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How Does Managerial Coaching Affect Employee Task Proficiency?

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Abstract: Managerial coaching has emerged as a powerful development tool for workplace interventions, gaining tremendous popularity recently. Despite its growing importance, limited empirical evidence exists on how managerial coaching directly influences employee task proficiency, particularly in public sector organisations in developing countries. This study examines the impact of managerial coaching on employee task proficiency. Data were collected from 145 employees in a support service group within an administrative organisation in Malaysia and analysed using SMARTPLS software with the bootstrapping method. The results indicate that managerial coaching has a positive and significant relationship with employee task proficiency. The findings suggest that organisations should train immediate superiors to become skilled coaches, increasing employee engagement and skills. This study contributes to a deeper understanding of the role of managerial coaching in employee task proficiency within public organisations.

Keywords: Employee task proficiency, immediate superiors, managerial coaching

Introduction

Creativity and innovation in leadership are essential to performance and organisational survival in a dynamic business environment (Bodlaj & Čater, 2019; Jalil et al., 2022; Riviere & Upson, 2023). Literature suggests that line managers adopting coaching practices enhance employee development and overall organisational success (Hackman & Wageman, 2005). This recognition has motivated organisations to progressively redefine human resource management, expanding its focus beyond financial outcomes to prioritise the development of internal human resources (Kuan & Abu Bakar, 2023; Ismail et al., 2023; Muduli & Choudhury, 2024). In the context of global competition, various classifications of management guidance are frequently cited, including subordinate guidance (Kraut et al., 1989; Zhao & Liu, 2020; Adele & Ellinger, 2024), training (Borman & Brush, 1993), coaching (Yukl, 1981), training effectiveness (Emti, 2024), leadership coaching behaviour (Liu et al., 2019), managerial coaching skills (Nyfoudi et al., 2022), subordinate workplace well-being (Zhao & Liu, 2020), employee growth and development (Morse & Wagner, 1978), and guidance and development (Quinn, 1988; Yukl, 1981). These components are evaluated as essential elements that activate the managerial role associated with managerial coaching. Research on the effectiveness of managerial coaching in organisations indicates that coached employees receive many positive benefits, including learning, development, and enhanced performance (Ellinger et al., 2018; Adele & Ellinger, 2024).

Recent research has revealed two key factors that enhance the effectiveness of managerial coaching in organisations: facilitative and inspirational coaching (DiGirolamo & Tkach, 2019; Niu et al., 2022; Mohamad et al., 2024). In organisational management, facilitative coaching involves immediate supervisors actively supporting employees' actions to improve work skills, competencies, and performance (Ellinger et al., 2003; Hamlin et al., 2006). The inspirational coaching refers to

immediate supervisors who motivate and encourage employees to achieve their best, often by setting a positive example and fostering a supportive and empowering environment (Hagen, 2012; Kim et al., 2023). These leaders can spark their followers' passion, commitment, and enthusiasm, driving them towards a shared vision or goal.

Current studies on managerial coaching highlight that the role of a facilitator and inspirational coaching have a substantial impact on enhancing employee task proficiency (Hui et al., 2021; Niu et al., 2022; Mohamad et al., 2024). From an organisational perspective, employee task proficiency refers to an employee's ability to perform their duties and responsibilities well, efficiently, and effectively. It involves the skills, knowledge, and attitudes required to achieve quality work and meet organisational goals (Ganguly et al., 2019; Adele & Ellinger, 2024). These elements play a vital role in skill development, offering varied experiences, boosting employee motivation, and promoting behaviours aligned with organisational goals (Ellinger et al., 2003; Adele & Ellinger, 2024). Furthermore, research on managerial coaching emphasises employee task proficiency as the primary outcome of effective coaching practices.

Although managerial coaching is a key predictor in this relationship, it is frequently disregarded (Ganguly et al., 2019). Management scholars have identified three main research gaps regarding managerial coaching. First, most studies concentrated on coaching-related leadership styles, exploring elements such as leadership goals, types, and values within both commercial and non-commercial settings (Ganguly et al., 2019; Adele & Ellinger, 2024). Second, prior research has primarily relied on fundamental data analyses rather than developing and rigorously testing managerial coaching models using complex statistical methods (Sauid et al., 2018; Adele & Ellinger, 2024). Third, research has generally focused on team-level outcomes, focusing less on individual-level impacts (Nyfoudi et al., 2022). These gaps underscore the need for additional empirical research on the role of managerial coaching in improving employee task proficiency, which can assist organisations in adapting to a swiftly evolving global landscape.

