



THE IMPLEMENTATION OF *TRAINING-COACHING-INSPIRING MODEL* IN MANAGERIAL TRAINING AND EVALUATION OF ENGLISH BASED INSTITUTIONS

PENERAPAN MODEL TRAINING-COACHING-INSPIRING PADA PELATIHAN DAN EVALUASI MANAJERIAL PADA INSTITUSI BERBASIS BAHASA INGGRIS

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Abstract

Penelitian ini bertujuan untuk mengkaji aspek dan tahapan Model Training-Coaching-Inspiring (TCI) dalam pelatihan dan evaluasi manajerial Lembaga Berbasis Bahasa Inggris. Penelitian ini merupakan studi kasus di HERO English Course Medan. Penelitian ini menggunakan metode studi kasus kualitatif yang berfokus pada satu informan, yaitu manajer akademik di HERO English Course di Medan, Indonesia. Data dikumpulkan melalui wawancara semi-terstruktur dan analisis dokumen. Hasil penelitian menunjukkan bahwa HERO menerapkan model pelatihan terstruktur tiga fase yang dikenal sebagai "Training, Coaching, and Inspiring" (T-C-I). Pelatihan ini menekankan keterampilan mengajar teknis melalui metode pengajaran mikro dan interaktif; coaching menyediakan bimbingan yang dipersonalisasi berdasarkan profil psikologis dan akademis siswa; dan inspiration mencakup sesi motivasi dengan alumni untuk menumbuhkan aspirasi pelajar. Hasil penelitian ini mendorong semua lembaga Bahasa Inggris untuk menerapkan strategi, model, dan pendekatan khusus dalam pelatihan dan evaluasi manajerial untuk lembaga staf, terutama di Lembaga Kursus Bahasa Inggris.

Kata kunci: *Model TCI, pelatihan dan evaluasi, Kursus Bahasa Inggris.*

Abstract

This study aimed at investigating the aspects and phases of Training-Coaching-Inspiring (TCI) Model in managerial training and evaluation of English Based Institution. It was a case study at HERO English Course Medan. The research employed a qualitative case study method which was focusing on a single informant the academic manager at HERO English Course in Medan, Indonesia. Data were collected through semi-structured interviews and document analysis. The findings revealed that HERO applies a structured three-phases training model known as "Training, Coaching, and Inspiring" (T-C-I). The training emphasizes technical teaching skills through microteaching and interactive methods; coaching provides personalized mentoring based on students' psychological and academic profiles; and inspiring includes motivational sessions with alumni to foster learner aspirations. The findings encouraged all English institutions to implement the specific strategies, model and approaches in managerial training and evaluation for staff institution, especially in an English Course Institution.

Keywords: TCI Model, training and evaluation, English Course.



INTRODUCTION

English language education in Indonesia is playing an increasingly strategic role due to the growing demands of globalization and workforce requirements. English language course institutions have become a practical solution for the public to acquire English proficiency outside the formal education system. There are over 3,000 foreign language course institutions (including English) spread across Indonesia (Kemdikbud, 2023). This data reflects the high public interest in language courses, particularly for improving foreign language skills. However, behind these numbers, many course institutions face serious challenges in terms of managerial management.

One of the core issues identified in previous studies (Nindika, 2016; Afina, 2023) is the lack of structured managerial training and evaluation systems. This absence of training affects the institutions' management, including administration, service quality, and learning program effectiveness. This situation has led to a gap between student expectations who seek optimal learning outcomes—and the reality of the services they receive. According to the EF English Proficiency Index (EF EPI) 2023 report, Indonesia ranks 79th out of 113 countries in English proficiency, with a score of 466 categorized as low. This poor result indicates that English education, including in the non-formal course sector, continues to face challenges in achieving optimal outcomes.

Management training refers to the planned and continuous process of developing individuals in managerial roles to enhance their capabilities in decision-making, leadership, communication, and resource coordination. Armstrong (2020) describes management training as a systematic effort to improve the skills necessary for achieving institutional goals through effective planning, organization, direction, and control. This form of training is not limited to theoretical learning but also includes experiential learning, mentoring, and role-based simulations that mirror real institutional challenges. In the educational context, especially in English language institutions, management training plays a vital role in equipping academic managers and instructors with the tools needed to navigate administrative complexities, pedagogical strategies, and student-centered innovation. Robbins and Coulter (2018) assert that successful management training enables individuals to align operational activities with strategic objectives, particularly in education systems that constantly adapt to globalization, digitalization, and policy shifts.

English language institutions are formal or informal organizations that deliver structured programs aimed at enhancing learners' proficiency in English. These institutions may include language centers, private courses, training institutes, and international language schools. According to Harmer (2007), such institutions often target skill-building for academic, professional, or immigration purposes. Key characteristics include: firstly, focused instruction on 4 skills (speaking, listening, reading, and writing). Second, use of modern pedagogical strategies like Communicative Language Teaching (CLT) and Task-Based Learning (TBL). Thirdly, modular and flexible curricula tailored to learner goals (e.g., TOEFL, IELTS, Business English) and the last, integration of technology for blended or hybrid learning modes. Brown (2000) and Nunan (2003) further note that these institutions must manage rapid technological shifts, changing learner expectations, and high competition, especially in urban and international education hubs.

