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Research Article

Implementing Change in Public Organisations: The Effects of Motivation to Transfer as a Mediating Factor in the Relationship between Supervisory Leadership and Knowledge Transfer

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Abstract

Supervisory leadership is essential in the management performance and human resource development chain. Besides supervisory leadership, motivation to transfer is emphasised as another crucial factor affecting knowledge transfer. This study aims to investigate a significant relationship between the independent variable (supervisory leadership), mediating variable (motivation to transfer) and dependent variable (knowledge transfer). A cross-sectional research design is used to gather 540 surveys from workforces in Malaysian public departments. The structural equation modelling using SmartPLS findings confirmed that the relationship between supervisory leadership and knowledge transfer is mediated by a motivation to transfer. Future research should include both public and private enterprises to increase the effectiveness of the study's conceptual framework in the organisational context.

Keywords: knowledge transfer, motivation to transfer, supervisory leadership

1. Introduction

Organisations must innovate in their work tasks, implement new policies, and undergo transformation (Van der Voet, Kuipers & Groeneveld, 2015; Van der Voet, Steijn & Kuipers, 2016) to provide adequate responses to their organisational progress and sustainability (Mohamad et al., 2023; Rodríguez-Sabiote et al., 2020). Consistent with the country's aspirations to enhance the workforce,

highly skilled and knowledgeable (Knies & Leisink, 2013; Tafvelin et al., 2019), organisational employees need to equip themselves with a positive attitude, relevant skills, and knowledge through human resource development programmes designed based on competency development and continuous learning (Mohamad et al., 2023; Rodríguez-Sabiote et al., 2020).

To achieve that goal, the Human Resources Department often makes integrated efforts to collaborate with other departments and invites professional consultants to design and implement organisational learning programmes (Mohamad, Ismail & Mohd Shariff, 2019). Among the common organisational learning programmes implemented are on-the-job training (such as short in-service courses to enhance job performance and position validation) and off-the-job training (such as externally organised seminars and workshops and educational collaborations with higher learning institutions) (Govaerts, Eva & Filip, 2017; Lee, Park & Baker, 2017). Both types of training differ in content and procedures, but they complement each other. They can work together to help employees enhance crucial knowledge, acquire up-to-date skills, develop new cognitive and emotional abilities, foster positive attitudes, and adapt to the competencies required in the fourth industrial revolution era (Spöttl & Windelband, 2020; Abdelrouaf, 2021). Furthermore, this situation can achieve and maintain the mission and vision of the organisational business in the global competition era (El Hajjar & Alkhanaizi, 2018; Turner & Baker, 2017).

An in-depth investigation of training management research reveals that carefully designed and planned training programmes will only be able to achieve organisational goals if the supervisory leadership extends its role efficiently and effectively in the organisation.

In the literature related to supervisory leadership in realising effective training programmes in organisations, it has been well highlighted how the task environment factor can have a significant effect on the transfer of employee knowledge even in a constantly changing work and organisation alignment (Tharenou & Lyndon, 1990; Virtaharju & Liiri, 2017; Eichenauer, Ryan & Alanis, 2021). According to Mohamad, Ismail and Mohd Shariff (2019), guidance and feedback environment are essential in making an effective training programme successful in public organisations (Tafvelin et al., 2019; Mohamad, Ismail & Mohd Shariff, 2019). In public organisations, the term guidance in training programmes is usually associated with the ability of supervisors to be ready to lead employees, such as being prepared to provide help, discuss work methods, provide advice, encourage attending training, show high enthusiasm, and provide task opportunities (Govaerts Eva & Filip, 2017; Kim, Park & Kang, 2019). Moreover, the feedback environment is frequently referred to as the supervisor's capacity for leadership to convey the most recent work performance, offer favourable opinions, and communicate suggestions for improvement. Both supervisory leadership roles are essential in motivating employees to achieve and maintain annual work targets to develop resource development more comprehensively and inclusively (Zehir, Sehitoglu & Erdogan, 2012; Eichenauer, Ryan & Alanis, 2021). This situation demonstrates the importance of supervisory leadership in ensuring employees can improve their practical knowledge in achieving the organisation's goals (Virtaharju & Liiri, 2017; Eichenauer, Ryan & Alanis, 2021).

Interestingly, research carried out by Schindler and Burkholder (2014) and Govaerts, Eva and Filip (2017) showed that the supervisor's ability to practice leadership well, such as being willing to discuss training problems, sharing training techniques, providing complete training guidance, and able to express thoughtful training ideas, can have a positive impact on employee attitudes, especially knowledge transfer (Yaghi & Bates, 2000; Mohamad, Ismail & Mohd Shariff, 2019; Nadeem & Ahmad, 2017) and motivation to transfer (Govaerts, Eva & Filip, 2017; Park, Kang & Kim, 2018; Mohamad, Ismail & Mohd Shariff, 2019). In organisational behaviour, knowledge transfer is often defined as transferring techniques, knowledge, experience, and ideas from one individual to another. When returning to the workplace, employees can use the concept of tacit knowledge transfer to benefit from the knowledge imparted by the training programme. Meanwhile, motivation to transfer is usually defined as the willingness and readiness that exists in employees to attend and learn the training content (such as objectives, speaking ability, technical skills, group work development, and critical thinking) in training programmes at the workplace and outside the workplace (Kanfer, Frese

