

**Investigating the Antecedents of
Goal Commitment:
The Role of
Goal-Related Empowerment**

by

Eda Aksoy

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Eda Aksoy

and have found that it is complete and satisfactory in all respects,
and that any and all revisions required by the final
examining committee have been made.

Committee Members:

Mahmut Bayazit, Ph. D. (Advisor)

Zeynep Aycan, Ph. D.

Evrin Didem Gunes, Ph. D.

Institute of Social Sciences, Director

Date:

STATEMENT OF AUTHORSHIP

This thesis contains no material which has been accepted for any award or any other degree or diploma in any university or other institution. It is affirmed by the candidate that, to the best of her knowledge, the thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

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ABSTRACT

The study investigated the antecedents of middle-level managers' commitment to their work goals under a uniform management-by-objectives system. Commitment to three different types of goals as defined by the companies' existing system was assessed: Process, customer and finance goals. The suggested model maintained that the process of goal-related empowerment (having dimensions of perceived control, goal internalization and perceived competence) is positively related to commitment to all types of goals. Situational factors such as procedural and informational justice, goal specificity, trust in top management, transformational leadership and social influence were expected to positively predict participants' level of goal-related empowerment. The effect of goal-related empowerment on goal commitment was expected to be moderated by achievement orientation and reward expectancies tied to achievement of goals. The results showed support for most of the relationships between the situational antecedents of commitment and dimensions of goal-related empowerment. Goal internalization was significantly related to commitment to all three types of goals. Perceived control was significantly related to commitment to customer goals. Perceived competence was not related to commitment to any type of goal. Reward expectancies partially moderated the effect of empowerment on commitment to process goals, whereas achievement striving was not a significant moderator. Implications of the findings for theory and practice are discussed.

Key Words: Goal commitment, goal-setting, empowerment, justice, motivation, trust in management, transformational leadership, social influence, expectancies.

ÖZET

Bu araştırmada, orta kademe yöneticilerin, ortak bir hedeflerle yönetim sistemi çerçevesinde kendileri için belirlenmiş olan iş hedeflerine duydukları adanmışlığı etkileyen faktörler incelenmiştir. Şirketlerin mevcut sistemleri dahilinde tanımlanmış olan üç tip hedefe bağlılık değerlendirilmiştir: Süreç, müşteri ve finans hedefleri. Sunulan modelde, (kontrol algısı, hedefleri içselleştirme ve yeterlilik algısı boyutlarından oluşan) hedefsel güçlendirme süreci ile tüm hedef tiplerine adanmışlık arasında pozitif bir ilişki olduğu öngörülmüştür. Prosedürel ve bilgisel adalet, hedeflerin belirliliği, dönüşümcü liderlik, sosyal etkiler ve tepe yönetime duyulan güven gibi durumsal faktörlerin katılımcıların hedeflerine bağlılık düzeyleri ile pozitif ilişkili olacağı beklenmiştir. Hedefsel güçlendirme faktörünün hedeflere adanmışlığa olan etkisinin başarı odaklılık ve hedeflere bağlı ödül beklentileri faktörleri tarafından düzenleneceği beklenmiştir. Sonuçlar, durumsal faktörler ile hedefsel güçlendirme faktörünün boyutları arasındaki ilişkileri doğrulamıştır. Hedefleri içselleştirmenin, tüm hedef tiplerinde adanmışlık ile pozitif ilişkisi bulunmuştur. Kontrol algısı, müşteri hedeflerine adanmışlık sağlanmasında etkili olmuştur. Yeterlilik algısının hiçbir hedef tipinde adanmışlığa etkisi bulunamamıştır. Ödül beklentileri hedefsel güçlendirmenin adanmışlığa olan etkisini kısmi olarak düzenlemiştir. Başarı odaklılığın hiçbir düzenleyici etkisi tespit edilememiştir. Bulguların teorik ve uygulamaya yönelik katkıları değerlendirilmiştir.

Anahtar Sözcükler: Hedeflere adanmışlık, hedef belirleme, güçlendirme, motivasyon, adalet algısı, yönetime duyulan güven, dönüşümcü liderlik, sosyal normlar, beklentiler.

DEDICATION

*To my dad
who will forever remain in my heart...*

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The writing of this thesis has coincided with some of the hardest times of my personal life. This has, once again, showed me that real life and empirical studies are very much alike: No matter how much we try to take all relevant factors into consideration and make accurate predictions, there are always some confounds that influence the end results, either due to our own inability foresee them or to our lack of control. Yet, instead of diving into frustration, success in science as well as in life depends on our ability to make our way through the difficulties without losing the sight of our goals.

There are many individuals who have directly or indirectly contributed to the writing of this thesis. I would like express my gratitude to all of them. Yet again, I am limited by the boundaries of my memory and this page.

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My dear sister, Dr. Hande H. Tuncer, has always been with me mentally and emotionally if not physically. Not everyone has as big shoes to fill as me, considering her brilliant mind, maddening determination and endless thirst for knowledge. I feel so incredibly honored to have her as my sister.

Everyone owes gratitude to his/her mother, but I owe mine twice as much. Dr. Gülser Hayırlıoğlu, my mother, has given me life and saved it for me countless times. If it wasn't for her... well, let's just say that I wouldn't even want to think about that. I don't know how to thank her for being the most self-sacrificing and caring mother in the world. I truly am so unbelievably lucky.

My father, Prof. Dr. Tahir Hayırlıoğlu, may not physically be able to see where I've come today. But, in a way, he doesn't need to, as he just knew it all along. He always had high expectations of me and he trusted in me like no other. This has always been my source of power and motivation. It will be my life's mission to continue his never-ending quest to ask questions and find ingenious answers, to be resourceful under even the most primitive conditions, to courageously state what is true and honorable no matter how powerful the opponents are and always lend a helping hand to those in need without expecting a return.

My beloved husband, Ahmet Aksoy, has given me love and support. It is my hope that I will always be lucky enough to have him beside me.

And everyone else whose names are in my heart but not on paper... Thank you for being a part of my life.

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Eda Aksoy

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Chapter 1

INTRODUCTION

The purpose of the present study is to investigate the situational antecedents of commitment to assigned personal business goals in a field setting and examine the relationship between employees' empowerment levels regarding their work goals with their level of commitment to those goals.

Goal commitment, which is a central construct in goal theory, refers to an individual's determination to try for a goal, whether it is self-set, participatively set or assigned (Locke, Shaw, Saari, & Latham, 1981). Individuals who are committed to their goals are likely to persist in their efforts over time in order to reach their goals and would be unwilling to abandon or to lower their goals (Hollenbeck & Klein, 1987). Goal commitment, in terms of content, may be seen as similar to the construct of goal acceptance. Goal acceptance signifies the reasonableness and personal acceptability of an assigned goal and has been identified in the literature as distinct from, but related to goal commitment (Renn, Swiercz, Danehower & Icenogle, 1999). Hollenbeck and Klein (1987) have indicated that goal commitment is a more significant construct than goal acceptance because it entails being "bound to a standard" (p. 212). Thus, unlike goal acceptance, it necessitates the employees to show long-term effort and persistence to reach their goals.

While there have been numerous studies in the past investigating and listing many important variables that influence goal commitment and attainment, studies that endeavor to reveal the inner-workings of the mechanisms that lead to goal commitment have been few. Goal-setting theory (Locke & Latham, 1990) has mentioned the importance of goal commitment in achieving high goal performance, but mainly focused its research attempts on investigating the effects of goal characteristics (such as difficulty and clarity) on performance and never really delved on how goal motivation emerged in organizations. In their meta-analytic study, Wofford, Goodwin and Premack (1992) have stated that “the role of goal commitment has been discussed in motivational literature but has not had the quantity or the consistency in research results that has been reported for the goal level-performance relationship” and called for more wholesome study of the antecedents and consequences of goal commitment within the body of goal setting theory (p. 595-596). Expectancy theory (Vroom, 1964) was another approach that researchers adopted in examining goal related attitudes and behaviors. Hollenbeck and Klein (1987) have put forward a list of situational and personal factors that act as antecedents of either attractiveness or expectancy of goal attainment, which in turn produce goal commitment. However empirical tests of the expectancy theory based cognitive processing model have been scarce. (The models proposed by goal setting and expectancy theories will be discussed in detail in Chapter 2.) Overall, literature on goal theory shows that further empirical research focusing on the mechanisms through which employees develop the motivation to work towards their work goals within their organizations is needed. One of the main aims of this study is to investigate the means

through which situational antecedents in the workplace lead to goal commitment in employees. In the current study, it is suggested that empowerment regarding work goals can act as a cognitive state that leads to employees' commitment to their goals.

While there is adequate body of research regarding the antecedents of goal commitment, most of these findings come from experimental studies conducted with student participants. Wofford et al.'s meta-analytic study has covered literature from 1967 to 1990 and utilized results 78 studies on goal theory. Among these studies, 91 percent was reported as experimental designs, 78 percent was conducted in a lab setting and 70 percent utilized student samples. While the commonly used lab study methodology is practical and useful when investigating the causal relationships regarding the mechanical aspects of goal processes such as goal characteristics, it may have some significant limitations regarding external validity, especially when dealing with variables involving social interactions, such as group norms, leadership and trust. It is among the primary goals of this study to investigate these commonly referred factors in an organizational setting using real-life work goals readily pursued by employees. Such a study would be a worthy contribution to the existing body of academic literature by providing empirical evidence with higher external validity.

The current study has been conducted with middle level managers working in several large firms operating under the same large Turkish holding. These firms have all adopted the same management-by-objectives system which utilized a top-down cascading of corporate goals to employees at the lower organizational levels.

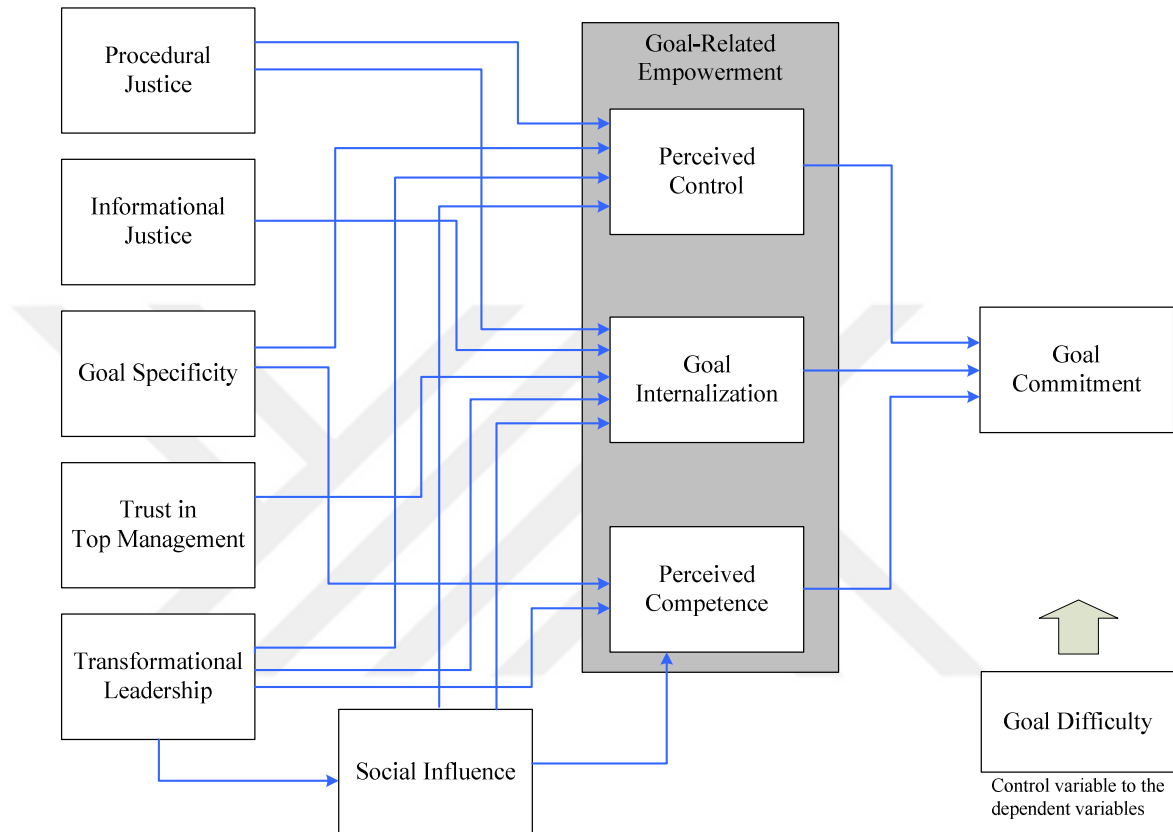
Participating managers were from all departments within these firms and have recently received their yearly work goals at the time of the study.

The hypothesized model in the current study focuses on the influence of perceived fairness, goal specificity, transformational leadership, trust in top management and social influence of peers on how "empowered" employees feel about their goals. The current study has customized and applied the empowerment construct to goal related contexts for the first time in literature. Also, apart from the relationships presented in the model, two variables, one situational and the other personal, are expected to moderate the relationship between goal-related empowerment and goal commitment. These are reward expectancies and achievement motivation. The hypothesized model is presented in Figure 1.1.

1.1 Importance of Goal Commitment in Achieving Employee High Performance in Management by Objectives Systems

As goal setting theory has shown, setting goals is essential in enforcing high performance among employees. As a key element in goal theory, ensuring employee commitment to goals is critical in achieving high work performance, especially when individuals are faced with challenging goals (Locke & Latham, 2002). Our accumulated body of knowledge on employee motivation assures that commitment is, while not sufficient, a necessary condition for goal-directed behavior to take place, especially when employees are faced with challenging tasks and work demands in the competitive

Figure 1.1. Hypothesized Model of Goal Commitment



world of business (Locke & Latham, 1990). Besides impact on performance, employee goal commitment is important also in ensuring the healthy operation of one of the most widely used management methods in business: Management-by-objectives (MBO).

MBO approach aims to help organizations reach their goals by motivating employees in the right direction. To do this, personal work goals are set in alignment with top-level organizational objectives. Specifically, “organizational objectives are cascaded down through each management level, to ensure that attaining goals at each level will help to reach the objectives of the next-highest level and finally company goals” (Antoni,

2005). Such programs are established not only to boost employee performance, but also to be used as a steering wheel and guide the organization in the desired direction. Also, they often serve as an equitable means of compensating employees. When employees have low commitment to their goals, they would be more willing to give up on their goals or try to lower their goal levels when goal difficulty is high. This constitutes a major detriment to MBO programs since the widespread emergence of such lack of employee commitment to goals would endanger the attainment of organizational objectives. Therefore, it is important for organizations to recognize the factors that lead to goal commitment and manage the organizational level factors in such ways that will maximize employees' commitment to goals.

The current study has aimed to enable practitioners to have a better understanding of contributors to high levels of employee commitment to work goals. The contextual factors to be investigated can help determine the types of social environments that organizations should aim to create in order to enhance employee commitment to their goals. Through this improved understanding, practitioners can develop guidelines in designing and implementing organizational intervention programs (e.g., training, coaching, HRM practices) to augment the surfacing of the commitment attitude towards work goals throughout their organizations.

Chapter 2

LITERATURE REVIEW

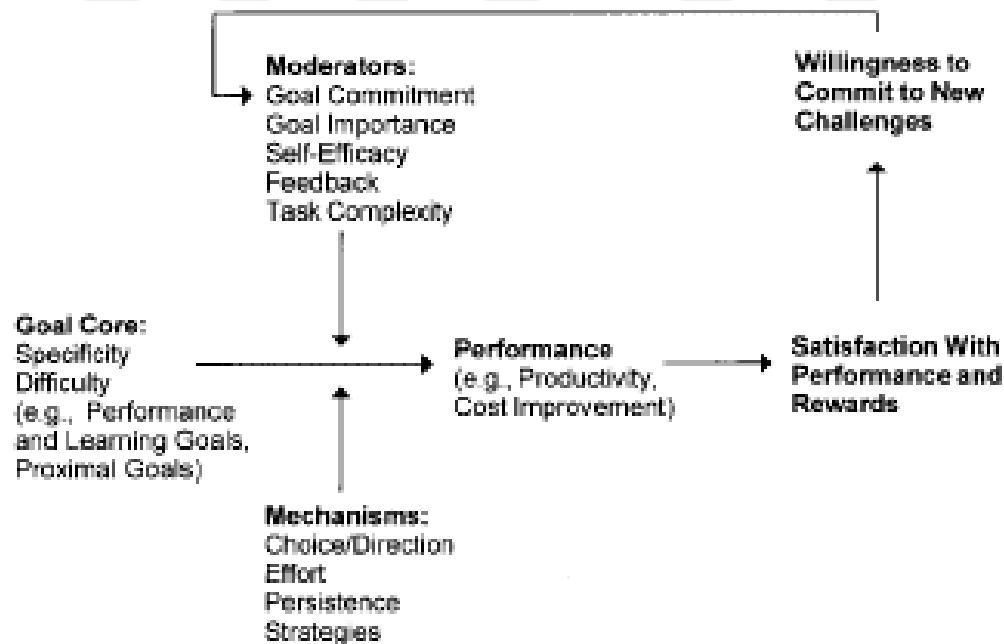
2.1 Overview of the Goal Commitment Literature

2.1.1 *The Role of Goal Commitment in Goal Setting Theory*

Goal commitment construct is an integral part of goal setting theory, as proposed by Locke and Latham (1990). The main premise of goal setting theory is that “task performance is regulated directly by the conscious goals that individuals are trying for on the task” (p. 240). Researchers interested in goal setting theory have typically conducted experimental studies that focus on the “core properties of an effective goal”, such as goal specificity and difficulty (Locke & Latham, 2002). Wide array of research conducted on goal setting theory suggests one clear finding which constitutes the backbone of goal setting theory: Clear and challenging goals (whether they are self-set or assigned) result in higher levels of performance than vague and “do-your-best” type of goals (Locke & Latham, 1990). This relationship between goal difficulty and goal performance is found to be moderated by goal commitment (Tubbs, 1993). High performance is deemed possible only when individuals are highly committed to difficult goals (Locke & Latham, 2002). Locke, Latham and Erez (1988) stated, "It is virtually axiomatic that if there is no commitment to goals, then goal setting will not work" (p. 23).

In goal setting theory, goal commitment is only one of the moderating factors in the relationship between characteristics of the goals and performance. The other moderating factors proposed are goal importance, self-efficacy, feedback and task complexity. While Locke and Latham have acknowledged that these other moderating factors also influence goal commitment, the nature of these relationships has not been explicated in their model. Another set of researchers have taken on the task of investigating the effects of these and other variables on goal commitment, using an expectancy theory framework.

Figure 2.1. Locke and Latham's (2002) Model of High-Performance Cycle



2.1.2 Expectancy Theory Based Approach to Goal Commitment

Hollenbeck and Klein (1987) took an alternative approach to studying goal processes. As in goal setting theory, they also recognized goal commitment as a key factor in the goal attainment processes. So much so that they focused their studies in exploring the antecedents of goal commitment, an area that previous goal setting studies failed to address. In line with the proposition of goal setting theory, they have developed a model of goal commitment that depicted goal commitment as a moderator of performance. However, instead of looking at the impact of goal characteristics, they chose to direct their attention to examining the antecedents of commitment to difficult goals utilizing an expectancy theory framework (Vroom, 1964). According to this theory, individual's motivation to show enhanced effort in a particular task is determined by perceptions of (a) expectancy (i.e., effort-performance link) and (b) instrumentality (i.e., performance-reward link) and (c) valence (i.e., value of rewards). Drawing on this conceptualization, Hollenbeck and Klein have suggested that a person relies on his or her subjective probability of success (i.e., expectancy) and anticipated satisfaction from reaching the targeted performance level (i.e., attractiveness) in order to determine the level of goal commitment (Tubbs & Dahl, 1992). They further explained the various situational and personal factors (i.e., secondary antecedents) that lead to goal commitment through their effects on expectancy or attractiveness of goal attainment.

