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PERCEPTION IS POWERFUL: MANAGERIAL COACHING, RECIPROCITY, EMPLOYEES' PERCEPTIONS, AND ENGAGEMENT

A THESIS APPROVED FOR THE
DEPARTMENT OF PSYCHOLOGY

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Abstract

Between 2021-2022, "Quiet Quitting" topped work-related headlines, and a June 2022 Gallup survey found that 50% of employees were ‘not engaged.’ Not engaged employees are the ones who are ‘quietly quitting.’ Organizations know managers are essential in the employee-organization relationship because employees view them as organizational representatives. This study aimed to address the recent increase in quiet quitting that many organizations have faced by exploring the relationships between managerial coaching and employee social and economic exchange perceptions, the mediating role of socioemotional support, and the influence of internalized reciprocity norms on exchange perceptions. This study also investigated the relationship between managerial coaching and employee engagement, with employee exchange perceptions mediating that relationship. A total of 162 participants provided usable data from an online questionnaire. Managerial coaching correlated to lower levels of economic exchange perception and higher levels of social exchange perception. The relationship between managerial coaching and the perception of economic exchange was much stronger for strong reciprocators than for others. However, reciprocity did not moderate the relationship between managerial coaching and social exchange perception. Managerial coaching was related to employee engagement directly and indirectly through social and economic exchange perceptions. Also, perceptions of social and economic exchange directly impacted employee engagement. The results suggest that organizations should incorporate coaching into their managers' skill sets to improve organizational performance.

Key Words: Managerial coaching, social exchange theory, reciprocity, perception, employee-organization relationship, employee engagement, quiet quitting

Perception is Powerful: Managerial Coaching, Reciprocity, Employees' Perceptions, and Engagement

In 2021, over 47 million Americans quit their jobs during what is now called "The Great Resignation" (Fuller & Kerr, 2022, para. 1). In 2022, the term 'quiet quitting' became commonplace (Harter, 2022). *Quiet quitting* is characterized by disengagement and a low commitment to engaging in work outside the employee's job description (Formica & Sfodera, 2022; Gallup, n.d.). Employees feel their employers do not care about them; they feel undervalued, unappreciated, and disrespected, resulting in 50% of employees who are not engaged and not committed to their organization (Formica & Sfodera, 2022; Harter, 2022; Harter, 2023).

Companies are concerned about employees' levels of organizational commitment because committed employees are less likely to quit, and absenteeism and turnover are associated with high costs (Kottke & Sharafinski, 1988). One factor contributing to an employee's commitment to his or her organization is their perception of the organization's commitment to them (Eisenberger et al., 1986; Shore et al., 2006). While both the employee and employer contribute to the employee-organization relationship (EOR), the employee's perception of that relationship determines their behavior and attitudes regarding their employer, such as organizational commitment and engagement (Jung & Takeuchi, 2019; Shore et al., 2006).

According to Rigby and Ryan (2018), an employee's perception of their direct manager is the most powerful predictor for engagement and motivation. Consequently, organizations have examined the role of managers' behaviors in fostering employees' attitudes and behavior. Managers are essential players in EOR because they supply organizational rewards and resources to their direct reports and are viewed as a vital source of organizational support (Kurtessis et al.,

2017). As agents of the organization, managers are responsible for overseeing and appraising their direct reports' performance (Eisenberger et al., 2002). Based on their manager's actions attributed to the organization, employees form general beliefs about how much the organization values and cares about them (Eisenberger et al., 1986). Managers can influence employees toward shared employee and organizational success through managerial coaching (Kim et al., 2013). This study examines the relationship between managerial coaching, socioemotional support, employee reciprocity beliefs, and employees' perceptions of their EOR and how they relate to their work attitudes.

Exchange Relationships

Rosen et al. (2014) likened EOR to social marketplaces, where employers provide resources in exchange for employees' productivity. A resource is any physical or symbolic item that can be exchanged (Foa & Foa, 1980). This view of the EOR as an exchange relationship aligns with social exchange theory (Blau, 1964), a theoretical framework for understanding relationships based on the principle of reciprocity. While employees no longer expect to remain at one organization throughout their working years, they do expect their employers to provide development opportunities. In exchange, employers expect employees to be committed to the organization (de Grip et al., 2020; Rosen et al., 2014). Shore et al. (2006) state that understanding the exchanges involved in the EOR is beneficial in predicting employee behavior.

Foa and Foa (1980) classified interpersonal exchange resources into six categories: Love, status, information, money, goods, and services. Cropanzano and Mitchell (2005) note that Foa and Foa's (1980) six resources are usually divided into two broader categories: Economic and socioemotional. Economic resources relate to financial and tangible resources, whereas socioemotional ones relate to social and symbolic resources (Cropanzano & Mitchell, 2005).

The resources traded during an interpersonal interaction describe the type of exchange (Foa & Foa, 1980). There are two types of employee-organization exchanges: Social exchange and economic exchange. *Social exchange* describes a long-term relationship based on trust and reciprocal obligations relating to the socioemotional aspects of the employment relationship, whereas impersonal, transactional, short-term, and financially oriented relationships that do not involve trust characterize *economic exchange* (Jung & Takeuchi, 2019; Shore et al., 2006). Economic exchange is comparable to quiet quitting: Employees with strong economic exchange relationships are more likely to be late and have more absences than those with strong social exchange relationships (Shore et al., 2006). To understand how employees make sense of their employment relationship, social and economic exchanges should be considered simultaneously (Shore et al., 2006).

Socioemotional Resources

The resources involved with social exchange are regarded as symbols of supportiveness and affiliation (Blau, 1964). Employees who receive *socioemotional resources* fulfill their social and emotional needs (Jung & Takeuchi, 2019; Shore et al., 2006). Armeli et al. (1998) summarized socioemotional needs as esteem, approval, affiliation, and emotional support. Hill (1987) proposed four interpersonal exchanges as possible sources of socioemotional need fulfillment. The first is positive stimulation, described as the ability of the exchange relationship to offer enjoyable thought-provoking stimulation. The second is attention, the ability to boost feelings of self-worth and importance through praise and others' attention on oneself. Social comparison is the next interpersonal exchange that could contribute to socioemotional need fulfillment. It is described as achieving clarity through obtaining self-relevant information. Finally, emotional support and sympathy exchanges contribute to socioemotional need

fulfillment (Hill, 1987). Support, in the form of socioemotional need fulfillment by organization representatives, contributes positively to employees' perception of their EOR (Kurtessis et al., 2017). Therefore, I hypothesize:

Hypothesis 1a: Socioemotional support is positively related to employees' social exchange perception.

The impersonal, economic exchange relationship is contract-based. The consequence of defaulting on the contract can lead to legal sanctions, which prevents trust from developing (Jung & Takeuchi, 2019). Economic exchange emphasizes minimal employee requirements and does not include employers considering employees' needs and views. Since economic exchange is associated with financial and tangible resources, activities associated with socioemotional support would lower employees' economic exchange perceptions (Jung & Takeuchi, 2019), and I predict:

Hypothesis 1b: Socioemotional support is negatively related to employees' economic exchange perception.

Managerial Coaching

Employees are sensitive to the fact that their manager's directive, evaluative, and coaching responsibilities are executed in the organization's interests (Eisenberger et al., 2010). *Coaching* is a development tool that is effective in helping coached individuals' self-efficacy, goal attainment, well-being, resilience, productivity, and performance (Grover & Furnham, 2016). Coaching is a process that includes helping through facilitation, empowering coached individuals to tap into and build on their resourcefulness, and focuses on the coached individual's needs and development through self-directed learning (Beattie et al., 2014; DiGirolamo & Tkach, 2019; Grover & Furnham, 2016).

Managerial coaching is a specific type of coaching in which a supervisor, manager, or leader uses coaching techniques to engage, develop, and empower their direct reports. Managerial coaches incorporate coaching skills into their daily interactions with employees, enabling them to grow and develop (DiGirolamo & Tkach, 2019; Kim & Kuo, 2015). Effective managerial coaching facilitates learning. It is a participatory rather than a controlling and directive approach, emphasizing empowerment and caring about employees (Beattie et al., 2014). Investments in employee development, such as training or coaching, can be perceived as socioemotional resources, communicating to employees that they are valued and implying a long-term commitment. Therefore, I predict:

Hypothesis 2: Managerial coaching is positively related to socioemotional support.

