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Continuous Performance Management and Employee Development: A Systematic Literature Review of Coaching, Feedback, and Learning Mechanism

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Abstract

Traditional annual performance appraisals fail to drive agile competency growth in dynamic modern organizations, making continuous performance management (CPM) critically important for talent retention. However, previous literature reviews often overlook the granular interactions among coaching, feedback, and learning mechanisms in corporate employee development, thereby leaving a significant gap in the research (research gap). To address this limitation, this study examines how these specific internal mechanisms interact within the CPM environment to drive professional growth. By applying the Systematic Literature Review (SLR) approach as the primary methodology, this study thoroughly screens and analyzes 30 global empirical articles from the 2020–2025 period using rigid thematic synthesis stages. The novelty of this research (novelty) lies in formulating a new integrative model based on a picture of research results demonstrating that daily coaching and feedback interactions consistently trigger work engagement as the primary mediating mechanism. Meanwhile, the effectiveness of training content absorption on digital learning platforms is proven to be accelerated by (moderating boundary conditions) in the form of organizational learning climate flexibility and leader humility. Therefore, it is recommended that future studies extend these conceptual dynamics through sector-specific empirical tracking.

Keywords: Continuous Performance Management, Employee Development, Coaching, Feedback, Learning Mechanisms.

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INTRODUCTION

The conventional conceptual performance management system that relies on the year-end appraisal (annual appraisal) now faces sharp criticism across various formal organizational sectors worldwide. Social facts show that retrospective formal evaluations conducted once a year tend to trigger job anxiety, reduce internal motivation, and fail to capture the dynamics of employees' real contributions in the fast-moving modern business ecosystem ((Lehtonen et al., Thriving or surviving at work: How workplace learning opportunities and subjective career success are connected with job satisfaction., 201); (Yates & Skinner, 2021)). Phenomena in the field indicate that many companies complain about the high employee attrition rate (turnover) and the stagnation of internal competencies even though routine formal evaluation processes are carried out administratively. Consequently, the demand for a more agile, growth-oriented system has given rise to a paradigm shift toward Sustainable Performance Management (Continuous Performance Management or CPM) ((Kwon et al., 2024)). CPM emphasizes the importance of daily dialogic interaction that places the development of professional capacity as the primary target, not merely the fulfillment of bureaucratic documents or the determination of periodic bonus metrics for workers.

Although the urgency of implementing this continuous management system has been widely acknowledged by Human Resources practitioners, the existing scientific literature still leaves a significant evaluation gap (research gap). Most previous studies tend to focus macroscopically on the impact of CPM on organizational financial productivity or general job satisfaction without thoroughly unpacking its internal components. Existing literature reviews often overlook the granular interaction and the interdependence mechanisms among the functions of guidance (coaching), feedback (feedback), and learning mechanisms (learning mechanisms) simultaneously ((Wallo et al., 2025)). Methodological weaknesses in previous research are also evident from the scarcity of comprehensive studies that integrate various corporate sectors in a unified manner through systematic review methods within the dynamic post-pandemic period. The absence of an integrated synthesis of how daily coaching dialogue is transformed into an improvement in employees' work capability (employability) makes the theoretical foundation of CPM fragmented.

This critical evaluation of various previous studies is the main foundation and an important basis for conducting this systematic literature review research (Systematic Literature Review). Past empirical studies have proven to still show clear conceptual fragmentation, in which the effectiveness of work evaluation has not been fully integrated with individual learning behavior ((Kumar & Ganguly, 2021); (A. V. Hootegem, 2023)). A well-established theoretical foundation is greatly needed to map how constructive feedback can be accepted without triggering psychological resistance from workers in the

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field. By collecting selected global studies published within the dynamic post-pandemic period, this study positions itself to unite those separate conceptual pieces into one complete model. This critical review of the literature serves to filter the effectiveness of various performance measurement instruments and to identify internal organizational inhibiting factors that have not been answered by conventional theoretical models.

Based on all the background and research gaps outlined above, this study formulates a number of crucial questions that underlie the specific determination of the research objectives. This study chooses to focus on the issue of Continuous Performance Management (CPM) and employee capacity development because of the urgent need to shift the paradigm from annual retrospective evaluation toward agile growth dialogue. In detail, there are two main research questions to be answered through this study, namely:
RQ1: How are the characteristics of the interaction between coaching, feedback, and learning mechanisms in supporting employee development in the CPM environment?
RQ2: What are the digital work environment factors that accelerate the effectiveness of training content absorption by formal employees?
Through a rigid SLR method applied to selected databases, this study aims to present a taxonomic map and a new integrative framework regarding growth-based performance management (Ghosh & Manongsong, 2025; Akter & Ahmed, 2025).

