



EMPLOYEES MOTIVATION AND MANAGERIAL COACHING DURING THE PANDEMIC COVID-19 AT THE RESEARCH INSTITUTE

Tanja Stanković*, Tijana Radojević

Mining and Metallurgy Institute Bor,
Bor, Serbia

Abstract:

Company survival depends on its ability to adapt to the changes that have their own dynamics and development pace; it is the transition from the present to the future, desired endpoint. The activities of the organization's management could lose the meaning if there is lack of motivation. In situation like this, implementation cannot be successful. Motivation factors for advancement, work and organizational changes are numerous, but the communication between employees and management is the most important. As this communication is closely related to management coaching, manager's coaching skills become crucial for the ultimate success and motivation of the organization. This research aims to show the importance of motivating employees to improve and learn new skills during work and identify the best individuals who will transfer their knowledge to employees and who can become internal trainers. The article provides an overview of the coaching and motivation for learning, and it offers insight into how the observed example will develop in the future.

Article info:

Received: January 10, 2022
Correction: February 24, 2022
Accepted: March 22, 2022

Keywords:

management and employee communication,
employee motivation,
coaching skills,
managerial coaching.

INTRODUCTION

Employee's consolidation in a mutual venture is a subject of top management, and a part of our society.¹ There are many definitions of management, from management, leadership, to organization. Etymologically, the word management comes from the Italian word manege-iare, which is derived from the Latin word hand (manus), therefore, handling, guidance, leading. The phrase management derives from the base of English words man and age, which associate us with the management of an experienced man. Management is described differently in many course books as a function, process, cooperation, ability, shaping. The success of any organization depends on numerous factors. This is where the connection between employees and management is established. Good management has a positive effect on employees' motivation, which depends on communication between them.

1 Partially presented previously at FINIZ 2021 conference <https://portal.finiz.singidunum.ac.rs/paper/42613>.



Good mutual communication is one of the ways to create work environment which is highly motivated (Varma, 2017). The motivation of employees within the organization depends on several factors such as job satisfaction, a fairness atmosphere, commitment, and loyalty to the organization (Diamantidis, Chatzoglou, 2019). These factors can be strongly influenced by supervisors through numerous activities and processes that create a favorable work environment, as well as successful communication with employees. For purpose of achieving productive communication between employees and management, managers must have special coaching skills (listening, support, feedback and asking precise questions) and based on those, to conduct a specific managerial coaching process. Coaching is believed to be the most effective way to help employees, teams or individuals achieve optimal performance while working (MacLennan, 2017). Coaching is a tool for organization and leadership growth, very supportive for potential management or employees. Focused on tasks, coaching has a special duration agenda for changing behaviors and skills of the employee (Garvey, Strokes, Megginson, 2016) and generally, represents mentoring.

After a brief review of employee motivation in general, and its dependence on communication within the organization, this paper specifically addresses the topics of managerial coaching and coaching skills of managers and their impact on employee motivation within the observed research institute.

The processing was performed based on the reviewed cited literature as well as based on the practical research on this topic in MMI.

LITERATURE REVIEW

Inspiration, or motivation at all, symbolizes strength within one personality that conditions certain instrumental actions to achieve set goals and it is directly dependent on communication between management and employees. Most of the authors see motivation as a process of meeting personal needs including these steps:

- ♦ Unmet needs
- ♦ Easing of tensity
- ♦ Searching for solutions
- ♦ Meeting needs
- ♦ Activity

It is easy to conclude, based on the above-mentioned steps that employees are doing their best to ease the tension and continue with the progress. The motivation of management and individual leaders is important as well as the motivation for change of all members of the organization. In addition to knowledge, abilities, or skills, motivation is needed to perform any job. Regardless of the choice of theory, inspired individuals will invest more effort in their work than those unmotivated (Radojević, Stanković, Rajin, 2020). Lack of motivation and resistance to change are regular and expected phenomena, both in private life and in the business world. The desire for things to remain the same and unchanged is part of human nature, so it is not unusual for people to resist the change even in a situation of improvement of the living environment, work process, or life in general. The reason for such a state and behavior of people is, mainly, insecurity due to the unknown circumstances that cause stress. We could recognize a similar situation during the current COVID-19 pandemic, while sentimental managerial leadership can drive mindful response to employees concerns about healthcare, delayed pay, job insecurity.



All this can trigger high stress (Oruh, Mordi, Dibia, Ajonbadi, 2021) and that is why the connection between well-being of employees and described workplace is very important as it affects cardiovascular health (Wright, Huang, 2012). Nowadays, expectations of employees are changing as they face post COVID-19 situations (Diab-Bahman, Al-Enzi, 2020). Moreover, there are situations when the current situation in the company is unbearable, and even then, there is opposition to and deprecation of the upcoming or new changes. Anyone who is determined to implement the change in the organization must be prepared to face resistance. That is why motivation of all employees is very important.