Employees' perceived organizational treatment and feelings about their employer contribute to their perception of their exchange relationship with their employer (Shore et al., 2006). Jung and Takeuchi (2019) found that employee development positively relates to social exchange. Organizations providing socioemotional resources, such as employee development, signify trust and a long-term relationship with employees, which can generate feelings of obligation that trigger employees' positive reciprocation through work attitudes, improved performance, and organizational citizenship behaviors (Armeli et al., 1998; Jung & Takeuchiu, 2019).

A study by Kim and Kuo (2015) utilized social exchange theory to explain how managerial coaching connects to employee performance outcomes. Managers initiate exchanged favors through information sharing, rewards, and supportive behaviors in a manager-employee context. The reciprocal relationship between managers and employees is initiated by managers when they motivate and support their employees. In exchange, employees perform better and are

more committed to their manager and the organization (DiGirolamo & Tkach, 2019). Perceived support from their manager triggers employees' feelings of obligation toward their manager, which extends to the organization (Pohl et al., 2016). Because employees view managers as organizational representatives, managerial coaching can be viewed as organizational support (Eisenberger et al., 1986) and I predict:

Hypothesis 3a: Managerial coaching is positively related to employees' social exchange perception.

Hypothesis 3b: Managerial coaching is positively related to employees' social exchange perception via socioemotional support.

While employee development is critical to social exchange, it is not related to economic exchange as it does not involve directly exchanging financial resources (Jung & Takeuchi, 2019; Shore et al., 2006). Economic exchange does not involve socioemotional resources (Jung & Takeuchi, 2019; Shore et al., 2006). Jung and Takeuchi (2019) found that employee development negatively affects economic exchange. Employees exhibit more social exchange and less economic exchange perceptions when they perceive that their organization invests in employee development (Jung & Takeuchi, 2019). Therefore, I predict:

Hypothesis 4a: Managerial coaching is negatively related to employees' economic exchange perception.

Hypothesis 4b: Managerial coaching is negatively related to employees' economic exchange perception via socioemotional support.

Reciprocity

One factor that could affect managerial coaching outcomes is *reciprocity*. Reciprocity is a social norm that suggests a person's behavior is motivated by what they expect to receive in

return from others. It advocates helping those who have helped in the past and punishing those who have been harmful (Kim & Kuo, 2015; Perugini et al., 2003). Varying sensitivity to others' prior behavior, ideas about fairness, and reward or punishment opportunities indicate individual differences in reciprocity within exchange relationships (de Grip et al., 2020; Eisenberger et al., 1986; Perugini et al., 2003). When reciprocity is an internal motivation, conformity to its rules occurs regardless of whether it is beneficial to conform or not (Perugini et al., 2003). According to Perugini et al. (2003), individuals differ in their reciprocity beliefs, which may affect employee exchange perceptions.

Individuals with strong internalized reciprocity norms are called *strong reciprocators* (Perugini et al., 2003). Strong reciprocators generously reciprocate after positive interactions and reward positive behavior higher if it increases overall fairness (Perugini et al., 2003). However, strong reciprocators are more likely to punish negative behavior if it increases overall fairness (de Grip et al., 2020; Perugini et al., 2003). This means that employees who are strong reciprocators will feel obligated to repay their organization positively for perceived benefits they received but will also react more strongly to perceived negative behavior in the workplace. In contrast, individuals who do not have strong internalized reciprocity norms do not feel obligated to reciprocate positively or negatively to their exchange partners (de Grip et al., 2020).

In the study by de Grip et al. (2020), reciprocity moderated the relationship between training opportunities and expected retirement age. Workers with strong reciprocity beliefs viewed training opportunities as favorable treatment from the organization and reciprocated by working for the organization longer. Therefore, I predict that personal reciprocity norms will moderate the relationship between managerial coaching and employee exchange perceptions and

the relationship between socioemotional support and employee exchange perceptions. Specifically:

Hypothesis 5a: Strong reciprocity norms will strengthen the positive relationship between managerial coaching and employees' social exchange perceptions.

Hypothesis 5b: Strong reciprocity norms will strengthen the negative relationship between managerial coaching and employees' economic exchange perceptions.

Hypothesis 6a: Strong reciprocity norms will strengthen the positive relationship between socioemotional support and employees' social exchange perceptions.

Hypothesis 6b: Strong reciprocity norms will strengthen the negative relationship between socioemotional support and employees' economic exchange perceptions.

Work attitudes

Employees' psychological experiences at work influence their attitudes and behaviors (Kahn, 1990). These psychological experiences contribute to employees' exchange perceptions which then contribute to their work attitudes (Jung & Takeuchi, 2019). Employee responses, such as attitudes and behaviors, can be viewed as their contribution of exchange resources to the exchange relationship. Organizational commitment and employee engagement are conceptually distinct but positively related work attitudes (Macey & Schneider, 2008; Swanberg et al., 2011). Work engagement incorporates aspects of and is positively associated with organizational commitment (Hakanen et al., 2006; Macey & Schneider, 2008; Swanberg et al., 2011). *Organizational commitment* is a psychological state that describes the EOR and influences employees' decision to remain with the organization. Affective organizational commitment refers to employees' emotional connection to and identification and involvement with the organization (Meyer & Allen, 1991). Employees with a strong affective commitment to

their organization remain with it because they want to, not because they need to or feel obligated to stay (Meyer & Allen, 1991; Shore et al., 2006).

Employee engagement encompasses work attitudes and behaviors (Macey & Schneider, 2008; Schaufeli et al., 2002). There are common themes regarding the definition of employee engagement. Generally, it is considered a desirable quality that suggests that employees are involved, committed, passionate, and exhibit effort and energy. Rich et al. (2010) found that supervisor evaluations of task performance and organizational citizenship behavior were higher for people who reported higher levels of engagement. Engagement predicts job performance more than job involvement, satisfaction, and intrinsic motivation (Rich et al., 2010).

Shore et al. (2006) found a positive correlation between social exchange perceptions and affective organizational commitment. High levels of economic exchange are associated with a work attitude of an "easy exit" and a reluctance to build a long-term relationship with their organization (Shore et al., 2006, p. 846). Economic exchange perceptions negatively influence work engagement, whereas social exchange perceptions positively influence work engagement in hospitals in Greece (Mihail et al., 2016) and China (Zhang et al., 2013). Because exchange perceptions are correlated with engagement in hospital settings, I predict:

Hypothesis 7: An employee's social exchange perceptions are positively related to employee engagement.

Hypothesis 8: An employee's economic exchange perceptions are negatively related to employee engagement.

According to Kahn (1990), psychological conditions such as meaningfulness, safety, and availability drive engagement. Effective managerial coaching practices facilitate learning by inviting coached individuals to take control of their learning, using their own experiences, and

utilizing their knowledge in finding solutions. Employees taking ownership of their learning leads to more meaningful experiences (Beattie et al., 2014; Moen & Federici, 2012). Coaching skills include building rapport with their employees, active listening, reflective inquiry, and open communication, which contribute to feelings of safety and availability (Kim & Kuo, 2015). Employees view managers as organization representatives and managers providing support to their direct reports encourages employees' positive attitudes toward their organization (Jose & Mampilly, 2015). Managerial coaching and manager-provided support positively relate to employee engagement (Black, 2019; DiGirolamo & Tkach, 2019; Donovan, 2022; Jose & Mampilly, 2015; Ladyshewsky & Taplin, 2017). Therefore, I hypothesize:

Hypothesis 9: Managerial coaching is positively related to employee engagement.

