

Research Paper

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

Muhammad Putra Bayu Sutaata<sup>1\*</sup>, Djudiyah<sup>1</sup>

### ABSTRACT

Generation Z is predicted to dominate the workforce as well as become the foundation of organizations and nations when experiencing a demographic bonus in 2030 and can be categorized as an opportunity for accelerated economic growth because they are at a productive age. Generation Z experiences a problem that occurs, namely turnover intention. There are many strategies to handle turnover, one of which is coaching. This study was conducted to determine whether coaching can reduce turnover intention in generation Z employees. This research was conducted using one-group pre-test post-test design. This study only used one group, namely the experimental group, without a control group. The subjects in this study were generation Z employees at PT X totaling 15 people. The research instruments used were Abelson scale, turnover intention. The coaching intervention was conducted in 3 sessions, through lectures, group discussions, and GROW model coaching. Data were analyzed using non-parametric method, Wilcoxon Signed-Rank Test and descriptively explained by comparing pre-test and post-test scores to see the difference between the treatments. The results showed a significant decrease in employee turnover intention after participating in the coaching program. The mean score of the participants' pre-test was 65.40, which changed to 38.80 in the post-test and the Wilcoxon Signed-Rank Test with a p value < .05 (p= .001). These results show that the significance assessment of .001 is smaller than the p value so that it can be said that coaching has an effect or reduces turnover intention in gen z employees. Based on these results, it is recommended that the coaching program be continued with a long-term evaluation to ensure its continued benefits to the company.

**Keywords:** *Generation Z, Coaching, Employees, Turnover Intention*

Generation Z, also referred to as Generation C (connected, communicating, content-centric, computerized, community-oriented, clicking) (Friedrich et al. 2010) was born between 1995 and 2009 (McCrindle 2014) or 2010. Members of Generation Z are seen as "digital integrators" (McCrindle 2014), or "digital natives" (Friedrich et al., 2010; Sidorcuka and Chesnovicka 2017) because they are technically fluent, highly connected, and integrate technology seamlessly into almost all areas of their lives. They are visually engaged, choosing to watch a video that summarizes a problem over reading an article on the subject (McCrindle 2014). Although technology is deeply embedded in their lives and many of their social interactions occur on the Internet (Friedrich et al. 2010), when

<sup>1</sup>Faculty of Psychology, University of Muhammadiyah Malang, East Java, Indonesia

\*Corresponding Author

Received: January 13, 2025; Revision Received: June 26, 2025; Accepted: June 30, 2025

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

it comes to communication with managers, they prefer honest face-to-face communication (Schwabel 2014). In addition, they are more concerned about privacy and security than the slightly older Generation Y, and are more interested in personal social networks (Lanier 2017; Roblek et al., 2018).

According to the Central Bureau of Statistics (2020), generation Z is classified as the population born in the range of 1997-2012 occupying the highest composition with a percentage of 27.94% compared to other generations. In Indonesia, employment is starting to be filled by the generation Z workforce, which is also predicted to dominate the workforce as well as become the foundation of organizations and nations when experiencing a demographic bonus in 2030 and can be categorized as an opportunity for accelerated economic growth because they are at a productive age (Tamengkel & Rumawas, 2022).

Based on the 2019-2020 turnover survey data by Mercer (2022), workers in Indonesia who voluntarily turnover were at 8.3% in 2019 which is the highest percentage of the data, then in 2020 at a percentage of 6.3% which is the second highest level after Vietnam which is at a percentage of 7.3%. Workers in Indonesia who voluntarily turnover were at a percentage of 5.0% in 2019, then faced a doubling in 2020, at 10.8%.

A survey conducted by Deloitte Millennial Survey in 2018 related to Turnover intention which showed that generation z as a respondent as many as 61% chose to move jobs with a span of less than two years. This is also reinforced by the results of a survey conducted by (Databoks.katadata.co.id, 2023) that as many as 65% of generation z employees have thought about the intention to leave work. This is reinforced by a survey conducted by Miller (2019) involving 632 employees aged 18-38 years (generation Y and generation Z). The survey results show that Gen Z employees have traits that lead to their dissatisfaction with work and have the intention to move to another company.

