

Is Paternalistic Leadership Empowering: A Contingency Framework

by

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## **STATEMENT OF AUTHORSHIP**

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## ABSTRACT

Research on paternalistic leadership (PL) in relation to employee outcomes has been limited in taking individual- and task-related contingencies into account. This study explores whether PL empowers the employee. With a broader focus, we investigated what mechanism can possibly link PL to psychological empowerment, and what contingencies can moderate this relationship. Data were collected from 313 employees working full-time. Results indicated that PL was positively correlated with psychological empowerment, and leader's trustworthiness mediated this relationship. While an employee-related contingency (i.e. employee's related self-in-family) did not moderate the relationship, a job-related contingency (i.e. job enrichment) did. Specifically, in low enriched jobs, the empowerment level of employees increased when they worked with a high rather than a low paternalistic leader. Our findings suggest that PL is perceived trustworthy and trustworthiness leads to empowerment regardless of employee's related self-in-family (RSF). Also, employees feel empowered in low enriched jobs if the leader's style is paternalistic.

**Keywords:** paternalistic leadership, empowerment, trustworthiness, related self, job characteristics.

## ÖZET

Literatürde babacan liderliğin çalışanlarına etkisi üzerine yapılan çalışmalar, çalışanın ve çalışanın sahip olduğu işin özelliklerini göz önünde bulundurmada sınırlı kalmıştır. Bu çalışmanın temel amacı, babacan liderliğin çalışanın psikolojik güçlenme seviyesini olumlu etkileyip etkilemediğini araştırmaktır. Daha geniş bir perspektifle, babacan liderlik ve çalışanın psikolojik güçlenmesi arasındaki ilişkiyi oluşturan mekanizma ve ara değişkenler araştırılmaktadır. Veri, tam zamanlı çalışmakta olan 313 kişiden toplanmıştır. Sonuçlar, babacan liderliğin çalışanın güçlenmeyle pozitif ilişkisi olduğunu, liderin güvenilir algılanmasının bu ilişkinin aracısı olduğunu göstermektedir. Belirlediğimiz çalışan temelli değişken (çalışanın aile bağlamında ilişkisel benlik seviyesi) bu ilişkiyi değiştirmezken, belirlediğimiz iş temelli değişken (iş zenginliği) değiştirmiştir. Özellikle, iş zenginliğinin düşük olduğu koşulda, çalışanların psikolojik güçlenme seviyesi babacan liderliğin yüksek olduğu durumlarda yükselmiştir. Bulgular, babacan liderliğin çalışanlarca güvenilir algılandığı, ve bu algının çalışanların aile bağlamında ilişkisel benlik seviyesinden bağımsız olarak çalışanların psikolojik güçlenmesine olumlu katkı yaptığı yönündedir. Ayrıca, iş zenginliği düşük olan koşulda bile babacan liderliğin fark yaratabileceği görülmektedir.

**Anahtar sözcükler:** babacan liderlik, güçlenme, lider güvenilirliği, ilişkisel benlik, iş özellikleri.

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## ACRONYMS

PL	Paternalistic Leadership
RSF	Related Self-in-Family
ILT	Implicit Leadership Theory
LMX	Leader-Member Exchange
JCT	Job Characteristics Theory
PLQ	Paternalistic Leadership Questionnaire
GFI	Goodness of Fit Index
CFI	Comparative Fit Index
RMSEA	Root Mean Square Residual
VIF	Variance Inflation Factor

## CHAPTER 1

### INTRODUCTION

Paternalistic leadership (PL) style has been controversial in leadership literature because the construct allows for different interpretations based on the values and attitudes of the evaluator (Aycan, 2006; Pellegrini & Scandura, 2008). The concern of the present study was to find out the association between PL and psychological empowerment of employees. We explored whether paternalistic leader empowers employees, and if so, through which mechanism, and under what contingencies. Specifically, this research showed that PL-psychological empowerment relationship is not necessarily negative, and is mediated by the trustworthiness of the leader. We further analyzed the contingencies that can moderate the relationship, including employee-related contingencies (i.e. related self-in-family) and task-related contingencies (i.e. job enrichment).

The present study sheds light on the relationship between PL and psychological empowerment. This research also examines the role of leader's perceived trustworthiness as a mediator between PL and psychological empowerment. Moreover, this study employs a broader focus by taking employee-related and task-related moderators into account in the relationship between PL and psychological empowerment.

According to Aycan's (2006) Paternalistic Leadership Theory, paternalistic leader is characterized as a parent-like leader who creates a family atmosphere at work, establishes individualized relationships with every employee, provides nurturance and guidance to subordinates in both work and non-work contexts, expects subordinates to remain loyal and obey his or her authority. Typical behaviors of a paternalistic leader include monitoring employees' actions, reserving final decision-making authority, taking action on behalf of

employees when necessary, nurturing and supporting employees like an elderly family member, and maintaining close relationships with every employee. Sinha (1990) argued that in traditional societies the father figure is nurturing, caring, and dependable but also authoritative, demanding and disciplinarian, which applies to paternalistic leader. PL inherently involves the duality of authority and nurturance. On the one hand, we have PL swinging along control and care. On the other hand, we have psychological empowerment requiring the feeling of autonomy over the tasks employee is responsible for. Why and how would employees feel empowered if they work under such a leader? Are there contingencies under which PL-psychological empowerment relationship is positive? Before analyzing these questions, it is apt to present the constructs of PL and empowerment in more detail.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 PL and Psychological Empowerment

The domains characterizing PL construct (Aycan, 2006) are as follows: The first is *creating a family atmosphere at the workplace*. Paternalistic leaders attempt to create a family-like work environment. They are characterized by their nurturing, protecting and guiding manner toward employees similar to a senior family member (Paşa, Kabasakal, & Bodur, 2001). The second domain is *individualized relationships*. Paternalistic leaders establish close ties with every subordinate individually and know them in person (e.g. employees' personal problems, family lives). The third domain, *leader's involvement in employees' non-work lives*, means that paternalistic leaders attend important events (e.g. wedding and funeral ceremonies, graduations) of their subordinates, and provide help when employees need it even though their problems do not concern work life. For some people such behaviors are signs of being interested in the employee's well-being, whereas for others who think that the leader is not expected to have a role in a subordinate's non-work life, this is violation of privacy (Aycan, 2006).