& Johnson, 2017; Hee & Rhung, 2019). These competencies can be utilised to resolve daily work issues, enhance everyday job effectiveness, or execute tactically sound organisational strategies. (Schindler & Bukholder, 2014). Though this connection has been extensively examined, the mediating effect size and type of motivation to transfer are not thoroughly discussed in the workplace training research literature (Kim, Park & Kang, 2019; Mohamad et al., 2020), and uncovering a deeper investigation of this connection is vital.

This condition has stimulated the researchers to establish general research questions: What significant supervisory leadership dimensions may influence motivation to transfer? Does supervisory leadership influence knowledge transfer? Does supervisory leadership influence motivation to transfer? Does supervisory leadership influence knowledge transfer? Does motivation to transfer mediate the relationship between supervisory leadership and knowledge transfer? Hence, this study is conducted to answer primary objectives: to examine the relationship between supervisory leadership and knowledge transfer, the relationship between supervisory leadership and motivation to transfer, and the mediating role of motivation to transfer in the relationship between supervisory leadership and knowledge transfer. The structure of this paper discusses four crucial issues: First, the theoretical framework explains the conceptual definition of terms and relevant theories and empirical evidence supporting the research hypotheses. Second, the research methodology describes the research design, measures, sample, and data analysis. Third, this paper discusses the research findings and research implications. Finally, the conclusion illustrates limitations and suggestions to improve the direction of future research.

2. Supervisory Leadership

Traditionally, supervisory leadership has been conceptualised as a one-way social influence process exerted by designated leaders on followers (Barker, 2001; Drath et al., 2008). Recently, scholars using a social constructionist perspective argue that leadership emerges from contextual collective action in meaning-making. In such a process, people can associate the supervisor's leadership with various activities in achieving organisational goals. Shelley, Kirkpatrick and Locke (1991) identified six traits differentiating supervisory leaders from others: drive, motivation, honesty and integrity, self-confidence, cognitive ability, and knowledge. The assumption behind this research is that people will change their personalities and worldview to adopt these traits and become successful supervisory leaders. The Learning Transfer System Inventory (LTSI) model of Holton, Bates and Ruona (2000) is described as the extent to which supervisor-managers support and reinforce the use of learning on the job (Holton, Bates & Ruona, 2000). The role involves two essential dimensions: guidance and feedback environment. First, guidance is usually associated with supervisors' ability to share the latest work techniques, help, discuss work methods, and provide advice and task opportunities to apply the benefits learned in the training programme (Govaerts, Eva & Filip, 2017; Kim, Park & Kang, 2019). In contrast, a feedback environment is commonly understood as the supervisor's capacity to provide feedback on recent work performance, evaluate performance reasonably, set goals, provide positive views, and convey improvement ideas. Successful training programmes often apply for roles in the form of encouragement to a trainee to use newly learned skills, assistance in identifying situations to use such skills, guidance in the proper application of the trained skills, provision of feedback, positive reinforcement of new applications and improvements all of which facilitate the positive transfer of training (Elangovan & Karakowsky, 1999). Both roles motivate employees to achieve and maintain annual work targets (Govaerts, Eva & Filip, 2017; Kim, Park & Kang, 2019). Therefore, recent studies in training management reveal that supervisory leadership (guidance and feedback environment) are essential determinants of trainee outcomes, namely motivation to transfer and knowledge transfer.

3. Motivation to Transfer

Motivation to transfer is frequently regarded as an essential component in theories of individuals' personalities, needs, and motives (e.g., goal setting), cognitive choice theories of motivation (e.g., decision making), and integrative training motivation theories (e.g., motivation to learn and transfer) (Colquitt, LePine & Noe, 2000; Beier & Kanfer, 2009; Kraiger & Ford, 1993; Mathieu & Martineau, 1997). These theories explain that trainees' motivation to transfer is their ability to think, concentrate, learn, and master new competencies after realising the importance of the training programme (Colquitt, LePine & Noe, 2000; Beier & Kanfer, 2009). From a workplace training perspective, employees will increase training motivation when they are mandatorily and voluntarily assigned to training programmes by their management. This assignment may inspire trainees to participate and engage in mastering and applying new skills and/or human competencies during training sessions and after returning to their workplace (Mohamad et al., 2020; Rahman, Uddin & Dey, 2021) directly and indirectly. Further studies in workplace training display that motivation to transfer is usually judged as an essential result of supervisory leadership, and it also may act as a significant mediating variable between supervisory leadership and knowledge transfer.

