



## Impact of Managerial Coaching on Innovative Work Behaviors through Affective Supervisory Commitment: Moderating Role of Self-Efficacy

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*The purpose of this study is to examine the managerial coaching effects on innovative work behaviors. Previous evidence shows the popularity of managerial coaching in organizations and the outcomes. Despite all the popularity, there is still a lot to study and investigate. This study investigates the mediating role of affective supervisory commitment between managerial coaching and innovative work behaviors. Moreover, the moderating role of self-efficacy was also tested between affective supervisory commitment and innovative work behaviors. Social exchange and Leader-member exchange theories were used in this study. Confirmatory factor analysis was used to analyze the model fitness and the SEM technique was also used to examine the hypotheses of the study. The study revealed the positive and significant relationship of managerial coaching with affective supervisory commitment and innovative work behaviors. The mediating effect was also found to be positive and significant. Furthermore, the moderating role of self-efficacy was also found to strengthen the relationship between affective supervisory commitment and innovative work behaviors. This study gives complete empirical support to affective supervisory commitment to have a strong effect on organizations and how self-efficacy strengthens employees' innovative work behaviors.*



## Introduction

Coaching in the framework of organization has become popular and fundamental progressively. The present study incorporates the form of coaching referred as “managerial coaching” that involves the coaching of employees from managers (Ali, et al., 2018). There are various conceptual papers and practitioner articles that have mentioned that not only productivity of organizations and financial gains have been elevated by managerial coaching, but also the satisfaction level of the employees in organizations have been elevated (Park, 2007; Wright & Davis, 2003). Having more satisfaction at work, employees are more indulged in creativity and innovative work behaviors. These determinants are considered as much important for organizational success and performance (Janssen, 2000). Moreover, commitment to supervisor increases the motivation of the employees to work innovatively (Chughtai, 2013).

Literature has shown that perceived supervisory support is an important aspect of managerial coaching. One-on-one interactions among subordinates and supervisors exist in managerial coaching (Cox, et al., 2014). So, the relationship between subordinate and supervisor may increase affective commitment to supervisor of employees (Ali et al., 2020). Accomplishments, attributes, attitude and behavior as well as the personality of the supervisor result in the identification of the subordinate with his/her supervisor (Becker, et al., 1996). Moreover, an identification of subordinate is developed with organization and supervisor and is used as bases for difference between supervisory commitment and organizational commitment (Becker, et al., 1996). However, there is still a lack of empirical evidence on affective commitment to supervisor in the context of managerial coaching. So, this study has been designed to address the gaps that exist in the literature of managerial coaching.

Moreover, a lot of studies have also revealed that the coaching practice in the workplace show that the management ability to appropriately acts as a coach and also managing autonomy support in order to design and administer managerial coaching may have a substantial impact on the internal motivation of employees (Johansson, et al., 2014). So, we can take internal motivation from a perspective of training management and that is “self-efficacy” as an important predictor of commitment and the outcomes of coaching. In the model of organizational coaching, numerous scholars believe that the concepts of autonomy support, employee’s motivation and coaching are interconnected. This can explain that the belief of employees and confidence in their abilities of transferring what they have learned so far from supervisor or trainings (Johansson, et al., 2014). Self-efficacy also plays a role between coaching and the outcomes of coaching.

The aim of study was to observe the direct relationship of managerial coaching with employee’s innovative work behaviors and with affective supervisory commitment. The mediating effect of affective supervisory commitment between managerial coaching and employee’s innovative work behaviors was also investigated. Moreover, moderating role of self-efficacy between



affective supervisory commitment and employee's innovative work behaviors was also examined in this study.

### **Literature Review and Hypotheses development**

Researchers discussed Social exchange theory (SET) and Leader-member exchange (LMX) as a lens in order to get to know the relationship that occurs among coaches and the employees that the coaches' coach and also the behaviors of employees in the workplace (Cropanzano & Mitchell, 2005; Pousa & Mathieu, 2015). A lot of studies have been based on SET and LMX as a conceptual supporting of exchange relationship among supervisor and employees. This theoretical framework helps in providing the idea to explain the series of exchange transfer of inter-reliant interactions that lead to the development of relationship over time, thus progressing into such connections that are categorized by commitment, loyalty and trust (Corpanzano & Mitchell, 2005). SET and LMX, in the current study, have been referred to advance the relationship between managerial coaching and innovative work behavior with mediating effect of ASC.