The next two domains describe expectations from the subordinates. The fourth domain is *loyalty expectation*. Paternalistic leaders expect loyalty and deference from subordinates in exchange for what they do for them. Aycan (2006) argued that compliance and loyalty are voluntary in this relationship. However, Luke (1974) argued that the power exertion is so strong that the subordinates may be manipulated out of their awareness. Finally, *status hierarchy and authority* represents the idea that paternalistic leaders are nurturant to their employees, but keep their distance from and maintain authority over their employees at the

same time. Some scholars criticize PL because of this. For example, Jackman (1994) used the metaphor “velvet glove” to describe this relationship which is similar to that between a father and a child, since there is an exercised authority on subordinates. However, PL is not approached skeptically in societies where hierarchy is valued; it is even desired (Martinez, 2005).

Psychological empowerment is defined with 4 components (Thomas & Velthouse, 1990; Spreitzer, 1995): *Meaning, competence, self-determination, and impact*. According to Spreitzer (1995), *meaning* is the value found in work purpose, while *competence* is the ability to do the work. *Self-determination* is equivalent to autonomy, while *impact* is the amount of influence one’s work has on the final outcomes. These components represent the perceptions of subordinates with regard to their work and themselves. The feeling of empowerment is subjective and hence it is referred to as psychological empowerment. Empowerment is positively associated with other critical employee outcomes such as performance and job satisfaction (Koberg, Boss, Senjem, & Goodman, 1999; Liden, Wayne, & Sparrowe, 2000; Yang & Choi, 2008).

As Dobbs (1993) stated, leadership is an essential factor contributing to psychological empowerment of employees. Acknowledging this, our research focuses on the role of paternalistic leadership style in psychological empowerment.

On what grounds can PL and psychological empowerment have a positive relationship? We argue that the relationship is positive because of four main reasons. First, we argue that the competence dimension of psychological empowerment is addressed by the paternalistic leader’s supportive and considerate behaviors toward the employee. Conger and Kanungo (1988) argued that enabling employees to accomplish their tasks is beyond simply delegating; it is a process of boosting their self-efficacy. Empowerment requires the leader to

have concern for others, and emotional support given to subordinates is essential for strengthening employees' self-efficacy and self-determination (Conger & Kanungo, 1988). That is why we think that PL increases the feelings of competence. Second, Aycan et al. (2000) found that PL is correlated with empowering supervision because paternalistic leaders assume that leaders as well as employees feel an obligation to fulfill their responsibilities towards others. This managerial assumption motivates paternalistic leaders to provide empowering supervision to subordinates both to fulfill their obligations towards subordinates, and to enable subordinates to fulfill their obligations towards each other.

Third, PL resembles authoritative parenting (Aycan, 2006) which fosters positive outcomes including autonomy and competence in children (e.g., Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Dornbusch, & Darling, 1992; Strage & Swatson-Bradt, 1999). Specifically, authoritative parenting involves three core components: acceptance, supervision and psychological autonomy granting (Baumrind, 1967, 1971; Gray & Steinberg, 1999). An authoritative parent provides sensitive care to the child, is concerned with the child's well-being and holds the final control over the actions of the child. Nevertheless, control and monitoring do not mean lack of empowerment. We expect the same pattern to occur in the superior-subordinate relationship in PL. Fourth, the sense of meaning can be boosted with PL in the following way: The meaning component of empowerment implies a fit between an employee's work roles, and beliefs and values (Spreitzer, 1995). As Aycan (2006) argued, as a result of the familial values owned by the paternalistic leader, employees accept the organization as family and the organization becomes more than just a workplace. Building on this, we argue that the family atmosphere created by the paternalistic leader at the workplace can contribute to the sense of meaning because employees are likely to feel that they are part of a family under such a leader. Thus, we argue that employees working under a paternalistic



leader may have a wider sense of meaning at work because they contribute to the family rather than just completing the tasks they have been assigned in the organization.

Based on these arguments, we hypothesized that increased autonomy, competence and meaning under PL result in an increase in the psychological empowerment of the employee.

*Hypothesis 1: PL is positively correlated with psychological empowerment.*

## **2.2 Trustworthiness of the Leader as a Mediator between PL and Empowerment**

One of the aims of this study was to investigate PL's trustworthiness, and identify its role in the relationship between PL and psychological empowerment. Numerous authors have pointed out the importance of trust in the leader as a mediator of beneficial outcomes (e.g., Inelmen, 2009; Pillai, Schriesheim, & Williams, 1999; Podsakoff, MacKenzie, Moorman, & Fetter, 1990). When the leader is viewed as trustworthy, this can lead to various beneficial employee outcomes such as job satisfaction, organizational commitment and performance (Colquitt, Scott, & LePine, 2007; Dirks & Ferrin, 2002).

We employ Mayer, Davis and Schoorman's (1995) conceptualization of trustworthiness which has three components: *Ability*, *benevolence* and *integrity*. *Ability* is the set of beliefs the beholder has about the competencies of the leader. *Benevolence* refers to the extent to which a trustee is believed to be good-willed. *Integrity* implies that the trustee adheres to a set of principles that the trustor finds acceptable. Mayer and Davis (1999) distinguished trustworthiness from trust and posited trustworthiness as an antecedent of trust.