Hollenbeck and Klein's (1987) initial conceptualization was followed up by some empirical studies that provided data to support this model. In an experimental study, Hollenbeck, Williams and Klein (1989) examined four of the factors proposed in

the original conceptualization (publicness, goal origin, need for achievement, and locus of control) and found empirical support for all four variables as determinants of goal commitment. In another experimental study, Klein and Wright (1994) partially tested Hollenbeck and Klein's (1987) expectancy and attractiveness mediated model with four variables (i.e., reward structure, social influence, type-A behavior and self-esteem). They have found that expectancy of goal attainment was significantly related to goal commitment but attractiveness was only marginally related. Secondary antecedents of monetary incentives significantly influenced attractiveness of goal commitment and social influence (i.e., normative information regarding have others performed) significantly influenced expectancy of goal commitment. Wofford, Goodwin and Premack (1994) conducted a meta-analysis of 78 goal-setting studies and have found that self-efficacy ($d_c^1 = .82$, 95 % C.I. $^2 = .3$ to 1.4), expectancy of goal attainment ($d_c = .62$, 95 % C.I. = .1 to 1.1), and task difficulty ($d_c = 1.05$, 95 % C.I. = 1.1 to 1.1) had large positive effects on goal commitment, whereas task complexity had a large negative effect ($d_c = -.71$, 95 % C.I. = -1.4 to 0) on goal commitment. Another meta-analysis carried out by Klein, Wesson, Hollenbeck and Alge (1999), using 83 independent samples, investigated the impact sizes of 32 secondary antecedents mentioned in the literature. They have found moderate sized positive relationships between goal commitment and expectancy of goal attainment ($r_c^3 = .36$, 95 % C.I. = .26 to .39), attractiveness of goal attainment ($r_c = .29$, 95 % C.I. = .18 to .34) and motivational force ($r_c = .33$, 95 % C.I. = .06 to .54), providing support for the

¹ Mean corrected d values.

² 95 percent confidence interval.

³ Mean corrected correlation.

expectancy theory based model. They have obtained significant effect sizes for ability, volition, goal specificity, task experience, and feedback. Also they reported significant correlations between goal commitment and many secondary antecedents that appear in literature, i.e., strategy development, incentives, need for achievement, social influence, supervisor supportiveness, explicitness and publicness of goals.

Aforementioned studies mainly investigated factors that involved experimental manipulations in laboratory settings. The current study investigated the situational factors that are at play in organizational settings during goal setting and attainment processes, such as justice, leadership, trust and social influence. The effects of these situational factors on goal commitment are studied through their effect on empowerment, which acts as another expectancy related process that enhances expectancy and attractiveness of goal attainment (further described in section 2.4).

2.2 Empowerment as a Goal-Related Motivational Process

The literature on employee motivation recognizes employee empowerment as an important factor that has various individual and organizational level outcomes such as employee satisfaction, involvement and organizational commitment (Menon, 2001). Menon (2001) has indicated that employee empowerment, as a state, is a “cross-sectional snapshot of certain employee cognitions” (p. 157) such as perceptions of self-efficacy and control at work. Spreitzer (1995) has identified empowerment as an “active orientation to work role” that signifies individuals’ perceptions about their ability to

shape their work roles or contexts (p. 1444). Conger and Kanungo (1988) have identified empowerment as a motivational process that enables employees by “creating conditions for heightening motivation for task accomplishment through the development of a strong sense of personal efficacy,” which includes, but also goes beyond, the delegation of responsibility and knowledge sharing (p. 474).

Conger and Kanungo (1988) deliberated on the empowerment process from the expectancy theory perspective. They have suggested that empowerment is a process that boosts individuals’ expectancy perceptions. Empowered individuals “develop a ‘can do’ attitude regardless of hopes for favorable performance outcomes” (p. 476). Hollenbeck and Klein’s (1987) model of goal commitment also mentioned the importance of attainment expectancies in the emergence of goal commitment. Therefore, among the goal-related motivational processes, empowerment, as a process and a state, may be the key in creating the psychological readiness to show effort and persistence in work goals. Empowerment enables employees to effectively tackle their work goals and paves the way to ensuring employee commitment to goals. The concept of goal-related empowerment, as introduced by the current study, aims to capture a state of human consciousness that is characterized by willingness to take action to reach the desired ends and being ready to take on challenges without the need for coercion. Employees, who feel adequately empowered to embark upon their challenging work goals, would ultimately reach the state of commitment, given that various other situational (e.g., factors that affect instrumentality and valence perceptions) and personal factors (e.g., personality traits) are favorable. Furthermore, it is possible to see this specific

operationalization of empowerment as similar to the applications of this construct to various different contexts (e.g., teaching, learning, healthcare, nursing, community decision-making) in the literature.

Empowerment is a multidimensional construct. Based on Conger and Kanungo's (1988) conceptualizations, Thomas and Velthouse (1990) has identified empowerment as a form of intrinsic motivation composed of four work-related cognitions: Meaningfulness, competence, choice and impact. Spreitzer (1995) has developed a measure of empowerment based on these four dimensions. Meaning was identified as "the value of a work goal or purpose, judged in relation to an individual's own ideals or standards" (p. 1443). Competence was synonymous with self-efficacy, which is an individual's belief in his or her own abilities to perform a task or reach a goal. Self-determination (which corresponded to choice) represented an individual's perception of "choice in initiating and regulating actions" (Spreitzer, 1995, p. 1443). Lastly, impact constituted the amount of influence an individual has on job related outcomes.

Another measure of empowerment was later developed by Menon (2001), which is composed of three instead of four dimensions. With this new measure, Menon aimed to provide an alternative tool for assessing employee empowerment that captures the empowering nature of leadership, which he indicated as lacking in Spreitzer's measure. The current study has utilized Menon's measure to capture empowerment. According to Menon's (2001) conceptualization of the construct, *perceived control* dimension of empowerment involves moving the decision making authority down in the organizational hierarchy, facilitation of delegation, which enables employees to make

their own work-related decisions. This dimension corresponds to Thomas and Velthouse's (1990) impact and choice cognitions (Menon, 2001). Within the context of goal setting processes, perceived control involves the belief of employees that they can impact matters regarding their work goals in the work group, during both the goal setting and attainment processes. *Perceived competence* dimension is similar to self-efficacy beliefs. It comprises employee feelings that they have the necessary knowledge, skills and abilities to accomplish their work goals. Finally, *goal internalization* dimension involves perceiving a valued cause and embracing of the goals and mission of the organization by the employees. The presence of this last component provides the "energizing power" that employees need for them to strive for achieving their work goals (Menon, 2001, p. 160). Goal internalization is separate from the goal commitment construct in that the motivational power of overall organizational-level goals (as they are perceived by individuals) are assessed rather than the specific yearly work goals of individual employees.

Menon has examined the relationships between dimensions of his and Spreitzer's empowerment measures, using data from 355 business students in Canada (2001). The results showed that the perceived control dimension correlated very highly with Spreitzer's impact and self-determination dimensions (with correlations of .75 and .53, respectively). The perceived competence dimension had a correlation of .66 with Spreitzer's competence dimension. Goal internalization dimension, which is unique to Menon's measure, is most closely associated with Spreitzer's meaning dimension ($r = .48$), followed by impact ($r = .40$).

2.3 Situational Antecedents of Goal-Related Empowerment

As previously indicated, past studies about goal motivation have investigated factors that involved experimental manipulations in laboratory settings, such as goal characteristics. The present field study has aimed to investigate the impact of goal-related empowerment on goal commitment. Thus situational factors that are most likely to influence employees' perceptions of empowerment during goal setting and attainment processes within the participating firms have been utilized. In these firms, the formal MBO system demands participative goal-setting meetings to be carried out, but the execution of these meetings has not been uniform throughout the firms and departments. These have been, in part, attributed to the differing levels of support shown by supervisors and top management to the established goal system. Thus, the perceived properties of actual goal-setting procedures have been expected to show variance across participants. Procedural justice perceptions have been expected to be a predictor of level of perceived control regarding work goals. Informational justice has been expected to enhance the supply of information available to the employees, thereby ensuring better grasping and internalizing of organizational goals. Setting of specific goals and transformational leadership have been expected to enhance perceived competence regarding goals. Trust in top management has been considered to influence goal internalization. Lastly, social norms have been expected to be related to all empowerment dimensions. Further descriptions of the theoretical links between these antecedents and empowerment dimensions are presented in the following sections.

2.3.1 *Procedural Justice*

Procedural justice construct has its roots in the conceptualization by Thibaut and Walker (1975), in which process and decision control is at the heart of the construct. Process control was later labeled as voice, which refers to the freedom to present one's arguments about a decision. Decision control represents the ability to influence the actual outcome itself (Colquitt, 2001). Later on, Leventhal (1980) put forward some additional criteria for procedural justice. He indicated that, for a set of procedures to be considered as fair, they should:

- (a) be applied consistently across people and across time, (b) be free from bias (e.g., ensuring that a third party has no vested interest in a particular settlement),
- (c) ensure that accurate information is collected and used in making decisions,
- (d) have some mechanism to correct flawed or inaccurate decisions, (e) conform to personal or prevailing standards of ethics or morality, and (f) ensure that the opinions of various groups affected by the decision have been taken into account (Colquitt, Conlon, Wesson, Porter, & Ng, 2001, p. 426).

Later on, Colquitt (2001) incorporated both Thibaut and Walker's process control and Leventhal's other fairness aspects into a unified procedural justice construct. The current study has also followed Colquitt's all-inclusive conceptualization of procedural justice.

The conditions that ensure fairness of organizational procedures are also important in the process of individual goal-setting and for the outcomes of this process. When the procedures through which the goals are set do not conform to the above

conditions, employees are likely to view this process as unfair, which may lead them to be unmotivated by the resulting goals.

Dispute exists in the goal setting literature as to whether participation in the setting of the goals has an impact on the amount of commitment individuals have. Based on their previous studies, Locke and Latham have concluded that the effect of goal source (assigned vs. self-set vs. participatively set goals) on goal commitment is insignificant (Locke & Latham, 2002), whereas studies conducted by Early, Erez, Arad and Kanfer have produced contradictory results (Earley & Kanfer, 1985; Erez & Arad, 1986; Erez & Kanfer, 1983). In a joint study by Latham, Locke and Erez (1988), the reasons behind different results were investigated. The results revealed that the main reason for the difference was that Erez gave very brief tell instructions to her assigned goal subjects, whereas Latham used a “tell and sell” approach. Participative goal setting and the tell-and-sell styles had similar effects on goal commitment and performance whereas just telling participants their goals resulted in lower goal commitment and performance. The authors have concluded that, participation, in and of itself, does not have a motivational effect. Assigned goals may be as motivating to employees as self-set goals, if the individuals are able to observe mentality behind goals (Latham, Locke, & Erez, 1988; Locke & Latham, 2002). In that sense, the process of goal setting need not be executed entirely by the employees themselves. However, the manner in which the goals are set carry importance in ensuring their embracement by employees. To gain the compliance of employees, which is the necessary in obtaining commitment, it is necessary that employees (a) fully understand the goals, (b) believe that their goals are

consistent with organizational goals and with their own personal interests, and (c) are mentally and physically able to comply with the assignment (Latham et al., 1988). The actual goals may be set in line with the demands of the management, but it is important that the procedures implemented while setting the goals yield the perception that accurate, unbiased information and ethically sound principles were utilized in a consistent manner during the process (Leventhal's procedural justice criteria).

In the present study, as part of a structured MBO system, personal-level work goals were supposed to be determined participatively through goal-setting meetings, but the content of goals were guided by a top-down goal cascading system where supervisors and subordinates goals must be aligned. While the formal system called for these meetings, actual levels of employee participation and methodologies used in goal setting varied across departments on the basis of preferences of the supervisors and the time available to the parties. Thus, significant differences in justice perceptions were expected across participants who were subjected to different goal-setting procedures.

With regard to the implications of Thibaut and Walker's process and decision control items, the more individuals are involved in the process of goal setting, the more likely that they will view the procedures and outcomes of goal setting as fair and personally meaningful. When a goal setting process allows employees to voice their concerns and impact the resulting decisions, employees have more personal control over their goals. This control is likely to result in goals that more clearly define employees' boundaries of authority and control while working towards their goals. Thus, execution of fair procedures –specifically, allowing employees to engage in the goal setting

process- are likely to result in higher levels of empowerment, in the form of perceived control over goals.

Due to the fact that control aspects of procedural justice are more pronounced, this type of justice was expected to predominantly predict perceived control rather than informational justice.

Hypothesis 1: Employees' procedural justice perceptions regarding the goal setting process are positively related to the perceived control dimension of goal-related empowerment.

A prevalent way of looking at organizational justice issues is through the viewpoint of *social exchange theory*, which focuses on the evaluation of returns that people expect to receive by their voluntary actions (Blau, 1964). From this perspective, an organization's fair treatment of its employees is thought to initiate an employment relationship that facilitates the reciprocation of good deeds of the organization (or its agents) (Aryee, Budhwar, & Chen, 2002). This reciprocation can be in form of various employee work attitudes and behaviors such as outcome or job satisfaction, trust, organizational commitment, acceptance of authority and organizational citizenship behaviors (Colquitt et al., 2001).

The main premise of organizational justice is that fair procedures enhance employee acceptance of organizational outcomes (Latham & Pinder, 2005). This is due to the fact that employees see implementation of a particular process as a representative of the entire organization (Cohen-Charash & Spector, 2001). It is indicated that "when a

process leading to a certain outcome is perceived to be unfair, the person's reactions are predicted to be directed at the whole organization, rather than at his/her tasks or the specific outcome in question" (Cohen-Charash & Spector, 2001, p. 281). When employees observe a trustworthy and favorable practice in behalf of the organization, their positive impressions are likely to pervade their impressions of the organization in general. They are then likely to reciprocate this good-will by adopting positive attitudes towards organizational outcomes, such as showing enhanced acceptance of and commitment to organizational decisions and practices.

With regard to the process and decision control part of the procedural justice construct, employees who had more chance to participate in the goal setting process are more likely to develop a better understanding of the reasons that underlie the decisions made regarding work goals. This insight about the organizational objectives that drive individual goals is especially important in MBO systems that utilize top-down distribution of organizational objectives. In the literature, procedural justice has been associated with organizational-referenced outcomes, such as enhanced perceptions of employee commitment to organizations (which includes internalization of organizational goals) (Aryee, Budhwar, & Chen, 2002; Colquitt, 2001; Colquitt et al., 2001). Within the context of goal setting, fair procedures are similarly expected to be related to enhanced internalization of organizational goals. When employees can thoroughly understand, believe in the accuracy and ethicality of the information and procedures used during the goal setting process, they are more likely to view the goals

of the organization as fair, accurate and meaningful, which is essential in goal internalization.

Hypothesis 2: Employees' procedural justice perceptions regarding the goal setting process are positively related to the goal internalization dimension of goal-related empowerment.

2.3.2 *Informational Justice*

Informational justice comprises the information supplied to people by their supervisors to explain the reasons underlying the procedures used or the distribution of outcomes (Colquitt, 2001). Within the context of goal setting processes, this type of justice indicates whether the supervisor has adequately explained to the employee the rationale behind the set goals and the method used in determining them. In line with the assertions of Latham, Erez and Locke (1988), this passing on of information by the authority figures is essential in ensuring employee commitment to goals. Early (1985) has found that providing information about how to work on a task and providing a rationale for the importance of a goal resulted in better performance. This process is likely to be mediated by goal-related empowerment. Spreitzer (1996) indicated that access to information, which is what supervisors enhance through informational justice, is important in making the employees feel empowered and found a significant relationship between access to information and the meaning dimension of empowerment. Access to information within organizations is suggested to facilitate "sense-making" (Weick, 1979) and provide meaning and purpose (Conger & Kanungo,

1988). Thus, the supply of information by supervisors about goals is likely to induce greater internalization of goals for employees. Li and Butler (2004) have found that interactional justice (which contains informational justice) mediates the effect of providing goal rationales on goal commitment. They have also found evidence indicating that providing rationales to employees is particularly important in ensuring commitment to goals especially when goals are assigned rather than participatively set (a combination of the two are utilized in the sample of the current study). Thus, it is expected that, the act of providing necessary rationale and information by the supervisors enhances employee's understanding and embracement of organizational goals.

Hypothesis 3: Employees' informational justice perceptions regarding the goal setting process are positively related to the goal internalization dimension of goal-related empowerment.

2.3.3 *Goal Specificity*

As one of the key attributes of goals in goal setting theory (alongside goal difficulty), goal specificity signifies "setting forth clear, explicit goals toward which the job incumbent is to work" (Steers & Porter, 1974, p. 436). Holding goal difficulty constant, goal specificity "reduces variation in performance by reducing the ambiguity about what is to be attained" (Locke & Latham, 1990, p. 706). The construct is a well researched variable in terms of its relationship with goal commitment and performance. Chidester and Grigsby's (1984) meta-analysis has looked into 22 correlational and

experimental studies that tested the goal specificity-performance relationship and found a moderately positive relationship ($r_c = .31$). Klein et al.'s (1999) meta-analysis examined seven studies and reported a rather small but positive effect size for goal specificity-goal commitment relationship ($r_c = .19$, C.I. = .04 to .21).

Employee empowerment in organizations in general necessitates sharing of work-related information and elimination of any ambiguities with regard to responsibilities and boundaries of authority. Spreitzer has indicated that, presence of role ambiguity, indicated by employees' lack of knowledge with regard to the extent of their authority and what is expected of them, may lead to hesitation to act (i.e., lack self-determination) and feeling of inability to make a difference (i.e., lack impact) (1996). In fact, Spreitzer has found that role ambiguity has a significantly negative relationship with impact and self-determination dimensions. These two dimensions of Spreitzer's empowerment construct (i.e., self-determination and impact) correspond to Menon's (2001) perceived control dimension. Thus, employees' perceptions regarding the ambiguity of their jobs are likely to be negatively related to their perceptions of control over their jobs. This particular relationship may also be true when applied to the goals aspect of the job. For employees, lack of necessary knowledge and understanding of what is expected of them with regard to their goals (i.e. low goal specificity) is related to perceptions of low control over goal-related matters.

Hypothesis 4: Goal specificity is positively related to the perceived control dimension of goal-related empowerment.

Conger and Kanungo (1988) have identified lack of role clarity as one of the factors that lead to potential lowering of self-efficacy belief. Spreitzer has indicated that “clear task requirements and low levels of uncertainty are purported to be related to feelings of competency because individuals understand what needs to be done” (1996, p. 487) and reported a significant negative correlation between the role ambiguity and competence dimension of her empowerment construct. Again, based on the similarity of the constructs and processes in effect, such a relationship is expected to be present between goal specificity and perceived competence regarding goals.

Hypothesis 5: Goal specificity is positively related to the perceived competence dimension of goal-related empowerment.

2.3.4 Trust in Top Management

Trust has been defined by Cook and Wall as “the extent to which one is willing to ascribe good intentions to and have confidence in the words and actions of other people” (1980, p. 39). While the importance of trust within organizations are widely acknowledged, empirical support for its relationship with and explanations regarding how it effects performance and organizational effectiveness are relatively lacking in the literature (Dirks & Ferrin, 2001; Mayer & Gavin, 2005; McCauley & Kuhnert, 1992). Trust is multidimensional and can differ with respect to its object. In organizational settings, peers, subordinates, supervisors are various parties that may be the object of trust. McCauley and Kuhnert have identified a trust in top management construct which is geared to assessing trust felt towards group of persons at or near the top of the

organizational chart (1992). Top managements make critical decisions that shape the organizational culture, policies, strategies and financial outcomes. Having such an influential role in the life of an organization and its members, top management teams are constantly at the center of attention. McCauley and Kuhnert have indicated that “employees constantly monitor the work environment in order to assess whether they will trust top management or not” (p 270). In line with social exchange theory (Blau, 1964), if employees believe that the top management views the employees as trustworthy, they are likely to reciprocate that trust.

In the present study the effect of trust in top management on employee empowerment is investigated for two reasons: Firstly, the goals of business units and departments were determined in strict coordination with the organizational level goals that were set by the firms’ top managements. Thus, the amount of trust that employees have towards those who set these goals is likely to influence their level of belief in the organizational goals as well as individual-level goals. Secondly, the participants of this study are middle level managers who were likely to be in closer contact with the members of the top management than employees who are positioned lower in the organizational hierarchy. These middle level managers receive their work goals through goal-setting meetings where the opinions and actions of the top management are communicated to them. Hence, they are more likely to develop a strong understanding of how the decisions of top management influence the goals of the organization and employees, causing their trust towards these individuals have more weight in their perceptions regarding the effectiveness of goals.