### **Managerial Coaching and Innovative Work Behaviors**

Mink et al. (1993) also described managerial coaching (MC) as “a process through which a coach creates and enables relationship with other individuals that makes them easier to learn more”. According to Singh and Sarkar (2012), innovative work behavior (IWB) of the employees can be described as “the ability of the employees to promote and seek new ideas and attempts to build support for the implementation of these ideas”. As per Janssen (2000), IWB includes three sorts of behavioral assignments that incorporate idea realization, idea generation and idea promotion. Generation of idea is referred to as “formulation of new ideas, which are somehow beneficial to the organization or the workgroup”. Idea promotion involves in “rousing support for the new generated ideas”. Finally, the last step of innovation process is called idea realization that entails generating the innovation model that can help in applying it in an organization as a whole or within a group (Chughtai, 2013; Raza, et al., 2017). From the previous literatures, it shows that managerial coaching has becoming vital for the workplace that needs more and more innovative capabilities (Wang, 2013). So, managerial coaching should incorporate innovative behaviours, helps in the learning of employees on the workplace that is caused by day to day interaction between manager and subordinate. The following hypothesis can be made based on previous literature;

**H1:** MC has a positive significant impact on employee's IWB.

### **Managerial Coaching and Affective Supervisory Commitment**

Affective supervisory commitment (ASC) has been referred as “the relative strength of a subordinate's identification with, attachment [to], and dedication to a particular supervisor” (Chen, et al., 1998). Generally, to this, workers can recognize responsibility to association



between commitment to organization as well as commitment to supervisor and also between the identification of both commitments (Becker, et al., 1996). The subordinate or an employee feels more satisfied while they are interacting with a specific supervisor as compared to when they are interacting with certain supervisors (Huyghebaert, et al., 2017). When the employees find or feel like their supervisors they find their supervisors are a lot more supportive (Vandenberghe, et al., 2004) and trustworthy (Nwibere & Olu-Daniels, 2014). In return, the subordinates give in return the same level of commitment.

Research suggests that out of all the commitments, commitment to supervisors is much important due to the fact that “formally, these are the persons who are responsible for monitoring employee’s performance and they are also involved in making decisions regarding promotions, increments and pay that has effect on the employees and that has increasingly, made the turnover rate reduced in the teams” (Panaccio & Vandenberghe, 2011; Raza, Ali, et al., 2018). Previously, when supervisors feel like employees are demonstrating commitment to supervisor, they reciprocate by providing them coaching, giving them more support and providing feedback to the employees as well as allowing the employees to carry out their work roles by giving them more freedom (Ali, et al., 2020). Based on previous arguments, the following hypothesis can be depicted;

**H2:** MC directly and positively impacts ASC.

### **Affective Supervisory Commitment and Innovative Work Behaviors**

ASC has a strong effect on employee’s outcomes like self-efficacy or innovative work behavior, job performance, OCB (Cheng, et al., 2003). The discoveries of Becker et al. (1996) demonstrated that there is a solid direct relationship of supervisory commitment and performance as compared to organizational commitment.

However, affective supervisory commitment portrays a strong association between supervisors and employees (Cheng, et al., 2003) and has a major impact on subordinates work related behaviors and attitudes. Though, there are lesser researches that empirically examined the consequences of affective commitment despite of the growing importance of this construct. Some of the studies that have investigated affective supervisory commitment outcomes, primarily focused on the implications of it for organizational citizenship behavior (Cheng, et al., 2003), task performance (Siders, et al., 2001) as well as turnover (Vandenberghe & Bentein, 2009). Therefore, it is authoritative to examine the association of affective supervisory commitment with the wide range of outcome variables to develop the lawful network of affective supervisory commitment further, and to have the deeper understanding and knowledge of the changing aspects of this construct (Chughtai, 2013). The present study focuses on innovative work behavior as an outcome variable of affective supervisory commitment. The following hypotheses can be depicted;

