

The Role of Leader in coaching through Neuro-Linguistic Programming approach

Siti Nurhayati Arista¹, Irmawan Rahyadi²

^{1,2}Strategic Marketing Communication, Universitas Bina Nusantara, Indonesia
siti.ikadewi@binus.ac.id, irmawan.rahyadi@binus.edu

Abstract

Neuro-Linguistic Programming, coined by Bandler and Grinder, broadly denotes the view that a person is a whole mind-body system with patterned connections between an internal experience calls neuro, language for linguistic, and behavior for programming. NLP has been defined in various ways, often in its promotional literature as the art of communication excellence” or “the study of the structure of subjective experience”. Data obtained from the International Coach Federation (ICF), a professional coach agency with the largest members in the world, proves that every year the number of professional coaches is always increasing. In 2019, number of professional coaches was 35,594 members until July 2020, increased to 41,537 members in 147 countries and territories. This proves that coaching is increasingly popular and in demand for various needs. This article discusses how the implementation of coaching through Neuro-Linguistic Programming for Leader to achieve company goals because many companies in Indonesia have implemented NLP-based training tailored to the required context. The qualitative method is done by conducting interviews with respondents namely Managers, Supervisors and Staff. As a result, the implementation of coaching through the Leader has been implemented, but is still followed by training carried out to maintain productivity, achieve goals, and motivate employees to stay focused on the targets set by the company.

Keywords

coaching; neuro-linguistic programming; interpersonal communication; performance improvement; goal setting



I. Introduction

IBISWorld estimates the business coaching industry revenue increased to USD 15 billion in 2019 at an annualized rate of 5.6%, and in 2015, the estimated global revenue from coaching was USD 2.356 billion (Christina, 2020). Findings of the 2016 Global Coaching Study commissioned by the ICF: Total number of trainers worldwide: approximately 53,300 practicing professional trainers; Total revenue generated worldwide from coaching in 2015 was USD 2,356 billion, representing a 19% increase from the 2011 estimate published in the 2012 ICF Global Training Study; Average annual income generated by coaching is USD 51,000 (Cristina, 2020).

The Coach can manage an average of 11 clients at any given time; 67% of global coaching practitioners are women, with the highest concentrations in North America, Eastern Europe, and Oceania; 6% of practicing trainers are under 35 years of age, with the largest numbers in Eastern Europe (17%), Latin America and the Caribbean (11%) and Asia (9%), (Cristina, 2020).

In 2011, according to the International Coaching Federation (ICF) there were 53,300 coaches, up from 47,500 part-time and full-time coaches worldwide. About 92% of them are active. Of these, 33% operate in the United States - a total of 17,500 coaches expect the

market value to reach USD 1.34 billion by 2022 - or a 6.7% average yearly growth rate from 2016 to 2022. (Oprea, 2019).

According to Bandler and Grinder, NLP includes two definitions, namely neurological processes and language processes. Neurology is the process of how humans, through the work of the brain, can translate the experiences received into their physiological functions. The language process is a specific pattern of words, where the formulation of the pattern will be used to describe something. After this process occurs, someone will try to learn to react to certain situations, build patterns and programs that occur in neurological systems or our language systems (programming). so that clients can move to carry out the organization to support the achievement of company goals (Dilts, 2016). Organization must have a goal to be achieved by the organizational members (Niati et al., 2021).

NLP has gone to identify the structure of many other naturally occurring patterns, especially strategies used by successful people. Consequently, in promotional literature, NLP is often describing in terms such as 'the art and science of human excellence' in the areas of communicating, influencing, goal setting, managing change, and understanding the use of effective language (Tosey & Mathison, 2009).

Coaching is means to an end, to help people lead a full and satisfying life, and has many possible definitions. The Greatest growth of coaching has been business. It is a methodology for change, to help people (and through them, businesses) to learn, develop, and be the best they can be. It is a practical way of working that can be used in conjunction with other methods. Business is notoriously pragmatic, and to be sustainable coaching must link with other established disciplines. Its needs to be embraced by other established methodologies for change (O'Connor & Lages, 2007).

From the two definitions above, a new concept is found, namely coaching with the NLP method. Coaching with NLP is a relatively new NLP application. The distinction between NLP as a unique methodology for modeling and replication of behavior and as an application, tool, or skill-based on that modeling methodology (Linder-Pelz, 2010).

