

ORIGINAL RESEARCH PAPER

## The influence of managerial coaching on employee expertise: Promoting work motivation as a mediator

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### ABSTRACT

**BACKGROUND AND OBJECTIVES:** The current organizational environment, extreme competition, and rapid change in the working environment have increased the motivation of researchers to identify important variables that can help organizations to be competitive to overcome these challenges. Therefore, this article examines how immediate superiors use different managerial coaching, namely guidance coaching and facilitate coaching, to regulate the practice and behavior of employees. In addition, this study examines workplace motivation medium as the mediator of the relationship between managerial coaching and employees' expertise.

**METHODS:** The cross-sectional research design was employed to collect data from 500 employees across various policy-making agencies in Malaysia. The sample size was determined using the Raosoft formula, and 473 employees were selected using this technique. SmartPLS software was used to evaluate the measurement and structural models. This software is capable of analyzing complex study models.

**FINDINGS:** The results of mediating structural equation modeling show two findings. First, guidance indirectly relates to employees' expertise, mediated by workplace motivation ( $\beta=0.169$ ;  $t=4.683$ ;  $p=0.000$ ). Second, facilitation coaching is indirectly associated with employees' expertise, mediated by workplace motivation ( $\beta=0.167$ ;  $t=3.926$ ;  $p=0.000$ ). These findings report that a leader's ability to demonstrate managerial coaching (e.g., guidance and facilitation coaching) can enhance an employee's expertise. Consequently, this positive situation can increase employees' expertise, including practicing good attitudes, adapting to tasks, and understanding the organization's objectives and tasks, within the studied organization.

**CONCLUSION:** The findings have recognized that facilitating coaching is a crucial managerial problem that organization must solve. Therefore, for practical contribution, organizations should establish an effective selection system based on coaching instruments to recruit leaders who already have coaching ability externally and promote potential employees as coaches internally. Other than that, organizations can provide or support formal training and education programs to help leaders become effective coaches in the future.

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## INTRODUCTION

The result of dynamic changes and the rapid use of digital technology in the environment inspires the leadership to change the role of human resource management gradually, that is from financial performance to improving the quality of internal human resources (Kuan and Abu Bakar, 2023; Ismail et al., 2023). This transformation has prompted human resource managers to work closely with managers, leaders, immediate supervisors, and stakeholders in planning, controlling, and monitoring adverse effects and undesirable aspects of the work environment (Enhart et al., 2020; Faisal, 2023; Kramar, 2022). The behavioral approach of leadership coaching will usually focus on immediate leaders, in studying the content of management activities and dimensions to classify categories and taxonomies in management coaching. Several studies have identified categories and taxonomies that are often referred to such as guidance of subordinates (Kraut et al., 1989; Echeverri (2020), training (Borman and Brush, 1993; McLennan, 1967), training-coaching (Yukl, 1981), provide growth and development (Morse and Wagner, 1978) and mentoring and development (Quinn, 1988; Yukl, 1981) which are valued as important components that activate the managerial role or as a subset of the leader role (Mintzberg, 1973, 1990, 1994). This taxonomy is often used interchangeably when many researchers suggest that there are differences between them (Burdett, 1998; Evered and Selman, 1989; Hargrove, 1995). For example, coaching is associated with the process of improving problematic work performance (Fournies, 1987), and the process of empowering employees to exceed previous performance levels (Burdett, 1998; Evered and Selman, 1989; Hargrove, 1995). On the other hand, mentoring usually describes a long-term process that is developmental, career-focused, and encompasses all life structures (Mink et al., 1993; Abdelwahed et al., 2023). Although these terms are different, all these meanings are interrelated with each other, especially in evaluating leadership styles in learning-based organizations. Managerial coaching can be applied to various leadership behavior characteristics such as transformational leadership (Odeh et al., 2023), transactional leadership (Abdelwahed et al., 2023), laissez-faire leadership (Khan et al., 2023), and servant leadership (Wong et al., 2023). These types of coaching leadership behaviors have practiced various styles

of guidance and facilitation to help employees find good opportunities in handling organizational tasks, learn new and updated competencies, change work behavior in a positive direction, and improve skills in handling challenging environments (Imran et al., 2023; Liu and Xi, et. al., 2023; Nyathi and Kekwaletswe, 2023). Overall, coaching is important in organizations based on organization, where immediate superiors practice it towards subordinates to improve the learning, skills, and performance of employees over time. It aids colleagues in fostering team spirit, such as closeness, harmony, and mutual respect potential, while also contributing to the achievement of organizational goals (Rosha & Lace 2016; Bachkirova, 2024). Many scholars have identified several gaps in research on managerial coaching. First, previous studies have focused on the leadership qualities of coaching style, including its goals, types, and values in commercial and non-commercial organizations (Yafi et al., 2021; Kim et al., 2023). Second, the direct effect model was used to study the relationship between managerial coaching and workplace motivation (Wang et al., 2022), employees' expertise (Niu et al., 2022), and the relationship between workplace motivation and employees' expertise (Nyfoudi et al., 2023). However, these models only describe the effect of the cause variable on the criterion variable in model development. Third, the direct effect model only uses simple behavioral statistical analysis, which cannot measure the mediating effect of workplace motivation in the structural model (Nyfoudi et al., 2023). Therefore, research paradigms only provide general recommendations, which may not be sufficient for practitioners to understand how employees perceive their ability to handle their work. This information is important for leadership planning and development programs to achieve their organizational strategies and goals in a rapidly changing global environment (Yafi et al., 2021; Niu et al., 2022). Due to limitations in empirical studies, researchers now focus on the relationship between managerial coaching, workplace motivation, and employees' expertise to fill the gaps in the literature, especially in Malaysia. The novelty of this study lies in its focus on the specific context of coaching within policy-making organizations in Malaysia. While coaching is a well-established practice in many organizational contexts, its application within policy-making environments presents unique challenges and opportunities. This study provides insights into