Recognized term for all factors that affect the organization and management of people and their habits, is management. It is desirable to create conditions in which the qualities of employees will become recognizable, to look for chances to extract potential from the people. Motivation is the willingness of a person to meet the goal while fulfilling personal needs (Ferjan, 1998). Today, most of the theories of motivation in use have been developed in the USA. Nevertheless, all theories do not apply to all cultures. In some cultures, the priority is a secure job and lifelong employment, ahead of challenges, career, and social needs. Therefore, the factors that motivate employees in the USA will not be equally important for workers beyond its borders (Adler and Gunderson, 2007).

There is no unique solution to motivate employees. A famous quote from the founder of China's social media, Jack Ma: "Opportunities lie in the place where the complaints are" teaches us that solutions and opportunities should not be sought, because they exist, the market should only be listened to. Even in a hopeless situation, new opportunities for success can be created, and the outcome is a motivated employee who is ready to seize the opportunity. Employee motivation is influenced by many internal factors (the character of an individual, work habits) and external factors (living standard, moral and values system, socio-economic development) (Rahimić, Resić, Kožo, 2012). Productive communication as an essential task of the managers implies informing employees about the success of the colleagues, the course of changes in the enterprise, and lowering feelings of uncertainty and insecurity. Communication as the exchange of information must be planned and well organized by top management, teams, services. To motivate employees during any communication, managers are using channels or media of communication like internal newspapers, emails, bulletin boards, meetings, face-to-face conversations, or persuasion of the employee, but employee's emotions should not be used (Janićijević, 2014). While motivating employees, we must not forget that internal communication is a vital factor. If not set as a condition, better relationship between management and employees are not possible. In that case, we say that there is no bilateral communication. Then the human potential leaves the organization, so it remains without support for the planned organizational changes.

When talking about changes in a company, the most complex are those that have many different aspects:

- ◆ knowledge management programs
- ◆ innovation programs
- ◆ learning programs

These, together with proactive transformational leadership and healthy work environment, lead to positive changes and greater motivation among employees (Džamić, 2016).

Organizational culture and job satisfaction, also have positive effects on motivation, with organizational culture not having a direct impact on work performance. Such findings can serve as a basis for creating strategies to improve performance and employee credibility (Sapta, Muafi, Setini, 2021).



Fair atmosphere in observed example is closely related to leaders and managers. From this point of view, successful managing is connected to communication and person's inner motivation (Gilley, Gilley, McMillan, 2009).

Effective internal communication is required by a successful organizational change. Participative communication directly contributes to effective commitment to change and behavioral support of employees (Neill, Men, Yue, 2019).

If there is no efficient communication, it is difficult to influence the motivation of employees. That is why a good balance of these two factors is indispensable.

As the liaison between employees and management is closely related to management coaching, for management coaching to be successful, the manager must have good coaching skills that are important to motivate employees and succeed together with them.

MANAGERIAL COACHING AND MANAGER COACHING SKILLS

MANAGERIAL COACHING

Managerial coaching arose and evolved as a reaction to a transition in responsibility for people development from HR functions to management. It is not a surprise that many definitions of managerial coaching emphasize the role of leaders in facilitating development of their employees. It is not recommended to bring together the leaders who spend all their time telling subordinates how to do their jobs better and the leaders who encourage the employees to work and perform better, with those managers who seek a way to relieve change within people with whom they work. Some authors believe that there are no differences between training, planning, managerial coaching, and the communication process. A perspective like this imparts limited insight as to the specific developmental needs of managerial coaches (Lawrence, 2017). The relationship between managerial coaching, coaches and employee performance during work is mediated by psychological capital (Novitasari, 2021). By revealing effects of employees' psychological satisfaction for competency and cognition, it can be explained how direction-giving language influences the trust of employee (Men, Qin, Jin, 2021). Employee trust is linked to engagement at work and has a stake in leaders' consistence between action and words (Wang, Hsieh, 2013).

Behavior of the supervisor or coach, on work and off work, is important to the employees who expect to be trained by them. Also, trust in the leader and management has different effects on the employees in an organization (Yang, Mossholder, 2010).

Coaching of employee is a time-consuming process and certainly is not a process of repairing or fixing something. Understanding the needs or business perspectives is all about the coaching.

With coaching, or training, the motivation of workers develops, the fluctuation decreases because the trained workers become attached to their occupations and become safer at work, they become more satisfied because completed tasks evoke complacency (McCarthy, Milner, 2019). There are numerous benefits that comes out from employees' desire to work for the employer that provides development opportunities or training (Ognjanović, 2021). By training themselves, one acquires working conditions. The purpose of tutoring is to get an encouraged employee who is ready to meet the organizational and personal needs.



“Although managerial coaching is often considered as a ‘cut down’, shortened or simplified version of external coaching, the role of the managerial coach is, more challenging than the external coach, in a way that managerial coaching may be more usefully considered as a discrete and equally demanding discipline, although related to external coaching” (Lawrence, 2017).

