

# Implementation of Coaching Program for Daily Worker in Hotel Industry

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**Abstract.** The hotel industry continues to face significant challenges in maintaining service quality, which directly influences customer satisfaction and organizational reputation. Developing employee competency through structured coaching is therefore essential to enhancing performance and sustaining competitive advantage. This study aims to examine the implementation of coaching practices within a hotel context and to formulate effective coaching guidelines. Employing a descriptive qualitative approach, data were collected through interviews and document analysis, focusing on front office staff. The research applies Whitmore's GROW framework—Goals, Reality, Options, and Will—as an analytical lens. The findings indicate that existing coaching practices only partially align with the GROW model. Coaching sessions often lack clearly defined goals, present limited solution options, and demonstrate weak commitment to behavioral change. Managers are generally aware that coaching occurs in response to guest complaints but are not actively involved in establishing coaching objectives, often citing insufficient expertise. This lack of engagement leads to a focus on outcomes rather than developmental processes. Furthermore, limited discussion time between managers and coaches reduces the depth of goal alignment. Coachees also show low initiative and responsibility in addressing their challenges. While coaches emphasize adherence to hotel standards, minimal coachee participation results in superficial understanding and limited learning transfer. To improve effectiveness, the study recommends clearer goal formulation, enhanced communication, improved coaching quality, stronger manager-coachee relationships, and a shift toward a growth-oriented mindset.

**Keywords:** Coaching, GROW, Employees

## 1 Introduction

In the hotel industry—an inherently service-oriented sector that relies heavily on employee performance, engagement, and satisfaction—human resource development (HRD) plays a critical role in ensuring customer satisfaction and business success. HRD in the hospitality context focuses on equipping employees with the necessary skills, knowledge, and competencies to perform effectively, while fostering a workplace culture that promotes continuous learning and professional growth. Human resources in hotels must not only be competitive but also innovative, adapting to evolving market demands and guest expectations.

Leadership plays a pivotal role in shaping employee performance and organizational outcomes. Effective leaders are expected to manage and motivate team members to enhance service quality and operational excellence. However, in many cases, leadership effectiveness

in managing employees remains suboptimal, indicating the need for structured coaching programs as part of organizational development interventions[1].

The rapid expansion of the tourism and hospitality sectors has made service quality a decisive factor for business success. Consequently, continuous employee training and development have become central functions of HRD. Within the hotel industry, HRD typically includes:

- a) Orientation programs, designed to familiarize new employees with the hotel's culture, policies, and procedures;
- b) Skill development training, which includes technical and operational competencies such as hospitality software, food and beverage service, and housekeeping management;
- c) Customer service training, aimed at enhancing employees' ability to interact with guests, resolve complaints, and deliver exceptional service; and
- d) Leadership development, focused on identifying potential leaders and preparing them for managerial positions.

Human resource development in the hotel sector extends beyond managing personnel—it involves strategically developing the workforce to meet dynamic industry needs. Well-implemented HRD practices enhance customer satisfaction, improve operational efficiency, strengthen organizational culture, and attract and retain skilled employees. Among the various HRD methods, coaching is frequently employed to improve employee competence. Coaching involves direct guidance from experienced senior staff to help employees develop targeted skills and knowledge. Structured and continuous coaching contributes to employee retention and overall organizational productivity.

However, several challenges were identified in the implementation of coaching programs at the studied hotel. Documentation related to coaching sessions was lacking, making it difficult to track session frequency, objectives, and outcomes. For example, goals from previous sessions were neither recorded nor reviewed, and coaches did not explicitly articulate objectives, relying instead on general themes. This absence of documentation hindered the continuity and evaluation of coaching effectiveness. Additionally, operational employees—especially daily workers—faced scheduling conflicts due to the unpredictable nature of their duties, limiting participation opportunities. Coaching activities also lacked standardized guidelines, structured materials, and consistent documentation.

Observations revealed that senior staff acting as coaches often failed to facilitate open discussions or encourage creative problem-solving. Coaching sessions tended to be one-directional, with limited exploration of alternative solutions or scenario-based learning. Furthermore, at the conclusion of sessions, coaches rarely motivated participants to commit to behavioral or attitudinal change. Instead, the approach was more prescriptive than developmental, creating discomfort and limiting the coachees' intrinsic motivation to improve.