**H3:** ASC has positively and significantly associate with employee’s IWB.

**H4:** MC has an impact on IWB through ASC.



**Self-efficacy as a moderator**

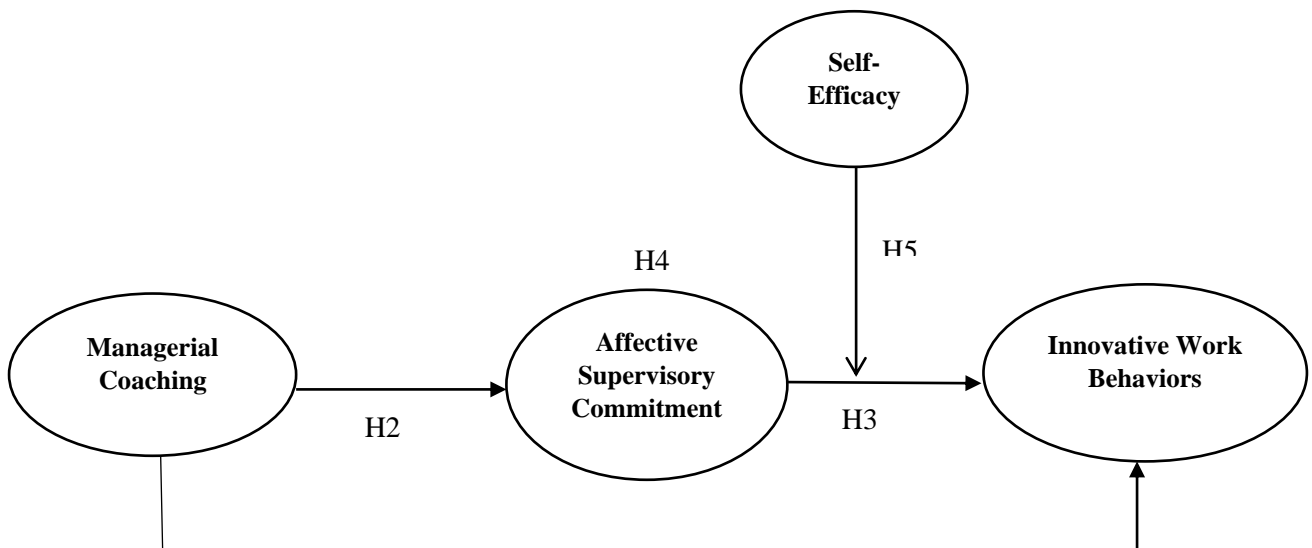
According to Bandura, (1989), self-efficacy (SE) is considered as “people’s general belief in their skills and competencies of handling diverse tasks”. Usually, self-efficacy employs a positive effect on a lot of desired outcomes (Judge, et al., 2003).

Subordinates having low self-efficacy are found to have less motivation towards supervisory commitment and supervisory support because having low commitment towards their supervisor depicts less innovative work behaviors and it disconfirms their self-view regarding low competence (Chen & Leung, 2016). Previous studies have shown that self-efficacy has been used as a synergetic person-context interaction due to the fact that positive personal attribute like self-efficacy expands the impact of some positive context on the individual’s outcome (Chen & Leung, 2016; Raza, et al., 2018). Employees who have low self-efficacy are usually doubtful about their capability and in result, they have low self-evaluation about their competence and skills, so they end up having invoking negative outcomes (Bandura, 1989). Empirical evidences are in support of Bandura’s argument that the belief of self-efficacy affects each and every aspect of everyone’s life virtually (Bandura, 1997) that also includes commitment (Saks, 1995).

Having the perception that somebody’s own contribution is also important and have some value in the organization will apparently boost up the aspiration to continue and work innovatively. So, we assume a positive relationship of self-efficacy with affective commitment (Walumbwa, et al., 2004) that ultimately increases innovative work behavior. Employees having low self-efficacy have a sentiment that they are not being able to perform their job well or have a belief that the supervisor or organization is not capable either (Vuuren, et al., 2008). Therefore, we assume from the previous studies that the relationship of self-efficacy is weaker when there is low affective supervisory commitment and low innovative work behaviors of the subordinates.

**H5:** SE moderates the relationship of ASC and IWB.

**Figure 1: Hypothesized conceptual Framework**





## **Methods**

### **Sample and data collection**

In the current study, cross-sectional time horizon has been a focus and it has covered a specific phenomenon at a specific time period because it is relatively fast as well as easy to conduct. From March 2019 to April 2019, the survey of this current research is conducted.

