

High-Performance Work Systems and Innovation Performance: A Dynamic Capability Perspective

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Abstract

This study examines how high-performance work systems (HPWS) enhance innovation performance through dynamic capabilities (DCs), conceptualized as learning, integration, and reconfiguration capabilities. Addressing a gap in prior research, the study treats DCs as distinct dimensions and investigates their mediating roles in the HPWS–innovation performance relationship, while also exploring the moderating effect of coaching leadership. Drawing upon the Resource-Based View (RBV) and Social Exchange Theory (SET), the study develops and tests a moderated mediation model to examine the impact of coaching leadership on innovation performance through the indirect effect of HPWS via Dynamic capabilities (DCs). This study followed a quantitative approach collecting data from 340 employees in the IT sector using structured questionnaires and validated scales, and hypotheses were tested using Hayes' PROCESS Macro (Model 7). The findings reveal that HPWS have a significant positive effect on innovation performance and significantly enhance all three DC dimensions, which in turn positively influence innovation performance and mediate the HPWS–innovation relationship. Coaching leadership significantly moderates the relationship between HPWS and both learning and integration capabilities, but not reconfiguration capability, resulting in partial support for moderation. The study contributes to strategic HRM and dynamic capability literature by offering an integrated moderated mediation framework and provides practical insights for organizations seeking to enhance innovation performance through HR systems, dynamic capabilities and leadership practices.

Keywords: High-Performance Work Systems (HPWS), Innovation Performance (IP), Dynamic Capabilities (DCs), Learning Capability (LC), Integration Capability (IC), Reconfiguration Capability (RC), Coaching Leadership (CL)

INTRODUCTION

Organizational success in current business environment which is fast paced and competitive is mainly derived from innovation performance of its employees. In such a fast-paced and unpredictable environment characterized by rapidly changing technology, ever-toughening regulations, and increased competition, the capability to rapidly innovate and adapt is critical for generating value and achieving a sustainable competitive advantage (Mehralian, Sheikhi, Zatzick, & Babapour, 2023). Innovation is the first driving force which enables organizations to achieve sustainable development. Organizations are increasingly focusing on acquiring and sustaining their market advantages through innovation-based growth strategies (Montani, Courcy, & Vandenberghe, 2017). The foundation of organization innovation rests on employees who use their innovative skills to help their organization reach its operational goals and protect its market position (Miao & Cao, 2020). The methods which organizations should use to inspire their employees towards innovative work have become an enduring topic of interest for both scholars and practitioners.

HPWS provides organizations with the ability to implement innovation-driven programs while also supporting their organizational management reforms which arise from market environment changes. Existing research shows that HPWS helps enhance innovation performance of employees which includes driving their capacity to create new ideas and innovative solutions (Escribá-Carda, et al., 2017). High-performance work systems (HPWS), which are comprised of a set of interconnected human

resource (HR) practices include staffing, training and development, compensation, performance appraisals, work design and participation (Alothmany et al., 2022). HPWS is grounded in the Resource-Based View (RBV) of the firm, which suggests that an organizations' valuable internal resources, particularly human resources, can be a source of sustained competitive advantage (Jeong et al., 2024). HPWS are viewed as strategic assets that can foster the development of dynamic capabilities (DCs), these capabilities in response to changing environments enable organizations to learn, integrate and reconfigure resources (Mehralian, et al., 2022). Despite the recognized importance of HPWS, the mechanisms through which these systems enhance innovation performance remain underexplored, particularly with high-velocity and resource-dependent sectors such as the information technology industry.

This study aims to fill this gap, by developing and empirically testing a comprehensive framework linking high-performance work systems to innovation outcomes via the mediating role of dynamic capabilities (DCs). Dynamic capabilities (DCs) exist as an approach which uses the RBV framework to explain how businesses can dynamically acquire essential and unique resource qualities that create their competitive edge. The organization needs to develop new resources while maintaining their current resources because this process will help them create a competitive edge against their competitors (Kruasom & Saenchaiyathon, 2015). DCs represent a company's ability to integrate and transform its internal and external business

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resources and capabilities to adapt to fast-changing market conditions.

In addition to examining the mediating role of DCs between HPWS and innovation performance, we study the moderating role of coaching leadership in enhancing the relationship between HPWS and DCs. Though previous studies have failed to recognize that leadership acts as a reinforcement factor to the positive outcomes of HPWS (Chang, 2016). Social Exchange Theory (SET) demonstrates that interdependent relationships create positive and high-quality interactions between people (Cropanzano & Mitchell, 2005). The theory explains social relationships through its fundamental concepts of reciprocity and mutual dependence which describe how people interact within organizations (Kim, 2016). Blau (1964) describes that people create exchange relationships which develop as their social connections define their exchange practices. In the context of coaching leadership (CL), this theory explains how leaders establish positive social exchange relationships with their employees by providing guidance and support, ultimately promoting innovation performance. Leaders influence employee behavior by assigning tasks, evaluating performance, and providing clear direction (Avolio, et al., 2009). Among various leadership styles, this study suggests coaching leadership as the positive moderator that reinforces positive outcomes through HPWS and DCs. Coaching leadership enhances the DCs because of its effect on a continuous learning culture, collaboration, adaptability, and proactive attitude of the employees. Hence, it is worthwhile to study the moderating impact of leadership on the outcomes of HPWS (Chang, 2016).

To complement the above research gaps, this study aims to examine both the mediating variables and moderating variable that exist in the connection between high-performance work systems (HPWS) and innovation performance. The findings therefore add to the overall strategic human resource management (SHRM) domain by demonstrating how HPWS can be used in the development of dynamic capabilities (DCs) for better innovation performance (providing empirical insights for companies that want to harness human capital for sustained innovation), and a coaching leadership environment that moderates these effects. This is followed by theoretical and practical implications for HR professional and organizational leaders looking to develop innovation through HR strategies.