Coaching directs people and is good for them and their forthcoming business trends. Investment in coaching is costly discipline, yet worthy.

For instance, a Bersin by Deloitte research showed that organizations with senior leaders who coach effectively and frequently improve their business results by 21% when compared to those who never implemented coaching (<https://www2.deloitte.com/content/dam/Deloitte/ca/Documents/audit/ca-audit-abm-scotia-high-impact-leadership.pdf>).

Senior leaders, based on Mining and Metallurgy Institute (MMI) Bor research, are evolving themselves, improving their leadership competencies and communication skills, keeping an eye on the latest successful team leading tools. They enjoy greater confidence while building better relations among employees. They always devise an action plan which is easy to implement regardless of a problem or a goal. Experienced managers in MMI have the power to better motivate employees and to conduct managerial coaching better.

Another positive side of coaching is preparing the workers for various career changes, because one certificate and one job position are, sometimes, insufficient, so they are willing to look for another, better job or they decide to become entrepreneurs. Usually, that is a younger person with a high school diploma, with coaching and leadership skills, successful at work and with adequate finances (Mali, Kuzmanović, Nikolić, Tarek, Stojanović 2021). The most engaged are those who have an extensive education and skills that can be used in different situations.

From all that has been said, we can conclude that managerial coaching is the liberation and encouragement of human power to strengthen the performance of an individual or a team. Coaching by managers holds immediate influence on improving the employees’ function and lifestyle, achievement, sense of satisfaction during work, dedication to employer and career.

COACHING SKILLS OF MANAGERS

Satisfaction with accomplishments at work is an important indicator of motivation, but employees are a vital factor in the success of a modern society. That is why it is crucial to manage and coach them carefully.

Helping the coach to express the plans and views means trust and understanding through lectures and critical situations recognition. All this implies the development of emotional and intellectual understanding (Lancer, Clutterbuck, Megginson, 2016), skills that a coach already possesses.

Any organization that wants to lead its staff successfully, inevitably needs a good manager and leader who has coaching skills that will be passed on to employees. The multiple and portable skills of managers are the basis of good management.

Four skills that appear to present a particular challenge to the managerial coach are: (Lawrence, 2017)

- ◆ Communication skills
- ◆ Negotiation skills
- ◆ Mentoring skills
- ◆ Good relationship among the workers



Slowing down and making employees reasonable and cooperative is a great coaching skill. A good coach increases awareness, creates an atmosphere with greater confidence and helps leaders to set goals and priorities. Coaching is all about changing leaders and their employee's lives and businesses for the better. It is believed that coaching is the most effective way to help employees, teams or individuals achieve optimal performance while working (MacLennan, 2017).

Very often, people make decisions based on assumptions, and the coach is there to listen to what is said, to give feedback and ask the right question based on that.

Making a manager a good internal or external coach requires a person with sensibility, preparedness, and inspiration for helping colleagues, clients or friends to solve problems and improve current state of affairs.

By using coaching abilities, the coach educates managers and employees how to learn and obtain the required skills. The coach learns how to find, transform, and use information into new knowledge that will be used during the work. Modern concept of coaching draws on three aspects of learning, theoretical, practical, and productive to develop wisdom and new knowledges (Garvey, Stokes, Megginson, 2014).

Be they external or internal, coaches support leaders to govern their company and employee challenges.

An external coach is engaged by the company to fulfill its expectancy within the established deadlines. They have accredited mentoring approaches and expertise in skills that meet the requirements of the client. Their recruitment is costly, they are rigid, and their main disadvantage is a lack of knowledge about the ethics and culture of the company (Rogers, 2012).

On the other hand, an internal coach is trained within the organization, cost-effective and popular.

They are acquainted with the demands of the company and the employees, knowing one another from long or close contact.

While coaching, the manager participates; he is not controlling or giving out orders. During such a process, the coach challenges themselves as well. A talented coach can use intuition, always actively listens to the employees, and demonstrates empathy. With these preconditions fulfilled, the manager gains good feedback, sets smart goals, and in the end, he will build a rapport (Grant, 2006). Described coach evaluates with curiosity, regular check-ins, and method tools, he sets the goals and provides a structure.

Recently, leaders who coach have been recognized as one of the most critical aspects of strategical leadership for studying (Ellinger, Ellinger, 2021).

Investing in coaching training generates expected return. Regardless of how great the need for a coach is, managers can still be unprepared and suspicious when it comes to their own training. (Ladyshevsky, 2010).

Moreover, if managers have had a positive experience when being coached, they are more likely to want their coworkers to expand their coaching skills and undergo coaching. Training in coaching skills is a good first step, but it is not enough. Companies need to build a coaching supportive culture to assure uninterrupted and endless application and modeling of mentoring patterns (McCarthy and Milner, 2013).



