Motivation to Lead: The Role of Regulatory Focus, Role Models and Fear of Leadership

by

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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 aim of the present study was to investigate the relations among regulatory focus, selective information processing about role models, role model evaluation, fear of leadership and motivation to lead. The data were collected from 248 currently employed and 77 currently not employed people. Findings indicated that prevention focus was negatively correlated with motivation to lead, whereas promotion focus was positively correlated with motivation to lead. Moreover, role model evaluation mediated the relation between promotion focus and motivation to lead. In addition, fear of leadership moderated the relation between promotion focus and role model evaluation. Contrary to our expectations, selective information processing about role model did not correlate with any of the variables. Theoretical and practical implications of the findings are discussed.

Keywords: Motivation to lead, regulatory focus, role models, selective information processing, fear of leadership.

ÖZET

Bu çalışma, düzenleyici odak, rol model hakkındaki bilgiyi seçici yürütme, rol model değerlendirmesi, liderlik kaygısı ve liderlik motivasyonu arasındaki ilişkileri incelemektedir. Çalışmadaki veriler değişik mesleklerdeki araştırma sırasında aktif çalışan ve çalışmayan kişilerden toplanmıştır. Bulgular, önlem düzenleyici odaklılığın liderlik motivasyonunu olumsuz yordadığını, teşvik düzenleyici odaklılığın ise liderlik motivasyonunu olumlu yordadığını göstermiştir. Bunun yanı sıra, rol model değerlendirmesinin teşvik düzenleyici odaklılıkla liderlik motivasyonu arasındaki ilişkiye aracılık ettiği bulunmuştur. Liderlik kaygısı da teşvik düzenleyici odaklılık ve rol model değerlendirmesi arasındaki ilişkide düzenleyici rol oynamıştır. Beklentinin aksine, rol model hakkındaki bilgiyi seçici yürütmenin hiçbir değişkenle ilişkisi bulunmamıştır. Çalışmanın kuramsal önemi ve pratik uygulamaları tartışılmıştır.

Anahtar Sözcükler: Liderlik motivasyonu, düzenleyici odak, rol model, bilgiyi seçici yürütme, liderlik kaygısı.

DEDICATION

To my mom

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CHAPTER 1

INTRODUCTION

1.1. General Overview

Taylor has been working under Kelly who is in the leadership position in the company. Based on her observations of Kelly's achievements, Taylor thinks that she wants to be a leader in the future. However, Joanna, who has been also working under Kelly in the same company for the same amount of years as Taylor, decides not to be a leader in the future after observing Kelly's work-family balance problem. What might be the underlying reason of different decisions given by Taylor and Joanna about being a leader assuming that they both know Kelly's life equally well? The main reason is likely to be the difference in their evaluation of the role model, since they attended different sides of the role model's experience. This difference might be a result of an individual difference in their regulatory focus. The aim of the present study was to investigate the relations among regulatory focus, selective information processing about role models, role model evaluation, fear of leadership and motivation to lead.

Previous studies investigated motivation in academic and health domains by positive and negative role models depending on regulatory focus. However, a single role model generally has both positive and negative experiences, rather than having either completely positive or negative experiences. In such a case, for evaluating the role model either positively or negatively what matters is the part of the role model's experience people attend to. We proposed that role model will be evaluated differently by those with different regulatory focus through selective processing of information about role models. That is, people with *promotion focus* are more likely to evaluate the role model positively through selective processing of positive experiences of a role model and people with *prevention focus* are more likely to

evaluate the role model negatively through selective processing of negative experiences of a role model. In the present study, we investigated whether regulatory focus predicts the level of motivation to lead through attention to either negative or positive experiences of a role model and role model evaluation as in the case of Taylor and Joanna and whether fear of leadership moderates the relation between regulatory focus and selective information processing about the role model (see Figure 1.1).

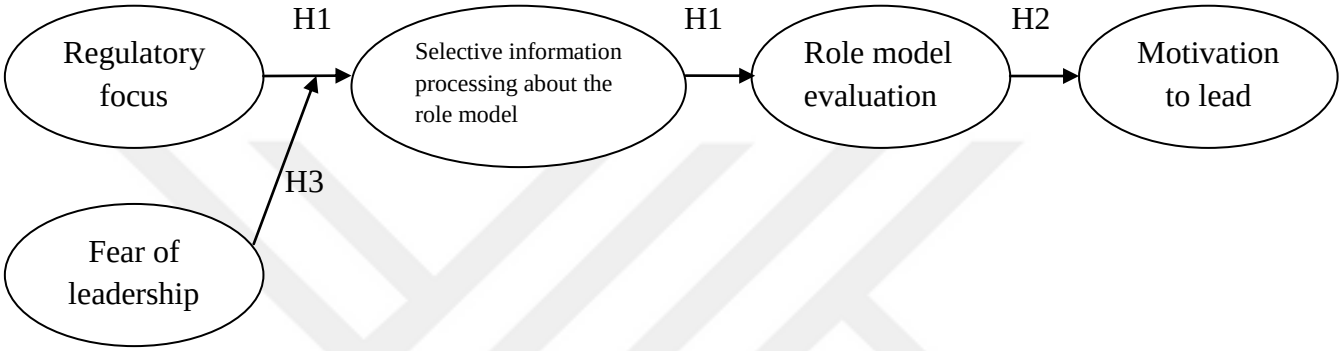

Figure 1.1. Conceptual model of the present study

CHAPTER 2

LITERATURE REVIEW

2.1. Regulatory Focus and Role Models

Regulatory focus theory proposes that there are two self- regulatory states: prevention and promotion focus (Higgins, 1997). While people with prevention focus are sensitive to presence and absence of negative outcomes, people with promotion focus are sensitive to presence and absence of positive outcomes. People with promotion focus are keen about gains, aspirations, ideals and accomplishments. People with prevention focus are inclined to ensure nonlosses, safety, oughts and maintenance of status quo. Thus, people with different regulatory focus approach the desired end-states with different strategies. People with promotion focus approach matches to desired end states and people with prevention focus avoid mismatches to desired end states (Higgins, 1997).