LITERATURE REVIEW

High Performance Work Systems (HPWS)

The earlier studies have been focused more on the effectiveness of individual human resource practices and their influences on various aspects of employees and organizational functioning. Since the late 1990s, various scholars have been focusing emphasis on the collective impacts or effects of bundles of Human Resource Management (HRM), systems, or configurations built by the integration of distinct HRM practices (Alothmany et al., 2022). High-Performance Work Systems (HPWS) have caught the attention of scholars within the HRM literature because researchers have conducted numerous studies that show these systems bring advantages to organizations (Zhong et al., 2016). The established connection between High-performance work

systems (HPWS) and business performance (i.e. management-centred approach) remains well-documented yet research studies have not sufficiently explored the relationship between HPWS and their impact on employee performance (i.e. an employee-centred approach) (Kloutsiniotis & Mihail, 2020). A recent consensus has arisen that employees are mainly affected by working under a portfolio of interlinked HR practices at the same time rather than in isolation (Takeuchi, et al., 2007).

Homans (1958) presented the social exchange theory and puts forward the idea that the performance of individuals exists as a social exchange process through which people acquire their desired goals. Blau (1964) advanced and expanded Homans' perspective by demonstrating how social exchange theory operates through the principle of reciprocity which states that people will only exchange their performance when they receive equal value in return. According to the social exchange theory, there is an exchange relationship between organizations and employees. Employees who receive work conditions that fulfill their expectations will dedicate more time to their jobs while demonstrating positive work conduct and performance (Blau, 1964). Social exchange theory emphasizes the principle of reciprocity. Organizations pay more and more attention to improving organizational performance through exchange relationships with employees (Nadeem et al., 2019). The principle of reciprocity appears through HPWS organizational management which allows organizations to deliver their best human resource practices to employees who will in return provide response through their positive workplace performance (Miao & Cao, 2020). Therefore, social exchange theory provides a theoretical basis for this study to investigate the connection between HPWS systems and innovation performance.

In the past few decades, the Resource-Based View (RBV) has been utilized as a base that stresses how HR practices can become a source of competitive advantage and innovation performance. Organizational success is founded on the quality of HR practices, which develop unique and non-substitutable human capital. The Resource-Based View (RBV) framework established by Mweru and Muya (2016) shows that talent management functions as a vital element which determines company competitiveness through its role in human resource management. The studies by Collins and Ployhart (2020; 2021) show that when a company creates an internal environment which supports human capital development, it achieves better innovation and customer service and operational efficiency results which help it compete through different business strategies. HR strategies support firms in the realization of their business goals. A human resource strategy creates valuable employee-based resources which provide the company with a special competitive edge.

High Performance Work Systems (HPWS) and Innovation Performance

Innovation stands as the primary driver through which businesses develop their competitive advantages which serve as the basis for sustainable development (Avila-Robinson et al., 2022). Janssen and Van Yperen (2004) created the concept of innovation performance through their research on innovation based on an individual performance model that links innovation with overall

performance. Innovation performance serves as the main factor for organizational development that establishes competitive advantage (Kim, 2019). The global market creates a complex environment which requires organizations to master essential challenges for their survival: innovative development and human resources need to support specific innovation goals while maintaining operational efficiency during their innovation work (Kapoutsis et al., 2019). Human resource management functions as a key element to create partnership-focused work methods which allow organizations to achieve better performance results through joint work between individual employees and their teams and between various organizational departments. The combined efforts of multiple departments enable organizations to obtain external resources and utilize their internal assets while achieving innovation and business growth (Park et al., 2019). Innovation performance (IP) thus emerges as a core component of employee performance because it enables organizations to maintain their competitive edge through operational excellence (Turró, et al., 2014), while companies with employees who only follow instructions face a decline in their competitive abilities (Frese & Fay, 2001).

In the final analysis, organizational innovation ability comes from the innovation ability of its employees (Getz & Robinson, 2003). According to Social Exchange Theory, this study established an organizational-employee exchange relationship that is hidden in HPWS which enables employees to receive improved working conditions and additional benefits. The system motivates employees to increase their work performance in order to reward the organization. The system creates a fair performance evaluation environment which stimulates employee autonomy and helps employees develop and apply innovative performance. The implementation of the HPWS organizational training system provides employees with multiple learning opportunities, which allows them to develop innovation ability, while their increased creativity enables better innovation results. The organization demonstrates its commitment to employee innovation through its innovative incentives which motivate employees to take innovation seriously (Hou & Hu, 2019). The employees will use their autonomy to work harder for their work objectives while developing new ways to innovate (Stremersch et al., 2022).

HPWS and Dynamic Capabilities DCs

As discussed earlier, HPWS is a bundle of practices that form a robust HR system with a strong impact on organizational effectiveness (Bowen & Ostroff, 2004). Some researchers consider HPWS to have three major dimensions: practices that improve employees' abilities, motivation and opportunities (AMO) (Boxall & Macky, 2009). Ability-enhancing practices include KSAs that add knowledge, skills, and abilities to employees through different activities such as recruitment and selection and training (Obeidat et al., 2016). Motivational practices include the appraisal system and rewards which help in improving employee motivation and performance management (Katou & Budhwar, 2010). Finally, opportunity-enhancing practices focus attention on employee involvement and cooperation by participation in decision-making, flexible workplace design, work schedules, team-based work, and information sharing (Jiang et al., 2010). In this study, the AMO

framework assists in understanding how organizations build three main dimensions of DCs: learning, integration, and reconfiguration.

The dynamic capabilities concept was first invented by Teece, Pisano and Shuan (1991) as an organization's ability to reconfigure their resource base, processes, and structure to adapt to strategic change in response to environmental disruption (Mehralian, et al., 2022). However, recent studies have highlighted the essential role of high-performance work systems (HPWS) in boosting dynamic capabilities (DCs) by influencing employee capability, innovation and flexibility. Thus organizations, through these capabilities, can acquire and use resources that are valuable, rare, inimitable and organized (VRIO) (Barney, 2007), creating value by introducing novelty into their resource base (Ambrosini & Bowman, 2009). Focusing on theoretical intuitions and empirical evidence, this study examines how the development of dynamic capabilities is influenced by high-performance work systems (HPWS).

