

# **Employee Informal Coaching and Job performance in higher education: The role of Perceived Organizational Support and Transformational Leadership**

Nguyen Thuy Giang, Ph.D.

Doctoral Thesis Summary



**Tomas Bata University in Zlín**  
**Faculty of Management and Economics**

**Doctoral Thesis Summary**

**Employee Informal Coaching and Job performance  
in higher education: The role of Perceived  
Organizational Support and Transformational  
Leadership**

**Neformální koučování zaměstnanců a pracovní výkon ve  
vysokoškolském vzdělávání: Role vnímané organizační podpory a  
transformačního vedení**

**Author: Nguyen Thuy Giang, Ph.D.**

**Degree program: P0413D050013 Economics and Management**

**Supervisor: doc. Ing. Jana Matošková, Ph.D.**

**Consultant: doc. Nhat Tan Pham**

**External examiners: doc. PhDr. Ing. Aleš Gregar, CSc.  
prof. Ing. Miloš Čambál, PhD.**

Zlín, January 2025

© Thuy Giang Nguyen

Published by **Tomas Bata University in Zlín** in the Edition **Doctoral Thesis Summary**.

The publication was issued in the year 2025

*Keywords: informal coaching, perceived organisational support, job performance, transformational leadership, higher education*

*Klíčová slova: neformální koučink, vnímaná organizační podpora, pracovní výkon, transformační vedení, vysokoškolské vzdělání*

Full text of the doctoral thesis is available in the Library of TBU in Zlín.

ISBN 978-80-7678-318-8

## **ABSTRACT**

Coaching is defined as a process that motivates individuals to reach their greatest potential in both their personal and professional lives. A growing number of scholars have produced various academic articles and conducted research on the topic of coaching. While global understanding of coaching has significantly expanded, the concept of informal coaching remains limited and underexplored. Therefore, based on social exchange theory, this study aimed to develop a comprehensive model to examine (1) the direct effects of informal coaching on perceived organizational support and academic staff's job performance, (2) the mediating role of perceived organizational support in the relationship between informal coaching and academic staff's job performance, and (3) the moderating role of transformational leadership in the connections between informal coaching, perceived organizational support, and job performance.

768 questionnaire surveys were employed in a quantitative study to assess informal coaching from supervisors, informal coaching from colleagues, perceived organizational support, job performance, and transformational leadership. Partial Least Squares Structural Equation Modelling was used to examine the cause-effect relationships among the factors through the relevant indicators. Theoretically, the results emphasized the importance of social exchange theory in understanding the connection between informal coaching and job performance. Furthermore, the study demonstrated how perceived organizational support mediates the relationships between informal coaching from supervisors and colleagues and job performance. It also showed how transformational leadership moderates the effect of informal coaching from supervisors and colleagues on job performance and perceived organizational support in higher education institutions.

Practically, the research findings provide a reliable reference for university management, human resource specialists, consulting agencies, and the Government to develop suitable policies for implementing informal coaching.

## **ABSTRAKT**

Koučování je definováno jako proces, který motivuje lidi k dosažení jejich největšího potenciálu v osobním i profesním životě. Rostoucí počet vědců vytvořil různé akademické články a provedl studie na téma koučování. I když došlo k výraznému nárůstu globálního chápání koučování, koncept neformálního koučování zůstává omezený a nepochopitelný. Na základě teorie sociální výměny si tedy studie klade za cíl vyvinout komplexní model pro zkoumání (1) přímých účinků neformálního koučování na vnímanou organizační podporu a pracovní výkon akademických pracovníků, (2) zprostředkovatelskou roli vnímané

organizační podpory v efektu neformálního koučování o pracovním výkonu akademických pracovníků a (3) moderující roli transformačního vedení v souvislosti s neformálním koučováním, vnímanou organizační podporou a pracovním výkonem.

Kromě toho bylo v kvantitativní studii použito 768 dotazníkových šetření ke sledování neformálního koučování od supervizorů, neformálního koučování od kolegů, vnímané organizační podpory, pracovního výkonu a transformačního vedení. Modelování strukturních rovnic parciálních nejmenších čtverců bylo použito ke zkoumání asociací příčina-následek mezi faktory prostřednictvím relevantních indikátorů. Teoreticky výsledky zdůraznily teorii sociální výměny v chápání spojení mezi neformálním koučováním a pracovním výkonem. Zároveň se ukázalo, jak vnímaná organizační podpora zprostředkovává vztahy mezi neformálním koučováním ze strany supervizorů a kolegů a pracovním výkonem a jak transformační vedení zmírňuje efekt neformálního koučování ze strany supervizorů a kolegů na pracovní výkon a vnímanou organizační podporu na vysokých školách.

Prakticky mohou být výsledky výzkumu spolehlivou referencí pro vedení univerzity, specialisty na lidské zdroje, poradenské agentury a vládu, aby měli vhodnou politiku při zavádění neformálního koučování.

# CONTENTS

ABSTRAKT .....	2
ABSTRACT .....	2
1. INTRODUCTION .....	7
1.1 Motivation and need for the study .....	7
1.2 Research gaps .....	8
1.3 Research questions and objectives.....	10
2. LITERATURE REVIEW- Concepts and theories .....	11
2.1 Coaching .....	11
2.2 Informal and formal coaching .....	12
2.3 Social Exchange theory .....	13
3. RESEARCH FRAMEWORK AND HYPOTHESIS .....	15
3.1 Research framework .....	15
3.2 Research hypotheses .....	15
4. RESEARCH METHODOLOGY .....	16
4.1 Research process.....	16
4.2 Consultations with experts on indicators .....	17
4.3 Results of consultations with experts .....	18
These indicators that were not agreed by 75% of experts were deleted.....	18
4.4 Quantitative research methodology .....	18
4.4.1 Definitions of variables .....	18
4.4.2 Data collection.....	19
4.4.3 Research context, population and sampling .....	20
4.5 Quantitative research results.....	21
4.5.1 Descriptive analysis.....	22
4.5.2 Reliability and Validity Measures.....	25
4.5.3 Common Method Variance Issue .....	26
4.5.4 Hypotheses Testing .....	27
5. DISCUSSIONS .....	32
6. CONTRIBUTIONS OF THE STUDY.....	34
6.1 Theoretical contributions .....	34

6.2 Practical contributions .....	35
REFERENCES .....	37
AUTHOR'S CURRICULUM VITAE .....	45
LIST OF PUBLICATIONS.....	45

# 1. INTRODUCTION

## 1.1 Motivation and need for the study

One of an organization's most important resources for competitiveness in the market is its human resource capital. Successful companies are becoming more and more aware that, of all the variables that affect performance, people are by far the most important (Mello, 2019). In order to maintain a successful and long-term sustainable organization, it is imperative that investments be made in human capital, including knowledge, skills, and competences (Vikaraman et al., 2017). Recent studies on what makes employees satisfied in their jobs have shown that successful companies are ones that help individuals grow by taking care of their career and well-being (Fontes & Dello Russo, 2020). There are various programs like job rotation, in-house training center, expert knowledge sharing, peer reviews, coaching and mentoring taken as some methods within job context. In recent years, coaching is essentially a widely accepted approach for improving productivity, well-being, and performance of staff as well as for promoting positive change in organizations.

The world's leading organizations and academic fields have acknowledged the value of coaching. A company's competitive edge and ability to accomplish its objectives are largely attributed to effective coaching (Carey et al., 2011). Longenecker and Neubert (2005) discovered that coaching leads to personal growth and organizational competitiveness. Coaching has a way of releasing previously untapped reserves of creativity, productivity, and leadership that set out on a path to greater personal and professional fulfillment when working with a coach (ICF, 2022). In research, academics have also noted a significant increase in coaching concepts, coaching methodology, approaches, and instruments in various countries (Przulj et al., 2014; Argirou, 2016; Gregory & Levy, 2010; Beattie et al., 2014; Huang, 2019). In practice, according to the report from International Coaching Federation (ICF), since its foundation in 1995, its members has more than 35,000 members from more than 100 countries (ICF, 2022). Walgreens, Capital BlueCross, Google, and PricewaterhouseCoopers (PWC) use coaching frequently in their development program (Noe, 2019). At Walgreens, management levels had six coaching sessions to strengthen learning and support personal development (Noe, 2019). Therefore, coaching is considered a necessary activity in organizations.

It has been demonstrated that higher education institutions (HEIs) play a critical role in raising the standard of living and the wealth in both developed and developing nations (Smith, 1937; OECD, 2010; Bloom et al., 2006)). The internet, recent rapid technological advancements, and globalization have increased competitiveness and challenges for the educational system (Liu, 2015; Chalong et al., 2017). Hence, educational institutions need to figure out sustainable solutions to stay in the market. With high performers and qualified staff,



universities can become an important, dynamic, and nationally ranked university. This can be achieved through effective coaching. Chalong et al., (2017) also stated that one of effective ways to enhance educational quality and faculty staff performance is coaching implementation. Research on coaching that helps promote faculty staff performance, however, is still an untouched area in higher education institutions.

In addition, there is the paucity of empirical studies that specifically have examined the function of informal coaching and its relationship to performance. It has also been shown that the expected association between informal coaching and performance has not been fully explained in higher education sector.

Therefore, the purpose of this study was to ascertain the current state of informal coaching in the higher education sector and examine the connections between staff performance and informal coaching. To define variables and build a conceptual framework, a thorough assessment of the literature was conducted.

## **1.2 Research gaps**

By looking at earlier empirical investigations that have been published in journals, this study identifies the following research gaps. First of all, coaching has received significant attention as a tool for supporting staff to realize their full potential in the workplace (Noe, 2021; Theeboom et al., 2014; Pržulj et al., 2014; Fontes & Dello, 2020). Despite several academic publications in the field of coaching (Pržulj et al., 2014; Mihiotis & Argirou, 2016; Gregory & Levy, 2010; Beattie et al., 2014; Huang, 2019), there is a limited body of knowledge regarding how informal coaching impacts job performance. This gap is a significant shortcoming that needs to be addressed in order to make advancements in the theoretical and empirical aspects of this research field.

Second, empirical researches highlighted the roles of coaching on staff performance in some empirical studies. It is found that coaching is an effective developmental intervention for enhancing performance of various jobs such as frontline service, warehouse, customer service and sales areas (Elmadağ et al., 2008; Ellinger et al., 2003; Agarwal et al., 2009; Hannah, 2004). However, this link lacks a full investigation because just a little spectrum of studies informs a mediation mechanism between coaching and individual work performance (Hagen, 2012; Pousa & Mathieu, 2014). Some mediators, for instance, are psychological capital (Fontes & Dello Russo, 2020b), work engagement, job satisfaction, leader member exchange quality, turn-over intentions (Ali et al., 2018), rewards and recognition (Sidhu & Nizam, 2020). Recent studies have shown that coaching is perceived as a form of support from organization, and this perceived support has a significant effect on staff commitment and individual work performance (Carrell et al., 2021; Xiu et al., 2019). As stated by Ali et al. (2018), employees view coaching behaviors from their managers as a form of organizational support, which in turn leads to greater staff commitment and higher

job performance. Employees think that in return for what they perceive to be coaching behaviors from their superiors, they have a duty and responsibility to exhibit good attitudes and behaviors for the benefit of the company (Eisenberger et al., 1990; Colquitt et al., 2007). Thus, perceived organizational support (POS) is a key factor in the connection between coaching and job performance. This is considered that perceived organizational support may mediate the association between coaching and individual work performance.