We can summarize that the skills of a successful coach are:

- ◆ Distinctive ability to communicate (ability to exchange information) (Krstic, Skorup, Gavric, 2017)
- ◆ Precise judgment (the ability to judge and decide wisely and objectively)
- ◆ Ability to take appropriate actions (self-motivation)
- ◆ Not invading the privacy of others (unjustifiable intrusion into another's personal life without consent)
- ◆ Incentive spread of tacit knowledge (knowledge found in the minds of successful, learned and specialized individuals who transfer their knowledge to others) (Kaljevic, Boljanovic, Vicentijevic, Zizovic, 2015)

In addition to the above skills, it is necessary for a coach to be trustworthy, to take responsibility for his actions, to maintain dignity and calmness, to possess good manners. Matching the look with the wardrobe is also an important detail. With motivation and communication skills, managers can negatively or positively affect the employees, depending on how motivated they are. Motivation, empathy, and social proficiency are the epithets that describe people who distinguish themselves (Goleman, 2020). In this context, the coach with a great influence can initiate successful management and positive organizational changes, and vice versa.

MANAGERIAL COACHING IN MINING AND METALLURGY INSTITUTE BOR (MMI)

Conducted practical research in MMI presented in this paper was performed by applying methods of data collection through observations and survey, as well as analysis of the content of relevant sites, reports and legal regulations. Among the 250 employees, MMI has 48 doctoral students and 25 PhD's, well equipped with services that have managed to secure a place among the best institutes in the region (<https://irmbor.co.rs/en/about-us/employees>). As an institute that invests a lot in development, training, education of their staff, doctoral studies etc., it can be considered as a learning organization. A large number of PhD candidates and PhDs, as well as of experienced engineers, ranks this institute among the best ones. It can be learned from MMI how to move through different economic situations that are conditioned by various factors, including the impact of the pandemic. Within its activity MMI performs the development of the scientific-research projects in the fields of geology, mining, metallurgy, technology, expertise, studies, and projects of interdisciplinary character providing the technological infrastructure development of interest in the Republic of Serbia.

The growth of economic activities in Bor district, primarily in Bor and Majdanpek, is conditioned by the arrival of a strategic partner and a huge investment in capacity building in mining. That caused for all employees to be engaged with the large company that bought the former RTB Bor, but it also conditioned that its partners and suppliers of materials and services work with increased capacity. To put into operation as quickly and efficiently as possible every plant in Bor and Majdanpek, the Chinese partner invested huge funds, which required MMI engagement to a far greater extent than would be the case under normal circumstances prior to the strategic partner arrival. Specific conditions that arose expressed on higher intellectual-type benefits that caused good earnings and better solvency to MMI.

And then the COVID-19 pandemic happened. The whole world has been exposed to a terrible pandemic with significant consequences on people, their incomes and state treasury (Spalević, Stanišić, 2021). The world counts 195 states and all of them faced challenges and started to adjust to the unexpected changes with the view to their well-being, mental health, individual concern for family, work survival or technical issues. The most affected were communities, consumers, and employees, but other stakeholders



have also been influenced and are striving to reset and adapt to this crisis (Carroll, 2021). This was unexpected scenario for all, governments across the globe, companies, individuals (Jarosz, 2021), and it was no different in Serbia, in MMI. With all the recommended security measures implemented during the impact of the pandemic - wearing masks, distancing, reduced travels, online meetings etc. – they came up with the idea of organizing an internal training named „Teach the teacher” so that external experts could transfer their knowledge to the mid-level management who will pass on the knowledge to the groups of employees. The goal of the coaching was to spread knowledge of English, computer skills, ethics through communication with other cultures, designing and field sampling. The employees were responsible to themselves and their colleagues, with the motto „safety first”. Training has become a standard method of work in which all the employees took an active participation in panel discussions, group work, and case study analysis. An electronic attendance record was always kept, which was later used as a form of motivation through rewards such as paid leave, better pay, employment of an educated family member, paid schooling. All these procedures of MMI management are designed to increase productivity during pandemics and better understanding with a strategic partner. MMI management has created conditions in which the qualities of a future leader can become visible, and thus usable.

SURVEY ON EMPLOYEES’ ATTITUDES TOWARDS MOTIVATION AND COACHING IN MMI BOR

Practical research of the employees’ attitudes towards the motivation for engaging in MMI in relation to coaching was performed based on the analysis of the case study of the conducted trainings in 2020-21 during the ongoing global pandemic COVID-19. Due to the impossibility of sending employees for training and development, MMI found a way to organize internal training and encourage employees by influence of internal managers, who are experts in specific areas described in its activities, to improve their habits, motivation, and knowledge. The questionnaire compiled was based on the searched electronic data sources and examples were used in similar previous research. The survey was conducted on a sample of 50 respondents, employed in MMI using a questionnaire that contained 5 general and 10 specific items grouped into two parts:

- ♦ Attitudes of employees about coaching practice in MMI and
- ♦ Attitudes of employees about coaching skills of managers in MMI

Each of the questions asked required a simple answer with one of the 5 options offered (1 - Completely incorrect, 2 - Mostly incorrect, 3 - I'm not sure, 4 - Mostly correct, 5 - Quite true).

