

DOES MANAGERIAL COACHING EFFECT SUBORDINATES' FEEDBACK ORIENTATION? MEDIATING ROLE OF AFFECTIVE SUPERVISORY COMMITMENT

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Abstract: Managerial coaching has become a widely used human resource development strategy to improve various employee outcomes within organizations. However, existing literature lacks empirical evidence regarding the effectiveness of managerial coaching and less known about how managerial coaching influences subordinate feedback orientation through the mediating effect of employees' commitment to the supervisor. This study uses a structured questionnaire to gather data from a cross-sectional sample of 257 employees working in the banking sector of Lahore, Pakistan, with a response rate of approximately 57%. Structural Equation Modeling (SEM) is used to test the proposed hypotheses. The results reveal that managerial coaching has a positive and direct significant impact on the subordinate feedback orientation and affective supervisory commitment. Affective supervisory commitment has a positive and direct significant relationship with the subordinate feedback orientation. Affective supervisory commitment also mediates the indirect relationship between managerial coaching and subordinate feedback orientation. This research also provides implications for managers and leaders, specifically looking to improve various employee outcomes through managerial coaching in the workplace.

Key words: managerial coaching, affective supervisory commitment, subordinate feedback orientation, social exchange

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Introduction

Coaching has become a popular tool for performance management, which just not emphasizes evaluating employee performance for managerial perspective but gives significant attention to improved employee motivation and performance in the future. From this perspective, managers are responsible for developing and coaching the employees (McCarthy & Milner, 2020; Raza et al., 2018). The traditional role of managers to direct and control the subordinates has converted

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into facilitators of learning to enhance the performance of employees within organizations (Ali et al., 2020; Ali, Ahmad, & Iqbal, 2012).

The coaching has different genres like peer coaching, managerial coaching, and executive coaching; peer coaching prevails between the employees working at the same hierarchical level in the organization, external professional coaches offer the executive coaching, and direct supervisor or manager-as-coach practices the managerial coaching. The term supervisors, managers and coaches are used interchangeably in this study. The immediate supervisor or manager directly supervises the employees and plays a role as coach for his/her subordinates. However, managerial coaching is a key variable of interest in this study. A managerial practice to increase employee effectiveness, participation and learning, can be defined as managerial coaching (Ellinger, Ellinger, Hamlin, & Beattie, 2010; Raza, Moueed, & Ali, 2018). The organizational and HRD professional are using managerial coaching as an effective strategy for organizational development and change, leadership and management development, strategic human capital, employee training, performance improvement- specifically succession planning for key positions and talents (Raza, Moueed, & Ali, 2015; Zuñiga-Collazos et al., 2020).

However, the literature on coaching lacks empirical evidence on affective supervisory commitment in a managerial coaching context. To the best of researchers' knowledge, no research has investigated the affective supervisory commitment as a potential consequence of coaching. It is suggested to investigate the indirect mechanism and intervening variables among managerial coaching and outcomes (e.g., subordinate feedback orientation). Moreover, a few studies have examined the intervening variables between the relationship of managerial coaching and outcomes (Ali et al., 2018; Kim & Kuo, 2015), and affective supervisory commitment has not been yet tested as a mediator in a dyadic coaching relationship. This study has aimed to investigate the association between managerial coaching, affective supervisory commitment, and subordinate feedback orientation to address the gaps above. The identified outcomes are affective supervisory commitment (mediating) and subordinate feedback orientation (dependent).

Theoretical Background and Hypothesis Development

Researchers have used Social Exchange Theory (SET) framework for understanding the human behaviors within organizations (Cropanzano & Mitchell, 2005). In this study, SET has been used to develop the association among managerial coaching and subordinate feedback orientation, with the intervening effect of affective supervisory commitment. Blau (1964) explained SET as "the voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others" (p. 91). SET asserts that when employees have benefited from the exchange with their organization, supervisor, or

colleague, in exchange, they feel obligated to the relevant actor. Two or more parties are involved in a social exchange in the workplace (Gould-Williams & Davies, 2005).

Manager-as-coach exhibits different behaviors, which are considered as goodwill by subordinates in the coaching situation (Ali & Aziz, 2018; Kim & Kuo, 2015). These behaviors may include the goal setting, opportunities for learning and development, immediate feedback for enhanced employee performance, role modelling and supportive instruction, reward and recognition, and enabling the growth and success of employees (Park, Yang, & McLean, 2008). The subordinates feel an obligation to reciprocate the favorable behaviors of supervisors in coaching interactions through positive attitudes and enhanced feedback orientation (Steelman & Wolfeld, 2016). Therefore, based on the lens of the SET, affective supervisory commitment can be viewed as a vital element to develop the effective coaching relationship between managerial coaching and subordinate feedback orientation.