Third, in the context of coaching, understanding the influence of leadership is crucial, as leaders play a significant role in establishing a work environment that fosters optimal performance and productive outcomes among employees (Baig et al., 2021). Among all leadership styles, transformational leadership can inspire followers to exceed their performance expectation (Lee & Joshi, 2018; Buil et al., 2019) as it is a type of leadership that “leaders moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration” (Bass 1999, p. 11). This type of leaders plays a crucial role as a representative of a company to convey the perception of organizational support to the employees, and staff would in turn feel a high level of affective commitment to their company (Stinglhamber et al., 2015). Transformational leaders also encourage the subordinates to ignore their self-interest and to align their beliefs, pursuits, spirits, and values with achieving greater performance (Lee and Joshi, 2018). Those type of leaders inspire followers to exceed performance expectation and to deeply comprehend the goals and interests of the company (Buil et al., 2019). Many scholars highlighted the transformative leadership as a moderator in numerous relationships, namely the correlation between the adoption of human resource management practices and employee behavior in the field merges and acquisitions (Vasilaki et al., 2016), between teachers' work engagement and receptivity to change in the field of education in Korea (Jeong et al., 2016), or between age-based fault lines and perceived productive energy in a multinational corporation that produces construction tools and applications (Kunze & Bruch, 2010). However, the study about the moderating role of transformational leadership on the relationships among coaching and staff's performance and perceived organizational support is still limited.

Furthermore, although various scholars studied about the role of formal coaching, there is a scarcity of studies on the role of informal coaching as a strategy for enhancing individual performance (Mallett et al., 2009). Informal coaching may happen between colleagues and colleagues, or colleagues and their supervisors, the engagement is more haphazard or unplanned, and it may be a dialogue in the hallway, the breakroom, or over the phone (Tompkins, 2018). There are a variety of benefits of coaching informally. Informal coaching can flexibly take place in a wide range of situations (Wilson, 2011; Hart, 2006), which can provide some of the most beneficial coaching. When someone is stuck with

an issue, a simple query like from a colleague also can yield an avalanche of information. As a result, employees are more likely to find a solution if the current condition and the desired situation are explored (Wilson, 2011). While formal coaching may have conflict of interest because it depends upon the level of trust that the coachee has with the coach (Tompkins, 2018), informal coaching allows staff to consult any or all information sources to assist them in resolving their own problems at any time (Mallett et al., 2009). Informal coaching is considered as a substitute for formal coaching, yet the impact of this approach on individual performance is still not well understood, as demonstrated in the research conducted by MacDonald et al. (2010) and Turner & McCarthy (2015). Thus, this study highlights informal coaching because it is little known about the benefits of informal coaching for academic staff's performance, and informal coaching is more advantageous than formal coaching in increasing employee's scope of performance (Mallett et al., 2009).

Finally, higher education institutions that need to have talented faculty staff with high qualifications and effective job performance to deliver knowledge to students, have not given staff coaching top priority in their plan. According to reports, higher education is seen as noble and is essential for fostering societal progress (Tilack, 2008). The higher education sector warrants significant research attention due to its substantial impact as a key player in enhancing productivity and occupational skills. With its involvement of numerous academics and students, as well as its extensive connections to industrial and community activities, the sector holds significant importance (Lew, 2009). According to Hallinger and Liu's (2016), instructional supervision, which is frequently provided by the supervisors, helps academic staff in improving their performance, develop the quality of higher education, enhancing leadership competence, or increasing their area of expertise. Meanwhile, research on coaching that helps enhance faculty staff performance efficiency in higher education institutions, is still an untouched area (Harding, 2012). Within the scope of my know-how, this study is among the firsts that investigate the topic of coaching applied in the field of higher education, and explores the relationships between coaching and other variables in this study.

### **1.3 Research questions and objectives**

The main objective of the research is to develop a comprehensive model to investigate factors affecting employees' job performance, including examining the role of informal coaching from supervisors and colleagues, perceived organizational support, and transformational leadership in boosting employees' job performance.

- **Research question 1:** Do informal coaching affect faculty staff's job performance?

- **Research objective 1:** To investigate **the direct and indirect effects** of informal coaching and perceived organizational support on job performance in academic setting.
- **Research question 2:** What is the role of perceived organizational support and transformational leadership towards the effect of informal coaching on faculty staff's job performance?
  - **Research objective 2:** To investigate how perceived organizational support mediates the relationship between informal coaching and job performance.
  - **Research objective 3:** To investigate how transformational leadership moderates the connections between informal coaching from supervisors, colleagues and perceived organizational support, between informal coaching from supervisors and colleagues and job performance.

## **2. LITERATURE REVIEW- Concepts and theories**

### **2.1 Coaching**

Coaching has been defined by different scholars in variety of dimensions. The traditional definition of coaching was once thought to be a fixed problem performance method, but this definition is now out of date. Then, according to many other academics (Pousa & Mathieu, 2014; Ellinger, 2013; Orth et al., 1987) the main objective of coaching is performance improvement. Specifically, Pousa & Mathieu (2014) described coaching as a process for enhancing performance at work. It assists others to improve, grow by providing feedback, encouragement, and raised awareness. A manager or supervisor acting as a coach in the workplace by exhibiting particular behaviors that help coachees learn, grow and enhance their capabilities (Ellinger, 2013; Orth et al., 1987). Thus, it is viewed as a way to engage with individuals that enables them to accomplish frequently exceptional results in their work (Peterson, 1996; Hargrove, 2008). Positive effects of coaching on employees include promoting learning, enhancing performance, achieving goals, and elevating morale at work (Liu and Batt, 2010; Huang, 2019). In general, coaching is a process aimed at improving performance, fostering growth, and enabling individuals to achieve heightened levels of capability and success in their professional roles, with positive impacts including enhanced learning, improved performance, goal attainment, and increased work morale among staff.

Employees are more likely to receive coaching if they show signs of developing new interests and skills, asking for feedback, showing interest in organizational changes, dealing with unsatisfactory job experiences, and expressing a desire for development opportunities (Yahaya et al., 2013). But it's critical to realize that staff who are unmotivated or lazy can present difficulties for coaching, so it's critical to modify coaching techniques to meet specific needs and increase its efficacy in these situations. Thus, Wilson (2011) identified six skills in coaching that the coach needs to have including asking, listening,

clarifying, respect, emotional intelligence and building confidence. In this type of coaching procedure, asking is one of the most crucial tools. The coach facilitates staff contemplation by asking targeted questions that help the staff member identify the issue and suggest a resolution (Whitmore, 2017). Common features of coaching programs are as follows: (1) the coachee sets goals with the coach's support; and (2) the coach asks questions, challenge the coachee, and provides feedback so the coachee can reflect on and gain a thorough understanding of his or her strengths and weaknesses. Ultimately, the coach helps the coachee find pathways to goals (Fontes & Dello Russo, 2020).

In education field, Lofthouse (2018) conducted research exploring the role of coaching in enhancing the development environment for educators and individuals in the field of education. Also, Balang et al. (2019) argued coaching is a practice that teachers can use to improve their teaching and learning processes as part of their professional development. Coaching practice is considered as an effort to guide and encourage academic staff in teaching and learning so that they can perform their job effectively (Nieto, 2014; Knight, 2019). Tschannen-Moran and Tschannen-Moran (2020) characterize 'evocative coaching' as a method that engages with teachers' awareness, interpersonal relationships, proficiency, meaningful contributions, and innovative capacities. Despite this prospect, Lofthouse and Leat (2013) discovered that coaching's potential was frequently underutilized in educational setting.

## **2.2 Informal and formal coaching**

While different scholars classified coaching in such different ways, Mallett et al. (2009) presented coaching as two types formal and informal ones. For the process of formal coaching, the organization would assign one official coach, usually the supervisor, for the coachee with the planned coaching procedures, including the timeframe, coaching activities, supervision, and commitment to reach the goals (Hart et al, 2003). In this way, the coachee and the coach agree in writing or verbally, or have an express contract, that coaching will take place. Formal coaching engagements or relationships, as well as training programs, are part of a larger coaching-related system. (Hart, 2006). The coach is also expected to keep his or her attention on the developmental difficulties and process, and to actively guide his or her own and the coachee's energies toward developmental and performance results. The entire coachee-coach interaction revolves around development and performance (Hart, 2003).

However, the supervisor coach needs a flexible approach by having coaching their staff informal. This approach, which managers refer to as informal coaching, involve listening to staff, asking for the employee's opinion and suggestions rather than commanding and control them, and viewing situations from the employee's perspective (Greene & Grant, 2003). In addition, informal coaching may happen between staff and staff as many employees in organizations use informal coaching

to relate to, encourage, and influence one another (Hart, 2006). Unlike the formal coaching which relies on the level of trust between coach and coachee (Tompkins, 2018), informal coaching allows staff to consult with any or all information sources to assist them in resolving their own problems (Mallett et al., 2009).

Informal coaching focuses on the coachee's eagerness to actively seek the advice or guidance from peers or supervisors in their harsh situation (Mallett et al., 2009). It might be more widespread applied among colleagues, or between colleagues and their supervisors, the engagement is unintended, and it may be a conversational dialogue in the hallway, the breakroom, or through the phone or video calls (Tompkins, 2018). It can occur in a structured or casual sense and the coach has no responsibility to get through to the coachee (Hart, 2006). When people are alert and recognize a developmental or performance issue, informal coaching happens, and the "coachee" is likely to be responsive to coaching behaviors. Informal coaching can take place in a wide range of situations, including during a performance evaluation, business unit planning and operational meetings, the corridor or lounge, the elevator, and even on the golf course (Hart, 2006). According to Wilson (2011) unscripted moments in the office, such as a quick talk between the colleagues at the coffee lounge or a hasty phone, can provide some of the most beneficial coaching. When people confront the challenges in their career path, informal coaching would be more needed (Wilson, 2011; Hart, 2006) with a simple query such as "what would your ideal outcome be?" that can yield an avalanche of information. Asking a focused question for a resolution or a question about the current problem is usually the approach. Table 3 is a detailed comparison to understand a differences between formal and informal coaching further.

This study focuses on coaching that is used informally by supervisors or colleagues, which address the literature's current demands and guidance for enhanced coaching activities that are being implemented to encourage growth and development of higher education institutions.

### **2.3 Social Exchange theory**

In this research, social exchange theory (SET) was used to examine and frame the relationship between informal coaching on employee performance with the mediating role of perceived organizational support and the moderation of transformational leadership.

The social exchange theory is a core theoretical framework for understanding human relations that is founded on the reciprocity concept in relationships (Blau, 1964). According to Blau (1964), social exchange is "the voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others" (pp. 91-92). A vital concept of social exchange theory is that individuals offer favors or benefits to others with the expectation of receiving something in return. It refers to the exchange of activities,

which can be tangible or intangible, involving rewards or costs, between a minimum of two individuals (Emerson, 1976). The Social exchange theory is often utilized to understand the outcomes of coaching interactions (Sidhu & Nizam, 2020; Kim & Kuo, 2015). When an individual in an organization acts as a formal or informal coach, the coachee's perception of these actions can vary. While such actions may be intended as goodwill, they may not always be perceived this way by the coachee, especially in the case of unsolicited informal coaching. It's important to consider that the coachee's perception of the coacher's motivation plays a crucial role in determining the effectiveness of the coaching interaction. If the coaching is perceived as intrusive or unnecessary, it could lead to resistance or a lack of engagement. Therefore, understanding the context and the coachee's perspective is essential in ensuring that informal coaching is well-received and effective (Ellinger & Bostrom, 1999; McLean et al., 2005). Encouraging a culture of mutual support among employees, where questions are answered and supportive guidance is provided among colleagues, may increase the frequency of peer coaching activities. The perceived benefits of formal or informal coaching interactions motivate personnel to reciprocate by putting more effort into their work and improving their performance within the organization (Colquitt et al., 2007; Settoon et al., 1996).

This study assumes that a more understanding of the influence of coaching behaviors on job performance could be obtained by grasping the mediating function of the perceived organizational support. As per the findings of Eisenberger et al. (1986), employees' beliefs about commitment of their organization to them (known as perceived organizational support) play a key role in their own commitment to the organization, which means that when employees perceive high levels of perceived organizational support, they feel a high sense of obligation to be committed to their employers, and in return, they are motivated to engage in behaviors benefiting the organization (such as improved performance). By using social exchange theory, this study fills a significant gap in hypothesizing that effective informal coaching supported by the company can influence staff's perceptions and motivate them to reciprocate by putting in more effort to improve their performance. In the context of this research, employee work performance and perceived organizational support represent two reciprocal behaviors. Furthermore, Stinglhamber et al. (2015) stated that the leader, as a representative of the organization, conveys to followers through transformational leadership that the organization has treated them favorably, thereby raising perceived organizational support and, ultimately, affective commitment. This study also hypothesizes that transformational leaders can enhance the social exchange between the coach and coachee by providing additional resources, encouraging mutual support among employees and offering support beyond the coaching-based relationship (Shao et al., 2012; McCarthy & Milner, 2020).