In the current study, the target population included the sales representatives and lower staff of pharmaceutical industry of Pakistan. The reason of choosing this sector is because there are a lot of opportunities for the managers of pharmaceutical to adopt managerial coaching like doing field visits, team meetings; progress reviews etc. all of these practices review provides the evidence and some guidance for the managers to look for developing art of coaching. Moreover, the reason of choosing this was to know how much managerial coaching influence their work behaviors, commitment to supervisor and their self-efficacy. The 500 survey questionnaires were distributed among the employees of Pharmaceutical industry and out of which 253 questionnaires were received and filled out. Therefore, 50.06% is the effective response rate. These respondents were selected through convenience sampling for collecting primary data.

### **Measurement**

#### **Managerial coaching scale**

This study used 7-point likert scale for measuring managerial coaching developed by (Ellinger, et al., 2003). 8 items were used for measuring managerial coaching and has shown a reliability of .91. These items include questions like “My supervisor uses analogies, scenarios, and examples to help me learn”.

#### **Affective supervisory commitment scale**

This study used 5-point Likert scale for recording the responses of affective supervisory commitment and this scale was developed by (Vandenberghe, et al., 2004). The 6 items used in this study showed the feeling of superiority and appreciation in working with the supervisor. These items included questions like “I feel a sense of respect for my supervisor”. It has shown reliability 0.82.

#### **Innovative work behaviors scale**

This study used 5-point Likert scale for recording the responses of innovative work behaviors and this scale is developed by (DeJong & Hartog, 2010). 6 items used in this study with reliability .74 and included questions like “In your job, how often do you acquire new knowledge?”.



### Self-efficacy scale

The 5-point Likert scale was used to measure self-efficacy, which was developed by Jones (1986) that included questions like “My job is well within the scope of my abilities”. It has shown reliability .70.

### Data analysis strategy

In this study, SPSS 22 and AMOS were used for the analysis. Descriptive statistics technique was used for analyzing the data collected. Moreover, normality of the data was also tested by checking the values of skewness and kurtosis. Reliability analysis was also done by SPSS. After that, covariance and CFA (confirmatory factory analysis) was done through AMOS as well as mediating variables were tested by SEM (structural equation modeling) and also the moderating model was tested.

## Results

### Study Sample Characteristics

In the current study, out of 253 respondents, 138 were female respondents and 115 male respondents. Major portion of the respondents having percentage of 64.0 aged “below 25”. Moreover, 131 respondents out of 253 have done Bachelors, whereas 116 have done Masters or above.

**Table No 1: Demographics of Respondents**

		Total	
		Frequency	Percentage
Gender	Male	115	45.5
	Female	138	54.5
Age	Below 25	162	64.0
	26-35	80	31.6
	36-45	11	4.3
Qualification	Intermediate	6	2.4
	Bachelors	131	51.8
	Masters or Above	116	45.8

### Descriptive Statistics, Reliability and Correlation

Mean, standard deviation, reliability and correlation values are mentioned in table II. The reliability has been measured through Cronbach’s alpha and all of the variables have reliability greater than and equal to 0.7 which means the data can be used for further analysis (Kline, 2005). Moreover, the correlation that exists among all variables is lesser than 0.8, so, no



multicollinearity exists. After that confirmatory factor analysis (CFA) was done for examining the model fitness.

**Table No 2: Descriptive Statistics, Reliability and Correlation**

Sr. no	Variables	Mean	SD	Reliability	1	2	3	4
1	Managerial coaching	5.1793	1.18586	.91	1			
2	Affective Supervisory Commitment	3.7292	.67188	.82	.727**	1		
3	Innovative work behaviors	3.8373	.62712	.74	.557**	.492**	1	
4	Self-Efficacy	3.7549	.60817	.70	.439**	.372**	.545**	1

\*\*p<0.01, \*p<0.05.

### Confirmatory factor analysis (CFA) of the Variables

CFA was run for MC, IWB, ASC and SE to check the fitness of the model. The parameters of comparative fit index (CFI), root mean square residual (RMR), root mean square error of approximation (RMSEA), goodness-of-fit index GFI and chi-square ( $\chi^2$ ) were taken to measure CFA of these variables. All the values of the variables met the threshold levels of these parameters and are stated in table 3.

**Table No 3: Measurement model calculation**

Model fitness measures	Threshold level	Calculated Measures	Status
CMIN/DF	< 3	1.77	Accepted
RMR	Closer to 0	.071	Accepted
GFI	≥ 0.9	.895	Accepted
AGFI	≥0.8	.861	Accepted
CFI	≥0.9	.953	Accepted
RMSEA	<0.08	.055	Accepted

### Structural Model Evaluation (SEM)

SEM is used for mediation analysis, primary and confirmative models. Path evaluation, regression and factor evaluation is involved in SEM.