Using leader's trustworthiness instead of trust in leader as a mediator is more appropriate for our research because of the following reasons. First, trust is an outcome itself while leader's trustworthiness is a more proximal antecedent of it. Since the present study is

interested in discovering the qualities of the leader that can lead to beneficial outcomes rather than studying trust as an outcome, trustworthiness of the leader is more relevant to our purposes. Second, trust comprises elements affecting the trust-building process such as follower's propensity to trust (Mayer & Davis, 1995), which are not directly relevant for this study. Third, a recent meta-analysis suggested that trustworthiness has incremental validity in explaining behavioral outcomes even when trust is controlled for, even though these constructs were correlated (Colquitt, Scott, & LePine, 2007).

Whether paternalistic leaders are perceived as trustworthy is an intriguing question, especially when the controversy regarding the intent of paternalistic leaders, which has been explored in previous studies on PL (see Aycan, 2006 for a discussion), is considered. As Kim (1994) discussed there are two forms of paternalism, *benevolent vs. exploitative*. In exploitative paternalism, the ultimate aim of the leader is to gain the employee's compliance in exchange for the given care, and the leader prioritizes organizational outcomes. However in benevolent paternalism, there is a genuine concern for employee welfare in exchange for the employee's voluntary commitment. So, if the paternalistic leader is perceived to be benevolent, he or she is more likely to be perceived trustworthy. Among the three components of trustworthiness, Wasti, Tan, and Erdil (2010) recently found that Turkish respondents emphasized benevolence most frequently as an antecedent of trust in supervisor, followed by integrity and then ability. Acknowledging the importance of benevolence for the context of the present study, we expect that PL elicits trustworthiness perceptions when perceived as benevolent.

Now let us turn to the relationship between leader trustworthiness and empowerment. The correlation between trust and empowerment has been demonstrated in a number of studies in the literature (e.g., Ergeneli, Ari, & Metin, 2007; Moye & Henkin, 2006; Moye,

Henkin, & Egley, 2005; Tzafirir, Harel, Baruch, & Dolan, 2004). Moye, Henkin, and Egley (2005) argued that employees trust their leaders when their leaders trust them enough to empower them. A recent meta-analytic review by Seibert, Wang and Courtright (2011) concluded that a trusting relationship with the leader is an antecedent of empowerment. In addition, Chan, Taylor, and Markham (2008) found that when leaders are trusted to possess the capability, intention and integrity to provide empowerment to their employees, it creates the environment for employees to exercise the empowerment opportunities granted to them. Hence, a key ingredient of empowerment is trusting in the leader (Chan, Taylor, & Markham, 2008).

Given these findings, we argue that trustworthiness of the leader mediates the relationship between PL and psychological empowerment.

*Hypothesis 2:* Trustworthiness of the leader mediates the relationship between PL and psychological empowerment.

### **2.3 Moderators of PL-Leader Trustworthiness-Empowerment Relationships**

Various theories (e.g., contingency theory, path-goal theory, LMX) have been proposed to find out under what conditions a leadership style becomes more effective (e.g., Ayman, 2002, Fiedler, 1978; House, 1971; Vroom & Jago, 2007). In a similar vein, our purpose is to find out the conditions under which PL leads to empowerment of employees. Aligned with the contingency theories of leadership effectiveness literature, we benefit from the two important contingency sources that have been extensively documented to affect the relationship between leadership style and outcomes, namely employee-related and task-related contingencies. In other words, we have specified two critical employee-related and

task-related factors to understand the relationship between PL, leader trustworthiness, and psychological empowerment: Employee's related self-in-family (RSF) and job enrichment.

### **2.3.1 Employee's Related Self-in-Family (RSF) as a Moderator**

We are interested in finding out whether an employee's self shaped in the family context would have an effect on his or her relationship with a paternalistic leader.

Relatedness, as conceptualized by Kagitcibasi (1996), is the extent to which a person feels connected to others. People who have high level of relatedness place strong emphasis on relationships, maintain close contact with others, and prefer not to remain distant from their circle (Kagitcibasi, 1996). If relatedness is specified in family context (i.e. related self-in-family), it refers to the degree to which people feel connected to their family (Kagitcibasi, 1996). Hence, an employee who has high level of relatedness in family is referred to as an *employee high in RSF*.

Tuncer (2005) found that an employee raised in a family that valued interdependence and loyalty favored PL more than an employee raised in a family that valued separation and independence. The reason is that the family context that employees high in RSF has been raised in is similar to the paternalistic environment they encounter in the organizational setting. In light of this finding, we assert that employees high in RSF would find PL as trustworthy and empowering more than employees low in RSF.

There are two reasons why employees high in RSF are expected to find PL trustworthy and feel empowered under PL. First, according to the studies stemming from implicit leadership theory (ILT) (Lord, Foti, & De Vader, 1984) developmental experiences of individuals shape ideal leader images. Parental models of leadership may reflect on idealized leader images as Keller (1999, 2003) argued. In our case, the prototypical nature of a parent-

child relationship is reflected in a paternalistic leader-subordinate relationship. This may create the ground for a better attachment between an employee high in RSF and a parent-like leader. This is also consistent with House et al.'s (1999) argument that leader acceptance and effectiveness vary as a function of implicit leadership portraits.

The second reason is based on the research of leader-follower fit in the literature. Supervisor-employee fit has been investigated mostly in terms of value congruence (e.g., Krishnan, 2002; Meglino, Ravlin, & Adkins, 1989) and personality similarity (e.g., Schaubroeck & Lam, 2002; Turban & Jones, 1988). What this literature suggests is that the leader-follower fit is important because it fosters beneficial outcomes. For example, the meta-analysis by Kristof-Brown, Zimmerman, & Johnson (2005) has shown that person-supervisor fit is important especially for leader-member exchange (LMX) and job satisfaction. Therefore, we think that employees high in RSF are better fits for paternalistic leaders, and this may increase empowerment of employees high in RSF.