The answers were classified into one of the following three groups of answers that indicate the degree of motivation of MMI employees in the context of coaching and coaching skills of management:

- ♦ Motivated (answers with options 4 and 5),
- ♦ Insufficiently motivated (answers with option 3)
- ♦ Unmotivated (answers with options 2 and 1).

Considering the number of employees who worked in shifts during the COVID-19 pandemic, 55 printed copies of the questionnaire were made available to the employees, and 50 employees completed the questionnaire. The questionnaire, had the following appearance and content:

**Table 1.** Coaching and motivation of the employees in MMI Bor – Questionnaire

| QUESTIONNAIRE | | | | | |
|--|---|--------------|-------|----------|----------------|
| EMPLOYEE MOTIVATION AND COACHING IN MMI BOR | | | | | |
| The questionnaire in front of you is used to collect data on the motivation of MMI employees, which will be used exclusively for the purpose of preparing a scientific paper: | | | | | |
| Employees motivation degree in the context of managerial coaching during the COVID-19 pandemic | | | | | |
| The questionnaire has two parts: | | | | | |
| I Data of the respondent | | | | | |
| II Attitudes about motivation and management coaching | | | | | |
| The questionnaire is anonymous. | | | | | |
| I am grateful for your cooperation! | | | | | |
| I DATA OF THE RESPONDENT | | | | | |
| Please answer the following questions by circling one option: | | | | | |
| Gender (M / F): | | | | | |
| Age: | - 30 | 30-40 | 40-50 | 50-60 | 60 + |
| Years of service: | - 5 | 5-10 | 10-20 | 20-30 | 30 + |
| Professional qualifications: | Medium | Higher | High | MSc | PhD |
| Title: | Untitled | Professional | | Research | Scientific |
| II ATTITUDES ABOUT MOTIVATION AND MANAGEMENT COACHING | | | | | |
| Please enter a number next to each question that indicates how much you agree, with the following statements: 1 - completely incorrect, 2 - mostly incorrect, 3 - not sure, 4 - mostly correct, 5 - quite true | | | | | |
| QUESTIONS /ATTITUDES | | | | | Answers 1-5 |
| I ATTITUDES ABOUT MANAGEMENT COACHING | | | | | |
| 1. | I am satisfied with the organization of internal training in 2020 | | | | |
| 2. | Internal training organized in 2020 was purposeful for my working activities | | | | |
| 3. | There has been enough internal training in previous years | | | | |
| 4. | The training I attended had its use in practice | | | | |
| 5. | It would be useful to have various new trainings in the future | | | | |
| II ATTITUDES ABOUT MANAGERS COACHING SKILLS | | | | | |
| 1. | I am satisfied with the knowledge and presentation of the external trainers | | | | |
| 2. | I am satisfied with the quality of knowledge transfer by the internal trainers | | | | |
| 3. | Knowledge of the internal trainers is at a high level regarding quality and useful training | | | | |
| 4. | Skills of the internal trainers are at a high level regarding quality and useful training | | | | |
| 5. | In the future I could pass on the acquired knowledge to the younger colleagues | | | | |

Source: Authors' work



All the questions asked were answered by respondents. After receiving the answers, a sample of respondents who filled in the questionnaire was reviewed and then all their answers were analyzed in detail. The analysis of the answers based on all asked questions, questions groups and survey level led to the conclusions presented in the next part of the paper.

FINDINGS AND SUGGESTIONS FOR IMPROVING THE PRACTICE OF MOTIVATION AND COACHING IN MMI

By analyzing the sample of MMI employees who filled in the questionnaire within the conducted survey, it was determined and concluded that it is sufficiently representative.

Considering the age, the sample consists of employees between 30 and 55 years of age. The sample included the employees having 5 to 25 years of work experience. Regarding title and education, the sample is dominated by the employees holding the master and PhD titles. When it comes to gender, gender equality is achieved in the MMI, women and men equally enjoy the same rights and opportunities in all business segments, including participation in the decision-making process. After the detailed analysis of the answers from the questionnaire, the following conclusions were adopted:

- 1) The answers to the questions from group I indicate that the MMI employees perceive coaching management differently in the context of its impact on work motivation and greater engagement:
 - ♦ 57% of the total number of the employees is motivated to work and be additionally engagement with the support of management coaching (the answers with options 4 and 5).
 - ♦ 36% of the total number of the employees circled the option 3 (I'm not sure) and they can be classified as relatively motivated for work and additional engagement with the support of management coaching.
 - ♦ 7% of the total number of the employees could be classified as unmotivated for work and additional engagement with the support of management coaching.