LITERATURE REVIEW

Continuous Performance Management (CPM)

Sustainable Performance Management, or Continuous Performance Management (CPM), is defined as a strategic approach in human resource management that prioritizes the processes of evaluation, communication, and employee capacity development constantly throughout the year. Unlike conventional appraisal systems that are periodic in nature, CPM integrates flexible goal-setting activities (agile goal-setting), periodic career conversations, and documentation of work performance progress in real terms (real-time tracking). This concept positions daily interaction between supervisors and subordinates as the main channel for ensuring that all individual operational movements remain aligned with the organization's strategic direction ((Kwon et al., 2024); (Yates & Skinner, 2021)). The presence of this high-performance work system is intended to trigger happiness at work in the office because employees are encouraged to keep growing. The main objective of implementing this CPM umbrella system is to create an adaptive, transparent work culture that focuses on long-term competency growth.

Evaluatively, the effectiveness of CPM implementation within an organization depends heavily on the quality of interpersonal relationships and the internal cultural readiness of the company. Much of the literature shows that without a deep transformation in supervisors' leadership style, the transition toward a CPM system often becomes

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merely a new administrative burden for employees ((Wallo et al., 2025); (A. V. Hootegem, 2023)). A critical aspect that is often debated is the risk of micromanagement (micromanagement) as well as increased job anxiety if the frequency of daily evaluation is not managed with empathetic and supportive communication. A successful CPM evaluation method must be able to balance the demands of daily business target accountability with the provision of autonomy space for employees to innovate and learn from work mistakes without fear of formal sanctions ((Q. Ye, 2023); (H. Chen, 2023)).

Coaching and Feedback Mechanisms

The mechanisms of guidance (coaching) and feedback (feedback) are the core dialogic instruments within CPM that function as a bridge for transferring knowledge and rapidly correcting deviations in work performance. Coaching refers to a structured partnership process between leaders and employees to trigger reflective thinking and maximize individuals' professional potential through in-depth questioning ((Wallo et al., 2025); (Wei & Yu, 2023)). Meanwhile, feedback is defined as the delivery of descriptive information about past work behavior that is used as a guide for adjusting future actions ((N. A. Boere, 2023); (Ghosh & Manongsong, 2025)). The combination of these two mechanisms creates a two-way discussion space (reciprocal dialogue) that enables employees to receive tactical direction as well as emotional support from managers. The characteristics of this dialogic instrument are considered highly effective for elaborating the cognitive and emotional mechanisms of subordinates.

Evaluatively, the success of coaching and feedback is not determined by the sophistication of evaluation forms, but is massively influenced by the factor of (leader humility) and the authenticity of the leader. Judgmental or one-way feedback has been empirically proven to trigger employees' psychological resistance, increase work stress, and reduce intrinsic motivation ((Rignlizzo et al., 2022); (S. MacMahon, 2025)). Conversely, leaders who are able to listen actively and model daily learning behavior will create psychological security (psychological safety) in the work environment ((Andoh et al., 2021); (Chollet et al., 2021)). This sense of security is what makes subordinates more receptive to constructive criticism and more motivated to immediately assimilate improvement suggestions into their operational tasks in order to build a stable subjective career.

Learning Mechanisms in Workplace

Learning mechanisms in the workplace (workplace learning mechanisms) encompass all the architecture, strategies, and formal as well as informal facilities provided by organizations to support the acquisition of new knowledge by employees. These mechanisms can take the form of structured corporate training programs, access

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to digital learning platforms such as MOOCs (Massive Open Online Courses), up to professional community discussion spaces ((Akter & Ahmed, 2025); (Karhapää et al., 2023)). Besides formal channels, learning also occurs socially and informally through interaction among peers when solving everyday operational problems in the field ((Hoel & Christensen, 2020); (Moeller, 2024)). A quality learning environment serves as the main vessel that enables the transfer of motivation after the performance appraisal process is carried out. Providing access to informal networks becomes part of the integration of the architecture for developing workers' capacity.