**Table No 5: Results of Structural Model**





Hypothesized Paths			Path Coefficients	P value	Hypotheses	
H1	MC	→	IWB	.358	***	Supported
H2	MC	→	ASC	.836	***	Supported
H3	ASC	→	IWB	.238	.011	Supported

\*\*\* Significance at  $p < 0.001$  \*\* significance at  $p < 0.01$  \* significance at  $p < 0.05$

Table 4 shows the positive and highly significant impact of managerial coaching with affective supervisory commitment having the value of .836, so it is accepted. However, it also shows the positive and highly significant impact of MC with innovative work behaviors having value of .358, so it is also accepted. Moreover, affective supervisory commitment also shows a positive and significant relationship with innovative work behaviors at a value of .238, hence this hypothesis is accepted.

### ASC as a Mediator

This table depicts that the direct effect of dependent variable i.e. managerial coaching has a strong significant impact on independent variable i.e. innovative work behaviors without the presence of mediator at a value of 0.56. After the presence of mediator, the impact is still significant at a value of 0.358. Moreover, the indirect effect remained significant in the presence of affective supervisory commitment. Hence, partial mediation exists.

**Table No 5: Direct and Indirect Path of Mediation Model**

Paths	Direct Effect W/0 Mediation	Direct Effects W/Mediation	Indirect Effects	Mediation Result
H4 MC → IWB	.56***	.358**	.199*	Partial mediation (Supported)

### Moderation Analysis

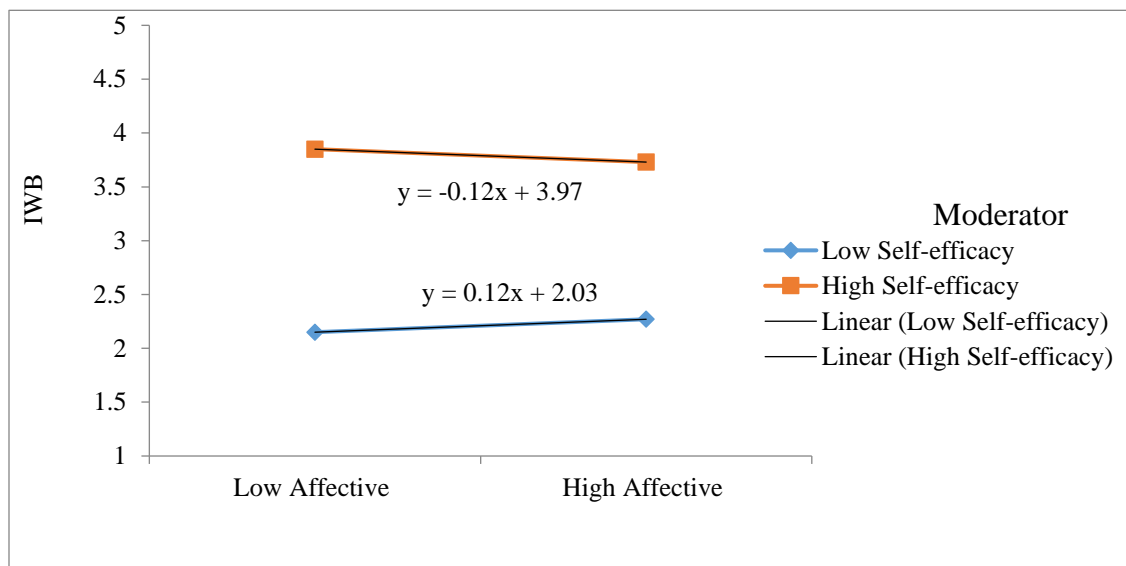
Table 6 shows that self-efficacy has a significant impact on IWB. ASC has insignificant impact on IWB. Furthermore, interaction variable has also significant impact on IWB. So, moderation exists.



**Table No 6: Moderation Analysis Results**

	Paths		Estimate	S.E.	C.R.	P
Zefficacy	→	Zinnovative	.790	.045	17.613	***
ZASC	→	Zinnovative	-.004	.046	-.079	.937
ASC_SE	→	Zinnovative	-.063	.024	-2.629	.009

**Figure 2. Moderation Graph**



SE, as a moderator was also measured using the moderation tests and it turned out to be supporting the study. Following graph shows that SE strengthens the relationship of ASC and IWB.