We argue that regulatory focus influences motivation to lead through selective information processing about role models and role model evaluation. Role models are important in providing a pool of possible selves for individuals (Markus & Nurius, 1986). Possible selves are the cognitive manifestations of aspirations, motives and fears and they act as incentives for future behavior. There are two types of possible selves: desired (i.e., hoped-for) vs. feared selves (Markus & Nurius, 1986). Desired selves are the selves we would like to become and feared selves are the selves we are afraid of becoming. Lockwood, Jordan & Kuna (2002) suggested that while negative role models represent feared selves, positive role models represent desired selves. According to authors, while negative role models encourage the use of prevention strategies, positive role models encourage the use of promotion strategies. Thus, people with prevention focus are motivated by negative role models. They argued that by observing negative role models, individuals are motivated to use avoidance

strategies to avoid similar misfortunes in the future. They further assert that people with promotion focus are motivated by positive role models. By observing the positive role models, individuals strive to achieve similar success and motivated to use approach strategies.

Lockwood et al. (2002) examined the relation between regulatory focus and academic motivation by different role models. They primed participants to experience either prevention or promotion focus. Then, they gave the participants a text portraying either a positive or a negative role model. Results showed that when people were primed to experience promotion focus, they were motivated to succeed academically by positive role models. When people were primed to experience prevention focus, they were motivated to succeed academically by negative role models.

Regulatory focus can be temporarily induced through priming, however; people vary in the chronic strengths of prevention or promotion focus (Higgins, 1997, 2012). That is, there is a difference between individuals in the accessibility of prevention or promotion focus. Lockwood et al. (2002) showed that people with chronic prevention focus gave descriptions of negative role models from their real life as a motivator for them. People with chronic promotion focus gave the descriptions of positive role models as a motivator for them. The results of another study by Lockwood, Chasteen and Wong (2005) indicated that older adults had stronger prevention focus in health domain compared to the young adults and their prevention focus was associated with greater motivation to change their health-related behaviors by negative role models.

Even though previous studies classified role models as positive and negative, role models in real life mostly have both positive and negative aspects and experiences (i.e. both gains and losses). It is important to examine when individuals think of role models, what side of role models' experience they attend more since it might influence whether they will

evaluate the role model positively or negatively. This might also be influenced by the regulatory focus people have. Research has shown that people respond to information that fits their regulatory focus (e.g., Cesario, Grant, & Higgins, 2004; Jain, Lindsey, Agrawal, & Maheswaran, 2007; Lee & Aaker, 2004; Shah, Higgins, & Friedman, 1998). For instance, people with promotion (vs. prevention) focus were persuaded more when they were given messages emphasizing gain (vs. loss) (Lee & Aaker, 2004).

Wang and Lee (2005) suggested that people are passive recipients of the information when they are given either promotion framed (i.e., emphasizing gain or nongain) or prevention framed (i.e. emphasizing loss or nonloss) messages. They addressed the question of whether people would selectively process information when they were given a mixed message involving both gain and loss frame.. They found that when evaluating two brands, people spent more time in reviewing information that fits their regulatory focus. That is, they selectively processed information congruent with their regulatory focus. Yoon, Sarial-Abi and Gurhan-Canli (2012) found that under high information load, people who were primed to experience promotion focus relied on positive information when evaluating a brand, whereas those who were primed to experience prevention focus relied on negative information. Moreover, neuroscientific evidence supported those findings (Cunningham, Raye, & Johnson, 2005). Cunningham et al. showed that promotion focus was associated with greater activity in the brain for positive stimuli whereas prevention focus was associated with greater activity in the brain for negative stimuli. We expected that the relation between regulatory focus and brand evaluation through selective information processing (SIP) found in consumer research will reveal itself also when people evaluating the role model in terms of role model's success, happiness and positivity of leadership experience and aspiration to be like the role model.

Hypothesis 1: Role model evaluation will be predicted by regulatory focus through SIP about role model. People with prevention focus will negatively evaluate the role model

through selective processing of negative information about the role model's experience, whereas people with promotion focus will positively evaluate the role model's experience through selective processing of positive information about the role model.

2.2. Motivation to Lead

Reconsidering the case of Taylor and Joanna, as a result of their observations of the same role model (i.e., the leader in their company), they differed in their desire to become leaders in the future. In the present study, we examined the relation between regulatory focus and motivation to lead through SIP about role model and role model evaluation. Motivation to lead (MTL) was defined as "an individual differences construct that affects a leader's or leader-to-be's decisions to assume leadership training, roles, and responsibilities and that affect his or her intensity of effort at leading and persistence as a leader" (Chan & Drasgow, 2001, p.487). Luria and Berson (2013) used it as a general factor measuring individual differences in the intensity of motivation to lead. They showed that MTL was associated with both formal and informal leadership emergence. Participants with high MTL were both selected as leaders by more group members and more inclined to assume leadership roles in comparison to participants with low MTL. We expected that role model evaluation will predict MTL.

Hypothesis 2: Those who evaluated role model positively will have high levels of MTL, whereas those who evaluated role model negatively will have low levels of MTL.

2.3. Fear of leadership as a moderator

Fear of leadership (FOL) was defined as the worries and fears about negative consequences of leadership (Aycan et al., 2014). FOL was developed building on Horner's

conceptualization of fear of success (FOS) which is avoidance of success due to belief in negative consequences following success (as cited in Wood and Greenfeld; 1979). FOS was thought to be one of the reasons for women's working in low skilled, dead-end jobs or not working at all (Moore, 1975). However, empirical evidence has shown inconsistent findings on the gender differences in FOS (e.g., Buchalter, 1997; Levine & Crumrine, 1975).

FOS has been found to be associated with career salience that is the centrality of a career in person's life (Illfelder, 1980). Women who were high in FOS had lower career salience than women who were low in FOS. Levinson (2005) showed that there was a positive relation between FOS and career procrastination. In other words, the increase in FOS was related to the increase in career procrastination. An individual's level of FOS has also been shown to predict intrinsic motivation (Zuckerman, Larrance, Porack & Blanck, 1980). People with low levels of FOS showed higher intrinsic motivation on the completion of puzzles compared to people with high levels of FOS.

FOL differs from FOS in some aspects. First, while FOS is related to success as a broad category, FOL is specifically related to a leadership position. Second, conceptualization of FOS implies gender differences. FOL, on the other hand, is applicable to both men and women. Last, FOS items compose of benefits of success, costs of success and attitude toward success, whereas FOL items compose of negative consequences of being a leader (Aycan et al., 2014)

Items of FOL consist of potential negative consequences of leadership (Aycan, et al., 2014). Items were developed based on the interviews conducted with employees and the review of the literature. In the interviews, employees were asked about the potential fears of a hypothetical person who withdrew from being a candidate for leadership position. Items generated based on interviews are related to anxieties associated with harming one's self and

one's family, harming others and failure in the job. The level of FOL a person has is determined by the degree of anxiety triggered by those potential negative consequences.