Resource-based view theory shows that organizations must first identify their complete resource inventory before developing ways to maximize their existing resources which will lead to operational efficiency and effective results that produce sustained competitive advantage (Barney et al., 2001). Dynamic capabilities have been defined as a collection of organizational and strategic procedures that have been enhanced to respond to market changes. The DC perspective addresses a gap in the RBV by showing how organizations succeed in unpredictable environments through the development of their competencies, resources and abilities. The strategic management field depends on dynamic capabilities because they enable companies to use their internal and external resources in response to changing market conditions (Sarkar et al., 2016). Neurotti and Raguseo (2016) define dynamic capabilities as IT-based capabilities which enable companies to handle their external environment while adapting to market shifts and capturing business possibilities.

Learning Capabilities

Moving on, the learning, integration and reconfiguration capabilities in Teece's dynamic capabilities framework have been widely applied to explain the sources of organization's competitiveness over time. Accordingly, organizations use learning capabilities to avoid repeating mistakes from past experiences (Yalcinkaya et al., 2007) and prepare organizations to respond to rapid market changes. Learning capabilities depend on organization's ability to acquire, disseminate and effectively apply new knowledge to improve processes and adapt to dynamic environments. According to Senge (1990), organizations to be competitive, innovative and acquire growth, these capabilities play an essential role. In this regard, HPWS fosters an environment conducive of continuous learning and employees' knowledge sharing abilities to overcome the challenges of the competitive market. Thus, to understand environmental changes organizations focus on selective hiring, wide-ranging training and employees' participation in decision-making enhancing their skills and mindset (Collins & Smith, 2006). HPWS help manage the inflow of new knowledge by attracting and selecting employees with well-defined KSAs (Wang & Zatzick, 2019) by supporting learning through extensive training. HPWS has a considerable

impact on organizational learning by equipping employees with a wide range of learning and training opportunities (Jerez-Gómez et al., 2019). As mentioned by Teece (1997), learning capabilities are a subset of dynamic capabilities, empowering organizations to sense and seize opportunities. These activities help companies to adapt to swift changes in technology and to retain their performance of innovation. Furthermore, HPWS provides practices that increase communication, transparency and fosters an environment where employees are encouraged to develop and share knowledge (Mehralian et al., 2021).

Integration Capabilities

Integration capabilities refer to an organization's capacity to integrate, coordinate, and align internal and external resources, knowledge, and processes for the purpose of attaining strategic goals or effectively responding to change. In dynamic capabilities theory (Teece et al., 1997), integration capabilities are one of the essential elements (along with learning and reconfiguration) that enable a firm to be adaptable, innovative, and competitive in dynamic environments. For organizations to function efficiently, as mentioned by Grant (1996), integration capabilities make an organization able to align and utilize diverse resources and knowledge efficiently. For organizations operating within complex, resource-intensive environments, such capabilities include the collective behavior of employees as well as the associated routines, work patterns, and daily activities that enable organizations to integrate diverse resources (Eisenhardt & Martin, 2000). These foundational actions at the individual and group levels shape strategic capabilities (dynamic capabilities DCs) and lead to superior organizational performance (Eisenhardt, et al., 2010). High-performance work systems (HPWS) facilitate these integration capabilities by building routines and team-based activities for the development of collective knowledge at organizational level (Minbaeva, 2013). According to Collins and Clark (2003), this social capital has a great impact on continuous integration across teams and departments. To ensure that all units work towards shared organizational outcomes, practices such as employee involvement and performance-based rewards align employee goals with organizational aims and objectives (Alothmany et al., 2022). Additionally, opportunity-enhancing practices foster relationships between employees, improve the flow of information and increase collaboration by allowing employees to engage in decision-making and problem solving, enhancing integration capabilities (Bowen & Ostroff, 2004). High-performance work systems (HPWS) reassure organizations to efficiently integrate physical, financial, and human resources to run complex strategies in dynamic environments (Patel et al., 2013).

Reconfiguration Capabilities:

Reconfiguration capabilities enable organizations to adapt and transform its existing resources and processes in response to changing internal and external environments (Teece, 2007). In dynamic environments, organizations continuously need to find new, effective ways to use their existing resources (Zhou & Wu, 2009). In this regard, high-performance work systems (HPWS) contribute to the transformation phase by developing a workforce that is capable of detecting inefficiencies, adjusting structures and

reallocating resources. Drawing on Resource-Based View (RBV), Barney (1991) suggests that reconfiguration capabilities are constructed on skilled and motivated employees that are inimitable organizational resources. Thus, HPWS enhances reconfiguration of resources and processes effectively by enhancing human capital through flexibility and innovation. Moreover, HPWS enhances innovation by linking employees in change initiatives, directly supporting reconfiguration capabilities, as employees play a key role in reforming processes and applying new technologies, observed by Shipton et al., (2006). According to Patel et al., (2013), reconfiguration capabilities maintain an organizational culture of continuous learning, improvement and innovation through impactful implication of high-performance work systems (HPWS). Through reconfiguration, companies can realign their resources towards new strategic opportunities, thereby allowing long-term competitiveness and innovative advancement. Earlier studies have revealed that these dynamic capabilities (DCs) hold significance for innovation, as they enable organizations to continuously adapt and renew their processes (Eisenhardt & Martin, 2000).

Connecting HPWS to innovation performance through DCs

Earlier studies have emphasized that high-performance work systems have the effect of building skills KSAs of employees, promote cooperation and participation, thereby fostering creativity in employees leading to organizational innovation (Sung & Choi, 2018). Innovation also allows an organization to effectively adapt to changes and complexity in the environment and gives an organization time to act to counter competing moves by its rivals in the marketplace (Jimenez-Jimenez & Sanz-Valle, 2011). Innovation performance has become an important factor for organizations to operate and acquire competitive advantage in fast changing environments by implementing new ideas, products or processes. In this context, high-performance work systems (HPWS) have been identified as an important force in driving innovation performance. HPWS enrich jobs by increasing skill variety, autonomy, and responsibility, thus boosting motivation and employee creativity (Hackman & Oldham, 1976). Open communication and team-based rewards support generation of innovative ideas and implementation. Organizations can encourage interaction and communication between employees (Carmona-Lavado et al., 2010). In this sense, innovative activities are fundamental elements for both the company's survival and long-term success (Baker & Sinkula, 2002).