**Discussion**

This section includes the discussion and comparison of results with the literature. The current study analyzed the association of managerial coaching and innovative work behaviors through affective supervisory commitment and also investigating the moderating role of self-efficacy among affective commitment and innovative work behaviors. Organizations and the managers that use coaching regularly are considered as successful and effective (Ellinger, et al., 2008; Raza, et al., 2018). Previous researches showed the positive impact of managerial coaching on innovative work behavior. This current study also supports the theories proposed earlier. Moreover, affective supervisory commitment has been linked to a limited number of outcomes like turnover or task performance (Cheng, et al., 2003). This present study demonstrates the impact of affective commitment to supervisor on innovative work behaviors as an outcome.



Moreover, past studies have investigated direct relationships among managerial coaching, affective supervisory commitment and affective supervisory commitment to innovative work behaviors, little is known about the intervening role of affective supervisory commitment among managerial coaching and innovative work behaviors. Therefore, this current study has examined the mediating effect of affective supervisory commitment in order to advance the understanding as to why and how managerial coaching related to the innovative work outcome.

Moreover, previous researches discovered that self-efficacy is kind of a synergetic person-context interaction and that positive attribute can expand the impact on individual's outcome (Chen & Leung, 2016; Raza, et al., 2015). Various studies have taken self-efficacy as a mediator such as Afsar and Masood (2018) suggested self-efficacy as a mediator between transformational leadership and innovative work behaviors. Furthermore, Ahmad, et al. (2017) depicted the mediating effect of self-efficacy with managerial coaching and employee's performance. There is lesser information of self-efficacy as a moderator on affective supervisory commitment and innovative work behaviors. Therefore, this current study has investigated the moderated effect of self-efficacy on affective supervisory commitment and innovative work behaviors.

### **Conclusion**

In business literature, managerial coaching has gained a lot of attention, more likely to be at executive level. But when it comes to empirical perspectives, there is growing need to study the impacts of managerial coaching on subordinates and organizations. It is an emerging concept that can be studied with different mediation moderation roles. Moreover, this current study has given a new paradigm to managerial coaching literature and evidence by investigating the role of managerial coaching on the work-related outcome i.e. IWB and testing the mediating effect of ASC between managerial coaching and IWB. Furthermore, self-efficacy has also been examined as a moderator in this study. However, the sample of study acknowledged managerial coaching and supervisory commitment importance.

### **Theoretical and practical implications**

In the existing literatures of managerial coaching, this current study has a contribution in it that helps in understanding managerial coaching from another perspective. The statistical findings of the current study also sufficiently supported the mediating and moderating effects by the empirical data of this study sample. So, this study gives a complete empirical support to affective supervisory commitment to have strong affect in the organizations.

Furthermore, this study also provides more support to the existing and selected theories. Moreover, the findings of this study depict that organizations may hire those supervisors, leaders and managers who have the ability to coach their subordinates or employees in an effective way. In the learning organizations, manager as a coach is considered as new role of manager (Ellinger, et al., 2003; Raza, et al., 2019). Moreover, coaching is also referred as trainable set of skills



(Graham, et al., 1993). So, organizations can also train and develop their leaders and managers in order to be the effective coaches.

### **Limitations and future directions**

While the study offers some main findings and suggests implications, there exists some limitations as well. First of all, one type of organization leaves some doubts regarding the generalizability of current study findings (Swanson & Holton, 2005). The attitudes, perceptions and expectations of one industry might be different from others. So, it is a limitation in study. Moreover, self-efficacy has been in consideration of taking it as moderator or mediator, this study has tested it as a moderator only. So, it can also be a limitation.

In order to extend and confirm the findings of the current study regarding mediation and moderation, future research is needed. As stated earlier, little is known about the mediating effect of affective supervisory commitment, so future researches as well as using additional research contexts can confirm the effect of it with some other variables like feedback orientation and other work-related outcomes. Moreover, self-efficacy has been tested as a moderator in current study, it can be tested as a mediator as well to confirm its significant effect, a mediation moderation model of self-efficacy.

It is also recommended to the researchers to conduct the study in cross-cultural contexts and in different country as well. In U.S and European organizations, managerial coaching seems to be more popular. Managerial coaching practices may bring new and different dynamics in diverse cultures.

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