Mayer and Gavin have suggested that trust involves a “willingness to be vulnerable to another party when that party cannot be controlled or monitored” (2005, p. 874). Furthermore, they have stated that “an employee who is willing to be vulnerable to management accepts the influence management has over his or her life and can focus attention on contributing to their mutual organization” (p. 876). Thus, when employees trust the managements of their firms, they are more likely to adopt the goals and directions that are provided to them and are able to focus their attention to actualize those goals. Indeed, within the framework of goal-setting theory, Locke and Latham (1979) have considered trust in management as essential in ensuring acceptance of and commitment to the goals. Empirical evidence of a highly positive relationship between trust in management and organizational commitment (which includes feelings of attachment to the goals and values of the organization) has been obtained (Aryee, Budhwar, Chen, 2002; Cook & Wall, 1980; Hrebiniak & Atutto, 1972). Oldham has found that trust in a manager is significantly related to the intent to work hard for a goal that was assigned by that manager (1975). Hence, employees’ level of trust in top management is expected to be a valid predictor of how much the goals of the organization are internalized by employees.

Hypothesis 6: Employees’ trust in top management is positively related to the goal internalization dimension of goal-related empowerment.

2.3.5 *Transformational Leadership*

Transformational leadership is another important factor that influences employees' attitudes about their work and the organizations they work at. Transformational leaders move their followers by (a) acting as a role-model who displays a high degree of morality, trust and integrity (i.e., idealized influence); (b) providing symbols and emotional appeals to increase commitment to mutual goals (i.e., inspirational motivation); (c) encouraging them to be innovative and to question the traditional ways of doing things (i.e., intellectual stimulation); (d) paying attention to each individual's developmental needs and providing opportunities for them to grow (i.e., individualized consideration) (Bass, Avolio, Jung, & Berson, 2003). Past literature suggests that transformational leadership is positively associated with organizational commitment in a variety of organizational settings (Bass, 1993). Also, there is evidence indicating that this relationship is mediated by empowerment (Avolio, Zhu, Koh, & Bhatia, 2004; Kark, Shamir, & Chen, 2003). Managers who show transformational leadership behaviors empower their subordinates by delegating responsibilities, enhancing employees' capacity to think on their own, and encouraging them to come up with new and creative ideas, expressing their trust in their followers' potential and enabling them to significantly impact their work. This suggests that employees with transformational leaders are likely to have higher levels of control over their work and goals.

Hypothesis 7: Employees' transformational leadership perceptions of their supervisors are positively related to the perceived control dimension of goal-related empowerment.

One of the paths through which transformational leaders empower their followers is by increasing the internalization of organizational goals. Transformational leaders are able to motivate their followers to get more involved in their work by articulating and conveying these goals from a perspective fitting the needs and aspirations of the employees. They build personal and social identification among followers with the mission and goals of the leader and organization. They induce enhancement of follower involvement, cohesiveness, commitment, potency, and performance (Bass et al., 2003). Therefore, employees who are supervised by transformational leaders are more likely to internalize the goals of the organization. Indeed, Menon has indicated that goal internalization dimension of his construct is “a reflection of the commitment to organizational objectives and goals that transformational leaders want to engender in their employees” (2001, p. 174).

Hypothesis 8: Employees' transformational leadership perceptions of their immediate supervisors are positively related to the goal internalization dimension of goal-related empowerment.

Locke and Latham (2002) indicated that, the effectiveness of leaders have a positive influence on the emergence of goal commitment through impact on employee

self-efficacy. Transformational leaders portray positive expectations of their followers, especially through intellectual stimulation, which is likely to create a Pygmalion effect that increases the followers' self-efficacies (Howell & Shamir, 2005). Such leaders can boost the self-efficacy of their subordinates by exercising practices such as role modeling, expressing confidence through persuasive communication, developing employee potential, providing (timely) feedback, and emphasizing the importance of persistence in actualizing the goals and values (Locke & Latham, 2002; van Knippenberg, van Knippenberg, De Cremer, & Hogg, 2004). Transformational leadership is also tied to empowerment of employees through self-efficacy (Conger, Kanungo, & Menon, 2000; Shamir, House and Arthur, 1993). The perceived competence dimension of Menon's empowerment refers to self-efficacy specific to the role and is conceptually similar to Bandura's (1977) self-efficacy construct (Menon, 2001). Therefore, it is possible to infer that a similar relationship between transformational leadership style and the perceived competence dimension exists.

Hypothesis 9: Employees' transformational leadership perceptions of their supervisors are positively related to the perceived competence dimension of goal-related empowerment.

2.3.6 *Social Influence*

Another important situational factor that influences employees' perceptions of goal-related processes is social influence.

Social information processing model purports that human attitudes and behaviors are, to a large degree, the result of the processing of information from the social environment rather than individual predispositions and rational decision-making processes (Salancik & Pfeffer, 1978). People extract important cues from their social environments and utilize these to construct and interpret events. Thus, individuals respond to aspects of their lives, such as their jobs, as they perceive them through the effects of these social cues, rather than responding to the objective qualities (Robbins, 2003). “The social context, through informational social influence processes, can affect beliefs about the nature of jobs and work, about what attitudes are appropriate, and indeed, about what needs people ought to possess” (Salancik & Pfeffer, 1978, p. 233). Several studies have provided empirical support for the social effects suggested by the model (Schnake & Dumler, 1987; Thomas & Griffin, 1983; Zalesny & Ford, 1988). In line with the premises of this theoretical framework, attitudes of employees towards their goals are expected to be influenced by their perceptions of their work peers and social norms.

Within the context of goal commitment research, Hollenbeck and Klein (1987) indicated that employees’ perceptions of others’ attitudes and behaviors regarding goals influence their own goal commitment. They have defined social influence as individuals’ perceptions of others with reference to (1) their performance, (2) their goals, and (3) their goal commitment. The current study has adopted a similar approach to goal-related social influence. Employees’ perceptions about the attitudes of their

peers (not subordinates or supervisors) towards their goals are used as an indicator of the level of goal-orientation in the social norms that are present in the workplace.

In a meta analysis conducted by Klein et al. (1999), social influence was assessed in two studies and large positive relationship with goal commitment was reported ($r_c = .45$, C.I. = .32 to .58).

Apart from the aforementioned influences on individuals, transformational leadership also has significant effects on the climate and the work group as a whole. For example, it has been found that transformational leaders induce a feeling of collective efficacy within the work group, influencing the individuals' assessment of their group's collective capability to perform job-related behaviors (Walumbwa, Wang, Lawler, & Shi, 2004). This indicates that leadership can influence how individuals perceive their work groups. Transformational leaders set challenging goals for all employees within the work group to maximize their potential, encourage them to believe in themselves as a group and create a feeling of group commitment to organizational and group goals. Therefore, it is expected that the presence of transformational leadership within the work group has a positive impact on the social norms of the group with regard to goals. In work groups where commitment to goals is elevated through transformational leadership practices, employees are likely to perceive others to have more challenging goals, higher goal-related performance and commitment.

Hypothesis 10: Employees' transformational leadership perceptions of their supervisors are positively related to the perceived social influence with regard to goals.

The social-cognitive theory of Bandura (1986) emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. In line with this theory, employees' perceptions of others in the workplace are likely to influence their own motivational states and behaviors. In a highly ambitious and goal-oriented work setting, when employees perceive their peers at the workplace to have the necessary control over their goals and have the ability to create the means through which they can achieve their goals, they are likely to perceive a similar sense of control over their own goals.

Hypothesis 11: Employees' social influence perceptions with regard to goals are positively related to the perceived control dimension of goal-related empowerment.

Similarly, employees perceptions with regard to how meaningful they perceive their organizational goals, is likely to positively influence their own perceptions. Employees who are continuously subjected to others' positive attitudes and feelings about organizational goals are more likely to share such positive attitudes. Conversely, employees who work in environments in which organizational goals are constantly criticized and scorned are more likely to adopt such thoughts.

Hypothesis 12: Employees' social influence perceptions with regard to goals are positively related to the goal internalization dimension of goal-related empowerment.

Employees often evaluate their own performance and abilities through comparisons with others around them and modeling (Hollenbeck & Klein, 1987; Locke et al., 1988). In a work environment where employees perceive each other as highly competent at attaining their goals, their evaluations of their personal capabilities are also likely to be positive. Indeed, past research indicates that group success–failure has an effect on personal efficacy, and collective efficacy is significantly related to personal efficacy (Riggs & Knight, 1994).

Hypothesis 13: Employees' social influence perceptions with regard to goals are positively related to the perceived competence dimension of goal-related empowerment.

2.4 Relationship Between Goal-Related Empowerment and Goal Commitment

In line with Vroom's expectancy theory (1964), Hollenbeck and Klein's (1987) model of the goal commitment has indicated that situational and personal factors impact goal commitment through enhancement of either expectancy or attractiveness of goal attainment. While it is not the aim of the current study to empirically test the effects of these expectancy and attractiveness factors, the relationships in the proposed model can be explained by the premises of expectancy theory. The empowerment model of goal

commitment suggests that the three dimensions of empowerment act as a type of expectancy process that influences goal commitment. Perceived control and perceived competence dimensions enhance the expectancy of goal attainment and goal internalization increases the attractiveness of goal attainment.

As previously mentioned, Conger and Kanungo (1988) have identified empowerment as a process that elevates the expectancies of employees regarding the accomplishment of a task. These expectancies have two components: (a) the perceptions of adequacy in the eyes of the employee about his/her own skills and abilities to successfully carry out a task and (b) perceptions of control and authority over the process through which the employee endeavors to accomplish a task. Concerning the former component, wide body of theoretical and empirical support exists indicating the importance of employee perceptions of self-efficacy on goal commitment (Locke et al.; Wofford et al., 1992). Within Menon's (2001) empowerment construct, this component is represented by the perceived competence dimension. On the other hand, the latter component, characterized in our study by the perceived control dimension of the empowerment construct, has received relatively little attention in the goal commitment literature. The reason for this may be due to the fact that most goal setting studies have been carried out by means of experimental designs through which participants are given specific and isolated tasks to carry out. In such situations, subjects usually have a straightforward goal at hand with clearly defined methodologies outlined to reach them and they face little or no external obstacles during the process. However, the real life in organizations imposes tasks that often are much more complicated, involve many

separate parties and contain factors that influence the attainment of goals beyond the control of the employee. An important example of such an obstacle involves the level of decision making authority that the employee has been granted to accomplish a goal. Many times organizational goals are distributed to the employees at the lower levels of the organizational hierarchy without the necessary authorization to make efficient judgment-calls. When this is the case, the expectancy of the employee with regard to how likely it is for him/her to reach a goal is likely to suffer, no matter how apt the employee perceives himself/herself. According to the expectancy viewpoint of goal commitment, such a drop of the employee performance expectancy would ultimately hinder commitment to goals.

The third component, identification with the objectives of the work group, is represented within goal-related empowerment through the goal internalization dimension and aims to capture the essence of goals' personal attractiveness for individuals. In all organizations that utilize MBO systems corporate goals are at the heart of goal systems. Organizational goals are typically partitioned and handed down to all work groups, which provide the basis of individuals' work goals. Seeing individuals' work goals as a continuation of the goals of the organization, it becomes evident that identification with these larger goals becomes important in ensuring that employees value and find meaning in their own goals. Hollenbeck and Klein (1987) indicate the importance of organizational commitment (which includes identification with organizational goals) in elevating the attractiveness of goal attainment. Similar to goal internalization, organizational commitment involves feelings of attachment to the goals

and values of the organization (Cook & Wall, 1980). It was suggested that employees with high organizational commitment are likely to “be committed to operative goals established for them by the organization” (Hollenbeck & Klein, 1987, p. 217).

In terms of the outcomes of empowerment process, Conger and Kanungo (1988) stated that “empowerment as an enabling process affects both initiation and persistence of subordinates’ task behavior” (p. 476). They also indicated that empowerment is an important process that enables leaders to make their subordinates accept and pursue challenging performance goals.

In light of these deliberations, it is proposed that goal-related empowerment is a motivational process that precedes the emergence of goal commitment.

Hypothesis 14: All three dimensions of goal-related empowerment are positively related to commitment to work goals.

2.5 Moderator Variables

2.5.1 Reward Expectancy

In expectancy theory, effort-reward probability refers to an individual’s perceptions of whether differential rewards are based on differential efforts (Sims, Szilagyi, & McKemey, 1976). These perceptions are divided into two parts: Effort-performance expectation and performance-reward expectation. In the present study, reward expectancy stands for the goal performance-reward expectation.

Looking at the goal setting process from an expectancy theory framework, expectancies of individuals with regard to how likely it is for them to receive a reward (monetary or non-monetary) if they perform at the desired level (instrumentality) influences the emergence of goal commitment. In their review of literature on goal commitment, Hollenbeck and Klein (1987) have indicated that rewards influence goal commitment by enhancing the valence of goal attainment. They have also indicated that instrumentality perceptions are positively related to goal commitment. In light of these findings, it is possible to infer that, when employees are psychologically empowered to work towards their goals, their ultimate commitment to those goals are also likely to depend on the degree to which they perceive utility in pursuing those goals.

Hypothesis 15: The influence of goal-related empowerment on goal commitment is moderated by reward expectancies of employees. For empowered employees, those who have high reward expectancies are expected to show a greater increase in goal commitment than those who have low reward expectancies.

2.5.2 *Achievement Striving*

Individual difference variables may also play important roles in explaining the emergence of goal commitment outcomes. One such variable, achievement motivation, is a personality variable that captures the “personal striving of individuals to attain goals within their social environment” (Cassidy & Lynn, 1989, p. 301). Hollenbeck and Klein (1987) has proposed need for achievement as one of the personal factors that contribute to attractiveness of goal attainment, ultimately impacting goal commitment. Later on, a

wide array of studies has confirmed this connection (Klein et al., 1999; Wofford et al., 1992). Johnson and Perlow (1992) have utilized a measure of achievement motivation, the Work and Family Orientation Questionnaire (WOFO) to investigate the relationship between the three dimensions of achievement motivation (i.e., work, mastery and competitiveness) with goal commitment and found that need for mastery and need for work are related to goal commitment. They have found a weaker connection with the competitiveness dimension, due to the fact that the task they assigned to the student participants was not competitive in nature.

The current study has utilized a conceptually similar construct: The “achievement striving” sub-dimension of conscientiousness scale in NEO-P-I-R (Costa & McCrae, 1992). It captures the personality trait of individuals who “have goals which they pursue in an orderly and energetic fashion; ... value achievement and excellence for its own sake; and ... may sometimes devote themselves excessively to work” (Costa & McCrae, 1998). Such individuals’ need for personal achievement and sense of direction through use of goals throughout their lives is likely to also extend to goals in the work context and further enhance the effect of goal-related empowerment on goal commitment.

Hypothesis 16: The influence of goal-related empowerment on goal commitment is moderated by employees’ level of achievement striving. For empowered employees, those who have high achievement striving are expected to show a greater increase in goal commitment than those who have low achievement striving.

2.6 *Control Variable*

Goal-setting theory has identified goal difficulty as the most significant factor that influences employees' level of commitment to their goals (Locke & Latham, 2002). A myriad of studies in the literature have shown that higher difficulty of goals lead to higher the employee commitment as long as goals are clear and attainable. (Locke & Latham, 1990, 2002). Hence, the effect of perceived difficulty of work goals on goal commitment has been controlled for in this study.

Chapter 3

METHOD

3.1 Participants and Procedures

The participants were composed of 248 middle level managers who voluntarily filled out an online survey. The study was carried out with the cooperation of the human resources department of a large Turkish holding and conducted in six large firms, four operating in manufacturing and two in service sectors. The descriptions of business activities that are carried out by these firms are summarized in Table 3.1.

All the firms in the study had installed a new holding-wide management-by-objectives system. As a first step in the study, the researchers conducted interviews with the HR administrators of the firms and the holding in order to better understand the inner-workings of this new system, how it was conducted and what the potentially problematic areas could be.

In the firms that participated in this study, goal setting has been primarily a top-down process. Every year the overall corporate goals and strategies have been determined by the holding and company top management. These corporate goals and strategies have been announced to all employees within the firms since the management

saw this as a means of establishing a corporate culture. Afterwards these goals have been distributed among relevant business lines and cascaded down to employees from top to bottom. Usually goal setting has been carried out through meetings at a departmental or group level where the general yearly responsibilities have been discussed and settled collectively. The companies have been paying special attention to the compatibility of managers' goals with those of their subordinates, seeing as incompatible goals would endanger the attainment of corporate goals. To ensure this, they have established and trained cross-departmental teams that plan and manage the company-wide goal setting processes, attend goal setting meetings in the departments, act as an intermediary when necessary and ensure that general guidelines regarding goal allocation are followed.

In the new MBO system, individual-level goals have been categorized into several standard headings. The most significant and prevalently used types within organizations were *finance*, *customer* and *process* goals. Finance goals can be defined as all kinds of financial goals that are embodied within or supportive of the firm's performance indicators in order to meet the expectations of shareholders. Example goals included increasing productivity and market share, lowering costs and not exceeding budgetary limits. Customer goals were composed of all goals directed towards consumers and external customers, with the aim of attaining the firm's performance goals. Example goals included developing new customer/product projects, lowering service problems and increasing customer satisfaction. Process goals involved all kinds of process improvement goals directed towards shareholders, employees, internal and

external customers, the society and all the business partners, for the purpose of supporting the attainment of financial and customer goals. Example goals included ensuring occupational safety, effective management of documentation, enhancing employee satisfaction, improvements to existing operational methodologies and timely completion of steps in the departmental work plan. The amount and weights of goals differed on the basis of content of each job as well as yearly demands and priorities.

The consequences of employees' success on yearly goals involved monetary and non-monetary gains. Based on their yearly goal performance, employees were able to advance in the career by being placed in the pool of potentials. Also, the employees' overall performance (which included goal performance as well as the supervisors' assessment) influenced the amount of pay increase that they would receive, along with other factors such as national rate of inflation, company budget, and employees' job grades. However the employees were not told how much of their pay raises were product of their job performance.

The amount of time passed since the installation of this new system differed among firms, ranging from a few months to two years. The meetings conducted with HR staff of the firms signaled that, while the instituted system was thorough, there was considerable amount of variability among different business lines and work groups as well as firms in terms of how well the set procedures were carried out in real life. For example, while the formal system called for execution of participative goal-setting meetings, these were sometimes not conducted due to the unsympathetic approach of some supervisors towards these meetings or lack of available time.

An online survey site was generated with a dedicated domain name (www.hedefarastirmasi.org). The pool of participants and their contact information were provided by the HR administrators of the holding. Email invitations to participate in the study with a link to survey site were sent to the email addresses of 403 middle level managers. Participants were reminded to attend the survey through two more email messages sent with one week in between. Responses were received from 248 of

Table 3.1

Participating Firms and Descriptions of Their Business Operations

Firm	Industry	Description of Business Operations
Firm A	Electrical	Designing, manufacturing, developing and distributing consumer durables. The products include white goods, electronic goods, heaters, air conditioners, vacuum cleaners, small home appliances, and built-in products.
Firm B	Oil, gas, coal & related services	Supplying, storing, distributing, marketing and transportation of liquid petroleum gas (LPG) and other related activities.
Firm C	Electronics	Manufacturing and marketing of video and audio sets, computers and satellites for import and export markets.
Firm D	Automotive	Manufacturing, assembling, selling, importing and exporting automobiles, trucks and all types of motor vehicles and their parts and components.
Firm E	Retailers	Marketing and retail sale of food, consumables and wholesale for retail consumption.
Firm F	Automotive	Manufacturing and assembly of automobiles, product groups and engines, parts, spare parts and accessories for these vehicles.

these managers, resulting in an overall response rate of 61.5%. The participants were from all business functions operating under these firms and cities where the businesses were located, which included five geographical locations: Istanbul, Bursa, Eskişehir, Çerkezköy and Kocaeli.