Drawing upon the conceptualization of FOL, we suggested that if people have high levels of FOL and prevention focus, attention to negative information about role model will be intensified since negative information about role model's experience represents their fears regarding negative consequences of leadership. Thus, we predicted that FOL might moderate the relation between regulatory focus and SIP about the role model.

Hypothesis 3a: People with high levels of prevention focus and high levels of FOL will attend to negative information the most.

Hypothesis 3b: People with high levels of promotion focus and low levels of FOL will attend to positive information the most.

We combined all the hypotheses and proposed a conceptual model in the present study (see Figure 1). According to this model, people with prevention focus will attend more to negative than positive information given by a role model in leadership position and will negatively evaluate the role model, which in turn will be associated with low levels of MTL; whereas people with promotion focus will attend more to positive than negative information given by a role model in leadership position and will positively evaluate the role model, which in turn will be associated with high levels of MTL. Having both prevention focus and high levels of FOL will intensify attention to negative information whereas having both promotion focus and low levels of FOL will intensify attention to positive information.

CHAPTER 3

METHOD

3.1. Participants

Data were collected from 248 currently employed and 77 currently not employed people. Data were gathered online and anonymously through Qualtrics. Sample was recruited by sharing the Qualtrics link with our network and our acquaintances' network on Facebook and through e-mails. When sharing the link, it was stated that those who were working could fill in the survey. One third of the participants won a 50 TL gift check and winners were determined by drawing.

The demographic characteristics of the sample can be found on Table 3.1.

Table 3.1 .
Demographic characteristics of the participants (N=325)

Age (years)	M	31,53
	SD	10,1
Gender (%)	Female	69.8
	Male	30.2
Education (%)	High school	16.9
	Associate	5.5
	University	53.2
	Graduate	24.0
Position (%)	Manager	23.4
	Not manager	52.9
Work experience (years)	M	6,87
	SD	10,5

3.2. Measures

All measures can be found in the Appendix.

3.2.1. Selective Information Processing About Role Model

A hypothetical role model text was presented as a newsletter bulletin page on which it had quotes from an interview with a leader. Before text is displayed, they saw a page in which it is written that they should carefully read the following text, since there will be questions about the text and they had 2 minutes to read it. No personal information (gender, age) about the leader was given in the text. The text had the same amount of sentences presenting positive and negative experiences of the role model. The sample quotes regarding positive experience of the role model are "I feel that my partner and children are proud of me", "I think, I am a good role model for my family and society.". The sample quotes regarding negative experiences of the role model are "Since I work harder now, I spare less time to myself and my family." and "This position brings with it too much responsibilities." The text consists of 4 paragraphs and each paragraph has both positive and negative quotes. When a paragraph starts with positive quotes, the following paragraph starts negative quotes or vice versa.

We presented two questions to check whether the participants really read the paragraph. People who answered at least one of them incorrectly were dropped from the data. The number indicated in participants section is the number left after dropping those people. Those questions were "Which country did the leader travel with her/his family last summer?" and "With whom did the leader have problems recently?".

After answering check questions, they dragged and dropped the sentences that they thought, are indicated in the text to a box. The sentences were the exact same sentences in the text except one part of two part sentences were removed. There were no filler sentences. That is, all of the sentences were actually in the text. To measure SIP about role model, the number

of the positive sentences in the box were subtracted from number of negative sentences in the box.

We conducted a pilot study on the text and SIP measure. Twenty four participants read the text and completed the drag and drop task. They also indicated the difficulty of answering questions and sufficiency of time given to read the text. All participants indicated that they did not have any difficulty in answering question and the time was sufficient for reading the text. The mean number of positive items that participants dragged and dropped was 4.67 (*SD*= 2.10) out of 8 items. The mean number of negative items that participants dragged and dropped was 6.38 (*SD*= 1.58) out of 8 items. Although negative items seemed to be picked more than positive ones, still there was variation between participants in the number of positive and negative items.

3.2.2. Role Model Evaluation

For the role model evaluation, semantic differentials were used. That is, participants were asked to rate how happy-unhappy, successful-unsuccessful they thought the leader was and how positive-negative the leadership experience of the role model was and how much they aspired to be like this role model.

3.2.3. Filler Task

In order to prevent any effect of role model text and questions on further measures, participants completed a filler task. In this task, they were asked to write a word that they associated with five colors.

3.2.4. Motivation to Lead Scale

The original MTL scale was composed of 27 items developed by Chan and Drasgow (2001). The scale has three subscales: affective, noncalculative, social-normative. For the

purposes of this study, we only used affective and social-normative subscales. Each subscale had 9 items. Items are scored on a 5-point Likert scale (1= totally disagree to 5= totally agree). The scale was internally consistent: Cronbach's alpha was .87 for the current study. Sample items from the scale are "Most of the time, I prefer being a leader rather than a follower when working in a group." and "I am the type of person who likes to be in charge of others."

3.2.5. Regulatory Focus Questionnaire

The 18 item questionnaire developed by Lockwood et al. (2002) was used to measure chronic regulatory focus of participants. The questionnaire is composed of two subscales assessing prevention and promotion goals. The response scale is 5-point Likert scale, where 1 indicates "totally disagree" and 5 indicates "totally agree". Turkish version of the questionnaire which was used in the present study was obtained from Canacik (2006). Cronbach's Alpha was .73 for prevention focus subscale and .76 for promotion focus subscale, indicating that both subscales are internally consistent. Sample items include "In general, I am focused on preventing negative events in my life." and "In general, I am focused on achieving positive outcomes in my life."

3.2.6. Fear of Leadership Scale

The 16-item scale was developed by Aycan et al. (2014). The items comprised of a list of possible negative consequences of leadership. Participants were asked to indicate the degree to which potential negative consequences would trigger anxiety for them in case of assuming a leadership position. They rated items on a 5-point Likert scale ranging from "very low levels of anxiety" to "very high levels of anxiety". Sample items are "becoming a harsh and rigid person", "increase in the number of my enemies in work life" and "not being able to spare enough time to my family". The reliability for the current study was .91.

3.2.7. Demographics

Participants were asked to report their gender, educational level, whether they are currently employed or not. Further, participants who were currently working were asked to indicate their occupation, work position (i.e., managerial or non-managerial) and work experience.