The absence of clear objectives, structured agendas, and systematic data collection from coaching outcomes indicates that the coaching implementation within the hotel has not been optimal. These shortcomings could potentially affect employee performance and, consequently, the hotel's service quality and reputation. Nonetheless, training opportunities for daily workers remain a valuable initiative, as not all hotels provide such programs.

Based on these identified issues, this study focuses on examining the suboptimal implementation of coaching within the hotel industry. The objectives are to analyze the current coaching practices and to develop practical recommendations and guidelines to enhance coaching effectiveness and support sustainable employee development in the hospitality sector.

## 2 Literature Review

Human resource development is the process of improving employee competence, potential and career. Individual employee development greatly influences the development of the company. Improving employee performance will greatly determine the productivity and effectiveness of the company. The key to company effectiveness is the role of a leader in carrying out their respective tasks, roles and functions. The implementation of development in the form of training should be based on methods that have been carefully designed by the human resource management team. Before the development program is implemented, the team must determine the target, process, time and method of implementation.

The training method is based on the needs of the company's interests that involve employees because the development program includes training related to many factors such as time, cost, number of participants, participant requirements and others. The training method can be done on the job in the form of coaching. Coaching can be defined as a method to develop employee abilities, skills, and experiences by providing opportunities for training and development at the workplace through well-planned programs. The advantage of this method is that it creates a learning environment like the actual work situation to better understand the job. It can be interpreted as a method to develop employee abilities, skills and experience by opening opportunities for employees to receive training and development at their workplace through a well-planned program. The advantage of this method is that it makes the learning situation like a work situation to learn the job [2].

It is a training method by guiding employees in a skill and work skills to their subordinates. It can be done by supervisors or seniors to provide instructions on how to do the tasks to be carried out. It is usually aimed at direct employees, its implementation is related to work/position, its duration is long, it is often done, it is aimed at all employees, and it is a command relationship. It is unlocking people's potential to maximize their own performance. It is helping them to learn rather than teaching them." In other words, coaching aims to unlock an individual's potential to enhance their performance, focusing on facilitating learning rather than dictating solutions [3]. He explains the GROW model that provides effective steps for coaches in conducting coaching. GROW stands for Goal, Reality, Options, and Will.

The first step (Goal) in a coaching session is for the coach to determine the purpose of the coaching. The coach must ensure clear expectations and goals, distinguishing between end goals and performance goals. Then the second step is Reality. This step involves understanding the current situation or challenges faced by the team or individual. The coach should objectively gather facts and identify barriers, helping to clarify the gap between the present reality and the desired goals. The next step is Options. This step encourages exploring multiple alternatives and approaches to solving challenges. The coach helps the employee or team consider various flexible solutions, enhancing creativity and ensuring better decision-making. The final step (Will) focuses on converting discussions into concrete actions. It ensures commitment, motivation, and perseverance to achieve the coaching goals, with the coach providing support and guidance to drive change and overcome obstacles.

This development model aims to improve a person's abilities. Employee development is a program that functions to support the company's effectiveness in achieving its goals by forming activities that can explore employee potential. Employee development is considered increasingly important because its benefits can greatly help employees in completing their tasks. [4]. The result of coaching program differs from one with another. One case, most of the coaches carried out extracting the competence of participants who were technical in nature from the problems faced by the participants, and almost half of them explored the competencies of

participants who had not used Situational Coaching. With the development of Situational Coaching, Coaches can increase awareness of a variety of learning interactions other than training. The success of the Coach in managing Situational Coaching is determined by the quality of preparation, management and evaluation which are an important part of the Situational Coaching process. In principle, different experiences can produce different relationships which result in different emotions. [5].

On the other hand, Coaching can be a strategy to achieve management functions through guidance, namely the function of direction and controlling. It aims to train supervisory nurses to be able to do coaching techniques to nursing staff in their ward. This method includes presentation about coaching materials and coaching session practice (role play). Pre- and post-evaluation were conducted to measure participants' level of understanding. The workshop was held for participants to practice coaching sessions using IGROW technique. Results obtained from eleven participants showed a significant increase in knowledge before and after learning ( $p=0.003$ ). It recommends the implementation of continuous coaching as well as evaluating the effectiveness of coaching by measuring the level of satisfaction of nursing staff before and after implementation of coaching session [6]

There is one study relating coaching and employee performance that show a direct connection. [7]. Thus, organizational culture, employee performance, and leadership development can all be significantly impacted by coaching, according to research on coaching programs. But for coaching to be successful, firms must establish a positive atmosphere with leadership support, appropriate training, well-defined goals, and efficient assessment techniques. The literature also emphasizes the significance of cultural fit, ethical behaviour, and continuous coaching skill development. Future studies may concentrate on improving coaching techniques, comprehending the long-term effects of coaching on organizational outcomes, and creating standardized frameworks for assessing coaching success if firms continue to invest in coaching. Coaching can encourage the recognition of each employee's potential and maximize it. [8]. These results are in line with the work of Wibowo that coaching can give benefit to the employee performance [9].