Evaluatively, the organizational learning climate (learning climate) functions as a critical mediating variable that determines whether inputs from performance management can be converted into real employee development. A common weakness in many companies is the high investment in the technology of the e-learning digital platform that is not accompanied by the provision of dedicated time allocation for employees to learn ((Crans et al., 2021); (Wickramasinghe & Ramanathan, 2021)). When workload demands are too high, employees tend to neglect self-development activities and choose merely to survive the daily routine ((Lehtonen et al., Thriving or surviving at work: How workplace learning opportunities and subjective career success are connected with job satisfaction., 2021); (Decius et al., 2023)). Therefore, workplace learning mechanisms will only produce an improvement in work capability (employability) if supported by flexible job design, the strengthening of support team competencies, and real commitment from the management ((Kumar & Ganguly, 2021); (Glerum & Judge, 2021)).

METHOD

The manuscript's methodological design is constructed using a systematic literature review approach, or Systematic Literature Review (SLR), in order to unpack the contribution of Continuous Performance Management to employee capacity development. SLR is conceptually defined as a scientific evaluation method that adopts standard procedures to identify, assess, and synthesize all empirical evidence from previous studies in order to answer research questions objectively. The procedures for collecting, screening, and analyzing secondary data in this study are fully carried out by adopting the transparency principles of the PRISMA 2020 protocol (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The PRISMA 2020 protocol is applied rigidly to ensure that all stages of tracing global empirical articles from reputable databases can be traced and accounted for accountably. Through this structured SLR approach, conceptual pieces regarding the contribution of CPM to employee development are transparently synthesized to produce a new theoretical model for formal industry practitioners.

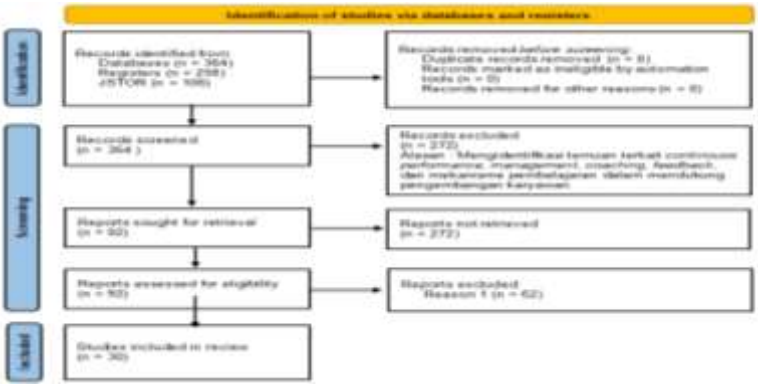
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The secondary data sources in this research were obtained entirely from searches of reputable scientific journal databases, namely ScienceDirect and JSTOR. The selection of articles as the main observation data refers to the transparency principles of the PRISMA 2020 protocol, with a publication time limit ranging from 2020 to 2025. The secondary data search process was carried out simultaneously on October 14, 2026, using a data collection technique based on a rigidly formulated Boolean search string, namely: ("Developmental feedback" OR "Constructive feedback" OR "Performance feedback") AND ("Skill development" OR "Employee learning" OR "Professional growth"). The initial search results using these keywords produced very broad initial findings, which were then gradually filtered through strict exclusion criteria. The first screening process was carried out by excluding manuscripts based on article type and non-journal publication titles to ensure the academic validity of the data. This gradual selection stage succeeded in narrowing the findings down to a total of 364 records of potential articles, consisting of 258 articles from ScienceDirect and 106 articles from JSTOR, before proceeding to the full-text eligibility assessment stage.

The literature screening process in this study was carried out in a disciplined manner by adopting the principle of high accountability so that all of its stages can be transparently re-traced ((Moeller, 2024); (Murphy et al., 2021)). To provide a clear visualization of the chronology of data reduction from hundreds of raw manuscripts until the final sample was obtained, all screening stages are mapped into a standardized flowchart. This step is crucial for minimizing selection bias and proving that the articles used as the main database truly have a high level of relevance and academic quality. The characteristics of this screening divide the process into several crucial phases, ranging from the identification of the initial database, the removal of irrelevant manuscripts based on abstract reading, to the full assessment of document eligibility. The comprehensive methodological flow that describes the tracing of articles from a total of 364 initial records to 30 selected articles is presented in full in the flow diagram below.