In this research, social exchange theory is applied to explain the influences of informal coaching, perceived organizational support on job performance of faculty staff.

### 3. RESEARCH FRAMEWORK AND HYPOTHESIS

#### 3.1 Research framework

A conceptual model was created to answer the research questions based on the theoretical framework and the literature review. Six constructs and their components make up the suggested model (see Figure 1).

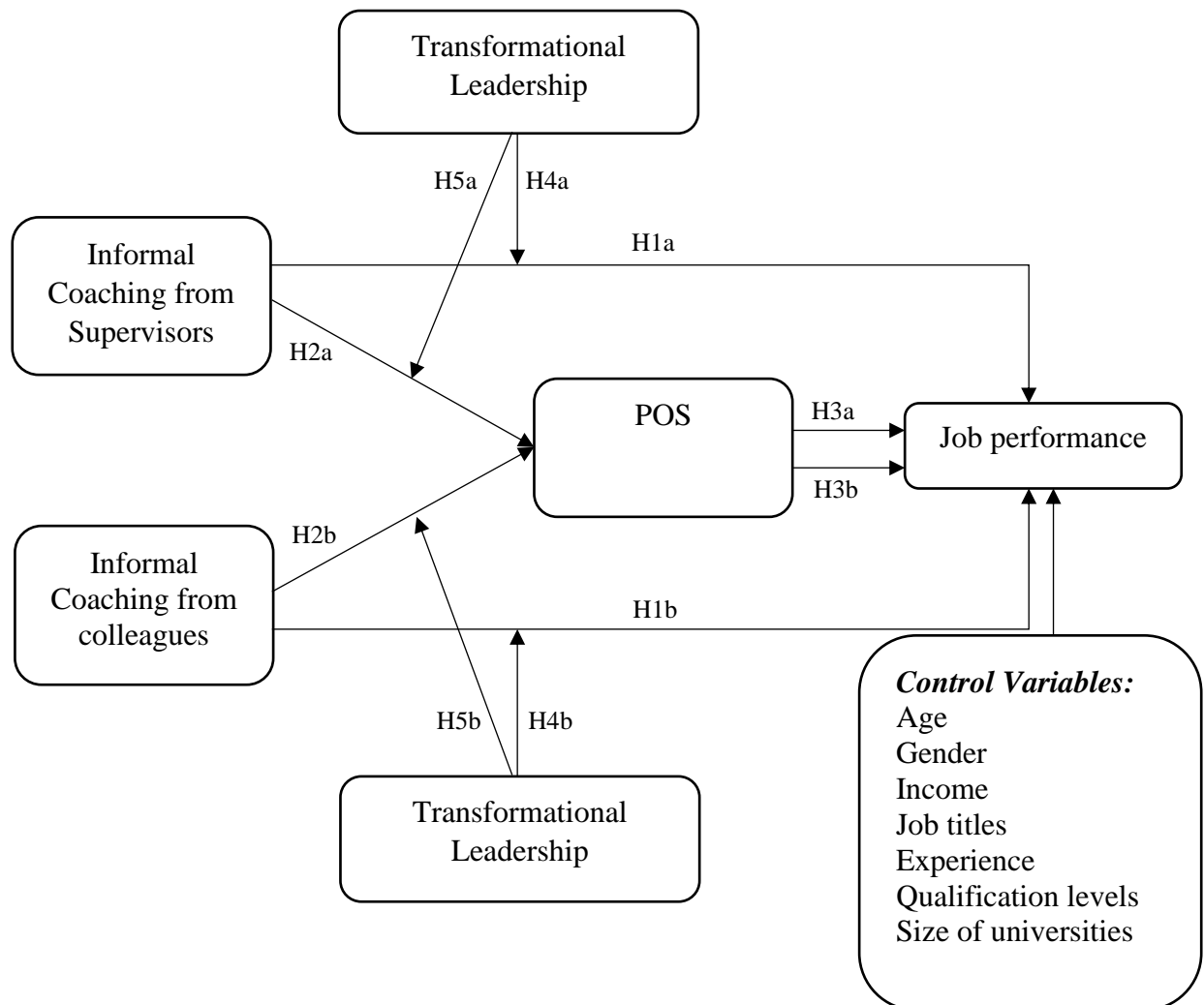


Figure 1. A conceptual framework

(Source: author)

#### 3.2 Research hypotheses

**Hypothesis 1. Informal coaching is positively related to faculty staff's job performance in higher education sector.**

- **Hypothesis 1A. Informal coaching from supervisors is positively related to job performance in higher education sector.**



- *Hypothesis 1B. Informal coaching from colleagues is positively related to job performance in higher education sector.*

***Hypothesis 2. Informal coaching is positively related to perceived organizational support in higher education sector.***

- *Hypothesis 2A. In higher education sector, informal coaching from supervisors is positively related to perceived organizational support.*
- *Hypothesis 2B. In higher education sector, informal coaching from colleagues is positively related to perceived organizational support.*

***Hypothesis 3. Informal coaching indirectly impacts job performance via perceived organizational support in higher education sector.***

- *Hypothesis 3A. Informal coaching from supervisors indirectly impacts job performance via perceived organizational support in higher education sector.*
- *Hypothesis 3B. Informal coaching from colleagues indirectly impacts job performance via perceived organizational support in higher education sector.*

***Hypothesis 4. Transformational leadership moderates the impact of informal coaching on job performance.***

- *Hypothesis 4A: Transformational leadership moderates the impact of informal coaching from supervisors on job performance, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*
- *Hypothesis 4B: Transformational leadership moderates the impact of informal coaching from colleagues on job performance, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*

***Hypothesis 5. Transformational leadership moderates the impact of informal coaching on perceived organizational support.***

- *Hypothesis 5A: Transformational leadership moderates the impact of informal coaching from supervisors on perceived organizational support, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*
- *Hypothesis 5B: Transformational leadership moderates the impact of informal coaching from colleagues on perceived organizational support, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.*

## **4. RESEARCH METHODOLOGY**

### **4.1 Research process**

The process of this thesis was designed as follows (**Figure 2**):

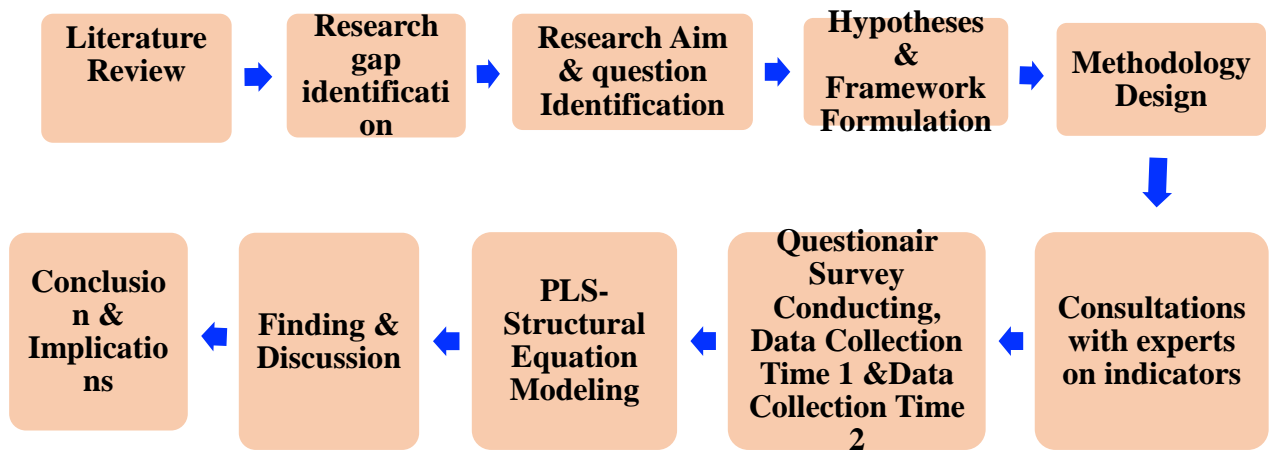


Figure 2. Research process

(Source: Author)

## 4.2 Consultations with experts on indicators

This study employed consultation sessions with experts to assess their agreement on the indicators, as well as the usefulness, transparency, validity, and clarity of the survey questions. Two months prior to the official questionnaire survey collection, consultation sessions with experts were done as part of the qualitative study. The questions to ask experts were prepared and required a consent form that needs to be completed before any information can be disclosed. It was not random to select the experts to ensure the quality of the consultations. There were two lecturers, two department heads, two vice deans/deans in the field of higher education participating in the consultations. Accordingly, their opinions supported the author in examining the indicators as shown in **Table 4**. The consultation guideline and questions were distributed to the experts before the consultation sessions so that they could read them in advanced and get prepared. This made experts feel easy during the consultations. The consultation sessions were face-to-face. Both the experts and the author signed a consent statement to ensure that the information collected would only be shared with their agreement. This was done in order to ensure the privacy of the experts. Recordings of consultations were made in the form of video or audio files. The findings of the consultation sessions helped the author to determine whether or not the indicators were suitable, and the usefulness, transparency, validity and clarity of the survey questions. Indicators that had a rate of agreement that was lower than 75% were omitted. The next step of the process, which was quantitative analysis, involved the preparation of a survey questionnaire.

### 4.3 Results of consultations with experts

Six experts joined the consultations. In general, they clearly understood and agreed the proposed constructs and related dimensions. They agreed with 32 indicators. There were 7 indicators they disagreed since they thought that those indicators were not relevant. Some of reasons included the confusion and misleading of the questions. Opinions of experts disagreed with some indicator for following specific reasons:

- “...provide constructive feedback regarding areas for improvement”: inclusion of this indicator might be repetitive or unnecessary.

- “...offer useful suggestions regarding how you can improve your performance?”: inclusion of this indicator might be repetitive or unnecessary.

- “.....works as part of a team or work group”: inclusion of this indicator might be irrelevant.

- “.....makes sure his or her work group succeeds”: inclusion of this indicator might be irrelevant. The experts explained that this indicator introduces an element of responsibility for the entire work group's success, which might not be entirely within an individual's control. Success is often influenced by various factors beyond an individual's efforts. This indicator may create ambiguity in attributing success to a single person and could be seen as too broad or unrealistic for assessing individual job performance.

- “.....seeks information from others in the workplace.”: inclusion of this indicator might be irrelevant since in the context of individual job performance in Vietnam, it might be considered seeking information a routine task. Thus, mentioning it may not provide a comprehensive view of an individual's overall performance.

These indicators that were not agreed by 75% of experts were deleted.

### 4.4 Quantitative research methodology

For this study, the deductive and quantitative research methodology were employed.

#### 4.4.1 Definitions of variables

The core constructs of this study were defined as follows, based on a literature review of related studies.