Kim and Kuo (2015) used social exchange theory to explain how managerial coaching connects to employee performance outcomes. In their 2009 study, Jiwen Song et al. examined social and economic exchange perceptions' role in mediating the link between CEOs' leadership behavior and employee outcomes. Employees first interpret a leader's behaviors and assess how well their leaders can identify their social and emotional needs. This interpretation and assessment form the basis of their social and economic exchange perceptions. Next, employees respond with corresponding attitudes and behaviors based on this perception. Employees respond to social exchange perceptions with high levels of commitment and greater in-role and extra-role performance. Employees' perceptions of economic exchange are reflected in their minimal performance contributions and low levels of engagement (Jiwen Song et al., 2009). Therefore, I hypothesize that social and economic exchange perceptions will mediate the relationship between managerial coaching and employee engagement. Specifically,

Hypothesis 10: Managerial coaching is positively related to employee engagement via social exchange perceptions.

Hypothesis 11: Managerial coaching is negatively related to employee engagement via economic exchange perceptions.

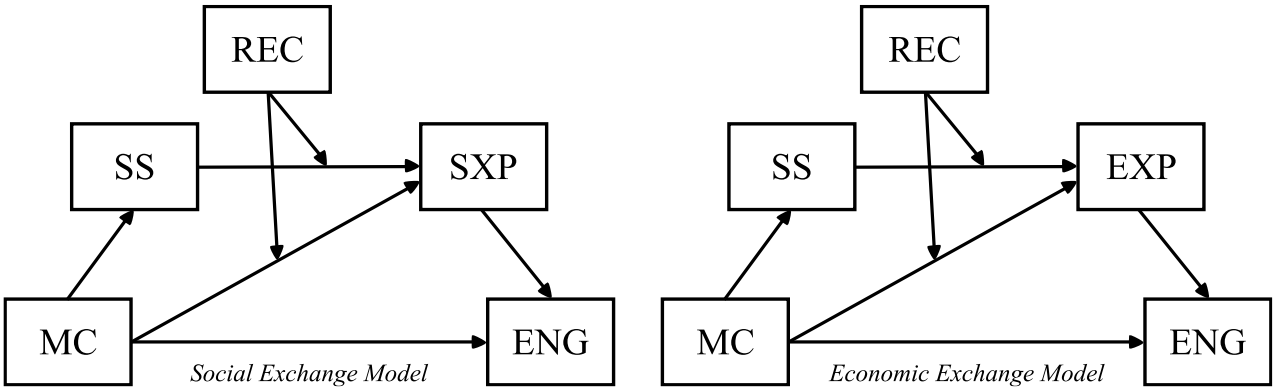


Figure 1. Illustration of the hypothesized relationships between managerial coaching (MC), socioemotional support (SS), reciprocity (REC), social and economic exchange perceptions (SXP, EXP), and employee engagement (ENG).

Methods

Participants and Procedure

Following approval from the Institutional Review Board (Appendix A), a link to an online survey assessing the study variables was sent to a convenience sample drawn from the researcher's social network. A paragraph at the end of the recruitment advertisement (Appendix B) urged participants to share the survey link with people in their network to create a snowball sample. This study used a cross-sectional design and a self-report survey (Appendix C).

According to Grover and Furnham (2016), self-report surveys are helpful when measuring an individual's perceptions. Because the study measured employees' perceptions of the frequency of managerial coaching behaviors, limiting the sample to only employees who have knowingly experienced coaching was unnecessary. Having only employees who have experienced coaching could skew the results or not provide a complete picture of the interactions

among the variables. However, since self-report surveys are at risk for common method bias (Podsakoff et al., 2003), established scales with different anchors and scale points were used to minimize the chance of common method bias occurring (Jordan & Troth, 2020; Podsakoff et al., 2003).

A total of 227 survey responses were collected. However, 48 responses did not answer any questions, and 17 responses were missing more than 30% of the responses. Thus, the data of 162 working adults were analyzed (N = 162). The participant sample was 66.5% female and 28.7% male, and 1.2% chose not to disclose a gender. The age category with the highest frequency was 36-45 years (39.6%), with respondents 45 and older representing 34.8% and respondents younger than 36 representing 25.6% of the sample. Most respondents (78%) were white and held at least a 4-year degree (84.7%). The sample included 9.1% of respondents who were employed part-time, 14% who were employed full-time hourly, and 76.8% who were employed full-time salaried. Responses indicated that 57% of participants worked in the for-profit sector, 25% worked in the non-profit sector, and 17% worked in government. One-third (33.5%) of the participants worked for organizations with less than 500 employees, 28.7% in organizations with 500-5000, and 34.8% in organizations with more than 5000 employees.

Measures

The online survey was created using Qualtrics and assessed one predictor variable, managerial coaching; supervisor socioemotional support, social exchange perception, and economic exchange perception as mediator variables; reciprocity as a moderator variable; and employee engagement as the criterion variable. To assess demographic information, respondents answered questions about their age, gender, ethnicity, and education. In addition, they were asked to provide the average number of hours they work per week, how long they have reported

to their direct manager, the frequency of contact with their manager, how many employees report to their manager, their role, and the size and industry of their organization.

Managerial Coaching

Managerial coaching (MC) was assessed using the Managerial Coaching Questionnaire (MCQ; Black, 2019). The MCQ has four sub-dimensions: Challenge, autonomy, reflection, and support. The challenge subscale has seven items and α = .94. A sample item is "My manager encourages me to take on new challenges." The autonomy subscale has five items and α = .87. A sample item is "My manager allows me to decide the best way to complete my work." The reflection subscale has six items and α = .93. A sample item is "My manager asks questions to help me think through problems on my own." The support subscale has six items and α = .94. A sample item is "My manager provides encouragement when I perform well at work." Respondents rated their manager's behavior using a seven-point scale assessing frequency (1 = *never*, 7 = *always*). Black (2019) conducted a CFA to test the identified factor structure. The MCQ has 24 items and α = .97.

Socioemotional Support

Socioemotional support (SS) was assessed using the Survey of Perceived Supervisor Support (SPSS; Kottke & Sharafinski, 1988). The SPSS has been used to assess employees' perception that their supervisor cares about them and values their contribution to the organization (Eisenberger et al., 2002). Kottke and Sharafinski (1988) report Cronbach's alpha for the SPSS with α = .98. This study used items 4, 9, 11, and 13 from the SPSS based on their high factor loadings (.92, .90, .92, and .93) and relevance to identified socioemotional needs, esteem, approval, affiliation, and emotional support, identified by Armeli et al. (1998). The word 'manager' was used instead of 'supervisor' to maintain congruence. A sample item is "My

manager strongly considers my goals and values." Respondents indicated their agreement with each item using a seven-point scale (1 = *strongly disagree*, 7 = *strongly agree*).

Reciprocity

Reciprocity was measured by the Paying It Forward (PIF) subscale of the Generalized Exchange Orientation (GEO; Yoshikawa et al., 2020) and three items from the Positive Reciprocity (PR) subscale of the Personal Norm of Reciprocity scale (PNR; Perugini et al., 2003) combined for a total reciprocity score (REC). The PIF subscale assesses an individual's propensity to repay a resource, not to the exchange partner, but to another member of the same group. A sample item is "When I receive support from a colleague, I should provide support to others in the workplace." Respondents answered items on a seven-point scale (1 = *strongly disagree*, 7 = *strongly agree*). Yoshikawa et al. (2020) examined the factorial validity using CFA. The Pay It Forward Subscale has four items and α = .92. The PR subscale was shortened and used the three items with the highest factor loadings for positive reciprocity. Perugini et al. (2003) assert that the PR scale is fitting when assessing reciprocity as an internalized motivation. A sample item is "If someone does a favor for me, I am ready to return it." Respondents answered items on a seven-point scale (1 = *not true for me*, 7 = *very true for me*). The PR subscale has α = .76.

Similar to de Grip et al. (2020), the average reciprocity score was divided into quartiles from low reciprocity (Q1) to high reciprocity (Q4). Regression diagnostics are crucial when performing moderated regression analysis because outliers and assumption violations, such as those involving the homogeneity of variance and nonlinearity of predictor variables, can be problematic (Whisman & McClelland, 2005). Two factors indicate the use of an ordinal approach: First, there are not many observations for scores up to 4, and the distribution's left-

hand tail is quite long, which would pose severe problems for estimating interaction effects. Second, prior studies have shown that reciprocal tendencies frequently have a nonlinear impact on behavior (de Grip et al., 2019).