how coaching can be effectively implemented in such settings, offering guidance and best practices that can be extrapolated to other organizations facing similar circumstances. It serves as a practical resource for organizations seeking to leverage coaching as a strategic tool for enhancing learning, skills development, team dynamics, and organizational performance.

#### *Literature review*

The organizational discussion related to managerial coaching dates to the 1980s. Ellinger *et al.* (1999) highlighted the impact of guidance during working hours, leading to positive changes in employee behavior. This approach is developed based on classical management theories where the role of the organization is activated to be a factor that greatly influences the attitude and behavior of employees. In a management philosophical context, managerial coaching refers to the ability given by leaders to employees in providing skilled and professional assistance to help employees improve their ability to manage and perform various tasks at work (Khan *et al.*, 2020; Ellinger *et al.*, 1999). This form of leadership is often associated with changes in social structures where organizational members actively interact in addressing the challenges and complexities present in the organizational environment, monitoring the organizational environment, identifying strategies and goals, providing direction and resources, monitoring performance, and providing feedback and make monitoring (Morgeson *et al.*, 2010; Kim *et al.*, 2023). The concept of managerial coaching in two main aspects, namely (a) guidance coaching and (b) facilitate coaching (Ellinger *et al.*, 1999; Ismail *et al.*, 2023). According to the coaching perspective, guidance coaching is usually defined as a coaching style that focuses on demonstrating good moral standards in personal conduct and communication, possessing integrity, honesty, credibility, consideration (Ren and Chadee, 2017; Hwang *et al.*, 2023), delivering complete information, offering the opportunity to learn new skills, explaining vision (Westbrook and Peterson, 2022), cultural practices in the professional learning communities (Hui *et al.*, 2021; Zhang *et al.*, 2023). In general, coaching is considered a hands-on process to help individuals recognize opportunities to improve or develop certain aspects of a task through coaching that is realized when the immediate superior supports his employees (e.g., for example, in achieving

goals). In a work context, it has been suggested that mentoring is positively associated with work-related performance (e.g., Grant and Cavanagh, 2004; Hanna, 2004; Kim *et al.*, 2023); in addition to being a way to recognize opportunities to improve working skills (Baek-Kyoo, 2005; Popper and Lipshitz, 1992); and is seen, as a measure to achieve employee efficiency in performing tasks (Berry, 1999; Zeithaml *et al.*, 1990). Accordingly, the role of management coaching practices has been emphasized in terms of influencing employee behaviors and responses in ways that improve service quality (e.g., Sellgren *et al.*, 2007; Slåtten *et al.*, 2011). Meanwhile, facilitated coaching is often associated with the leader's ability to provide support internally and externally, give positive feedback, recognize employee achievements, provide adequate resources, and remove obstacles to goal achievement (Ellinger *et al.*, 1999; Ismail *et al.*, 2023). These two skills are interrelated and contribute to effective coaching in fulfilling organizational roles and understanding task performance in the workplace. Therefore, recent studies on managerial coaching emphasize that guidance coaching and (b) facilitating coaching are equally important and complement each other in achieving positive results, especially in the context of employees' expertise (Collie, 2023). Furthermore, studies on managerial coaching highlight that workplace motivation is an important outcome that exists within the nature and relationship between managerial coaching and employees' expertise, and it can act as an effective mediating variable in that relationship (Hui *et al.*, 2021; Wang *et al.*, 2022; Nyfoudi *et al.*, 2023). Employees in an organization are the biggest asset in a dynamic and competitive environment. If an organization wants to be efficient and effective to maintain success for a longer period, the organization needs to have human resources that are committed motivated, and ready to learn (Hwang *et al.*, 2023). The last three decades have witnessed an avalanche of studies that emphasize the point that motivation in place is essential for organizational success. Thus, motivating employees adequately is a challenge as it has what it takes to define employee satisfaction in the workplace (Hwang *et al.*, 2023). Workplace motivation is often associated with an individual's belief in their capacity and high motivation to achieve desired goals (Law and Choi-Ping Lau, 2020; Hwang *et al.*, 2023). Those who have high motivation at work usually show a strong desire to manage