Managers-as-coach are responsible for providing purposeful and timely feedback to subordinates. When coaches have high feedback orientation, they are well aware of their responsibility to provide feedback and know the importance of feedback for development. Similarly, coaches with high feedback orientation need to convey clear messages to the coachee. They promote realistic expectations regarding the coaching process and feedback among subordinates and also recognize that useful feedback can develop an emotional reaction among subordinate toward feedback. Therefore, it should be considered as information instead of evaluation (Gregory & Levy, 2012; Raza et al., 2017). Steelman and Wolfeld (2016) proposed that coaches with high feedback orientation are more likely to engage in effective coaching behaviors in contrast to coaches with lower feedback orientation. Managers-as-coach can increase or decrease the value of feedback among subordinates, and effective coaching behaviors are influencing subordinates' feedback orientation. For instance, subordinates will highly appreciate the coach's feedback in future when they receive high-quality feedback during the coaching process. Alternatively, coachee has lower feedback orientation when a coachee faces difficulty in establishing a strategy to achieve goals due to lack of effective coaching behaviors of the coach. Gregory and Levy (2012) found that coaching behaviors of supervisors' influence subordinate feedback orientation among 479 employees of Fortune 500 company. So, based on the above discussion, it can be hypothesized that:

Hypothesis 1 (H1): Managerial coaching has a positive direct effect on subordinate feedback orientation.

Affective commitment is the most influential form among various commitment foci (Becker et al., 1996), so this study focuses on affective commitment to the supervisor. Affective commitment is defined as an "employee's emotional attachment to, identification with, and involvement in the organization" (Meyer &

Allen, 1991, p. 67). The previous studies have linked managerial coaching with only organizational commitment (Park et al., 2008). Managerial coaching initiates strong exchange relationship between supervisor and subordinate, which provide foundations of affective employee-supervisor relationship (Hagen & Aguilar, 2012). From a social exchange perspective, it is proposed that managerial coaching may play a role in the enhancement of affective commitment to the supervisor among subordinates. Hsieh and Huang (2018) argue that employees can share their suggestions related to job assignments, opinions, and feelings with coaching managers who openly communicate with subordinates. These interactions may cause an increased sense of being cared about and feel valued by employees which lead toward an improved dyadic relationship, thereby resulting in higher affective commitment with a supervisor. Next, coaching supervisors encourage the team approach that focuses on power-sharing, serving others, and teamwork (Echeverri, 2019). This may increase the affective commitment with the supervisor because of increased cohesion among team members and feelings being valued. Hence, it can be expected that managerial coaching can increase affective commitment to their supervisor among employees.

Hypothesis 2 (H2): Managerial coaching has a positive direct effect on affective supervisory commitment.

To the best of our knowledge, previous studies have not yet been tested the mediating effects of affective supervisory commitment on the relationship between managerial coaching and subordinates feedback orientation. However, previous studies have shown that affective supervisory commitment influences various work-related outcomes of employees. The significant outcome of affective supervisory commitment is reduced turn intentions or actual turnover behaviors of employees (Vandenberghe, Bentein & Panaccio, 2017). Affective supervisory commitment also positively influences the extra-role performance and in-role performance (Becker & Kernan, 2003). The in-role performance describes “technical core behaviors in organizations”, and extra-role performance “supports a broader organizational, social, and psychological environment where technical core functions occur” (Motowidlo & Van Scotter, 1994). It has also been studied as a mediator in the relationship between psychological empowerment and psychological contract with organizational commitment (Kidron, 2018).

Chughtai (2013) found a statistically significant and positive influence of affective supervisory commitment on error reporting, innovative work behaviors, and feedback-seeking for self-improvement. He argued that when a supervisor provides constructive feedback, job autonomy, support, and quality coaching, subordinates reciprocate these actions in the form of increased affective commitment to their supervisor. These positive behaviors of supervisor foster a good working environment in which employees feel safe and have more access to resources, which result in increased employee error reporting, feedback orientation and

innovative work behaviors (Amabile et al., 1996). Therefore, the following hypotheses are proposed by previous research findings and theoretical reasoning:

Hypothesis 3 (H3): Employee affective supervisory commitment is positively associated with their feedback orientation.