- 2) Based on the answers from the group II (Attitudes about managers coaching skills), it can be concluded that employees perceive managers coaching skills differently in terms of the impact on their greater motivation:
 - ♦ 50% of the total number of the employees answered by choosing options 4 and 5 (mostly correct and quite true) and they can be classified as motivated for work and additional engagement based on the perception of managers coaching skills.
 - ♦ 37% of the total number of employees can be classified into a group of relatively motivated for work and additional engagement based on the perception of coaching skills of managers.
 - ♦ 13% of the total number of employees are classified as unmotivated for work and additional engagement based on the perception of coaching skills of managers, answers with options 1 and 2 (incorrect and mostly incorrect).

At the level of the entire questionnaire, it can be concluded that the MMI employees are relatively well motivated to engage with the support of management coaching and based on the coaching skills of managers. Based on the answers (options 4 and 5), 53% of the total number of the employees are motivated. 37% of the total number of the employees is relatively motivated based on the total number of responses with option 3. Based on the total number of negative responses (options 1 and 2) only 10% of the employees can be considered unmotivated. Since unmotivated people are not committed



to the success of the company, the suggestion is that a person's characteristics should be explored as they show a future impact on coach implementation. Coaches must constantly strike a balance between their own moral principles, benefits and reputation for the company and employee satisfaction. Morality is the capital of a good person, and for a company, reputation is absolutely everything. That is why the motivation of managers and coaches is a key factor in the development of employee interest (Cvijanović, Mihailović, Pejanović, 2012).

In respect of all shortcomings and constraint of this research and based on its findings, it is justified to suggest several measures, for the upcoming work of MMI, that would contribute to increasing employee motivation with the support of management and based on coaching skills of the managers:

- ◆ Enlarge the number of internal trainings by areas of activity
- ◆ Enlarge the number of managers who coach
- ◆ Improve the coaching skills of the internal coaches
- ◆ Determine what motivates the employee daily
- ◆ Praise good results and employee's advancement
- ◆ Align business with the pandemic movement

MMI has confidence in its people, believes in cost-effectiveness in development and additional employees' education to easily adapt to any change. It should be stated that it is necessary to continuously improve the communication between management and employees, which, among other things, implies good managerial coaching and developed coaching skills of managers. It is also very important to build an atmosphere of trust with a strategic partner who has certainly contributed to improving the employee's lifestyle.

Employees of MMI are motivated to work and engage through internal training or management coaching. However, the perception of management coaching is somewhat more positive (57%) than the perception of managers coaching skills themselves (50%).

Finally, it can be said that about half of the employees in MMI are certainly motivated to engage and work with the help of management coaching discipline whenever the need arises.

CONCLUSIONS

This research is established on the reviewed and cited literature on the theory of the relationship between employee motivation and managerial coaching conducted by its management, as well as based on original research conducted on this topic. The pandemic continues to affect all aspects of our personal lives, our families, our professions, research. It has forced the world community to turn to the use of many other learning opportunities to gather new information and learning articles and stay close to the rest of the world.

During the coronavirus (COVID-19) pandemic, we realized that every business requires special measures to protect their infrastructure and workers from effects an emergency situation could cause. Emergencies could be the result of natural events, man-made or some diseases such as the COVID-19. MMI promotes team spirit, knowledge sharing and absolutely is prepared for emergencies like this, if the situation with pandemic continues. This scientific institute also worked on rising expertise, creating a safe work environment, continuously giving feedback to the employees and, most importantly, regularly praising employees to facilitate mutual communication and motivate for further victories in work and to gain new knowledge.



The recommendations given to the future practitioners and theorists in this field are as follows:

- ♦ Studies should focus on motivation of employees in the process of upskilling or reskilling during training or work.
- ♦ Some aspects of motivation for training and learning in the workplace should be studied more in the future and aligned with possible emergencies. Being prepared for emergencies brings a better position to recover and continue operations should disaster or disease strike
- ♦ Both, the internal and the external coaches must be trained in continuity and keep in touch with new achievements and cognitions in the area in which they are professional.