and perform tasks (Hwang *et al.*, 2023). Conversely, those with low motivation at work often show poor motivation in managing and performing organizational tasks. An individual's behavioral response results from the overall action within themselves or their ability to perform a task (Gist and Mitchell, 1992, Bandura, 1986). Meanwhile, high motivation will usually lead to individuals acting more effectively and appropriately, further helping to improve employee performance in their tasks. For example, previous studies on managerial coaching have shown that employees with good workplace motivation tend to have clear goals, allocate greater effort, work diligently, persevere in the face of task challenges, strive to complete difficult tasks, strive to acquire new competencies, and are willing to assume important responsibilities in organization (Yafi *et al.*, 2021; Kim *et al.*, 2023). On the other hand, employees who have weak workplace motivation do not have clear goals and are less inclined to take proactive actions to become successful employees (Herzberg *et al.*, 1959). Furthermore, there are recent studies on coaching styles highlighting that workplace motivation is an important result that exists in the nature and relationship between managerial coaching and employees' expertise, and it can act as an effective mediating variable in the relationship. Employees' expertise often involves practicing good attitudes, adapting to tasks, understanding the organization's objectives and tasks, being engaged to perform their duties efficiently and effectively, being able to work with others, accepting new ideas, showing respect for colleagues, and being responsible. The current and future ability of employees to remain in the workforce is determined by a healthy organizational culture that supports and values employees (Yafi *et al.*, 2021). These elements are very important, to improve skills and knowledge in their respective fields of work, provide meaningful experiences, increase employee awareness and motivation, and are very valuable in encouraging effective behavior to achieve organizational goals (Ellinger *et al.*, 2003). Furthermore, recent research on coaching styles shows that employees' expertise is an important result that deserves due attention in managerial coaching (Yafi *et al.*, 2021; Kim *et al.*, 2023).  
*Theoretical background and hypotheses development*  
*Managerial coaching and employee expertise*

The relationship between managerial coaching and employees' expertise is consistent with the Leader-Member Exchange Theory by Graen and Uhl-

Bien (1995). This theory suggests that a leader will develop an exchange relationship over time with each subordinate (Dienesch and Liden, 1986; Graen and Uhl-Bien, 1995). The Social Exchange Theory explains how exchange relationships develop gradually as a leader interacts with each subordinate. In a high-exchange relationship, there is high trust and respect. Leaders provide desired outcomes for subordinates (e.g., support, motivation, goals, interesting tasks, additional responsibilities, more rewards), and in return, subordinates are expected to be committed to the work and loyal to the leader. On the other hand, in low-quality exchange relationships, subordinates are only expected to perform the formal requirements of their jobs, and the leader does not provide additional benefits. Next, Self-Determination Theory (Ryan and Deci, 2017) is focused on human development, and a core aspect of the theory is its depiction of qualitatively different types of motivation that fall along a continuum of self-determination (such as extrinsic motivators and positive feedback). Applying these theories in organizations is often referred to as transformational leadership present within individuals. Empirical studies have found a positive correlation between the quality of managerial coaching and employees' expertise. For example, a two-wave longitudinal field study of 114 Hong Kong employees (Hui *et al.*, 2020), a systematic literature search to identify primary studies ( $k = 20$ ,  $n = 957$ ) (Wang *et al.*, 2022), 230 Zambian subordinates and their immediate expatriate supervisors working in the Chinese company in Zambia (Niu *et al.*, 2022) and 579 survey questionnaires from Malaysian public sector employees (Ismail *et al.*, 2023). According to these studies, managerial coaching practiced in an organization (e.g., guidance coaching and facilitate coaching) is one of the most important factors in improving employees' expertise (e.g., employees' expertise). Overall, this study examined the conduct of immediate superiors in guiding employees in an organization. Immediate superiors must be honest and use a continual coaching method to develop employees' task-performance skills. In this regard, the most recent empirical research shows that an immediate superior is judged to have used a continuous guidance strategy throughout working hours if he successfully affects the attitude and behavior of the individual being directed. Therefore, based on the theory supporting exchange relationships develop gradually and empirical study findings, the following hypotheses are formulated:

*H1a: Guidance coaching is positively associated with employees' expertise.*

*H1b: Facilitating coaching is positively associated with employees' expertise.*

#### *Managerial coaching and workplace motivation*

The relationship between managerial coaching and workplace motivation is consistent with the Path-Goal Theory by House (1971). This theory is frequently associated with the influence of macro theory based on leadership styles and leaders. This theory assists leaders in determining the best leadership style for the situation and the people they lead. It is founded on four leadership styles: supportive, directive, participative, and goal-oriented. According to this theory, managers can influence their team's performance by adopting a leadership style that is tailored to their team's specific needs. Employee motivation, according to the path-goal theory, is dependent on leadership support and the leader's ability to effectively balance team challenges. This theory's application in organizations is commonly referred to as coaching present within individuals. Empirical studies show that there is a positive correlation between managerial coaching and workplace motivation. Many previous studies have used different sample sizes to evaluate the effects of this relationship such as the perception of a two-wave longitudinal field study of 114 Hong Kong employees (Hui *et al.*, 2020), 584 paper questionnaires were distributed to nearly 50 companies in Chengdu, China (Wang *et al.*, 2022) and 242 fully completed and matched responses (60 managers and 182 team members) (Nyfoudi *et al.*, 2023). According to these studies, managerial coaching practiced in an organization (e.g., guidance coaching and facilitate coaching) is one of the most important factors in enhancing workplace motivation. Overall, studies on managerial coaching and workplace motivation have received little attention. According to the findings of earlier studies, the majority of previous studies have less to explain the role and critical factors involved in managerial coaching in public organizations. Thus, the following hypotheses are proposed in this study:

*H2a: Guidance coaching is positively associated with workplace motivation.*

*H2b: Facilitating coaching is positively associated with workplace motivation.*

#### *Managerial coaching, workplace motivation, and employees' expertise*

The mediating effect of workplace motivation in the relationship between managerial coaching and employees' expertise is consistent with the essence of Social Cognitive Theory by Bandura (1986). The main idea of this theory discusses individual behavior that is influenced by learning produced through research on other individuals or individuals who are considered models. This social learning involves the influence relationship of three elements namely the environment (closest leaders, other individuals, and peers), cognitive (language, imagination & logic), and behavior (cheerful, angry, caring, firm, patient & other positive behavior). Usually, this learning process involves four main processes. First, observation of certain behaviors or work movements that you want to emulate. Second is retention, which is recalling observed behavior, and the results of observation are stored in memory. Third, reproduction, i.e. doing it again based on something observed before. This behavior can also be used as practice and implementation in the future. Fourth, reinforcement and motivation which is the reward obtained to strengthen the new behavior practiced (Bandura, 1986). The application of this theory in organizations is often referred to as workplace motivation within individuals. Some further studies have used an indirect effect model to evaluate the influence of commitment-based practice on the relationship between managerial coaching and employees' expertise. For example, 579 survey questionnaires from Malaysian public sector employees (Ismail *et al.*, 2023) and 242 fully completed and matched responses (60 managers and 182 team members) (Nyfoudi *et al.*, 2023) and 20 companies across multiple industries in South Korea, and a total of 386 leader-follower dyads' (Kim *et al.*, 2023). These surveys discovered that the ability of leaders to implement managerial coaching practiced in an organization (e.g., guidance coaching and facilitate coaching) strongly stimulates commitment-based practice. Consequently, this sense of empowerment was found to lead to enhanced employees' expertise (e.g., employees' expertise). Most previous studies focused on discussing the relationship between managerial coaching and employee self-efficacy and organizational commitment (Nyfoudi *et al.*, 2023;

Kim et al., 2023). Although this concept is relevant and represents an important aspect of employee behavior to be studied in organizations, there was a lack of exposure to organizational learning in the context of policy-making agencies before this study. Consequently, drawing upon the principles of Social Learning Theory and insights from empirical research, the hypothesis is formulated as follows:

*H3a: Workplace motivation acts as a mediating variable between guidance coaching and employees' expertise*

*H3b: Workplace motivation acts as a mediating variable between facilitating coaching and employees' expertise.*

**Research model**

The theoretical and empirical evidence had been used to formulate a study model, as exhibited in Fig 1.

From the above framework, the study aims to investigate the relationship between managerial coaching, workplace motivation, and employees' expertise. The current study has been carried out in Malaysia in 2020.

**MATERIALS AND METHODS**

*Research design*

A cross-sectional study design was employed in this research. This selection allows researchers to consolidate important information from leadership literature studies, pilot studies, and questionnaires that allow researchers to collect data more accurately, reduce bias, and improve the quality and value of data (Cresswell, 2012; Sekaran and Bougie, 2019). This study was carried out at a policy-making agency in Malaysia. To maintain the organization's confidentiality policy, the

actual name of the institution has been withheld. In the data collection procedure of the study, in the first stage, the researcher prepares a draft questionnaire that is developed based on the study of leadership literature and has been adapted. Wright (1996) suggests that the translation process is most effectively employed to ensure accurate utilization of the principle in the questionnaire. This involves comparing the original version with the translated version from English to Malay. To ensure the questionnaire aligns with the context of the research organization, the researcher engaged a professional translation service to translate the questionnaire. This approach enhances the quality of the research instrument while preserving the original content (Brislin, 1970; Lomand, 2016).

*Instrument*

The questionnaire form of this study contains three parts: First, managerial coaching is assessed based on twelve items adapted from literature studies related to coaching literature (Park et al., 2008; McLean et al., 2005). Managerial coaching is evaluated based on two measurements, namely facilitate coaching with seven items and facilitate coaching with five items. Second, workplace motivation is assessed based on five items adapted from a literature review related to organizational learning (Parker, 1998). Third, employees' expertise is assessed based on five items adapted from a literature review related to employees' expertise (William and Anderson, 1991). All the items have been evaluated according to a 7-choice answer scale, starting from "strongly disagree/very dissatisfied" (1) to "strongly agree/very satisfied" (7). This measurement scale was chosen in this study because it can increase the optimal reliability

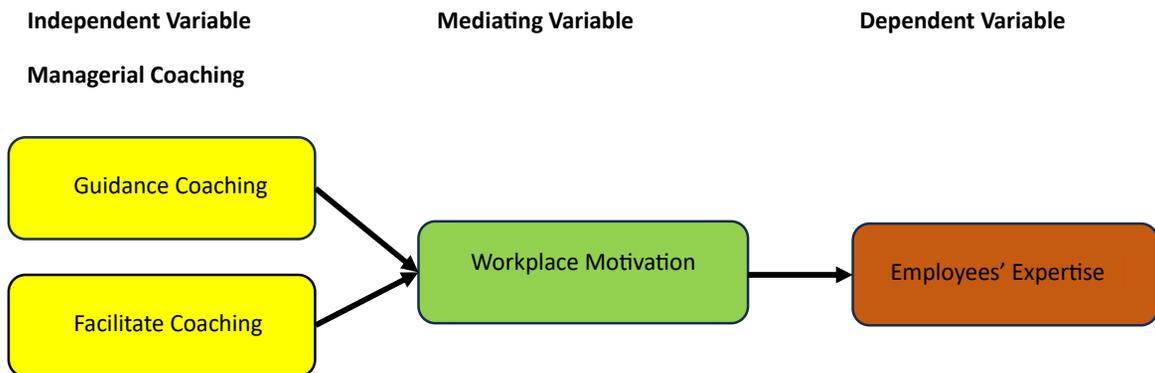


Fig. 1: Research model

in evaluating the respondent's reaction (Lewis and Smith, 1993) resulting in a neutral and better response (Cox, 1980). The demographic characteristics of the respondents were used as control variables because this study only focused on employee attitudes.