In organizations or companies, the intention to move is like a ghost. Its existence is often hidden below the surface so that it is not easily detected (Aryani et al., 2021). Employees involved in turnover try to hide their desire to leave the organization so that other employees do not know about it, especially their superiors or leaders. Therefore, turnover intention is an "enemy in the blanket" for the organization because if it occurs it can harm the organization (Aryani et al., 2021). Empirical facts show that turnover intention can interfere with organizational performance (Lai & Chen, 2012) and organizational effectiveness (Ahmed et al., 2016).

The concept of turnover intention is referred to by Abelson (1987) as an employee's desire or effort to leave the organization and look for alternative employment. Turnover intention is a desire that arises in employees to resign from the company followed by several reasons that follow, one of which is the desire of employees to get more work and accompanied by getting a better position than before. Employees choose to move or leave voluntarily based on their own will by choosing to change their workplace to another workplace in the hope of the job they want.

Turnover intention is something that begins with employees regarding the decision to resign from the company. Of course, turnover is one of the problems that is always considered because it can interfere with the smooth running of the company. According to Abelson (1987) indications make the factors of the presence of turnover intention in employees, namely: Salary, working conditions, leadership style and better companies are some of the

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

reasons employees leave voluntarily. As well as family reasons and changes in career paths are involuntary factors.

According to Hall and Smith (2019), turnover intention is a phenomenon that will harm the company. If this happens frequently, the company must incur large costs to anticipate it. Turnover also affects the flow of work flexibility, relationships between team members, and communication between them and top management (Siddiqi, 2013). Whenever a team member leaves an organization, the entire team is affected, both in quality and team performance (Gupta, 2019). At the individual level, turnover intention is claimed to reduce employee performance (Lin & Huang, 2020), productivity (Park, et al., 2013), Organizational Citizenship Behavior and related deviant behavior (Mai et al., 2016). Switching intentions occur for various reasons. It is a tendency or desire to escape caused by employees and stimulated by factors outside the organization. These stimulants work based on employees' dissatisfaction with their current job or organization, or on their longing for better job opportunities (Wang & Wang, 2020). Turnover is the percentage or number of employees who leave an organization and are replaced by other new employees (Wei, 2015). There are various treatments in reducing turnover intention in employees. Coaching is a tool capable of creating value which in turn increases human resource capabilities (Szabó, et. al., 2019). Coaching cannot only be used in difficult situations, as it can be applied to a wide range of issues. It provides tools at the individual and organizational levels that help make important steps towards success (Hammervoll, 2012). Coaching is one of the interventions that can effectively reduce turnover intention in employees (Laabs, 2000). Coaching can be defined as a broad approach to performance management and as a specific technique for facilitating it (Werner & DeSimone, 2009). Kinlaw (1999) sees coaching as problem solving and performance improvement and argues that coaching consists of four functions: counseling, mentoring, tutoring, and confrontation.

Coaching is the process of providing one-on-one guidance and instruction to improve knowledge, skills and work performance. Since coaching is a skill-focused method, it can be used for knowledge management. Although colleagues can be coaches, especially in team-based organizations, it is usually the supervisor who acts as a coach. Supervisors spend on average more than 50% of their time on these activities. (Blanchard & Thacker, 1999) There are several variants of the concept of coaching, perhaps the most suitable and practically related concept is the following: The word "coach" means trainer, tutor, but the word "trainer" covers these activities best. Being a coach means helping others achieve the opportunities they have. Coaches enable clients to develop themselves from their own strengths and develop in the desired direction. Coaches can strengthen others to use their competencies in practice and increase their initiative to change." (Szabó & Szakács, 2015)

The coaching process consists of two distinct activities: (1) coaching analysis, which involves analyzing performance and the conditions under which it occurs and (2) coaching discussions, or face-to-face communication between the employee and supervisor to solve problems, and to enable the employee to maintain or improve effective performance. (Werner & DeSimone, 2000)

Overall, the coaching process usually aims at a supportive approach to the change and development process of the participants (leaders, managers and clients) by focusing on a future goal that the client is highly motivated to achieve. The goals are clarified between the actors at the beginning of this particular change and development process and they are clear, well-defined and carefully worked out for both parties. The agreement is sealed by the

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

parties with a written or oral "contract" keeping in mind the uniqueness of the person concerned which is unrepeatable and unrepresentative and keeping this in mind, develops his/her potential. (Szabó & Szakács, 2015)

In the coaching process, individuals are encouraged to accept responsibility for their actions, to address any work-related issues, and to achieve and maintain superior levels of performance. Coaching views employees as partners in achieving personal and organizational goals. (Werner & DeSimone, 2009)