Clients have attention; some imbalance in their life, problems, or goals they want to achieve. Life has demanded that their current habits of thinking, feelings, and behavior cannot be satisfactory. They are not where they want to be and it bothers them. Many clients are not all clear on where they want to go, but they know very well that they are not there yet (O'Connor & Lages, 2007).

This article will discuss how coaching carried out using the Neuro-Linguistic Programming approach by leader. And the results of this study are expected to be used as a guide and input for a reference for further research.

II. Review of Literature

The Goal of NLP Coaching is essentially to maximize the client's ability to respond to their situation resourcefully; to increase the choice they have (Linder-Pelz, 2010). Coaching with NLP is a relatively recent application of NLP. Modeling is based on the distinction, and correspondence between the deep structure of experience (unconscious) and the surface (transformed mapped by language) structure and is regarded as one of the crowning achievements of NLP (Linder-Pelz, 2010).

Dilts (1996) states that there is a framework for implementing coaching. This framework involves organizing our experiences into the following six levels: environment, behavior, capabilities, beliefs/values, identification, and spiritual level. Japanese managers

use this framework to facilitate communication with their colleagues and to create a team vision. Their suitability is at the core of their high performance (Kotera & Gordon, 2019)

The implementation of coaching focuses on the elements of the relationship and process created between the client and the coach. Power is the main differentiator in coaching: the coach and the client are equal - there can be no hierarchy in the relationship (O'Broin & Palmer, 2009).

III. Research Method

The research in this article uses qualitative methods. In-depth interviews, and observations made on employees in the marketing division of an automotive service company for vehicle rental units located in Tangerang, Indonesia. Bodgan and Taylor define qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior (Meleong, 2005).

The approach in this research is a case study, namely by focusing research on three respondents, namely branch managers (key informant), supervisors (informant), and marketing (informant). Key informants are important for case study activities (Yin, 1996). Research informants are subjects who understand the information process of the research object as actors and other people who understand the object of research (Bungin, 2007). The type of case study research is determined based on case boundaries, such as individuals, several individuals, groups, programs, or activities (Creswell, 2017).

This research is motivated because there are obstacles that every year in the marketing division related to not achieving the targets set by the company. The Coaching method is applied to members of the marketing division of this company. On October 26-27th, and November 2nd, 2020, researchers visited the company to obtain interviews and documentation.

The interview process in this study was conducted asking about 20 point open-ended questions with almost the same pattern of questions. The interview process in this study was conducted by asking about 20 open-ended questions with almost the same pattern of questions. Data on how and when the NLP themed training was carried out with a certain intensity. This is done so that researchers can use it to see how the implementation of coaching using the NLP method by managers who have delivered the training that has been done.

IV. Results and Discussion

4.1 Leaders Provides Coaching for Team to Improve Performance

In the interviews we conducted, from the branch manager were that coaching has been carried out at least three times for one team member in one year. The coaching carried out by the branch manager is carried out to five marketing people, two Management Trainees, one Supervisor, and one Admin.

Improvement coaching is carried out by marketers who do not reach the target set within three months, team members who are indicated to be demotivated at work, and carry out a system for the company. Apart from improvement coaching, development coaching is also carried out for team members who are currently in the orientation period to be promoted to a higher level. Coaching and development are also carried out by all team members as they enter the end of the year to foster understanding and awareness of the company's goals and to motivate the entire team so that in the following year team

members have a better performance. The branch manager Oktavianus (39 Years) argued that:

“I often do coaching related to improving the performance of staff who have not reached the target and doing SOPs on the job. Coaching is also carried out for staff who are currently in the orientation period to be promoted to the next level, we carry out evaluations so that they are consistent in maintaining their productivity and performance ”,

Supervisor Binsar Sinaga (38 years) also said that; "At the end of the year we also always provide a guide to review staff performance during the pioneer and inform company targets for the next year, and after coaching we do 'get commitment' so that staff is responsible for the agreed targets."

Technically, before coaching is carried out the branch manager will discuss staff problems in working including targets that have not been achieved. Branch manager, Oktavianus (39 Years) argued that;

"Before entering the coaching session, I will review case by case such as targets that are not achieved, mismatches in the implementation following Operational Standards, and I always provide information about the latest targets so that they know what things must be done as commitments that must be done. agreed, after that just enter the coaching session".