#### Sampling and data collection

The study involved employees from different policy-making agencies in Malaysia. In the data collection process, a total of 500 questionnaires were distributed among employees using purposive sampling techniques. Among the criteria for the respondents involved are individuals who have been supervised by their immediate supervisor for a minimum period of six months. These mentored employees will reflect on how their immediate superior guides them in their daily tasks. The procedure carried out involves first, identification of criteria. The researcher identified specific criteria for selecting respondents, such as individuals who had been supervised by their immediate superior for at least six months. Second, is the selection process. Using the established criteria, the researcher purposefully selected respondents who met the eligibility requirements. This selection was based on the researcher's judgment and knowledge of the population being studied. Third, verification. The researcher ensured that the chosen respondents fit the criteria by confirming their supervisory relationships and tenure under their immediate supervisors. This process is assisted by the Administrative Officer and Administrative Assistant of the Division. This sampling technique was chosen because the organization's management could not provide a complete list of employees for confidential reasons and wanted to protect the organization's reputation and corporate image. As a result, the researcher is unable to use a random method to select study participants in this situation. Only 473 (94.6%) of the total number of questionnaires distributed were completely completed and returned to the researcher. This questionnaire was completed voluntarily and without coercion by all the respondents. Most participants were 34 to 39 years old (37.8%), Malay (93.9%), married (72.1%), permanent services (91.1%), and length of services from six to ten years (29.4%). Data analysis was conducted using SPSS and SmartPLS software. In SPSS analysis, the data screening process involved removing missing values, straight-lining answers, extreme values, and non-normally distributed (Hair et al., 2017). Meanwhile,

the SmartPLS software is used to build measurement models, structural models, and hypothesis testing. Additionally, the sample size was determined using the Raosoft formula. The rule indicates a minimum sample size of 218 respondents, indicating that the sample size in this study was sufficient.

#### RESULTS AND FINDING

Table 1 shows that the outer loadings for all the study constructs are greater than 0.708 (Henseler et al., 2009) and the AVE values are greater than 0.5 (Hair et al., 2017), indicating that the results meet the convergent validity criteria. Furthermore, the composite reliability values for all study constructs are greater than 0.8 (Hair et al., 2017), indicating a high level of internal consistency.

The Heterotrait-Monotrait (HTMT) ratio of correlations was used to evaluate all the study constructs, as shown in Table 2. This analysis reveals that all study constructs have values less than 0.85 (Hair et al., 2017), indicating that they met the discriminant validity criterion.

Table 3 presents the means for the study constructs, ranging from 5.654 to 5.917. These values suggest that participants' perceptions of facilitate coaching, guidance coaching, workplace motivation, employees' expertise, and workplace motivation range from a high level (4) to the highest level (7). Furthermore, the Variance Inflation Factor (VIF) values for the associations between the study constructs are all below 5.0. This indicates that the data is not significantly influenced by collinearity issues (Hair et al., 2017).

Table 4 reported the results of the structural model. The results of effect size ( $f^2$ ) indicate that the relationship between facilitate coaching and employees' expertise is 0.049 (small effect size), facilitate coaching and workplace motivation is 0.586 (substantial effect size), guidance coaching and employees' expertise is 0.150 (medium effect size), guidance coaching and workplace motivation is 0.054 (small effect size), workplace motivation and employees' expertise is 0.010 (small effect size). A large coefficient of determination ( $R^2$ ) for workplace motivation is 0.613 and employees' expertise is 0.475. Blindfolding was conducted to generate predictive relevance ( $Q^2$ ) values. The  $Q^2$  value is 0.475 demonstrated acceptable predictive relevance.

To estimate the statistical significance of the

*Managerial coaching, employees' expertise and workplace motivation*

Table 1: Convergent validity analysis

Constructs	Outer Loading	Composite Reliability	Average Variance Extracted (AVE)	Cronbach Alpha
Guidance Coaching		0.944	0.709	0.931
A1:	0.888			
A2:	0.889			
A3:	0.917			
A4:	0.902			
A5:	0.907			
A6:	0.927			
A7:	0.890			
Facilitate Coaching		0.930	0.726	0.905
B1:	0.878			
B2:	0.835			
B3:	0.879			
B4:	0.872			
B5:	0.770			
Workplace Motivation		0.937	0.711	0.919
C1:	0.796			
C2:	0.888			
C3:	0.918			
C4:	0.908			
C5:	0.902			
Employees' Expertise				
D1	0.827			
D2	0.877			
D3	0.864			
D4	0.868			
D5	0.867			

Table 2: Results of discriminant validity and HTMT confidence interval values

Constructs	Employees' Expertise	Facilitate Coaching	Guidance Coaching
Employees' Expertise			
Facilitate Coaching	0.680		
Guidance Coaching	0.680	0.717	
Workplace Motivation	0.612	0.838	0.656

Table 3: Results of VIF and descriptive constructs analysis

Construct	VIF Values		Mean	Std. Deviation
	Employees' Expertise	Workplace Motivation		
Facilitate Coaching	2.873	1.811	5.704	0.832
Guidance Coaching	1.910	1.811	5.654	0.835
Workplace Motivation	2.593		5.785	0.786
Employees' Expertise			5.917	0.666

Table 4: R<sup>2</sup>, f<sup>2</sup>, and Q<sup>2</sup> of endogenous constructs.