Nonetheless, HR practices do not directly lead to organizational innovation, firstly they create organizational capabilities that help organizations to effectively respond to market needs (Shahzad & Bajwa, 2019). Dynamic capabilities (DC) emerged as a solution to address the existing challenges of resource-based view (RBV) frameworks. The DC approach has gained greater significance because increasing environmental unpredictability has emerged from the global financial crisis and climate change impacts and the development of new markets (McAdam, 2017). Dynamic capabilities (DCs), with this respect, play an important role as they involve composition of resources enabling organizations to learn, integrate and reconfigure opportunities in their environment. As Duarte Alonso et al. (2018) stated, DCs function as strategic

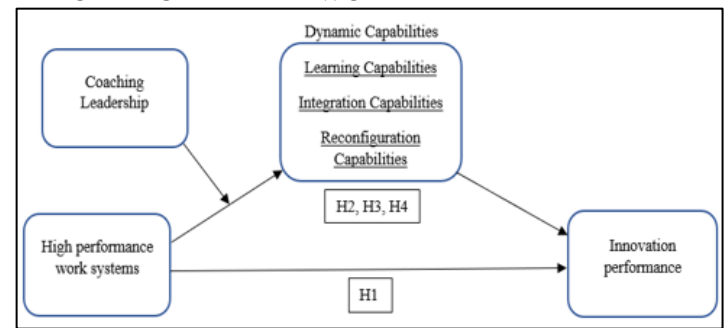
decision-making procedures which help businesses decide to invest in R&D activities and increase their market presence and establish partnerships for better company performance. The study showed that dynamic capabilities (DCs) remain important because they enable organizations to use their knowledge resources and learning capabilities for adaptation to changing environments. The foundation of the DC approach depends on how management handles knowledge resources by transferring and sharing and recombining those resources throughout the organization. The role of employees is central to the DCs viewpoint, concerned with changing behavior as well as the adaptation of internal and external competencies (Teece et al., 1997). It focuses on reconfiguring routines, behaviors and work patterns to enhance capabilities (Zollo & Winter, 2002). HPWS create a skilled, empowered and motivated workforce that is intelligent enough of recognizing and availing opportunities for innovation by enhancing these capabilities.

The moderating role of coaching leadership

Moreover, and more importantly, this study establishes coaching leadership as a moderating variable and considers its function in the link between HPWS and DCs. Leadership is an essential element for the success and development of every organization (Almheiri & Omar, 2022). Many researchers have studied the impact of various leadership styles on the development of innovative behaviors (Ma et al., 2023). Coaching leadership is therefore the act of developing and guiding employees through opportunities for growth, support, and feedback. This leadership style helps to create a learning-oriented environment within an organization where employees feel empowered to innovate, experiment, and collaborate, which are all key elements for fostering the dynamic capabilities of an organization, DCs. Coaches are leaders who give constructive feedback to employees and help them find areas of improvement and support them in their efforts to learn and grow (Jeong, Lee, & Kim, 2024). DCs involve an organization's capacity to sense opportunities and threats, seize opportunities, and reconfigure resources to adapt to change. High-performance work systems (HPWS) basically provide operational foundation, but coaching leadership enhances the impact by aligning employee efforts with these developments. Thus, coaching leadership enhance these capabilities.

Relating to prior studies, as mentioned by Wang et al., (2021), coaching leadership fosters a supportive and inquisitive work environment by improving employees' abilities to identify opportunities. Coaching leadership enhances the impact of HPWS in encouraging innovative and proactive behaviors that are necessary for integration capabilities, as mentioned by Afsar et al., (2019). Similarly, coaching leadership enhances the employees' abilities to reconfigure resources according to organizational needs by improving their adaptability and directness to change, highlighted by Joo et al., (2012). We focus on coaching leadership because it is effective in organizations that promote learning and development as a key component of their culture (i.e., organizations where HPWS is well implemented) (Berg & Karlsen, 2016).

THEORETICAL FRAMEWORK



METHODOLOGY

This study used a quantitative research design to look at how high-performance work systems (HPWS) influence innovation performance, considering the mediating role of dynamic capabilities (DCs) - learning, integration, and reconfiguration capabilities and moderating effect of coaching leadership. To collect the data, the study applied cross-sectional survey design, where all participants provide their responses at a single point in time. This study includes a deductive approach to research, where hypotheses were developed from established theories and then tested with empirical evidence. This research design has been selected in order to evaluate the mediating and moderating effects in the specified conceptual framework based on the Resource-Based View (Barney, 1991) and Social Exchange Theory (Blau, 1964). The study sample contained 340 employees who work in the information technology field. The group of participants included individuals who worked in multiple fields which included software developers, project coordinators, system analysts, and other technical and knowledge-based professions. Different roles in organizations provide complete perspective about HR practices and leadership behaviors and innovation activities that exist within companies. Companies were selected using purposive sampling so as to focus on those IT companies operating in Pakistan that have implemented HPWS in their organizational systems and so does participants who have firsthand knowledge of the organization practices and leadership styles. The data for this study has been collected using a structured online questionnaire, which provided easy access to geographically divided participants in IT sector of Pakistan and elicits true responses by avoiding social desirability bias through anonymity and convenience. The questionnaire technique for data collection serves as the most effective method because it enables data acquisition through affordable means which require minimal time for implementation (Sekaran & Bougie, 2003). All measurement items were obtained from existing validated scales sourced from the literature.