Employee's Exchange Perceptions

Employees' perceptions of their relationship with their employer were assessed using a shortened version of the Social and Economic Exchange Scale (Shore et al., 2006). Both social and economic exchange were assessed using a five-point scale with values from 1 (*strongly disagree*) to 5 (*strongly agree*). The Social Exchange Scale (SXP), which has α = .87, was shortened to four items with high factor loadings. A sample item is "My relationship with my organization is based on mutual trust." The Economic Exchange Scale (EXP), which has α = .78, was shortened to four items with high factor loadings. A sample item is "I do what [my organization] requires, simply because they pay me." Confirmatory factor analyses revealed a two-factor model with different social and economic exchange factors.

Work Attitudes – Employee Engagement

Employee engagement (ENG) was assessed using the six items of the vigor and dedication subscales of the nine-item Utrecht Work Engagement Scale (UWES-9; Schaufeli & Bakker, 2006). According to Schaufeli et al. (2009), vigor and dedication comprise the core of engagement. The vigor subscale has three items and α = .77. A sample item is "When I get up in the morning, I feel like going to work." The dedication subscale has three items and α = .85. A sample item is "My job inspires me." Both subscales used a seven-point scale (0 = *never*, 6 = *always*).

Data Analysis

IBM SPSS Statistics Version 29 was used to calculate descriptive statistics, correlation coefficients, and scale reliabilities (Cronbach's alphas). Harman's single-factor test was used to determine whether common method bias was present (Podsakoff et al., 2003). A principal components analysis was used to evaluate the variables' factor loading and confirm that the scales differ. The PROCESS macro for SPSS was used to evaluate the data for moderation and mediation (Hayes, 2022). Moderation was assessed as a multi-categorical variable using effect coding, and continuous variables were mean-centered. Indirect effects were estimated via bootstrapping (5000 bootstrap samples). The level of significance was set at $p < .05$.

Results

Descriptive statistics, including means, standard deviations, bivariate correlations, and Cronbach alphas for the variables are listed in Table 1. Cronbach alpha coefficients ranged from .833 to .966. Notably, a high correlation between MC and SS was observed with $r(164) = .856$, $p < .001$. A principal component analysis conducted on all variables revealed that SS items loaded on the same factor as MC items, indicating multicollinearity resulting in the removal of SS from hypotheses that included it as a mediator, and that the reciprocity scales, PIF and PR, loaded onto different factors. Because of the loading on different factors, and the PIF scale being specific to the workplace, only the PIF scale was used for moderation analysis. Harman's single-factor test revealed that one factor explained 43.45% of the variance.

Hypothesis 1. As predicted, socioemotional support was positively related to employees' (H1a) social exchange perception with $\beta = .623$, $p < .001$, and negatively related to employees' (H1b) economic exchange perception with $\beta = -.390$, $p < .001$. Therefore, both H1a and H1b were supported.

Hypothesis 2. Managerial coaching was found to be positively related to socioemotional support with β = .855, $p < .001$, providing support for Hypothesis 2.

Hypothesis 3. As predicted, managerial coaching was found to be positively related to social exchange perception (H3a), β = .641, $p < .001$. The results for H3b were inconclusive due to evidence of multicollinearity between managerial coaching and socioemotional support.

Hypothesis 4. Managerial coaching was negatively related to economic exchange perception (H4a), β = -.485, $p < .001$. The results for H4b were inconclusive due to evidence of multicollinearity between managerial coaching and socioemotional support.

Hypothesis 5. The interaction between strong reciprocators (Q4) and managerial coaching on social exchange perception did not meet the requirements for statistical significance with $B = .086$, $p = .420$, and therefore H5a was not supported. The interaction between strong reciprocators (Q4) and managerial coaching on economic exchange perception was significant, with $B = -.296$, $p = .023$, supporting H5b. Figure 2 illustrates the results of the interaction between managerial coaching and reciprocity on social and economic exchange perceptions.

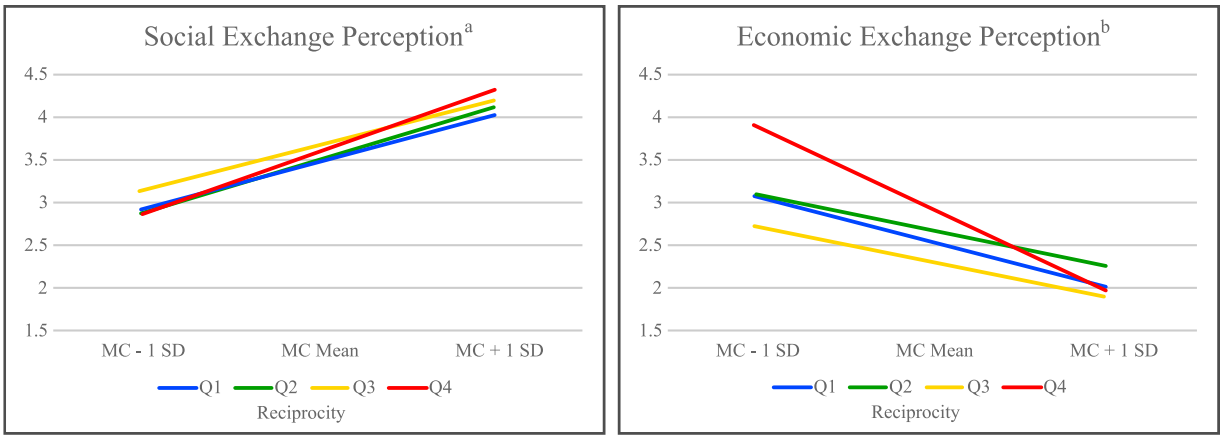


Figure 2. Illustration of the effect of managerial coaching on social exchange perception (a) and economic exchange perception (b) for each reciprocity quartile.

Hypothesis 6. The analysis of H6a and H6b was inconclusive due to evidence of multicollinearity.

Hypothesis 7. As predicted, social exchange perception was positively related to employee engagement with β = .611, $p < .001$.

Hypothesis 8. Economic exchange perceptions were negatively related to employee engagement with β = -.613, $p < .001$, providing support for H8.

Hypothesis 9. Managerial coaching was positively related to employee engagement with β = .696, $p < .001$. Therefore, H9 was supported.

Hypothesis 10. As shown in Figure 3, social exchange perception partially mediates the relationship between managerial coaching and employee engagement. Standardized bootstrap confidence intervals for the indirect effect of managerial coaching on employee engagement via social exchange perception did not include zero [.072, .284].

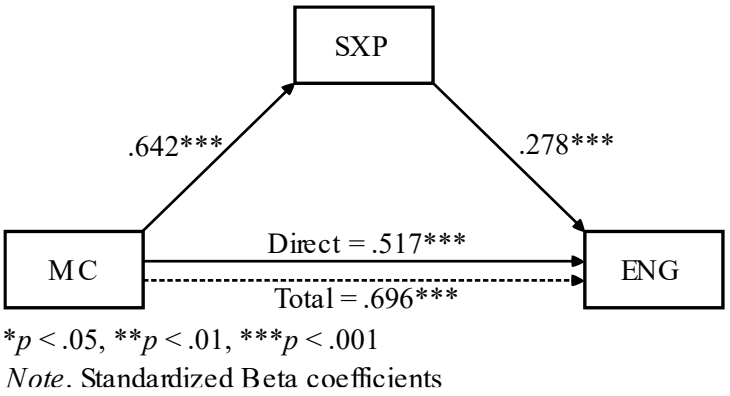
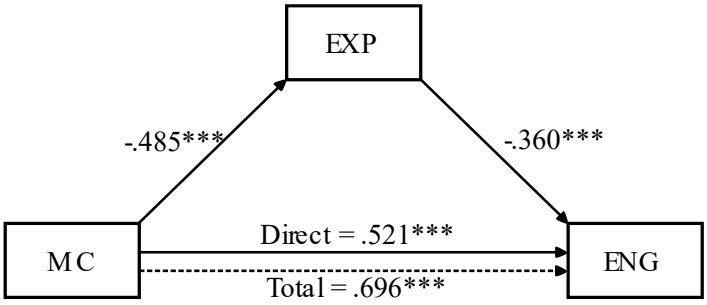


Figure 3. Social exchange perception mediates the relationship between managerial coaching and employee engagement.