4. Knowledge Transfer

The term training transfer is frequently associated with most training programme theories as analogical transfer, the process of conversion from data to information, generation of valuable and exclusive knowledge (Dalkir & Beaulieu, 2017), interaction between tacit knowledge and explicit knowledge (Nonaka, 1994; Nonaka & Takeuchi 1995; Nonaka & Nishiguchi, 2001), and cognitive or behavioural exposure to relatively new ideas, values, approaches, or methods related to work (Yahgi & Bates, 2020). Effective knowledge transfer usually consists of two essential elements: direct and indirect (Ismail & Ibrahim, 2017). First, direct knowledge transfer refers to employees' ability to apply training programme learning outcomes to current work situations and tasks. Second, indirect knowledge transfer is defined as employees' ability to absorb new knowledge, skills, and abilities in non-training environments (Goldstein & Ford, 2002). According to Peng et al., (2021), classifying the conversion to valuable knowledge must be done based on the existing knowledge among individuals, which is the main prerequisite in the theory of training transfer. In this study, knowledge transfer can be defined as employees' abilities to apply all the knowledge and skills gained during the training programme to improve self-leadership and task performance. Hence, recent research on individual attitudes and behaviour supports that knowledge transfer is a critical outcome of supervisory leadership. It may also be a significant result of the relationship between supervisory leadership and motivation to transfer.

5. Theoretical Framework: The Relationship between Supervisory Leadership, Motivation to Transfer and Knowledge Transfer

Supervisory leadership in enhancing trainee outcomes is consistent with the main idea of leaders and motivation theory. First, the leader's thought is based on the leadership theory, positing that individuals' actions are inspired by their goals. For example, individuals' goals have been a significant issue. They are interpreted from diverse views, namely instruction, support, participation, and achievement-oriented (House & Mitchell 1974), relatedness and growth (e.g., achievement, recognition for achievement, the work itself, responsibility, and growth or advancement) (Alderfer, 1989), hygiene (e.g., company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security) (Herzberg 1959; 1987), and reciprocity rules, reciprocity as interdependent exchange, and reciprocity as a folk belief (Blau, 1964).

Conversely, the second motivation thought is a process-based motivation theory, explaining why an individual's action is initiated has been a significant debate, disclosing that behaviour is a

function of its consequences (e.g., an individual will repeat the action leading to positive effects and will not perform the action bringing adverse effects) (Skinner 1953; 1957), physiological and psychological needs (Maslow 1943; 1954), perceived fair treatment in the distribution and exchange of resources may strongly inspire individuals to perform positive behaviour (Adams, 1963; 1965). This notion has received strong support from the training management research literature. Applying these leaders and motivation thoughts in a workplace training programme shows that the essence of individuals' goals in designing supervisory leadership is usually interpreted as a guidance and feedback environment. This essence has received strong support from the training management research literature.

Several studies have been conducted to investigate supervisory leadership in different organisational settings, such as the perceptions of 263 academic managers who completed leadership training programmes in public universities (Yaghi & Bates, 2020), 190 staff in Central agencies of the Federal Government of Malaysia, Putrajaya (Mohamad, Ismail & Mohd Shariff, 2019), 352 staff in the manufacturing industry in Pakistan (Nadeem & Ahmad, 2017), and 227 staff in the field of education in the United States (Park, Kang & Kim 2018). According to these studies, effective supervisory leadership includes two essential elements: guidance (sharing task information, expressing ideas, and sharing training techniques) and feedback environment (such as conveying information about performance criteria that are evaluated, evaluating employee performance fairly, and providing constructive comments). The supervisor's ability to play an appropriate role, such as providing adequate guidance and maintaining a positive feedback environment, will encourage trainees to improve organisational knowledge transfer practices. As a result, the hypotheses are as follows:

H1a: Guidance is positively correlated with knowledge transfer.
H1b: Feedback environment is positively correlated with knowledge transfer.

Next, several surveys were conducted to examine supervisory leadership in diverse organisations, such as perceptions of 111 training participants in Belgium (Govaerts, Eva & Filip, 2017), 227 employees in the field of education in the Midwest and the United States (Park, Kam & Kim, 2018) and 190 staff in Central agencies of the Federal Government of Malaysia, Putrajaya (Mohamad, Ismail & Mohd Shariff, 2019). According to these surveys, well-planned supervisory leadership have two key components: guidance (such as offering high encouragement, attention, and motivation to use new skills on the job) and feedback environment (such as evaluating employee performance with fair and equitable, making evaluations with the correct guidelines and competencies). The results of this study confirm that the supervisor's regular performance of their role through direction (such as providing task guidelines, advice, and willingness to assist) and feedback environment (such as evaluating performance fairly, recording constructive comments, and evaluating based on recent training competencies) can be effective in boosting the motivation to transfer in the organisation. Thus, the following hypotheses are established:

H2a: Guidance is positively correlated with motivation to transfer.
H2b: Feedback environment is positively correlated with motivation to transfer.

