & supporting environment to 77%.

## **CONCLUSION**

The intervention program created by the author in the form of a Coaching Guideline conducted with 2 meetings. However, the coaching intervention used by this manager is a coaching guide for company management. The existence of this guideline is expected that a work team can build teamwork, work productivity, and improve the ability of the team to accept changes that occur in the organization.

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