In summary, we expect the strengths of PL-leader trustworthiness-psychological empowerment relationships to vary depending on employee's level of RSF. Because of their earlier family socialization context, employees high in RSF are expected to perceive a parent-like leader as more trustworthy compared to those low in RSF, and employees high in RSF will feel more empowered because of the leader-follower fit.

*Hypothesis 3a:* Employee's RSF will moderate the PL-leader trustworthiness and the leader trustworthiness-psychological empowerment relationships in such a way that high level of RSF will lead to stronger paths than low level of RSF.

### **2.3.2 Job Enrichment as a Moderator**

The extant literature suggests that enrichment in the job is a non-negligible contributor to the empowerment of employees (e.g., Gagne, Senecal, & Koestner, 1997; Kraimer, Seibert, & Liden, 1999; Liden, Wayne, & Sparrowe, 2000). The Job Characteristics Theory (JCT) developed by Hackman & Oldham (1976) outlines the five important elements that an enriched job must have: *skill variety*, *task identity*, *task significance*, *autonomy*, and *feedback*. Briefly, *skill variety* implies the degree to which the task requires using diverse skills. *Task identity* means the degree to which the task allows the employee to do a piece of work that contributes to the final outcome. *Task significance* is the degree to which a job impacts lives, well-being, or the work of other people. *Autonomy* is the sense of control and freedom that employees have in their work. Lastly, *feedback* concerns receiving input about one's performance. Tasks that score high on these dimensions are called enriched.

It is evident that the sense of meaning and impact, which are critical elements of psychological empowerment, can be boosted by designing enriched jobs that especially allow for task identity and significance. If employees are given a meaningful task and allowed to see their unique contribution to the final outcome, they are more likely to experience meaning and impact which can lead to psychological empowerment. In addition, feedback, skill variety and autonomy in the job will enhance competence and autonomy components of empowerment.

Although the definition of psychological empowerment resembles the conceptualization of enriched job characteristics, they are not isomorphic. JCT defines the objective properties of a job, while feeling psychological empowerment alludes to the subjective interpretations of the employee (Spreitzer, 1996). One may feel empowered regardless of his or her task properties.

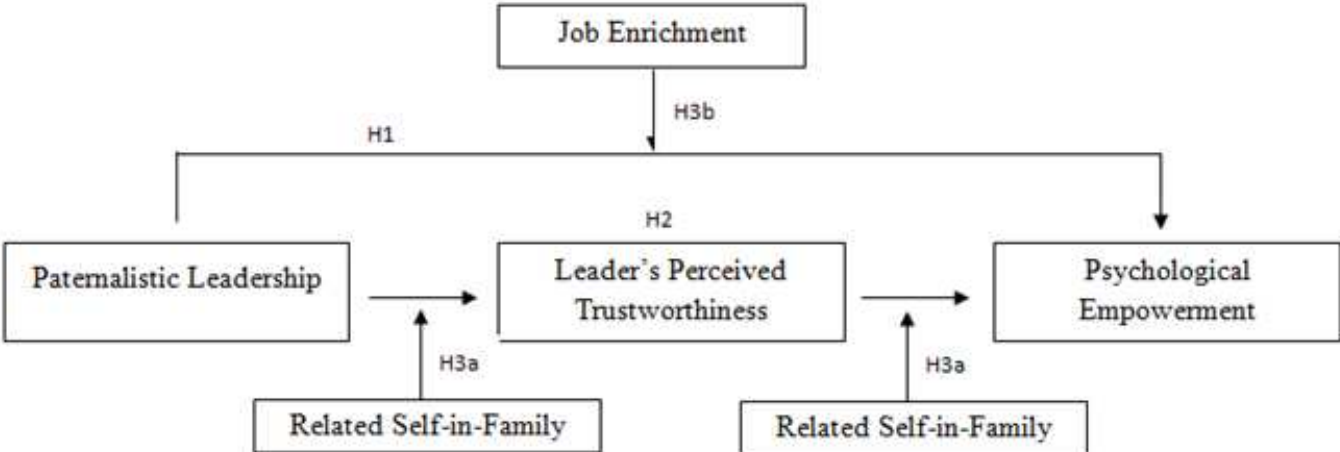
Job enrichment is expected to moderate the relationship between PL and psychological empowerment. As stated in Hypothesis 1, we expect that high level of PL would be associated

with high level of empowerment. We further expect that high level of PL would be even more empowering when coupled with high level of job enrichment. In contrast, low level of PL and low level job enrichment is expected to result in the lowest level of empowerment.

*Hypothesis 3b:* Job enrichment will moderate the relationship between PL and psychological empowerment in such a way that high level of PL and high level of job enrichment will lead to the highest level of empowerment, while low level of PL and low level of job enrichment will lead to the lowest level of empowerment of employees.

Figure 1 depicts the hypotheses of the study.

Figure 1.



## CHAPTER 3

### METHOD

#### 3.1 Sample

The number of employees participated in the study was 313. The sample was composed of full-time employees working with their current leader for at least 6 months ( $M = 31.3$  months,  $SD = 26$ ).

Four participants out of 313 did not report any demographic information. Of the 309 participants who reported demographics, 187 were women. Participants' ages ranged from 23 to 62 ( $M = 32$ ,  $SD = 7.23$ ). Majority of the participants had bachelor degree (60%), 37% of them had a graduate degree, and remaining were high school graduates. White-collar workers constituted nearly 91% of the respondents, remaining were blue-collar workers. The number of the participants holding a managerial position was 102. Diversity in the sectors, including public and private, was achieved since employees from different sectors (e.g., finance, consulting, advertising, construction, education, health) participated in the study. There were both MNCs as well as Turkish organizations.