Hypothesis 11. Economic exchange perception partially mediates the relationship between managerial coaching and employee engagement with standardized bootstrap confidence intervals that did not include zero [.099, .256]. Figure 4 shows the mediation path. For the full

regression results from each hypothesis, see Table 2. For mediation and moderation results, see Table 3 and Table 4.

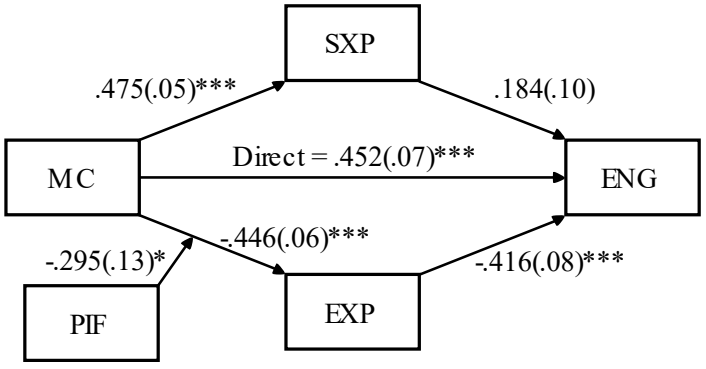


*$p < .05$, **$p < .01$, ***$p < .001$
Note. Standardized Beta coefficients

Figure 4. Economic exchange perception mediates the relationship between managerial coaching and employee engagement.

Final Model

Initially, two separate models were hypothesized, a social exchange model and an economic exchange model. However, it is crucial to realize that organizations can participate in both types of exchange (Jiwen Song et al., 2009). A parallel moderated mediation analysis was conducted to examine the mediating and moderating relationships between managerial coaching and employee engagement. Since reciprocity was not significant for the social exchange model, only the path from managerial coaching to employee engagement via economic exchange perception analyzed moderation. Figure 5 illustrates the results.



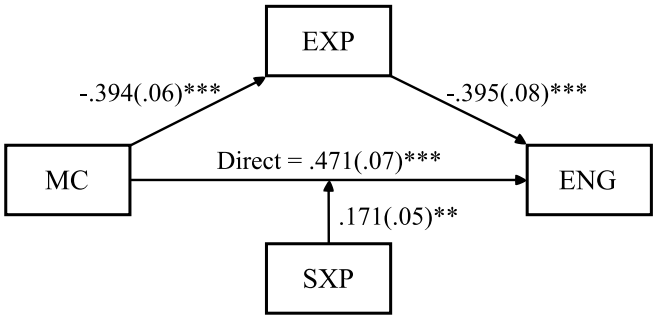
*$p < .05$, **$p < .01$, ***$p < .001$
Note. Unstandardized coefficients , standard error

Figure 5. Final moderated mediation model.

This analysis revealed that the direct paths for managerial coaching and economic exchange perception to employee engagement were significant at the $p < .001$ level. The indirect path from managerial coaching to employee engagement via economic exchange perception was also significant for all reciprocity quartiles. The index of moderated mediation was significant for Q4 reciprocity, $B = .123$, bootstrap confidence interval [.033, .244], providing evidence of moderated mediation of the indirect relationship between managerial coaching and employee engagement via economic exchange perception. However, neither the direct ($p = .065$) nor the indirect path [-.016, .190] from social exchange perception to employee engagement was significant. See Table 5 for full regression results.

Supplementary analysis

When separated, both social and economic exchange perceptions indirectly affect the relationship between managerial coaching and employee engagement. However, when combined in the same model as mediators, the relationship between social exchange perceptions becomes insignificant. This raises the question, how social and economic exchange perceptions exist and influence the relationship between managerial coaching and employee engagement within the same model? Mitonga-Monga (2020) found that social exchange moderated the relationship between ethical leadership and organizational commitment. Because organizational commitment and engagement are related work attitudes, it is possible that social exchange perceptions moderate the relationship between managerial coaching and engagement. A regression analysis was conducted to explore that possibility. Figure 6 shows the model for the supplementary analysis. The moderating effect of social exchange perception on the relationship between managerial coaching and employee engagement was statistically significant with $B = .171$, $p = .002$.



*$p < .05$, **$p < .01$, ***$p < .001$

Note. Unstandardized coefficients, standard error

Figure 6. Supplementary analysis model.

Figure 7 illustrates the interaction of managerial coaching with low, medium, and high social exchange perception. The results are listed in Table 6.

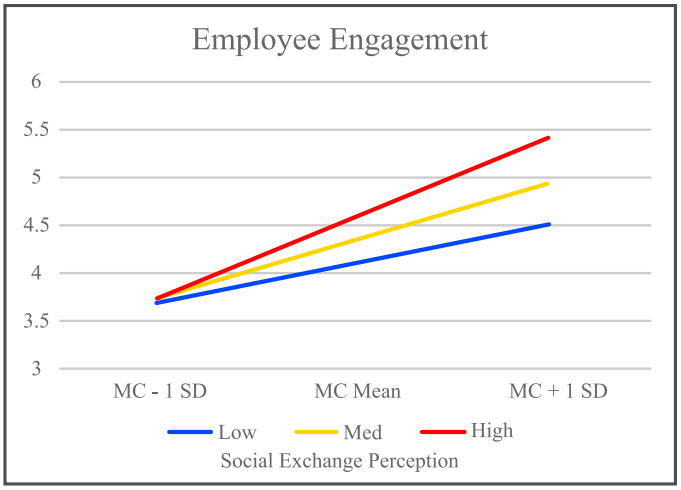


Figure 7. Illustration of the effect of managerial coaching on employee engagement for low, medium, and high levels of social exchange perception.

Discussion

This study has sought to address the recent increase in quiet quitting and turnover challenges many organizations have been experiencing (Formica & Sfodera, 2022; Gallup, n.d.; Harter, 2022). Lewin (1936) suggested that individuals respond to their perceptions of situations, not the objective reality of situations. Based on their perception of both their EOR and their manager's actions—attributed to the organization—employees form broad opinions, or exchange

perceptions, about how much the company values and cares about them, which then determines their attitudes and behaviors (Eisenberger et al., 1986; Jiwen Song et al., 2009; Jung & Takeuchi, 2019; Shore et al., 2006). This study explored the complex mechanisms regarding how managerial coaching is related to employee engagement by examining the mediating effects of the perceived nature of the employee-employer relationship on employee outcomes.

This study first hypothesized that perceived manager-provided socioemotional support would be positively related to social exchange perceptions (H1a) and negatively related to economic exchange perceptions (H1b). This study predicted managerial coaching would be positively related to socioemotional support (H2) and social exchange perception (H3a) and negatively related to economic exchange perception (H4a). The results provide support for these hypotheses.

The results of the hypotheses that included socioemotional support as a mediator (H3b, H4b, H6a-b) revealed conflicting outcomes and evidence of multicollinearity. High correlations between two or more predictors and coefficients' signs that do not match former results, such as positive to negative, indicate that the relationship between the independent variables and the dependent variables is likely to be distorted, and the interpretation of relationships will be incorrect (Daoud, 2017). The high correlation between managerial coaching and socioemotional support ($r(162) = .855$, $p < .001$), the sign change of socioemotional support when mediating economic exchange perceptions and employee engagement, and the principal components analysis showed all socioemotional support items loading with managerial coaching items are three reasons to consider multicollinearity in the hypothesized model. One explanation is that socioemotional support is inherent in managerial coaching and, therefore, not a separate construct.

Hypothesis 5 predicted that strong reciprocity would strengthen the relationship between managerial coaching and social (H5a) and economic exchange perception (H5b). The initial hypothesized model used a combined reciprocity score to assess moderation effects. However, the reciprocity scales loaded on different factors in the principal component analysis, indicating they may assess different constructs. Also, the combined reciprocity score had a high mean, low standard deviation, and low variance, 5.80, 0.85, and 0.72, respectively. McClelland and Judd (1993) point out that identifying the effects of variables with constrained distributions or low variances is difficult because those effects are frequently small. Furthermore, range or low-variance issues worsen when attempting to detect moderator effects due to the multiplied component variances.