High-Performance Work Systems (HPWS): Employees' experience of HPWS was measured using a 10-item scale adapted from (Edgar, et al., 2021). The instruments measured the extent to which employees agreed that they experienced practices, which included selective staffing, decision-making empowerment, participation, training and development, team-based work designs and performance-based compensation.

Dynamic capabilities

Dynamic Capabilities (DCs) as the capabilities of the firm to learn, integrate and reconfigure internal and external resources enacted with the help of employees, were measured using scales developed by (Lin & Wu, 2014) which contains five statements for Learning Capabilities assessment, four statements for Integration Capabilities assessment and four statements for Reconfiguration Capabilities assessment.

Coaching Leadership

Coaching Leadership (CL) was assessed by eight set of items estimating the extent to which leaders engage in coaching behaviors, such as providing feedback, fostering innovative environment, and supporting employee development (Ellinger et al., 2003).

Innovation Performance

Innovation Performance (IP) with a four-item scale, measures whether employees implement ideas that improved a process/product (Welbourne, et al., 1998). This resulted in a study questionnaire with 35 items to measure the study constructs, along with additional 4 questions for demographic factors.

All the questions were answered on a five-point Likert scale (1 = Strongly disagree to 5 = Strongly agree), in order to measure the level of agreement with each statement. Statistical analysis on the collected data was performed utilizing IBM SPSS and the PROCESS macro (Model 7) by Hayes (2022). Statistical techniques included demographic analysis, descriptive statistics, reliability analysis, correlation analysis, and moderated mediation analysis with PROCESS Model 7 to test the study hypotheses.

DATA ANALYSIS

This chapter provides for an analysis and interpretation of the data collected and results, and the reasons behind the findings. The analysis aimed to investigate all relationships that existed between study variables and to present complete results which include explanations that back up the findings from statistical tests. The demographic analysis was done to define the background traits of respondents that participated in the study.

Table 1: Demographic Statistics

		N	%
Sample Size		340	
Gender	Male	259	76.2
	Female	81	23.8
Age	Less than 25	41	12.1
	25–34 years	150	44.1
	35–44 years	113	33.2
	45–54 years	29	8.5
	55 and above	7	2.1
Qualification	Undergraduate	47	13.8
	Graduate	232	68.2
	Doctorate	23	6.8
	Other	38	11.2
Years of Experience	Less than 5 years	101	29.7
	5–10 years	96	28.2
	11–15 years	80	23.5
	More than 15 years	63	18.5

The results showed that (76.2%) of participants identified as male while (23.8%) identified as female. The age distribution data shows that (44.1%) of respondents belong to the 25 - 34 years age

group while (33.2%) of respondents belong to the 35 - 44 years age group. The survey results show that (12.1%) of participants are under 25 years old while (8.5%) belong to the 45 - 54 years age range and only (2.1%) of participants are 55 years old or older. The educational qualifications of respondents reveal that (68.2%) of participants hold graduate degrees which shows the sample consists of highly educated individuals. The educational qualifications include (13.8%) of people who hold undergraduate degrees and (6.8%) who have doctoral degrees and (11.2%) who possess other credentials. The research results show that (29.7%) of respondents have less than 5 years of work experience which constitutes the biggest group in the study sample. The study results show that (28.2%) of participants have work experience between 5 to 10 years while another (23.5%) of participants possess 11 to 15 years of professional experience. The study found that (18.5%) of respondents possess more than 15 years of professional experience.

Table 2: Descriptive Statistics

Construct	Mean	S.D
High-Performance Work Systems (HPWS)	3.6879	.68542
Learning Capability (LC)	3.6424	.70185
Integration Capability (IC)	3.5978	.75122
Reconfiguration Capability (RC)	3.5934	.75179
Coaching Leadership (CL)	3.7173	.78647
Innovation Performance (IP)	3.9199	.70529

Descriptive analysis was conducted to examine the central tendency and dispersion of the major study variables. The results, displayed in Table 2. reveal that the highest mean value was observed for Innovative Performance (IP) (M = 3.9199, SD = .70529). Coaching Leadership (CL) also presented rather high mean (M = 3.7173, SD = .78647). On the same note, HPWS showed a positive mean score (M = 3.6879, SD = .68542). Regarding the mediating variables, Learning Capability (LC) (M = 3.6424, SD = .70185), Integration Capability (IC) (M = 3.5978, SD = .75122), and Reconfiguration Capability (RC) (M = 3.5934, SD = .75179) all exhibited moderate mean values. The standard deviation values range from 0.685 to 0.786, which demonstrates that respondents showed a moderate level of response variation.

Table 3: Reliability Analysis

Variables	No. of items	Cronbach's value	Level of reliability
High-Performance Work Systems (HPWS)	10	0.888	Very Good
Learning Capabilities	5	0.837	Very Good
Integration Capabilities	4	0.818	Very Good
Reconfiguration Capabilities	4	0.813	Very Good
Coaching Leadership	8	0.933	Excellent
Innovation Performance	4	0.876	Very Good

Reliability analysis was conducted to assess the internal consistency of the measurement scales used in the study. As indicated in Table 3. the Cronbach alpha of all the study variables was above the recommended value of 0.70, which means that the scales employed in this study are very reliable. The scale

measuring High Performance Work Systems (HPWS) consisted of 10 items and produced a Cronbach's alpha result of (0.888) which demonstrates high measurement reliability. The Learning Capability (LC) assessment through five items achieved a Cronbach's alpha score of 0.837 which demonstrates good reliability for the test. The Integration Capability (IC) test with its four components achieved a Cronbach's alpha score of 0.818 which confirms the test's ability to measure knowledge integration within an organization with reliable accuracy. The Reconfiguration Capability (RC) assessment used four test items which achieved a Cronbach's alpha score of 0.813 that demonstrated good test reliability. Coaching Leadership (CL) showed the strongest reliability among all constructs because its Cronbach's alpha reached 0.933 with eight items, which demonstrated outstanding internal consistency. Finally, the measurement of Innovation Performance (IP) through four assessment items produced a Cronbach's alpha result of 0.876 which demonstrated good testing reliability.