At the time of distribution of surveys, the yearly goal setting process was recently concluded in all six organizations; therefore, all employees already had received their personal work goals. The HR administrators reviewed the survey prior to its implementation in order to ensure its suitability to the target population and the existing systems and practices carried out in the participating firms.

Although the study was endorsed by the managements of the firms, participation in the study was voluntary. Due to the sensitive nature of the subject matter (which included asking participants about their opinions regarding the practices of their companies, immediate managers and top management) and the high profile of the participants, ensuring anonymity in the eyes of participants was of tremendous importance. In order to assure the complete anonymity of the participants (and upon request from HR administration of the holding), no demographic data was collected from participants. Participants were only asked to indicate the firm and the function that they worked at among nine groups of typical functions existent within the firms, which were provided by the holding (see Table 3.2). Although the gender distribution of the actual group of participants was not known, only 13 percent was female in the entire target population. Therefore, the participants are expected to be predominantly male with high educational background (with a minimum of undergraduate degree).

Table 3.2

Distribution of Participants Across Firms and Functions

	Number of participants	Percentage (%)
Firm		
A	79	31.9
B	19	7.7
C	14	5.6
D	49	19.8
E	31	12.5
F	56	22.6
Function		
Research & Development / Product – Service Design	21	8.5
Information Technologies / Strategic Planning	10	4.0
Quality / Quality Systems	13	5.2
Human Resources / Industrial Relations / Training / Administrative Affairs	17	6.9
Financial Affairs	22	8.9
Purchasing and Outsourcing Management / Logistics	29	11.7
Marketing	19	7.7
Sales / Customer Relations / After-Sales Services	57	23.0
Manufacturing / Service	60	24.2

3.2 Measures

The survey contained 15 scales. All scales except the one measuring social influence (which was generated by the researchers) were translated from English to

Turkish by an individual who was fluent in both languages. These translations were then separately reviewed by two other individuals who were also fluent in both languages. Ambiguities and other wording problems were resolved through discussions.

The psychometric properties of these scales are presented below.

Procedural and Informational Justice. Based on the foundations laid in the previous literature, Colquitt (2001) has devised a new measure of justice with four dimensions: Procedural, distributive, interpersonal and informational. In two studies conducted (Study 1 was in university a setting with 301 students, and Study 2 was in a manufacturing setting with 337 employees), Colquitt has demonstrated that the measure has adequate psychometric properties.

In this study, procedural and informational justice variables were assessed by tailoring the relevant dimensions of Colquitt's justice measure to goal setting context. The procedural justice (PJ) measure consisted of seven items, investigating the level of process and decision control (i.e., individuals were allowed to voice their views and had impact on the outcome), consistency (i.e., the process was applied consistently across persons and time), bias suppression (i.e., decision makers were neutral), accuracy of information (i.e., procedures were not based on inaccurate information), correctability (i.e., appeal procedures existed for correcting bad outcomes) and ethicality (i.e., the process upheld personal standards of ethics and morality) aspects of the goal setting process (Colquitt, 2001). Items asked the participants to evaluate the procedures used

while their goals were being determined, such as “Have you had influence over the decisions/goals that are decided upon as a result of the goal setting process?”

Colquitt (2001) has found that the procedural justice measure has Cronbach’s alpha values of .78 (study 1) and .93 (study 2). The internal consistency of the measure in the present study was found as .88.

The informational justice (IJ) measure contained five items that asked participants to evaluate their supervisors with respect to their behaviors during the goal setting process, through questions such as “Were his/her explanations regarding the procedures reasonable?” For both justice measures, scale scores ranged from 1, “to a small extent,” to 5, “to a large extent.” Colquitt has found that the scale had Cronbach’s alpha reliability values of .79 (study 1) and .90 (study 2) (2001). There is also evidence provided by Colquitt concerning the construct and predictive validities of the measure. In Study 1, PJ and IJ measures correlated positively with outcome satisfaction, leader evaluation, rule compliance, and collective esteem. In Study 2, both measures correlated positively with instrumentality, team commitment, helping behavior, and collective esteem. In this study IJ scale had an alpha reliability of .91.

In many justice studies IJ has been considered as a sub-dimension of PJ (Colquitt, 2001). However, in line with the findings indicating the distinctiveness of these two constructs as empirically separate entities (Colquitt, 2001; Colquitt et al., 2001), the factor structure of these two constructs were further investigated. Confirmatory factor analysis was conducted⁴ to assess how well the theorized factor

⁴ Mplus software Version 4.0 was utilized (Muthén & Muthén, 2006).

structure applies to the current data. Two measurement models were constructed, as shown in Figures 3.1 and 3.2.

In Measurement Model 1, all 13 items were combined to define a single factor representing PJ and IJ items. The results indicated a poor fit to the data, given conventional criteria⁵ (see Table 3.3).

Measurement Model 2a was constructed to depict Colquitt's conceptualization of the constructs with PJ and IJ items loading onto two separate but correlated factors. Results indicated a fit that was far superior to that of the previous ($\Delta\chi^2 = 126.21$; $\Delta df = 1$; $p < .001$) (see Table 3.3). However, the overall fit of the model was still below acceptable levels.

In the model modification indices, the correlation between PJ items 4 ("Have the goal setting procedures been free of bias?") and 5 ("Have the goal setting procedures been based on accurate information?") had the highest raw modification index value (M.I. = 54.7). Since being free of bias and being based on accurate information are similar concepts in terms of their meaning and implications, allowing residual correlations among these two items was considered as theoretically founded. The second highest M.I. was for the correlation between PJ items 1 (Have you been able to express your views and feelings during the goal setting procedures?") and 2 ("Have you had influence over the outcome arrived at by those procedures?"). Since both of these

⁵ Adequacy of fit was determined by four indices recommended by Hu and Bentler (1999) and provided by Mplus: The comparative fit index (CFI), the Tucker–Lewis Index (TLI), the standardized root-mean-square residual (SRMR), and the root-mean-square error of approximation (RMSEA). Models with comparative fit index (CFI) and Tucker–Lewis Index (TLI) values at or above .95 and RMSEA and SRMR values at or below .05 indicate an excellent fit to the data, whereas models with CFI and TLI values between .90 and .94 and SRMR and RMSEA values between .06 and .10 indicate an adequate fit to the data (Browne & Cudeck, 1993; Hu & Bentler, 1999). Values outside of these ranges reflect a poor fit of the model to the data.

items refer to the process control aspect of the construct, correlating the residuals of these two items also was theoretically acceptable. These two modifications were conducted (Model 2b), the model fit was again improved significantly ($\Delta\chi^2 = 78.16$, $\Delta df = 2$, $p < .01$) (see Table 3.3). Fit indices revealed a fit approaching that which would be considered "acceptable" according to several of the conventional criteria (CFI = .93, TLI = .91, RMSEA = .10 and SRMR = .05) (see Table 3.3). This finding provided justification for using the theorized factor structure in the study. Item loadings are provided in Appendix B, Table 7.1.

Table 3.3

Model Fit Comparisons for Confirmatory Factor Analysis of Procedural and Informational Justice Scales

Model	χ^2	df	χ^2 / df	CFI	TLI	RMSEA	SRMR	$\Delta\chi^2$	Δdf	p
Model 1a: One-factor*	396.19	54	7.30	.83	.79	.16	.07			
Model 2a: Two-factors**	269.98	53	5.09	.89	.86	.13	.06	126.21	1	.000
Model 2b: Two factors**	191.82	51	3.76	.93	.91	.10	.05	78.16	2	.000

*No residual correlations allowed

**Residuals of procedural justice items 1 - 2 and 4 - 5 allowed to correlate.

Goal Specificity. The factor was measured using Steers' (1976) corresponding measure among task-goal attributes (1974). The scale was comprised of three items and was appraised using a six-point Likert scale ranging from "strongly disagree" to

“strongly agree.” A sample item was “I understand fully which of my work objectives are more important than others; I have a clear sense of priorities on these goals.”

The Cronbach’s alpha reliability of goal specificity scale in this study was found as .58. Exploratory factor analysis pointed out that the three items loaded onto the same factor which explained 57 % of the total variance (Appendix B, Table 7.2). This indicates that the measure had rather low internal consistency though the factor structure was as expected. Despite this shortfall, these three items were used in the analysis.

Trust in Top Management. Management version of Interpersonal Trust At Work scale by Cook and Wall was utilized (1980). The scale contained six statements investigating participants’ faith in the intentions of and confidence in the ability of top management. A response scale of 1 “completely disagree”, to 6 “completely agree” was used. A sample item was “Top management can be trusted to make sensible decisions for the firm’s future.” Conducted with two blue-collar worker samples of 390 and 260 participants, the developers of the scale have found Cronbach’s alpha values of .79 and .72 (1980). A study by McCauley and Kuhnert utilized the same scale at a large federal government training organization with 293 employees and found that the internal consistency of the scale as .92 (1992). Clegg and Wall have provided support for the construct validity of the scale (1981).

The data from the current study indicated that the scale had an overall alpha reliability of .88. As theorized, the exploratory factor analysis has showed that all six

items load onto a single factor, accounting for 65 % of the variance (see Appendix B, Table 7.3).

Transformational Leadership. Standardized Turkish version of the Multifactor Leadership Questionnaire (MLQ–Form 5X; Avolio, Bass, & Jung, 1999) was used in the present study. The questionnaire consisted of 20 items covering four dimensions – idealized influence, individualized consideration, intellectual stimulation, inspirational motivation. The items asked participants to rate their supervisors on a 5-point frequency scale ranging from 1 (“Almost never”) to 5 (“Frequently, if not always”). Idealized influence dimension was based on 8 items, with sample item being “Instills pride in me for being associated with him/her.” Individualized consideration was composed of 4 items, including “Considers me as having different needs, abilities and aspirations from others.” Intellectual stimulation was based on 4 items, such as “Seeks differing perspectives when solving problems.” Inspirational motivation dimension was based on 4 items, including “Talks enthusiastically about what needs to be accomplished.” With a sample of 1200 people from eight organizations, Hartog, Muijen and Koopman (1997) have reported the alpha reliability of the transformational leadership (TL) factor as .95. In a meta-analytic study, Lowe and Kroeck (1996) have indicated that “transformational leadership scales of the MLQ were found to be reliable and significantly predicted work unit effectiveness across the set of studies examined” (p. 1). In the current study the overall alpha reliability of the TL scale was .97.

To investigate how well the current data fit the original factor structure, confirmatory factor analysis was carried out. When the originally proposed four-factor measurement model was run, the fit of the model to the data was slightly below acceptable levels ($\chi^2/df = 3.43$; CFI = .91, TLI = .89; RMSEA = .10, SRMR = .04) (see Table 3.4, Model 1).

Model modification indices suggested that correlating the residuals of items 9 (“Emphasizes the importance of having a collective sense of mission”) and 10 (“Articulates a compelling vision of the future”) would bring the highest improvement to model fit (M.I. = 56.2). Because of the use of similar words, vision and mission, it is likely that these items were comprehended as similar. Thus, allowing the residuals of these items to correlate was found as justifiable. Next highest improvement (M.I. = 55.1) was between items 3 (“Considers me as having different needs, abilities and aspirations from others”) and 6 (“Treats me as an individual rather than just as a member of a group”). In the Turkish version of the measure, these two items used the same “treat as an individual” wording, which may have caused a common methodology effect. Thus, residuals of these two items were also allowed to correlate. The results showed that the modifications produced significant improvement to the model ($\Delta\chi^2 = 114.49$, $\Delta df = 2$, $p < .01$). The resulting Model 2 had acceptably fit the data. Item loadings are provided in Appendix B, Table 7.4.

Table 3.4

Model Fit Comparisons for Confirmatory Factor Analysis of Transformational Leadership Scale

Model	χ^2	df	χ^2/df	CFI	TLI	RMSEA	SRMR	$\Delta\chi^2$	Δdf	p
Model 1*	563.69	164	3.43	.91	.89	.10	.04			
Model 2**	449.20	162	2.77	.93	.92	.09	.04	114.49	2	.000

*No residual correlations allowed

**Residuals of transformational leadership items 3 - 6 and 9 -10 allowed to correlate

Social Influence. A measure of social influence reflecting the employees' perceptions of peer group norms on goal-related performance was used. This measure was generated by the researchers in line with social influence description of Hollenbeck and Klein (1987) which involves perceptions regarding performance, goals and commitment of others regarding their work goals. The measure consisted of five items with a response scale of 1 "completely disagree" to 6 "completely agree." A sample item was as follows: "My peers (other managers at my level) believe that they can achieve their assigned work goals if they try hard enough."

When all of the five items were taken together the internal consistency of the scale was found as .75. Exploratory factor analysis indicated that the items loaded on a single factor that explained 55 % of the total variance (see Appendix B, Table 7.5). Items 1, 2, 4 and 5 loaded highly onto this factor. In line with the results of the internal consistency analysis, item 3 ("My peers believe that their assigned work goals are truthfully challenging") did not load heavily onto this factor. Thus, item 3 was omitted from the final social influence scale. When the third item was omitted a large increase

in Cronbach's alpha value was obtained, with the final four-item scale having alpha value of .82.

Goal-Related Empowerment. This variable was assessed by adapting Menon's (2001) empowerment scale to the goal setting and attainment context. The measure consisted of three dimensions with three items in each (nine items in total). Example items in each dimension were as follows: For perceived control "I have the authority to make decisions about how to reach my goals"; for goal internalization (the items in this dimension was kept the same as the original scale since this dimension already focuses on goals) "I am inspired by the goals of the organization"; and for perceived competence "I have the capabilities required to reach my goals." The items were rated using a six-point (strongly disagree to strongly agree) response format. In two studies carried out (first at a university setting with 311 students, and second at a financial services company with 66 employees) Menon has reported alpha reliabilities of .83-.86 for perceived control, .88-.86 for goal internalization and .80-.78 for perceived competence. Test-retest reliabilities (collected from university setting) were reported as .87, .86 and .77 for perceived control, goal internalization and perceived competence dimensions, respectively. Convergent validity of the measure has been established through comparisons with Spreitzer's (1995) empowerment and Ashforth's (1989) helplessness scales. Evidence for construct validity comprises of strong positive correlations with delegation, consulting and self-esteem scales, and a strong negative correlation with centralization scale (Menon, 2001). Also, in terms of organizational

outcomes, perceived control was found to be strongly correlated with citizenship behavior and goal internalization correlated highly with organizational commitment and job involvement (Menon, 2001).

In the current study the empowerment scale was found to have an overall Cronbach's alpha of .84. Perceived control, goal internalization and perceived competence dimensions had alpha values of .76, .81 and .73, respectively. Confirmatory factor analysis was also conducted to test the suggested factor structure. The results indicated that the original factor structure yielded an acceptable level of fit to the data ($\chi^2/df = 2.98$; CFI = .94, TLI = .91; RMSEA = .09, SRMR = .06). No further modification suggestions with high M.I. values were reported. Thus, the measurement model provided justification for using the original factor structure in the current study. Item loadings are provided in (see Appendix B, Table 7.6).

Reward Expectancy. Reward expectancy perceptions of participants in response to their performance on their set work goals were measured using four items from the Performance → Reward Expectancy part of the Work-Related Expectancies Scale by Sims et al. (1976). Four items used were selected among the original 19 items as representing all the main work rewards that are mentioned in the entire scale and modified to fit the context of goal-related work activities. These consisted of three tangible rewards (such as “succeeding on my work goals increases my chances for promotion”) and one intangible reward (“succeeding on my work goals leads to

increased recognition from my supervisor”). A scale of 1 to 6 ranging from “completely disagree” to “completely agree” was used.

In the current study the scale was found to have an alpha value of .86. The exploratory factor analysis resulted in items loading on a single factor which accounted for 71 % of the total variance (see Appendix B, Table 7.7).

Achievement Striving. The scale used was among the 30 facets of NEO PI-R, developed by Costa and McCrae (1992) as a sub-dimension of the conscientiousness trait. The study utilized the Turkish version standardized by Gulgoz (2002). The scale contained eight items with a sample item being “I work hard to accomplish my goals”. A response scale ranging from 1 “completely false” to 5 “completely true” was used.

In this study achievement striving scale yielded an Cronbach’s alpha of .75. Confirmatory factor analysis indicated that the one-factor model did not produce an acceptable level of fit to the data ($\chi^2/df = 4.69$; CFI = .81, TLI = .75; RMSEA = .12). In the modification indices, the highest improvement of fit was suggested by correlating the residuals of between items 1, 3 and 5. The commonality among these three items was that all of them were reverse coded. Hence, it was suspected that the negatively worded nature of these items might have caused these items to be perceived differently by the participants. This common methodology problem could have caused the residuals of these items to be correlated systematically. Thus the model was modified so that the residuals of these items were allowed correlate with each other. The resulting model had

a significantly improved fit, which was deemed as acceptable (see Table 3.5). Item loadings are provided in Appendix B, Table 7.8.

Table 3.5

Model Fit Comparisons for Confirmatory Factor Analysis of Achievement Striving Scale

Model	χ^2	df	χ^2/df	CFI	TLI	RMSEA	SRMR	$\Delta \chi^2$	Δdf	p
Model 1*	109.50	20	5.48	.79	.71	.13	.08			
Model 2**	46.69	17	2.75	.93	.89	.08	.04	62.81	3	.000

*No residual correlations allowed.

**Residuals of achievement striving items 1 - 3; 1 - 5 and 3 - 5 allowed to correlate.

Goal Commitment. Goal commitment was measured using the five-item instrument developed by Klein, Wesson, Hollenbeck, Wright and DeShon (2001). The measure used in this study had a response scale of six-points (1, “strongly disagree” to 6, “strongly agree”). The scale was developed through meta-analysis of past research using items of previous nine-item version of the scale (developed by Hollenbeck et al., 1989). The alpha reliability of the measure was reported as .74. An example item is “I am strongly committed to pursuing this goal.” Goal commitment was measured with respect to three different types of individual-level goals utilized within the goal systems of the organizations: Process, customer and finance. Each participant was first asked to indicate whether they had received a goal of each type for the current year. If they indicated that they did have such type of a goal, they were asked to write the specific goal content. Afterwards, they were asked to fill the goal commitment and goal difficulty scales for that specific goal. If they indicated that they did not have such a

type of goal this year, they skipped the goal content, commitment and difficulty sections for that type of goal. This sequence was repeated for each of the three goal types. Thus, participants had up to three goal commitment scores in each goal type.

To assess whether there were substantial differences across commitment to different types of goals, a series of paired samples t-tests were conducted. The results showed that there were significantly large differences between the means of commitment to process-customer ($t(185) = -2.001, p < .05$) and process-finance ($t(193) = -3.26, p < .01$) goals. Thus, commitment to process goals had a significantly lower mean than commitment to customer and finance goals. No significant differences emerged between commitment to customer and finance goals.

Goal commitment scale for process, customer and finance type goals were found to have Cronbach's alpha values of .76, .70 and .72, respectively. Exploratory factor analysis results indicated that each of the three types of goal commitment scales loaded onto a single factor with explained variance percentages of 52, 46 and 47 %, respectively (see Appendix B, Table 7.9, 7.10 and 7.11).

Goal Difficulty. This variable was measured using the goal difficulty dimension of task-goal attributes (Steers, 1976), which was composed of four items. The original items involved general statements regarding the overall difficulty of work goals. As previously noted, these items were modified to refer to each specific goal assessed and repeated for different goals when necessary. The items were measured using six-point

Likert scale ranging from “strongly disagree” to “strongly agree.” A sample item was “This work goal is quite difficult to attain.”

In the present study, goal difficulty scale for process, customer and finance type goals were found to have Cronbach’s alpha values of .66, .70 and .78, respectively.

Exploratory factor analysis results indicated that all three types of goal difficulty scales loaded onto a single factor with explained variance percentages of 51, 54 and 61 %, respectively (see Appendix B, Table 7.12, 7.13 and 7.14).

Chapter 4

RESULTS

4.1 Descriptive Statistics

Since the design of the online survey mechanism used mandated participants to answer all questions, there was no missing data.

Table 4.1 provides descriptive statistics and correlations of study variables for the study sample.