Figure 1. PRISMA Diagram



Source : Data processing (2020-2025)

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The systematic screening process was then carried out following the PRISMA 2020 flow diagram to ensure transparency and rigor in the selection of the final empirical data. During the main screening stage of the 364 potential article records, the evaluation of titles and abstracts resulted in the exclusion of 272 records due to a lack of alignment with the focus on coaching interaction, feedback, and capacity development. A total of 92 remaining full-text reports were successfully retrieved to be assessed in depth for eligibility through inclusion criteria specific to the formal corporate industry. From this critical evaluation, 62 articles were excluded because they did not meet empirical methodological standards, resulting in a final total of 30 high-quality empirical articles ready for analysis. Data from these 30 selected manuscripts were then extracted into a characteristics table using a thematic analysis approach in order to construct an integrative taxonomic map of growth-based performance management.

RESULT AND DISCUSSION

Result

The data extraction process for the 30 selected global empirical articles successfully mapped the characteristics of continuous performance management in supporting employees' professional capacity growth comprehensively. The analysis results rest on an in-depth investigation of the forms of granular interaction, internal organizational influencing factors, and methodological implications that emerge in the formal modern industry landscape. Based on the systematic screening results, each observed article was rigidly classified to see the real contribution of daily coaching and feedback functions. The critical evaluation focuses on mapping the focus of findings, the variety of predicted methods used by previous researchers, and the conceptual alignment across corporate jurisdictions. This taxonomic step was taken to unpack theoretical fragmentation as well as to present a valid integrative synthesis regarding the effectiveness of growth-based work environments. All summaries of literature data, publication identities, and the essence of the findings' focus from the 30 empirical articles that serve as the main database of this research are presented in full in the following table.

Table 1. Mapping of the Characteristics of Empirical Articles in the CPM and Employee Development Review

No	Article Title	Author & Year	Predicted / Planned Method	Focus of Findings Related to Your SLR Topic
1	*Employee development and employee*	K. Kwon, S. Jeong, S. W. Yoon (2024)	*Literature Review* / Integrative	Provides a theoretical model linking *employee development* with increased

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	engagement: a review and integrated model			employee work engagement.
2	*On-the-job training in the police: Learning in ethical gray areas*	L. Hoel, E. Christensen (2020)	Qualitative / Case Study	Shows how *learning mechanisms* occur in the field (OJT) in high-risk work environments.
3	*Thriving or surviving at work: how workplace learning opportunities and subjective career success are connected with job satisfaction...*	E. Lehtonen, P. Nokelainen, T. Puhakka (2021)	Quantitative / Survey	Proves that learning opportunities in the workplace have a direct impact on employees' job satisfaction and career success.
4	*Reevaluating the UTAUT framework in workforce MOOC adoption*	(H. Akter, 2025)	Quantitative / Model Testing	Analyzes the factors that influence employees in adopting *online* course platforms (MOOC) as a self-directed learning mechanism.
5	*Workplace learning potential in uncertain situations in care work*	B. Moeller (2024)	Qualitative / Descriptive	Identifies the potential and obstacles of *workplace learning* when organizations face situations of crisis or uncertainty.
6	*How do managers promote workplace learning? Learning-oriented leadership in daily work*	A. Wallo, H. Kock, P. E. Ellström (2021)	Qualitative / Interview	Explains the real role of managers in carrying out daily *coaching* and building a leadership style that supports learning.
7	*Talent development and training effectiveness: soft skills can be trained*	I. Spiteri Avjak (2025)	Quantitative / Experiment or Survey	Assesses the effectiveness of *soft skills* training as the main instrument in employee talent development programs (*talent development*).

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8	*Digital environments as sites for informal workplace learning in knowledge work*	A. Karhapää, P. Rikala, R. Hämäläinen (2023)	Qualitative / Case Study	Explores how a company's digital ecosystem becomes an effective vessel for informal learning mechanisms to take place.
9	*The mediating role of social informal learning in the relationship between learning climate and employability*	S. Crans, M. Gerken, M. Segers (2021)	Quantitative / Mediation Analysis	Finds that a company's learning climate improves employees' work capability when mediated by informal social learning.
10	*Workplace learning experienced by employees in information technology-enabled work environments*	V. Wickramasinghe, U. Ramanathan (2021)	Quantitative / Sectoral Survey	Maps employees' real experiences in utilizing work environment technology as a means of continuous learning.
11	*Workplace learning in mentoring (WPLM): a scale development and validation study*	R. Ghosh, A. M. Manongsong (2025)	Quantitative / Scale Validation (Psychometrics)	Develops an official measurement instrument to assess the extent of the effectiveness of *mentoring/coaching* relationships in producing learning.
12	*Impact of professionalism of workplace learning support team on learning outcome*	N. Kumar, K. K. Ganguly (2021)	Quantitative / Regression	Proves that the competence and professionalism of the internal training support team are directly proportional to employees' learning outcomes.
13	*How to prompt training effectiveness? An investigation on achievement goal setting intervention in workplace learning*	Y. Jiang, W. Lin, X. Wang (2022)	Quantitative / Intervention	Shows that the *goal setting* (performance goal setting) intervention is able to boost the effectiveness of absorbing job training materials.