Table 4: Correlation for Study Variables

	HPWS	LC	IC	RC	CL	IP
High Performance Work Systems (HPWS)	1					
Learning Capabilities (LC)	.558**	1				
Integration Capabilities (IC)	.546**	.793**	1			
Reconfiguration Capabilities (RC)	.585**	.755**	.758**	1		
Coaching Leadership (CL)	.693**	.593**	.623**	.672**	1	
Innovation Performance (IP)	.499**	.460**	.431**	.517**	.601**	1

Correlation analysis was conducted to examine the strength and direction of the relationships among the major study variables - High Performance Work Systems (HPWS), Learning Capabilities (LC), Integration Capabilities (IC), Reconfiguration Capabilities (RC), Coaching Leadership (CL) and Innovation Performance (IP). Table 4. confirms that all variables are significantly and positively correlated at the 0.01 level ($p < 0.01$). In particular HPWS had significant positive correlations with LC ($r = .558, p < .01$), IC ($r = .546, p < .01$), RC ($r = .585, p < .01$), CL ($r = .693, p < .01$) and IP ($r = .499, p < .01$). Likewise, LC showed strong positive relationships with IC ($r = .793, p < .01$), RC ($r = .755, p < .01$), CL ($r = .593, p < .01$) and IP ($r = .460, p < .01$). IC also was significantly related with RC ($r = .758, p < .01$), CL ($r = .623, p < .01$) plus IP ($r = .431, p < .01$). Moreover, RC presented positive correlations with CL ($r = .672, p < .01$), and IP ($r = .517, p < .01$) while CL had a significant positive relationship with IP ($r = .601, p < .01$). Overall, these results suggest moderate to strong positive relationships across the variables, giving an initial but practical support for the theoretical connections that were suggested.

Table 5: Testing of Hypothesis with LC as Mediator

	β	SE	T	P
Outcome Variable = LC				
HPWS	0.622	0.138	4.503	0.000

CL	0.664	0.127	5.209	0.000
HPWS $\times$ CL	-0.095	0.036	-2.667	0.008
Outcome Variable = IP				
HPWS	0.363	0.057	6.410	0.000
LC	0.264	0.055	4.780	0.000
Conditional Indirect Effects of HPWS on IP through LC				
CL	Effect	Boot SE	LL 90% CI	UL 90% CI
3.000	0.089	0.029	0.043	0.138
4.000	0.064	0.028	0.023	0.112
4.375	0.055	0.029	0.013	0.105
Index of Moderated Mediation				
Moderator	Index	Boot SE	LL 90% CI	UL 90% CI
CL	-0.025	0.013	-0.045	-0.003

This study employed PROCESS Model 7 (Hayes) to evaluate how High-Performance Work Systems (HPWS) affect Innovative Performance (IP) through Learning Capability (LC) which acts as a mediator and Coaching Leadership (CL) which functions as a moderator. Table 5. demonstrates that HPWS had a significant positive impact on LC according to the measurement results ($\beta = 0.622, p < .001$), while Coaching Leadership also had a strong positive impact on LC ($\beta = 0.664, p < .001$). However, the results showed a significant negative interaction between HPWS and CL which had a statistical value ($\beta = -0.095, p = .008$). Furthermore, the research results demonstrate that HPWS directly improved IP through a significant positive effect ($\beta = 0.363, p < .001$), and learning capability (LC) also produced a significant positive impact on innovation performance (IP) ($\beta = 0.264, p < .001$). The indirect effect of High-Performance Work Systems (HPWS) on Innovation Performance (IP) through Learning Capability (LC) was significant at all levels of CL because the bootstrap confidence intervals did not include zero. The results showed that LC serves as a mediator between HPWS and IP relationships. The indirect effect showed a decreasing pattern which results from increasing CL levels because higher coaching leadership causes weaker mediation between the two variables. The index of moderated mediation showed statistical significance because its confidence interval excluded zero which means that the index value (Index = -0.025 , BootSE = 0.013, CI $[-0.045, -0.003]$) confirming the presence of moderated mediation.

Table 6: Testing of Hypothesis with IC as Mediator

	β	SE	T	P
Outcome Variable = IC				
HPWS	0.503	0.146	3.448	0.001
CL	0.696	0.135	5.164	0.000
HPWS $\times$ CL	-0.075	0.038	-2.000	0.046
Outcome Variable = IP				
HPWS	0.387	0.057	6.843	0.000
IC	0.212	0.052	4.116	0.000
Conditional Indirect Effects of HPWS on IP through IC				
CL	Effect	Boot SE	LL 90% CI	UL 90% CI
3.000	0.059	0.021	0.024	0.093
4.000	0.043	0.019	0.014	0.076
4.375	0.037	0.020	0.008	0.071

Index of Moderated Mediation				
Moderator	Index	Boot SE	LL 90% CI	UL 90% CI
CL	-0.016	0.010	-0.031	-0.000

The second model examined whether Integration Capability (IC) mediates the relationship between HPWS and Innovation Performance (IP), and whether Coaching Leadership (CL) moderates the relationship between HPWS and Integration Capability (IC). The results in Table 6. showed the impact of HPWS on IC significant and positive ($\beta = 0.503$, $t = 3.448$, $p < .001$), while the positive and significantly high impact of CL on IC was also evident ($\beta = 0.696$, $t = 5.164$, $p < .001$). One of the main results was associated with the interaction term (HPWS $\times$ CL), which was negative and statistically significant ($\beta = -0.075$, $t = -2.00$, $p = 0.046$). Furthermore, the regression analysis results indicated that HPWS had a positive and significant impact on IP ($\beta = 0.387$, $t = 6.843$, $p < .001$), also IC positively and significantly influenced IP ($\beta = 0.212$, $t = 4.116$, $p < .001$). Conditional indirect effects table was used to examine the way HPWS affects IP using IC at the various levels of CL (low, moderate and high) thus testing both mediation and moderation effects at the same time. The findings indicated that the indirect relationship between HPWS and IP via IC was positive and statistically significant at all the levels of CL since the bootstrapped confidence intervals in both instances did not include zero. The indirect effect at low levels of CL (3.00) is 0.059, with the confidence interval 0.024 to 0.093, at moderate levels of CL (4.00), the indirect effect reduced to about 0.043, its confidence interval was 0.014 to 0.076, which was still significant and at high levels of CL (4.375) the indirect effect also decreased to 0.0373 with a confidence interval of 0.008 to 0.071. The moderated mediation index was also statistically significant because it did not take the value of zero in the confidence interval (Index = -0.016, BootSE = 0.010, CI [-0.031, -0.000]) confirming that CL significantly moderates the indirect effect of HPWS on IP through Integration Capabilities.