Examining the descriptive statistics of the data, high mean scores are observed for dimensions of empowerment. Especially perceived competence dimension had a distribution very skewed to the right and rather small standard deviation, signaling a potential risk for range restriction. Perceived control had the lowest mean of the three dimensions.

Achievement striving also had a very high mean and low standard deviation. Commitment to all three types of goals also yielded rather high means. Finance goals produced the highest commitment, followed by customer goals and process goals. Goal specificity scores were also fairly high. These high scores could be due to the fact that the sample consisted of employees at fairly high level managerial positions. This may have elevated the risk of range restriction in our analyses, which may result in reduced relationships between variables.

As expected, Pearson's correlations between situational antecedents (procedural and informational justice, goal specificity, transformational leadership, trust in top management, and social influence) and dimensions of empowerment (perceived control, goal internalization and perceived competence) are significant. Also, commitments to all three types of goals are significantly related to all three dimensions of empowerment and all situational antecedents.

4.2 Tests of Model Fit

4.2.1 *Hypothesized Path Model*

To test the hypotheses stated in the model (presented in Figure 1.1), path analysis was conducted⁶. Total measure scores served as the observed variables in the model. Because all measures were continuous, the maximum likelihood (ML) method of estimation with the covariance matrix as input was used, as suggested by Muthén and Muthén (2006). ML is a statistical method used to make inferences about parameters of the underlying probability distribution from a given data set and is the default setting of Mplus for path analyses with observed variables. Overall fit of the model was evaluated according to Chi Square/df, comparative fit index (CFI), Tucker Lewis Fit Index (TLI), root-mean-square error of approximation (RMSEA), and standardized root-mean-squares residual (SRMR).

⁶ MPlus Version 4.0 was utilized (Muthén & Muthén, 2006).

Table 4.1

Descriptive Statistics and the Correlation Matrix

		<i>N</i>	Mean	SD	1	2	3	4	5	6	7
1	Procedural Justice	248	3.78	.66							
2	Informational Justice	248	3.80	.78	.75**						
3	Transformational Leadership	248	3.65	.85	.48**	.67**					
4	Social Influence	248	4.88	.72	.44**	.41**	.40**				
5	Trust in Top Management	248	4.65	.96	.46**	.48**	.49**	.44**			
6	Perceived Control	248	4.94	.74	.65**	.59**	.50**	.42**	.41**		
7	Goal Internalization	248	5.28	.62	.43**	.41**	.38**	.55**	.53**	.41**	
8	Perceived Competence	248	5.45	.46	.35**	.30**	.33**	.32**	.22**	.48**	.52**
9	Reward Expectancy	248	4.42	1.00	.37**	.40**	.49**	.42**	.36**	.35**	.39**
10	Achievement Striving	248	4.28	.47	.29**	.23**	.20**	.41**	.36**	.27**	.45**
11	Goal Commitment – Process Goals	219	5.11	.78	.39**	.27**	.25**	.32**	.37**	.27**	.44**
12	Goal Commitment – Customer Goals	210	5.22	.67	.37**	.28**	.21**	.36**	.40**	.31**	.31**
13	Goal Commitment – Finance Goals	219	5.25	.74	.34**	.29**	.30**	.40**	.38**	.29**	.38**
14	Goal Difficulty – Process Goals	219	4.30	.87	.21**	.16*	.21**	.22**	.26**	.27**	.23**
15	Goal Difficulty – Customer Goals	210	4.47	.94	.15*	.17*	.19**	.19**	.15*	.23**	.23**
16	Goal Difficulty – Finance Goals	219	4.76	.95	.14*	.13	.19**	.33**	.16*	.18**	.32**
17	Goal Specificity	248	5.19	.69	.44**	.42**	.43**	.42**	.47**	.40**	.42**

Notes: * Correlation is significant at the .05 level (2- tailed).

** Correlation is significant at the .01 level (2-tailed).

Table 4.1 (continued)

	8	9	10	11	12	13	14	15	16
8 Perceived Competence									
9 Reward Expectancy	.23**								
10 Achievement Striving	.32**	.27**							
11 Goal Commitment – Process Goals	.22**	.34**	.40**						
12 Goal Commitment – Customer Goals	.23**	.25**	.34**	.48**					
13 Goal Commitment – Finance Goals	.28**	.28**	.33**	.49**	.52**				
14 Goal Difficulty – Process Goals	.10	.13	.21**	.38**	.10	.14*			
15 Goal Difficulty – Customer Goals	.14*	.14*	.12	.14	.27**	.21**	.40**		
16 Goal Difficulty – Finance Goals	.23**	.26**	.16*	.17*	.21**	.41**	.34**	.47**	
17 Goal Specificity	.41**	.36**	.39**	.43**	.32**	.37**	.25**	.09	.28**

Notes: * Correlation is significant at the .05 level (2- tailed).

** Correlation is significant at the .01 level (2-tailed).

Results (see Table 4.2) yielded the following fit statistics for the overall model: $\chi^2 = 150.36$; $Df = 47$; $\chi^2 / df = 3.20$; CFI = .87; TLI = .79; RMSEA = .09; SRMR = .10. These values indicated that the model did not fit to the data at hand. Thus, based on the recommendations listed in the model modification indices, three more connections that were theoretically reasonable were added to the model to improve model fit. These were the connections from (1) procedural justice to social influence, (2) goal specificity to social influence, and (3) trust in top management to social influence. The fit statistics of this new improved model is presented in the next section.

4.2.2 *Improved Model*

When the new model with three added connections was tested, following results regarding model fit were obtained: $\chi^2 = 103.82$; $df = 44$; $\chi^2 / df = 2.36$; CFI = .93; TLI = .87; RMSEA = .07; SRMR = .07. The improvement of fit between the two models was significant (see Table 4.2). CFI value of the improved model was above the conventional cut-off level of .90, indicating adequate fit. While the TLI index was below the conventionally accepted cut-off level of .90, this statistic has been shown to be less preferable when the sample size is small (less than 250) (Hu & Bentler, 1999). SRMR as an absolute fit index is more accurate in studies with small sample sizes such as the current study. Hu and Bentler report that good models should have SRMR values lower than .08. The SRMR value of the current model was below this threshold, also indicating an acceptable level fit to the data.

Table 4.2

Model Fit Comparisons Between Hypothesized and Improved Main Models

Model	χ^2	df	χ^2/df	CFI	TLI	RMSEA	SRMR	$\Delta\chi^2$	Δdf	p
Model 1: Hypothesized	150.36	47	3.20	.87	.79	.09	.10			
Model 2: Improved	103.82	44	2.36	.93	.87	.07	.07	46.54	3	.000

The R-square results (see Table 4.3) indicated that the model was able to account for 27, 18 and 21 % of the variance in process, customer and finance goal commitment, respectively.

The model explained 47, 43 and 21 % of the perceived control, goal internalization and perceived competence dimensions of empowerment, respectively.

Table 4.3

R-Square Values of the Endogenous Variables in Model 2

Variable Name	R-Square Value
Goal Commitment – Process Goals	.27
Goal Commitment – Customer Goals	.18
Goal Commitment – Finance Goals	.21
Perceived Control	.47
Goal Internalization	.43
Perceived Competence	.21
Social Influence	.31

The results regarding the paths in the improved model are presented in Table 4.4.

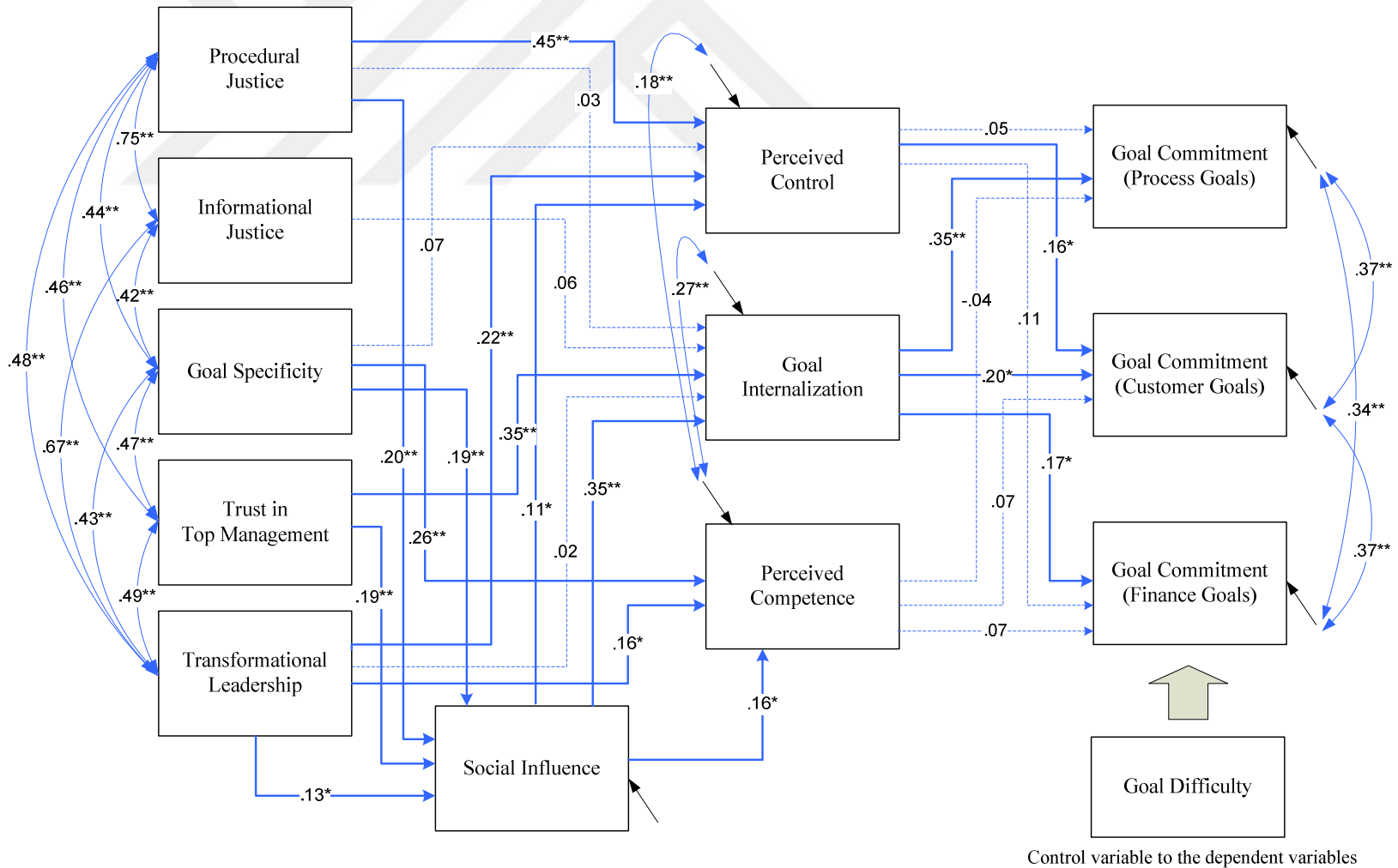
Table 4.4

The Paths in the Improved Main Structural Model: Unstandardized and Standardized Parameter Estimates, Standard Errors and Ratio of the Estimates to Their Standard Errors

	Unstandard- ized Estimates	S.E.	Est./ S.E.	Standard- ized Estimates
Procedural Justice → Perceived Control	.50	.06	8.22	.45**
Goal Specificity → Perceived Control	.07	.06	1.19	.07
Transformational Leadership → Perceived Control	.19	.05	3.86	.22**
Social Influence → Perceived Control	.11	.06	2.02	.11*
Procedural Justice → Goal Internalization	.03	.07	.48	.03
Informational Justice → Goal Internalization	.05	.06	.76	.06
Trust in Top Management → Goal Internalization	.23	.04	6.37	.35**
Transformational Leadership → Goal Internalization	.01	.05	.24	.02
Social Influence → Goal Internalization	.30	.05	6.20	.35**
Goal Specificity → Perceived Competence	.17	.04	4.22	.26**
Transformational Leadership → Perceived Competence	.09	.04	2.47	.16*
Social Influence → Perceived Competence	.10	.04	2.41	.16*
Procedural Justice → Social Influence	.22	.07	3.15	.20**
Goal Specificity → Social Influence	.19	.07	2.92	.19**
Trust in Top Management → Social Influence	.14	.05	2.91	.19**
Transformational Leadership → Social Influence	.11	.06	2.01	.13*
Process Goal Difficulty → Process Goal Commitment	.29	.05	6.18	.33**
Perceived Control → Process Goal Commitment	.05	.08	.64	.05
Goal Internalization → Process Goal Commitment	.43	.09	5.00	.35**
Perceived Competence → Process Goal Commitment	-.06	.12	-.51	-.04
Customer Goal Difficulty → Customer Goal Commitment	.16	.04	3.78	.21**
Perceived Control → Customer Goal Commitment	.14	.07	2.12	.16*
Goal Internalization → Customer Goal Commitment	.21	.08	2.55	.20*
Perceived Competence → Customer Goal Commitment	.10	.11	.90	.07
Finance Goal Difficulty → Finance Goal Commitment	.25	.04	5.79	.33**
Perceived Control → Finance Goal Commitment	.11	.07	1.64	.11
Goal Internalization → Finance Goal Commitment	.20	.09	2.23	.17*
Perceived Competence → Finance Goal Commitment	.11	.12	.93	.07

Note: * $p < .05$, ** $p < .01$

Figure 4.1. Improved path model testing direct and indirect relations among variables of interest.



Notes: Values reflect standardized coefficients. Dashed lines indicate nonsignificant paths. * $p < .05$. ** $p < .01$.

Table 4.5

Total Indirect Paths in the Improved Main Structural Model: Unstandardized and Standardized Parameter Estimates, Standard Errors and Ratio of the Estimates to Their Standard Errors

	Unstandard- ized Estimates	S.E.	Est./ S.E.	Standard- ized Estimates
Procedural Justice → Process Goal Commitment	.07	.05	1.39	.06
Informational Justice → Process Goal Commitment	.02	.03	.75	.02
Goal Specificity → Process Goal Commitment	.02	.02	.82	.02
Trust in Top Management → Process Goal Commitment	.12	.03	4.20	.14**
Transformational Leadership → Process Goal Commitment	.02	.03	.91	.03
Social Influence → Process Goal Commitment	.13	.03	4.35	.12**
Procedural Justice → Customer Goal Commitment	.10	.04	2.60	.10**
Informational Justice → Customer Goal Commitment	.01	.01	.73	.01
Goal Specificity → Customer Goal Commitment	.05	.02	2.05	.05*
Trust in Top Management → Customer Goal Commitment	.06	.02	2.62	.09**
Transformational Leadership → Customer Goal Commitment	.05	.02	2.46	.06*
Social Influence → Customer Goal Commitment	.09	.03	3.42	.10**
Procedural Justice → Finance Goal Commitment	.08	.04	2.18	.07*
Informational Justice → Finance Goal Commitment	.01	.01	.72	.01
Goal Specificity → Finance Goal Commitment	.04	.02	1.96	.04*
Trust in Top Management → Finance Goal Commitment	.06	.03	2.32	.07*
Transformational Leadership → Finance Goal Commitment	.04	.02	2.22	.05*
Social Influence → Finance Goal Commitment	.08	.03	3.12	.08**

Note: * $p < .05$, ** $p < .01$

Table 4.5 shows that, for process goals, trust in top management and social influence are the only two factors that have significant total indirect effects on goal commitment. For customer and finance goals, social influence, procedural justice and trust in top management have the highest impacts on goal commitment, followed by transformational leadership and goal specificity.

4.2.3 Hypotheses Testing

Procedural justice perceptions regarding the goal setting process were proposed to be positively related to perceived control (Hypothesis 1) and perceived competence (Hypothesis 2) dimensions of goal-related empowerment. As shown in Figure 4.1 and Table 4.4, the parameter estimate for procedural justice – perceived control relationship was found to be significantly positive, whereas no significant relationship was found between procedural justice and goal internalization. Therefore, Hypothesis 1 was supported and Hypothesis 2 was not supported.

Hypothesis 3 suggested that informational justice regarding the goal setting process would be positively related to goal internalization dimension of goal-related empowerment. The data did not support this hypothesis.

Goal specificity was expected to be positively related to perceived control (Hypothesis 4) and perceived competence (Hypothesis 5) dimensions of goal-related empowerment. While the path between goal specificity and perceived control was not significant, the results did indicate a significantly positive relationship between goal specificity and perceived competence. Hence, data failed to support Hypothesis 4, but did show support for Hypothesis 5.

Hypothesis 6 indicated that employees' trust in the top management of their firms would be positively related to their perceptions of goal internalization. This hypothesis was supported as shown by the significantly positive path observed.

Employees' perceptions regarding their immediate supervisors' transformational leadership behaviors were expected to be positively related to each of the three

(perceived control in Hypothesis 7, goal internalization in Hypothesis 8 and perceived competence in Hypothesis 9) dimensions of goal-related empowerment. The results indicated that perceived control and perceived competence were significantly related to transformational leadership, but goal internalization was not. Therefore, results showed support for Hypotheses 7 and 9, but failed to support Hypothesis 8.

Hypothesis 10 stated that transformational leadership perceptions would be positively related to employees' perceptions of goal-related social influence. This hypothesis was supported as shown by the significantly positive path observed.

Employees' perceptions of goal-related social influence were also expected to be positively related to each of the three (perceived control in Hypothesis 11, goal internalization in Hypothesis 12 and perceived competence in Hypothesis 13) dimensions of goal-related empowerment. Significantly positive paths were observed between social influence and each of these empowerment dimensions. Thus, Hypotheses 11, 12 and 13 were supported. Social influence had the strongest relationship with the goal internalization dimension.

Hypothesis 14 stated that all three dimensions of goal-related empowerment would be positively related to commitment to all types of goals. The results indicated that goal internalization dimension was significantly related to commitment to all types of goals (i.e., process, customer and finance goals). Perceived control dimension was only found to be significantly related to commitment to customer goals. Perceived competence dimension was not found to have significant relationships with any of the three types of goal commitment. Thus, Hypothesis 14 was partially supported.

Results of analyses carried out to test of Hypotheses 15 and 16 are presented in the next two sections.

4.2.4 Tests of Interaction Hypotheses

A moderator “affects the relationship between two variables, so that the nature of the impact of the predictor on the criterion varies according to the level or value of the moderator” (Holmbeck, 1997, p.599). Testing for such relationships can be conducted through use of multiple regression techniques, as was done in this study. As described by Baron and Kenny (1986), predictor main effect (alongside with any control variables to the criterion) is entered into the regression first, followed by moderator main effect. In the last step cross-product (interaction term) of the predictor and moderator was added. A significant change in R^2 in the last step and a significant coefficient estimate for the interaction term reveals the presence of a significant moderational effect.

To test Hypotheses 15 and 16, the aforementioned methodology was utilized to examine the moderatory effects of achievement striving and reward expectancy on the relationships between goal-related empowerment and each of the three different types of goal commitment. Goal difficulty was held as a control variable during regression analyses. To eliminate the risk of multicollinearity, predictor and moderator scores were mean centered. The results of the multiple regression analyses are presented in Table 4.6 and the significant interaction found is graphed in Figure 4.2. A software program called Interaction! was used for graphing (Daniel Soper, 2006).