Coaching is effective because it offers employees an intense way of learning that is tailored to individual needs and leads to greater career satisfaction. (Utrilla et al., 2015) Participative management approaches that are popular today require supervisors, managers, and even executives to serve as coaches for those who report to them. (Werner & DeSimone, 2009)

### ***Theory of Planned Behavior***

The Theory of Planned Behavior (TPB) was developed by Icek Ajzen in 1985. This theory seeks to explain the factors that influence a person in making decisions and taking an action. According to TPB, there are three main components that influence a person's intention to perform a behavior:

#### **1. Attitude towards the behavior**

Ajzen (2005) suggests that attitudes towards this behavior are determined by beliefs about the consequences of a behavior or briefly called behavioral beliefs. Beliefs are related to the individual's subjective assessment of the surrounding world, the individual's understanding of himself and his environment, carried out by connecting certain behaviors with various benefits or losses that may be obtained if the individual does or does not do it. This belief can strengthen attitudes towards the behavior if based on the evaluation made by the individual, data is obtained that the behavior can provide benefits for him.

#### **2. Subjective Norm**

Subjective norms are individuals' perceptions of the expectations of people who are influential in their lives (significant others) regarding whether or not certain behaviors are performed. This perception is subjective so this dimension is called subjective norms. Like attitudes towards behavior, subjective norms are also influenced by beliefs. The difference is that if attitudes towards behavior are a function of individual beliefs about the behavior to be carried out (behavioral belief), then subjective norms are a function of individual beliefs obtained from the views of others on the object of attitude related to the individual (normative belief).

#### **3. Perceived behavioral control.**

Perceived behavioral control or can be called behavioral control is an individual's perception of the ease or difficulty of realizing a particular behavior (Ajzen, 2005). To explain this perception of behavioral control, Ajzen distinguishes it from the locus of control or center of control raised by Rotter (1975). The center of control relates to individual beliefs that are relatively stable in all situations. Perceptions of behavioral control can change depending on the situation and the type of behavior to be performed. The center of control is related to the individual's belief about his success in doing everything, whether it depends on his own efforts or other factors outside himself (Rotter, 1975).

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

Attitude towards switching jobs: If an employee feels that changing jobs will enhance his/her career, provide a higher salary, or a better working environment, then his/her attitude towards changing jobs will be positive. On the contrary, if the employee feels that switching jobs will bring great risk or uncertainty, his attitude will be negative. Subjective norms: If friends, family, or coworkers support the employee's decision to look for a new job, this will strengthen his/her intention to change jobs. If the employee's social environment is unsupportive or even opposed to the idea of switching jobs, the intention to switch jobs will be weakened. Perceived behavioral control: If the employee feels that he/she has sufficient skills, relevant experience, and good opportunities in the job market, then he/she will feel capable of switching jobs. If the employee lacks confidence in his/her abilities or considers the job market unpromising, perceived behavioral control will be low and the intention to change jobs will decrease.

### *Definition of Turnover Intention*

The concept of turnover intention is referred to by Abelson (1987) as an employee's desire or effort to leave the organization and look for alternative employment. Turnover intention is a desire that arises in employees to resign from the company followed by several reasons that follow, one of which is the desire of employees to get more work and accompanied by getting a better position than before. Employees choose to move or leave voluntarily based on their own will by choosing to change workplaces to other workplaces in the hope of the job they want. Turnover intention is something that begins with employees regarding the decision to resign from the company. Of course, turnover is one of the problems that is always considered because it can interfere with the smooth running of the company.

### *Dimensions of Turnover Intention*

The dimensions of turnover intention are described according to Abelson (1987), as follows:

- 1. Think of quitting (thinking of leaving the organization):** This begins with a sense of dissatisfaction from within the employee with his job, giving rise to an increasing choice to leave work. At this stage is the comparison of employees regarding the current job with other jobs whether it is considered to have more value if they take a new job so that they prefer to leave the current job.
- 2. Intention of search (desire to look for another job):** Employees successfully search for job opportunities in other companies based on the results of work that is more satisfying than the current job. So, at this stage the employee begins to search for a new job.
- 3. Intention to quit (desire to leave the organization):** Employees have found that they already have a choice of work options outside of what has been obtained, so it makes employees try to compare with jobs.