The PIF scale had a lower mean, higher standard deviation, and greater variance, 5.75, 0.97, and 0.95, respectively, than the PR scale or the combined reciprocity score, and thus was more suitable for moderation analysis. Furthermore, it was selected because it is specific to the workplace and assesses an individual's propensity to repay a resource, not just to the exchange partner but to others they work with.

The lack of support for Hypothesis 5a may be due to a small sample size. Small sample sizes, poor statistical power, and the combined distribution of the variables used in the interaction are frequently to blame for the failure to find predicted interactions (Whisman & McClelland, 2005). The results support Hypothesis 5b, indicating that strong reciprocity influences economic exchange perceptions. Strong reciprocators agree that when receiving support or kindness in the workplace, they should pay it forward and provide support or make extra efforts toward others. However, if strong reciprocators are not receiving support or kindness, their economic exchange perceptions increase. This is supported by de Grip et al.

(2020) and Perugini et al. (2003), who state that strong reciprocators are more likely to punish a negative behavior if it increases overall fairness.

Next, this study predicted that employee engagement was positively related to social exchange perceptions (H7) and negatively related to economic exchange perceptions (H8) and that managerial coaching would be positively related to employee engagement (H9). The results provide support for these hypotheses. Hypotheses 10 predicted that managerial coaching was positively related to employee engagement via social exchange perception. Hypothesis 11 predicted that managerial coaching was negatively related to employee engagement via economic exchange perception. Both H10 and H11 were supported.

The final model simultaneously examined the direct and indirect effects of managerial coaching on employee engagement through social and economic exchange perceptions. Social and economic exchange perceptions separately mediate the relationship between managerial coaching and employee engagement; however, when modeled together, the effects of social exchange perception are no longer significant. A potential explanation is that relationships between employers and employees in work environments, are initially based on economic exchange, the employment contract, with some employers building on this foundation to create social exchange relationships with their staff (Jiwen Song et al., 2009). Social exchanges may be viewed as an extra benefit, whereas economic exchanges are expected due to the nature of an employment contract. This would also explain the results from the supplementary analysis that social exchange moderates the relationship between managerial coaching and engagement.

Theoretical Implications

Researchers have used social exchange theory to explain employee outcomes such as task performance, engagement, commitment, and organizational citizenship behaviors (Jiwen Song et

al., 2009; Kim et al., 2013; Kim & Kuo, 2015). It is reasonable to assume that employees are more likely to view employers who invest in employee development strategies as having a social exchange relationship because it conveys trust and long-term commitment on the part of the organization. However, these studies have only inferred that social exchange perceptions serve as a mediator rather than testing it (Jiwen Song et al., 2009). In addition, social and economic exchange perceptions exist simultaneously (Jiwen Song et al., 2009; Shore et al., 2006), but few studies have explicitly tested both social and economic exchange perceptions as mediators in the same model (Jung & Takeuchi, 2019; Mihail & Kloutsiniotis, 2016; Zhang et al., 2013).

Jiwen Song et al. (2009) suggest that investigating the relative importance of the different exchange perceptions would be essential to further this research. The current study contributes to the literature on employee-organization relationships and social exchange theory by directly measuring the mediation effects of social and economic exchange perceptions on the relationship between managerial coaching and employee engagement. Separately, social and economic exchange perceptions significantly mediate the relationship between managerial coaching and employee engagement; however, when assessed within the same model, the direct and indirect social exchange relationships are no longer significant. Although not anticipated, the difference in patterns of exchange perceptions influencing engagement provides further support for the distinctiveness of social and economic exchange as different constructs.

Practical Implications

If an organization is experiencing low levels of employee engagement and commitment, it could be beneficial to examine its current management practices. However, for management practices to have the desired impact on employee attitudes and behaviors, those practices must first be perceived and interpreted by employees in a way that will lead to those desired attitudes

and behaviors (Nishii et al., 2008). Factors influencing these perceptions include how managers and the organization recognize their employees' contributions and are concerned for their welfare (Eisenberger et al., 2002). This study has shown that employees who perceive their employer as focusing on social exchange resources are more engaged, whereas economic exchange perceptions are negatively correlated with engagement.

Managers play an essential role in influencing employees' perceptions regarding the organization as a whole. Employees feel valued, supported, and respected when coached (DiGirolamo & Tkach, 2019). This study found that employees exhibit more social and less economic exchange perceptions when they perceive that their manager demonstrates coaching behaviors. Managers who coach their employees have employees who are more likely to be engaged due to higher social exchange perceptions and less likely to be 'quietly quitting' due to low economic exchange perceptions. Engaged employees are more energized and motivated to focus on their tasks because they are committed to their clients, team, and profession (Tanskanen et al., 2019). According to Tanskanen et al. (2019), work engagement is highly contagious, so motivated employees serve as a major source of inspiration for others and spread that inspiration throughout their immediate work environment. To summarize, managerial coaching positively influences employee perceptions and influences work engagement. Work engagement positively influences organizational performance (Rich et al., 2010). Therefore, organizations should make greater efforts to integrate coaching into their managers' skill sets, which can ultimately positively influence organizational performance.

Limitations and Future Research

This study relied on self-reported data making it susceptible to common method bias (Podsakoff et al., 2003), which can inflate or deflate the relationship between constructs. To

minimize the impact of common method bias, survey design techniques, such as choosing established scales with different anchors and scale points and separating the predictor and outcome variables within the survey, were used (Jordan & Troth, 2020). Harman's single-factor test was utilized as a statistical strategy to detect common method bias (Podsakoff et al., 2003). Future studies could implement a time-lagged design to mitigate the potential for common method bias further. This study utilized a convenience sample that may not represent all workers. The socioemotional scale chosen for this study showed evidence of multicollinearity with the managerial coaching scale chosen. Future studies could utilize different scales to measure those variables. Finally, it is easier to detect moderation effects when participants have extreme values for both interaction variables. Therefore, researchers may consider oversampling people with extreme scores instead of randomly selecting participants (Whisman & McClelland, 2005).

In addition to the measures listed above for mitigating common method bias, handling multicollinearity, and broadening the sample to detect moderation effects better, future studies could investigate how social and economic exchange perceptions can coexist. The supplementary analysis showed that economic exchange perceptions mediate managerial coaching and employee engagement while social exchange perceptions moderate the relationship. Further research could expand on that analysis. In his dissertation, McNally (2013) identified four exchange profiles: Loyalist (high social, high economic); altruist (high social, low economic); captive (low social, high economic); and mercenary (low social, low economic). Examining the managerial coaching-employee engagement connection via the four exchange profiles could yield significant results while accounting for both exchange perceptions.

Conclusion

The findings indicate that managerial coaching has a significant relationship with perceptions of supervisor socioemotional support, social exchange perception, economic exchange perception, and employee engagement. Managerial coaching is associated with lower levels of economic exchange and higher levels of social exchange, regardless of individual reciprocity norms. However, the association between managerial coaching and economic exchange perception is much greater for strong reciprocators than others. Separately, social and economic exchange perceptions mediate the relationship between managerial coaching and employee engagement. However, when social and economic exchange perceptions were combined in the same model, social exchange perception no longer exhibits a mediating effect.

Three factors are essential to social exchange: Relationship, reciprocity, and exchange (Su & Swanson, 2019). Managerial coaching is consistent with social exchange theory and represents a social exchange relationship between a manager and employee that encourages the latter to reciprocate through performance or engagement. Reciprocity is initiated when managers coach their employees, who benefit from the coaching and respond by being engaged at work (DuPlessis et al., 2021). Over time, trust builds between organizations and their employees as each party reciprocates benefits to maintain their relationship (Su & Swanson, 2019). Managerial coaching prompts employee reciprocation and influences engagement by increasing social exchange perceptions and decreasing economic exchange perceptions.