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14	*Will there always be a return on investment? The effects of investment in employee development on employee entrepreneurship*	(Q. Ye, 2023)	Quantitative / Longitudinal	Analyzes the return on investment (ROI) of *employee development* programs on staff productivity and intrapreneurship behavior.
15	*Active learning, active shaping, or both? Reciprocal effects between work design, informal workplace learning, and job crafting*	(J. Decius, 2023)	Quantitative / *Cross-lagged Panel*	Reveals the reciprocal relationship between everyday job design and employees' initiative to learn informally (*job crafting*).
16	*The impacts of role commitment and pay-for-performance on proactive career behavior*	(H. Chen, 2023)	Quantitative / Employee Survey	Examines how performance-based compensation (*performance management outcome*) triggers employees' proactive behavior in building their careers.
17	*Does training content matter? Differences between soft- and hard-skill trainings in transfer motivation*	(N. A. Boere, 2023)	Quantitative / Comparative	Differentiates employees' motivation in applying training outcomes (*transfer motivation*) between the types of *soft-skill* and *hard-skill* skills.
18	*Leader humility, leader authenticity and informal learning: how humble team leaders model everyday workplace learning*	M. Rignlizzo, Z. Zhu (2022)	Qualitative / Observation & Interviews	Concludes that supervisors' humility facilitates the guidance process (*coaching*) and makes employees more open to receiving *feedback*.

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19	*Learning-oriented leadership in hybrid work*	A. Wallo, C. Heineholm, D. Lundqvist (2025)	Qualitative / Case Study	Provides practical guidance on how to carry out *coaching* functions and performance supervision in the era of remote/hybrid work.
20	*Learning from incidents: applying the 3-I model of workplace learning*	(V. L. Murphy, 2021)	Qualitative / Model Analysis	Uses the *3-I* model to evaluate how poor performance or work errors can be transformed into a substantive learning mechanism.
21	*Can AI-powered avatars replace human trainers? An empirical test of synthetic humanlike spokesperson applications*	(Lind, 2024)	Quantitative / Exploratory Experiment	Tests the effectiveness of the use of AI technology as an alternative independent *coaching/training* agent for employees in the future.
22	*In-company training in a safety-critical industry: lessons from the aircraft industry*	(J. Pilz, 2023)	Qualitative / Industry Case Study	Draws valuable lessons about standardizing work performance compliance through strict periodic internal training.
23	*Exploring learner and environmental factors in facilitating networked learning within the workplace*	E. T. Khar, C. K. Looi, D. Darshan (2025)	Quantitative / Correlational Survey	Maps internal factors (personal motivation) and external factors (office culture) that accelerate the formation of learning networks among staff.
24	*In need of opportunities: A within-person investigation of opposing pathways between job insecurity*	(A. V. Hootegem, 2023)	Quantitative / *Within-person Analysis*	Explains the influence of job anxiety on the level of employees' activeness in participating in competency development programs.

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	and participation in development activities			
25	*"Passion, style, and smarts"—industry perspectives on supervisor competencies in the mining industry*	(S. MacMahon, 2025)	Qualitative / Field Study	Formulates the competency standards that supervisors must have in order to provide accurate field work performance evaluations.
26	*How do mentors influence the career satisfaction of protégés: dual processing mechanism of cognition and emotion*	(X. Wei, 2023)	Quantitative / Structural Modeling	Describes the cognitive and emotional mechanisms that occur when the *coaching/mentoring* process successfully boosts subordinates' job satisfaction.
27	*Linking high-performance work systems and happiness at work: role of career aspiration and thriving*	J. Yates, S. Skinner (2021)	Quantitative / Path Analysis	Shows that high-performance work systems (HPWS) can trigger happiness at work if employees are encouraged to keep growing.
28	*Trainers' pedagogical competencies and trainees' assimilation of training content*	R. P. K. Andoh, D. Y. Mensah, E. A. Owusu (2021)	Quantitative / Regression Testing	Proves that good training methods (*pedagogical competency*) influence how much performance evaluation material can be absorbed by staff.
29	*Advancing employability: applying training evaluation to employability development programs*	D. R. Glerum, T. A. Judge (2021)	Quantitative / Program Evaluation	Emphasizes the importance of the training evaluation stage after performance appraisal to ensure the sustainability of employees' career development.