REFERENCES

- Adler, N., & Gunderson, A. (2007). *International Dimensions of Organizational Behavior*. Boston: Cengage Learning.
- Carroll, A.B. (2021). Corporate social responsibility (CSR) and the COVID-19 pandemic: organizational and managerial implications, *Journal of Strategy and Management*, 14(3), 315-330. <https://doi.org/10.1108/JSMA-07-2021-0145>
- Cvijanović, D., Mihailović, B., & Pejanović, R. (2012). *Poslovna etika i komuniciranje*. Beograd: Institut za ekonomiku poljoprivrede.
- Deloitte. (2017) *High-Impact Leadership: The New Leadership Maturity Model*. Retrieved November 10, 2021, from <https://www2.deloitte.com/content/dam/Deloitte/ca/Documents/audit/ca-audit-abm-scotia-high-impact-leadership.pdf>
- Diab-Bahman, R. & Al-Enzi, A. (2020), The impact of COVID-19 pandemic on conventional work settings. *International Journal of Sociology and Social Policy*, 40(9/10), 909-927. <https://doi.org/10.1108/IJSSP-07-2020-0262>
- Diamantidis, A.D. & Chatzoglou, P. (2019), Factors affecting employee performance: an empirical approach. *International Journal of Productivity and Performance Management*, 68(1), 171-193.
- Džamić, V. (2016). *Organizaciono ponašanje i korporativna kultura*. Beograd: Univerzitet Singidunum.
- Ellinger, A. D. & Ellinger, A. E. (2021), Providing strategic leadership for learning: optimizing managerial coaching to build learning organizations, *The Learning Organization*, 28(4), 337-351. <https://doi.org/10.1108/TLO-05-2020-0070>
- Ferjan, M. (1998). *Poslovno komuniciranje*. Kranj: Moderna organizacija. <https://doi.org/10.18690/978-961-286-092-9>
- Garvey, G., Stokes, P., & Megginson, D. (2014). *Coaching and mentoring: Theory and practice*. Newbury Park, California, USA: SAGE Publications Ltd.
- Gilley, A., Gilley, J., & McMillan, H. (2009). Organizational change: Motivation, communication, and leadership effectiveness. *Performance improvement quarterly*, 21(4), 75-94. <https://doi.org/10.1002/piq.20039>
- Goleman, D. (2020). *Emotional Intelligence: 25th Anniversary Edition*. London: Bloomsbury Publishing.
- Grant, A. M. (2006). *An Integrative Goal-Focused Approach to Executive Coaching*. In Stober D. R. & Grant A. M. (Eds.), *Evidence based coaching handbook: Putting best practices to work for your clients* (pp. 153-192). Hoboken, USA: John Wiley & Sons Inc.
- Janićijević, N. (2014). *Ljudi u promenama, promene u ljudima*. Beograd: Ekonomski fakultet.
- Jarosz, J. (2021) The impact of coaching on well-being and performance of managers and their teams during pandemic. *International Journal of Evidence Based Coaching and Mentoring*, 19 (1), 4-27. <https://doi.org/10.24384/n5ht-2722>
- Kaljevic, J., Boljanovic, J., Vicentijevic, K., Zizovic, M. (2015). *Informacione tehnologije kao podrška menadžmentu znanja u organizacijama*. U Nacionalni naučni skup sa međunarodnim učešćem Mreža 2015: *Umrežavanje, nauka, primena – NETWORKING, Science and Application (NETSA)* (str. 228-234). Valjevo: Poslovni fakultet Valjevo Univerziteta Singidunum u Valjevu.
- Krstic, M, Skorup, A., & Gavric, G. (2017). *Research methodology of youth interpersonal communication based on modern technology*. U Trendovi u poslovanju – naučno stručni skup (pp.55-60). Kruševac: Visoka poslovna škola strukovnih studija „prof. dr Radomir Bojković“.