Wood and Bandura's (1989) Social Learning Theory emphasise that the drive to share knowledge results from witnessing other people who can effectively analyse information. This circumstance can potentially foster beneficial behaviour, such as the transfer of training. Four fundamental concepts of the motivational process are essential, namely attention (the process of extracting information from the activity performed), retention (the process of changing and rearranging information in the form of rules and concepts to be stored in memory), reproduction (the act of performing the observed behaviour), and motivation (encouraging their behaviour to maintain the observed practice). This theory explains that human social learning is often associated with the phenomenon of motivation to transfer occurring based on the observation of the individual, and the effect can be felt through the actions produced. Applying this theory in the context of on-the-job training suggests that trainees will usually learn and master competencies by carefully observing and analysing situations. Next, this situation will give rise to the motivation to transfer training, such as transferring the competence learned into the task. As a result, this motivation can lead to more

positive individual actions, such as the transfer of training in the organisation. The notion of motivation to transfer in a relationship between supervisory leadership and knowledge transfer has gotten substantial backing from the previous research literature.

Further studies were conducted using a mediating model to examine motivation to transfer in diverse organisational samples, such as perceptions of 58 respondents in an educational organisation (Schindler & Burkholder, 2014) and 227 high school teachers involved in a cross-cultural training programme in the Midwest, United States (Kim, Park & Kang, 2019). These studies showed that the supervisory leadership in ensuring that the training programme can run effectively consists of two essential components, namely guidance (such as sharing task information, expressing ideas, and sharing training techniques) and feedback environment (such as conveying information about performance criteria that are evaluated, evaluating employee performance fairly, and providing constructive comments). The supervisor's ability to perform their role well (such as practising adequate guidance and maintaining a positive feedback environment) will inspire and motivate employees to master new skills and competencies in the current work environment. As a result, this motivation can lead to positive behaviour in the work environment, such as the transfer of training. Therefore, the following hypotheses are proposed:

H3a: Motivation to transfer positively mediates the relationship between guidance and knowledge transfer.

H3b: Motivation to transfer positively mediates the relationship between feedback environment and knowledge transfer.

6. Methodology

6.1 Research Design and Case Selection

This study evaluates the supervisory leadership practices implemented in public departments in Malaysia. It is a human relations-oriented training style which is crucial to improve knowledge based on productivity in delivering transparent service and speed to act. Supervisors are actively involved in assessing training needs, outlining annual training operational plans, making budgets, and providing instrumental support to encourage employees to be able to train themselves, develop knowledge, and create positive behaviour while working in the organisation to achieve these goals (Department of Public Services, 2019). New revelations revealed that employees' determination may improve their knowledge if monitored systematically through guidance and a feedback environment, which can encourage employees to increase their motivation to transfer.

The study's unit of analysis is employees working in various units of public departments in Malaysia. Purposive sampling involves distributing 700 printed questionnaires to employees in the organisations. This constraint prevents the researchers from using a random method to select the study sample. The researchers sent printed questionnaires to human resource managers, who assisted in distributing the questionnaires to employees who agreed to participate in this study. Human resource managers collected and returned the questionnaires to the researchers. Of the total questionnaires collected, 540 (77.14%) were usable and included in the data analysis. Respondents voluntarily and anonymously participated in the study without any coercion.

The adequacy of the study sample is determined using a rule of thumb, stating that the most significant number of formative indicators in the survey questionnaire should be more than ten times, and the items for measurement models must have outer loading greater than the standard threshold of 0.70 (Hair et al., 2017). The construct of guidance, feedback environment, and motivation to transfer has the most formative indicators in the survey questionnaires, with six items. According to this rule, the sample size should be at least 60 people. This study's sample size met the criteria, so it can be used to test the research hypotheses.

The primary strategy used in this study is the survey method, involving collecting questionnaire data through a cross-sectional study design. This data collection procedure has several benefits,

including obtaining relevant data, reducing bias, and improving data quality (Sekaran & Bougie, 2016). This research was conducted at Malaysian government agencies. For confidentiality reasons, the actual names of these institutions are withheld. Initially, a survey questionnaire was developed based on the literature on workplace training management. The survey questionnaires are translated into English and Malay using a back-translation technique (Brislin, 1970; Wright, 1996). In this translation technique, the researchers used expert services from several lecturers in English and Malay and three lecturers in human resource development at Universiti Kebangsaan Malaysia in Selangor, Malaysia. Using this translation technique, the study questionnaire can be guaranteed to be accurate, authentic, and reliable, which will be crucial for the actual study (Brislin, 1970; Wright, 1996). Two bilingual faculty members examined the translated English version of the questionnaire to ensure item meaning consistency, improve the research instrument's quality, and enhance the results (Brislin, 1980; Sekaran & Bougie, 2016).

6.2 Measurement

These items were evaluated using a seven-point scale ranging from one (strongly disagree/very dissatisfied) to seven (strongly agree/very satisfied). Measurements on a scale of one to seven were chosen to improve reliability because they produce more neutral feedback (Lewis, 1993; Cox, 1980). In the meantime, a few control variables were added from the demographic components because earlier theories and empirical investigations on study objectives, research methodology, and hypothesis formation did not give adequate support for their position as predictor variables (Mohamad, Ismail & Mohamad Nor, 2020; Yaghi & Bates, 2020). As a result, the study will be used to investigate research issues based on general employee perceptions.