### 3 Methods

The research method used in this study is qualitative descriptive. Data collection techniques include interviews and document analysis. The respondents for the research consist of the Learning and Development Manager and coaches. Because this research aims to characterize the coaching program as a complete and uncover deep truths about the activities, the qualitative technique was selected. The authors can gain a deeper understanding of the occurrences that take place in the field by employing a qualitative approach.

Qualitative research also provides more free space for researchers to explore information and data in the field. With this approach, the authors can express the views, attitudes, and experiences of informants as well as the values adopted by informants. All the information that the authors get in the field, both from research informants and documents, are delivered in a straightforward and sharp manner so that it can reveal the in-depth results of the research.

The data obtained and collected by the researcher is support from the first source, namely data on the implementation of Coaching for Daily Worker Employees in the form of recapitulation data on attendance records of employees who participated in coaching and pictures of coaching activities.

The researcher chose to collect data using interview techniques as a medium to interact in communicating with research informants objectively. Interviews were conducted with coaching implementer informants to find out whether the implementation of coaching has met its goals

(goals), to find out the reality in implementing coaching (reality), to explore options (options) and to increase motivation in making changes (will). Interviews were conducted in a structured manner referring to the interview guidelines that had been made.

The documentation process is also carried out to ensure that the data obtained in the field is reliable or credible. In this technique, researchers collect notes from past events. In the form of coaching material documents and learning hours reports. The documents were taken from coaching activities.

## **4 Result and Discussion**

In the data collection process, the researcher first contacted the hotel to request permission to interview various parties involved in the implementation of coaching at X Hotel. The respondents included the Learning and Development Manager, coaches, and coaches. After obtaining permission, the researcher scheduled interviews, coordinating suitable times and places for each party. Once the interviews were completed, the researcher analyzed the data to gain a deeper understanding of the implementation and challenges of the coaching program at the hotel, as well as to draw relevant conclusions to support the research objectives.

The coaching activity is conducted at least once a week and is carried out directly by the coach, beginning with identifying work-related issues before implementing coaching.

### **4.1 Goals**

In the analysis phase, the researcher reviewed the results of the interviews. It was observed that the coaching goals at X hotel were not well defined, and managers were not involved in formulating them. Generally, managers were aware that coaching took place mainly due to guest complaints about hotel services but did not participate in goal setting, citing a lack of expertise in the area. The lack of clear coaching objectives stemmed from managers focusing solely on end results without discussing the coaching goals in detail. Additionally, limited time for in-depth discussions between managers and coaches contributed to this issue, leading to infrequent conversations about coaching objectives. Managers primarily focused on measurable outcomes such as the number of guest complaints, hotel productivity, and employee satisfaction.

From the coaching perspective, goals setting with them often assumed that they understood the objectives, even if not discussed in detail, which could lead to misunderstandings and a lack of clear direction. Coaches relied on their interpretations, which could vary significantly among them. While coaches had their targets to monitor changes in their behaviors, these were not communicated to them to avoid adding pressure, which limited transparency and collaboration. Consequently, they often felt they were not being monitored, and the lack of involvement in goal setting diminished their ownership and motivation, negatively affecting the effectiveness of coaching.

They generally did not participate actively in defining coaching goals, and communication was mostly one-way from coach to them, further reducing their engagement and awareness of the objectives. Most of them reported that their understanding of the coaching goals was limited to the session titles without detailed discussions on specific targets.

While they expressed hopes for skill enhancement and improved performance, the absence of explicit discussions on expectations led to potential misalignments in understanding desired outcomes.

The analysis indicated that the goals were moving toward specificity, but there were significant shortcomings regarding measurability, agreement, realism, and time constraints. Goals needed to be clearly defined from the outset to avoid ambiguity. Although managers identified areas for improvement, coaches often did not specify clear objectives or desired outcomes, relying instead on them to infer from session titles.