Table 7: Testing of Hypothesis with RC as Mediator

	β	SE	T	P
Outcome Variable = RC				
HPWS	0.307	0.139	2.218	0.027
CL	0.541	0.128	4.236	0.000
HPWS $\times$ CL	-0.016	0.036	-0.441	0.660
Outcome Variable = IP				
HPWS	0.308	0.057	5.432	0.000
RC	0.321	0.052	6.197	0.000
Conditional Indirect Effects of HPWS on IP through RC				
CL	Effect	Boot SE	LL 90% CI	UL 90% CI
3.000	0.083	0.027	0.038	0.126
4.000	0.078	0.028	0.035	0.126
4.375	0.077	0.030	0.031	0.129
Index of Moderated Mediation				
Moderator	Index	Boot SE	LL 90% CI	UL 90% CI
CL	-0.005	0.014	-0.024	0.022

According to the regression outputs, the positive and significant impact of HPWS on RC was significant ($\beta = 0.307$, $t = 2.218$, $p = 0.027$). CL also exhibited a positive and significant impact on RC ($\beta = 0.541$, $t = 4.236$, $p < .001$). However, the interaction term between HPWS and Coaching Leadership was not significant ($\beta = -0.016$, $p = 0.660$) showing that Coaching Leadership does not moderate the relationship between HPWS and Reconfiguration Capability and the confidence interval has a zero value. Furthermore, the regression results indicated a positive and significant direct impact of HPWS on IP ($\beta = 0.308$, $t = 5.432$, $p < .001$), also the positive and significant effect of RC on IP ($\beta = 0.321$, $t = 6.197$, $p < .001$). Also, the findings reveal that the indirect influence of HPWS on IP through RC was positive and statistically significant at all the levels of CL because all the bootstrapped confidence intervals are not minimal. The indirect effect was highest at low levels of CL (3.00) ($\beta = 0.083$), with the level of confidence between 0.038 and 0.1256, at moderate levels of CL (4.00) was $\beta = 0.078$ with a confidence interval of 0.035 to 0.126 and at high levels of CL (4.375), the indirect effect further reduced to $\beta = 0.077$ with a confidence interval of 0.031 to 0.129 but remained statistically significant. Moreover, moderated mediation index was not significant because the confidence interval contained zero (Index = -0.005, Boot SE = 0.014, CI [-0.024, 0.022]), confirming that CL does not moderate the indirect relationship between HPWS and IP through RC.

DISCUSSION OF RESULTS

This study developed and empirically tested a conceptual model which shows how HPWS systems impact innovation performance at organizations through their development of dynamic capabilities. Thus, the current study aimed to test the hypothesis of High-Performance Work Systems (HPWS) boosting Innovation Performance (IP) in the IT industry, and the relationship is mediated by three dimensions of dynamic capabilities (DCs): learning capabilities (LC), integration capabilities (IC), and reconfiguration capabilities (RC) in the conditional effect of Coaching Leadership (CL). The findings are a good support of the suggested framework. To begin with, HPWS presented a strong positive direct impact on the Innovation Performance, thus aligning with the recent research that demonstrates that HPWS have a positive effect on the innovation-related factors, such as innovation capabilities, knowledge-based behavior, and innovative work performance in knowledge-intensive environments (Bhatti, et al., 2021; Arshad, et al., 2024).

The second important conclusion is that the HPWS was a significant predictor of all three mediators; Learning Capabilities, Integration Capabilities and Reconfiguration Capabilities. The study presents evidence that demonstrates HPWS encompasses organizational practices which enable companies to acquire skilled workforce and develop their existing employees while maintaining open communication across all company levels to exchange knowledge, enabling autonomy and decision-making opportunities (Jiang, et al., 2012). Practically, the implications of the results are that HPWS assists companies to develop learning opportunities, enhance coordination among functions, and develop a flexible nature to reassign resources and modify routines. The findings are particularly applicable to the IT sector where the

capacity to learn fast, integrate skills, and react to dynamic market or technological situations is the core of innovation. The results thus confirm the notion that HPWS is an upstream facilitator of organizational capabilities and not necessarily has a simple direct-performance pathway of action. Recent research has also claimed that HPWS can be used to explain the black box between HR systems and outcomes by developing capabilities, including intellectual capital, dynamic capabilities, agility, and knowledge-sharing mechanisms (Mehralian, et al., 2022).

The outcomes of the mediation are especially significant since they indicate that all three dynamic capability dimensions played a significant role in Innovation Performance. Innovation Performance was greatly predicted by Learning Capabilities, which indicates that as long as organizations persistently develop possibilities of knowledge learning, learning groups, and internal growth, employees stand in a better position to develop and implement innovative ideas. Simultaneously, Integration Capabilities and Reconfiguration Capabilities also made a strong foretelling of the Innovation Performance, which means that an innovation is enhanced when the organization can integrate information across functions and re-arrange resources in response to change. This trend is an indicator that innovation is not engineered by the HR systems on its own; instead, it is created when the systems are converted into the development of capabilities. The pronounced indirect impacts in all three models thus give testimony that HPWS has a role to play in the context of innovation due to its contribution in the development of organizational learning, coordination, and adaptability. This explanation compliments the current literature indicating that innovation is frequently passed on via capabilities-based and knowledge-based processes as opposed to direct HR impacts alone (Mehralian, et al., 2022).