6.3 Supervisory Leadership

Six items in guiding measuring supervisory leadership were amended based on a survey of organisational development literature (Burke, Timothy & Badwin 1999; Tharenou, 2001). A sample item of this scale is "share techniques to solve task problems" and "provide direction to apply knowledge successfully". Next, six feedback environment components were revised based on a survey of organisational training literature (Burke, Timothy & Baldwin, 1999; Tharenou, 2001). A sample item of this scale is "report on recent performance" and evaluate "performance based on the latest training competencies".

6.4 Motivation to Transfer

Six items for motivation to transfer were amended from the training management literature (Burke, Timothy & Baldwin, 1999; Tharenou, 2001). A sample item of this scale is "increase motivation to transfer knowledge" and "motivated to acquire new skills".

6.5 Knowledge Transfer

Knowledge transfer was examined using four questions from a literature review on organisational behaviours (Wallace, Chernatony & Buil, 2011; Podsakoff, Ahearne & MacKenzie, 1997). A sample item of this scale is "transfer the benefits learned into the task, improve task-related understanding, and share new knowledge with colleagues".

6.6 Analysis Procedures

In this section, the analysis and results of the study are presented. First is the demographic respondent profile. Second, confirmatory factor analysis (CFA) is conducted to confirm the

measurement and structural model. Third, hypotheses reported between the study's variables are presented.

6.7 Respondents' Profile

The demographic statistics reported that the most significant proportion of respondents belonged to the age group of 34 to 39 years (39.1%), were female (68.1%), married (70.6%), had a Malaysian Higher School Certificate (30.0%), worked in the support services group (55.9%), earned a monthly salary between RM 2,000 – RM 2,999 with a job grade of 19-26 (34.8%), and had a permanent employment status (91.1%).

6.8 Confirmatory Factor Analysis

These unobserved variables are measured before discussing path analysis between latent variables (factors/constructs). It cannot be measured directly; thus, many observed variables are calculated first, and latent variables or constructs are derived from these indicators. Each latent variable was measured with an observed variable tested for reliability and validity. SEM uses Confirmatory Factor Analysis (CFA) to evaluate the measurement model (Hair et al., 2019). Model fit was assessed for CFA to validate measurements. Once model fitting was performed, the path model between the latent variables was evaluated.

The validity and reliability of the scale were tested in this study based on CFA using the partial least squares structural equation modelling (PLS-SEM) method. There are two essential evaluations: discriminant evaluation and convergent evaluation. It is evaluated based on outer loading, composite reliability, and average variance extracted (AVE) criteria for discriminant evaluation. At the same time, convergent evaluation is evaluated based on heterotrait-monotrait ratio (HTMT) criteria.

The outer loading value set is 0.70 and above, indicating that the research construct can meet a high-reliability level (Fornell & Larcker, 1981; Henseler, Ringle & Sarstrdt, 2015). Next, the composite reliability value is measured based on a benchmark between 0 and 1, estimating that a higher value explains reliability better. Therefore, the values set in the composite reliability test are 0.6 (weak), 0.7 (moderate), and 0.8 (strong) (Chua, 2012; Henseler, Ringle & Sarstrdt, 2015; Sekaran & Bougie, 2016). The value set for the AVE test is above 0.5, meaning that the degree of construct validity can explain the average change between the study items compared to the measurement error variance (Gefen & Straub, 2005; Hair et al., 2014; Henseler, Ringle & Sinkovics, 2009). While for the assessment of the discriminant validity set based on the HTMT value test recommended by Clark and Watson (1995) and Kline (2011), it is 0.85. This analysis indicates that the construct has achieved a discriminant validity level.

6.9 Structural Model Analysis

According to the view of scholars, Hair et al., (2017) described that before the structural model evaluation procedure is carried out, the researchers need to ensure that each study variable is free from serious collinearity elements. Variables passing the critical value of the variance inflation factor (VIF), which is less than 5.0, mean that the variable is free from multicollinearity issues (Hair, Ringle & Sarstedt, 2011). Multicollinearity refers to the state of the correlation matrix between independent variables showing a correlation too high to exceed the 9.0 level (Henseler, Ringle & Sinkovics, 2009). Several considerations are recommended by Hair, Ringle and Sarstedt (2011) and Hair et al., (2014; 2017) to analyse and evaluate the structural model. The basis of the consideration is to evaluate the significant effect and relevant effect of the relationship of the structural model based on criteria for determining model strength (R^2), effect size (f^2), model fit test, relevant prediction (Q^2), standardised root mean square residual (SRMR), and importance and performance matrix analysis (IPMA) (Hair et

al., 2014; 2017).