#### 3.2 Materials

The following surveys were presented in the explained order, along with demographic questions (see Appendix A for the full survey in Turkish).

***Paternalistic Leadership.*** Instead of the previous version with five domains and 21 items ( $\alpha = .87$ ) by Aycan (2006), cross-culturally validated 10-item version of Paternalistic Leadership Questionnaire (PLQ) was administered to the participants (Aycan, Schyns, Sun, Felfe, & Saher, submitted). The shorter questionnaire has a robust structure which



encompasses the essence of all items in 10 questions. PLQ had a 6-point Likert type scale from 1 (strongly disagree) to 6 (strongly agree). A sample item was “my current leader creates a family environment in the workplace”. The questions were framed to ask respondents the observed behaviors of their current leader rather than the desired behaviors of their ideal leader. Higher total score indicated that the employee has a high paternalistic leader.

***Trustworthiness of the Leader.*** The original scale to measure the leader’s trustworthiness by Mayer & Davis (1999) contained three subscales: ability, benevolence and integrity. The overall measure consisted of 17 items with a scale being 5-point Likert from 1 (strongly disagree) to 5 (strongly agree). A sample item was “my supervisor is very concerned about my welfare”. As reported in Wasti, Tan, Brower, & Önder (2007) who conducted the translation to Turkish, the reliabilities of ability, benevolence and integrity subscales in Turkish ranged from .84 to .94.

***Related self-in-family.*** Kagitcibasi’s Related Self-in-Family Scale (2007) contained 9 items with a 5-point Likert type scale from 1 (strongly disagree) to 5 (strongly agree). A sample item was “my family was my top priority“. Alpha was reported as .84. The questions were posited in a way that they tapped how connected employees viewed themselves to their family during the period of self-development rather than how connected they view themselves to their family now, because understanding how self developed as a result of family interactions is more relevant and valuable for our purposes. Therefore, participants were instructed to think of their relationship with their family while they were growing up (Tuncer, 2005). Higher score in this scale implied that the employee is high in RSF.

***Job Enrichment.*** Hackman & Oldham’s (1974) Job Diagnostic Survey was used. The latest and the most widely used scale with revisions was found in Fields (2002). 12 items were designed to tap the five domains of job characteristics (skill variety, task identity, task

significance, autonomy, and feedback) with a 6-point scale from 1 (completely false) to 6 (completely true). A sample item was “my job provides me the chance to completely finish the pieces of work I begin”. Higher scores indicated higher enrichment in the job. As Fields (2002) reported, the alpha coefficients for the subscales ranged from .65 to .83.

***Psychological Empowerment.*** Spreitzer’s (1995) Empowerment at Work Scale was used. There were 12 items to tap the four domains of the construct (meaning, competence, self-determination, and impact) with a 6-point scale from 1 (strongly disagree) to 6 (strongly agree). A sample item was “the work I do is meaningful to me”. Alpha was reported between .62 and .72 for the scale (Spreitzer, 1995; Fields, 2002).

***Demographic variables.*** Demographic questions included gender, age, occupation, education level, employment type (white or blue-collar work), managerial status, and tenure of the employee, the town/city which the employee has been raised in, as well as the type and the sector of the organization the employee works in.

### **3.3 Procedure**

The survey was prepared on and distributed via the online survey software Qualtrics. It was in Turkish since the data collection took place in Turkey. Participation was online as it is more convenient to reach people cost-effectively, and on voluntary basis. Snowballing technique was applied to recruit subjects. Recruitment strategy included distributing the online survey link through Koç University alumni relations office, business-oriented networking websites (e.g., LinkedIn), personal contacts and contacts of colleagues.

## **CHAPTER 4**

### **RESULTS**

Descriptive statistics, Pearson correlations among all variables and reliability analyses for the scales were presented in Table 1. There were no skewness or kurtosis problems with the scores of the study variables.

Table 4.1

*Descriptive Statistics, Reliability Coefficients, and Correlations among All Study Variables (N = 311)*

	M	SD	1	2	3	4	5
1. Paternalistic Leadership	3.44	1.22	(.923)	.701**	.171**	.204**	.197**
2. Trustworthiness of the Leader	3.18	.96		(.966)	.150**	.342**	.310**
3. Related Self-in-Family	3.92	.62			(.820)	.166**	.109
4. Job Enrichment	4.27	.71				(.795)	.622**
5. Psychological Empowerment	4.58	.77					(.871)

\* $p < .05$

\*\* $p < .01$

Numbers on the diagonal are Cronbach's Alpha coefficients

The positive and significant correlation between PL and psychological empowerment ( $r = .197, p < .010$ ) confirmed Hypothesis 1. To test the possible mechanism behind this relationship, we construed a path model using AMOS 19.0. The proposed mediation presented in Figure 1 was tested (without the moderators) first. All of the fit indices suggested a good fit to the data ( $\chi^2/df = .282, p = .595, GFI = .999, CFI = 1.00$ ). Standardized regression estimates suggested that PL and leader trustworthiness were highly related ( $\beta = .701, p < .001$ ) as well as leader trustworthiness and empowerment ( $\beta = .310, p < .001$ ), which confirmed Hypothesis 2.