Literature Review

Theoretical Background and Hypotheses Development

Managerial Coaching

Research indicates that managerial coaching is characterised by employees' perception of their immediate leaders as an inspiring facilitator who expresses a clear vision (Awamleh & Gardner, 1999; Kirkpatrick & Locke, 1996; Adele & Ellinger, 2024) to build positive attitudes, behaviours, and performance among employees. It encompasses an employee-centred management approach where immediate supervisors actively support the employees' actions in improving skills, competencies, and performance at work (Nanus, 1992; Sashkin, 1992). In knowledge-based organisations, immediate leaders often offer facilitation through approachability, goal setting, kindness, concern for welfare and safety, and thinking outside the norm (Ellinger et al., 1999; Ellinger et al., 2003; Hamlin et al., 2006). Furthermore, inspiration is provided by immediate superiors through strategies that can significantly increase organisational competitiveness by stimulating positive relationships between immediate superiors and subordinates (Hagen, 2012), thus helping employees to develop their careers (Kim et al., 2023; Mohamad et al., 2024). This leadership approach combines responsiveness, consideration of external variables, and good organisational practices, which enhances the organisational capacity to meet customer needs. These outcomes are usually associated with managerial coaching. An extensive literature on managerial coaching has reported many beneficial results (Zhang et al., 1997), including performance improvement (Ellinger et al., 2003; Liu & Batt, 2010), employee learning (Hagen et al., 2012), commitment to quality, job satisfaction (Kim & Kuo, 2015), motivation (Gilley et al., 2010), and self-efficacy (Pousa & Mathieu, 2015). Effective managerial coaching practices and styles generally provide a way to effectively evaluate employees' potential and performance. Therefore, modern managerial coaching research emphasises that strong facilitation and inspiration are interdependent and crucial for organisational success.

Employee Task Proficiency

From the organisation's perspective, employee task proficiency refers to behaviour that reflects the degree to which employees meet the expectations and requirements of their roles in the organisation (Ganguly et al., 2019; Adele & Ellinger, 2024). Employee task proficiency comprises two elements: tacit knowledge (encompasses skills and knowledge that are demonstrated through action) and role clarity (clear job descriptions, defined expectations, and communication) (Ganguly et al., 2019; Adele & Ellinger, 2024). Tacit knowledge, first proposed by Michael Polanyi (Polanyi, 1967), has become an influential concept in management. From the organisational perspective, tacit knowledge is precise, has personal qualities that encourage employees to share knowledge, and contributes significantly to management success (Nonaka, 1994; Ganguly et al., 2019). It can be described as knowledge that is intuitive, unspoken, or even inexpressible (Ganguly et al., 2019) and primarily based on individual experiences and reflections (Nonaka, 1994; Ganguly et al., 2019). Conversely, role clarity refers to an organisational behaviour concept describing how employees understand their responsibilities, expectations, and role boundaries (DiGirolamo & Tkach, 2019; Adele & Ellinger, 2024). These components are essential for enhancing skills, offering varied experiences, boosting employee motivation, and encouraging behaviours that support the achievement of organisational objectives (Ellinger et al., 2003; Adele & Ellinger, 2024). Role clarity is fundamental to the effective functioning of teams and organisations, leading to increased job satisfaction, improved performance, and reduced stress. Previous studies have shown that this concept is closely related to task performance (Borman & Motowidlo, 1993), job role behaviour (Welbourne et al., 1998), and job-specific concepts that can increase focus, facilitate change, and enhance future orientation.

Managerial Coaching and Employee Task Proficiency

The relationship between immediate supervisors and employee task proficiency corresponds with the Leader-Member Exchange Theory introduced by Graen and Uhl-Bien (1995). This theory's main essence explains that the relationship between leaders and members develops gradually through the interactions cultivated by effective leaders (Dienesch & Liden, 1986; Graen & Uhl-Bien, 1995). In this context, leaders aim to establish high-quality exchange relationships by demonstrating respect, offering trust, providing support, motivating individuals, and giving rewards in return for their commitment and loyalty. On the other hand, in low-quality exchange relationships, members are only expected to meet formal job requirements, with no additional benefits from the leaders. House's Path-Goal Theory (House, 1971) also suggests that leadership can positively affect followers through reciprocal interactions between leaders and subordinates. Effective leaders can identify and practice leadership styles that support positive subordinate behaviour, provide motivation, encourage task participation, and maintain goal orientation. Leaders who adopt this style can effectively inspire employees to achieve organisational objectives. Consequently, employees with strong relationships with their leaders are more likely to understand their tasks more deeply. Conversely, poor relationships may hinder role clarity and tacit knowledge. These theoretical propositions are supported by existing literature on managerial coaching.