### *Factors of Turnover Intention*

There are several factors that influence turnover intention, including (Mobley et. al, 1978; Qonita, et al 2022):

- 1. Work environment:** These include physical environmental conditions such as weather, location, building conditions, spatial layout, while social environmental conditions include work models between employees such as organizational culture.
- 2. Individual characteristics:** In the organization to achieve the goals that have been owned requires continuous interaction of organizational elements. Individual characteristics that influence an individual's desire to change jobs. These include age, relationship status with spouse and individual conditions in the family.

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

3. Job satisfaction: This factor includes satisfaction with salary received, promotions, processes, work results, and satisfaction with coworkers and superiors.
4. Organizational commitment: Organizational commitment refers to an individual's emotional (affective) response to all members of the organization.

In general, turnover instruction factors can be divided into 2 categories, namely individual and situational factors. Putri & Hasanati (2022) In individual factors include demographics such as gender, age, education and work experience, work engagement, job satisfaction, organizational commitment. Situational factors include organizational justice, perceived organizational support, organizational culture, transformational and transactional leadership styles, participative leadership (Putri & Hasanati 2022).

According to Abelson (1987) indications make the factors of the presence of turnover intention in employees, namely: Salary, working conditions, leadership style and better companies are some of the reasons employees leave voluntarily. As well as family reasons and changes in career paths are involuntary factors.

## METHODOLOGY

### *Sample*

The subjects in this study were generation Z employees of PT X in Central Kalimantan totaling 15 people. There were X male subjects and X female subjects. The age of the research subjects varied, from the youngest being 18 years old and the oldest being 27 years old. Researchers approached the Manager or Supervisor first and conveyed their intentions and objectives, so that they could collect data.

The variables in this study are divided into two, namely the independent variable and the dependent variable. The independent variable in this study is the change in turnover intensity that occurs in individuals. To manipulate the independent variable, coaching and mentoring will be used. Coaching and mentoring are expected to influence the dependent variable. The dependent variable in this study is turnover intention, which is an employee's desire or effort to leave the organization and look for other job alternatives that will be measured using the Permadi scale (2023) from the scale by Abelson (1987) before and after treatment. Turnover Intention is allegedly influenced by coaching and mentoring interventions.

This is a preliminary study to determine the efficacy of the coaching intervention in impacting turnover intention. Therefore, it will be conducted using a one-group pre-test post-test design. This study uses only one group, the experimental group, with no control group. This allows for observations to explore qualitative data that can help explain individual phenomena. Acceptance of the research hypothesis is based on the results of a test of differences before and after manipulation or treatment.

### *Instruments*

One measure were used in this study,

1. **Turnover Intention:** The measuring instrument used in this study is the Permadi scale (2023) from the scale by Abelson (1987) by paying attention to three aspects, namely thinking of quitting (thinking about leaving the organization), Intention of search (desire to find another job) and intention to quit (desire to leave the organization) This measuring instrument has good internal reliability indicated by the Cronbach's Alpha coefficient which reaches 0.699. The turnover intention scale

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

tool is 16 items and there are favorable and unfavorable statements with categories ranging from 1 to 5.

### *Procedure*

The researcher prepared and compiled a module to serve as a field guide in the framework of "coaching: the key to reducing turnover intention in gen Z employees" to reduce turnover intention of emotional regulation in marriage preparation. Determination of subjects is based on the category of individuals who experience moderate to high turnover intention. Followed by researchers providing treatment in the form of material exposure and coaching which is divided into 3 sessions.

The first session, conducted with This training is designed with a detailed structure to ensure participants gain a deep understanding of turnover intention in Gen Z employees, as well as strategies to address the issue. The first session was designed to provide a comprehensive understanding of turnover intention in Gen Z employees and how companies can address this issue. Through an informative opening, a pre-test to gauge initial understanding, in-depth material delivery, an interactive Q&A session, and a reflective closing, participants were able to gain useful insights and implement effective strategies in their workplace. The training also emphasized the importance of good communication, in-depth understanding of employee generations, and implementation of appropriate management strategies to reduce turnover intention.

In the second session, the Training was designed to provide a comprehensive insight into coaching and how to apply it effectively in the workplace. An informative opening, in-depth delivery, interactive Q&A session, reflective closing and constructive evaluation all contribute to ensuring participants acquire the knowledge and skills necessary to be an effective coach. It is hoped that through this presentation, participants will be able to apply the coaching techniques learned for the third session, as well as to improve employee performance, reduce turnover intention, and create a more productive and harmonious work environment.