Table 1. Operational definitions of constructs

Constructs	Definitions	Related studies
Informal coaching	Informal coaching is the unplanned, unplanned sharing of insights and feedback on a one-on-one	Heslin, 2006;

	basis between team members or between managers and employees with the goal of guiding and inspiring improvements in a staff's work performance. It frequently occurs in casual conversations, like phone calls, chats in the break room, or hallway discussions, and it can be used to improve particular tasks.	Tompkins, 2018 Hart, 2006
<b>Perceived organizational support</b>	It is defined as the perception of staff about how much the company values their contributions and efforts, this perception, in turn, lowers absenteeism, and increases the employee's emotive attachment to the organization and their belief that putting forth more effort to achieve organization's objectives	Akgunduz and Bardakoglu, 2017  Eisenberger et al., 2002 Paillé et al., 2010;
<b>Job performance</b>	It is defined as the total effectiveness and quality of a staff's activities and behaviors to satisfactorily complete assigned duties, perform as an effective contributor, and respond to the needs of others within the workplace, which contribute to achieve the organizational goals.	Campbell et al., 1990; McCloy et al., 1994; Motowidlo, 2012
<b>Transformational leadership</b>	It is a style of leadership in which leaders inspire their subordinates to go above and beyond what is expected of them and to identify with the objectives and interests of the business.	Buil et al., 2019

(Source: Author, 2023)

#### 4.4.2 Data collection

Based on the results from qualitative research, a questionnaire was created as a method of conducting the quantitative research. The survey technique, according to Saunders et al. (2009), is ideal for quantitative data collecting and is used to measure the associations between variables and propose the framework of relationships. According to Creswell (2021), survey design gives a quantitative description of a population's trends, attitudes, and opinions, as well as tests for connections between variables in a population by analyzing a sample of that population. Each item on the survey questions then was evaluated based on its relevance and compatibility with the model's clear specification.

The questionnaire was adopted in English first, then translated into Vietnamese. All survey items, which were published in English, then were revised

and translated into the language of the country, Vietnamese, before being distributed to respondents. When the translation was finished, six specialists read it and provided feedback on the Vietnamese version. In order to determine what needed to be changed before official data collection is put into place, a pilot study that Burns and Bush (2003) recommended was conducted. As a result, in accordance with the recommendation of Zikmund et al. (2013), the instrument was pretested with 90 respondents to identify the usefulness, transparency, validity and clarity of the survey questions, the accessibility and functionality of the online survey instrument, and the time required to complete the survey. They were required to give opinions such as words or phrases that confused them and to check the inaccuracies and misinterpretations of the translated questionnaire. The author amended the questionnaire in response to their suggestions. Some changes may be made to increase the effectiveness, for instance assigning fewer questions per page and amending the Vietnamese language to make it simpler to understand the meaning.

Finally, the official survey was collected both online (through google form) and on paper. There were no monetary or in-kind incentives available. To test the hypotheses, a time-lag study was used to minimize the emergence of bias by examining the responses of different academic staff at different points of time (Podsakoff et al., 2003). The self-reported questionnaire was based on 7-point Likert scale, which was done through Google Docs link and paper-based questionnaires for the target respondents who were willing and available to respond the questionnaire. At the start of data collection for this study, the author contacted the Directors of Research Departments of 35 higher education institutions for their survey permission. Specifically, they helped to contact and approach the targeted respondents.

At time 1, each university's Director of Research Management Department would serve as the primary point of contact for the survey. They were sent both a printed copy and an online link to the survey, which they helped distribute and collect within their institution. These directors were briefed about the survey's purpose and the prospective respondents. In the survey, it was required the respondents to fill in their personal email address, which was useful and necessary for time 2 survey. The hard copies of the questionnaire were then returned to the author's home address. Employees completed measures of informal coaching from supervisors and colleagues, as well as transformational leadership variables, at Time 1. Two months later, using the emails collected from respondents at time 1, the author sent them an online link of the time-2 survey. They gave information about perceived organizational support and individual work performance variables at time 2.

#### **4.4.3 Research context, population and sampling**

The poll included 35 universities which were distributed across Vietnam. As discussed, the Directors of Research Management Department were the

primary points of contact for the survey. The Directors of Research Management Department were instructed about the research targeted respondents who should be in various areas of expertise in their institutions. This was because such respondents would provide a deeper level of understanding about the efficiency of coaching activities in the universities. This selection was identical to the study of Pham et al. (2023) Respondents were those who were available at a given time, and willing to participate in the survey.

As mentioned earlier, this study employed a time-lag approach to data collection, which addressed a prevalent methodological bias (Podsakoff et al., 2003). Numerous studies have implemented a two-month interval between data collection periods (e.g., Ali et al., 2020; Pham et al., 2023).

Hair et al (2017) emphasizes that PLS-SEM works well with complex models and small sample sizes, with the minimum sample size be 10 times the total number of structural paths in the structural model that are aimed toward a certain construct; thus, the minimum sample size for this model can be 100, while the sample size determined by A-priori sample size is 119. According to Garson (2016), and Hair et al (2017), a larger sample size increases the statistical power, precision, consistency, and reliability of PLS-SEM estimations; thus, the minimum sample size in this study should be 119.

After repeating the supportive reminders from the Directors, the respective number of 977 and 784 completed responses between two times. After deleting missing data by 16 respondents, the final sample which was accepted for research includes 768. Responses were matched by their email addresses provided between two times of collection. This sample size was consistent with Hair et al (2017). Then, the data of 768 academic staff at different universities was analyzed using certain statistical procedures.

#### **4.5 Quantitative research results**

As discussed, a time-lag study was used in this research by examining the responses of different academic staff at different points of time (Podsakoff et al., 2003). The questionnaire was done through Google Docs link and paper-based questionnaires. The Directors of Research Departments of 35 higher education institutions helped to contact and approach the targeted respondents.

At time 1, the Directors of Research Management Department helped to distribute and collect both a printed copy and an online link of the survey within their institution. In the survey, it was required the respondents to fill in their personal email address, which was useful and necessary for time 2 survey. The hard copies of the questionnaire were then returned to the author's home address.

At time 1, employees completed measures of informal coaching from supervisors and colleagues, as well as transformational leadership variables.

Two months later, using the emails collected from respondents at time 1, the author invited them to assess perceived organizational support and job performance by sending them an online link of the time-2 survey.

#### 4.5.1 Descriptive analysis

The mean values for Informal Coaching from Supervisors (ICFS) items.

Table 2. Descriptive Analysis for Items of Informal Coaching from Supervisors (ICFS)

<b>Research Items</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>ICFS (Informal coaching from supervisors)</b>		
1. "My direct supervisor provides guidance regarding performance expectations effectively."	5.581	1.139
2. "My direct supervisor helps me to analyze my performance."	5.521	1.108
3. "My direct supervisor acts as a sounding board for me to develop my ideas."	5.544	1.085
4. "My direct supervisor facilitates creative thinking to help solve problems."	5.585	1.123
5. "My direct supervisor encourages me to explore and try out new alternatives."	5.626	1.047
6. "My direct supervisor expresses confidence that I can develop and improve."	5.690	1.068
7. "My direct supervisor encourages me to continuously develop and improve."	5.685	1.086
8. "My direct supervisor supports me in taking on new challenges."	5.607	1.118

The mean values for Informal Coaching from Colleagues (ICFC) items.

Table 3. Descriptive Analysis for Items of Informal Coaching from Colleagues (ICFC)

<b>Research Items</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>ICFC (Informal coaching from colleagues)</b>		

<b>Research Items</b>	<b>Mean</b>	<b>Std. Dev.</b>
1. "Someone from my colleagues provides guidance regarding performance expectations effectively."	5.638	1.094
2. "Someone from my colleagues helps me to analyze my performance."	5.579	1.069
3. "Someone from my colleagues acts as a sounding board for me to develop my ideas."	5.638	1.106
4. "Someone from my colleagues encourages creative thinking to help solve problems."	5.669	1.059
5. "Someone from my colleagues encourages me to explore and try out new alternatives."	5.629	1.058
6. "Someone from my colleagues expresses confidence that I can develop and improve."	5.729	1.020
7. "Someone from my colleagues encourages me to continuously develop and improve."	5.634	1.078
8. "Someone from my colleagues supports me in taking on new challenges."	5.720	0.987

Table 1. Descriptive Analysis for Items of Perceived Organizational Support (POS)

<b>Research Items</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>POS (Perceived organizational support)</b>		
1. "My organization cares about my opinions."	5.354	1.269
2. "My organization really cares about my well-being."	5.240	1.314
3. "My organization strongly considers my goals and values."	5.236	1.288



<b>Research Items</b>	<b>Mean</b>	<b>Std. Dev.</b>
4. "Help is available from my organization when I have a problem."	5.345	1.268
5. "My organization would forgive an honest mistake on my part."	5.280	1.325
6. "If given the opportunity, my organization would not take advantage of me."	5.207	1.303
7. "My organization shows much concern for me."	5.233	1.300
8. "My organization is willing to help me if I need a special favor."	5.342	1.278

Table 5. Descriptive Analysis for Items of job performance (JP)

<b>Research Items</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>JP (Job performance)</b>		
1. "I satisfactorily complete assigned duties."	5.600	1.162
2. "I am an effective performer."	5.721	1.074
3. "I am a good individual contributor."	5.634	1.189
4. "I respond to the needs of others in my workplace."	5.672	1.118

(Source: author)

Table 6. Descriptive Analysis for Items

<b>Research Items</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>TL (Transformational leadership)</b>		
1. "My direct supervisor places the learning needs of staff ahead of personal and political interests."	5.378	1.229
2. "My direct supervisor communicates a clear vision for staff."	5.499	1.189
3. "My direct supervisor encourages open communication on important organization's issues."	5.573	1.175

<b>Research Items</b>	<b>Mean</b>	<b>Std. Dev.</b>
4. "It is okay to discuss feelings, worries, and frustrations with my direct supervisor."	5.499	1.177

#### **4.5.2 Reliability and Validity Measures**

The following procedures, including internal consistency analysis (Cronbach's Alpha) and factor analysis, were used to assess the dimensionality and reliability of constructs.

Table 7. Factor Analysis and Reliability Test

<b>Research Items</b>	<b>Factor Loading</b>	<b>Cronbach's alpha</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted</b>
<b>ICFS (Informal coaching from supervisors)</b>				
ICFS1	0.770	0.907	0.910	0.605
ICFS2	0.752			
ICFS3	0.763			
ICFS4	0.786			
ICFS5	0.796			
ICFS6	0.767			
ICFS7	0.775			
ICFS8	0.810			
<b>ICFC (Informal coaching from colleagues)</b>				
ICFC1	0.870	0.949	0.950	0.737
ICFC2	0.850			
ICFC3	0.867			
ICFC4	0.859			
ICFC5	0.870			
ICFC6	0.849			
ICFC7	0.870			
ICFC8	0.833			
<b>POS (Perceived organizational support) (<math>R^2 = 0.230</math>)</b>				
POS1	0.724	0.883	0.886	0.551
POS2	0.720			
POS3	0.764			
POS4	0.743			
POS5	0.742			

Research Items	Factor Loading	Cronbach's alpha	Composite Reliability	Average Variance Extracted
POS6	0.733			
POS7	0.750			
POS8	0.759			
<b>JP (Job performance) (<math>R^2 = 0.351</math>)</b>				
JP1	0.788	0.785	0.792	0.608
JP2	0.745			
JP3	0.822			
JP4	0.761			
<b>TL (Transformational leadership)</b>				
TL1	0.794	0.785	0.788	0.607
TL2	0.794			
TL3	0.778			
TL4	0.750			

(Source: author)

Table 8 showed that the internal consistency reliability of the model is confirmed when the composite reliability values, Cronbach's alpha are in the range of 0.788 to 0.950, 0.785 to 0.949 respectively, within the thresholds given, respectively (Hair et al., 2017).