Several studies have examined managerial coaching in organisations, including research by Hui et al. (2021), Niu et al. (2022), Ismail et al. (2023), and Mohamad et al. (2024). For example, a study by Hui et al. (2021) found a strong correlation between employee managerial coaching and task proficiency. Niu et al. (2022) suggested that consistent managerial coaching behaviours of leaders influence employee outcomes through positive behaviours. Ismail et al. (2023) reported that effect of managerial coaching (guidance and facilitation) of leaders on employee behaviour can result in their ability to handle work. Next, Mohamad et al. (2024) reported that a leader's ability to demonstrate managerial coaching (e.g., guidance and facilitation coaching) can enhance an employee's expertise. These research show that both managerial coaching styles directly relate to employee task proficiency. These studies confirm that managerial coaching (facilitative and inspirational coaching) improves employee task proficiency. Based on the empirical and theoretical research supporting this direct relationship, the following hypotheses are proposed:

H1: Facilitative coaching is positively associated with tacit knowledge.
H2: Facilitative coaching is positively associated with role clarity.
H3: Inspiration coaching is positively associated with tacit knowledge.
H4: Inspiration coaching is positively associated with role clarity.

Research Model

Based on the theoretical framework and empirical evidence discussed above, this study proposes a research model examining the relationships between managerial coaching dimensions and employee task proficiency components, as illustrated in Figure 1. The model conceptualises managerial coaching through two dimensions (facilitative and inspirational coaching) and their influence on two aspects of employee task proficiency: tacit knowledge and role clarity. This framework enables examining each coaching dimension's direct and distinct effects on employee outcomes.

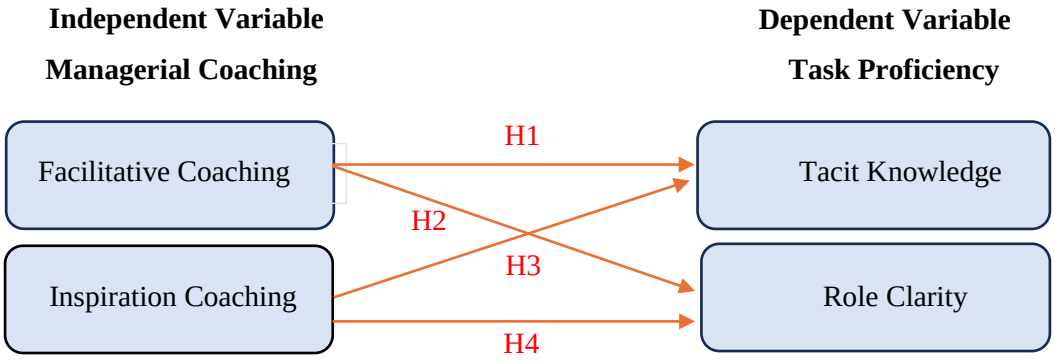

Fig 1. Research Model

Research Methodology

Research Design

This study utilises a cross-sectional approach that integrates a literature review, pilot studies, and questionnaires to gather research data. This method allows researchers to obtain more relevant and precise data, minimise bias, and enhance data quality (Creswell, 2015; Sekaran & Bougie, 2010). The study was conducted in an administrative organisation in Malaysia; however, the organisation's name is withheld to maintain confidentiality.

Measures

In the first stage, the survey questionnaire was developed based on the existing literature on managerial coaching. The questionnaire items were then translated into English and Malay using a back-to-back translation method by a bilingual faculty member with expertise in human resource management. Subsequently, another bilingual faculty member from the same field translated the English version into Malay. Both faculty members examined the English and Malay versions for the consistency of item meanings and instrument quality (Brislin, 1970; Sekaran & Bougie, 2010). The survey questionnaire comprises three major parts: First, facilitative coaching (FAC) is measured using five items, while inspiration coaching (INS) is measured using three items adapted from the strategic managerial coaching literature (Park et al., 2008; McLean et al., 2005). Second, tacit knowledge (TKS) is assessed using four items adapted from the knowledge literature (Machin & Treloar, 2004; Lin, 2007). Third, role clarity (RLC) is evaluated using three items adapted from an organisational commitment scale developed by Kundu et al. (2020). All items were assessed using a seven-point Likert scale, with responses ranging from "Strongly Disagree/Dissatisfied" (1) to "Strongly

Agree/Satisfied" (7). The sample profile served as a control variable, as the study focuses on employee perceptions.