The structural model analysis is utilised to test the direct effect model and the mediating model. Significant hypotheses can be identified when the *t*-value is significant ($t > 1.95$). Next, the value of R^2 is used to assess the exploratory power of the study model based on three main criteria: 0.26 strong, 0.13 moderate, and 0.02 weak (Cohen, 1988). While the model fit is determined when an estimated SRMR value is less than 0.08 or 10.0 (Hu & Bentler, 1999), indicating that the study model used is appropriate. The value of f^2 was also used to evaluate the size effect based on three essential criteria: 0.35 strong, 0.15 medium, and 0.02 small. Next, the blindfolding value (Q^2) was measured based on a value criterion greater than zero, meaning the construct reached the level of predictive accuracy recommended by Hair et al., (2017). This SmartPLS package has the advantage of being able to analyse data simultaneously on the measurement model, either relative or/and formative through path analysis, does not require normally distributed data, can analyse data with a small sampling, and is user-friendly with an attractive interface display (Henseler, Ringle & Sinkovics, 2009).

6.10 Measurement Assessment: Validity and Reliability of Research Instrument

The results of the convergent validity test measured based on outer loading values and AVE values, are presented in Table 1. The outer loading values for the correlation between items and constructs are greater than 0.70 (Hair et al., 2017), showing that the items have met the convergent validity criterion. While the AVE values for all study constructs were higher than 0.50 (Hair et al., 2017), indicating that the study constructs have fulfilled the convergent criterion. Next, the composite reliability values for all study constructs are bigger than 0.70, meaning that the constructs have high internal consistency (Hair et al., 2017).

Table 1. Assessment of Convergent Validity

Constructs	Outer Loading	Composite Reliability	Average Variance Extracted (AVE)	Cronbach's Alpha
Supervisory Leadership				
A1	0.909	0.971	0.850	0.965
A2	0.939			
A3	0.917			
A4	0.929			
A5	0.916			
A6	0.919			
Feedback Environment				
B1	0.888	0.967	0.831	0.959
B2	0.912			
B3	0.933			
B4	0.926			
B5	0.898			
B6	0.911			
Motivation to Transfer				
C1	0.894	0.963	0.811	0.953
C2	0.894			
C3	0.917			
C4	0.875			
C5	0.901			
C6	0.921			
Knowledge Transfer				
D1	0.940	0.955	0.842	0.937
D2	0.914			
D3	0.932			
D4	0.883			

Table 2 displays the discriminant validity results determined using the HTMT assessment. Values less

than 0.85 are required for all constructs to ensure the study passes the test (Hair et al., 2017), signifying that the study constructs have satisfactorily met the discriminant validity criterion. While the confidence interval values in parentheses for all study constructs have a value smaller than 1.0 (Hair et al., 2017), signifying that the study constructs have met the discriminant validity criterion.

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

Constructs	Supervisory Leadership	Feedback Environment	Motivation to Transfer
Supervisory Leadership			
Feedback Environment	0.828		
Motivation to Transfer	0.630	0.640	
Knowledge Transfer	0.640	0.709	0.792

Table 3 presents the Variance Inflation Factor (VIF). A value less than 0.5 for all variables is required to validate that the study constructs are free from serious collinearity problems (Hair et al., 2017). The construct passed the test as the VIF values ranged from 1.666 to 3.898.

Table 3. Results of VIF analysis

Construct	VIF Values	
	Motivation to Transfer	Knowledge Transfer
Supervisory Leadership	3.689	3.842
Feedback environment	3.689	3.898
Motivation to Transfer		1.666
Knowledge Transfer		

Table 4 presents the descriptive constructs analysis. The mean values for all constructs range from 5.607 to 5.909, meaning that the levels of guidance, feedback environment, motivation to transfer, and knowledge transfer are from the high (5) and very high (6) levels.

Table 4. Results of descriptive constructs analysis

Construct	Mean	Std. Deviation
Supervisory Leadership	5.607	0.895
Feedback Environment	5.614	0.879
Motivation to Transfer	5.957	0.724
Knowledge Transfer	5.909	0.752

6.11 Structural Assessment: Structural Equation Modelling

SRMR analysis and the direct relationship between variables are provided in Table 5. The SRMR value needs to be lower than 0.10 or 0.08 (Hu & Bentler, 1999), demonstrating that the model is a good fit and suitable. Four essential findings yield from the results. First, there is no significant relationship between guidance and knowledge transfer (β=0.037; t=0.563); hence, H1a is not supported. Second, the feedback environment is positively associated with knowledge transfer (β= 0.372; t=5.449); thus, H1b is supported. In addition, H1b is also supported as guidance and motivation to transfer have a strong relationship with each other (β=0.303; t=4.197). Lastly, H2b is also supported as feedback environment has a significant relationship with motivation to transfer (β=0.354; t=4.404). Furthermore, the R^2 provided a few contributions. First, the entry of guidance in the analysis has contributed 63% to the variance of knowledge transfer. Second, the entry of feedback environment in the analysis has contributed 63% to the variance of knowledge transfer. Third, the entry of guidance in the analysis has contributed 39% to the variance of motivation to transfer. Fourth, the entry of

feedback environment in the analysis has contributed 39% to the variance of motivation to transfer. Each figure is larger than 26%, demonstrating that the study models have significant consequences (Cohen, 1988).