Table 4.6

Multiple Regression Analysis Results for the Moderating Effects of Reward Expectancy and Achievement Striving on the Relationship Between Goal-Related Empowerment and Different Types of Goal Commitment

Model 1:		Standardized Beta			
Criterion: Goal Commitment (Process)	Step1	Step 2	Step 3	Step4	
Step 1: Goal difficulty (Process) (C)	.38**	.30**	.27**	.27**	
Step 2: Empowerment (P)		.31**	.14*	.12	
Step 3: Reward expectancy (M ₁)			.18**	.16**	
Achievement striving (M ₂)			.23**	.24**	
Step 4: Empowerment x Reward expectancy (I ₁)				-.16**	
Empowerment x Achievement striving (I ₂)				.00	
ΔR^2		.09**	.08**	.03*	
Total adjusted R ²	.14	.23	.30	.32	
Model 2:					
Criterion: Goal Commitment (Customer)					
Step 1: Goal difficulty (Customer) (C)	.27**	.19**	.19**	.17*	
Step 2: Empowerment (P)		.31**	.19**	.18*	
Step 3: Reward expectancy (M ₁)			.08	.09	
Achievement striving (M ₂)			.22**	.22**	
Step 4: Empowerment x Reward expectancy (I ₁)				-.09	
Empowerment x Achievement striving (I ₂)				.11	
ΔR^2		.09**	.05**	.01	
Total adjusted R ²	.07	.16	.20	.21	
Model 3:					
Criterion: Goal Commitment (Finance)					
Step 1: Goal difficulty (Finance) (C)	.41**	.32**	.30**	.30**	
Step 2: Empowerment (P)		.30**	.19**	.19*	
Step 3: Reward expectancy (M ₂)			.07	.08	
Achievement striving (M ₁)			.18**	.17**	
Step 4: Empowerment x Reward expectancy (I ₁)				.03	
Empowerment x Achievement striving (I ₂)				-.05	
ΔR^2		.08**	.03**	.00	
Total adjusted R ²	.16	.24	.28	.28	

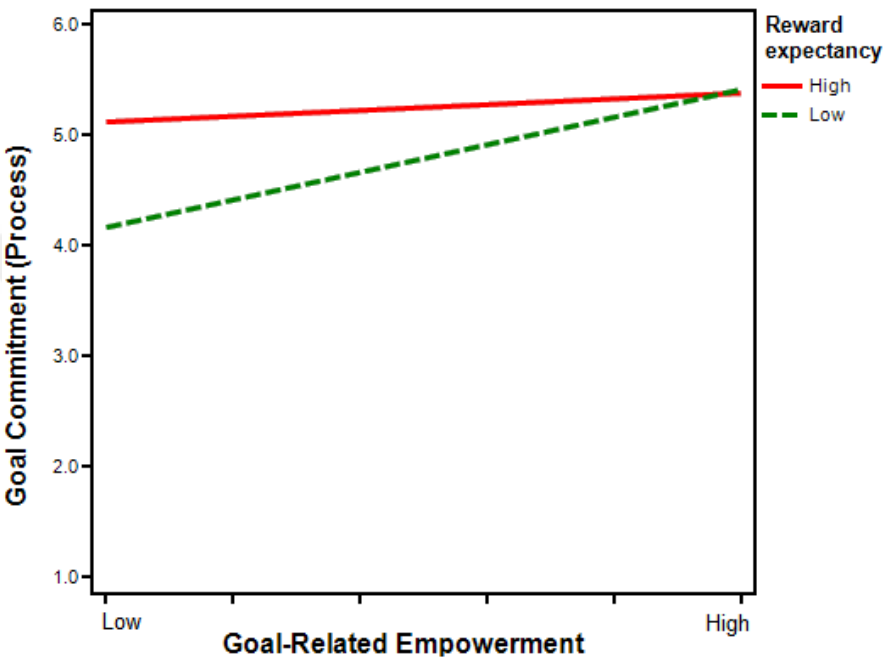
Note: The standardized regression coefficients are presented. *p<.05. **p<.01.
(C) control variable (P) predictor variable (M) moderator (I) interaction variable.

The results of the multiple regression analysis (see Table 4.6) showed that the relationship between goal-related empowerment and commitment to process type goals was moderated by reward expectancy ($F(6, 212) = 17.87, p < .01$). Reward expectancy also had a significant main effect on process goal commitment ($F(3, 215) = 26.19, p < .01$), but not on customer or finance goal commitment. High reward expectancy produced higher levels of goal commitment regardless of level of empowerment (see Figure 4.2). For people with low reward expectancies, commitment to process goals increased together with level of empowerment. However, for people with high reward expectancies, there was not much change in level of goal commitment due to empowerment. Thus, the effect of empowerment on process goal commitment was observed when reward expectancy was low, but diminished when reward expectancy was high.

Hypothesis 15 that suggested that, for empowered employees, those who have high reward expectancies would show a greater increase in goal commitment than those who have low reward expectancies. The results discussed above show that, while the interaction was significant for process goals, the nature of interaction was not as expected. Furthermore no significant interactions were observed for customer and finance goals. Thus, Hypothesis 15 was not supported.

Hypothesis 16 that suggested that, for empowered employees, those who have high achievement striving would show a greater increase in goal commitment than those who have low achievement striving. The results of the multiple regression analysis showed that achievement striving did not significantly interact with goal-related

Figure 4.2. Commitment to process goals regressed on overall goal-related empowerment scores across low and high levels of reward expectancy.



empowerment and commitment for any of the three types of goals. Thus, Hypothesis 16 was not supported.

Table 4.7

Summary of Hypotheses Tested in the Current Study and Results

No.	Hypotheses	Result
1	Employees' procedural justice perceptions regarding the goal setting process are positively related to the perceived control dimension of goal-related empowerment.	S
2	Employees' procedural justice perceptions regarding the goal setting process are positively related to the goal internalization dimension of goal-related empowerment.	NS
3	Employees' informational justice perceptions regarding the goal setting process are positively related to the goal internalization dimension of goal-related empowerment.	NS
4	Goal specificity is positively related to the perceived control dimension of goal-related empowerment.	NS
5	Goal specificity is positively related to the perceived competence dimension of goal-related empowerment.	S
6	Employees' trust in top management is positively related to the goal internalization dimension of goal-related empowerment.	S
7	Employees' transformational leadership perceptions of their supervisors are positively related to the perceived control dimension of goal-related empowerment.	S
8	Employees' transformational leadership perceptions of their immediate supervisors are positively related to the goal internalization dimension of goal-related empowerment.	NS
9	Employees' transformational leadership perceptions of their supervisors are positively related to the perceived competence dimension of goal-related empowerment.	S
10	Employees' transformational leadership perceptions of their supervisors are positively related to the perceived social influence with regard to goals.	S
11	Employees' social influence perceptions with regard to goals are positively related to the perceived control dimension of goal-related empowerment.	S
12	Employees' social influence perceptions with regard to goals are positively related to the goal internalization dimension of goal-related empowerment.	S

Table 4.7 (continued)

13	Employees' social influence perceptions with regard to goals are positively related to the perceived competence dimension of goal-related empowerment.	S
14	All three dimensions of goal-related empowerment are positively related to commitment to all types of goals.	PS
15	The influence of goal-related empowerment on goal commitment is moderated by reward expectancies of employees. For empowered employees, those who have high reward expectancies are expected to show a greater increase in goal commitment than those who have low reward expectancies.	NS
16	The influence of goal-related empowerment on goal commitment is moderated by employees' level of achievement striving. For empowered employees, those who have high achievement striving are expected to show a greater increase in goal commitment than those who have low achievement striving.	NS

Note: S: supported, PS: partially supported, NS: not supported.

Chapter 5

DISCUSSION

The aim of this study was to investigate the role of empowerment and various other situational factors in predicting employee goal commitment within a field setting. The results of the study have indicated that goal internalization dimension of goal-related empowerment was the most significant predictor of commitment to all types of goals (i.e., process, customer and finance goals). Trust in top management and social influence were the two variables with direct effects on the goal internalization dimension, which in turn influenced commitment to all three types of goals. Also, all other situational variables except informational justice (i.e., procedural justice, goal specificity, trust in top management and transformational leadership) had indirect impacts on goal internalization through social influence. Three of these relationships (procedural justice-social influence, goal specificity-social influence, and trust in top management-social influence) were not hypothesized at the beginning of the study, but emerged as significant while the main model was modified to improve the fit.

Perceived control dimension of goal-related empowerment was only found to be significantly related to commitment to customer goals. As hypothesized, it was found that procedural justice and transformational leadership were directly related to the

perceived control dimension, but contrary to expectations, goal specificity was not related to perceived control. All situational variables except informational justice (i.e., procedural justice, goal specificity, trust in top management and transformational leadership) also had indirect impacts on perceived control through social influence.

Perceived competence dimension was not found to have significant relationships with any of the three types of goal commitment. However, the relationships proposed between this dimension and goal specificity, transformational leadership and social influence variables were supported.

5.1 Discussion of Results

5.1.1 Relationships Between the Dimensions of Goal-Related Empowerment and Commitment to Different Types of Goals

In the present study, it was suggested that all three dimensions of goal-related empowerment would be significantly related to commitment to all three types of goals. However, the results showed that there are some important differences between the dimensions of empowerment with regard to their power in predicting goal commitment. Goal internalization dimension turned out to be the only dimension that significantly predicted commitment to process, customer and finance goals. As previously defined, this dimension signified the perception of a valued cause and embracement of the overall goals and mission of the organization by employees. Therefore, the significant connection between internalization of corporate goals and commitment to individual-

level goals provides strong support for the need for organizations and managers to provide the “big picture” to their employees. Transformational leadership literature emphasizes the importance of communicating organizational goals to employees, thereby gaining employee commitment to the vision of the organization (Bass et al., 2003). Goal-setting theory also indicates that goal commitment is enhanced by leaders through communication of an inspiring vision and supportive behaviors (Locke & Latham, 2002). Although previous research regarding antecedents of goal commitment has not addressed the impact of this exact construct, a similar employee outcome, organizational commitment (which includes identification with the organization and its goals) was suggested to influence goal commitment by enhancing the attractiveness of goal attainment (Hollenbeck & Klein, 1987).

The link between internalization of organizational goals and commitment to individual-level goals is especially important for organizations that try to align their employees’ efforts with the organization's strategic objectives through MBO systems, such as those that participated in this study. As previously indicated, such organizations usually employ a top-down methodology of translating overall objectives into specific objectives for each succeeding level in the organization. In such an inter-related goal structure, finding direction and meaning in personal work goals without grasping and internalizing the higher level goals may be more difficult. Especially for employees who are higher up in the organizational ladder, such as the middle level managers who participated in the present study, individual work goals may bear close resemblance to the overall organizational goals. Similarly, it has been argued that those at higher levels

within organizations have greater line of sight to organization's strategies, whereas those at lower levels are likely to share or hear “only vague echoes of [an organization's] goals” (Mintzberg, 1983, p. 126). This may also be the reason why the motivating potential of corporate goals has carried such an elevated importance in predicting goal commitment in this sample.

Perceived control dimension of goal-related empowerment was only related to customer goal commitment. The reason for this may be related to the nature of different types of goals. Customer goals, due to their content, may be more subject to factors outside the control of the employees, such as market conditions, positions and actions of competitors and customers’ preferences. For a type of goal that is open to control issues, level of perceived control may have impacted the resulting commitment by either enhancing or lowering employees’ performance expectancies. Therefore level of control over attainment of such goals may have emerged as a determinant of commitment to customer goals. For other types of goals, control issues may not have played such a significant role.

Contrary to our expectations, perceived competence dimension of goal-related empowerment was not related to any type of goal commitment. This was a rather unexpected finding considering that employee self-efficacy has been considered as a central factor in goal-setting literature and has received substantial empirical support (Klein et al., 1999; Klein & Wright, 1994; Locke et al., 1988; Wofford et al., 1992). The reason behind our inability to reproduce this finding by the current study may be embedded in the sample characteristics. The sample of the current study consisted of

employees who were employed at fairly high level managerial positions in large, well-known firms operating under one of the most reputable and competitive holdings in the nation. Individuals who have accomplished reaching this career success were already likely to have high levels of perceived competence. In fact, results show that all participants reported high scores in this dimension ($M = 5.45$, $SD = .46$), indicating a skewed distribution. Consequently, it is possible to suspect that a problem with range restriction has caused the lack of significant relationships between these variables in the model.

5.1.2 Relationships Between the Situational Antecedents and the Dimensions of Goal-Related Empowerment

An important but unexpected finding of this study was that social influence has emerged as a mediating factor between all situational antecedents (except informational justice) and the dimensions of empowerment. The effect of this social factor in the present study was so pronounced that three previously unhypothesized links between situational antecedents and social influence were added during modification of model to improve fit. These unhypothesized relationships (procedural justice-social influence, goal specificity-social influence, and trust in top management-social influence) indicate that individuals' perceptions regarding organizational practices contribute to an overall impression of their social environment, which, in turn, impact goal-related attitudes. The execution of fair goal-setting practices and establishment of specific goals may cause individuals to perceive a more goal-oriented social work environment in which

goal-setting and attainment is taken seriously and carefully planned. A supportive top management team that exhibits reliable and trustworthy behaviors and encourages goal related efforts may also enhance this perception of strong goal orientation. These perceptions may augment the effect of social norms on individuals' goal-related attitudes within organizations.

These findings suggest that the impacts of organizational and managerial practices on individuals' personal cognitions were often not direct, but mainly indirect through their effects on employees' perceptions of their peers in the workplaces. Rather than making independent decisions regarding the favorability of these practices, employees' attitudes towards goals were dependent on perceptions of their peers with regard to their performance, goals, and goal commitment. This is in line with the premises of the social information processing model.

In the context of the current study, the effect of social influence may have played an especially elevated role considering the organizational functioning of the participating firms. The middle level managers who participated in the present study were in charge of important portions of business and operational lines. In the dynamic, competitive and market driven nature of organizational functioning, they frequently had to interact with other managers at the same organizational level in order to effectively carry out their jobs. These managers were likely to see each other in the same reference group and establish social norms by observing each other. Also, in terms of career advancement and pay, these managers may see themselves in competition with each other, causing them to watch each other closely. From a perspective of social

information processing model, these conditions may have intensified the frequency and salience of social cues from work peers, causing social influence perceptions to influence all work attitudes.

The recent establishment of the new MBO system in the participating firms may have also contributed to the effect of social influence. The social information processing suggests that “the more ambiguous the job aspects, the more the worker will rely on social comparisons to assess them” (Salancik & Pfeffer, 1978, p. 228). Considering that establishment of new systems and practices result in higher levels of ambiguity within organizations and cause an absence of previous personal experience, employees are more likely to seek the help of social cues to understand and evaluate their present conditions.

The dominant role of social effects among the results may also be related to national culture. Hofstede’s (1991) approach to national culture has established a taxonomy of cultural values. One of these values, collectivism, involves a tight social framework where a person's identity is derived from the social system rather than the individual (Hofstede, 1991). It has been argued that people in collectivistic cultures have more interdependent self-concepts and “strive for interconnectedness and belongingness with their social in-groups, seeking to maintain harmony and endeavoring to fulfill the wishes of those groups” (Iyengar & Lepper, 1999, p. 350). In such interdependent cultures, people are influenced by observations of their peers’ behaviors rather than being influenced by observations of their own behaviors (i.e., their own personal histories) (Iyengar & Brockner, 2001). It is also indicated that, in such

cultures, influence based on social information, which refers to being affected by one's own observations of others' attitudes and behaviors, is more dominant than influence based on personal information. Considering that Turkey is a society with highly collectivistic values (Hofstede, 1991; House, Hanges, Javidan, Dorfman, & Gupta, 2004, Kabasakal & Bodur, 1998), high effect of social influence factor among results from the current sample can also be explained by this cultural tendency to be affected by one's observations of his or her peers.

Comparing the relationships between social influence and empowerment dimensions, it appears that goal internalization had, by far, the strongest relationship with social influence. Menon (2001) has indicated that "feeling of community (sense of family, interdependence, and common purpose)... reflect the appeal of ideas and goal internalization" (p. 161). Thus, perceptions of social norms were most likely to influence this dimension of empowerment.

Among the situational antecedents of goal commitment, trust in top management was found to be an especially important variable for all types of goals because of its effect on goal commitment through the goal internalization dimension. On the other hand, contrary to our expectations, transformational leadership was not directly related to goal internalization, but both variables had indirect effects on goal internalization through social influence. The literature on transformational leadership clearly indicates that supervisors' visionary managerial practices inspire employees to exert extra effort to achieve group goals (Robbins, 2003). This is achieved through a transformation of follower beliefs and attitudes in line with organization's mission and objectives, which

instigates goal internalization (Menon, 2001). Thus, there was a strong expectation that transformational leadership practices of immediate supervisors would be directly linked to goal internalization. The fact that the direct influence on goal internalization was from top management, but not from immediate supervisors is an unexpected finding. Yet, this result may, once again, be explained by sample characteristics. The middle level managers in the current sample were considered to be one step lower than the highest level of management in the participating firms. As administrators of significant sized groups, they were higher up in the organizational ladder than most of the employees within their firms and had considerable level of power within their organizational structure. Being rather close to top management in terms of hierarchy, they were likely to have the opportunity to interact with the members of top management while carrying out business operations. They would be among the first to be given the responsibility of spreading out the word of the top management regarding company decisions, goals and policies to all others at the lower levels in the organizations. Therefore, they were likely to turn to the top management, as the source of corporate decisions, while personally evaluating the motivating potential of company vision and mission.

From a cross-cultural standpoint, Turkey is also found to be high in power distance (Hofstede, 1991; Kabasakal & Bodur, 1998). Societies high in this value dimension are characterized by a widespread acceptance of inequalities in power distribution, endorsement of submissiveness to superiors and prevalence of autocratic or paternalistic leadership (Hofstede, 1991). Doney, Cannon and Mullen (1998) have

proposed a theoretical framework regarding how national culture would influence the building of trust in organizations. Their conceptualization has explained how different dimensions of cultural values would change the processes through which trust is built. They have suggested that, since people in high power distance societies endorse conformity more and independence less, they would be more likely to be able to predict others' behaviors, which would act to enhance trust. Also, in power distant cultures, there is a "strong dependence on authority, emphasis on qualifications, and a large perceived difference between experts and nonexperts" (Doney, Cannon, & Mullen, 1998, p. 613). This may allow subordinates to more easily accept and value the capabilities of authority figures, which would elevate competence-based trust. On the other hand, because the decision making power belongs unquestionably to those at the top, there may be a risk perceived regarding whether those with authority have the subordinates' best interests at heart. It is also indicated that "people in high power distance societies view others as a threat and show less inclination to trust them" (p. 613). Thus, high levels of power distance may influence the formation of trust in different (and possibly opposite) ways, depending on the specific conditions present. However, once the trust in an authority figure is established, its impact on subordinates' behavior and attitudes are expected to be stronger in high power distance societies than those that are low, since subordinates with high power distance values would be more likely to accept and value the decisions of a trusted authority figure. This may also be the reason why the influence of trust in those with highest levels of authority in

participating organizations has been found to be such a powerful predictor of goal-related employee attitudes.

Unexpected results were also obtained regarding the effect of justice perceptions on goal internalization. Procedural and informational justice variables were expected to elevate internalization of organizational goals. However, the relationship between procedural justice and goal internalization was fully mediated by social influence in the final model. As mentioned previously, it is possible that middle level managers who participated in this study relied heavily on their perceptions of their peers when evaluating organizational practices. As predicted, procedural justice perceptions were also related to the perceived control dimension of empowerment, which in turn had an effect on commitment to customer goals. On the other hand, informational justice was neither directly nor indirectly found as significantly related to any of the empowerment dimensions, including goal internalization. This may be due to the fact that goal internalization has an organizationally related rather than interpersonal conceptualization. Conversely, informational justice, as a part of interactional justice, is related to cognitive, affective, and behavioral reactions toward the immediate supervisor. Cohen-Charash and Spector (2001) have explained that “when an employee perceives interactional injustice, he/she is predicted to negatively react toward his/her supervisor... rather than negatively react toward the organization as a whole, as is predicted by procedural justice models” (p. 281). Also, it was found that the managers in this sample referred to top management more than their immediate supervisors regarding corporate goals. Therefore, any unjust treatments the supervisors might have

committed during the goal setting process may have been unattributed to the organization in general.

5.1.3 Discussion of Interaction Effects

The testing of hypothesized interactions produced previously unexpected results. In line with expectancy theory, our expectation was that both reward expectancy and achievement striving would act to enhance the effect of empowerment on goal commitment by increasing the attractiveness of goal attainment. Results showed that, only for commitment to customer goals, reward expectancy was found to significantly interact with goal-related empowerment. However, the nature of this interaction did not turn out to be as anticipated. Instead of enhancing the slope of the line, high reward expectancy has produced a diminished relationship between empowerment and commitment (see Figure 4.3). A probable explanation of this finding is through *cognitive evaluation theory* (Deci & Ryan, 1980).