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30	*Everybody's looking for something: Developmental networks as subjective career relationships*	B. Chollet, G. Islam, S. Ventolini (2021)	Qualitative / Network Analysis	Explains the importance of building an informal network ecosystem in the office to support the company's formal guidance (*coaching*) program.

Source : Data processed from SLR results

An in-depth review of the forms of interaction in the 30 empirical articles shows that continuous performance management cannot stand alone without the integration of intensive coaching and feedback functions. The daily dialogic interaction pattern found in integrative literature models (such as the studies (Kwon et al., 2024); (Wallo et al., 2025)) proves that effective coaching must run in both directions to support competency development. Findings in qualitative case studies in high-risk sectors ((Hoel & Christensen, 2020)) and in uncertain environments ((Moeller, 2024)) reinforce that informal learning mechanisms in the field (on-the-job training) are the main foundation of smooth operations. Through a structured interaction design, periodic evaluative dialogue is able to transform job anxiety caused by conventional appraisal into self-directed learning motivation. This characteristic shows that the effectiveness of Continuous Performance Management (CPM) depends heavily on the activeness of interpersonal communication between supervisors and subordinates in daily work routines.

A critical analysis of the factors influencing the success of employee development highlights the importance of leadership elements and the readiness of the organization's digital architecture. Important characteristics found in the group of quantitative studies (such as (Rignlizzo et al., 2022); (Jiang et al., 2022)) affirm that the humility of leaders (leader humility) is the main determinant that accelerates subordinates' acceptance of constructive feedback. Conversely, excessively high workload demands and micro-supervision (micromanagement) are identified as the main inhibiting factors that trigger employees' psychological resistance. On the other hand, the mapping of environmental factors (such as the studies (Karhapää et al., 2023); (Wickramasinghe & Ramanathan, 2021)) proves that the utilization of digital learning platforms such as MOOCs can only be optimal if supported by a flexible organizational learning climate. These internal and external factors simultaneously form an ecosystem that determines whether training programs can be converted into real work capabilities or not.

The transformative implications of the 30 studies analyzed consistently show the long-term positive impact of CPM on productivity and talent retention in modern global corporations. Empirical evidence from various regression modeling and mediation

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analyses (such as the studies (Crans et al., 2021); (Lehtonen et al., 2021)) confirms that fulfilling learning autonomy space has a direct impact on job satisfaction and subjective career success. The theoretical significance produced through scale validation ((Ghosh & Manongsong, 2025); (Kumar & Ganguly, 2021)) succeeded in providing a new measurement instrument for assessing the effectiveness of professional mentoring. Furthermore, the final research cluster (such as (Spiteri Avjak, 2025); (Glerum & Judge, 2021)) affirms that the strengthening of soft skills and the improvement of work capability (employability) after training are strategic investments for organizations. Overall, these implications provide a new taxonomic map that can be adopted by industry practitioners to design adaptive and sustainable performance interventions.

DISCUSSION

The data extraction process for the 30 selected global empirical articles successfully mapped the characteristics of continuous performance management in supporting employees' professional capacity growth comprehensively. The analysis results rest on an in-depth investigation of the forms of granular interaction, internal organizational influencing factors, and methodological implications that emerge in the formal modern industry landscape. To present the findings in a structured manner, this study rigidly classifies all observed articles into three main conceptual mechanism clusters. This taxonomic step was taken to unpack theoretical fragmentation and to present an integrative synthesis regarding the effectiveness of growth-based work environments. The critical evaluation focuses on mapping the functions of daily guidance and feedback, the moderating variables of the digital work environment, and the integration of moderated-mediation models. All summaries of literature data, the division of study clusters, and the key findings from the Systematic Literature Review (SLR) process are presented in Table 2 below.