- Ladyshevsky, R. K. (2010). The manager as coach as a driver of organizational development. *Leadership & Organization Development Journal*, 31 (4), 292-306. <https://doi.org/10.1108/01437731011043320>
- Lancer N., Clutterbuck D., & Megginson D. (2016). *Techniques for Coaching and Mentoring*. Routledge. London.
- Lawrence, P. (2017). Managerial coaching - A literature review. *International Journal of Evidence Based Coaching and Mentoring*, 15(2), 43-65. <https://doi.org/10.24384/000250>
- MacLennan, N. (2017). *Coaching and Mentoring*. Oxfordshire, UK: Taylor & Francis.
- Men, L., R., Qin, Y., S., & Jin, J. (2021). Fostering Employee Trust via Effective Supervisory Communication during the COVID-19 Pandemic: Through the Lens of Motivating Language Theory. *International Journal of Business Communication*, 59(2), 193-218. <https://doi.org/10.1177/23294884211020491>
- Mali, P., Kuzmanović, B., Nikolić, M., & Tarek Stojanović, E. (2021). The Impact of Control Variables on Entrepreneurial Intentions Among Employed Persons. *The European Journal of Applied Economics*, 18(2), 127-145. <https://doi.org/10.5937/EJAE18-30186>
- McCarthy, G., & Milner, J. (2013). Managerial coaching: challenges, opportunities, and training. *Journal of Management Development*, 32 (7), 768-779. <https://doi.org/10.1108/JMD-11-2011-0113>
- McCarthy, G., & Milner, J. (2019). Ability, motivation and opportunity: managerial coaching in practice. *Asia Pacific Journal of Human Resources*, 58 (1), 149-170. <https://doi.org/10.1111/1744-7941.12219>
- Mining and Metallurgy Institute Bor, Serbia: <https://irmbor.co.rs/en/about-us/employees/>
- Neill, M. S., Men, R., & Yue, C. A. (2019). How communication climate and organizational identification impact change. *Corporate Communications: An International Journal*, 25(2), 281-298. <https://doi.org/10.1108/CCIJ-06-2019-0063>
- Novitasari, D. (2021). The Role of Managerial Coaching on Performance: Mediating Analysis of Employee Psychological Capital. *International Journal of Social and Management Studies*, 2(3), 70-83. <https://doi.org/10.5555/ijosmas.v2i3.34>
- Ognjanović, J. (2021). Preferred Attributes of Employer Brand Attractiveness Among Potential Employees in The Hotel Industry. *The European Journal of Applied Economics*, 18(2), 146-160. <https://doi.org/10.5937/ejae18-32929>
- Oruh, E.S., Mordi, C., Dibia, C.H. & Ajonbadi, H.A. (2021), Exploring compassionate managerial leadership style in reducing employee stress level during COVID-19 crisis: the case of Nigeria, *Employee Relations*, 43(6), 1362-1381. <https://doi.org/10.1108/ER-06-2020-0302>
- Radojević, T., Stanković, T., & Rajin, D. (2020). Employee motivation in the process of managing organizational change, In *International Scientific Conference FINIZ* (pp. 152- 160). Belgrade: Singidunum University Belgrade. <https://doi.org/10.15308/finiz-2020-152-160>
- Rahimić, Z., Resić, E., & Kožo, A. (2012). Determining the level of management competences in the process of employee motivation. *Procedia-Social and Behavioral Science*, 41, 535-543. <https://doi.org/10.1016/j.sbspro.2012.04.066>
- Rogers, J. (2012). *Coaching Skills: A Handbook*. Milton Keynes: Open University Press.
- Sapta, I. K. S., Muafi, M., & Setini, N. M. (2021). The Role of Technology, Organizational Culture, and Job Satisfaction in Improving Employee Performance during the Covid-19 Pandemic. *The Journal of Asian Finance, Economics and Business*, 8(1), 495-505. <https://doi.org/10.13106/jafeb.2021.vol8.no1.495>
- Spalević, Ž., & Stanišić, S. (2021). Economic Growth of the Tourism Sector in the Covid-19 Pandemic During 2021. *The European Journal of Applied Economics*, 18(2), 1-14. <https://doi.org/10.5937/EJAE18-33977>
- Varma, C. (2017), Importance of Employee motivation & Job satisfaction for Organizational performance. *International Journal of Social Science & Interdisciplinary Research*, 6 (2), 1-11. Retrieved January 10, 2022, from <https://ssrn.com/abstract=3073813>
- Wang, D. S., & Hsieh, C. C. (2013). The effect of authentic leadership on employee trust and employee engagement. *Social Behavior and Personality: An International Journal*, 41(4), 613-624. <https://doi.org/10.2224/sbp.2013.41.4.613>
- Wright, T. A., & Huang, C. C. (2012). The many benefits of employee well-being in organizational research. *Journal of Organizational Behavior*, 33(8), 1188-1192. <https://doi.org/10.1002/job.1828>
- Yang, J., & Mossholder, K. W. (2010). Examining the effects of trust in leaders: A bases-and-foci approach. *The Leadership Quarterly*, 21(1), 50-63. <https://doi.org/10.1016/j.leaqua.2009.10.004>



MOTIVACIJA ZAPOSLENIH I MENADŽMENT KOUČING TOKOM PANDEMIJE COVID-19 U ISTRAŽIVAČKOM INSTITUTU

Rezime:

Opstanak kompanije zavisi od njene sposobnosti da se prilagođava promenama koje imaju svoju dinamiku i tempo razvoja; to je prelaz iz sadašnjosti ka budućnosti, ka željenom ishodu. Aktivnosti menadžmenta organizacije mogu izgubiti smisao ukoliko nema motivacije. U ovakvoj situaciji implementacija ne može biti uspešna. Faktori motivacije za napredovanjem, radom i organizacionim promenama su brojni, ali komunikacija između zaposlenih i menadžmenta je najvažnija. Kako je ova komunikacija usko povezana sa menadžment koučingom, veštine menadžerskog koučinga postaju ključne za konačni uspeh i motivaciju organizacije. Cilj ovog istraživanja je da pokaže značaj motivisanja zaposlenih da napreduju i stiču nove veštine tokom rada i da identifikuje najbolje pojedince koji će svoja znanja preneti zaposlenima i koji mogu da postanu interni treneri. U radu je prikazan pregled koučinga i motivacije za učenje i dat je uvid u to kako izučavani primer može da se razvija u budućnosti.

Ključne reči:

menadžment i komunikacija zaposlenih, motivacija zaposlenih, veštine koučinga, menadžerski koučing.