The mediated model was tested against the moderation of employee's RSF. To test Hypothesis 3a, employees were grouped into low ( $n = 176$ ) and high in RSF ( $n = 135$ ). We created a constrained model equating PL-trustworthiness and trustworthiness-empowerment paths for both groups, and performed a model comparison test against default model. Results revealed that employee's RSF did not create any significant difference between the default model and the constrained model ( $\Delta\chi^2/df = 2.168, p = .114, \Delta GFI = .009, \Delta CFI = .010, \Delta RMSEA = .020$ ) (see Table 2). We could not conclude that employees' level of RSF moderated the model since the model paths were robust in both conditions; therefore Hypothesis 3a was not confirmed.

Table 4.2

*Standardized and Unstandardized Regression Weights (Default Model grouped according to employees' level of RSF)*

<b>Employees low in RSF (n=176)</b>	Unstandardized Estimates	S.E.	Standardized Estimates
Paternalistic Leadership→ Trustworthiness of the Leader	.515	.043	.668 ***
Trustworthiness of the Leader→ Psychological Empowerment	.176	.062	.211 **
<b>Employees high in RSF (n=135)</b>	Unstandardized Estimates	S.E.	Standardized Estimates
Paternalistic Leadership→ Trustworthiness of the Leader	.594	.048	.729 ***
Trustworthiness of the Leader→ Psychological Empowerment	.325	.061	.417 ***

\* $p < .05$

\*\* $p < .01$

\*\*\* $p < .001$

As an exploratory analysis, we have replaced trustworthiness with its benevolence dimension to see whether benevolence alone created a difference between the default and the constrained model comparing employees' level of RSF. As argued in the Introduction, benevolence has been found to be the most valued dimension of trustworthiness for the context of the present study (Wasti et al., 2010). When benevolence was tested as a mediator, employee's RSF created a significant difference ( $\Delta\chi^2/df = 4.167$ ,  $p = .016$ ,  $\Delta GFI = .018$ ,  $\Delta CFI = .021$ ,  $\Delta RMSEA = .032$ ) between the default model ( $\chi^2/df = 1.681$ ,  $p = .186$ ,  $GFI = .993$ ,  $CFI = .995$ ) and the constrained model ( $\chi^2/df = 2.924$ ,  $p = .020$ ,  $GFI = .975$ ,  $CFI = .974$ ). Pairwise parameter comparisons revealed that the difference was due to the significant

change in the path from leader trustworthiness to psychological empowerment ( $t = 2.631$ ). For employees low in RSF, leader trustworthiness-psychological empowerment path coefficient was  $\beta = .200$  ( $p = .007$ ), while for employees high in RSF the same path coefficient was  $\beta = .501$  ( $p < .001$ ). The same analysis was also run for ability and integrity dimensions separately. Neither of them revealed significant difference between the default model and the constrained model.

To examine the moderating role of job enrichment on the direct path from PL to psychological empowerment as suggested in Hypothesis 3b, moderated multiple regression analysis was conducted. An interaction variable was created by multiplying PL and job enrichment scores. In the first step empowerment was regressed on PL, in the second step empowerment was regressed on job enrichment, and in the last step empowerment was regressed on the interaction variable. Variance inflation factor suggested that there was no multicollinearity problem ( $VIF = 1.043$ ). Results showed that job enrichment was a moderator ( $F(3, 310) = -2.211, p = .028$ ) (see Table 3).

Table 4.3

*Moderated multiple regression analyses testing the moderating effect of Job Enrichment in the relationship between PL and Psychological Empowerment*

<b>Criterion: Psychological Empowerment</b>	Standardized $\beta$	Adjusted $R^2$	F	F change
Step 1. Paternalistic Leadership	.656	.036	12.491	12.491 <sup>***</sup>
Step 2. Job Enrichment	.885	.389	99.539	179.377 <sup>***</sup>
Step 3. PL x Job Enrichment	-.701	.396	68.827	4.89 <sup>*</sup>

\* $p < .05$

\*\* $p < .01$

\*\*\* $p < .001$

Employees placed in high enriched job group after the median split ( $n = 147$ ) felt more empowered than those placed in low enriched job group ( $n = 164$ ) regardless of whether or not they had a paternalistic leader. However, employees in low enriched jobs felt empowered more if they worked under a high ( $n = 66$ ) rather than a low paternalistic leader ( $n = 98$ ) (see Figure 2). Employees who worked with low paternalistic leaders in low enriched jobs had the lowest level of empowerment in line with the expectation. However, employees who worked with low paternalistic leaders in high enriched jobs had the highest level of empowerment. Therefore, H3b was partially confirmed.