This statement is following Adiprasetyo's (2011) statement that coaching can be said to be successful when an agreement has been carried out by subordinates. So the coaching session must discuss solutions in detail. Three things that must happen to subordinates. First is he must be aware of what problems should be done and second, must be clear will solve the problem and its implementation. Finally, the subordinates must carry out the responsibility for the solution. In development coaching, a boss aims to motivate subordinates to step into the future (Adiprasetyo et al, 2011).

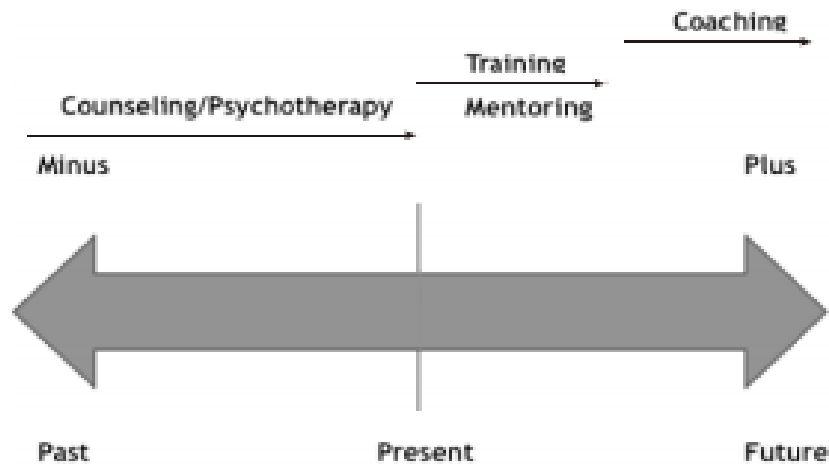
In addition to coaching, the Branch Manager also provides counseling to team members who are indicated to have decreased performance due to problems outside of work. The results of our findings, it was found that staff with female gender have tended to be more open to disclosing personal problems outside of work that is also thought to affect their performance. In this counseling session, the branch manager still listens to the personal problems of the appropriate staff empathetically, as these are closely related to performance.

Branch manager, Oktavianus (39 Years) argued that:

“Some of the staff talked about personal family problems, the health of their parents, their children, and some even talked about their relationship problems with their partners. In my opinion, there is nothing wrong with listening to it, even if I give my opinion when reviewed '. Incidentally, my relationship with Tim is quite close ”.

The statement above is following one of the tools in coaching, namely building rapport, which states that Rapport is about liking each other (coach and coachee) and there needs to be a positive work relationship (Hayes, 2006).

Apart from counseling, to keep up to date with knowledge and motivation, training is also given to supervisors and teams. Meanwhile, mentoring is still carried out to people who have been determined. Usually mentoring is done to team members who will be promoted to a higher level, or team members who have just joined the organization. Meanwhile, for more details, the differences between Coaching, Consulting, Counseling, and Mentoring can be seen in the figure below.



Images are adopted by Yuliawan (2011).

Figure 1. *Difference in Coaching, Consulting, Counseling, and Mentoring.*

4.2 'SMART Model' Goal Setting for Managers and Teams.

At the end of every year, the branch manager holds a “Getting Commitment” which is usually done by holding a year-end event by gathering all team members at a place or restaurant that has been selected. By the results of an interview by the branch manager, Oktavianus (39 Years) who said:

"At the end of the year we also guide to review staff performance during and inform company targets for the next year, and after coaching we do 'get commitment' so that staff is accountable to the agreed targets”.

All team members then gather and commit to the 'Getting Commitment' moment to carry out the goals set by what has been mutually agreed upon in the coaching session that has been carried out. The staff must be responsible for the agreement, and the branch manager assists the staff in its management.

The model used by the branch manager in compiling goal setting before does development coaching at the end of the year is the 'SMART model'. As reported by the branch manager in the interview;

"The supporting thing in carrying out coaching is the performance of data such as those that are above target, being present and getting, records of procedural errors that were carried out, all of which will be defeated by the goals they had previously made at the end of the year. I will adjust whether it has been done or not ”.

He also added; "Technically, before entering the coaching session, staff are given the task of writing goals for the next year in detail. This has been conveyed in a training session using the 'SMART model'. Goals must be detailed, able to be achieved/carried out, and most importantly, goals must also be accounted for”.

The above statements, Can be achieved - can the goals be achieved?, 4) Realistic - can be done from a business perspective, 5) Timely - can they be completed in a reasonable time? (Lawlor & Hornyak, 2012).