Table 5. Direct effects model's result

Hypothesis	SRMR	R^2	β	*t*-Statistics (|O/STDEV|)	Result
H1a: Guidance - Knowledge Transfer		63%	0.037	0.563	Not Supported
H1b: Feedback Environment - Knowledge Transfer	0.030	63%	0.372	5.449	Supported
H2a: Guidance - Motivation to Transfer		39%	0.303	4.197	Supported
H2b: Feedback Environment - Motivation to Transfer		39%	0.354	4.404	Supported

The effect size test outcome displays the f^2 for between guidance and motivation to transfer is 0.041, which is lower than 0.15, indicating that the effect of guidance on motivation to transfer has a small effect size. Next, the relationship between feedback environment and knowledge transfer has an f^2 value of 0.098, indicating a small effect size. Furthermore, the predictive relevant (Q^2) analysis reports that the relationship between a) guidance, feedback environment, and motivation to transfer is 0.320 and b) guidance, feedback environment, and knowledge transfer is 0.529. As all figures are bigger than 0, it indicates that the variables have predictive relevance for the study (Hair et al., 2017).
Next, the SRMR analysis and indirect hypothesis testing results are demonstrated in Table 6. The indirect model is appropriate and has a good fit reflective model as the value of SRMR is 0.30, which is lesser than 0.10 or 0.80 (Hu & Bentler, 1999). The result supported H3a as Table 6 displays a positive relationship between guidance and motivation to transfer with knowledge transfer (β=0.165; *t*=3.952). H3b is also supported because feedback environment and motivation to transfer have a positive relationship with knowledge transfer (β= 0.192; *t*=3.915). R^2 from Table 6 provided a few contributions. The entry of guidance and motivation to transfer in the analysis has contributed 39% to the variance of knowledge transfer, and the entry of feedback environment and motivation to transfer in the analysis has contributed 63% to the knowledge transfer. Each figure is larger than 26%, demonstrating that the study model has significant consequences (Cohen, 1988).

Table 6. Results of testing the mediating model

Hypothesis	SRMR	R^2	β	*t*-Statistics (|O/STDEV|)	Result
H3a: Guidance - Motivation to Transfer - Knowledge Transfer	0.030	39%	0.165	3.952	Supported
H3b: Feedback Environment - Motivation to Transfer - Knowledge Transfer		63%	0.192	3.915	Supported

The f^2 result is 0.001 for the relationship between guidance, motivation to transfer, and knowledge transfer. In addition, the relationship between feedback environment, motivation to transfer, and knowledge transfer is 0.098. The effect of the relationship between such variables has a small effect size because the value is less than 0.15 (Cohen, 1988). Furthermore, the predictive relevant (Q^2) analysis reports that the relationship between a) guidance, feedback environment, and motivation to transfer is 0.320 and b) guidance, feedback environment, and training application is 0.529. The constructs have predictive relevance in this model as all these values are larger than 0 (Hair et al., 2017).
Table 7 presents the results of the important-performance matrix analysis (IPMA). It guides to

identify the level of importance of actions that need to be taken by management to address a critical management issue (Ringle & Sarstedt, 2016). The result indicated that motivation to transfer has important values of 0.544 and performance of 82.626. Conversely, the guidance has the least significant value of 0.128 and the performance value of 76.780. Thus, this result confirms that guidance should be prioritised to help employees enhance the effectiveness of training management in organisations.

Table 7. Results of critical performance matrix analysis (IPMA)

Construct	Importance (Total Effect)	Performance (Total Index)
	Knowledge Transfer	
Guidance	0.128	76.780
Feedback Environment	0.565	76.934
Motivation to Transfer	0.544	82.626

7. Discussion

The results of this study display three significant outcomes: First, guidance is positively directed to knowledge transfer and motivation to transfer. This finding is consistent with the notion of the leadership theory, positing that individuals' actions are inspired by their goals (House & Mitchell, 1974; Alderfer, 1989), process-based motivation theory (Skinner 1953; 1957), physiological and psychological needs (Maslow 1943; 1954). The spirit of the theory has been maintained by former workplace training research, acknowledging that effective supervisory leadership in training programmes includes two essential dimensions: guidance (e.g., offering high encouragement, attention, and motivation to use new skills on the job) and feedback environment (e.g., evaluating employee performance with fair and equitable, making evaluations with the correct guidelines and competencies). Thus, the current study activates that the supervisor's ability to perform his/her leadership efficiently and effectively will be able to increase the desire of employees to transfer knowledge to the task (Yaghi & Bates, 2020; Mohamad, Ismail & Mohd Shariff, 2019; Nadeem & Ahmad 2017; Park, Kang & Kim, 2018).