Hypothesis 4 (H4): Managerial coaching has a positive indirect effect on subordinate feedback orientation through affective supervisory commitment.

Research Methodology

The banking sector was selected to collect real-life organizational data because the employees working in the branches need coaching from their supervisor or manager to achieve the deposit targets from the customers, relationship development with customers, perform day-to-day operations, and resolve their problems on the workplace. We approached the administration of three large-size banks operating in Lahore, Pakistan, to allow their branch employees to participate in this study. The banks have A-1+ rating by the Pakistan Credit Rating Agency (PACRA) for the year of 2018. The administration of banks permitted us to collect data from the employees. This study adopted quantitative approach and cross-sectional design for data collection through self-administered questionnaire. We distributed 450 questionnaires among the employees using a convenient sampling technique. The 257 employees responded to our survey with a response rate of approximately 57% during one month. We applied item-responder ratio for current study 1:14.27 (18:257), and this exceeded the recommended ratio of 1:10 (Jackson, 2003).

The existing validated scales were used to measure the variables of study. Managerial coaching behaviors were measured using an 8-items scale of Ellinger et al. (2003) (e.g., “My supervisor uses analogies, scenarios and examples to help me learn”). The affective supervisory commitment was measured by using a five-item scale developed by Clugston, Howell, and Dorfman (2000) (e.g., “I would be very happy to spend the rest of my career working with my current supervisor”). A 5-items feedback-seeking scale was used to assess subordinate feedback orientation developed by (Janssen & Prins, 2007) (e.g., “I ask for feedback to learn how I can master tasks”). The employees rated items on a 5-point Likert-type scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

We used IBM SPSS Version 22 and its extension AMOS to evaluate the measurement model and structural model. The Cronbach’s alpha for the reliability of measures, average variance extracted (AVE) for convergent validity and Fornell-Lacker criterion for discriminant validity were performed. Confirmatory factor analysis (CFA) was also performed for the measurement model to ensure the fit indices. Structural equation modelling has been performed for hypotheses testing.

Results

The 189 respondents of our sample were male (73.5%), the age of maximum respondents was between 26 to 30 years (34.63%), the 129 respondents have a bachelor degree (50.19%), and the majority of respondents have job experience between 1 to 3 Years (n=88, 34.24%). Table 1 presents the mean, standard deviation, composite reliability, average variance extracted, Cronbach's alpha, correlations and the square root of AVE for Fornell-Larcker criterion to estimate the convergent and discriminant validity of the constructs. The analysis shows Cronbach's alpha >0.70, and correlations are significant in the directions as expected, composite reliability is >0.70, AVE is >0.50 (Fornell & Larcker, 1981), for all variables. The square root of AVE is also higher than the correlation among variables (Fornell & Larcker, 1981). Therefore, convergent and validity of all constructs have been achieved.

Table 1. Cronbach's alpha, extracted variance, and correlations

Variables	Mean	SD	CR	AVE	Cronbach's Alpha	1	2	3
1. Managerial Coaching	3.48	0.62	0.87	0.54	0.74	.74		
2. Affective Supervisory Commitment	3.38	0.32	0.82	0.54	0.78	.42**	.73	
3. Subordinate Feedback Orientation	3.51	0.52	0.86	0.55	0.71	.26**	.38**	.74

Note: The square root of the AVE is presented in the main diagonal. CR = composite reliability, AVE = average variance extracted. Correlations are significant at **p<0.01, *p<0.05.

Confirmatory factor analysis (CFA) has also been performed to determine the fit indices of the measurement model. CFA is a pre-requisite for testing the structural model. The authors have conducted CFA to get the model fit for the measurement model. The measurement model has been assessed through fit indices. The researchers have observed that in this research study, the results show good fit values (df = 287, $\chi^2 = 487.096$, $\chi^2/df = 1.697$, RMSEA= 0.049, CFI=0.94, NNFI=0.93) suitable to the suggested standard values ($\chi^2/df < 3$, RMSEA<0.08, CFI>0.95, NNFI>0.95) (Browne & Cudeck, 1993). As suggested by Cheung and Rensvold (2002), a value > 0.90, also, is acceptable for CFI and NNFI.