The reason the SMART model is used is that the goals that an invincible team has set up with the goals set by the company, which have been in effect above, “SMART goals work well for corporate goal setting, where targets are set by managers to be achieved by others. In this context, there is a tendency to set high goals, which reduces the motivation of the team to achieve them (Wilson, 2020). ”

4.3 'GROW Model' for Coaching

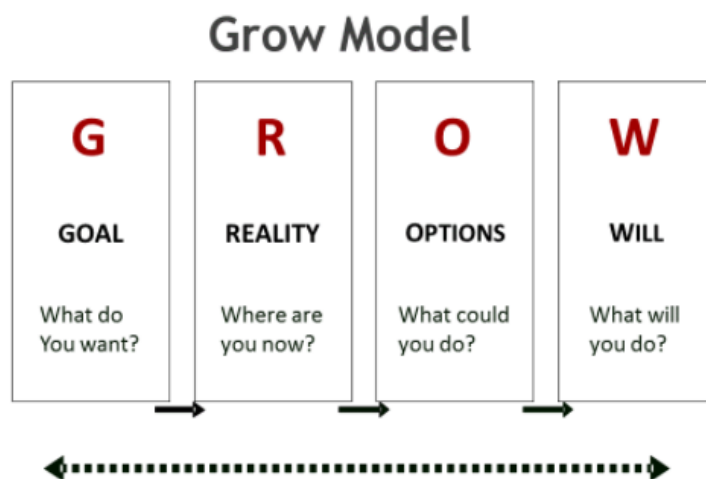
The coaching model used by branch manager is the 'GROW model'. The reason why branch manager use this model is that so far the branch manager has been familiar with the model through previous training held by the company, and the 'GROW model' is also managed simply, easy to apply but effective in implementation. Branch manager. Oktavianus (39 Years) mentioned that;

"Technically, the implementation of coaching to the Team has a standard following the material we received during the previous training using the 'GROW Model, which stands for Goal, Reality, Option, Will".

According to Fine, shortly after he, Whitmore, and Alexander developed the GROW Model, they all went their separate ways, each utilizing his own approach to the GROW Model. For all major iterations of the G.R.O.W. Model the first three letters are the same: "G" is the "Goal" the individual seeks to achieve; "R" is the "Realities" a person should consider in the context of the decision process; and "O" is the "Options" open to the decision-maker (Fine, 2018). Only the last letter, "W", is interpreted differently. John Whitmore defined it as "Will" (Whitmore, 2017), Graham Alexander defined it as "Wrap-up" (Alexander & Renshaw, 2005), although he also used "Wrap-up/way forward" (Alexander, 2006), and Alan Fine defined it as "Way Forward" (Fine, 2010).

The Grow model used by the branch manager is in accordance with that developed by McKinsey initiated by Whitmore, as follows:

- a. Goal: provides the setting, context, and short-term and long-term goals of the coachee. Goals must be detailed, as it has been stated that the goalsetting in the team uses the SMART Model.
- b. Reality: this involves exploring and investigating a situation that exists concerning an objective. Reality looks at what is happening right now, and this will reveal what problem really is happening.
- c. Options: this area of the model seeks to explore the options to achieve the goals set out above. Options are the options that are most likely to be done (solutions).
- d. Will / What / Whom: this aspect of the coaching conversation is about building a motivated 'Will' to take action, specifically the 'What' to do and by 'Whom', describing what to do, when to start doing, who will help running solutions (McLeod, 2010).



Source: (www.performanceconsultants.com, 2014)

Figure 2. 'GROW Model'

4.4 Principal of Coaching

In practice, the branch manager conducts coaching in a closed room face to face, to maintain confidentiality and privacy to keep staff confident. This statement was conveyed by the branch manager Oktavianus (39 Years) who stated that;

"In the coaching process, I rarely do group coaching, because it is less effective and each staff usually has different problems. I usually do coaching privately and privately, to maintain confidentiality, so that when raising problems, the staff can freely raise concerns so that we really understand the true root of the problem ".

This is following one of the coaching principles, namely 'trust' conveyed by Wilson (2020), namely; "Without trust between the coach and the person being nurtured, no real coaching can happen" (Wilson, 2020). Maintaining self-confidence is part of the guiding principle, namely 'self-confidence', but 'self-confidence' here is not merely maintaining self-confidence during the implementation of coaching, but self-confidence in carrying out tasks or daily work.