Sample Size Determination

Sample size determination was a crucial step in designing this cross-sectional study. The Raosoft Calculator was used to determine the appropriate sample size (Raosoft, 2010). The employee population of 230 individuals was entered into the calculator, which indicated a minimum requirement of 145 employees for sufficient accuracy. Furthermore, Harman's single-factor test was employed to assess response bias in the sample (Podsakoff et al., 2003). The results showed a single factor variance of 34.191%, which, being below 50%, confirmed that response bias was not present in the study sample.

Data Collection

This study included participants from various levels and positions within the administrative organisation in Malaysia. A total of 230 printed questionnaires were distributed to respondents using purposive sampling techniques. This method was chosen because the organisation could not provide a comprehensive list of respondent names and details to protect its reputation and corporate image. Due to these constraints, random sampling methods could not be used for participant selection. Of the questionnaires distributed, 145 (80.55%) were completed and returned. All respondents answered the questionnaire voluntarily, without coercion.

As suggested by Hair et al. (2017), the data were first filtered using the Statistical Package for Social Sciences. The analysis included items that met the following criteria: no missing data, no straight-line responses, no extreme values, and Skewness and Kurtosis values within the range of +/- 2.0. The final study sample satisfied the criteria for measuring and testing the study model.

Results

Demographic Profile of Respondents

Table 1 presents the demographic profile of the respondents. The majority of participants in this study are aged between 34 and 39 years (40.0%), married (73.1%), Malay (88.3%), female (62.8%), support staff (46.2%), degree holders (35.2%), and have more than 16 years of service (27.6%).

Table 1. Demographic Profile of Respondents

Profile	Sub-Profile	Frequency	Percentage
Age	Less than 27 years	10	6.9
	28 to 33 years old	29	20.0
	34 to 39 years old	58	40.0
	40 to 45 years old	31	21.4
	46 years old and above	17	11.7
Status	Single	39	26.89
	Married	106	73.1
Race	**Malay**	128	88.3
	Chinese	8	5.5
	Indian	5	3.4
	Others	4	2.8
Gender	Male	54	37.24
	Female	91	62.8
Services Group	Top Management	4	2.75
	Management and Professional	74	51.0
	Support	67	46.2

Highest Education	Malaysian Certificate of Education (SPM)	11	7.6
	Malaysian Higher School Certificate (STPM)	47	32.4
	Bachelor's Degree	51	35.2
	Master's Degree	32	22.1
	PhD	4	2.8
Length of Services	Less than 5 years	24	16.6
	6 to10 years	44	30.3
	11 to 15 years	37	25.5
	16 years and above	40	27.6

Measurement Model

Table 2 presents the convergent analysis for the variables of this study. The composite reliability (CR) values of facilitative coaching (0.930), inspiration coaching (0.937), tacit knowledge (0.885), and role clarity (0.884) are all greater than 0.8 (Hair et al., 2017), demonstrating that all the constructs have high levels of internal consistency. Additionally, all the constructs achieve the minimum threshold value of 0.5 for average variance extracted (AVE), indicating that the items explain more than 50% of the construct's variances (Hair et al., 2017). Meanwhile, the outer loadings for all study constructs exceed 0.708 (Henseler et al., 2009), and the AVE values are above 0.5 (Hair et al., 2017), indicating that the results satisfy the criteria for convergent validity.

Table 2. Convergent Validity Analysis

Constructs	**Outer Loading**	**Composite Reliability (CR)**	**Average Variance Extracted (AVE)**	**Cronbach's Alpha**
Facilitative Coaching		0.930	0.775	0.927
FAC1:	0.862			
FAC2:	0.885			
FAC3:	0.926			
FAC4:	0.882			
FAC5:	0.845			
Inspiration Coaching		0.937	0.760	0.936
INS1:	0.904			
INS2:	0.884			
INS3:	0.906			
INS4:	0.900			
INS5:	0.883			
INS6:	0.743			
Tacit Knowledge		0.885	0.723	0.873
TKS1:	0.810			
TKS2:	0.884			
TKS3:	0.876			
TKS4:	0.829			
Role Clarity		0.884	0.810	0.883
RLC1:	0.915			
RLC2:	0.897			
RLC3:	0.888			

Table 3 indicates the discriminant validity using the criteria of Fornell and Larcker (1981). The results show that the square root of AVE for each construct was greater than the estimated correlations between constructs. It suggests that all constructs are distinct, meeting the discriminant validity criteria.