CHAPTER 4

RESULTS

4.1. Descriptive Findings

Means, standard deviations, and correlations of the variables are shown in Table 4.1. Correlations among variables showed that promotion focus positively correlated with motivation to lead, whereas prevention focus negatively correlated with motivation to lead. Selective information processing score did not correlate with any of the variables. Role model evaluation positively correlated with promotion focus and motivation to lead and did not correlate with prevention focus.

Table 4.1

Correlations among variables

Variables	1	**2**	**3**	**4**	**5**	**6**
1- MTL						
2-Promotion focus	.45**					
3-Prevention focus	-.14*	.15**				
4-SIP	-.08	-.07	-.03			
5-Role model evaluation	.25**	.23**	.05	-.03		
6.FOL	-.16**	-.06	.38**	.04	.03	
M	3.45	3.91	2.74	.46	71.27	3.32
SD	.60	.64	.77	1.85	15.59	.77

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

4.2. Test of hypotheses

H1 stated that role model evaluation will be predicted by regulatory focus through SIP about role model. We first tested whether role model evaluation was predicted by regulatory focus. Promotion focus predicted role model evaluation positively β = .23, t (321) = 4.109, p< .00. However, prevention focus did not predict role model evaluation β = .02, t (321) = .37, p =.71. Thus, the first step of mediation analysis was not supported for prevention focus. We continued mediation analysis for promotion focus. However, SIP about role model was not predicted by promotion focus β = -.07, t (321) = -1.171, p = .24. Thus, requirements for mediation analysis were not met and first hypothesis was not supported. Another analysis was done by taking the ratio of positive and negative items. That is, we divided the positive and negative items participants dragged and dropped by the total number of those items separately. However, the correlation between promotion focus and ratio of positive items was not significant, r (323) = .06, p=.30 as well as the correlation between prevention focus and negative SIP r (323) = -.04, p=.50.

H2 suggested that role model evaluation will positively predict MTL. The regression analysis confirmed this hypothesis β = .25, t (321) = 4.70, p < .00. That is, those who evaluated role model positively had high levels of MTL, whereas those who evaluated role model negatively had low levels of MTL.

H3 predicted that FOL will moderate the relation between regulatory focus and SIP about role model. Moderation analysis showed that FOL did not interact with both prevention focus β =-.06, t (321) =-1.21, p = .23 and promotion focus β =-.05, t (321) =1.09, p = .28. Independent samples t-test analysis showed that women scored significantly higher in FOL than men t(323)= 2.22, p < .05. Thus, we performed another moderation analysis for women and men separately. For women, FOL still did not interact with both prevention β =.06, t

(223) =.28, p = .78 and promotion focus β =-.30, t (223) =-1.41, p = .16. For men, the results were similar to the results for women such that FOL did not interact with both prevention β =-.03, t (94) =-.29, p = .77. and promotion focus β =.07, t (94) =.61, p = .54.

Since SIP about role model did not work in the present study, we removed it from further analyses and our model was slightly modified. According to this model, we tested whether role model will mediate the relation between regulatory focus and MTL and whether FOL will moderate the relation between regulatory focus and role model evaluation.

To test whether the role model evaluation mediates the relation between regulatory focus and MTL, we first checked whether MTL was predicted by regulatory focus. Promotion focus positively predicted MTL β = .48, t (321) = 9.73, p < .00 whereas prevention focus negatively predicted MTL β = -.21, t (321) = - 4.19, p < .00. Further, promotion focus positively predicted role model evaluation β = .23, t (321) = 4.11, p < .00. However, prevention focus did not predict role model evaluation β = .02, t (321) = -.37, p = .72. Since prevention focus did not meet one of the steps, we continued to test whether role model evaluation mediates the relation between promotion focus and MTL. The mediation analysis showed that role model evaluation partially mediated the relation between promotion focus and MTL. As Table 4.2 illustrates, the standardized regression coefficient between promotion focus and regulatory focus was statistically significant, as was the standardized regression coefficient between role model evaluation and MTL. When mediator was in the model, promotion focus still significantly predicted MTL. The standardized indirect effect was .04.We tested the significance of this indirect effect by using bootstrapping procedures. Indirect effects were computed for each of 5,000 bootstrapped samples. The 95% confidence interval ranged from .01 to .07. Thus, the indirect effect was statistically significant. Promotion focus and role model evaluation explained a significant proportion of variance in MTL, R^2 = .12, F (2, 322) = 46.41, p < .001.

Table 4.2

Unstandardized and Standardized coefficients for mediation analysis (N=325)

	Unstardadized coefficients	SE	Standardized coefficients
Promotion focus ⟶ Role model evaluation	5.53	1.31	.23**
Role model evaluation ⟶ MTL	.006	.002	.16**
Promotion focus ⟶ MTL	.385	.047	.41**

Note. $^{**}p < .01$

We further tested whether mediation analysis between regulatory focus and MTL might work differently at different levels of FOL. That is, whether FOL moderates the mediation of regulatory focus and MTL through role model evaluation. We separated FOL scores into two groups as high FOL and low FOL by using median split and we performed mediation analysis for people with high FOL and people with low FOL separately. We first checked whether regulatory focus predicts MTL for people with high levels of FOL. Results showed that MTL was predicted positively by promotion focus $\beta = .45$, t (152) = 5.95, $p < .00$ and negatively by prevention focus $\beta = -.17$, t (152) = -2.27, $p < .05$. However, role model evaluation was not predicted by both prevention $\beta = .04$, t (152) =.46, p = .65 and promotion focus $\beta = .05$, t (152) =.54, p = .59 for people with high levels of FOL. Thus, the steps to do mediation analysis were not met for both prevention and promotion focus when people had high levels of FOL. We did the same analyses for people with low levels of FOL. Results showed that MTL was predicted positively by promotion focus $\beta = .50$, t (167) = 7.41, $p < .00$ and negatively by prevention focus $\beta = -.17$, t (167) = -2.57, $p < .05$. Further, promotion focus positively predicted role model evaluation $\beta = .35$, t (167) = 4.74, $p < .00$. However, prevention focus did not predict role model evaluation $\beta = .03$, t (167) = .36, $p = .72$. Thus, we tested mediation for the relation between promotion focus and MTL through role model evaluation. The mediation analysis showed that role model evaluation partially mediated the relation between promotion focus and MTL. That is, when mediator was in the model, promotion focus still

significantly predicted MTL (see Table 4.3 for unstandardized and standardized coefficients). The standardized indirect effect was .06.We tested the significance of this indirect effect by using bootstrapping procedures. Indirect effects were computed for each of 5,000 bootstrapped samples. The 95% confidence interval ranged from .01 to .12. Thus, the indirect effect was statistically significant. Promotion focus and role model evaluation explained a significant proportion of variance in MTL, R^2 = .25, F (2, 167) = 28.52, p < .00.