Table 8. Evaluation of the Measurement Model

Construct	AVE	CR	Cronbach's Alpha ( $\alpha$ )	$R^2$
ICFS	0.605	0.910	0.907	-
ICFC	0.737	0.950	0.949	-
POS	0.551	0.886	0.883	0.230
JP	0.608	0.791	0.785	0.351
TL	0.607	0.788	0.785	-

Notes: ICFC: Informal coaching from colleagues; ICFS: Informal coaching from supervisors; JP: job performance; POS: perceived organizational support; TL: transformational leadership

(Source: author)

#### 4.5.3 Common Method Variance Issue

The term "common method variance" (CMV) is the overlap of variance between two variables as a result of the type of measurement used, rather than an actual relationship between the variables (Teo, 2011). According to Campbell and Fiske (1959), one effect of CMV is an exaggeration of observed correlations,

which may provide erroneous support for theories. To mitigate the potential common method bias, this study applied a time-lagged design (Chang et al., 2010). This approach, as suggested by Podsakoff et al. (2012), helps lessen the influence of common method variance on the results. Moreover, the research targeted respondents with various areas of expertise in their current institutions. This was because such respondents would provide a deeper level of understanding about the coaching activities in the institutions. This selection was identical to the study of Pham et al. (2023). Third, the author also used the Harman's single factor with the goal of checking the common method variance. The problem of common method variance exists if the variance of first factor exceeds 50% of the total variance (Podsakoff et al., 2003). The average communality, serving as an estimate for the overall variance explained by the single factor, was approximately 28.73%. According to the guideline set by Podsakoff et al. (2003), if the variance of the first factor exceeds 50% of the total variance, common method variance would be a concern. In this case, the average communality did not exceed this threshold, suggesting that common method variance is likely not a significant issue in the dataset.

Furthermore, discriminant validity was evaluated by comparing the square root of the AVE with Pearson correlations between constructs. All AVE estimations should be greater than the inter construct square correlation estimates (Hair, et al., 2006). It is observed from **table 9** that the square roots of the average variance extract (AVE) for each latent variable are higher than the correlations between any two pairs of constructs. Additionally, the AVE values for each variable are greater than the maximum shared squared variance (MSV) for that variable. Therefore, the measurement model ensures discriminant validity.

Table 9. Correlations

	MSV	ICFC	ICFS	JP	POS	TL
ICFC	0.117	<b>0.858</b>				
ICFS	0.130	0.305	<b>0.778</b>			
JP	0.215	0.307	0.361	<b>0.780</b>		
POS	0.174	0.294	0.256	0.376	<b>0.742</b>	
TL	0.215	0.342	0.296	0.464	0.417	<b>0.779</b>

*Notes: Diagonal values are the square root of AVE; correlations of the constructs are below the diagonals; ICFC: Informal coaching from colleagues; ICFS: Informal coaching from supervisors; JP: job performance; POS: perceived organizational support; TL: transformational leadership*

*(Source: author)*

#### 4.5.4 Hypotheses Testing

**The effects of Informal Coaching from Supervisors and Colleagues on Job performance and Perceived organizational support.**

Table 2. Evaluation of Hypothesis Testing (Direct Influences)

Hypotheses	Path	Standardize Estimate	t-value	p-value	Conclusion
H1B	ICFC ⇒ JP	0.085*	2.163	0.031	Supported
H2B	ICFC ⇒ POS	0.159***	4.605	<0.001	Supported
H1A	ICFS ⇒ JP	0.246***	6.133	<0.001	Supported
H2A	ICFS ⇒ POS	0.144***	3.811	<0.001	Supported

Notes: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$ ; ICFC: Informal coaching from colleagues; ICFS: Informal coaching from supervisors; JP: job performance; POS: perceived organizational support.

(Source: author)

**Perceived organizational support mediates the effects of Informal Coaching from Supervisors and Colleagues on Job performance.**

Table 3. Evaluation of Hypothesis Testing (Indirect Influences)

Hypotheses	Path	Standardize Estimate	t-value	p-value	Conclusion
H3A	ICFS => POS => JP	0.023**	2.772	0.006	Supported
H3B	ICFC => POS => JP	0.025**	2.956	0.003	Supported

Notes: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$ ; ICFC: Informal coaching from colleagues; ICFS: Informal coaching from supervisors; JP: job performance; POS: perceived organizational support.

(Source: author)

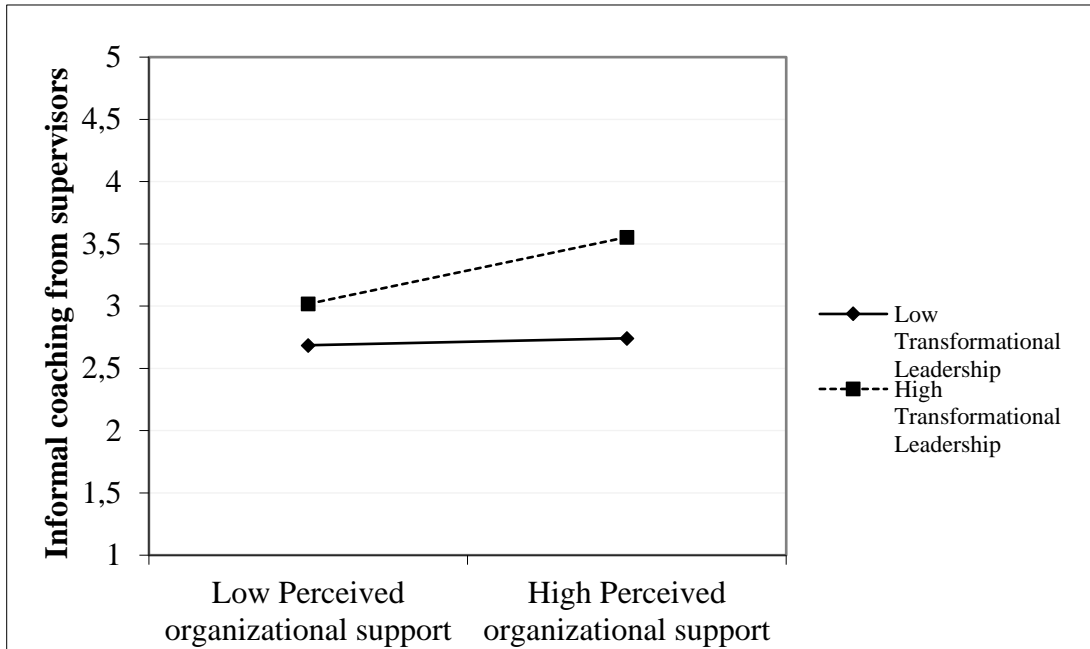


Figure 3. The moderating impact of transformational leadership on the connection between informal coaching from supervisors and perceived organizational support

(Source: author)

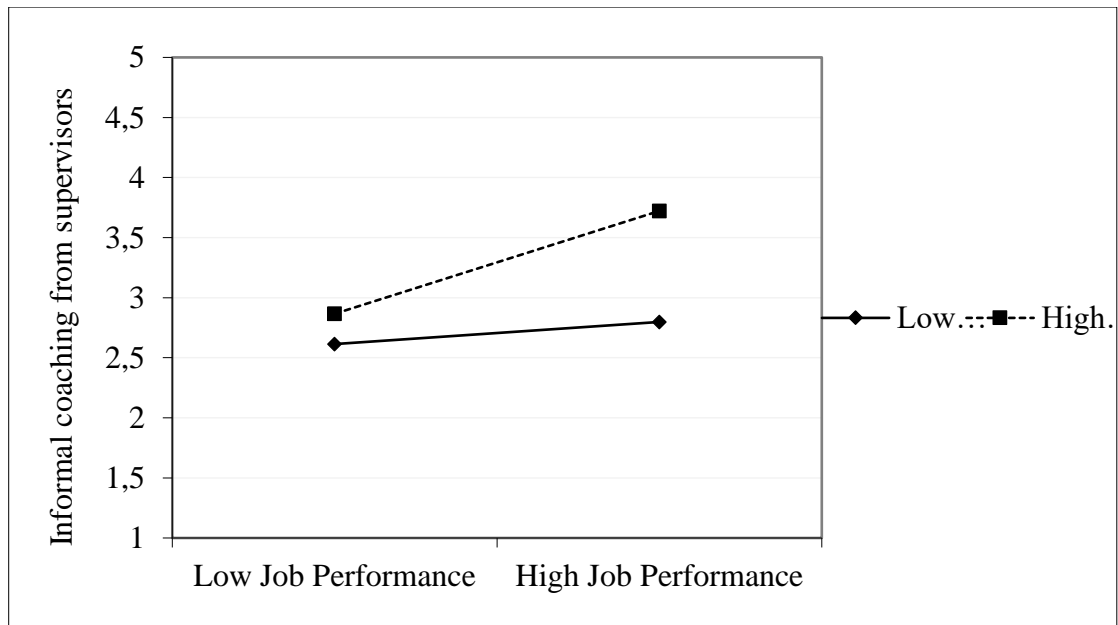


Figure 4. The moderating effect of transformational leadership on the connection between informal coaching from supervisors and job performance

(Source: author)

**The moderating impact of transformational leadership on the connection between informal coaching from supervisors and perceived organizational support.**

Table 4. Evaluation of Hypothesis Testing (Interactive Influences)

Hypotheses	Path	Standardize Estimate	t-value	p-value	Conclusion
H4A	TL x ICFS $\Rightarrow$ JP	0.148***	3.591	<0.001	Supported
H5A	TL x ICFS $\Rightarrow$ POS	0.124**	3.181	0.001	Supported
H4B	TL x ICFC $\Rightarrow$ JP	-0.057	1.864	0.062	Rejected
H5B	TL x ICFC $\Rightarrow$ POS	0.033	0.961	0.337	Rejected

Notes: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$ ; ICFC: Informal coaching from colleagues; ICFS: Informal coaching from supervisors; JP: job performance; POS: perceived organizational support; TL: transformational leadership

(Source: author)

**Table 13** showed the summary of the tested hypotheses. It revealed informal coaching from supervisors and colleagues positively correlates with job performance and perceived organizational support (Hypotheses 1A, 1B, 2A, 2B). Informal coaching from supervisors and colleagues indirectly influences job performance through perceived organizational support (Hypotheses 3A, 3B). Transformational leadership moderates the influence of informal coaching from supervisors on job performance and perceived organizational support, supporting the notion that high transformational leadership enhances the effects of coaching from supervisors (Hypotheses 4A, 5A). However, for coaching from colleagues, transformational leadership's moderating effect was rejected (Hypotheses 4B, 5B).

Table 13. A Summary of the tested hypotheses

Hypotheses	Path	Supported/ Rejected	Strength of the influence
Hypothesis 1A	Informal coaching from supervisors is positively related to job performance in higher education sector.	Supported	Strong
Hypothesis 1B	Informal coaching from colleagues is positively related to job performance in higher education sector.	Supported	Weak
Hypothesis 2A	In higher education sector, informal coaching from supervisors is positively related to perceived organizational support.	Supported	Strong

<i>Hypothesis 2B</i>	<i>In higher education sector, informal coaching from colleagues is positively related to perceived organizational support.</i>	<i>Supported</i>	<i>Strong</i>
<i>Hypothesis 3A</i>	<i>Informal coaching from supervisors indirectly impacts job performance via perceived organizational support in higher education sector.</i>	<i>Supported</i>	<i>Weak</i>
<i>Hypothesis 3B</i>	<i>Informal coaching from colleagues indirectly impacts job performance via perceived organizational support in higher education sector.</i>	<i>Supported</i>	<i>Weak</i>
<i>Hypothesis 4A</i>	<i>Transformational leadership moderates the impact of informal coaching from supervisors on job performance, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.</i>	<i>Supported</i>	<i>Strong</i>
<i>Hypothesis 4B</i>	<i>Transformational leadership moderates the impact of informal coaching from colleagues on job performance, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.</i>	<i>Rejected</i>	<i>-</i>
<i>Hypothesis 5A</i>	<i>Transformational leadership moderates the impact of informal coaching from supervisors on perceived organizational support, such that the impact at the high transformational leadership level is better than the impact at low transformational leadership.</i>	<i>Supported</i>	<i>Strong</i>
<i>Hypothesis 5B</i>	<i>Transformational leadership moderates the impact of informal coaching from colleagues on perceived organizational support, such that the impact at the high transformational leadership level is better than the</i>	<i>Rejected</i>	<i>-</i>



	<i>impact at low transformational leadership.</i>		
--	---	--	--

(Source: author)

## 5. DISCUSSIONS

This research aimed to examine the connections between informal coaching from supervisors and colleagues, and academic staff’s job performance with the mediating impact of perceived organizational support and the moderating effect of transformational leadership. These findings are emphasized and discussed with respect to the two research questions as below:

- **Research question 1:** Do informal coaching affect faculty staff’s job performance?
- **Research question 2:** What is the role of perceived organizational support and transformational leadership towards the effect of informal coaching on faculty staff’s job performance?