For the goals to be measurable, managers utilized guest complaint data and employee satisfaction surveys. However, coaches struggled to measure overall success comprehensively, relying mostly on anecdotal evidence. They expressed hopes for skill development, which suggested measurable progress was possible, yet no structured assessments were in place to evaluate these improvements.

Achieving effective goals requires agreement among all parties involved. However, the analysis revealed a lack of interaction and communication between managers, coaches, and coachee, resulting in coaches dominating the goal-setting process without consensus. There was no indication that the goals had been mutually agreed upon.

The goals set were largely realistic, focusing on reducing guest complaints and improving hotel productivity and employee performance. Yet, there was a lack of clear communication regarding the coaching objectives among managers, coaches, and coachee, which could impact the prioritization and support needed for successful implementation.

Lastly, there were no clear deadlines set for achieving coaching goals, making it difficult to assess whether objectives could be met in a reasonable timeframe. The recommendation is to enhance interaction and communication among managers, coaches, and coachee, structure coaching goals more effectively, and establish clear timelines for implementation.

Overall, the coaching program did not adequately meet the SMART principles, as significant deficiencies were identified in goal specificity, structured measurement, stakeholder agreement, and clear timelines.

## **4.2 Reality**

The current efforts by the manager to address technical issues rely heavily on coaching provided by the coach. The coach attempts to resolve SOP-related problems by reminding them whenever they make mistakes. However, they feel hesitant to address complaints, fearing it might create awkwardness in their relationship with the coach. According to Whitmore's "reality" approach (2009), it's essential to objectively understand and confront the current situation to identify issues and determine appropriate corrective actions.

Analysis of interviews within the organization reveals several challenges hindering effective coaching. At the Learning and Development Manager level, it was noted that employee performance during the period did not meet expectations, as indicated by decreased guest satisfaction due to inadequate service and the inability of new daily workers to adequately respond to guest inquiries. Additionally, there were frequent non-compliance

issues with established SOPs, leading to a decline in service quality. The manager has noted high turnover rates among daily workers, primarily due to sudden work pressure and unpreparedness for increased workloads during the October-December 2023 period. This situation has been exacerbated by rising demand without corresponding employee readiness, resulting in reduced service quality and overall hotel performance.

The absence of a deadline set by management and a lack of effective control and reporting systems have made it difficult to monitor coaching effectiveness. Current documentation of the coaching process is limited to learning hours and monthly reports, lacking detail on the coaching process and outcomes. Improved documentation is necessary for tracking progress and evaluating coaching effectiveness.

Whitmore emphasizes that ideal coaching involves objective evaluation, but in this case, the coach lacks objectivity, and they are not open, developing defense mechanisms that hinder genuine problem identification. The lack of effective controls to monitor coaching progress and the absence of specific deadlines contradicts Whitmore's principles. Reviews of coaching occur sporadically without sufficient documentation support, making it difficult to control and evaluate coaching objectives.

Coaches do not delve deeply into issues before coaching, and sessions often occur at inappropriate times, such as during breaks or after working hours. While the coach believes these times are suitable, they find them challenging due to fatigue and difficulty focusing. Boring coaching sessions, monotonous materials, and awkward interactions further diminish coaching effectiveness. Thus far, the coach has only addressed specific mistakes directly, with no further follow-up on other issues. They have not expressed their concerns to the coach.

The coaching materials presented are mainly text-based without visual aid, failing to engage them effectively. According to Whitmore, ensuring they feel comfortable and supported during coaching is crucial. However, some of them perceive coaching as forced or a mere formality, leading to tense dynamics and rushed sessions disrupted by operational needs.

### **4.3 Options**

According to Whitmore, ideal coaching encourages them to actively participate in finding solutions. This process involves exploring various options, open discussions between the coach and coachee, and empowering them to take more initiative and responsibility for outcomes. Such an approach aims to develop independent problem-solving skills and enhance their engagement and motivation. Whitmore believes that they actively involved in the solution-seeking process tend to better understand, internalize, and effectively apply the solutions.

However, the analysis shows that the current coaching approach is heavily dominated by the coach, with solutions primarily coming from the coach and being implemented. This lack of empowerment means that they do not take greater initiative or responsibility in solving their problems. While the coach's reprimands aim to ensure that they meet hotel standards and expectations, they lack active participation which may lead to a superficial understanding of the solutions provided.