Table 4.3

Unstandardized and Standardized coefficients for mediation analysis for people with low levels of FOL (N=169)

	Unstardadized coefficients	SE	Standardized coefficients
Promotion focus ⟶ Role model evaluation	8.98	1.88	.35**
Role model evaluation ⟶ MTL	.006	.003	.16*
Promotion focus ⟶ MTL	.402	.067	.43**

Note. **p < .01 *p < .05

Another moderation analysis showed that the interaction between prevention focus and role model evaluation in predicting role model evaluation was not significant, β = -.05, t(321) = -.79, p =.43. FOL moderated the relation between promotion focus and role model evaluation β = -.15, t (321) = -.79, p < .01. That is, the relation between promotion focus and role model evaluation depended on FOL scores. Predicted means showed that when people have low promotion focus (i.e., 1 SD below the mean), people with high levels of FOL (i.e., 1 SD above the mean) evaluated role model more positively than people with low levels of FOL (i.e., 1 SD below the mean). When people have high promotion focus (i.e., 1 SD above the mean), the participants with high and low levels of FOL did not differ in role model evaluation (for predicted means and confidence intervals; see Table 4.4).

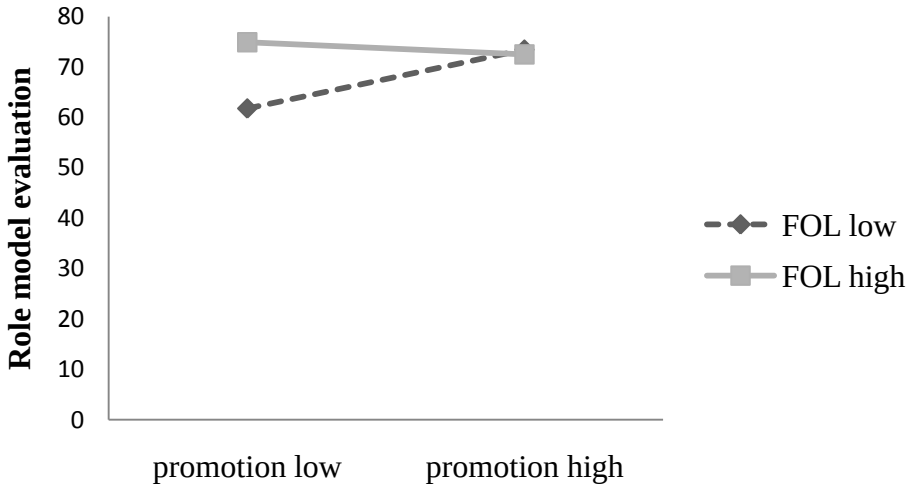

Figure 4.1. The interaction between FOL and promotion focus in predicting role model evaluation

Table 4.4

Predicted means and confidence intervals for FOL and promotion focus

Variable	Low promotion focus		High promotion focus	
	M	95% CI	M	95% CI
Low FOL	61.76	55.352-68.170	73.44	67.975-78.908
High FOL	74.86	68.333- 81.392	72.48	65.708-79.257

CHAPTER 5

DISCUSSION

5.1. Summary and Discussion of Main Findings

The main purpose of the study was to examine the role of regulatory focus, role models and FOL in MTL. The present study is the first in the literature to examine the relation between regulatory focus and MTL and the process through which regulatory focus relates to MTL. Moreover, a new construct called "fear of leadership" was used as a moderator for the first time.

Our first hypothesis predicted that role model evaluation will be predicted by regulatory focus through SIP about role model. Our findings did not support this hypothesis. There was no relation between regulatory focus and SIP about role model as well as SIP about role model and role model evaluation. Moreover, FOL did not interact with regulatory focus in predicting role model evaluation contrary to our third hypothesis. The findings were not in line with the previous studies which found that people with prevention focus relied on negative information whereas people with promotion focus relied on positive information when evaluating a brand (e.g., Yoon et al., 2012). However, this study differs from the Yoon et al.'s in terms of its method. Yoon et al. used more explicit measure of SIP by asking directly "which information did you rely on when evaluating the brand?" after evaluation of the brand. Since participants first evaluated the brand, they might have selectively searched for or recalled the information to confirm their evaluation rather than processing information selectively beforehand. However, in our research, information processing was assessed before role model evaluation. Although our measure was meant to be a SIP task, it may be perceived as a memory task. Hart, Eagly, Albarracin and Brechan (2009) found that people with accuracy motivation were more likely to rely on information consistent with that motivation.

Since we warned participants to carefully read the text to answer questions, accuracy motivation might have been aroused. Frequency distributions suggest that people were accurate in their recall of both positive and negative information. Approximately 80 percent of participants dragged more than half of both positive and negative sentences into the box.

Our second hypothesis suggested that those who evaluate role model positively would have higher levels of MTL. Results supported this hypothesis. This finding was in line with previous studies showing that positive role models were seen as encouraging for reaching a similar goal and motivating for a potentially beneficial activity (e.g. Lockwood, & Kunda, 1997, Lockwood, Sadler, Fyman, & Tuck, 2004).

Based on analyses for the first hypothesis, we excluded SIP about role model from our conceptual model. Our modified model suggested that role model evaluation would mediate the relation between regulatory focus and MTL. However, prevention focus was negatively associated with MTL, but not associated with role model evaluation. That is, regardless of whether people see the role model in positive light or negative light, as prevention focus increased, MTL decreased. This might be attributed to the reason that prevention focus people are sensitive to maintenance of status quo along with possible losses (Higgins, 1997). Therefore, some people with prevention focus might have evaluated the role model negatively due to losses, whereas others with prevention focus might have evaluated the role model positively due to her/his position in the status quo. Moreover, the results might be attributed to elaboration styles associated with regulatory focus. Zhu and Meyers-Levy (2007) showed that people with promotion focus engage in relational process (i.e., identifying between item relations) whereas people with prevention focus engage in item-specific process (i.e., identifying context-specific associations to individual items). Thus, people with promotion focus might have integrated the positive aspects of other role models or other positive aspects of being a leader and evaluated the role model positively. On the other hand, people with

prevention focus might have processed only the specific role model which have both positive and negative aspects and evaluated the role model neither positively nor negatively. Still, the result suggests that regulatory focus plays a key role in MTL.