### **The direct effects of informal coaching and perceived organizational support on faculty staff’s job performance**

Informal coaching from supervisors has already examined their importance for employee performance and perceived organizational support. The data analysis findings of this research indicated that informal coaching from supervisors had significant impacts on employee’s job performance and perceived organizational support as shown in **table 16** ( $\beta = 0.246$ ,  $p < 0.001$ ; and  $\beta = 0.144$ ,  $p < 0.001$  respectively). Thus, informal coaching from supervisors was exposed to be an important role to promote positive behaviors, enabling staff to making extra efforts to improve work performance. These results could corroborate with the findings of previous studies of Ellinger et al., 2003; Agarwal et al., 2009; Liu & Batt, 2010; Elmadağ et al., 2008; Kim & Kuo, 2015, which found the positive impact of coaching on staff performance. In its essence, informal coaching in the context of higher education institutions prompt more beneficial effects, including promote employee learning, improve performance, help individuals achieve their goals at work, and boost morale in the workplace.

Although the association between informal coaching from colleagues and employee’s job performance and perceived organizational support were significant, the relationship between informal coaching from colleagues, and employee’s job performance was quite weak. The findings of the analysis revealed that informal coaching from colleagues had impacts on employee’s job performance and perceived organizational support ( $\beta=0.085$ ,  $p\text{-value}=0.028$ ;  $\beta=0.159$ ,  $p\text{-value}=0.001$  respectively). This is understandable given that the informal coaching from peers relies mainly on the level of willingness between the coach and coachee to assist each other in resolving problems at any time. Thus,

these relationships could not be strong enough when the higher education institutions still do not have any official policies on this.

### **The mediating influence of perceived organizational support towards the effect of informal coaching from supervisors and colleagues on faculty staff's job performance**

The findings of the analysis revealed that the mediating role of perceived organizational support in between informal coaching from supervisors and peers, and job performance were significant ( $\beta=0.023$ ,  $p\text{-value}=0.006$ ;  $\beta=0.025$ ,  $p\text{-value}=0.003$  respectively), but quite weak. It had come to the author's notice through systematic literature review that staff who receive informal coaching practices from supervisors or colleagues are more likely to perceive high level of organizational support and in turn reciprocate through increased job performance. Furthermore, my dissertation absorbs from social exchange theory (Blau, 1964) which posits that by emphasizing the importance of reciprocity and mutual benefit in social relationships, social exchange theory helps to explain why employees who receive coaching practices and support from their organization are more likely to feel committed to the organization and reciprocate through increased job performance. Hence, the significance of perceived organizational support in between informal coaching from supervisors and peers, and job performance is a noteworthy finding through this thesis and are in tandem with results of [Burke \(2003\)](#), [Rhoades et al. \(2001\)](#); and [Allen et al. \(2003\)](#). Nonetheless, the observed associations between the variables under investigation exhibited relatively modest strengths. This outcome can be rationalized by the fact that job performance evaluations were predominantly based on self-assessments provided by employees. Consequently, the findings primarily reflect a unidimensional perspective of job performance. An alternative methodological approach would involve the utilization of performance assessments conducted by supervisors. Although this approach is more intricate and resource-intensive, it has the potential to yield more nuanced and discriminative performance measures. Consequently, the current research findings may not attain the requisite level of statistical significance to convincingly advocate for the prioritization of informal coaching in the practices of managers and leaders within Higher Education Institutions.

### **The moderating effects of transformational leadership to the connections from informal coaching to perceived organizational support, and informal coaching to job performance**

The results supported the moderating role of transformational leadership in the connections between informal coaching from supervisors and job performance ( $\beta=0.148$ ,  $p\text{-value} < 0.001$ ), between informal coaching from supervisors and perceived organizational support ( $\beta=0.124$ ,  $p\text{-value} < 0.01$ ). The analysis of the moderating figure indicates that when transformational leadership is at higher

levels, the slope of the line is steeper and significantly surpasses the slope observed at lower levels of transformational leadership. This has come to the author's notice through systematic literature review that transformational leaders who provide positive work environment can enhance the effectiveness of managerial coaching behaviors and lead to more effective job performance and a higher level of perceived organizational support. These results could corroborate with the results of previous studies of [Vasilaki et al. \(2016\)](#); [Jeong et al. \(2016\)](#); [Kunze & Bruch \(2010\)](#); and [Stinglhamber et al. \(2015\)](#).

However, the research findings indicate that transformational leadership does not exert a moderating impact on the association between informal coaching from colleagues and employee performance, nor between informal coaching from colleagues and the perception of organizational support. This is not surprising because transformational leaders create a supportive working environment that in turn enhances the effectiveness of coaching (Baig et al., 2021). In fact, informal coaching from colleagues relies mainly on the level of willingness between coach and coachee to assist each other in resolving problems at any time, rather than a supportive work environment (e.g., learning opportunities, facilitating career growth). Thus, these findings suggested that employees who operate under transformational leaders and within organizations that prioritize informal coaching are more likely to engage in behaviors that are beneficial for informal coaching from supervisors rather than from colleagues. Therefore, this research did not find any evidence to support the notion that the association between informal coaching from colleagues and staff's performance, as well as the relationship between informal coaching from colleagues and perceived organizational support, is significantly impacted by the presence of transformational leaders.

## **6. CONTRIBUTIONS OF THE STUDY**

### **6.1 Theoretical contributions**

The study's main goal, as stated in the objective part, was to develop a comprehensive model to analyze the factors that influence faculty staff job performance. This work contributed in numerous crucial ways to filling the gaps identified in the literature evaluation. Firstly, informal coaching from supervisors has already revealed their importance for employee performance. By using the social exchange theory, the results have identified the role of informal coaching to job performance in higher education institutions. By investigating the influence of informal coaching from supervisors on staff's job performance, this research added significant value to the current body of literature (Ellinger et al., 2003; Agarwal et al., 2009; Liu & Batt, 2010; Elmadağ et al., 2008; Kim & Kuo, 2015) by looking at a narrower area of coaching; that is the connection between informal coaching and employee's job performance. Moreover, this study also tackled the

limitation about the generalizability in the study findings of previous qualitative studies by adopting a quantitative approach in the larger population.

Second, the study contributes to the current body of literature on this topic by providing nuanced findings about how perceived organizational support mediates the association between informal coaching from supervisors and employee performance in higher education institutions. This suggests that when employees receive informal coaching from their supervisors, they are likely to develop a more positive perception of their organization, which in turn leads to greater work performance. This finding is consistent with previous researches (e.g., Burke, 2003; Rhoades et al., 2001; Allen et al., 2003) that have highlighted the role of perceived organizational support in enhancing employee attitudes and behaviors. By discovering one under-studied mediator (e.g., perceived organizational support) in this relationship, this study extends social exchange theory (Blau, 1964) by incorporating the new factor of perceived organizational support to highlight the behavioral connection between the coaches and coachees in the field of higher education institutions in the developing country as Vietnam.

Third, by developing a model specifically designed to examine the interactive influence of transformational leadership, this study enhances the understanding of the influence of informal coaching from supervisors on employee outcomes and perceptions. The findings emphasize the significance of transformational leadership, highlighting that when employees operate in an organization with a higher number of transformational leaders, informal coaching from supervisors becomes more effective in influencing their behaviors and perceptions within the workplace. In comparison to recent publications on the topic of transformational leadership and employee behaviors (Vasilaki et al., 2016), there is a paucity of empirical researches that have investigated the role of transformational leadership in relation to informal coaching matters. Consequently, gaining a deeper comprehension of how transformational leaders shape the outcomes of informal coaching from supervisors can fill existing research gaps and contribute to the current theoretical knowledge.

Finally, this study contributes to the current literature by examining the influence of informal coaching on staff's performance in a new research area, namely higher education sector, which is a scarcity of research on the application of informal coaching into higher education institutions of one developing country. This research assumes that its findings can be broadly applied in other developing countries.

## **6.2 Practical contributions**

The results of the investigation offer insightful information that should particularly interest university administrators, human resources managers, and human resource consulting firms working with higher education institutions, as

well as government authorities in charge of monitoring educational policy. These findings provide doable solutions to urgent issues that universities are facing.

To successfully integrate informal coaching, HEIs should first create an environment that encourages continuous learning and open communication. This can be achieved by promoting regular, informal interactions between supervisors, colleagues, and faculty members. Institutions might consider establishing mentorship programs, peer-coaching groups, or regular informal check-ins focused on both personal and professional development. These initiatives can help normalize the practice of informal coaching, making it a natural part of the organizational culture. Research has shown that mentorship serves as a beneficial tool for faculty, particularly for those from underrepresented backgrounds, by providing essential support and guidance in navigating academic challenges (Oller et al., 2021).

Moreover, to cultivate transformational leadership, HEIs should invest in targeted leadership development programs that focus on the key aspects of transformational leadership: inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence. Workshops and training sessions should be designed to equip leaders with the skills necessary to inspire and empower their teams. For instance, leadership training might include simulations and role-playing exercises that prepare leaders to handle real-world challenges while motivating and intellectually engaging their staff. Such training programs can significantly enhance the capacity of academic leaders to foster an environment conducive to informal coaching and continuous improvement (Martinez et al., 2020).

In addition, HEIs should incorporate transformational leadership behaviors into performance evaluation criteria for academic and administrative leaders. By aligning evaluations with leadership behaviors that prioritize the growth and development of employees, institutions can incentivize leaders to adopt and practice transformational leadership more consistently. This alignment not only reinforces the importance of effective leadership but also ensures that leaders are held accountable for fostering a supportive environment that encourages informal coaching and professional development (Philpott & Dagenais, 2012).

Furthermore, recognizing and rewarding effective informal coaching and transformational leadership is crucial. HEIs can establish recognition programs that highlight and reward leaders and staff who excel in these areas, thereby reinforcing the importance of these practices and encouraging their widespread adoption. By institutionalizing these practices, HEIs can foster a culture that values continuous learning and effective leadership, ultimately leading to enhanced faculty performance and organizational success. Such recognition can motivate individuals to engage more deeply in mentoring relationships and

informal coaching, further embedding these practices into the institutional culture (Pfund et al., 2022). These results can also be used by consulting firms that specialize in education to provide customized advice and assistance to colleges looking to improve faculty performance and job satisfaction through informal coaching programs. They can support in consulting, developing and implementing policies that encourage informal coaching practices, thereby contributing to establishing positive and productive work environments in higher education institutions. Finally, these findings can help the government authorities create regulations and policies that promote informal coaching activities in higher educational establishments. These findings underscore the need for supportive policies and interventions that foster a culture of informal coaching, ultimately enhancing the quality of faculty and addressing challenges related to talent development and faculty shortages in universities.