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Table 1

Means, standard deviations, reliabilities, and correlations

Variable	Mean	SD	MC	SS	PIF	PR	REC	SXP	EXP	ENG
MC	4.72	1.30	(.97)							
SS	5.27	1.55	.855***	(.94)						
PIF	5.74	0.98	.241**	.200*	(.89)					
PR	5.85	0.89	.300***	.275***	.595***	(.83)				
REC	5.79	0.85	.301***	.261***	.932***	.848***	(.89)			
SXP	3.56	0.98	.641***	.623***	.228**	.297***	.291***	(.84)		
EXP	2.58	1.06	-.485***	-.390***	-.163*	-.178*	-.186*	-.561***	(.84)	
ENG	4.47	1.35	.696***	.525***	.196*	.202*	.229**	.611***	-.613***	(.94)

N=varies between 158 and 162 due to missing responses; *p<.05; **p<.01, ***p<.001

Note : Cronbach alpha coefficients are listed on the diagonal.

Table 2

Regression results for hypotheses

		Unstandardized Coefficients		Standardized Coefficients		
Hypothesis	Direct Path	B	SE	Beta (β)	t	*p*
H1a	SS → SXP	0.39	.039	0.62	9.99	<.001
H1b	SS → EXP	-0.27	.05	-0.39	-5.30	<.001
H2	MC → SS	1.02	.049	0.86	20.84	<.001
H3a	MC → SXP	0.48	.046	0.64	10.45	<.001
H4a	MC → EXP	-0.40	.057	-0.49	-6.40	<.001
H7	SXP → ENG	0.84	.087	0.61	9.63	<.001
H8	EXP → ENG	-0.78	.08	-0.61	-9.70	<.001
H9	MC → ENG	0.72	.06	0.70	12.11	<.001

N=varies between 158 and 162 due to missing responses

Table 3

Mediation results for hypotheses

				Unstandardized		Standardized
Hypothesis	Effects	Path	Estimate	SE	95% Confidence Interval	Beta (β)
H10	Direct effects	MC → SXP	.479	.046	[.388, .569]	.642
		SXP → ENG	.384	.099	[.188, .579]	.278
		MC → ENG	.5232	.074	[.386, .678]	.517
	Total effects					
		MC → ENG	.716	.059	[.599, .832]	.696
	Indirect effects					
		MC → SXP → ENG	.184	.057	[.072, .296]	
H11	Direct effects	MC → EXP	-.394	.057	[-.506, -.281]	-.485
		EXP → ENG	-.457	.075	[-.605, -.309]	-.360
		MC → ENG	.540	.061	[.415, .656]	.521
	Total effects					
		MC → ENG	.716	.059	[.599, .832]	.696
	Indirect effects					
		MC → EXP → ENG	.180	.042	[.100, .269]	

N=varies between 158 and 162 due to missing responses

Table 4

Moderation results for hypotheses

		Unstandardized Coefficients			
Hypothesis	Variable	B	SE	t	*p*
H5a (MC → SXP)	MC	.463	.053	8.799	< .001
	W1	-.061	.100	-.613	.541
	W2	.111	.131	0.853	.395
	W3	-.036	.140	0.259	.796
	Int1	.016	.078	0.211	.833
	Int2	-.061	.095	-.641	.522
	Int3	.086	.106	0.809	.420
H5b (MC → EXP)	MC	-.445	.064	-6.98	< .001
	W1	-.058	.121	0.479	.632
	W2	-.303	.158	-1.913	.058
	W3	.318	.169	1.878	.062
	Int1	.126	.094	1.336	.183
	Int2	.131	.115	1.137	.257
	Int3	-.296	.129	-2.304	.023

N=158

Note: Multicategorical effect coding

Q1 = base, Q2 = W1, Q3 = W2, Q4 = W3

Int1 = MC x W1, Int2 = MC x W2, Int3 = MC x W3

Table 5

Final model

Effects	Path	Unstandardized Estimate	SE	t	*p*	95% Confidence Interval
Direct effects	MC → SXP	.475	.046	10.284	< .001	[.384, .567]
	MC → EXP	-.446	.064	-6.990	< .001	[-.572, -.320]
	W1 → EXP	-.063	.121	.518	.605	[-.176, .302]
	W2 → EXP	-.298	.158	-1.880	.062	[-.611, .015]
	W3 → EXP	.323	.170	1.904	.059	[-.012, .658]
	Int 1 → EXP	.127	.094	1.347	.180	[-.059, .313]
	Int 2→ EXP	.132	.115	1.146	.254	[-.096, .360]
	Int 3 → EXP	-.295	.129	-2.293	.0230	[-.549, -.041]
	MC → ENG	.452	.070	6.465	< .001	[.314, .590]
	SXP → ENG	.184	.099	1.862	0.065	[-.011, .380]
	EXP → ENG	-.416	.080	-5.187	< .001	[-.574, -.257]
Indirect effects						
	MC → SXP → ENG	.088	.052			[-.016, .190]
Q1	MC → EXP → ENG	.170	.066			[.056, .312]
Q2	MC → EXP → ENG	.133	.046			[.052, .232]
Q3	MC → EXP → ENG	.130	.063			[.021, .268]
Q4	MC → EXP → ENG	.308	.087			[.155, .494]
Index of moderated mediation						
	W1	-.053	.040			[-.144, .015]
	W2	-.055	.049			[-.163, .032]
	W3	.123	.053			[.033, .244]

N=158

Note: Multicategorical effect coding

Q1 = base, Q2 = W1, Q3 = W2, Q4 = W3

Int1 = MC x W1, Int2 = MC x W2, Int3 = MC x W3

Table 6

Supplemental analysis

Effects	Path	Unstandardized Estimate	SE	t	*p*	95% Confidence Interval
Direct effects	MC → EXP	-.394	.057	-6.993	< .001	[-.506, -.281]
	MC → ENG	.471	.068	6.9	< .001	[.336, .606]
	EXP → ENG	-.395	.078	-5.075	< .001	[-.548, -.241]
	SXP → ENG	.244	.097	2.507	.013	[.052, .436]
	Int 1 → ENG	.171	.053	3.199	.002	[.065, .276]
Conditional direct effects						
	Low SXP	.304	.084	3.609	< .001	[.138, .471]
	Mean SXP	.471	.068	6.900	< .001	[.336, .606]
	High SXP	.637	.087	7.297	< .001	[.465, .810]
Indirect effects						
	MC → EXP → ENG	.155	.041			[.079, .240]

Test(s) of highest order unconditional interaction(s):	R^2 change	F	*p*
X*W	.025	10.233	.002

N=158

Note: Int 1 = MC x SXP

Appendix A

IRB Approval Letter



Institutional Review Board for the Protection of Human Subjects

Approval of Initial Submission – Exempt from IRB Review – AP01

Date: February 17, 2023 **IRB#:** 15552

Principal Investigator: Sara Russell

Approval Date: 02/17/2023

Exempt Category: 2

Study Title: Perception is Powerful: Managerial Coaching, Reciprocity, Employees' Perceptions, and Engagement

On behalf of the Institutional Review Board (IRB), I have reviewed the above-referenced research study and determined that it meets the criteria for exemption from IRB review. To view the documents approved for this submission, open this study from the *My Studies* option, go to *Submission History*, go to *Completed Submissions* tab and then click the *Details* icon.

As principal investigator of this research study, you are responsible to:

- Conduct the research study in a manner consistent with the requirements of the IRB and federal regulations 45 CFR 46.
- Request approval from the IRB prior to implementing any/all modifications as changes could affect the exempt status determination.
- Maintain accurate and complete study records for evaluation by the HRPP Quality Improvement Program and, if applicable, inspection by regulatory agencies and/or the study sponsor.
- Notify the IRB at the completion of the project.

If you have questions about this notification or using iRIS, contact the IRB @ 405-325-8110 or irb@ou.edu.

Cordially,

Kendra L Williams-Diehm

Kendra Williams-Diehm, Ph.D.
Vice Chair, Institutional Review Board

Appendix B

Hello,
I am pursuing a master's degree in Organizational Dynamics at The University of Oklahoma-Tulsa. I am currently recruiting participants for my research about managers' behaviors and employees' perceptions of their relationship with their organization. Would you please take a quick survey to help me with my research? **You must be 18 years of age or older, currently employed, and have worked for the same direct manager for at least four months to participate in this study**.
The survey is completely anonymous and should take 15 minutes or less to answer. The survey can be accessed by clicking the following link:
https://ousurvey.qualtrics.com/jfe/form/SV_01Wp1sKc5nnwSeG
To help me recruit additional participants for my study, please forward this link to others in your network. If you have any additional questions about my graduate program or research study, please feel free to contact me at sara.russell-1@ou.edu.
Thank you!