Role model evaluation partially mediated the relation between promotion focus and MTL. That is, as promotion focus increased, positive evaluation of role model increased. In turn, MTL increased. Also, as promotion focus increased, MTL increased. However, this mediation was true only for people with low levels of FOL, not for people with high levels of FOL. When people had high levels of FOL, promotion focus did not predict role model evaluation. We further tested whether FOL would moderate the relation between regulatory focus and role model evaluation. Data partially confirmed this prediction. FOL moderated the relation between promotion focus and MTL, but did not interact with prevention focus. When people had high levels of promotion focus, people with high and low levels of FOL did not differ in their evaluation of role model. When people had low levels of promotion focus, people with high levels of FOL evaluated the role model more positively compared to people with low levels of FOL. These findings suggest that when people have either high levels of FOL or high levels of promotion focus they evaluate the role model more positively. This might show that people with high levels of FOL are interested in leadership but fearful about it. Thus, considering their own fears, they might have admired the role model since the role model succeeded to be a leader.

5.2. Limitations and Future Directions

The first limitation of the present study was sample characteristics in terms of gender. Our sample consisted mostly of women. Moreover, MTL and FOL scores differed for women and men. However, the number of men in the present study was not enough to test whole model for women and men separately. Therefore, we cannot generalize our findings to men.

Moreover, our participants were from diverse occupations. Even though this is an advantage in terms of representativeness, when applying the findings to a specific occupation, different leadership roles in a specific occupation should be taken into consideration.

The second limitation of the present study was that our data was based on self-report. The insignificant results regarding SIP about role model might be attributed to the use of self-report in process of information. Future studies might use brain activities or attention measures to determine the difference in processing of positive and negative information regarding role model. Moreover, even though MTL has been found to relate to leadership outcomes (e.g., Luria & Berson, 2013), leader emergence can be directly observed in experimental designs. Future studies can also examine the way priming of promotion and prevention focus relates to the MTL. Such a study might provide insights on whether people with prevention focus can also be motivated to lead depending on context.

In addition, future studies might look for other possible mediators through which regulatory focus predicts MTL. One of the possible mediators might be coping mechanisms that people with prevention and promotion focus have. People with different regulatory focus might be using different strategies for coping such that while people with prevention focus might be using more avoidance related strategies, whereas people with promotion focus might be using more approach related strategies. Those strategies might be leading to high or low MTL since MTL might depend on whether they believe they can cope with the negative aspects of being a leader.

Despite those limitations, the present study has scientific and practical contributions. First, the present study is the first study showing the relation between regulatory focus and MTL through role model evaluation. Moreover, it extends the research on regulatory focus

and role models by integrating positive and negative aspects of the role models and provides future directions.

Practically, the findings are expected to contribute human resources policies. Results suggest that regulatory focus should be taken into consideration when creating high potential pools for leadership in the organizations. Moreover, mentorship might benefit to leader development such that organizations might provide mentors to increase MTL for people with promotion focus.

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APPENDIX

Liderlik üzerine…

Bu sayıdaki konuğumuz ismini sıklıkla duyduğumuz değerli bir yöneticimiz. Kendisiyle liderlik hakkında keyifli bir sohbet gerçekleştirdik.

Bu sohbetten alıntıları sizlerle paylaşıyoruz.

Lider olarak deneyimlerinizi bizimle paylaşır mısınız?

"Toplumdaki ve çevremdeki saygınlığım arttı. Eşimin ve çocuklarımın benimle gurur duyduğunu hissedebiliyorum. Ayrıca aileme yüksek bir hayat standardı sağlıyorum. Çocuklarım iyi okullara gidiyor, seyahat ediyor ve yeni hobiler ediniyorlar, ailece değişik aktivitelerde bulunuyoruz. En son ailece Brezilya'ya seyahat ettik. "… "Daha çok çalıştığım için aileme ve kendime daha az zaman ayırabiliyorum. Bazen çocukların önemli günlerini kaçırabiliyorum ve böyle zamanlarda suçluluk hissediyorum. Arkadaşlarımla eskisi kadar sık görüşemiyorum. "

"Bu pozisyonda olmak birçok sorumluluğu da beraberinde getiriyor. Eskiye kıyasla daha çok çalışıyorum. Aynı zamanda artık daha riskli kararlar vermem gerekiyor."…"Hem ailem hem de toplum için iyi bir rol model olduğumu düşünüyorum. Gıpta edilen ve örnek alınan bir insan olmak mutluluk verici."

"Topluma ve çalıştığım kuruma daha çok katkıda bulunabiliyorum. İş arkadaşlarımı geliştirebilme imkanım var. Bir şeyin değişmesini istediğimde bunun olmasını beklemek yerine, onu gerçekleştirmek için harekete geçebiliyorum."… "Elimde bulunan gücü kendi çıkarları için kullanmak isteyenler oluyor. Nitekim bazen insanların benden talepleri karşılanamayacak türden olduğunda, bunu ilişkimiz zedelenmeden karşı tarafa iletmekte zorlanabiliyorum. 1-2 hafta önce kuzenimle böyle zor bir durum yaşadım."

"İş ortamımda nadir de olsa hoş olmayan şeyler de duyuyorum, mesela bulunduğum yere şans eseri gelmiş olduğumu düşünenler var. Emeğimi görmezden gelmeleri kıskançlıktan olabiliyor. Bir de sert bir insan olduğumu düşünenler var ve bu da beni üzüyor."…"Hayallerimi gerçekleştirmiş olmak beni çok mutlu ediyor. Bir insanın hedefler koymasının ve bunlara ulaşmasının hayattaki en büyük başarılardan biri olduğunu düşünüyorum."

Aşağıda, metinde geçen liderle ilgili sorular yer almaktadır. Metinde okuduklarınıza göre doğru olan seçeneği işaretleyiniz.

Metinde geçen liderin ailece en son seyahat ettikleri ülke neresidir?

- Arjantin
- Brezilya
- Afrika

Metinde geçen liderin yakın zamanda zor bir durum yaşadığı kişi kimdir?