Therefore, training is always carried out regularly so that staff is always updated on product knowledge, SOPs, and employee soft skills. The company also provides training related to skills such as effective communication training with the NLP method, Hypnoselling, Targeting, and others. As per Wilson's quote, "There are two components involved in building self-confidence: first giving them room for two exercises, developing themselves and making mistakes; second, to reward them for their achievements "(Wilson, 2020).

The training and mentoring carried out are also related to one of the principles of coaching, namely 'self-directed learning' where the resources already exist in them and they can answer questions from the situation itself, as quoted by Wilson (2020); "This is a core principle of coaching and behaving in a coaching style. The trainer believes that people already have the answers they need (Wilson, 2020) ".

The next thing is how the branch manager makes staff aware of their shortcomings such as not achieving predetermined targets, violating SOPs, demotivating, and so on. Recognizing that this can affect the performance of the leader and affect the target. This is following the coaching principle cited by Wilson, namely Awareness: Awareness is a key aspect of coaching and generates many other benefits (Wilson, 2020).

The next principle, namely Action - Challenge - Solution Focus, has been carried out by the branch manager when conducting coaching, of implementing the 'GROW Model' which is carried out during coaching. Action is illustrated from 'W - Will' in the GROW Model, which is agreeing on what to do, Challenge in the coaching principle illustrated by 'G - Goals' in the GROW Model which are things in the form of targets that must be achieved and accounted for, and Solution Focus The coaching principle is illustrated by the 'O - Option' in the GROW Model where staff begin to find answers to problems that occur. This is following the quotation Wilson (2020); "Solution Focus: When we duel about a problem, it seems like it gets bigger and drains our energy. When we focus on solutions, the problem will shrink, Challenges: Most people enjoy being challenged in a supportive environment, and Action: Coaching reveals new and internal perspectives for its clients (Wilson, 2020)".

4.5 Steps of Coaching

The first step in coaching is building trust which is also a principle. Similar to 'Trust' which has stated the principle of coaching, building trust to maintain confidentiality and maintain 'self-confidence' from staff. Building trust, in brief, can be done with certain techniques, namely by communicating directly, bookmarking empathetic body language,

voice intonation that expresses seriousness to listen, as carried out by Salim (2014). The steps in implementing coaching are, first, Building Trust, namely building trust can be done between coaches and coachees quickly and simply with three communication devices, namely content (words), Body Posture and Facial Expression (Body Language), Voice Pitch and Volume (Voice Intonation) (Salim, 2014).

After building trust, then the Branch Manager also asks what problems have been, the reasons why they have not reached the specified target, and why are they not using standard procedures that have been set? In this case, a Branch Manager who handles staff complaints, following the statement of Salim (2014) who also spoke; "By being an active listener, the coach can influence, negotiate, communicate and communicate, and can also avoid misunderstandings (Salim, 2014).

Judging from the concept put forward by Salim (2014), where the implementation goes well in the coaching process, a coach must make a clarification where this is also done by the branch manager, Oktavianus (39 Years) following the statement:

"Supporting things in carrying out coaching are data performance such as those that are above target, attendance and information, records of procedural errors that have been carried out, all of which will be defeated by the goals they have made before".

Then supported by the statement:

"Before entering the coaching session, the staff who are given information about shortcomings and mistakes in work, I will also review cases such as targets that are not achieved, the mismatch of the Operational Standards".

From the two statements above, it certainly shows that clarification as a step in conducting coaching is also carried out by branch managers following what was conveyed by Salim (2014) states that; "Clarifying aims to help find the real problem. The clarification also avoids creating the ambiguity that is often sent (Salim, 2014).

The next step is 'Asking the right questions'. Before conducting coaching, the branch manager notes the points that will be asked of staff, because the answers obtained will be a commitment and responsibility for the staff, namely staff as the person who will do what has been implemented and agreed upon, and the branch manager as the person who directs and helps staff in carrying out the agreed objectives. This is following Salim's (2014) quote which states: "The right questions can find the real problem, and help answer and overcome problems faced by coachee (Salim, 2014).

Like Salim's statement (2014) where the final step in the coaching session is 'Giving Feedback', so far the branch manager has provided positive feedback, including staff motivation, giving confidence that this can definitely be done because one of the goals that must be achieved is something. which is standardized, scalable, and has been excluded by the company. This is consistent with the SMART model developed by McKinsey where 'A' in 'SMART' is attainable.