Table 2. Core Synthesis of SLR Mechanism Clusters

Number	Informant / Study Cluster	Core Information & Findings
1.	Mediating Mechanisms (n = 12)	Employee Attachment (*Employee Engagement*) acts as a critical psychological intermediary (*black box*) in the CPM environment. Daily interaction through the functions of guidance (*coaching*) and feedback (*feedback*) sequentially or in parallel triggers intrinsic motivation and encourages the growth of individuals' professional

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		capacity significantly in order to suppress the intensity of employee attrition (*turnover*).
2.	Moderating Boundary Conditions (n = 9)	Digital platform environment factors and leadership characteristics moderate the main relationship pathways in capacity development. Authentic leader humility (*leader humility*) strengthens that guidance relationship, whereas excessively high workload demands and micro-supervision (*micromanagement*) from supervisors act as destructive moderators of the learning process.
3.	Integrated Models (n = 9)	A highly complex moderated-mediation pathway (*moderated-mediation*), in which the indirect effect of the quality of continuous performance management on improved work capability (*employability*) through work engagement mediation simultaneously depends on contingency variations in the level of psychological safety (*psychological safety*) in store management and job design flexibility.

Source: Processed data from ScienceDirect & JSTOR SLR results (2020-2025)

How are the characteristics of the interaction between coaching, feedback, and learning mechanisms in supporting employee development in the CPM environment?

The theoretical discussion of the literature synthesis results on this first theme comprehensively succeeded in answering the first research question regarding the characteristics of interaction among internal elements within the Continuous Performance Management (CPM) environment. The characteristics of the relationship between guidance (coaching), feedback (feedback), and learning mechanisms (learning mechanisms) are proven not to be linear, but to operate as a two-way dialogic ecosystem that mutually reinforces each other. Unified conceptual integration (such as the theoretical models of (Kwon dkk., 2024) ; (Wallo et al., 2021)) shows that effective personal daily coaching functions open up a secure psychological space (psychological safety) for workers. This secure psychological condition significantly increases employees' receptivity and employee attachment (employee engagement) in assimilating the content of feedback that is constructive from managers. Through this work engagement

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mediation, individuals' intrinsic motivation is stimulated to actively utilize various facilities of workplace learning, operational performance improvement, and long-term competency development (Crans dkk., 2021); (Lehtonen dkk., Thriving or surviving at work: How workplace learning opportunities and subjective career success are connected with job satisfaction., 2021)This integrated granular interaction is what acts as the main psychological intermediary (mediating mechanisms) determining the success of the transformation of professional capacity and the suppression of talent attrition intensity (turnover) within the organization.

What are the digital work environment factors that accelerate the effectiveness of training content absorption by formal employees?

The discussion on this second theme specifically answers the second research question regarding the digital work environment factors that moderate the effectiveness of training absorption by formal employees. A critical analysis of the environmental boundary study cluster affirms that the presence of digital technology or sophisticated e-learning platforms such as MOOCs will not be optimal without the support of a flexible organizational learning climate ((Karhapää dkk., 2023); (Wickramasinghe & Ramanathan, 2021)). The most accelerative digital work environment factor is the availability of dedicated time allocation integrated directly into daily job design, so that employees do not feel burdened by routine operational load when accessing competency materials ((Decius dkk., 2023)). In addition, empirical evidence from the group of quantitative studies such as ((Rignlizzo dkk., 2022); (Jiang dkk., 2022)) affirms that the characteristic of leader humility (leader humility) in digital supervision acts as the main reinforcer that minimizes the risk of subordinates' psychological resistance. Thus, the success of converting digital training programs into real capabilities (employability) depends heavily on the balance between the readiness of the technological architecture and the flexibility of organizational boundary conditions.

CONCLUSION

This systematic literature review of 30 global empirical articles succeeded in concluding the essential characteristics of the Continuous Performance Management (CPM) ecosystem in supporting employees' capacity growth. The important findings in this research show that the interaction between guidance (coaching), feedback (feedback), and learning mechanisms does not operate independently, but forms one circular, interdependent unity. The success of individual competency transformation is largely determined by the presence of psychological safety triggered by the characteristic of leader humility (leader humility) in formal organizations. Meanwhile, the effectiveness of training content absorption on digital learning platforms is proven to require flexibility

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in the form of dedicated time allocation that is truly integrated into employees' job design. Thus, the ideal implementation of CPM must balance the readiness of the digital technology architecture with managerial commitment to providing adaptive learning autonomy space for workers.

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