Table 3. Fornell and Larcker Criteria

Variable	Facilitative Coaching	Inspiration Coaching	Tacit Knowledge	Role Clarity
Facilitative Coaching	**0.880**			
Inspiration Coaching	0.741	**0.872**		
Tacit Knowledge	0.541	0.586	**0.850**	
Role Clarity	0.506	0.527	0.698	**0.900**

Note: Diagonal elements shaded and highlighted in bold represent the square root of AVE. Off diagonal elements are simple bivariate correlations between the constructs.

Table 4 presents the evaluation of discriminant validity using the Heterotrait-Monotrait Ratio of Correlations (HTMT) criteria (Henseler, 2015). The results show that the correlation values between the respective constructs did not violate the most conservative HTMT 0.85 threshold, indicating that all constructs met the discriminant validity criteria.

Table 4. HTMT Criteria

Variables	Facilitative Coaching	Inspiration Coaching	Tacit Knowledge
Facilitative Coaching			
Inspiration Coaching	0.797		
Tacit Knowledge	0.582	0.633	
Role Clarity	0.558	0.577	0.796

Criteria: Discriminant validity is established at HTMT 0.85.

Structural Model

Table 5 displays the variance inflation factor (VIF) values along with descriptive statistics analysis. The means for the study constructs range from 5.710 to 6.034, indicating that participants reported high levels of facilitative coaching, inspirational coaching, tacit knowledge, and role clarity (on a scale from 1 to 7). Furthermore, the VIF values for the relationships between the study constructs are all below 5.0, suggesting that collinearity issues do not significantly impact the data (Hair et al., 2017).

Table 5. VIF and Descriptive Statistics Analysis

Construct	Tacit Knowledge	Role clarity	Mean	Std. Deviation
Facilitative Coaching	2.216	2.216	5.710	0.726
Inspiration Coaching	2.216	2.216	5.797	0.709
Tacit Knowledge			5.900	0.666
Role Clarity			6.034	0.642

The Standardised Root Mean Square Residual (SRMR) represents the difference between the observed and model-implied correlation matrices. It helps assess the average magnitude of discrepancies between observed and expected correlations, acting as an absolute measure of model fit.

Table 6 presents the results of the model fit analysis. The SRMR value of 0.111 indicates that the model fits well for the saturated model (Hu & Bentler, 1999).

Table 6. Model Fit Analysis

Model Fit	Saturated Model	Estimated Model
SRMR	0.083	0.111
d_ULS	1.179	2.112
d_G	n/a	n/a
Chi-square	infinite	infinite
NFI	n/a	n/a

Table 7 presents the results of the cross-loading analysis. The findings indicate that the indicator values for each construct are higher than those for the other constructs, suggesting that the items in the study meet the required level of discriminant validity (Hair et al., 2017).

Table 7. Cross Loading Analysis

Facilitative Coaching	Inspiration Coaching	Tacit Knowledge	Role Clarity
0.629	0.904	0.470	0.460
0.588	0.884	0.547	0.444
0.645	0.906	0.511	0.469
0.588	0.900	0.532	0.517
0.538	0.883	0.498	0.397
0.862	**0.595**	0.534	0.458
0.885	**0.607**	0.494	0.446
0.926	**0.658**	0.450	0.451
0.882	**0.743**	0.498	0.455
0.882	**0.743**	0.498	0.455
0.845	**0.662**	0.390	0.413
0.526	0.589	**0.810**	0.526
0.500	0.512	**0.884**	0.635
0.434	0.444	**0.876**	0.609
0.337	0.407	**0.829**	0.615
0.480	0.475	0.649	**0.915**
0.452	0.442	0.576	**0.897**
0.434	0.503	0.656	**0.888**

Table 8 presents the results from the structural model analysis. The findings include the effect sizes, represented by f^2, for the different relationships within the model. The relationship between facilitative coaching and tacit knowledge (0.040) and role clarity (0.043) is less than 0.15, suggesting a small effect (Hair et al., 2017). Similarly, the relationship between inspiration coaching and tacit knowledge (0.121) and role clarity (0.073) is also less than 0.15, indicating a small effect (Hair et al., 2017).