## REFERENCES

- Agarwal, R., Angst, C. M., & Magni, M. (2009). The performance effects of coaching: a multilevel analysis using hierarchical linear modeling. *The International Journal of Human Resource Management*, 20(10), 2110–2134. <https://doi.org/10.1080/09585190903178054>
- Akgunduz, Y. and Bardakoglu, O. (2017), “The impacts of perceived organizational prestige and organization identification on turnover intention: The mediating effect of psychological empowerment”, *Current Issues in Tourism*, Vo. 20 No. 14, pp. 1510-1526. <https://doi.org/10.1080/13683500.2015.1034094>
- Ali, M., Lodhi, S. A., Raza, B., & Ali, W. (2018). Examining the Impact of Managerial Coaching on Employee Job Performance: Mediating Role of Work Engagement, Leader-Member-Exchange Quality, Job Satisfaction, and Turnover Intentions. (2018). *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 12(1), 253–282.
- Allen, D. G., Shore, L. M., & Griffeth, R. W. (2003, February). The Role of Perceived Organizational Support and Supportive Human Resource Practices in the Turnover Process. *Journal of Management*, 29(1), 99–118. <https://doi.org/10.1177/014920630302900107>
- Balang, N. J. A., Mahamod, Z., & Buang, N. A. (2019). Blended Coaching and Coaching Curve Approaches in Enhancing Teaching Competency: A Case Study. *Creative Education*, 10(12), 2718–2729. <https://doi.org/10.4236/ce.2019.1012198>
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32. <https://doi.org/10.1080/135943299398410>
- Beattie, R. S., Kim, S., Hagen, M. S., Egan, T. M., Ellinger, A. D., & Hamlin, R. G. (2014). Managerial Coaching. *Advances in Developing Human Resources*, 16(2), 184–201. <https://doi.org/10.1177/1523422313520476>

- Blau, P. (1964), *Exchange and Power in Social Life*. New York: Wiley
- Bloom, D. E., Canning, D., & Chan, K. (2006). *Higher education and economic development in Africa* (Vol. 102). Washington, DC: World Bank
- Buil, I., Martínez, E., & Matute, J. (2019, January). Transformational leadership and employee performance: The role of identification, engagement and proactive personality. *International Journal of Hospitality Management*, 77, 64–75. <https://doi.org/10.1016/j.ijhm.2018.06.014>
- Burke, R. J. (2003). Nursing staff attitudes following restructuring: the role of perceived organizational support, restructuring processes and stressors. *International Journal of Sociology and Social Policy*, 23(8/9), 129–157. <https://doi.org/10.1108/01443330310790679>
- Burns, A. C., & Bush, R. F. (2003). *Marketing Research: Online Research applications*. <https://ci.nii.ac.jp/ncid/BA62436814>
- CAMPBELL, C. H., FORD, P., RUMSEY, M. G., PULAKOS, E. D., BORMAN, W. C., FELKER, D. B., VERA, M. V., & RIEGELHAUPT, B. J. (1990). DEVELOPMENT OF MULTIPLE JOB PERFORMANCE MEASURES IN A REPRESENTATIVE SAMPLE OF JOBS. *Personnel Psychology*, 43(2), 277–300. <https://doi.org/10.1111/j.1744-6570.1990.tb01559.x>
- Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56(2), 81–105. <https://doi.org/10.1037/h0046016>
- Carey, W., Philippon, D. J., & Cummings, G. G. (2011). Coaching models for leadership development: An integrative review. *Journal of Leadership Studies*, 5(1), 51–69. <https://doi.org/10.1002/jls.20204>
- Carrell, W. S., Ellinger, A. D., Nimon, K. F., & Kim, S. (2021, September 13). Examining the relationships among managerial coaching, perceived organizational support, and job engagement in the US higher education context. *European Journal of Training and Development*, 46(5/6), 563–584. <https://doi.org/10.1108/ejtd-10-2020-0145>
- Chalong, G., Tawisook, M., & Ratanaolarn, T. (2017). Development of Mathematics and Science Teacher Competencies through Coaching. *Creative Education*, 08(13), 2049–2063. <https://doi.org/10.4236/ce.2017.813139>
- Chang, S. J., van Witteloostuijn, A., & Eden, L. (2010). From the Editors: Common method variance in international business research. *Journal of International Business Studies*, 41(2), 178–184. <https://doi.org/10.1057/jibs.2009.88>
- Creswell, J. W. (2021). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). SAGE Publications, Inc.
- Colquitt, J. A., Scott, B. A., & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology*, 92(4), 909–927. <https://doi.org/10.1037/0021-9010.92.4.909>

- Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organizational support, discretionary treatment, and job satisfaction. *Journal of Applied Psychology*, 82(5), 812–820. doi:10.1037/0021-9010.82.5.812.
- Eisenberger, R., Fasolo, P. and Davis-LaMastro, V. (1990). ‘Perceived organizational support and employee diligence, commitment, and innovation. *Journal of Applied Psychology*, 75: 51– 59.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986, August). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I. and Rhoades, L. (2002), “Perceived supervisor support: Contributions to perceived organizational support and employee retention”, *Journal of Applied Psychology*, Vol. 87 No. 3, pp. 565–573. <http://dx.doi.org/10.1037/0021-9010.87.3.565>
- Ellinger, A. D., & Kim, S. (2014). Coaching and Human Resource Development. *Advances in Developing Human Resources*, 16(2), 127–138. <https://doi.org/10.1177/1523422313520472>
- Ellinger, A. D., Ellinger, A. E., & Keller, S. B. (2003). Supervisory coaching behavior, employee satisfaction, and warehouse employee performance: A dyadic perspective in the distribution industry. *Human Resource Development Quarterly*, 14(4), 435–458. <https://doi.org/10.1002/hrdq.1078>.
- Ellinger, A. D. (2013, June 3). Supportive supervisors and managerial coaching: Exploring their intersections. *Journal of Occupational and Organizational Psychology*, 86(3), 310–316. <https://doi.org/10.1111/joop.12021>
- Elmadağ, A. B., Ellinger, A. E., & Franke, G. R. (2008, April). Antecedents and Consequences Of Frontline Service Employee Commitment to Service Quality. *Journal of Marketing Theory and Practice*, 16(2), 95–110. <https://doi.org/10.2753/mtp1069-6679160201>
- Emerson, R. M. (1976). Social Exchange Theory. *Annual Review of Sociology*, 2(1), 335–362. <https://doi.org/10.1146/annurev.so.02.080176.002003>
- Fontes, A., & Dello Russo, S. (2020). An Experimental Field Study on the Effects of Coaching: The Mediating Role of Psychological Capital. *Applied Psychology*, 70(2), 459–488. <https://doi.org/10.1111/apps.12260>
- Garson, D. G. (n.d.). *Partial Least Squares Regression and Structural Equation Models: 2016 Edition (Statistical Associates Blue Book Series 10)*.
- Grant, A. M. (2009). Positive psychology coaching: putting the science of happiness to work for your clients, by R. Biswas-Diener and B. Dean. *The Journal of Positive Psychology*, 4(5), 426–429. <https://doi.org/10.1080/17439760902992498>.
- Greene, J., & Grant, A. M. (2003). *Solution-focused coaching: Managing People in a Complex World*. Pearson Education.



- Greening, D. W., & Turban, D. B. (2000). Corporate Social Performance As a Competitive Advantage in Attracting a Quality Workforce. *Business & Society*, 39(3), 254–280. <https://doi.org/10.1177/000765030003900302>
- Gregory, J. B., & Levy, P. E. (2010). Employee coaching relationships: enhancing construct clarity and measurement. *Coaching: An International Journal of Theory, Research and Practice*, 3(2), 109–123. <https://doi.org/10.1080/17521882.2010.502901>
- Hallinger, P., & Liu, S. (2016, November). Leadership and teacher learning in urban and rural schools in China: Meeting the dual challenges of equity and effectiveness. *International Journal of Educational Development*, 51, 163–173. <https://doi.org/10.1016/j.ijedudev.2016.10.001>.
- Hannah, C. (2004). Improving intermediate skills through workplace coaching: A case study within the UK rail industry. *International Journal of Evidence Based Coaching and Mentoring*.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). Multivariate data analysis 6th ed. *Uppersaddle River: Pearson Prentice Hall*.
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing theory and Practice*, 19(2), 139-152.
- Hair, J. F., Sarstedt, M., Ringle, C. M., & Mena, J. A. (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. *Journal of the academy of marketing science*, 40(3), 414-433.
- Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Sage Publications.
- Harding, C. (2012). *From Alignment to emergent Academic: the Role of Coaching and Mentoring in supporting the Development of Academic Staff in a post-1992 University*. <https://radar.brookes.ac.uk/radar/file/7d844920-d11c-4248-9aac-58d7106f67cf/1/harding2012alignment.pdf>
- Hart, E. Wayne (2003). Developing a coaching culture. Greensboro, North Carolina: The Center for Creative Leadership.
- Hart, W. (2006). Getting culture: Imbuing your organization with coaching behavior. *Leadership in Action*, 25(4), 7–10. doi:10.1002/lia.1124
- Hagen, M. S. (2012). Managerial coaching: A review of the literature. *Performance Improvement Quarterly*, 24(4), 17–39. <https://doi.org/10.1002/piq.20123>
- Hargrove, R. (2008). *Masterful Coaching* (3rd ed.). Pfeiffer.
- HESLIN, P. A., VANDEWALLE, D., & LATHAM, G. P. (2006). KEEN TO HELP? MANAGERS' IMPLICIT PERSON THEORIES AND THEIR SUBSEQUENT EMPLOYEE COACHING. *Personnel Psychology*, 59(4), 871–902. <https://doi.org/10.1111/j.1744-6570.2006.00057.x>

- Huang, S. (2019). The Impact of Coaching Leadership on In-Role Performance of Employees—Based on the Perspective of Social Information Processing Theory. *Open Journal of Social Sciences*, 07(12), 223–237. <https://doi.org/10.4236/jss.2019.712017>
- ICF, the Gold Standard in Coaching | Read About ICF. (2022, August 18). International Coaching Federation. <https://coachingfederation.org/about>
- Jeong, S., Hsiao, Y. Y., Song, J. H., Kim, J., & Bae, S. H. (2016, September 13). The Moderating Role of Transformational Leadership on Work Engagement: The Influences of Professionalism and Openness to Change. *Human Resource Development Quarterly*, 27(4), 489–516. <https://doi.org/10.1002/hrdq.21265>
- Kim, S., & Kuo, M. H. (2015). Examining the Relationships Among Coaching, Trustworthiness, and Role Behaviors. *The Journal of Applied Behavioral Science*, 51(2), 152–176. <https://doi.org/10.1177/0021886315574884>
- Knight, J. (2019). Instructional Coaching for Implementing Visible Learning: A Model for Translating Research into Practice. *Education Sciences*, 9(2), 101. <https://doi.org/10.3390/educsci9020101>
- Kunze, F., & Bruch, H. (2010, August 18). Age-Based Faultlines and Perceived Productive Energy: The Moderation of Transformational Leadership. *Small Group Research*, 41(5), 593–620. <https://doi.org/10.1177/1046496410366307>
- Lee, K., Koh, D., & Joshi, K. (2018). Transformational Leadership and Creativity: A Meta-analysis and Theoretical Integration. *Academy of Management Proceedings*, 2018(1), 10972. <https://doi.org/10.5465/ambpp.2018.10972abstract>
- Lew, T. (2009). The relationships between perceived organizational support, felt obligation, affective organizational commitment and turnover intention of academics working with private higher educational institutions in Malaysia. *European Journal of Social Sciences*, 9(1), 72-87.
- Liu, Y. (2015). The Influence of Network Technology on Higher Educational Management and Its Optimization Method. *Open Journal of Social Sciences*, 03(09), 242–247. <https://doi.org/10.4236/jss.2015.39032>
- Liu, X., & Batt, R. (2010). HOW SUPERVISORS INFLUENCE PERFORMANCE: A MULTILEVEL STUDY OF COACHING AND GROUP MANAGEMENT IN TECHNOLOGY-MEDIATED SERVICES. *Personnel Psychology*, 63(2), 265-298.
- Lofthouse, R., & Leat, D. (2013). An activity theory perspective on peer coaching. *International Journal of Mentoring and Coaching in Education*, 2(1), 8–20. <https://doi.org/10.1108/20466851311323050>
- Lofthouse, R. (2018). Coaching in education: a professional development process in formation. *Professional Development in Education*, 45(1), 33–45. <https://doi.org/10.1080/19415257.2018.1529611>