For the testing of hypotheses, the structural model has been developed. The result indicates that model has qualified the criteria of good fit as ($\chi^2 = 178.8767$, df = 74, $\chi^2/df = 2.417$, RMSEA= 0.053, CFI=0.96, NNFI=0.95). The analysis shows in Table 2 that test statistics have supported the proposed hypotheses. H1 suggests

that managerial coaching has a positive direct effect on subordinates' feedback orientation, and it is supported with ($\beta= 0.18, p<0.05$). H2 asserts that managerial coaching has a positive direct effect on affective supervisory commitment, and it is supported with ($\beta= 0.45, p<0.05$). H3 theorizes that employee affective supervisory commitment is positively associated with subordinates' feedback orientation, and it is supported by ($\beta=0.38, p<0.05$).

The structural models have been used for checking of mediation. The first structural model has been used for testing of intervention with a direct path for managerial coaching and subordinate feedback orientation, where the second structural model has been used for checking of mediation with an indirect path via affective supervisory commitment as suggested by (Iacobucci, Saldanha, & Deng, 2007). The mediation model has been evaluated through fit indices. In this research, study results have shown good fit values ($\chi^2 = 188.665, df = 76, \chi^2/df = 2.482, RMSEA = .045, NNFI = .96, CFI = .95$).

Table 2. Results of Structural Model

Hypothesized Paths				Path Coefficients	P value	Hypothesis Support
H1	Managerial Coaching	→	Subordinate Feedback Orientation	0.18	0.03	Yes
H2	Managerial Coaching	→	Affective Supervisory Commitment	0.45	***	Yes
H3	Affective Supervisory Commitment	→	Subordinate Feedback Orientation	0.38	***	Yes

Table 3 indicates that there is a significant relationship between managerial coaching and subordinate feedback orientation with a path coefficient that is used for direct effect. The managerial coaching has a significant impact on subordinate feedback orientation when the effect is indirect through affective supervisory commitment. Therefore, affective supervisory commitment partially mediates the relationship between managerial coaching and subordinate feedback orientation as supported by hypothesis H4.

Table 3. Direct and Indirect Path Coefficients of Mediation Model

Paths				Direct effect	Indirect effect via Affective Supervisory Commitment	Total effect
H4	Managerial Coaching	→	Subordinate Feedback Orientation	0.18*	0.28*	0.46*

Discussion

This study has assessed the direct influence of managerial coaching on subordinate feedback orientation and the indirect effect of affective supervisory commitment on the relationship between managerial coaching and subordinate feedback orientation. Using the data of 257 employees, SEM analysis revealed that all the proposed hypotheses, H1, H2, H3 and H4, are supported, and the results are consistent with the expectations. The positive and significant relationship between managerial coaching and subordinate feedback orientation is consistent with the findings of existing studies (Gregory & Levy, 2012; Steelman & Wolfeld, 2016). The results also reveal the ability of affective supervisory commitment to mediate the relationship between managerial coaching and affective supervisory commitment. These findings are similar to previous studies such as the relationship of managerial coaching with in-role performance, and extra-role performance is mediated by the trustworthiness (Kim & Kuo, 2015). Additionally, results also explain the effectiveness of managerial coaching in the banking industry of Pakistan because of existing literature on managerial coaching reports concern regarding the managerial coaching effectiveness in our high-power distance cultures (Rosinski, 2003).

The findings of this research also have implications for practice. Managerial coaching is a dyadic relationship between managers and employee within organisations, and HRD strategy to develop the human capital of the organisation. Organizations looking for human capital development can implement managerial coaching practice to increase the effectiveness of these HRD efforts. These study results show that managerial coaching affects employee attitude and behaviours, including affective supervisory commitment and feedback orientation. The manager-as-coach exhibits various actions such as open communication, value people over the task, accept ambiguity, team approach, and facilitate development which in turn increases the employee commitment with supervisor (Geiger, Guenzi, & Onyemah, 2009; Pousa & Mathieu, 2014). Supervisors can enhance the commitment of their subordinates with themselves through managerial coaching. As an effective coach, the manager provides timely feedback to subordinates which enhances subordinates' feedback orientation for improved employee job

performance within organisations. Therefore, this study reveals that managers and leaders can understand the value of their coaching relationship with employees to improve employee attitude and behaviours for the achievement of individual and organisational goals. Managerial coaching facilitates employee learning as described in the previous studies that “the manager or supervisor enacts specific behaviors that enable the employee (coachee) to learn and develop, and thereby improve performance” (Ellinger et al., 2011, p. 277). Therefore, organizations need to assess the coaching behaviors or skills of managers during the recruitment process and facilitate managers within organization to develop their coaching skills and reward their coaching behaviors as well to promote coaching culture within the organizations.