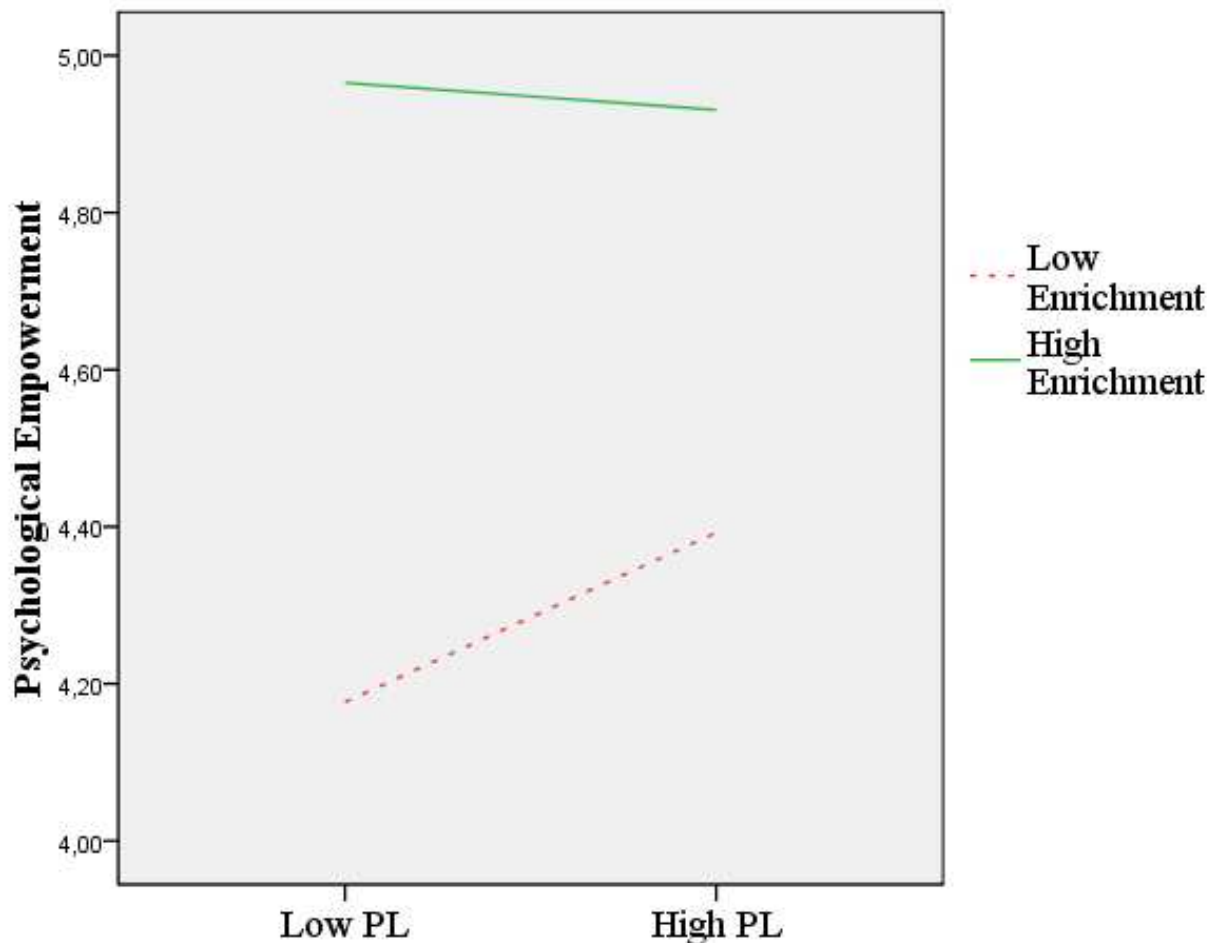


Figure 2. The interaction effect of PL and job enrichment on psychological empowerment



## CHAPTER 5

### DISCUSSION

There is a growing interest on PL in the literature (e.g., Aycan, 2006; Pellegrini & Scandura, 2006) and its association with critical employee outcomes (e.g., Pellegrini & Scandura, 2008, 2010). The present research contributes to the growing literature by examining psychological empowerment in relation to PL. The present study aimed at finding whether PL was empowering, and if so what mechanism would mediate the relationship, and under what conditions it would become empowering.

Our results confirmed our expectations that PL was associated with employees' psychological empowerment. This is consistent with Conger and Kanungo's (1988) argument that nurturant and supportive leader behaviors are important to boost employees' empowerment. We found that leader trustworthiness functioned as a mediator in the PL-empowerment relationship. PL was seen trustworthy by the employees, and trustworthiness perceptions strengthened psychological empowerment of the employees.

The first moderator explored in this study was employee's related self-in-family (RSF). The relationships between the study variables did not differ among the high and low levels of employee's RSF contrary to what was expected. Put differently, PL was perceived as trustworthy, and perceiving the leader as trustworthy was empowering for the employees regardless of their level of RSF. There may be three reasons explaining why employee's RSF did not moderate the relationships among the study variables. First, this may be due to the way PL was captured in the study. Since our questions asked respondents to describe their *actual* rather than *ideal* leader behaviors, employees' RSF might not necessarily relate to how they perceive their current leader. Tuncer (2005) showed that employees high in RSF reported PL as an *ideal* leader more than employees low in RSF. The ILT literature also points out that the effects of self or family are likely to reflect on the idealized leader images (e.g., Keller,

2003). Therefore, employee's RSF might not reflect on how employees perceive their *current* leader, but rather might have reflected on how they formed their *ideal* leader image.

Second, the cultural context might have inhibited the effect of employee's RSF. Described PL behaviors might evoke trustworthiness perceptions in Turkish culture regardless of individual differences, and in turn leading to empowerment for all employees. Researchers are recommended to utilize other individual difference variables (e.g., propensity to trust, Mayer, Davis, & Schoorman, 1995; traditional family values, Tuncer, 2005) that could moderate the links between PL, leader trustworthiness, and psychological empowerment.

Third, using the construct of trustworthiness might have concealed the effect of employee's RSF. We investigated the dimensions of trustworthiness (i.e. ability, benevolence and integrity) separately to explore the moderating role of employee's RSF. We found that when paternalistic leaders were perceived as benevolent, this was more likely to lead to psychological empowerment for employees high in RSF than for those low in RSF. This pattern was not found for ability and integrity perceptions about PL. We believe that the moderating role of employee's RSF in the benevolence-empowerment relationship may be due to the higher importance given to benevolence in collectivistic cultures, compared to ability and integrity (Wasti et al., 2010). Kagitcibasi (2007) argued that RSF was a reflection of relational collectivism at the individual level, and therefore, employees high in RSF are likely to endorse collectivistic values. Paternalistic leaders also endorse collectivistic values. Thus, the collectivistic nature of employees coupled with the collectivistic nature of PL might have led employees high in RSF to feel more empowered than employees low in RSF when working with a paternalistic leader. This is consistent with House et al.'s findings from Project GLOBE (1999) that leader's effectiveness depends on the match between leadership style and employees' values.