- Arkadaşı
- Kardeşi
- Kuzeni

Aşağıda bazı cümleler bulunmaktadır. Lütfen bu cümlelerden okuduğunuz metinde yer alanları "Okuduğum Metinde Vardı" kısmına sürükleyerek geçiriniz. Kutuya istediğiniz kadar cümle atabilirsiniz.

Okuduğum Metinde Vardı

"İyi bir rol model olduğumu düşünüyorum."

"Riskli kararlar vermem gerekiyor."

"Saygınlığım arttı."

"Daha çok çalışıyorum."

"Aileme yüksek bir hayat standardı sağlıyorum."

"Elimde bulunan gücü kendi çıkarları için kullanmak isteyenler oluyor."

"Hayallerimi gerçekleştirmiş olmak beni mutlu ediyor."

"Sert bir insan olduğumu düşünenler var."

"Çalıştığım kuruma daha çok katkıda bulunabiliyorum."

"Aileme daha az zaman ayırabiliyorum."

"Örnek alınan bir insan olmak mutluluk verici."

"Emeğimi görmezden gelmeleri kıskançlıktan olabiliyor."

"İş arkadaşlarımı geliştirebilme imkanım var."

"Arkadaşlarımla eskisi kadar sık görüşemiyorum."

"Bir şeyin değişmesini istediğimde, onu gerçekleştirmek için harekete geçebiliyorum."

"Çocuklarımın önemli günlerini kaçırabiliyorum."

Aşağıda 5 tane renk verilmiştir. Lütfen her bir renk için o rengi düşündüğünüzde aklınıza gelen ilk kelimeyi kutucuklara yazınız.

Sarı _____

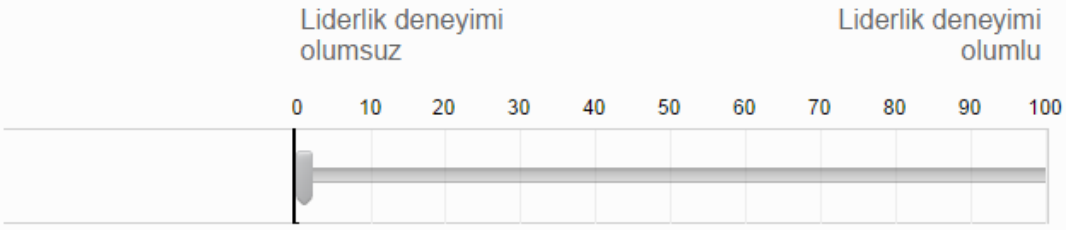
Kırmızı _____

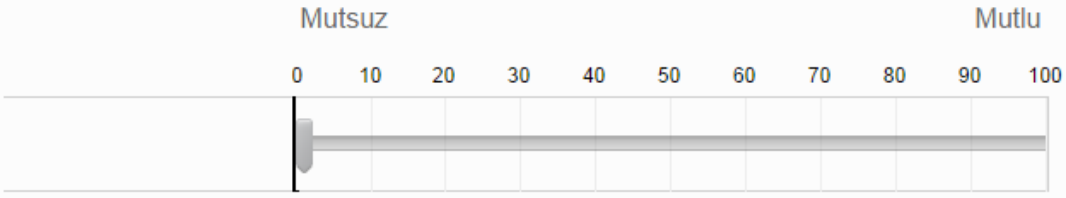
Mavi _____

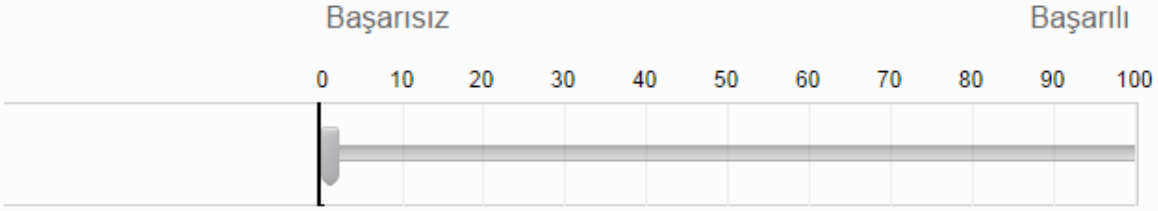
Yeşil _____

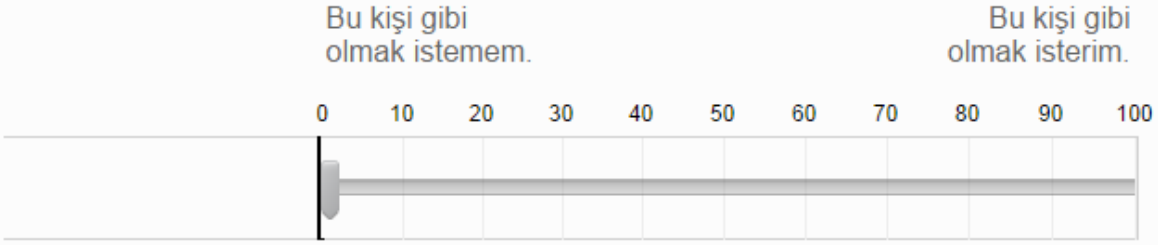
Beyaz _____

Aşağıdaki sorular metinde geçen liderin nasıl biri olduğuna dair izlenimlerinizi sormaktadır. Lütfen çubuğu oynatarak metinde okuduğunuz kişinin size göre 0-100 arası hangi noktada durduğunu belirtiniz.









Aşağıda kendiniz hakkında değerlendirme yapacağınız ifadeler verilmiştir. Bu bölümde vereceğiniz cevaplar sizi tanımamızı sağlayacağı için çok önemlidir. Doğru ya da yanlış cevap yoktur. Kendiniz hakkında, her bir ifadeye ne derece katılıp katılmadığınızı maddelerin yanlarında bulunan seçeneklerden bir tanesini işaretleyerek belirtiniz.