Brown (2004) and McNamara (2000) highlight that evaluation also plays a crucial role in accreditation, ensuring compliance with national and international quality assurance standards.



There are 3 phases structurally implemented to manage the training and evaluation in English based Institutions which is categorised in TCI Model as follows:

1. Training: It is the primary foundation for teacher preparation in English Language Teaching. Training here is not just about knowledge transfer as in teaching, but aims to train speaking skills and active delivery to students. Training and teaching are different. Teaching means instructing, transferring knowledge. But training means coaching. our kids are trained to speak, not taught to speak." (Informant). This training includes microteaching, the use of interactive media, and gamification strategies. Trainers are required to apply a learning model that combines engaging activities and meaningful learning experiences.

2. Coaching: Trainers are required to understand the personal condition of each student in depth—including their family background, interests, and even their emotional aspects. "Coaching is about knowing the student deeply... their background, IQ, talents, interests... sometimes even knowing about their romantic relationships." (Informant). In this system, students are not treated as a homogeneous group. Each student is personally monitored and mentored according to their needs. This method is similar to student-centered learning and educational counseling. Individual Mentoring Coaching is one of the unique aspects in this TCI model.

3. Inspiring: Motivation Through Role Modeling. Inspiring training is the third phases of this TCI Model. It is designed to ignite student motivation through real-life role models. The institution not only relies on internal trainers but also invites Indonesian students studying abroad to share their experiences with the students."After being trained, coached, then lastly, they are motivated from behind, called inspiring. What is inspiring? It's inspiration. Sometimes people want to learn because they have motivation or inspiration on why they must be good at English." (Informant). The goal is one, to transfer knowledge. Two, to transfer motivation." (Informant). Students not only receive material but also get to watch and interact with role models who have successfully earned scholarships or studied in their dream countries. This form of role modeling is grounded because the informants share similar backgrounds with the students,

In line with the background, this study focuses on the implementation of aspects and phases in managerial training and evaluation at HERO English Course in Medan and explores how such initiatives contribute to the institution's sustainability and performance excellence. By highlighting the importance of leadership development, continuous professional training, and integrated evaluation mechanisms, this research aims to provide insights and recommendations for other language institutions seeking to improve their internal management structures.

METHOD

This research adopted a qualitative approach through a single-site case study at HERO English Course in Medan. The rationale for using qualitative methodology lies in its capacity to capture the complexity of institutional practices and individual experiences within their natural context. As Denzin and Lincoln (1994) argue, qualitative research allows for the interpretation of phenomena based on the meanings attributed by participants themselves. Data collection was conducted through semi-structured interviews and documentation analysis. The primary respondent was Mr. Saddam Wira Hamdani, the academic manager of HERO English Course, who provided comprehensive insights into the institution's training structure, evaluation practices, and staff



development strategies. The interview lasted approximately one hour and covered key themes related to institutional management, training processes, and learner engagement. Document analysis included internal training schedules, staff performance reports, and promotional materials related to inspirational programs.

Thematic analysis was employed to interpret the qualitative data. This involved three key stages: data reduction, where irrelevant or redundant information was removed; data display, where information was organized into thematic categories; and conclusion drawing, where relationships between variables were interpreted in the context of the research objectives. Triangulation was applied by comparing interview data with institutional documents to validate findings and enhance credibility. The methodological design thus ensured that the results were both grounded in empirical data and reflective of the institutional reality.

RESULTS AND DISCUSSION

Results

The findings show that HERO English Course implements a uniquely structured managerial training system referred to internally as the “T-C-I model,” standing for *Training*, *Coaching*, and *Inspiring*. These three stages are not treated as isolated events, but are integrated into a continuous professional development cycle repeated monthly. The process begins with training, where trainers—especially new instructors—are introduced to the institution’s pedagogical standards and core delivery methods. Training activities include microteaching sessions, simulation-based practices, and classroom management strategies designed to enhance speaking-focused English instruction. As noted by the academic manager, “*We don’t just teach material; we train our staff to guide students to speak confidently. That’s why we call them ‘trainers’ not ‘teachers’.*” One of the distinct features of this stage is the requirement that every lesson begins with 30 minutes of game-based learning, followed by 90 minutes of structured content delivery, creating a fun yet purposeful classroom environment.