In the third or final session, the training is designed to provide a comprehensive understanding of coaching techniques that can be used to deal with obstacles or problems experienced by employees, especially in the context of turnover intention in Gen Z employees. Opening, the training begins with the Coach greeting and thanking participants for their attendance. The Coach gave a brief explanation of the agenda and objectives of today's training, followed by remarks from the company leadership. The opening ended with a collective prayer for the smooth running of the activity. Main Activities The main part of the training focused on the implementation of coaching activities using the GROW model (Goal, Reality, Options, Wrap-Up). The following are the steps in the coaching process: Goal Setting, the Coach asks participants about their career goals in the company and what the company can do to increase their loyalty and commitment. Questions include: What do you want to achieve in your career at this company? What are your long-term goals at this company? Getting to Know Things Objectively (Reality) The coach explores the actual conditions experienced by participants in relation to their current position and role, as well as the obstacles they face. Questions include: How do you feel about your current position and role in the company? What are the barriers you feel in achieving your career goals? Presenting Alternatives, Feedback, and Solutions (Options) The coach helps the participant to think of different ways to achieve their goals and how the company can support them. Questions include: What are the steps you can take to achieve your career goals? How can

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

the company help you overcome these obstacles? Agreeing on Actions and Concrete Steps (Wrap-Up) The Coach reviews what has been discussed and ensures participants' commitment to implement the agreed steps. Questions include: What is the first concrete step you will take to increase your commitment to this company? How can we monitor your progress in achieving this goal? The facilitator closes the session by thanking the participants for their participation and asking them to continue following the training activities until the last session. The training ends with a greeting from the facilitator. Evaluation At the evaluation stage, the facilitator provides feedback to employees who are experiencing problems related to the application of coaching. The evaluation aims to provide constructive suggestions and support participants' personal and professional development. The feedback focuses on areas for improvement and strategies to overcome barriers.

The collected data were coded and processed using the application. Data analysis of the research results was carried out with SPSS 26 software running on operating system Windows 10. The method that will be used is Wilcoxon Signed-Rank Test due to non-parametric data, which is a testing procedure that aims to see the difference between the pre-test and post-test scores of research subjects within the same group (within group).

### RESULTS

*Table. 1 Tests of Normality*

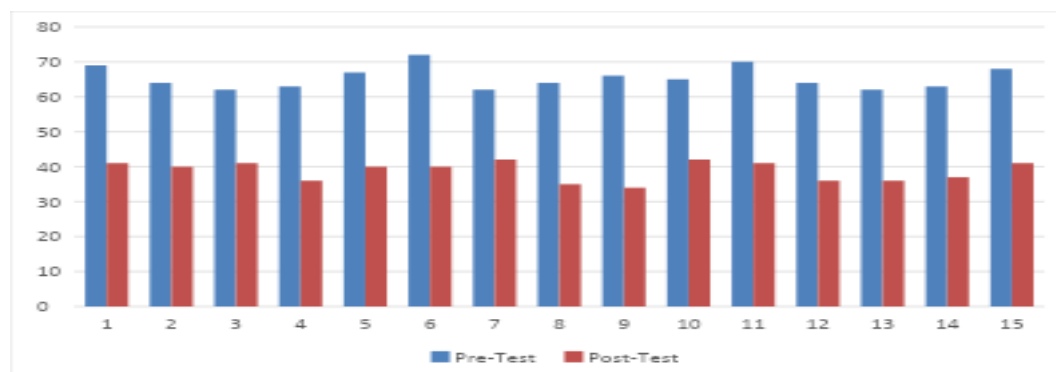
#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	.205	15	.091	.905	15	.114
POST TEST	.267	15	.005	.859	15	.023

Before hypothesis testing, a normality test was conducted first. From the results of the normality test, it shows that the data is not normal. Judging from the sig value ( $p < .05$ ) the p value = .000 and .001. After knowing that the data is not normally distributed, it includes non-parametric and can be done Wilcoxon Signed-Rank Test.