Constructs	f <sup>2</sup>		R <sup>2</sup>	Q <sup>2</sup>
	Employees' Expertise	Workplace Motivation		
Employees' Expertise			0.475	
Facilitate Coaching	0.049	0.586		
Guidance Coaching	0.150	0.054		0.475
Workplace Motivation	0.010		0.613	

Table 5: The results of the hypothesis testing of the research model (direct effect)

Relationship	Beta	T statistics ( O/STDEV )	P values
H1a: Facilitate Coaching -> Employees' Expertise	0.271	4.148	0.000
H1b: Facilitate Coaching -> Workplace Motivation	0.640	13.258	0.000
H2a: Guidance Coaching -> Employees' Expertise	0.387	6.377	0.000
H2b: Guidance Coaching -> Workplace Motivation	0.195	3.906	0.000

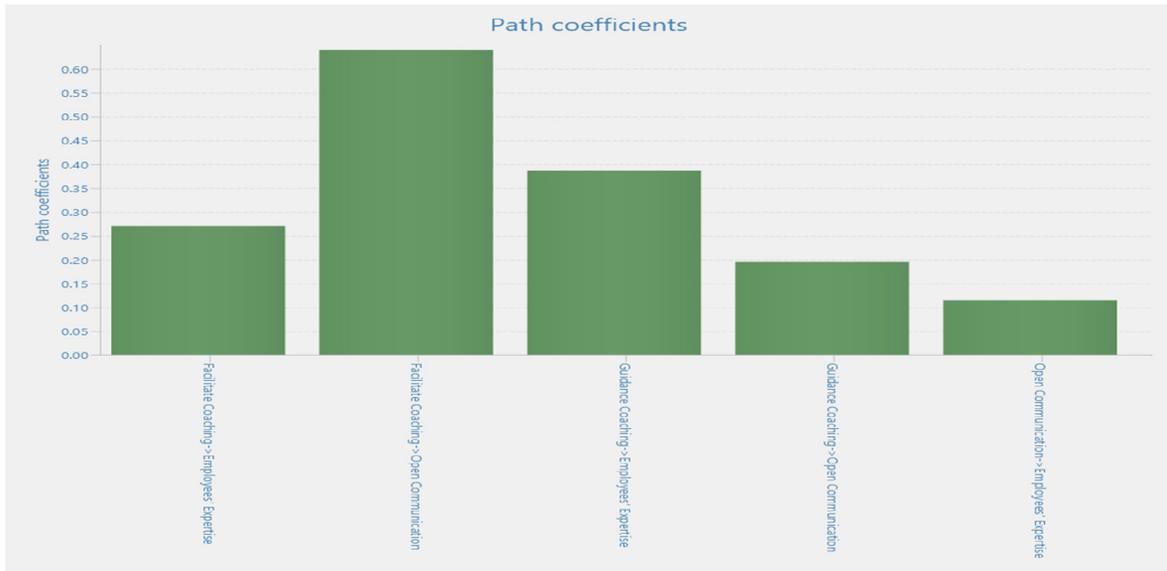


Fig. 2: Path coefficients for direct hypothesis

parameter, the bootstrapping technique (5,000 subsamples, one-tailed significance) was used. The results of the direct effect hypothesis are presented in Table 5. The findings of the analysis revealed four significant findings. First, facilitating coaching is associated with increased employee expertise (H1a,  $\beta=0.271$ ;  $t=4.148$ ;  $p=0.000$ ). Second facilitating coaching positively and significantly workplace motivation (H1b,  $\beta=0.640$ ;  $t=13.258$ ;  $p=0.000$ ). Third, guidance coaching affects employees' expertise positively and significantly (H2a,  $\beta=0.387$ ;  $t=6.377$ ;  $p=0.000$ ). Fourth, guidance coaching is positive and significant with workplace motivation (H2b,  $\beta=0.195$ ;  $t=3.906$ ;  $p=0.000$ ). Therefore, H1a, H1b, H2a and H2b were supported. Next, Fig. 2 shows the path coefficients for the direct hypothesis.

Table 6 presents the findings of the indirect effect hypothesis. The results of the analysis revealed two important findings. First, guidance coaching and workplace motivation are positive and significant with employees' expertise (H3a,  $\beta=0.169$ ;  $t=4.683$ ;

$p=0.000$ ). Second, facilitating coaching and workplace motivation are positive and significant with employees' expertise (H3b,  $\beta=0.167$ ;  $t=3.926$ ;  $p=0.000$ ). Therefore, H3a and H3b were supported. Fig. 3 shows the path coefficients for path coefficients for H3a, and Fig. 4 shows the path coefficients for path coefficients for H3b.