4.6 NLP Tools for Coaching Implementation

So far, NLP has become a well-known method for both staff and managers through the training that has been carried out at this company in Interviews that have been conducted, the answers are that branch managers and supervisors have received NLP Coaching training and other NLP-themed training and in practice, coaching is carried out using the NLP method including the NLP Tools in it. The methods used include:

a. Future Pacing

Future Pacing is also included in the 'W - Will' point questions in the 'GROW Model', which asks what will be obtained in this session, "what will you do to achieve your goals?". Hal ini sesuai dengan pernyataan Hayes (2006), "A simple adaptation of the technique called 'future pacing' works extremely well in coaching. At your first session, ask your client to imagine they are leaving their final session with you. Get them imagine that, as they are leaving the last session, they are reflecting on how valuable the session have been – in fact exceeding their wildest expectations. Finally, ask them the key questions: So, what did we do create this success? How did we work together to be successful?" (Hayes, 2006).

b. Reframing

Reframing is following the quote from Brause (2004), namely reframing events into different frames so that they get different meanings. This is really needed by someone in certain situations. But this is not done by the branch manager in the coaching session, because in the coaching session, the branch manager must be careful and objective in seeing that the problem that occurs is a problem that must be found the root of the problem or the cause of the problem itself so that it makes it easier for branch managers and staff as coaches and the trainer solves the problem and carries out the plan or 'goal setting' that has been made.

Brause mentions; "Reframing simply changes the meaning of an event or experience, by placing the image in a different photo frame somehow changing how it looks. This is useful in coaching situations because sometimes clients get stuck in a certain way of looking at a situation, and it may paralyze rather than activate them. Reframing helps them to see things differently and then come to a different conclusion, or feeling, about the event or experience (Brause, 2004) ', and this reframing tool has not yet been used by branch managers in coaching sessions.

c. Creating Rapport

On the previous page, we discussed about Building Rapport, this is the same as Creating Rapport in NLP Tools. Branch manager, Oktavianus (39 Years) revealed;

"Some of the staff told about personal problems. In my opinion, there is nothing wrong with listening to it, even if I give my opinion when reviewed '. Incidentally, my relationship with Tim is quite close ”.

Based on the results of the interview, the answer was that creating relationships had been done since before coaching was carried out, so that when coaching was carried out, good relations were well established and this made the implementation of coaching easier. This is consistent with the quotation Hayes (2006); "The sensible view of rapport is that it's just about liking someone or other people who like you. However, there is more to it than that: as a coach you don't need to act like your client in the conventional sense, not you, but you need to have a positive working relationship (Hayes, 2006)".

d. Modeling

Modeling is effectively used in the mentoring process where a mentee learns what the mentor is doing in a certain context, to achieve the same success as the mentor. But in the coaching session, this modeling is carried out by the branch manager (coach) in the form of body movements, adjusting the same intonation and tone of voice as the staff (coachee), empathizing when the staff tells the problems that occur, adjusting to the way the staff is seated, this can build ' rapport 'so that the coaching session runs smoothly.

As stated by Dilts (2017), "Modeling is one of the NLP techniques that track to reproduce a performance behavior and uses all the elements" attitude, communication skills, non-verbal language. Etc. People using modeling try to find some of the elements that make the difference between the behaviors that produce the best results, excellence. In this way, the behavior can be imitated, studied, taught, and adapted so that it can be applied by some others. Modeling has an important role in identifying models and procedures because it is a key element in achieving certain goals (Dilts, 2017)".

e. Submodality

This submodality has been carried out in the coaching implementation process, the questions asked in the 'GROW Model' at Point G - Goal result in detailed answers about what plans will be carried out, O - Option which characterizes what is most likely to be done, and W - When will these things be done, these three things illustrate that Submodality has been used by the branch manager in the coaching session.

This is following Ellerton (2010) statement; "Submodality differences (visual, auditory, kinesthetic - VAK) are very important in applying NLP to language patterns. One of the ways to change the quality of our internal representations is through the use of a critical submodality which tends to help us manage our status more easily. In other words, three types of submodalities, namely visual, auditory, and kinesthetic, help us develop our ability to work with our internal representations (Ellerton, 2010).

f. Anchoring

Anchoring is not only done during coaching sessions. Every Tuesday morning, the company marches are given the term 'Safety Talk', which is a program that takes turns delivering motivational material to motivate and remind the team to stay focused on its goals. In the coaching session, this Anchoring was delivered at the end of the session, with the words "I believe you can, and every time you use the 'ID Card', when do you have to focus on doing your goals". And these words were repeated three times. This is one technique that branch managers employ.