Meanwhile, the model strength results show that managerial coaching (facilitative coaching and inspiration coaching) has contributed 36% of the variance in tacit knowledge transfer and 29% in role clarity, more than 0.26 (Cohen, 1988), indicating a substantial effect.

Table 8. R^2 and f^2 of Endogenous Constructs

Construct	f^2		R^2
	Tacit Knowledge	Role Clarity	
Facilitative Coaching	0.040	0.043	
Inspiration Coaching	0.121	0.073	
Tacit Knowledge			0.360
Role Clarity			0.298

In addition to assessing the magnitude of the R^2 value as a measure of prediction accuracy, it is also important to examine the Stone-Geisser Q^2 value (Stone, 1974; Geisser, 1974) as an indicator of prediction relevance. The Q^2 value for the latent variable in the PLS path model was calculated using a blindfolding procedure. Table 9 presents the Q^2 values for the endogenous constructs. The Q^2 value for tacit knowledge is 0.249, and for role clarity, it is 0.235, indicating acceptable predictive relevance.

Table 9. Q^2 of Endogenous Constructs

Construct	SSO	SSE	Q^2 (=1-SSE/SSO)
Facilitative Coaching	725.000	725.000	0.000
Inspiration Coaching	870.000	870.000	0.000
Tacit Knowledge	580.000	435.411	0.249
Role Clarity	435.000	332.704	0.235

The bootstrapping technique was employed to assess the statistical significance of the parameters. The results of the direct effect hypothesis are presented in Table 10. The analysis revealed four significant findings. First, facilitative coaching is positively associated with tacit knowledge (H1, β=0.237; t=2.565; p=0.010). Second, facilitative coaching is positively associated with role clarity (H2, β=0.258; t=2.143; p=0.032). Third, inspiration coaching is positively associated with tacit knowledge (H3, β=0.411; t=4.756; p=0.000). Fourth, inspiration coaching is positively associated with role clarity (H4, β=0.336; t=3.015; p=0.003). As a result, H1, H2, H3, and H4 were supported.

Table 10. Results of the Hypotheses Testing of the Research Model

Hypothesis	Original Sample (O)	*t*-Statistics (|O/STDEV|)	*p*-Values
H1: Facilitative Coaching -> Tacit Knowledge	0.237	2.565	0.010
H2: Facilitative Coaching -> Role Clarity	0.258	2.143	0.032
H3: Inspiration Coaching -> Tacit Knowledge	0.411	4.756	0.000
H4: Inspiration Coaching -> Role Clarity	0.336	3.015	0.003

Discussion and Implication

This study examines the impact of managerial coaching on task proficiency. The findings of this study confirm that managerial coaching can act as an effective predictor variable for task proficiency (tacit knowledge and role clarity). The findings of this study are in line with the findings of previous studies conducted by Hui et al. (2021), Niu et al. (2022), Ismail et al. (2023), and Mohamad et al (2024). All of these studies affirm that the consistent application of managerial coaching practices by immediate supervisors is crucial in enhancing task proficiency within the organisation. In the context of this study, most participants agreed that management guidance and task proficiency in the organisation are exceptionally high. It shows that the active involvement of immediate supervisors in fostering

managerial coaching practices such as guidance, mentoring, and advisory services and showing great concern can increase the task proficiency of employees in the organisation concerned.

This research contributes to and extends the evidence in empirical studies in the body of managerial coaching literature that highlights the significant relationship between superiors and subordinates in the administrative organisation sector.

The findings of the study offer three key implications: theoretical, methodological, and practical. In terms of theoretical implications, the study validates two important perspectives: first, managerial coaching shown by immediate superiors through practices such as facilitation coaching and inspiration coaching in the organisation towards employees can increase tacit knowledge and role clarity in the organisation concerned. This finding coincides with previous managerial coaching research that emphasises the importance of this aspect in organisations (Hui et al., 2020; Niu et al., 2022; Ismail et al., 2023; Mohamad et al., 2024). Second, managerial coaching shown by immediate leaders through practices such as facilitation coaching and inspiration coaching in the organisation towards employees appears as a critical factor that affects tacit knowledge and role clarity in the organisation. Previous research has consistently demonstrated that managerial coaching practices, such as facilitative and inspirational coaching, can positively impact employees within an organisation (Hui et al., 2020; Niu et al., 2022; Ismail et al., 2023; Mohamad et al., 2024).