In their participation in finding solutions, coaches acknowledge that they do not actively engage in the process. Most of them simply accept the directions and solutions given without being involved in discussions or problem-solving processes. Coaches often feel it is more efficient to provide direct solutions rather than involve them, especially when they are

perceived as less interactive or inexperienced. This approach can lead to their feeling undervalued and lacking autonomy in their work. Furthermore, high reliance on the coach's directions may hinder their development of independent problem-solving skills.

When determining solutions, coaches tend to go straight to the core of the problem and offer solutions they deem most appropriate and quick to implement. While this shows the coach's understanding of the issues faced by them, the lack of variety in the proposed solutions can limit their ability to learn from different perspectives or alternative approaches. They may feel that the solutions provided do not always fit their individual situations due to a lack of in-depth discussion.

At their level, most of them report not being involved in the solution-providing process. They feel solutions typically come directly from the coach without their involvement in discussions or decision-making. Some of them express that they are not given the opportunity to contribute solutions, resulting in dynamic one-way communication. This high dependence on the coach's direction impedes their independent problem-solving skills, making them feel like passive recipients of instructions rather than active participants. This imbalance in roles—where the coach dominates solution determination—leaves them feeling disempowered and less motivated and engaged in the coaching process.

#### **4.4 Will**

Based on the interview results, it was revealed that coaching activities have not yet achieved the expected outcomes at various levels. The turnover rate of daily workers remains high despite some positive changes. One of the main obstacles is the lack of written reports from department heads regarding coaching results, leading to inadequate documentation and hindering managers' ability to effectively monitor progress. According to Whitmore's theory of will, good documentation and evaluation are essential to ensure their commitment and actions towards the goals set during coaching sessions. The absence of written documentation indicates that there is no clear mechanism to assess their commitment and actions, making it difficult to measure the impact of coaching effectively.

The motivation and commitment invitations provided by coaches tend to emphasize the issues faced, using a firm and straightforward approach to encourage them to change. However, many of them still view these issues as trivial and see coaching as merely a formality. According to Whitmore, positive and inspiring motivation is more effective in building commitment and the willingness to act. The firm approach used by coaches may not always align with the principles of will, which require them to feel motivated and committed from within. Coaches need to find more effective and empowering ways to enhance their commitment to the desired changes.

The majority of them feel that the motivation provided emphasizes urgency and mistakes rather than inspirational words. This approach is considered less constructive as it is more pressuring and assertive, often diminishing their motivation to change. According to Whitmore, supportive and nurturing motivation would be more effective in helping them commit and act according to the established goals. They who feel pressured may lack strong commitment to change, leading to inconsistent actions. Overall, this analysis indicates that a more empowering, inspirational approach, supported by good documentation, is crucial to enhancing their commitment and actions, allowing coaching to achieve the expected results in accordance with the principles of will that emphasize commitment and tangible actions.



To improve the effectiveness of coaching implementation in the hotel, strategic steps need to be taken, starting with implementing written rules requiring department heads to provide written reports regarding coaching results

## 5 Conclusion

Based on the analysis, the hotel has been implementing coaching activities as an effort to improve performance for daily worker employees. Coaching activities are carried out once a week and are carried out by staff as direct coaches in the front office division. There are several things that need to be considered more, as follows. It was found that employee performance did not meet expectations, mainly due to less than satisfactory service and the inability of new employees to master hotel knowledge, which led to a decrease in guest satisfaction. The sudden work pressure and lack of employee readiness resulted in a decrease in service quality. There is also a quality gap between individuals, non-compliance with SOPs, and an ineffective documentation system and no deadlines. The coach is not objective, and they are not open, making it difficult to identify the real problem. In addition, coaching is often carried out at inappropriate times, such as during breaks or after-work hours, and the methods used are boring. A rigid relationship between coach and coachee and a lack of effective control and reporting systems also hamper coaching effectiveness.

It is known that the hotel has not yet taken any action to optimally fix the coaching problem, from before the coaching is implemented until after it is implemented, there are still problems that must be fixed. For this reason, the coaching implementation guidelines are recommendations designed to improve the competence and performance of hotel staff. These guidelines include a systematic approach to identifying individual development needs, setting specific and measurable goals, and providing clear direction through structured coaching sessions. By implementing these guidelines, it is hoped that employees can optimize their potential, improve service quality, and overall contribute to achieving operational targets and hotel guest satisfaction.

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