Appendix C

Informed Consent

Consent to Participate in Research
University of Oklahoma

Would you like to be involved in research at the University of Oklahoma?

I am Sara Russell from the Organizational Dynamics program and I invite you to participate in my research about managers' behaviors and employees' perceptions of their relationship with their organization. This research is being conducted at The University of Oklahoma-Tulsa. You were selected as a possible participant via professional networks and social media. You must be 18 years of age or older and have worked for the same direct manager for at least four months.

Please read this document and contact me to ask any questions you may have BEFORE agreeing to participate in my research.

What is the purpose of this research? The purpose of this research is to examine how managers' behaviors are related to employees' perceptions and performance.

How many participants will be in this research? About 500 people will take part in this research.

What will I be asked to do? If you agree to be in this research, you will complete a 15-minute anonymous online survey. If you agree to participate, you will answer questions about your manager and your work experience.

What are the risks and benefits if I participate? There are no risks and no benefits from being in this research.

Will I be compensated for participating? You will not be reimbursed for your time and participation in this research.

Who will see my information? There will be no information in research reports that will make it possible to identify you. Research records will be stored securely, and only approved researchers and the OU Institutional Review Board will have access to the records. The organization hosting the data collection platform has its own privacy and security policies for keeping your information confidential. There is a risk that the external organization, which is not part of the research team, may gain access to or retain your data or your IP address which could be used to re-identify you. No assurance can be made as to their use of the data you provide for purposes other than this research.

Do I have to participate? No. If you do not participate, you will not be penalized or lose benefits or services unrelated to the research. If you decide to participate, you don't have to answer any questions and can stop participating at any time.

Will my identity be anonymous or confidential? Yes. Your survey submission is anonymous, your IP address will not be collected, and this survey will recruit participants from a myriad of domains.

What will happen to my data in the future? We will not share your data or use it in future research.

Who do I contact with questions, concerns, or complaints? If you have questions, concerns, or complaints about the research or have experienced a research-related injury, please contact Sara Russell, sara.russell-1@ou.edu (PI), or Dr. Brigitte Steinheider, bsteinheider@ou.edu.

You can also contact the University of Oklahoma – Norman Campus Institutional Review Board (OU-NC IRB) at 405-325-8110 or irb@ou.edu if you have questions about your rights as a research participant, concerns, or complaints about the research and wish to talk to someone other than the researcher(s) or if you cannot reach the researcher(s).

Please print this document for your records. By providing information to the researcher(s), I am agreeing to participate in this research.

Are you 18 years of age or older? ___ Yes ___ No (If no- cannot participate)

Have you worked for the same direct manager for at least four months?
___ Yes ___ No (If no–cannot participate)

Do you consent to participate in this research? ___ Yes ___ No (If no–cannot participate)

IRB #_____ IRB Approval Date_____

Appendix D

Managerial Coaching Questionnaire

How frequently does your manager exhibit the following behaviors?

	Never (1)	Rarely (2)	Sometimes (3)	About half the time (4)	Often (5)
My manager repeats what I say in his/her own words to make sure he/she understands my point of view.	1	2	3	4	5
My manager allows me to decide the best way to complete my work.	1	2	3	4	5
My manager lets me choose what I work on.	1	2	3	4	5
My manager tells me when he/she sees I have done a good job.	1	2	3	4	5
My manager provides me with increasingly challenging work assignments as my skills grow.	1	2	3	4	5
My manager encourages me to try and take on new projects that interest me.	1	2	3	4	5
My manager asks me clarifying questions so that he/she can fully understand my point of view.	1	2	3	4	5
My manager does not interfere when I want to try new ways of doing things.	1	2	3	4	5
My manager asks questions that help me come up with my own solutions to problems.	1	2	3	4	5
My manager provides encouragement when I perform well at work.	1	2	3	4	5
My manager gives me opportunities to learn from other professionals in my field.	1	2	3	4	5
My manager goes out of his/her way to help me when I have a problem.	1	2	3	4	5
My manager asks me to elaborate on my thoughts during discussions.	1	2	3	4	5
My manager allows me to try and figure things out on my own before getting involved.	1	2	3	4	5
My manager asks questions to help me think through problems on my own.	1	2	3	4	5
My manager gives me assignments that I find challenging, but not overwhelming.	1	2	3	4	5
My manager gives me opportunities to develop new skills.	1	2	3	4	5

My manager stands-up for me when others are critical of me.	**1**	**2**	**3**	**4**	**5**
My manager expresses a genuine interest in what I have to say.	**1**	**2**	**3**	**4**	**5**
My manager gives me the freedom to make my own decisions.	**1**	**2**	**3**	**4**	**5**
My manager asks questions that help me learn how to think through challenges.	**1**	**2**	**3**	**4**	**5**
My manager assigns me work projects that allow me to use my full capabilities.	**1**	**2**	**3**	**4**	**5**
My manager encourages me to take on new challenges.	**1**	**2**	**3**	**4**	**5**
My manager shows me unconditional support.	**1**	**2**	**3**	**4**	**5**

Appendix E

Perceived Supervisor Support

Please evaluate the extent to which you agree with the following statements.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
My manager strongly considers my goals and values.	1	2	3	4	5	6	7
My manager cares about my general satisfaction at work.	1	2	3	4	5	6	7
If I did the best job possible, my manager would be sure to notice.	1	2	3	4	5	6	7
My manager show a lot of concern for me.	1	2	3	4	5	6	7

Appendix F

Pay It Forward

Please evaluate the extent to which you agree with the following statements.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
When I receive support from a colleague, I should provide support to others in the workplace.	1	2	3	4	5	6	7
When someone in the workplace makes extra efforts for me, I often start thinking what I can do for others.	1	2	3	4	5	6	7
Receiving kindness from someone in the workplace makes me feel I should do something for others.	1	2	3	4	5	6	7
When I receive someone's favor at work, I want to repay the debt by doing a favor for others.	1	2	3	4	5	6	7

Appendix G

Personal Norm of Reciprocity

Please evaluate the extent to which the following statements are true for you.

	Very untrue of me (1)	Not true of me (2)	Somewhat untrue of me (3)	Neutral (4)	Somewhat true of me (5)	True of me (6)	Very true of me (7)
I am ready to undergo personal costs to help somebody who helped me before.	1	2	3	4	5	6	7
If someone does a favor for me, I am ready to return it.	1	2	3	4	5	6	7
I go out of my way to help somebody who has been kind to me before.	1	2	3	4	5	6	7

Appendix H

Social and Economic Exchange Scale

Please evaluate the extent to which you agree with the following statements.

Social Exchange	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My organization has made a significant investment in me.	1	2	3	4	5
My relationship with my organization is based on mutual trust.	1	2	3	4	5
The things I do on the job today will benefit my standing in this organization in the long run.	1	2	3	4	5
I try to look out for the best interest of the organization because I can rely on my organization to take care of me.	1	2	3	4	5

Economic Exchange	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My relationship with my organization is strictly an economic one – I work and they pay me.	1	2	3	4	5
My relationship with my organization is impersonal – I have little emotional involvement at work.	1	2	3	4	5
I do what my organization requires, simply because they pay me.	1	2	3	4	5
I only want to do more for my organization when I see that they will do more for me.	1	2	3	4	5

Appendix I

Utrecht Work Engagement (UWES-9)

How often do the following statements describe you.

	Never (1)	Rarely (2)	Sometimes (3)	About half the time (4)	Often (5)	Very often (6)	Always (7)
At my work, I feel bursting with energy.	1	2	3	4	5	6	7
I am enthusiastic about my job.	1	2	3	4	5	6	7
At my job, I feel strong and vigorous.	1	2	3	4	5	6	7
My job inspires me.	1	2	3	4	5	6	7
When I get up in the morning, I feel like going to work.	1	2	3	4	5	6	7
I am proud of the work that I do.	1	2	3	4	5	6	7