In terms of methodological implications, the managerial coaching survey questionnaire data used in this study underwent a thorough validity and reliability analysis to strengthen the research methodology. This rigorous approach enhances confidence in the accuracy and dependability of the research findings.

In terms of practical implications, several main recommendations should be considered for immediate leaders and superiors to improve the practice of managerial coaching in organisations. First, superiors should implement a mentorship program that pairs experienced mentors who can provide guidance, support, and insight based on their experience with less experienced employees. This program can improve continuous learning practices that encourage employees to actively engage in continuous learning and professional development in the workplace. Second, immediate superiors should provide feedback on employees by using a comprehensive feedback system where superiors can provide detailed feedback on employee performance. This process can be done consistently by setting task objectives, providing constructive feedback, and discussing progress. Third, superiors should provide open communication channels that encourage an open-door policy where the immediate superiors can be approached and encourage open communication among their employees. For example, active listening can be achieved by training immediate supervisors in active listening techniques to ensure they understand and value their employees' input and concerns. Fourth, immediate superiors should be educated about the importance of diversity and inclusion and ensure they create an environment where all employees feel valued. This situation can generate a global mindset and cultural awareness to better manage diverse teams, especially in multinational organisations.

Limitations

These limitations must be addressed through various improvements and recommendations for future research. First, it is important to take into account the characteristics of the respondents, such as age, type of service, education, and length of service, as these factors may explain differences and similarities in behaviour regarding the research topic. Second, longitudinal methods should be employed to compare sub-samples over different time periods. Third, specific aspects of managerial coaching, such as goal setting, action planning, building self-awareness, emotional intelligence, providing feedback, and promoting accountability, should be further explored, as they can significantly impact employee task proficiency. Fourth, the factors influencing employee motivation, including extrinsic and intrinsic factors, psychological empowerment, constructive voice behaviour, and both formal and informal communication, require deeper examination. Finally, talent development could be studied in greater depth by incorporating learning elements related to organisational aspects. These suggestions should be considered to enhance the robustness of future studies.

Recommendations for Future Research

The bootstrapping analysis results, conducted using SmartPLS software, confirm that managerial coaching (facilitative and inspirational coaching) serves as an effective predictor for tacit knowledge and role clarity. The key findings of this study are consistent with and supported by numerous articles from both quantitative (empirical research) and qualitative (discussions) sources published in the 21st century across Western and Asian countries. In conclusion, this study affirms that the ability of immediate leaders to implement managerial coaching elements (such as facilitative coaching and inspirational coaching) can have a positive impact on tacit knowledge and role clarity.

The study should emphasise certain constraints. First, the characteristics of the respondents, such as age, type of service, education, and length of service, should be analysed in the measurement model and the structural model to understand how they may explain the differences and similarities in the research topic. Second, the cross-sectional method only describes the behaviour and attitude of the respondents at a particular point in time, so longitudinal methods should be considered to compare sub-samples studied across different periods. Third, this study only evaluates the relationship that exists between the study variables and future research should investigate the specific characteristics of managerial coaching, such as goal setting, action planning, building self-awareness, emotional intelligence, providing feedback, and fostering accountability, as these characteristics have the potential to influence employee task proficiency significantly. Fourth, the research model and study hypothesis were only tested by the government service sector in Malaysia, so future studies should consider expanding the research to other sectors and geographic regions. Fifth, the research data obtained cannot monitor the participants' answers and represent the population being studied, so future studies should consider ways to improve the sample's representativeness.

Conclusion

This study evaluates a conceptual framework developed from a literature review on managerial coaching. The measurement scale used in this study meets the established standards of validity and reliability, which enhances confidence in the accuracy and dependability of the research findings. The results of hypothesis testing using SmartPLS revealed that managerial coaching can act as an effective predictor variable for tacit knowledge and role clarity. This finding has supported and expanded upon previous studies published in Western and Asian countries. Therefore, new studies and practices in organisational training suggest that managerial coaching should be considered essential in supervisor guidance. Furthermore, the study also indicates that the ability of immediate supervisors to practice regular guidance in carrying out daily work duties and responsibilities will encourage positive changes in the attitude and behaviour of employees. Thus, this positive behaviour can improve organisational performance in an era of global competition that is difficult to predict.

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