Table 7 shows the Important-Performance Matrix Analysis (IPMA) analysis. The IPMA test results show that workplace motivation is higher, with a score of 76.267 and a total effect of 0.114. On the other hand, facilitate coaching was the lowest, with a score of 73.597 and a total effect of 0.344. These findings suggest that practitioners should pay more attention to facilitating coaching aspects to promote managerial coaching.

This study confirms that workplace motivation can function as a significant mediating variable in the relationship between managerial coaching (e.g., guidance coaching and facilitate coaching) and employees' expertise. In the context of the study, most

Table 6: The results of the hypothesis testing of the research model (indirect effect)

Relationship	Beta	T statistics ( O/STDEV )	P values
H3a: Guidance Coaching -> Workplace Motivation -> Employees' Expertise	0.169	4.683	0.000
H3b: Facilitate Coaching -> Workplace Motivation -> Employees' Expertise	0.167	3.926	0.000

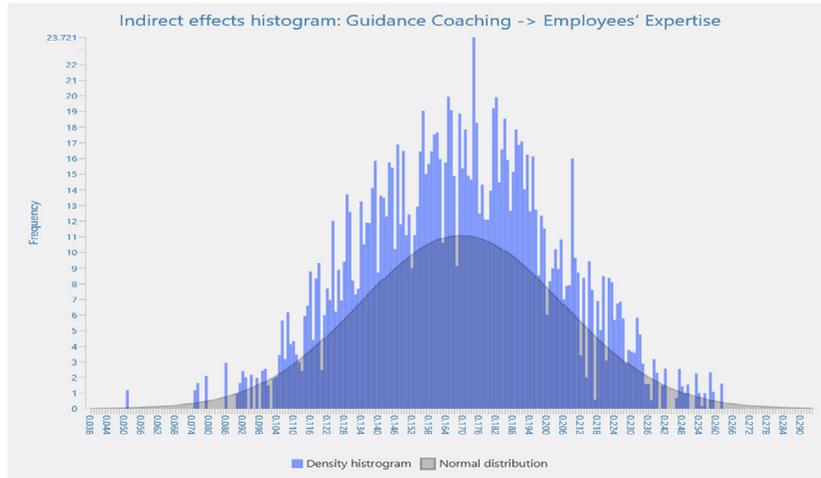


Fig. 3: Path coefficients for H3a

respondents felt that the level of managerial coaching, workplace motivation, and employee expertise was very high. This situation shows that the leader's ability to be actively involved in facilitating coaching (such as communication, honesty, credibility, consideration, and giving opportunities) and facilitate coaching (such as providing support internally and externally, giving positive feedback, and recognizing employee achievements) can enhance workplace motivation (such as individual's belief in their capacity and high motivation to achieve desired goals). Next, this positive situation can be able to increase employees' expertise (such as practicing good attitudes, adapting to tasks, and understanding the organization's objectives and tasks). This study has been supported by previous studies based on leadership in organizations by [Ismail et al. \(2023\)](#), and [Nyfoudi et al. \(2023\)](#). The findings of the study present three important implications: implications for theory, implications for methodological methods, and implications for practice. In terms of theoretical implications, this study acknowledges three significant findings: First, managerial coaching (e.g., guidance coaching and facilitate coaching) has been an essential antecedent

of employees' expertise. This finding parallels the main idea of the Leader-Member Exchange Theory by [Graen and Uhl-Bien \(1995\)](#). This theory suggests that a leader will develop an exchange relationship over time with each subordinate ([Dienesch and Liden, 1986](#); [Graen and Uhl-Bien, 1995](#)). This idea has been supported by past managerial coaching studies, which reveal that managerial coaching practiced in an organization (e.g., guidance coaching and facilitate coaching) is one of the most important factors in improving employees' expertise (e.g., employees' expertise) ([Hui et al., 2020](#); [Wang et al., 2022](#); [Niu, et al., 2022](#); [Ismail et al., 2023](#)). Second, managerial coaching (e.g., guidance coaching and facilitating coaching) has been an essential antecedent of workplace motivation. This finding aligns with the notion of Path-Goal Theory by [House \(1971\)](#). This theory is frequently associated with the influence of macro theory based on leadership in determining the best leadership style for the situation and the people they lead. This notion has been supported by previous managerial coaching studies, which disclose that managerial coaching practiced in an organization (e.g., guidance coaching and facilitate coaching) can be able to enhance workplace motivation ([Hui et al.,](#)

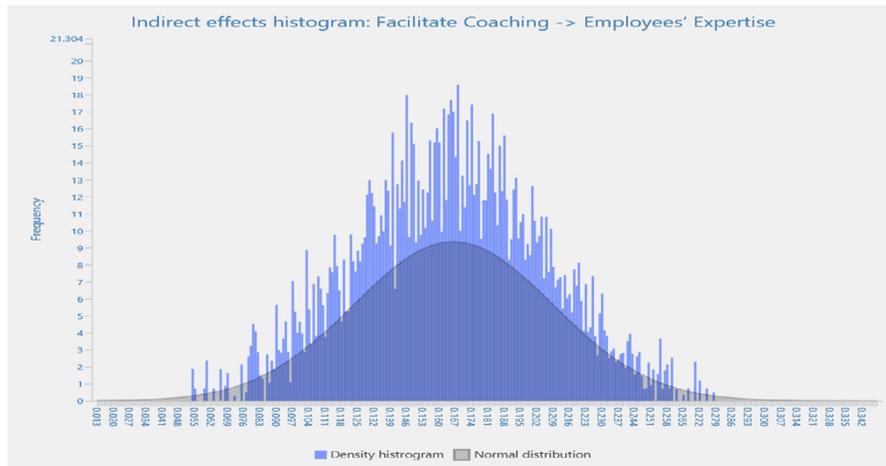


Fig. 4: Path coefficients for H3b

Table 7: IPMA analysis

Construct	Employees' Expertise	
	Importance (Total Effect)	Performance (Total Index)
Facilitate Coaching	0.344	73.597
Guidance Coaching	0.409	74.307
Workplace Motivation	0.114	76.267