At first, following the *Training* stage, instructors engage in coaching, a mentoring system that supports them throughout their teaching practice. Trainers meet regularly with senior staff to discuss individual student cases and address instructional challenges. Secondly, the *Coaching* process emphasizes a deep understanding of students’ psychological, academic, and even personal contexts. As explained by the manager, “*Coaching is about knowing your students deeply—sometimes even their family problems or who they’re dating.*” This relational model allows trainers to apply differentiated instruction and emotional intelligence, ensuring that the learning experience is tailored to the needs of each learner. The third component of the cycle is *Inspiring*, a motivational program held monthly through hybrid learning sessions featuring Indonesian students studying abroad. These guest speakers, often alumni or scholarship awardees, share their journeys with current students, aiming to spark long-term aspirations. Trainers are actively involved in organizing and moderating these sessions, thereby learning how to not only instruct but also inspire. “*We always say that training is technical, coaching is emotional, but inspiring is spiritual,*” the manager added. This stage reinforces the belief that mastering English opens doors to global opportunities and that trainers themselves are key role models in that journey. The combination of these three elements—technical preparation, emotional mentoring, and aspirational leadership—forms a comprehensive system of staff development at HERO. By embedding these phases into a clear



monthly cycle, the institution not only maintains high teaching standards but also cultivates a culture of accountability, innovation, and student-focused professionalism.

The Aspects of TCI Model implemented in managerial training and evaluation at HERO contributes to institutional success through the following aspects:

1. Standardization of teaching quality: All staff are trained using the same model (training, coaching, inspiring), which ensures consistency in classroom delivery and institutional branding. *“We train all our trainers in the same approach... so they share the same standard of teaching,”* the manager affirmed.
2. Performance-based evaluation and accountability: Staff participation in monthly training is monitored through weekly classroom observations and monthly reviews. Trainers who fail to meet expectations are not retained. *“If a trainer shows no improvement after training, we don’t extend their contract,”* he explained.
3. Enhanced trainer empathy and learner responsiveness: Through coaching, trainers learn to recognize student differences, challenges, and emotional needs. *“We prepare staff to know each student deeply—sometimes even their personal struggles,”* he added.
4. Increased student motivation through inspired educators: Training includes motivational strategies such as sharing alumni success stories. This builds confidence in students. *“We want them to believe they can also go abroad, win scholarships, succeed,”* said the manager.
5. Staff-driven innovation and program expansion: Training also equips staff to propose and implement new modules, such as public speaking and scholarship readiness. *“Thanks to training, we now offer leadership camps and smart learning. It’s not just about English anymore,”* he noted.

Discussion

The findings of this study reveal a multidimensional model of managerial training implemented at HERO English Course, consisting of structured training, personalized coaching, and motivational inspiring. This triadic model represents more than a traditional staff development initiative—it is a strategic system for cultivating professional identity and institutional vision. The training component echoes Armstrong’s (2020) assertion that technical skill-building is foundational to achieving organizational goals. Through consistent in-house training, HERO ensures that its instructors possess the pedagogical and communicative competence to maintain classroom quality. Coaching, on the other hand, aligns closely with differentiated instruction theory (Tomlinson, 2001), allowing trainers to respond flexibly to learners’ academic and emotional differences. This creates a learner-centered environment where students feel seen and supported. Finally, the inspiring stage represents a less common, yet deeply impactful, strategy for developing affective commitment among staff and students. By integrating real-life success stories, the institution not only motivates learners but also fosters a shared aspiration—a key principle in Self Determination Theory (Deci & Ryan, 1985).

The second research question explored the importance of managerial training in supporting institutional performance. The results clearly show that training at HERO is not peripheral; it is embedded into the institution’s daily workflow and long-term planning. This aligns with Noe’s



(2017) concept of training as a performance driver. HERO integrates training with structured evaluation systems, utilizing weekly observations and monthly reviews to ensure staff accountability. This echoes the performance management model (Aguinis, 2009), which advocates for linking training outcomes with personnel decisions. Additionally, the institution's ability to innovate—developing new programs such as leadership camps and scholarship workshops—demonstrates the broader organizational benefits of training. These findings support Beckhard's (1969) theory of organizational development, which emphasizes training as a catalyst for adaptive change and sustainability.

What sets this study apart from existing literature is its focus on the internal mechanisms that translate training into institutional growth. While previous studies (Afina, 2023; Nindika, 2016) have addressed planning and evaluation in general terms, this research shows how managerial training, when combined with ongoing evaluation and motivation, becomes a living system that drives quality, innovation, and competitiveness. The HERO model demonstrates a practical, replicable strategy for other English course institutions seeking to improve their managerial capacity and long-term performance. In this way, the study contributes both to the theoretical discourse on training and to the practical improvement of language education management in the Indonesian context.

CONCLUSION AND SUGGESTION

This study confirms that managerial training and evaluation are essential components in the success of English language course institutions. At HERO English Course, the triadic model of Training, Coaching, and Inspiring empowers staff to deliver consistent, empathetic, and motivating instruction. The integration of evaluation into daily practice ensures that institutional goals are met through continuous feedback, accountability, and innovation. As non-formal education continues to gain traction in Indonesia, institutions that invest in structured training and evaluation systems will be better positioned to deliver quality education and achieve long-term sustainability.

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