*Table. 2 Statistical test of Mean Pre and Post*

Variables	Mean	SD	Category	Frequency	Percentage
Pre-test	65,40	3,158	High	15	100%
Post-test	38,80	2,783	Medium	6	40 %
			High	9	60 %



**Diagram of pre-test and post-test comparison scores**

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

Based on the table, with the comparison of the pre-test and post-test scores, it can be seen that the post-test results are lower than the pre-test results. That is, in the subject before being treated the subject had turnover intention in the category, but after being treated the results showed that the post-test scores dropped to the low and medium categories. So, it can be said that the pre-test and post-test values have changed.

The results of the intervention with reference to the phases experienced by individuals when experiencing turnover intention, where the subjects are already in a phase that can understand the work culture and adjust the problems faced. It can be seen that the subjects began to reorganize the direction and purpose of their lives. Following each activity session with enthusiasm. The subjects were very enthusiastic when entering the discussion and coaching sessions.

**Table. 3 Wilcoxon test of pre-test and post-test data**

	Pretest - Post test
<b>Z</b>	-3,426 <sup>b</sup>
<b>Asymp. Sig. (2-tailed)</b>	0,001

From the previous table, the Wilcoxon test results obtained the asymp. Sig on generation z employees with a p value  $< .05$  ( $p = .001$ ). These results show that the significance assessment of .001 is smaller than the p value so that it can be said that coaching has an effect or reduces turnover intention in gen z employees.

## DISCUSSION

The results indicated a significant difference between turnover intention scores before and after the coaching intervention, as indicated by a decrease in turnover intention scores from pre-test to post-test. This improvement is also supported by the change in the self-efficacy score category of the subject, from high to medium and low.

Ryan (2008) states that coaching activities have a number of benefits, including improved performance, improved supervisor-subordinate relationships, increased job satisfaction, increased employee involvement and sense of responsibility at work, and a desire to stay with the company. Passmore (2012) states that coaching can specifically help to increase employee commitment and motivation. This shows that coaching can be used as a form of support provided by the organization to its employees through supervisory support. With coaching, employees feel more cared for and involved in the company, which leads to increased work commitment and job satisfaction. This is consistent with research conducted by Kalkavan & Katrinli (2014) The results of research on the effect of coaching in the insurance sector in Turkey show that coaching behavior has a positive effect on employee satisfaction, organizational commitment, career commitment, and employee performance. Nichol (1999) mentioned that coaching by supervisors is the best form of support from the organization when there are clear expectations from employees that are aligned with the company's vision, mission, and goals. He added the importance of coaching being accompanied by accountability and the company's pay structure.

Coaching is primarily a tool used to develop leaders and top managers, but it can also be effective in improving the efficiency of professionals, key people, and teams, and can also be used as an organizational and management tool. (Szabó & Szakács, 2015). Coaching is

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

usually aimed at underperforming employees, but can also be used as a motivational tool for those who are performing adequately. (Blanchard & Thacker, 1999).

Managing employees effectively requires managers and supervisors to be coaches, not controllers. Acting as a Coach makes the manager or supervisor the employee's partner and facilitator of their performance. (Werner & DeSimone, 2009). Fournies (2000) emphasizes that effective coaching requires an optimistic and humanistic belief in the desire of employees to commit to tasks and organizations.

Studies on behavioral coaching have found that coaching has an impact on: improved job performance, development of self-awareness, employee satisfaction, job satisfaction and satisfaction with managers. The results of research on the impact of coaching in the Turkish insurance sector have shown that managerial behavioral coaching has a positive effect on employee satisfaction, organizational commitment, career commitment and employee performance as well. (Kalkavan & Katrinli, 2014).

Lin et al. (2016) emphasized that higher supervisor level coaching provides employees with greater insight into how to set career goals, structure career goals in the context of current organizational demands and constraints, and how to meet those goals. Supervisor coaching facilitates employees' personal growth and career development, raises employees' aspirations, provides encouragement and positively influences employees' work attitudes and goal-oriented self-regulation, suggesting that coaching plays an important role in aligning employees' goals with organizational goals.

More and more organizations are using coaching as it is effective in improving performance, correcting mistakes and resolving conflicts in the workplace and moreover, in improving overall organizational performance. Research data shows that coaching has a positive effect on employee productivity levels as well as organizational performance (Bashir & Shah, 2017; Slavić & Berber, 2019). Luthan and Peterson (2003) found that feedback and coaching led to increased employee satisfaction and commitment and reduced turnover intention. Egan (2017) found that new managers engaged in an executive coaching relationship experienced significantly greater goal attainment, positive outlook, and improved performance compared to their counterparts in the control group.