This is as quoted by Grimley (2012); "Basically, anchoring uses stimuli such as sounds, images, feelings, smells or tastes that give us a consistent response both emotionally and even physically (Phillip, 2006). We touched on the barriers during this program and used examples and scripts on how to help those who are being coached to build self-confidence (Critchley, 2009). Retention is also a process by which environmental or mental triggers become associated with internal responses (Grimley, 2012).

V. Conclusion

This study was conducted to see how the implementation of coaching through the Neuro-Linguistic Programming approach by Leader. Coaching through the NLP approach has been carried out by branch managers and supervisors is following the knowledge that was conveyed in the training session. There is two kinds of coaching is applied. First, there is an increase in coaching where this coaching is carried out for staff who do not meet the targets set by the company, are indicated to be demotivated at work, and carry out several kinds of predetermined SOPs. Improvement coaching is carried out with staff in the hope of achieving company targets and having a better performance than before. While the second is development coaching carried out on staff who are in the orientation period to be promoted to the next level to maintain staff motivation, productivity, and performance to

be consistent in working. Coaching is carried out by branch managers using the GROW Model developed by McKinsey which consists of; "Goals - Reality - Options - Will / What / Who". The Goal is a point in coaching by preparing Goal Settings from the staff (Coachee), Reality is the probability that uses that when this, Options options - the most possible process to achieve goals, and Will is what will be done as soon as possible, and who that will assist in the decision process. In the implementation of coaching, in the 'GROW Model' there is a 'G - Goal', which means that before coaching takes place, staff must prepare what goals will be achieved. In the research results, it has also been discussed regarding Goal Setting, namely by using the 'SMART Model' by Williams (2012); SMART goals are written using the following guidelines being: 1) Specific - define exactly what is being pursued ?, 2) Measurable - is there a number to track completion ?, 3) Attainable - can the goal be achieved ?, 4) Realistic - doable from a business perspective, 5) Timely - can it be completed in a reasonable amount of time? (Lawlor & Hornyak, 2012). Also, some steps exist as well as principles that have been implemented by the branch manager during the coaching. Following Wilson's (2020) quote, among others: Awareness - Responsibility - Self Belief - Blame Free - Solution Focus - Challenge - Action - trust - and self-directing learning (Wilson, 2020). The steps taken are following the statement of Salim (2014), which consists of; 1. Build trust, 2. Listen actively, 3. Explain, 4. Ask questions, and 5. Give feedback (Salim, 2014). Several NLP Tools were used in the coaching session, including Future Pacing, Creating Rapport, Modeling, Submodality, and Anchoring. Meanwhile, reframing is not used because in coaching, especially in improvement coaching, the branch manager really has to find the real root of the problem so that problem solving can be given which in the end the goal can be achieved. In conclusion, the implementation of coaching using the NLP approach has been carried out, but not using NLP tools totally. Training, mentoring, counseling are also carried out to maintain employee performance to commit to achieving the goals set by the Company.

References

- Adiprasetyo, A., Sumadi, K. B., Enns, J. G., Mantera, I. G. M., Supriono, J., Adryanto, M., & Sudjatmiko, S. (2011). *Keep your best people!: jangan sampai karyawan Anda hengkang atau dibajak*. Jakarta: Gramedia Pustaka Utama.
- Brause, J. (2004). *How to Help Coaching Clients to Reframe their thinking*. UK. Retrieved from <http://www.janbrause.co.uk/user/custom/downloads/HelpCoachingClientsReframeTheirThinking.pdf>
- Bungin, B. (2007). *Analisis data penelitian kualitatif*. PT RajaGrafindo Persada.
- Burton, K. (2011). *Coaching with NLP for Dummies*. John Wiley & Sons.
- Coaching News and Insights Newsletter. The Grow-Model: *Coaching For Performance* . (2014). Performance Consultants. Retrieved from <https://www.performanceconsultants.com/grow-model#GROW>.
- Cornel Marian IOSIF, 2010. "Coaching vs. Modeling – Advantages and Disadvantages in Public Institutions," *Timisoara Journal of Economics*, West University of Timisoara, Romania, Faculty of Economics and Business Administration, vol. 3(2(10)), 99-106. Retrieved from [https://ideas.repec.org/a/wun/journal/tjev03y2010i2\(10\)a04.html](https://ideas.repec.org/a/wun/journal/tjev03y2010i2(10)a04.html)
- Cox, E., Bachkirova, T., & Clutterbuck, D. A. (Eds.). (2014). *The complete handbook of coaching*. Sage.

- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Cristina, I. (2020). Business coaching Industry to top 15\$ billion in 2019. BrandMinds. Retrieved from <https://brandminds.live/business-coaching-industry-to-top-15-billion-in-2019/>
- Dilts, R. (1996). *Visionary leadership skills: Creating a world to which people want to belong*. Meta Publications.
- Dilts, R. (2017). *Modeling with NLP*. Dilts Strategy Group.
- Ellerton, R. (2010). *Live Your Dreams... Let Reality Catch Up: NLP and Common Sense for Coaches, Managers and You*. Roger Ellerton.
- Fine, A. (2010). *You Already Know How to Be Great: A Simple Way to Remove Interference and Unlock Your Greatest Potential*. New York: Penguin Group.
- Grimley, B. (2012). *Theory and practice of NLP coaching: A psychological approach*. Sage Publishing.
- Kotera, Y., Gordon, W. (2019). How Japanese managers use NLP in their daily work. Retrieved from <file:///C:/Users/acer%20v5/Downloads/ACCEPTEDMANUSCRIPTHowJapaneseManagersUseNLPinTheirDailyWork.pdf>
- Lages, A. (2007). *How Coaching Works: The Essential Guide to the History and Practice of Effective Coaching*. A&C Black.
- Lawlor, K., Hornyak (2012). Smart Goals: How the application of smart goals can contribute to achievement of student learning outcomes. *Journal of Developments in Business Simulation and Experiential Learning*, (39),259-267. Retrieved from [file:///C:/Users/acer%20v5/Downloads/90-Article%20Text-179-2-10-20140208%20\(2\).pdf](file:///C:/Users/acer%20v5/Downloads/90-Article%20Text-179-2-10-20140208%20(2).pdf)
- Levinson, H. (1996). Executive coaching. *Consulting Psychology Journal: Practice and Research*, 48(2), 115–123. <https://doi.org/10.1037/1061-4087.48.2.115>
- Linder-Pelz, S. (2010). *NLP coaching: An evidence-based approach for coaches, leaders and individuals*. Kogan Page Publishers.
- McLeod, A. (2010). *Performance coaching toolkit*. McGraw-Hill Education (UK).
- Meleong, L. J. (2005). *Metode Penelitian Kualitatif* (revisi).
- Niati, D. R., Siregar, Z. M. E., & Prayoga, Y. (2021). The Effect of Training on Work Performance and Career Development: The Role of Motivation as Intervening Variable. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(2), 2385–2393. <https://doi.org/10.33258/birci.v4i2.1940>
- O'Broin, A., & Palmer, S. (2009). Co-creating an optimal coaching alliance: A Cognitive Behavioural Coaching perspective. *International Coaching Psychology Review*, 4(2), 184–194. Retrieved from <https://psycnet.apa.org/record/2009-23379-006>
- O'Connor, J., & Lages, A. (2009). *How coaching works: The essential guide to the history and practice of effective coaching*. A&C Black.
- Oprea, R. (2019). BR ANALYSIS. Coaching industry growing fast and specialized. BR Review. Retrieved from <https://business-review.eu/business/br-analysis-coaching-industry-growing-fast-and-specialized-203169>
- Robert, K. Y., & Yion, D. (1996). *Studi Kasus: Desain dan Metode*. Jakarta: PT RajaGrafindo Persada.
- Salim, G. (2015). *Effective Coaching*. Bhuana Ilmu Populer.
- The International Coaching Federation (ICF). (2020). *International Coaching Federation Releases 2020 Global Coaching Study*. Kentucky. Retrieved from

<https://coachfederation.org/blog/international-coaching-federation-releases-2020-global-coaching-study>

Tosey, P., & Mathison, J. (2003). *Neuro-linguistic programming: its potential for learning and teaching in formal education*. Hamburg. Retrieved from <http://www.leeds.ac.uk/educol/documents/00003319.htm>

Tosey, P., & Mathison, J. (2009). *Neuro-linguistic programming: A critical appreciation for managers and developers*. Springer.

Whitmore, J. (2010). *Coaching for performance: growing human potential and purpose: the principles and practice of coaching and leadership*. Hachette UK.

Wilson, C. (2020). *Performance coaching: A complete guide to best practice coaching and training*. Kogan Page Publishers.

Yuliawan, T. P. (2014). *NLP: the art of enjoying life*. Serambi Ilmu Semesta.