2020; Wang *et al.*, 2022; Nyfoudi *et al.*, 2023). Third, workplace motivation has mediated the relationship between managerial coaching and employees' expertise. This finding is in line with the notion of Social Cognitive Theory by Bandura (1986) and Self-Determination Theory (Ryan and Deci, 2017). The main idea of this theory discusses individual behavior that is influenced by learning produced through research on other individuals or individuals who are considered models and focused on human development along a continuum of self-determination (such as extrinsic motivators and positive feedback). This finding is consistent with the managerial coaching research articles, which reveal that the effect of managerial coaching has been mediated by workplace motivation (Ismail *et al.*, 2023; Nyfoudi *et al.*, 2023). Regarding the robustness of the research methodology, the collected survey questionnaire data have met the standards of validity and reliability analyses. This condition may drive the production of accurate and reliable study results. Thus, concerning practical contributions, the IPMA results have recognized that facilitating coaching is a crucial managerial problem that needs

to be solved in organizations. To meet this purpose, practitioners should focus on the following aspects: First, organizations should establish an effective selection system based on coaching instruments to recruit leaders who already have coaching ability externally and promote potential employees as coaches internally. Second, organizations can provide or support formal training and education programs to help leaders become effective coaches. For example, organizations can use external professional coaching institutes to help managers become certified coaches. Leaders should provide the right leadership style and strategy to develop management skills to improve their organization's efficiency. Third, the organization should facilitate the construction of organizational culture, motivating leaders to have various types of construction behavior. For example, organizations can support managerial coaching-related behaviors such as mentoring, facilitating, and inspiring mentoring activities that further enhance employees' sense of belonging to the organization and psychological safety so that employees can continue their creative work. Fourth, various techniques (such as observational and

experiential learning, blended learning, and active learning through both face-to-face and online modes) should be used to effectively inspire, facilitate, guide, and exemplify the concept of interaction.

## **CONCLUSION**

Employees are in dire need of suitable environmental guidance conditions to enhance motivation at work. It also concludes that workplace motivation can serve as an effective mediating variable in the relationship between managerial coaching and employees' expertise. These findings are also consistently supported by several articles grounded in organizational managerial coaching most of which have been examined in Western and Asian countries. In conclusion, this study reports that a leader's ability to demonstrate managerial coaching (e.g., guidance coaching and facilitate coaching) can enhance employees' expertise. As a result, this positive situation can be able to increase employees' expertise (such as practicing good attitudes, adapting to tasks, and understanding the organization's objectives and tasks) within the studied organization. The results of factor validation analysis indicate that the measurement scale used in this study meets high standards of validity and reliability. The study conclusion should consider certain constraints. First, participants' characteristics are excluded from the structural managerial coaching model testing. Second, cross-sectional data only explains general participants' attitudes about the association between latent variables. Third, this study only assesses the correlation between latent variables. Fourth, this study is conducted in agencies policy-making agencies in Malaysia. Fifth, data gathered by a purposive sampling plan cannot monitor participants' answers and represent the studied population. Hence, this study presents several suggestions for forthcoming studies. For example, some participants' features, especially age, types of services, education, and length of services should be included in future studies because it may highlight differences and similarities in their attitudes toward the study issues. Secondly, a longitudinal method may be considered in future studies if we plan to compare subsamples in different timeframes. Thirdly, three specific features of managerial coaching such as goal setting, action planning, building self-awareness, emotional intelligence, providing feedback, and accountability can be examined further due to their important determinants of employee outcomes. Fourthly, elements of employees' expertise such

as innovative behaviors, organizational citizenship behavior, engagement, and turnover intention, should be evaluated in future studies as they are emphasized in diverse organizational contexts. Finally, three essential dimensions of workplace motivation such as extrinsic factors, intrinsic factors, psychological empowerment, constructive voice behaviors, and communication (formal and informal). The above suggestions should be appropriately considered to strengthen future studies.

## **AUTHOR CONTRIBUTIONS**

N.I. Mohamad performed the literature review, methodology, analyzed and interpreted the data, prepared the manuscript text, and manuscript edition. S. Sanusi performed the literature review, compiled the data, and manuscript preparation. A.S. Othman performed review and editing.

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## **CONFLICT OF INTEREST**

The authors declare no potential conflict of interest regarding the publication of this work. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication, falsification, double publication, submission, and redundancy, have been completely witnessed by the authors.

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## ABBREVIATION

HTMT	Heterotrait-Monotrait
IPMA	Important-Performance Matrix Analysis
AVE	Average Variance Extracted
VIF	Variance Inflation Factor Values
Q <sup>2</sup>	Predictive Relevance
R <sup>2</sup>	Coefficient of Determination
F <sup>2</sup>	Effect Size

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