Jones et al., (2016) found that coaching has a positive effect on overall organizational outcomes and on specific forms of outcome criteria. They tested moderation by several Coaching practice factors (use of multi-source feedback; type of coach; Coaching format; Coaching longevity). Analysis of the practice moderators showed significant moderation of effect size for coach type (with stronger effects for internal coaches compared to external coaches) and the use of multi-source feedback (with the use of multisource feedback producing smaller positive effects). Baza et al., (2017) proved that managerial coaching is positively related to OCB-individual and OCB-organizational with the mediating effect of flourishing in the workplace. They emphasized that when managers build good relationships, and support their subordinates, value their employees' work, then these behaviors, build a learning and healthy environment, then reciprocally employees feel developed at work and perform better compared to those who do not get coaching and a developed environment.

Pousa & Mathieu (2015) emphasize that the general use of coaching by managers can increase employees' self-efficacy, hence the use of managerial coaching by an organization

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

can encourage employees' self-regulation, increase the general organizational resilience and, thus, can be considered as a sustainable competitive advantage. Also, Coaching was found to be positively associated with innovative performance levels and service quality in companies in the CEE region (Berber & Leković, 2018; Slavić & Berber, 2019). Human resource management professionals can help managers and supervisors become effective coaches by providing training in the coaching process and ensuring that coaches have the interpersonal skills needed to be effective. (Werner & DeSimone, 2009).

### REFERENCES

- Abelson, M. A. (1987). Examination of avoidable and unavoidable turnover. *Journal of Applied psychology*, 72(3), 382.
- Ahmed, Z., Sabir, S., Khosa, M., Ahmad, I., & Bilal, M. A. (2016). Impact of employee turnover on organizational effectiveness in tele communication sector of Pakistan. *IOSR journal of business and management*, 18(11), 88-96.
- Aryani, R., Widodo, W., & Chandrawaty, C. (2021). How adversity quotient and organizational justice reduce turnover intention empirical evidence from Indonesia. *The Journal of Asian Finance, Economics and Business*, 8(6), 1171-1181.
- Bashir, S., & Shah, F. M. (2017). Relationship between employee coaching and organizational performance in Pakistan. *RADS Journal of Social Sciences & Business Management*, 4(1), 1-14
- Berber, N., & Lekovic, B. (2018). The impact of HR development on innovative performances in central and eastern European countries. *Employee Relations*, 40(5), 762-786.
- Blanchard, P. N., & Thacker, J. W. (2023). *Effective training: Systems, strategies, and practices*. SAGE Publications.
- Egan, T. M. (2017). Executive coaching and performance: A control theory perspective. In *Academy of Management Proceedings* (Vol. 2017, No. 1, p. 15779). Briarcliff Manor, NY 10510: Academy of Management.
- Fournies, F. F. (1978). *Coaching for improved work performance*. New York: Van Nostrand Reinhold Company.
- Gupta, V. (2020). Talent management dimensions and its relationship with Generation Y employee's intention to quit: an Indian hotel perspective. *International Journal of Tourism Cities*, 6(3), 583-600
- Hall, M., & Smith, D. (2009). Mentoring and turnover intentions in public accounting firms: A research note. *Accounting, Organizations and Society*, 34(6-7), 695-704.
- Hammervoll, T. (2012). Managing interaction for learning and value creation in exchange relationships. *Journal of Business Research*, 65(2), 128-136.
- Jayatissa, K. A. D. U. (2023). Generation Z-A new lifeline: A systematic literature review. *Sri Lanka Journal of Social Sciences and Humanities*, 3(2), 179-186
- Jones, R. J., Woods, S. A., & Guillaume, Y. R. (2016). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of occupational and organizational psychology*, 89(2), 249-277
- Kalkavan, S., & Katrinli, A. (2014). The effects of managerial coaching behaviors on the employees' perception of job satisfaction, organizational commitment, and job performance: Case study on insurance industry in Turkey. *Procedia-Social and Behavioral Sciences*, 150, 1137-1147
- Laabs, J. (2000), "Need peak HR performance? Consider a coach", *Workforce*, 79 (10), 132-135
- Lai, M. C., & Chen, Y. C. (2012). Self-efficacy, effort, job performance, job satisfaction, and turnover intention: The effect of personal characteristics on organization