Second, the feedback environment is positively directed to knowledge transfer and motivation to transfer. This finding is consistent with the leadership theory, positing that individuals' actions are inspired by their goals (House & Mitchell, 1974; Alderfer, 1989), process-based motivation theory (Skinner, 1953; 1957), and physiological and psychological needs (Maslow 1943; 1954). The essence of this theory has been supported by previous workplace training management literature, acknowledging that the ability of supervisors to provide leadership support and assistance (guidance and feedback environment) in training programmes to employees will be able to increase employee motivation to transfer the knowledge gained into the job (Govaerts, Eva & Filip, 2017; Park, Kam & Kim, 2018; Mohamad, Ismail & Mohd Shariff, 2019).

Third, supervisory leadership and knowledge transfer is positively mediated by the motivation to transfer. In the study context, most respondents view the levels of guidance, feedback environment, knowledge transfer, and motivation to transfer are high. It explains that the supervisor's ability to provide adequate guidance and practice an effective feedback environment will increase the motivation to transfer employees to attend, participate, learn, and master new and up-to-date competencies. As a result, this motivation can influence the positive practice of transfer of training among organisational members in the workplace. This finding, consistent with the Social Learning Theory by Wood and Bandura (1989), highlights that motivation to transfer is the result of observing individuals who can analyse information effectively, and this situation can encourage positive behaviour, such as training transfer through four concepts of attention, retention, reproduction, and motivation. The primary meaning of this theory is consistent with previous

workplace training studies, showing that effective supervisory leadership consists of two essential characteristics: guidance (such as sharing task information, expressing ideas, and sharing training techniques) and feedback environment (such as conveying information about performance criteria that are evaluated, evaluating employee performance fairly, and providing constructive comments). The supervisor's ability to perform his/her role well, such as practising adequate guidance and maintaining a positive feedback environment, will inspire and motivate employees to master new skills and competencies in the current work environment. As a result, this motivation can lead to positive behaviour in the work environment, such as transfer of training. In sum, this study has acknowledged the mediating role of motivation to transfer in the training management models of the organisational sample, as well as to support and broaden previous studies mostly circulated in Western and Asian countries (Schindler & Burkholder, 2014; Kim, Park & Kang, 2019).

This study has several implications for managerial practices, particularly within public organisations in Malaysia. Concerning the practical contributions, the IPMA results (see Table 7) show that guidance is a critical management problem that practitioners must overcome in organisations. The following concerns should receive more attention from supervisors to accomplish this goal. To achieve this objective, supervisors should pay more attention to the following issues: First, supervisors must be prepared to practice formal and informal management guidance in daily work operations. This type of guidance can motivate employees to increase motivation, inspire, and help employees manage and perform tasks efficiently and effectively. Second, the supervisor should help employees to attend and choose the appropriate type of training. These coaching practices may increase employees' motivation to help and cooperate with other employees to support their work goals. Third, supervisors must be ready to give employees guidance, advice, enthusiasm, and encouragement in applying new skills and up-to-date knowledge in work situations. Fourth, supervisors should act as authoritative and effective mentors in helping employees manage and handle tasks if they face difficulties. Fifth, leaders with proficient coaching skills collaborate with their employees to foster developing ideas and jointly execute plans. When employees perceive their leader's decision-making process as equitable and effectively communicated, their level of commitment towards undertaking positive actions intensifies. This commitment encompasses the active participation of employees in decision-making, setting goals, and formulating strategies. If employers can consider these suggestions, then it will be able to help organisations to be more competitive in the future.

There are several conceptual and methodological limitations to the current study. First, data from a cross-sectional study can only explain respondents' reactions to relationships between variables of broad interest. Second, this study did not investigate the relationship between specific variables of interest. Third, the study's sample is restricted to personnel who worked in Malaysian government agencies. Finally, a purposive sampling strategy will not be able to provide equal opportunity for all employees to participate in this study, which may not accurately represent the characteristics of the population.

Several suggestions are recommended for subsequent studies. For example, future research can explore longitudinal studies to examine the effectiveness of hypothetical models between subsamples in sample data. In addition, future research may also reach the private sector to increase the effectiveness of the study's conceptual framework in the organisational context. Other than that, critical features of supervisor roles of emotional, instrumental, and social support should be considered since they have been linked to motivation to transfer and knowledge transfer. Finally, components of knowledge transfer, especially job commitment and skills transfer, are also crucial to research further, as many previous literatures highlighted these variables as critical connecting constructs between supervisor roles and motivation to transfer.

8. Conclusion

This research tested a model established from the literature on workplace training. The findings show that motivation to transfer is a good mediating role in the relationship between supervisor roles

(supervisory leadership and feedback environment) and knowledge transfer in the training management model of Malaysian government agencies. This finding is consistent with and has widened the scope of workplace training studies mostly circulated in Western and Asian countries. Hence, future research must consider the motivation to transfer as a crucial dimension in training management. This study further suggests that the supervisors' ability to practice their responsibilities effectively will increase motivation to transfer employees. Thus, this motivation may lead employees to maintain and enhance organisational sustainability during economic turbulence.

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