	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Ortadayım (3)	Katılıyorum (4)	Kesinlikle Katılıyorum (5)
Çoğu zaman, bir grup çalışması içindeyken yönetilen olmaktansa yöneten(lider) olmayı tercih ederim.	❍	❍	❍	❍	❍
Eğer başkalarına liderlik etmem istenirse, bunun görevim olduğunu hissederim.	❍	❍	❍	❍	❍
Başkalarına liderlik etmekle ilgilenen biri değilimdir.	❍	❍	❍	❍	❍
Diğer grup üyeleri tarafından liderlik etmem istenir veya liderliğe aday gösterilirsem lider olmayı kabul ederim.	❍	❍	❍	❍	❍
Kesinlikle doğuştan gelen bir liderlik özelliğim yok.	❍	❍	❍	❍	❍
Bana, başkalarına liderlik etmenin değerine inanmam öğretildi.	❍	❍	❍	❍	❍
Başkalarının sorumluluğunu almayı seven biriyimdir.	❍	❍	❍	❍	❍
Bireylerin, onlardan liderlik görevleri veya pozisyonuna gelmeleri istendiği	❍	❍	❍	❍	❍

zaman kabul etmeleri beklenir.					
Bir gruba lider olarak yapacağım katkının, takipçi olarak yapacağım katkıdan daha fazla olacağına inanıyorum.	❍	❍	❍	❍	❍
Eğer yapabileceksem, her zaman başkalarına liderlik etmeye gönüllü olmam gerektiği öğretildi.	❍	❍	❍	❍	❍
Çoğu zaman, çalıştığım gruplarda lider olmayı isterim.	❍	❍	❍	❍	❍
Liderlik görevlerini geri çevirmek doğru değildir.	❍	❍	❍	❍	❍
Bir lideri aktif olarak destekleyen ama lider olarak görevlendirilmeyi tercih etmeyen biriyimdir.	❍	❍	❍	❍	❍
Liderlik etmenin istenmesi bir şeref ve ayrıcalıktır.	❍	❍	❍	❍	❍
Çalıştığım grupların veya takımların çoğunda, idareyi ele almaya eğilimliyimdir.	❍	❍	❍	❍	❍
Bireyler, başkaları tarafından aday gösterilmek veya istenmektense, liderlik etmeye gönüllü olmalıdırlar.	❍	❍	❍	❍	❍
Bir grubun lideri olmaya nadiren	❍	❍	❍	❍	❍

isteksiz, çoğunlukla istekliyimdir. Yalnızca başkaları istediği için liderlik etmeyi asla kabul etmezdim.	❍	❍	❍	❍	❍

Aşağıda kendiniz hakkında değerlendirme yapacağınız ifadeler verilmiştir. Bu bölümde vereceğiniz cevaplar sizi tanımamızı sağlayacağı için çok önemlidir. Doğru ya da yanlış cevap yoktur. Kendiniz hakkında, her bir ifadeye ne derece katılıp katılmadığınızı maddelerin yanlarında bulunan seçeneklerden bir tanesini işaretleyerek belirtiniz.

	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Ortadayım (3)	Katılıyorum (4)	Kesinlikle Katılıyorum (5)
Sorumluluklarımı ve yükümlülüklerimi yerine getiremeyeceğimden dolayı tedirginim.	❍	❍	❍	❍	❍
Sık sık ümitlerimi ve tutkularımı nasıl gerçekleştireceğimi hayal ederim.	❍	❍	❍	❍	❍
Sık sık gelecekte olmaktan korktuğum kişiyi düşünürüm.	❍	❍	❍	❍	❍
Sık sık gelecekte idealimde olmayı istediğim kişiyi düşünürüm.	❍	❍	❍	❍	❍
Tipik olarak, gelecekte kazanmayı umduğum başarıya odaklanırım.	❍	❍	❍	❍	❍
Sık sık iş hayatımdaki hedeflerimi başaramayacağımdan dolayı kaygılanırım.	❍	❍	❍	❍	❍
Sık sık nasıl iş hayatımda başarıya	❍	❍	❍	❍	❍

ulaşacağımı düşünürüm.					
Sık sık başıma gelmesinden korktuğum kötü şeyleri yaşadığımı hayal ederim.	❍	❍	❍	❍	❍
Sık sık hayatımdaki başarısızlıkları nasıl engelleyebilecegimi düşünürüm.	❍	❍	❍	❍	❍
Genellikle, hayatımda olumlu sonuçlara ulaşmaya odaklanırım.	❍	❍	❍	❍	❍

Kariyerinizin bir aşamasında çalıştığınız kurumda **liderliğe adaylığınızın** söz konusu olduğunu düşünün.

Liderlik pozisyonunu kabul etmeniz durumunda aşağıdaki **kaygıları** ne oranda yaşardınız?

	Çok düşük oranda kaygı yaratırdı (1)	Düşük oranda kaygı yaratırdı (2)	Orta düzeyde kaygı yaratırdı (3)	Büyük oranda kaygı yaratırdı (4)	Çok büyük oranda kaygı yaratırdı (5)
Yaptığım hataların eskiye oranla daha çok dikkat çekmesi	❍	❍	❍	❍	❍
Aileme yeteri kadar zaman ayıramamak	❍	❍	❍	❍	❍
Adil olamamak	❍	❍	❍	❍	❍
Kendime ayırdığım zamanın azalması	❍	❍	❍	❍	❍
Daha fazla eleştiriye maruz kalmak	❍	❍	❍	❍	❍
Aile-iş dengesini kuramamak	❍	❍	❍	❍	❍
Başkalarına karşı kırıcı davranmak	❍	❍	❍	❍	❍
Arkadaşlarıma yeteri kadar zaman ayıramamak	❍	❍	❍	❍	❍
Kendimi her zaman kanıtlamak zorunda olmak	❍	❍	❍	❍	❍
Eşimle/partnerimle sorunlar yaşamak	❍	❍	❍	❍	❍
Acımasız ve katı bir	❍	❍	❍	❍	❍

insan olmak					
İşten kaynaklanan sağlık problemleri yaşamak	❍	❍	❍	❍	❍
Başarısız olursam kendime güvenimin sarsılması	❍	❍	❍	❍	❍
Anne/baba olarak görevlerimi yerine getirememek	❍	❍	❍	❍	❍
Başarısız olma durumunda herkese karşı mahcup olmak	❍	❍	❍	❍	❍
Özel hayatımın yok olması	❍	❍	❍	❍	❍

Şimdi Sizi Tanıyalım…

Yaşınız:

Cinsiyetiniz:
- Kadın
- Erkek

En son tamamladığınız eğitim? (Lütfen sadece birini işaretleyiniz.)
- Lise
- Lise terk
- Önlisans
- Üniversite
- Yüksek lisans, doktora vs.

Şu anda çalışıyor musunuz?
- Evet
- Hayır

Mesleğiniz:

_____

Mesleki pozisyonunuz nedir?

_____

Kaç yıllık/aylık iş deneyiminiz vardır?

_____