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

- performance. *International Journal of Innovation, Management and Technology*, 3(4), 387.
- Lin, C. Y., & Huang, C. K. (2021). Employee turnover intentions and job performance from a planned change: the effects of an organizational learning culture and job satisfaction. *International Journal of Manpower*, 42(3), 409-423
- Lin, W., Wang, L., Bamberger, P. A., Zhang, Q., Wang, H., Guo, W., ... & Zhang, T. (2016). Leading future orientations for current effectiveness: The role of engagement and supervisor coaching in linking future work self-salience to job performance. *Journal of Vocational Behavior*, 92, 145-156.
- Mai, K. M., Ellis, A. P., Christian, J. S., & Porter, C. O. (2016). Examining the effects of turnover intentions on organizational citizenship behaviors and deviance behaviors: A psychological contract approach. *Journal of Applied Psychology*, 101(8), 1067
- Miller, S. (2019). Generation Z and millennials seek recognition at Work. *SHRM Website*.
- Mobley, W. H., Horner, S. O., & Hollingsworth, A. T. (1978). An evaluation of precursors of hospital employee turnover. *Journal of Applied Psychology*, 63(4), 408-414. <https://doi.org/10.1037/0021-9010.63.4.408>.
- Passmore, J. (2010). Excellence in Coaching: The Complete Guide to Becoming a Professional Coach. *Translation: Paulina Ruri Anggraini, Jakarta, PPM*.
- Pousa, C., & Mathieu, A. (2015). Is managerial coaching a source of competitive advantage? Promoting employee self-regulation through coaching. *Coaching: An International Journal of Theory, Research and Practice*, 8(1), 20-35.
- Putri, G. C., & Hasanati, N. (2022). Individual and situational factors: Literature review predictors of turnover intention. *Am. Res. J. Humanit. Soc. Sci*, 5, 63-68.
- Raza, B., Ali, M., Ahmed, S., & Moueed, A. (2017). Impact of managerial coaching on employee performance and organizational citizenship behavior: Intervening role of thriving at work. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 11(3), 790-813
- Ryan, R. (2009). *Leadership development*. Routledge.
- Siddiqi, M. A. (2013). Examining work engagement as a precursor to turnover intentions of service employees. *Business and Management*, 5(4), 118-132.
- Slavić, A., & Berber, N. (2019). The role of training practice in improving organizational performance in selected countries of the Danube region. *Engineering Economics*, 30(1), 81-93.
- Szabó, S., Slavić, A., & Berber, N. (2019). Coaching and its effects on individual and organizational performances in Central and Eastern Europe. *Anali Ekonomskog fakulteta u Subotici*, 55(41), 67-80.
- Wang, Q., & Wang, C. (2020). Reducing turnover intention: perceived organizational support for frontline employees. *Frontiers of Business Research in China*, 14(1), 1-16
- Wei, Y. C. (2015). Do employees high in general human capital tend to have higher turnover intention? The moderating role of high-performance HR practices and PO fit. *Personnel Review*, 44(5), 739-756
- Werner, J. M., & DeSimone, R. L. (2006). Human resource development. Mason. *Ohio: Thomson-Southwestern*.
- Whitmore, J. (2002). *Coaching for performance* (Vol. 108). London: Nicholas Brealey Publishing.
- Wilson, C. (2011). Performance coaching: A new method of boosting employee performance. *Jakarta: PPM Management*.

## Coaching: The Key to Reducing Turnover Intention in Gen Z Employees

Wulandari, A., Listiarini, A., Palit, G. M., & Rohman, A. (2023). Burnout, leadership, and turnover intention among generation Z in mining industry. *International Journal of Innovation, Creativity and Change*, 17(2), 1-26

### ***Acknowledgment***

The author extends heartfelt gratitude to all participants who contributed to this study, as well as to those who provided invaluable support and guidance throughout the research process. Special thanks are also extended to PT X and lectures for their encouragement and assistance in facilitating this work. This research would not have been possible without their generous contributions.

### ***Conflict of Interest***

The author declared no conflict of interest.

***How to cite this article:*** Sutaata, M.P.B. & Djudiyah (2025). Coaching: The Key to Reducing Turnover Intention in Gen Z Employees. *International Journal of Indian Psychology*, 13(2), 4924-4936. DIP:18.01.436.20251302, DOI:10.25215/1302.436