Cognitive evaluation theory (CET) is based on one of the most significant dichotomies in human motivation: Intrinsic versus extrinsic motivation. Intrinsic motivation is based on deriving spontaneous satisfaction from the activity itself, whereas extrinsic motivation instrumentally ties desired behaviors to specific tangible or verbal rewards (Gagne & Deci, 2005). CET asserts that allocating extrinsic rewards for a behavior that had previously been intrinsically rewarding tends to undermine the effect of intrinsic motivation. This is due to the fact that expectations of external rewards are likely to diminish feelings of autonomy and prompt a change in perceived locus of causality from internal to external (Gagne & Deci, 2005). Empirical findings

also provide support that positive feedback enhances intrinsic motivation and that tangible rewards significantly undermine it (Deci, Koestner, & Ryan, 1999). Despite existence of such empirical findings, the assertions of the theory remain controversial.

CET suggests that organizational practices that encourage employee participation and empowerment promote intrinsic motivation (Gagne & Deci, 2005). However, the use of extrinsic rewards hinders the effect of this intrinsic motivation. In the interaction between reward expectancy and empowerment in the current study, empowerment signifies the level of intrinsic motivation whereas reward expectancy shows influence of extrinsic rewards on the employees. The shapes of the interaction lines suggest that, in line with the assertions of CET, purely intrinsic processes without intrusion of extrinsic expectations are positively related with intrinsic motivation (i.e., goal commitment). However, when extrinsic rewards are expected by employees, their motivation is switched from being internally driven to being external. Hence, the increase in level of empowerment does not influence level of commitment when motivation is driven by extrinsic rewards.

Another aspect of this interaction to consider is that only process goals were affected by this diminishing influence of extrinsic rewards. Lack of intrinsic interest causes a greater drop in goal motivation for process goals than for customer or finance goals when extrinsic rewards are not expected. This may indicate that process goals, by nature, are more intrinsically motivated.

Contrary to our predictions, achievement striving did not moderate the effect of empowerment on goal commitment. One possible reason for this may be due to the fact

that all of participants reported very high levels of achievement striving, ($M = 4.28$, $SD = .47$). This may be due to the fact that the population was composed of rather accomplished middle level managers who would likely have high achievement needs. Also, social desirability (inclination to present oneself in a manner that will be viewed favorably by others) may have caused participants to inflate their scores. Restricted range in scores may have caused significant effects to be undetected in the current sample.

5.2 Limitations of the Study and Suggestions for Future Research

When evaluating the findings of this study, several important limitations should be taken into consideration. The cross-sectional nature of the research design does not warrant any causal inferences to be made. The directions of relationships between variables have been proposed on the basis of theoretical reasonings and the body of existing knowledge from previous experimental and correlational studies reported. Still, the empirical verification of these can't be indisputably established unless longitudinal or experimental data is collected.

Another limitation is that all of the variables in the study were assessed with self-report measures. Thus, many of the relationships may be inflated due to same source bias. Especially the situational variables such as goal specificity, goal difficulty, transformational leadership and social influence could have benefitted from gathering of data from a second source such as immediate supervisors.

This study could also be improved by employment of multiple levels of analysis. Especially for the social influence variable, being able to collect information about which organizational groups each participant belongs to and aggregating the data to the group level would have enabled us to make more objective remarks about the actual group dynamics, rather than relying merely on individuals' perceptions. However such information was not gathered due to restrictions imposed by the employers.

Another restriction that the employers have inflicted on the study was about demographics data. The survey did not inquire about demographics information that is typically reported in most psychological studies, such as gender, age and tenure. On the other hand, we have acquired some impression of the overall population that we have dealt with and how representative it was of the nations' overall workforce. Also, while factors such as gender and tenure may have some impact on empowerment and goal commitment, these effects are not expected to be vast and undismissable.

The sample used in the study had some very important consequences for the results obtained. Firstly, participants were all employed at very successful and prestigious firms operating under the same holding management. Sharing some commonalities in organizational culture, these firms are known to have a rather modern approach to management, likely to be similar to their Western counterparts rather than typical Turkish organizations. Expanding the range of organizations by including firms from different organizational cultures would enable us to reach results with greater generalizability for Turkey. Secondly, participants' fairly high level of organizational stature may have had a diminishing effect on the significance of empowerment

construct in the model. Typically in organizations, employees who are near the bottom of the organizational hierarchy are more likely to have issues regarding lack of sense of competency, meaning, authority and control in their work. So, if the sample consisted of lower level employees, it would be expected to observe greater variances and larger effect sizes for the level of empowerment experienced and its attitudinal outcomes. Data from lower-level employees could not be collected in the present study because of the restrictions posed by the employers. Conducting the study with lower level employees would also yield to greater differences across individuals and different goal types regarding goal commitment, which would enable us to obtain more meaningful results. Testing the relationships proposed in this model on employees from different organizational levels would also enable us to see the impact of organizational level as a factor.

One interesting area of investigation turned out to be the impact of extrinsic rewards on employee goal motivation. The current study has found some differences across different types of goals in terms of the level of commitment. In goal setting theory, characteristics of goals were at the center of attention; yet the effects of their contents have not received adequate attention (Gagne & Deci, 2005). Future studies can seek to shed light on how goal content related factors, such as perceived interestingness and utility, are related to perceived level of motivation in different extrinsic reward conditions.

5.3 Theoretical and Practical Contributions and Implications

Firstly, this study investigated and documented the effects of goal-related organizational practices on goal commitment. Despite its declared central role in goal setting literature, employees' commitment to goals in organizations has not been adequately understood in field settings, especially within formal MBO programs. Empirical results achieved by this study show how goal commitment is linked to other important systems-related and social factors that affect employees in workplaces during goal-setting and goal-achievement processes.

Another major contribution of this study was the attempt to establish the link between employee empowerment regarding goals and commitment to individual-level goals. Empowerment literature has previously investigated the influence of this motivational state on a wide array of employee behaviors in different contexts. However, the role of this construct in goal setting has never been examined. The current study has introduced this new outlook in goal research. It is hoped that future research attempts will continue to contribute to the existent body of knowledge in this area.

The findings of this study also have a number of implications for organizations. The results show that, in organizations that utilize MBO systems, identification with organizational goals is critical in facilitating employee commitment to individual-level goals. Literature indicates that organizational commitment occurs when individuals identify with and extend effort towards organizational goals and values (Reichers, 1985). Hollenbeck and Klein (1987) suggested that "individuals high in organizational

commitment would also be committed to operative goals established for them by the organization. Furthermore, the willingness to extend considerable effort for the organization suggests that in the face of obstacles, organizationally committed workers would tend to increase their efforts rather than modify their goals” (p. 216). Our findings also supported this phenomenon. The energizing power of organizational goals is likely to cross over to individual-level goals. Thus, goal-setting systems, organizational or managerial practices are likely to suffer from lack of employee goal motivation, if they put blinders on employees’ eyes to allow them only see their own specific goals and not let them appreciate the “big picture”. Instead, findings on work motivation suggest that, in order for organizational strategies to be enacted, organizations should display practices that develop a “line of sight” among employees about what the organizational objectives involve and how to contribute (Boswell, 2006). Among the factors that were investigated in this study, trust in top management turned out to be one of the largest contributors of internalization of organizational goals. Top managers have the most influence on organizational priorities (Mintzberg, 1983) and for this reason, how they are perceived by the bottom ranks within the organization carry a great importance in whether their priorities are valued by the followers.

The study results also indicated that social interactions between peers at the workplace carry a very important role in development of goal-related attitudes. Employees at the similar organizational stature referred heavily on their perceptions of others’ level of performance, goals and commitment while evaluating their own level of goal-related control, competence and especially internalization. This finding implicates

that managements should pay close attention to the nature of social norms prevalent in organizations regarding organizational practices. Sounding out the employees about matters such as fairness of executed practices and impressions of immediate supervisors and top management is important not only to understand the work related motivational states of individual employees, but also to counteract any negative assumptions before they spread throughout the organization.

Lastly, findings regarding the effect of reward expectancy on goal commitment suggest that enhancing work motivation of employees is not as simple as attaching monetary or verbal rewards to specific achievements. While increased performance rewards within organizations were generally found to enhance motivation, their degree of effectiveness differed on the basis of contents of goals and perceptions of employees regarding their level of goal-related empowerment.

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APPENDICES

Appendix A

The Survey Items Used for the Study

Koç Üniversitesi Hedef Araştırması

Bu anket, Koç Üniversitesi'nden Yrd. Doç. Dr. Mahmut Bayazıt ve Eda Aksoy tarafından yürütülen ve çalışanların iş hedeflerine yönelik tutumlarını etkileyen faktörleri araştıran bilimsel içerikli bir araştırmadır.

Anketin cevaplanmasında süre sınırlaması yoktur; ancak anketin doldurulması, yaklaşık 30-35 dakika sürmektedir. Lütfen her soruyu dikkatle okuyunuz ve hiçbir soruyu yanıtsız bırakmayınız. Hiçbir sorunun doğru veya yanlış cevabı yoktur. Sizin içtenlikle vereceğiniz cevaplar bizim için en yararlı olanlardır.

Anketlerde katılımcıların kimlik bilgileri sorgulanmamaktadır. Katılımcıların kimlik bilgileri araştırmacılar tarafından dahi bilinmeyecektir. Anketlerden elde edilecek veriler araştırmacılar tarafından bilimsel amaçlarla kullanılacak ve hiçbir üçüncü şahıs veya kurumla (kurumunuz ve yönetimi dahil) kişi bazında kesinlikle paylaşılmayacaktır.

Çalışmamıza yaptığınız katkı bizim için çok değerlidir. Bu anketi doldurmak için zaman ayırdığınız için teşekkür ederiz.

Herhangi bir soru veya yorumunuz olduğunda bizimle iletişime geçmek konusunda lütfen tereddüt etmeyiniz.

(Eda Aksoy E-posta: ehayirlioglu@ku.edu.tr)

ANKETİN DOLDURULMASI:

- Lütfen tarayıcınızın "Geri" veya "Yeniden Yükle" tuşlarına basmayınız.
- Anketteki tüm soruların doldurulması zorunludur. Soruların tüm şıkları işaretlenmediği sürece bir sonraki sayfaya geçilemez. Eğer bir sonraki sayfa açılmazsa boşluk olup olmadığını kontrol ediniz.
- Her sayfadaki tüm soruları cevaplandığınızdan emin olduktan sonra en altta solda yer alan "Submit Section" tuşuna basınız. Belirecek olan sorgu penceresindeki "OK" tuşuna basınız. Sayfayı göndermekten vazgeçmek isterseniz "Cancel" tuşuyla geri dönebilir, cevaplarınızda değişiklikler yapabilirsiniz. "Reset Section" tuşuna bastığınızda ise o sayfadaki tüm işaretlemeleriniz silinecek, sayfayı yeniden cevaplamanız gerekecektir.
- Bir sonraki sayfaya geçtikten sonra geçmiş sayfalardaki sorulara geri dönmek mümkün değildir.

Gösterdiğiniz özen için teşekkür ederiz.

BÖLÜM 1. KİŞİSEL BİLGİLER

1. Çalıştığınız kurum:
 - ☐ Arçelik ☐ Aygaz ☐ Beko Elektronik ☐ Ford Otosan ☐ Migros ☐ Tofaş
2. Çalıştığınız iş birimi:
 - ☐ AR- GE / ÜRÜN - HİZMET TASARIMI
 - ☐ BİLGİ TEKNOLOJİLERİ
 - ☐ KALİTE / KALİTE SİSTEMLERİ
 - ☐ İNSAN KAYNAKLARI / ENDÜSTRİ İLİŞKİLERİ / EĞİTİM
 - ☐ İDARİ İŞLER / STRATEJİK PLANLAMA
 - ☐ MALİ İŞLER
 - ☐ SATINALMA, TAŞERON YÖNETİMİ / LOJİSTİK
 - ☐ PAZARLAMA
 - ☐ SATIŞ / MÜŞTERİ İLİŞKİLERİ / SATIŞ SONRASI HİZMET
 - ☐ ÜRETİM / HİZMET

BÖLÜM 2. YÖNETİM İLE İLGİLİ GÖRÜŞLER

3. Lütfen çalıştığınız kurumda doğrudan bağlı olduğunuz yöneticinizin aşağıdaki ifadelerde yer alan davranışları ne ölçüde sergilediğini değerlendiriniz. Her bir davranışı ayrı olarak düşününüz ve yöneticiniz hakkındaki genel görüşlerinizin, belirtilen davranışı sergilemesi konusundaki değerlendirmelerinizi yanıltmasına izin vermeyiniz.

1	2	3	4	5
Hemen hemen hiçbir zaman	Arada bir	Bazen	Oldukça sık	Her zaman olmasa da, çok sık
Hedeflerin gerçekleştirileceğine dair güvenini ifade eder.				
Başarılması gerekenler hakkında coşkulu konuşur.				
Sizi başkalarından farklı gereksinimleri, yetenekleri ve beklentileri olan bir birey olarak dikkate alır.				
Verilen görevlerin nasıl tamamlanması gerektiği konusunda yeni yollar önerir.				
Sorunlara birçok farklı açıdan bakmanızı sağlar.				
Size sadece grubun bir üyesi olarak değil bir birey olarak davranır.				
Önem verdiği değer ve ilkeleri açıklar.				
Güven duygusu sergiler.				
Ortak bir misyona sahip olmanın önemini vurgular.				
Özendirici bir vizyonu açıkça ifade eder.				
Kararların ahlaki ve etik sonuçlarını göz önüne alır.				
Grubun iyiliği için kendi çıkarlarını bir kenara bırakır.				
Önemli varsayımların uygun olup olmadığını sorgulamak için onları tekrar inceler.				
Kendisiyle çalışmaktan gurur duymanızı sağlar.				
Gelecek hakkında iyimser konuşur.				
Saygınızı kazanacak şekilde hareket eder.				
Anlamlı bir hedefe sahip olmanın önemini vurgular.				
Zayıf yönlerinizi geliştirmeniz için yardım eder.				
Sorunların çözümünde farklı bakış açıları arar.				
Öğretmeye ve yetiştirmeye zaman harcar.				

4. Aşağıdaki ifadelerde çalışanların kurumun tepe yönetimine dair sahip olabilecekleri duygu ve düşüncelere yer verilmiştir. Bu ifadelere kendi kurumunuz için ne kadar katıldığınızı **hedeflerle yönetim sistemini düşünerek** cevaplayınız.

1	2	3	4	5	6
Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum

Kurumumuzun tepe yönetimi bizlerin bakış açısını yakalayabilmek için içtenlikle çaba gösterir.
Tepe yönetimin geçmişte yaptıklarını göz önüne aldığımda kurumumuzun geleceğini iyi görmüyorum.
Tepe yönetimine, kurumumuzun geleceğine dair mantıklı kararlar alması konusunda güvenilebilir.
Kurumumuzun tepe yönetiminin verimli bir iş ortaya koyduğunu düşünüyorum.
Bu kurumun tepe yönetiminin bana her zaman adil davranacağına güvenim tam.
Kurumumuzun tepe yönetimi “söylediğinle yaptığın bir olsun” sözüne uymuyor.

BÖLÜM 3. ÇALIŞANLAR İLE İLGİLİ GÖRÜŞLER

5. Lütfen aşağıdaki ifadeleri okuyunuz ve her ifadenin **genel olarak günlük hayatınızda** kendi özelliklerinizi ne derece yansıttığını verilen ölçeğe göre belirleyiniz.

1	2	3	4	5
Kesinlikle yanlış	Çoğunlukla yanlış	Ne doğru ne yanlış	Çoğunlukla doğru	Tamamen doğru

Hırs sahibi olmayan biriyim.
Belirli hedeflerim var ve o hedeflere doğru düzenli bir biçimde çalışıyorum.
Kendimi geliştirmek için yeni bir programa başlasam da genellikle bunu birkaç günden fazla sürdüremem.
Hedeflerime ulaşmak için çok çalışırım.
İçimde bir yükselme hırsı olduğunu hissetmiyorum.
Başarabildiğim herşeyi başarmaya çalışırım.
Yaptığım herşeyin mükemmel olması için çabalarım.
Çalışmadan duramayan tiplerden biriyim.

6. Beraber çalıştığınız iş arkadaşlarınızın (diğer yöneticilerin) hedeflerine yönelik tutumlarını değerlendirerek aşağıdaki ifadelerin ne kadar doğru veya yanlış olduğunu belirtiniz.

1	2	3	4	5	6
Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
Beraber çalıştığım iş arkadaşlarım, kendilerine verilmiş iş hedeflerine ulaşabilmek için gerekli çabayı göstermeleri gerektiğine inanırlar.					
Beraber çalıştığım iş arkadaşlarım, yeterince çaba gösterdikleri takdirde kendilerine verilen iş hedeflerine ulaşabileceklerine inanırlar.					
Beraber çalıştığım iş arkadaşlarım, kendilerine verilen iş hedeflerinin gerçekten zorlayıcı olduğu fikrindedirler.					
Beraber çalıştığım iş arkadaşlarım, kendilerine verilmiş iş hedeflerinin önemine inanırlar.					
Çalışma ortamımdaki iş arkadaşlarım arasında, kendilerine verilen hedefler için yeteri kadar çaba göstermeyenler hoş karşılanmazlar.					

BÖLÜM 4. HEDEF SİSTEMİ VE HEDEFLERE BAĞLI ÖDÜLLER İLE İLGİLİ GÖRÜŞLER

7. Çalıştığınız kurumda aşağıdaki ifadelere ne kadar katılıp katılmadığınızı belirtiniz.

1	2	3	4	5	6
Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
Hedeflerimde başarılı olmak terfi etme şansımı artırır.					
Hedeflerimde başarılı olmak toplam ücret paketimin artmasını sağlar.					
Hedeflerimde başarılı olmak yöneticimin beni daha fazla takdir etmesini sağlar.					
Hedeflerimde başarılı olmak bana iş güvencesi sağlar.					

BÖLÜM 5. BU YILKI HEDEF BELİRLEME SÜRECİ İLE İLGİLİ GÖRÜŞLER

8. Aşağıda yer alan maddelerde **kişisel iş hedeflerinizin belirlenmesi sürecine** dair ifadeler yer almaktadır. Bu ifadelere dayanarak söz konusu sürecin nasıl işlediğini değerlendiriniz.

1	2	3	4	5
Çok az ölçüde	Az ölçüde	Orta ölçüde	Büyük ölçüde	Çok büyük ölçüde
Hedeflerinizin belirlenmesi sürecinde sizin görüş ve duygularınızı ifade etme fırsatınız oldu mu?				
Hedef belirleme süreci sonucunda oluşan kararlara/hedeflere etkiniz oldu mu?				
Hedef belirleme sürecinin prosedürleri tutarlı mıydı?				
Hedef belirleme sürecinin prosedürleri önyargılardan uzak mıydı?				
Hedef belirleme sürecinin prosedürleri doğru bilgilere dayandırılmış mıydı?				

Hedef belirleme süreci sonucunda oluşan kararlara/hedeflere itiraz etme imkanınız oldu mu?
Hedef belirleme sürecinin prosedürleri etik ve ahlaki standartlara uygun muydu?

9. Aşağıda yer alan maddelerde iş hedeflerinizin belirleme sürecini yürüten yöneticinizin tavır ve davranışlarına dair ifadeler yer almaktadır. Bu ifadelere dayanarak söz konusu süreçte yöneticinizin tavır ve davranışlarını değerlendiriniz.

1	2	3	4	5
Çok az ölçüde	Az ölçüde	Orta ölçüde	Büyük ölçüde	Çok büyük ölçüde

Yöneticiniz, hedeflerinizin belirlenmesi sürecinde sizinle iletişimde dürüst müydü?
Yöneticiniz, hedeflerinizi size detaylı olarak izah etti mi?
Yöneticinizin size hedefleriniz hakkında yaptığı açıklamalar mantıklı mıydı?
Yöneticiniz hedeflerinizle ilgili detayları size zamanında açıkladı mı?
Yöneticiniz hedef belirleme sürecinde sizinle olan iletişimini sizin özel ihtiyaçlarınıza uygun olarak şekillendirdi mi?