- Longenecker, C. O., & Neubert, M. J. (2005). The practices of effective managerial coaches. *Business Horizons*, 48(6), 493–500. <https://doi.org/10.1016/j.bushor.2005.04.004>
- Mallett, C. J., Trudel, P., Lyle, J., & Rynne, S. B. (2009). Formal vs. Informal Coach Education. *International Journal of Sports Science & Coaching*, 4(3), 325–364. <https://doi.org/10.1260/174795409789623883>
- Martinez, I. M., Salanova, M., & Cruz-Ortiz, V. (2020). Our Boss is a Good Boss! Cross-level Effects of Transformational Leadership on Work Engagement in Service Jobs. *Journal of Work and Organizational Psychology*, 36(2), 87–94. <https://doi.org/10.5093/jwop2020a10>
- McCarthy, G., & Milner, J. (2020). Ability, motivation and opportunity: managerial coaching in practice. *Asia Pacific Journal of Human Resources*, 58(1), 149–170. <https://doi.org/10.1111/1744-7941.12219>
- MacDonald, D. J., Côté, J., & Deakin, J. (2010). The Impact of Informal Coach Training on the Personal Development of Youth Sport Athletes. *International Journal of Sports Science & Coaching*, 5(3), 363–372. <https://doi.org/10.1260/1747-9541.5.3.363>
- McLean, G. N., Yang, B., Kuo, M., Tolbert, A. S., & Larkin, C. (2005). Development and initial validation of an instrument measuring managerial coaching skill. *Human Resource Development Quarterly*, 16(2), 157–178. <https://doi.org/10.1002/hrdq.1131>
- McCloy, R. A., Campbell, J. P., & Cudeck, R. (1994). A confirmatory test of a model of performance determinants. *Journal of Applied Psychology*, 79(4), 493–505. <https://doi.org/10.1037/0021-9010.79.4.493>
- Mello, J. A. (2019). *Strategic Human Resource Management*. Cengage Learning Asia Publishing.
- Mihiotis, A., & Argirou, N. (2016). Coaching: from challenge to opportunity. *Journal of Management Development*, 35(4), 448–463. <https://doi.org/10.1108/jmd-10-2014-0139>
- Motowidlo, S. J., & Kell, H. J. (2012). Job Performance. *Handbook of Psychology*, Second Edition. <https://doi.org/10.1002/9781118133880.hop212005>
- Nieto, R. J., & Rirth (2014). *Clinical Supervision*. Boston, MA: Houghton Mifflin. Norhasma,
- Noe, R. A. (2019). *Employee training and development* (8th ed.). McGraw-Hill Education.
- OECD Education working Papers. (2010). *OECD Education Working Papers*. <https://doi.org/10.1787/19939019>
- Oller, M. L., Lindo, N., & Li, D. (2021). Faculty of Color's mentorship experiences in counselor education. *Counselor Education and Supervision*, 60(2), 112–128. <https://doi.org/10.1002/ceas.12193>

- Orth, C. D., Wilkinson, H. E., & Benfari, R. C. (1987). The manager's role as coach and mentor. *Organizational Dynamics*, 15(4), 66–74. [https://doi.org/10.1016/0090-2616\(87\)90045-3](https://doi.org/10.1016/0090-2616(87)90045-3)
- Paillé, Pascal; Bourdeau, Laurent; Galois, Isabelle (2010). *Support, trust, satisfaction, intent to leave and citizenship at organizational level. International Journal of Organizational Analysis*, 18(1), 41–58. doi:10.1108/19348831011033203.
- Peterson, D. B. (1996). Executive coaching at work: The art of one-on-one change. *Consulting Psychology Journal: Practice and Research*, 48(2), 78–86. <https://doi.org/10.1037/1061-4087.48.2.78>
- Pfund, C., Sancheznieto, F., Byars-Winston, A., Zárata, S., Black, S., Birren, B., Rogers, J., & Asai, D. J. (2022). Evaluation of a Culturally Responsive Mentorship education Program for the advisers of Howard Hughes Medical Institute Gilliam Program graduate students. *CBE—Life Sciences Education*, 21(3). <https://doi.org/10.1187/cbe.21-11-0321>
- Pham, N. T., Jabbour, C. J. C., Pereira, V., Usman, M., Ali, M., & Vo-Thanh, T. (2023). Common good human resource management, ethical employee behaviors, and organizational citizenship behaviors toward the individual. *Human Resource Management Journal*. <https://doi.org/10.1111/1748-8583.12493>
- Philpott, R., & Dagenais, D. (2012). Grappling with social justice: Exploring new teachers' practice and experiences. *Education Citizenship and Social Justice*, 7(1), 85–99. <https://doi.org/10.1177/1746197911432590>
- Podsakoff, P. M., & Organ, D. W. (1986). Self-Reports in Organizational Research: Problems and Prospects. *Journal of Management*, 12(4), 531–544. <https://doi.org/10.1177/014920638601200408>
- Pousa, C., & Mathieu, A. (2014, October). The Influence of Coaching on Employee Performance: Results From Two International Quantitative Studies. *Performance Improvement Quarterly*, 27(3), 75–92. <https://doi.org/10.1002/piq.21175>
- Pržulj, I., Kostadinović, S., & Videnović, S. (2014). Possibility of Applying the Concept of Coaching in Serbia. *Open Journal of Business and Management*, 02(01), 33–42. <https://doi.org/10.4236/ojbm.2014.21006>
- Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: The contribution of perceived organizational support. *Journal of Applied Psychology*, 86(5), 825–836. <https://doi.org/10.1037/0021-9010.86.5.825>
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students* (5th edn). *Pearson Education eBooks*. <https://epubs.surrey.ac.uk/816026/>
- Shao, Z., Feng, Y., & Liu, L. (2012). The mediating effect of organizational culture and knowledge sharing on transformational leadership and Enterprise Resource Planning systems success: An empirical study in

- China. *Computers in Human Behavior*, 28(6), 2400–2413.  
<https://doi.org/10.1016/j.chb.2012.07.011>
- Sidhu, G. K., & Nizam, I. (2020). Coaching and Employee Performance: The Mediating Effect of Rewards & Recognition in Malaysian Corporate Context. *The International Journal of Management*, 7(1), 41–72.  
[https://www.ijmae.com/article\\_114999\\_7857e33d6c4f286234bcf7e5902df5ff.pdf](https://www.ijmae.com/article_114999_7857e33d6c4f286234bcf7e5902df5ff.pdf)
- Smith, A. (1937). *The wealth of nations: An inquiry into the nature and causes*. Modern Library
- Stinglhamber, F., Marique, G., Caesens, G., Hanin, D., & De Zanet, F. (2015, October 12). The influence of transformational leadership on followers' affective commitment. *Career Development International*, 20(6), 583–603.  
<https://doi.org/10.1108/cdi-12-2014-0158>
- Teo, T. (2011). Considering common method variance in educational technology research. *British Journal of Educational Technology*, 42(5).
- Tompkins, W. M. (2018). Coaching in the Workplace. *Journal of Practical Consulting*, 6(1), 115-122.
- Tschannen-Moran, M., & Tschannen-Moran, B. (2020). *Evocative coaching: Transforming Schools One Conversation at a Time*. Corwin Press.
- Vasilaki, A., Tarba, S., Ahammad, M. F., & Glaister, A. J. (2016, July 19). The moderating role of transformational leadership on HR practices in M&A integration. *The International Journal of Human Resource Management*, 27(20), 2488–2504. <https://doi.org/10.1080/09585192.2016.1204556>
- Vikaraman, S. S., Mansor, A. N., & Hamzah, M. I. M. (2017). Mentoring and Coaching Practices for Beginner Teachers—A Need for Mentor Coaching Skills Training and Principal's Support. *Creative Education*, 08(01), 156–169. <https://doi.org/10.4236/ce.2017.81013>
- Wilson, C. (2011), "Developing a coaching culture", *Industrial and Commercial Training*, Vol. 43 No. 7, pp. 407-414.
- Whitmore, J. (2017). *Coaching for Performance Fifth Edition: The Principles and Practice of Coaching and Leadership UPDATED 25TH ANNIVERSARY EDITION*. Nicholas Brealey.
- Yen, C. C., & Teng, L. S. (2017). Employee retention and job performance attributes in private institutions of higher education. *International Journal of Business and Administrative Studies*, 3(5).  
<https://doi.org/10.20469/ijbas.3.10001-5>
- Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research methods*.

# AUTHOR'S CURRICULUM VITAE

## 1. Personal information

- Full name: Thuy Giang Nguyen

- Mail: [nguyenthuygiang777@gmail.com](mailto:nguyenthuygiang777@gmail.com) and [t4nguyen@utb.cz](mailto:t4nguyen@utb.cz)

## 2. Work experience

- 2015 – now: Lecturer cum Department head of Human Resource Management program in Hoa Sen University.

- Feb 2024- now: part-time lecturer in Management Program in RMIT University.

- 2023-now: part-time lecturer in Faculty of Business and Management in Swinburne University of Technology.

- 2010-2015: Lecturer in Faculty of Business and Management in University of Economics and Finance.

- 2009-2010: Human resource Manager at Danopharm.

- 2006-2008: Training and Development officer, Human Resources Department, HSBC Vietnam.

## 3. Education

- 2018 - now: Phd candidate at Tomas Bata University in Zlín, Zlín, Czech Republic. - 2008 - 2009: Master degree at Swinburne University of Technology, Australia.

- 2002 - 2006: Bachelor degree at RMIT University, Vietnam.

## 4. Research interests:

Human resource management, Management, higher education, training, innovation, performance management and leadership fields.

## LIST OF PUBLICATIONS

- Trinh, V. Q., Pham, H. T. T., Pham, T. N., & Nguyen, G. T. (2018). Female leadership and value creation: Evidence from London stock exchange. *Corporate Ownership and Control*, 15(2–1), 248–257. <https://doi.org/10.22495/cocv15i2c1p10>
- Nguyen, G. T., & Nguyen, T. N. T. (2019). Factors Affecting Research Performance of Vietnamese University Academic Staffs: A Case Study of Hoa Sen University. *MERKÚR* 2019, 111.

- Nguyen, T. N. T. & Nguyen, G. T. (2019). Attributes of products and Vietnamese consumers' preferences for American food brands, *MERKÚR 2019*, 245.
- Nguyen, G. T., & My, H. L. T. Factors affecting convergence and divergence in international marketing strategy- A case study of Adecco Vietnam Joint stock company. In *International Doctoral Seminar 2022* (p. 210).
- Nguyen, T. H., Nguyen, G. T., Tuckova Z., & Hoang, S. D. (2024). Green Persuasion in Tourism: How ownership feelings and shared knowledge forge lasting loyalty, *ICE 2024*.
- Nguyen, T. H., Nguyen, G. T., Nguyen, M., & Hoang, S. D. (2024). Greening the Path: The Three-Way interactive effects of psychological ownership, green knowledge sharing, and social media. *Journal of Quality Assurance in Hospitality & Tourism*, 1–37. <https://doi.org/10.1080/1528008x.2024.2354464>.
- Nguyen, G. T., Ly, H. T. M., Nguyen, T. H. H., & Hoang, S. (2024). Innovation leadership and workplace innovative behavior: an experimental investigation of leadership dynamics among IT engineers in Vietnam. *International Journal of Innovation Management*. <https://doi.org/10.1142/s1363919624500221>.

**PAPERS (UNDER REVIEW)**

Title of Article	Journal	Journal Ranking
Employee informal coaching and job performance in higher education: the role of perceived organizational support and transformational leadership	Plos One	Q1 Scopus
Employee Informal Coaching and Job satisfaction in higher education: The role of innovative behavior and delegative leadership	International Journal of Manpower	Q2 Scopus, SSCI, IF: 4.4

Thuy Giang Nguyen, Ph.D.

**Employee Informal Coaching and Job performance in higher education: The role of Perceived Organizational Support and Transformational Leadership**

Neformální koučování zaměstnanců a pracovní výkon ve vysokoškolském vzdělávání: Role vnímané organizační podpory a transformačního vedení

Doctoral Thesis Summary

Published by: Tomas Bata University in Zlín,  
nám. T. G. Masaryka 5555, 760 01 Zlín.

Edition: published electronically

1 st edition

Typesetting by: Thuy Giang Nguyen

This publication has not undergone any proofreading or editorial review

Publication year: 2025

ISBN 978-80-7678-318-8