This study has some limitations, as well. Firstly, the data have been collected only from three banks Located in Lahore, Pakistan, and they restrict the generalizability of findings. The future studies can take a sample from other provinces to increase the generalizability of findings of the current research. Secondly, the authors have used self-reported data for measures of all variables and collected data from a single source for both the dependent and independent variable. The scholars have shown a potential bias in data collected through this method, yet researchers are using this method for data collection around the globe (Nair, 2007). Future studies can explore various moderating like organizational culture, gender, and tenure of supervisors and subordinates, and mediating variables such as knowledge sharing behaviors among the relationship of managerial with subordinates’ feedback orientation since this research does not test all the potential variables.

Conclusion

The present study concludes that the role of manager-as-coach is crucial for enhancing the subordinate feedback orientation, which is necessary for effective employee performance in a highly competitive environment. This develops the relationship between supervisor and subordinate for open communication in which dyads can share ideas, feelings and concern. The managers promote the team approach among the employees which is useful in contemporary organizations, give preferences to the needs of subordinates on the workplace, facilitate the learning of employees beyond their traditional role to direct and control the subordinate. These behaviors of managers result in increased affective commitment to their supervisor, which is useful for all stakeholders, including employee, manager, and organization. Employees affective commitment is one of the most desired forms of commitment from supervisor and organization because this result is improved employee outcomes in the organization.

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CZY COACHING KIEROWNICZY WPŁYWA NA ORIENTACJĘ OPINII PODLEGLYCH PRACOWNIKÓW? MEDIACYJNA I EMOCJONALNA ROLA NADZORU

Streszczenie: Coaching menedżerski stał się szeroko stosowaną strategią rozwoju zasobów ludzkich w celu poprawy wyników różnych pracowników w organizacjach. Jednak w istniejącej literaturze brakuje dowodów empirycznych dotyczących skuteczności coachingu menedżerskiego i mniej wiadomo na temat tego, jak coaching menedżerski wpływa na orientację zwrotną podwładnych poprzez mediacyjny efekt zaangażowania pracowników wobec przełożonego. W badaniu tym zastosowano ustrukturyzowany kwestionariusz w celu zebrania danych z przekrojowej próby 257 pracowników zatrudnionych w sektorze bankowym w Lahore w Pakistanie, przy wskaźniku odpowiedzi wynoszącym około 57%. Modelowanie równań strukturalnych (SEM) służy do testowania proponowanych hipotez. Wyniki pokazują, że coaching menedżerski ma pozytywny i bezpośredni znaczący wpływ na orientację zwrotną podwładnych i afektywne zaangażowanie przełożonych. Zaangażowanie w nadzór afektywny ma pozytywny i bezpośredni znaczący związek z podporządkowaną orientacją na informację zwrotną. Zaangażowanie w nadzór afektywny pośredniczy również w pośrednim związku między coachingiem menedżerskim a orientacją zwrotną podwładnych. Badania te dostarczają również implikacji dla menedżerów i liderów, w szczególności chcących poprawić wyniki różnych pracowników poprzez coaching menedżerski w miejscu pracy.

Słowa kluczowe: coaching menedżerski, emocjonalne zaangażowanie w nadzór, orientacja na informacje zwrotne podwładnych, wymiana informacji

管理层的指导是否对企业的反馈方向有帮助？有效监督承诺的中介作用

摘要:管理教练已成为一种广泛使用的人力资源开发策略,以改善组织内的各种员工绩效。但是,现有文献缺乏有关管理教练效力的经验证据,而关于管理教练如何通过雇员对主管承诺的中介作用影响下级反馈取向的知识鲜为人知。这项研究使用结构化问卷,从巴基斯坦拉合尔银行业257名员工的横断面样本中收集数据,答复率约为57%。结构方程模型(SEM)用于检验所提出的假设。结果表明,管理教练对下属的反馈取向和情感上的监督承诺具有积极和直接的显著影响。情感上的监督承诺与下属的反馈取向具有积极和直接的显著关系。情感上的监督承诺还介导了管理教练与下属反馈导向之间的间接关系。这项研究还为管理人员和领导者提供了启示,特别是希望通过在工作场所进行管理指导来改善各种员工的工作成果。

关键词:管理教练,情感监督承诺,下属反馈取向,社会交往