The last significant result regards Coaching Leadership. The results demonstrate that Coaching Leadership functions as a moderating factor which connects HPWS with Learning Capabilities (LC) and Integration Capabilities (IC) according to the established moderation hypotheses. The results show that HPWS consistently enhances these dynamic capabilities yet the relationship between these two factors depends on different levels of coaching leadership. Employees working in environments with established coaching leadership programs receive extensive guidance from their leaders through mentoring and developmental support. As a result, the positive impact of HPWS remains significant but its additional effect becomes less noticeable. The findings establish that HR systems function together with leadership practices through a complementary relationship which exists because the two elements do not contradict each other. High-performance work systems and coaching leadership both assist organizations in developing these capabilities through their respective processes, but they may operate through overlapping operational methods such as employee development, feedback, empowerment, and support. The result is consistent with the recent evidence by Rosha and Lace (2021) that coaching establishes a workplace environment which improves a company's innovative capabilities.

However, this study further includes that not all hypothesized relationships were supported. In particular, the study found that coaching leadership did not have a moderating effect between HPWS implementation and reconfiguration capability development, indicating that the influence of HPWS on reconfiguration might not be as contingent on the style of leadership as its effects on learning and integration capabilities. This finding suggests that although leadership is vital in promoting learning and integration, reconfiguration capabilities might be dependent on other aspects including organizational structures, processes, and culture than on leadership style. Prior research has shown that organizations use higher-order capabilities, which include reconfiguration, as a core part of their operation processes instead of depending on leadership attributes (Eisenhardt & Martin, 2000). The model maintains its strength because the lack of a moderating effect rather provides detailed information about how different capability dimensions respond in a different way to contextual factors. The results demonstrate that leadership training supports capability development in organizations, but knowledge-oriented capabilities such as learning and integration show greater benefits from this training compared to structural embedded capabilities which include reconfiguration.

Limitations and Directions for future research

Despite its theoretical and practical implications, this study has some limitations that suggest avenues for future research. First, the data collection used single source i.e., employees' self-reports at a single point in time, to measure key study variables that may cause common method bias CMV (Podsakoff, et al., 2012). Future studies should use multi-source data which includes self-reporting and performance data obtained from managers. It will be a useful to conduct 360° evaluations which combine self-reported data with assessment data from managers and peers. Secondly, due to practical constraints another methodological limitation of the study was that, the study used a cross-sectional research design which limits the ability for determining causal connections between high-performance work systems (HPWS), dynamic capabilities (DCs), coaching leadership (CL) and innovative performance (IP). Although, the proposed relationships exist because they have strong theoretical foundations, yet future research should adopt longitudinal or time-lagged designs to better capture the dynamic nature of these relationships and provide stronger causal inferences. Third, the use of purposive sampling may limit the generalizability of the findings because the sample does not completely reflect the wider population. Although, purposive sampling is appropriate for targeting participants with related knowledge and experience but this method does not ensure to deliver complete population representation. Future research could utilize probability-based sampling techniques, such as random or stratified sampling methods to increase external validity while enabling researchers to apply their findings across multiple industrial and organizational settings. Fourth, the study examined only the IT industry because it operates as a knowledge-based field which drives innovation. Although, the research platform appropriately allows dynamic capabilities to be studied but its results do not apply to other industries. Future research should replicate the study in different sectors, including banking,

manufacturing and services to evaluate how well the model works in different types of organizational settings. Finally, the study analysed coaching leadership as a moderating factor while examining only one particular leadership style. Future research should investigate different leadership styles which include transformational leadership, transactional leadership or servant leadership to discover how various leadership styles impact HPWS efficiency. Furthermore, the findings show that coaching leadership does not affect the connection between HPWS and reconfiguration capabilities, suggesting that upcoming research should investigate different contextual factors which include organizational culture, technological infrastructure and employee engagement to further enrich the understanding of how HPWS impacts innovation performance through dynamic capabilities.

Conclusion

This research has analysed the relationship between High-Performance Work Systems and Innovation Performance within the IT industry by taking into account the mediating variables of Learning Capabilities, Integration Capabilities, and Reconfiguration Capabilities, and the moderating variable of Coaching Leadership. The results are a good indication that HPWS has a positive impact on the Innovation Performance either directly or indirectly. This implies that properly developed HR systems are not just useful managerial instruments, but also strategic assets that can assist firms in establishing environments in which innovation can thrive. The current literature also evidences the view that HPWS is a factor that enhances innovation based on knowledge and capability processes. The research results demonstrate that dynamic capabilities (DCs) which include learning capability, integration capability and reconfiguration capability function as essential components that enable organizations to enhance their

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- innovation performance. The research also indicated that learning capability, integration capability, and reconfiguration capability are highly improved by HPWS. The three mediators had a significant prediction of the Innovation Performance, which implies that innovation is enhanced when the organizations can learn, coordinate knowledge and resources and respond to change by adjusting structures. These results confirm a dynamic capability account of innovation, on which the innovative strength of firms is acquired when the HR systems build internal adaptive and knowledge-conversion capabilities. Furthermore, the research puts forth the crucial role that coaching leadership plays in the reinforcement of certain capability pathways, especially those related to knowledge development and integration. At the same time, the study provides detailed analysis of leadership effects because it shows that different capability dimensions respond to leadership impacts in different ways. The study shows that coaching leadership improves learning and integration capabilities but its effects on reconfiguration capability development remain limited because this capability is more structurally embedded within organizational systems and processes. The research results link theoretical knowledge with practical application by developing a comprehensive framework that unites HRM, leadership, and dynamic capabilities to study innovation performance. The study establishes a strong basis for upcoming research while delivering practical recommendations to organizations that want to use HR practices and leadership approaches for continuous innovation and competitive advantage. The research demonstrates that organizations in knowledge-intensive fields alike IT need to establish HR systems, dynamic capabilities and enabling leadership to achieve sustained innovation.
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