BÖLÜM 6. HEDEFLER İLE İLGİLİ GÖRÜŞLER

10. İş hedeflerinizle ilgili olarak aşağıda yer alan maddelere ne kadar katıldığınızı belirtiniz.

1	2	3	4	5	6
Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum

İş hedeflerim çok açık ve belirgindir; işimin ne olduğunu tam olarak biliyorum.
Hedeflerimizle ilgili olarak verilen kararlara etki edebilirim.
Hedeflerime ulaşmak için gerekli olan bilgi ve deneyime sahibim.
İş hedeflerimin belirsiz ve muğlak olduğunu düşünüyorum.
Hedeflerime nasıl ulaşacağım konusunda karar verme yetkim vardır.
Grup olarak başarmaya çalıştığımız hedefler beni heyecanlandırıyor.
Grubumun amaçları için çalışmak konusunda hevesliyim.
Hedeflerime ulaşmamı sağlayacak beceri ve yeteneklere sahibim.
Hangi iş hedeflerimin diğerlerinden daha önemli olduğunu gayet iyi biliyorum; bu hedeflerde önceliklerimi çok net anlıyorum.
Hedeflerimize ulaşmak için izlediğimiz yola etki edebilirim.
Hedeflerime yönelik olarak etkili şekilde çalışmak için gerekli yetkinliklere sahibim.

11. Bu yıl için belirlenmiş olan **SÜREC** hedefiniz var mıdır?
 12. Varsa **SÜREC** hedeflerinizden ağırlığı en yüksek olanı yazınız.

13. Yukarıda yazmış olduğunuz **SÜREC** hedefini dikkate alarak aşağıdaki ifadelere ne kadar katılıp katılmadığınızı belirtiniz.

1	2	3	4	5	6
Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
Bence bu, başarmaya çalışmak için iyi bir hedef.					
Bu hedefe ulaşmakta fazla zorluk çekeceğimi sanmıyorum; epey kolay görünüyor.					
Bu hedefi ciddiye almak zordur.					
Bu hedefe ulaşmak bir hayli zordur.					
Bu hedef için belirlenmiş olan göstergeler ölçülebilirdir.					
Dürüst olmak gerekirse, bu hedefe ulaşip ulaşmamak umurumda değil.					
Bu hedefe ulaşabilmem için yüksek seviyede bilgi ve beceri sergilemem gerekecek.					
Bu hedef için belirlenmiş olan göstergeler uygundur.					
Kendimi, bu hedefi gerçekleştirmeye adanmış durumdayım.					
Bu hedeften vazgeçmemi sağlamak hiç de zor olmaz.					
Bu hedef için belirlenmiş olan göstergeler net olarak tanımlıdır.					
Bu hedefi gerçekleştirebilmem için çok çaba harcamam gerekecek.					

14. Bu yıl için belirlenmiş olan **MÜSTERİ** hedefiniz var mıdır?
 15. (Varsa) **MÜSTERİ** hedeflerinizden ağırlığı en yüksek olanı yazınız.

16. Yukarıda yazmış olduğunuz **MÜSTERİ** hedefini dikkate alarak aşağıdaki ifadelere ne kadar katılıp katılmadığınızı belirtiniz.

1	2	3	4	5	6
Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
Bence bu, başarmaya çalışmak için iyi bir hedef.					
Bu hedefe ulaşmakta fazla zorluk çekeceğimi sanmıyorum; epey kolay görünüyor.					
Bu hedefi ciddiye almak zordur.					
Bu hedefe ulaşmak bir hayli zordur.					
Bu hedef için belirlenmiş olan göstergeler ölçülebilirdir.					
Dürüst olmak gerekirse, bu hedefe ulaşip ulaşmamak umurumda değil.					
Bu hedefe ulaşabilmem için yüksek seviyede bilgi ve beceri sergilemem gerekecek.					
Bu hedef için belirlenmiş olan göstergeler uygundur.					
Kendimi, bu hedefi gerçekleştirmeye adanmış durumdayım.					
Bu hedeften vazgeçmemi sağlamak hiç de zor olmaz.					
Bu hedef için belirlenmiş olan göstergeler net olarak tanımlıdır.					
Bu hedefi gerçekleştirebilmem için çok çaba harcamam gerekecek.					

17. Bu yıl için belirlenmiş olan **FİNANS** hedefiniz var mıdır?

18. (Varsa) **FİNANS** hedeflerinizden ağırlığı en yüksek olanı yazınız.

19. Yukarıda yazmış olduğunuz **FİNANS** hedefini dikkate alarak aşağıdaki ifadelere ne kadar katılıp katılmadığınızı belirtiniz.

1	2	3	4	5	6
Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
Bence bu, başarmaya çalışmak için iyi bir hedef.					
Bu hedefe ulaşmakta fazla zorluk çekeceğimi sanmıyorum; epey kolay görünüyor.					
Bu hedefi ciddiye almak zordur.					
Bu hedefe ulaşmak bir hayli zordur.					
Bu hedef için belirlenmiş olan göstergeler ölçülebilirdir.					
Dürüst olmak gerekirse, bu hedefe ulaşıp ulaşmamak umurumda değil.					
Bu hedefe ulaşabilmem için yüksek seviyede bilgi ve beceri sergilemem gerekecek.					
Bu hedef için belirlenmiş olan göstergeler uygundur.					
Kendimi, bu hedefi gerçekleştirmeye adanmış durumdayım.					
Bu hedeften vazgeçmemi sağlamak hiç de zor olmaz.					
Bu hedef için belirlenmiş olan göstergeler net olarak tanımlıdır.					
Bu hedefi gerçekleştirebilmem için çok çaba harcamam gerekecek.					

Anketi tamamladınız.

Anketi doldurduğunuz için çok teşekkür ederiz. Her türlü soru ve yorumlarınız için bizimle temasa geçebilirsiniz.

Yrd. Doç. Dr. Mahmut Bayazıt ve Eda Aksoy

Koç Üniversitesi, Psikoloji Bölümü Rumelifeneri Yolu 34450 Sarıyer İstanbul

Eda Aksoy E-posta: ehayirlioglu@ku.edu.tr

Appendix B

Factor Structures of Measures Used

Table 7.1

Summary of Confirmatory Two-Factor Model Results for Procedural and Informational Justice Scales

<i>Items</i>	<i>Standardized Factor Loadings</i>
Procedural Justice (PJ)	
3. Hedef belirleme sürecinin prosedürleri tutarlı mıydı?	.80**
2. Hedef belirleme süreci sonucunda oluşan kararlara/hedeflere etkiniz oldu mu?	.75**
1. Hedeflerinizin belirlenmesi sürecinde sizin görüş ve duygularınızı ifade etme fırsatınız oldu mu?	.71**
4. Hedef belirleme sürecinin prosedürleri önyargılardan uzak mıydı?	.71**
6. Hedef belirleme süreci sonucunda oluşan kararlara/hedeflere itiraz etme imkanınız oldu mu?	.69**
5. Hedef belirleme sürecinin prosedürleri doğru bilgilere dayandırılmış mıydı?	.69**
7. Hedef belirleme sürecinin prosedürleri etik ve ahlaki standartlara uygun muydu?	.63**

Table 7.1 (continued)

Informational Justice (IJ)	
2. Yöneticiniz, hedeflerinizi size detaylı olarak izah etti mi?	.86**
4. Yöneticiniz hedeflerinizle ilgili detayları size zamanında açıkladı mı?	.86**
5. Yöneticiniz hedef belirleme sürecinde sizinle olan iletişimini sizin özel ihtiyaçlarınıza uygun olarak şekillendirdi mi?	.85**
3. Yöneticinizin size hedefleriniz hakkında yaptığı açıklamalar mantıklı mıydı?	.82**
1. Yöneticiniz, hedeflerinizin belirlenmesi sürecinde sizinle iletişimde dürüst müydü?	.70**
PJ with IJ	.84**
PJ1 with PJ2	.19**
PJ4 with PJ5	.21**

Table 7.2

Summary of Exploratory Factor Analysis Results for Goal Specificity Scale

<i>Items</i>	<i>Factor Loadings</i>
1. İş hedeflerim çok açık ve belirgindir; işimin ne olduğunu tam olarak biliyorum.	.81
3. Hangi iş hedeflerimin diğerlerinden daha önemli olduğunu gayet iyi biliyorum; bu hedeflerde önceliklerimi çok net anlıyorum.	.74
2. İş hedeflerimin belirsiz ve muğlak olduğunu düşünüyorum. (R)	.71
Percentage of explained variance	56.67
Eigenvalue	1.70

Note. (R) : Reverse coded item.

Table 7.3

Summary of Exploratory Factor Analysis Results for Trust in Top Management Scale

<i>Items</i>	<i>Factor Loadings</i>
3. Tepe yönetime, kurumumuzun geleceğine dair mantıklı kararlar alması konusunda güvenilebilir.	.87
4. Kurumumuzun tepe yönetiminin verimli bir iş ortaya koyduğunu düşünüyorum.	.83
5. Bu kurumun tepe yönetiminin bana her zaman adil davranacağına güvenim tam.	.82
6. Kurumumuzun tepe yönetimi “söylediğinle yaptığın bir olsun” sözüne uymuyor. (R)	.80
1. Kurumumuzun tepe yönetimi bizlerin bakış açısını yakalayabilmek için içtenlikle çaba gösterir.	.79
2. Tepe yönetimin geçmişte yaptıklarını göz önüne aldığında kurumumuzun geleceğini iyi görmüyorum. (R)	.71
Percentage of explained variance	64.85
Eigenvalue	3.89

Note: (R): Reverse coded item.

Table 7.4

*Summary of Confirmatory Four-Factor Model Results for Transformational Leadership Scale:
Results According to Model 2 with Residuals of Items 3 -6 and 9 - 10 Allowed To Correlate*

<i>Items</i>	<i>Standardized Factor Loadings</i>
Idealized influence (II)	
14. Kendisiyle çalışmaktan gurur duymamı sağlar.	.89**
16. Saygımı kazanacak şekilde hareket eder.	.85**
17. Bir amaca kendini adamanın önemini vurgular.	.82**
9. Ortak bir misyona sahip olmanın önemini vurgular.	.80**
8. Güçlü ve güvenli bir duruş sergiler.	.80**
12. Grubun iyiliği için kendi çıkarlarını bir kenara bırakır.	.76**
11. Kararların ahlaki ve etik sonuçlarını göz önüne alır.	.75**
7. En çok değer verdiği ilkeleri hakkında konuşur.	.71**
Intellectual stimulation (IS)	
5. Sorunlara birçok farklı açıdan bakmamı sağlar.	.87**
19. Sorunların çözümünde farklı bakış açıları arar.	.84**
4. Verilen görevlerin nasıl tamamlanması gerektiği konusunda yeni yollar önerir.	.80**
13. Önemli varsayımların uygun olup olmadığını sorgulamak için onları tekrar inceler.	.72**
Individualized consideration (IC)	
18. Güçlü yönlerimi geliştirmem için yardım eder.	.89**
20. Öğretmeye ve yetiştirmeye zaman harcar.	.83**
3. Beni başkalarından farklı gereksinimleri, yetenekleri ve beklentileri olan bir birey olarak dikkate alır.	.70**
6. Bana sadece grubun bir üyesi olarak değil bir birey olarak davranır.	.66**

Table 7.4 (continued)

Inspirational motivation (IM)	
10. Özendirici bir vizyonu açıkça ifade eder.	.84**
2. Başarılması gerekenler hakkında coşkulu konuşur.	.76**
15. Gelecek hakkında iyimser konuşur.	.75**
1. Hedeflerin gerçekleştirileceğine dair güvenini ifade eder.	.70**
II with IM	1.00**
IS with IM	.93**
II with IS	.93**
IC with IM	.93**
II with IC	.91**
IS with IC	.91**
Item 9 with 10	.15**
Item 3 with 6	.26**

**p < .01.

Table 7.5

Summary of Exploratory Factor Analysis Results for Social Influence Scale

<i>Items</i>	<i>Factor Loadings</i>	
	<i>5-item</i>	<i>4-item</i>
4. Beraber çalıştığım iş arkadaşlarım, kendilerine verilmiş iş hedeflerinin önemine inanırlar.	.850	.851
1. Beraber çalıştığım iş arkadaşlarım, kendilerine verilmiş iş hedeflerine ulaşabilmek için gerekli çabayı göstermeleri gerektiğine inanırlar.	.841	.847
2. Beraber çalıştığım iş arkadaşlarım, yeterince çaba gösterdikleri takdirde kendilerine verilen iş hedeflerine ulaşabileceklerine inanırlar.	.817	.840
5. Çalışma ortamımdaki iş arkadaşlarım arasında, kendilerine verilen hedefler için yeteri kadar çaba göstermeyenler hoş karşılanmazlar.	.737	.734
3. Beraber çalıştığım iş arkadaşlarım, kendilerine verilen iş hedeflerinin gerçekten zorlayıcı olduğu fikrindedirler.*	.373	
Percentage of explained variance	55.57	67.13
Eigenvalue	2.78	2.69

Note: * Item omitted in final scale.

Table 7.6

Summary of Confirmatory Model Results for Goal-Related Empowerment Scale

<i>Items</i>	<i>Standardized Factor Loadings</i>
Perceived control	
3. Grubumuzda hedeflerimize ulaşmak için izlediğimiz yola etki edebilirim.	.81**
1. Grubumuzda hedeflerimizle ilgili olarak verilen kararlara etki edebilirim.	.80**
2. Hedeflerime nasıl ulaşacağım konusunda karar verme yetkim vardır.	.58**
Goal internalization	
1. Kurum olarak başarmaya çalıştığımız şey beni heyecanlandırıyor.	.83**
2. Bu kurumun amaçları için çalışmak konusunda hevesliyim.	.80**
3. Bu kurumun hedefleri bana ilham veriyor.	.71**
Perceived competence	
1. Hedeflerime ulaşmak için gerekli olan bilgi ve deneyime sahibim.	.75**
2. Hedeflerime ulaşmamı sağlayacak beceri ve yeteneklere sahibim.	.71**
3. Hedeflerime yönelik olarak etkili şekilde çalışmak için gerekli yetkinliklere sahibim.	.63**
Perceived competence with Goal internalization	.65**
Perceived control with Perceived competence	.58**
Perceived control with Goal internalization	.47**

**p < .01.

Table 7.7

Summary of Exploratory Factor Analysis Results for Reward Expectancy Scale

<i>Items</i>	<i>Factor Loadings</i>
1. Hedeflerimde başarılı olmak terfi etme şansımı artırır.	.89
3. Hedeflerimde başarılı olmak yöneticimin beni daha fazla takdir etmesini sağlar.	.88
4. Hedeflerimde başarılı olmak bana iş güvencesi sağlar.	.81
2. Hedeflerimde başarılı olmak toplam ücret paketimin artmasını sağlar.	.80
Percentage of explained variance	71.36
Eigenvalue	2.86

Table 7.8

Summary of Confirmatory Single Factor Model Analysis Results for Achievement Striving Scale: Results According to Model 2 with Residuals of Items 1, 3 and 5 Allowed To Correlate

<i>Items</i>	<i>Standardized Factor Loadings</i>
4. Hedeflerime ulaşmak için çok çalışırım.	.71**
2. Belirli hedeflerim var ve o hedeflere doğru düzenli bir biçimde çalışıyorum.	.67**
7. Yaptığım herşeyin mükemmel olması için çabalarım.	.65**
6. Başarabildiğim herşeyi başarmaya çalışırım.	.59**
8. Çalışmadan duramayan tiplerden biriyim.	.44**
5. İçimde bir yükselme hırsı olduğunu hissetmiyorum. (R)	.40**
1. Hırs sahibi olmayan biriyim. (R)	.35**
3. Kendimi geliştirmek için yeni bir programa başlasam da genellikle bunu birkaç günden fazla sürdüremem. (R)	.33**
Item 1 with 3	.24**
Item 1 with 5	.34**
Item 3 with 5	.25**

Note: (R): Reverse coded item.

****p < .01.**

Table 7.9

Summary of Exploratory Factor Analysis Results for Goal Commitment Scale for Process Goals

<i>Items</i>	<i>Factor Loadings</i>
1. Bence bu, başarmaya çalışmak için iyi bir hedef.	.71
2. Bu hedefi ciddiye almak zordur. (R)	.69
3. Dürüst olmak gerekirse, bu hedefe ulaşip ulaşmamak umurumda değil. (R)	.76
4. Kendimi, bu hedefi gerçekleştirmeye adanmış durumdayım.	.60
5. Bu hedeften vazgeçmemi sağlamak hiç de zor olmaz. (R)	.83
Percentage of explained variance	52.04
Eigenvalue	2.60

Note. (R) : Reverse coded item.

Table 7.10

Summary of Exploratory Factor Analysis Results for Goal Commitment Scale for Customer Goals

<i>Items</i>	<i>Factor Loadings</i>
1. Bence bu, başarmaya çalışmak için iyi bir hedef.	.54
2. Bu hedefi ciddiye almak zordur. (R)	.70
3. Dürüst olmak gerekirse, bu hedefe ulaşip ulaşmamak umurumda değil. (R)	.69
4. Kendimi, bu hedefi gerçekleştirmeye adanmış durumdayım.	.66
5. Bu hedeften vazgeçmemi sağlamak hiç de zor olmaz. (R)	.79
Percentage of explained variance	46.12
Eigenvalue	2.31

Note. (R) : Reverse coded item.

Table 7.11

Summary of Exploratory Factor Analysis Results for Goal Commitment Scale for Finance Goals

<i>Items</i>	<i>Factor Loadings</i>
1. Bence bu, başarmaya çalışmak için iyi bir hedef.	.60
2. Bu hedefi ciddiye almak zordur. (R)	.56
3. Dürüst olmak gerekirse, bu hedefe ulaşip ulaşmamak umurumda değil. (R)	.75
4. Kendimi, bu hedefi gerçekleştirmeye adanmış durumdayım.	.75
5. Bu hedeften vazgeçmemi sağlamak hiç de zor olmaz. (R)	.76
Percentage of explained variance	47.27
Eigenvalue	2.36

Note. (R) : Reverse coded item.

Table 7.12

*Summary of Exploratory Factor Analysis Results for Goal Difficulty Scale for**Process Goals*

<i>Items</i>	<i>Factor Loadings</i>
4. Bu hedefi gerçekleştirebilmem için çok çaba harcamam gerekecek.	.83
3. Bu hedefe ulaşabilmem için yüksek seviyede bilgi ve beceri sergilemem gerekecek.	.74
2. Bu hedefe ulaşmak bir hayli zordur.	.68
1. Bu hedefe ulaşmakta fazla zorluk çekeceğimi sanmıyorum; epey kolay görünüyor. (R)	.59
Percentage of explained variance	51.02
Eigenvalue	2.04

Note. (R) : Reverse coded item.

Table 7.13

Summary of Exploratory Factor Analysis Results for Goal Difficulty Scale for Customer Goals

<i>Items</i>	<i>Factor Loadings</i>
4. Bu hedefi gerçekleştirebilmem için çok çaba harcamam gerekecek.	.83
3. Bu hedefe ulaşabilmem için yüksek seviyede bilgi ve beceri sergilemem gerekecek.	.78
2. Bu hedefe ulaşmak bir hayli zordur.	.68
1. Bu hedefe ulaşmakta fazla zorluk çekeceğimi sanmıyorum; epey kolay görünüyor. (R)	.65
Percentage of explained variance	54.38
Eigenvalue	2.18

Note. (R) : Reverse coded item.

Table 7.14

*Summary of Exploratory Factor Analysis Results for Goal Difficulty Scale for**Finance Goals*

<i>Items</i>	<i>Factor Loadings</i>
4. Bu hedefi gerçekleştirebilmem için çok çaba harcamam gerekecek.	.85
3. Bu hedefe ulaşabilmem için yüksek seviyede bilgi ve beceri sergilemem gerekecek.	.77
2. Bu hedefe ulaşmak bir hayli zordur.	.77
1. Bu hedefe ulaşmakta fazla zorluk çekeceğimi sanmıyorum; epey kolay görünüyor. (R)	.73
Percentage of explained variance	61.12
Eigenvalue	2.45

Note. (R) : Reverse coded item.