The second moderator explored in this study was job enrichment. Results demonstrated that job enrichment moderated the relationship between PL and psychological empowerment of the employees. Employees in high enriched jobs felt more empowered than employees in low enriched jobs regardless of whether or not they had a paternalistic leader. However, level of PL mattered in low job enrichment condition: employees in low enriched jobs felt more empowered when working under a high rather than a low paternalistic leader. This finding suggests that PL can compensate for the lack of job enrichment.

There are four potential contributions of our findings to the literature. First, we fill a gap in the literature by showing that paternalistic leader is an empowering leader. Research on psychological empowerment acknowledges the importance of leadership (e.g., Dobbs, 1993; Seibert, Wang, & Courtright, 2011), but no research to date has examined empowerment for employees working under paternalistic leaders. Incorporating both authority and nurturance in its nature, PL is shown to grant room for employee empowerment.

Second, PL is shown to be trustworthy, and the importance of trustworthiness has surfaced in the empowerment process. The strong correlation between PL and trustworthiness perceptions should attract researchers to investigate whether this finding is replicable. Future research should utilize the role of PL's trustworthiness while exploring other desirable individual, team or organizational outcomes of PL in addition to psychological empowerment.

Third, showing that employee's RSF is not a significant contingency in the PL-trustworthiness-empowerment relationship would help future studies to focus on other individual difference variables. On the other hand, employee's RSF turned out to be a contingency if *benevolence* mediates PL-empowerment relationship. Benevolence, among other dimensions of trustworthiness, may be the most likely one to reveal individual differences which is worth examining in-depth in future contingency studies of PL.

Fourth, showing that it is possible to feel empowered under paternalistic leaders in low enriched jobs highlights the importance of the combined effect of leadership and job design on psychological empowerment. Future studies are recommended to investigate whether this finding is replicable, and if so, whether PL is unique to compensate for the lack of job enrichment among other leadership styles.

Our findings have managerial implications as well. The prevalence and preference of PL in organizations may increase as it is associated with positive employee outcomes. Specifically, paternalistic leaders may help in fostering trust between superiors and subordinates, which in turn may contribute to employees' empowerment. Especially for the organizations that pursue empowerment as a strategic employee outcome, supervisors may employ paternalistic leadership style to empower their employees. Moreover, in the jobs that are not likely to involve the elements of enrichment (e.g., skill variety, task significance), it is still possible to make employees feel empowered when they work with paternalistic leaders. This finding can be applicable across diverse jobs where designing the work in the conventionally enriched way may not be possible.

This research has three major limitations. First is the issue of causality. Using survey methodology allowed us only to draw correlations, not causalities among the study variables. We think that using experimental methodology is not appropriate for the purposes of this study either, because the effects we hope to observe (e.g. perceptions of trustworthiness of the leader, empowerment) may only be revealed if subordinates spend sufficient time with their leaders in an actual organizational setting. The cross-sectional nature of the data collection is the major limitation to be addressed on the causality issue. Causality would more likely to be achieved by longitudinal data capturing superior-subordinate relationship and subordinates' psychological empowerment at different time periods. Future studies are recommended to design longitudinal field studies to remedy the causality problem.

Second limitation of the present study was the use of single source in the data collection. Single-source bias (Avolio, Yammarino, & Bass, 1991) may hinder understanding PL behaviors since they were reported by subordinates only. Although perceived characteristics of leaders are important since leadership process is “in the eye of the beholder” (Kenney, Blascovich, & Shaver, 1994, p.410), behaviors of the leader are subjected to the interpretation of the employees. The same problem might have occurred in capturing the actual level of job enrichment as they were also reported by subordinates only. Therefore, future studies should try to utilize multiple sources in capturing leadership (e.g., self-report data from leaders) and level of job enrichment (e.g., using job descriptions driven from job analysis) as much as possible.

Third limitation is the issue of diversity in the sample. The sample was dominated with white-collar employees which might have affected the levels of job enrichment and psychological empowerment reported by the employees. Future studies are recommended to include more blue-collar employees in the sample to explore whether there would be a significant effect of the type of job. In addition, collecting data from variety of organizations at different sizes and industries would increase diversity in the sample.

In conclusion, this research shows that paternalistic leaders can contribute to the psychological empowerment of employees. This research is limited in its scope but is hoped to stimulate more research on PL, the processes through which it fosters other desirable employee outcomes, and the contingencies under which it becomes effective.

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## APPENDICES

### APPENDIX A. The Study Survey

Değerli Katılımcı,

Katılımınızı rica ettiğimiz bu araştırma, Koç Üniversitesi Psikoloji Bölümü'nden Prof. Zeynep Aycan'ın önderliğinde bir yüksek lisans tezi kapsamındadır. Çalışanların iş hayatlarındaki birtakım tecrübeleri anlamayı amaçlayan gönüllü olarak katılacağınız bu araştırma için 15-20 dakikanızı ayırmanız yeterli olacaktır.

**Araştırmaya katılabilmemiz için şu anki yöneticinizle en az 6 aydır tam zamanlı çalışıyor olmanız, ve kendi işyerinize sahip olmamanız gerekmektedir.**

Verdiğiniz cevaplar anonimdir, kimseyle paylaşılmaz. Araştırmayla ilgili herhangi bir sorunuz olduğunda aşağıda ismi verilen araştırmacıya danışmakta tereddüt etmeyiniz.

Şimdiden teşekkür ederiz.

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Aşağıda, iş hayatında yöneticilerin sergilediği davranışlarla ilgili tanımlar yer almaktadır.

Birlikte çalıştığınız yöneticiyi düşündüğünüzde, her bir tanımla ilgili görüşlerinizi aşağıda yer alan ölçeği kullanarak belirtiniz.

**Benim yöneticim;**

	Kesinlikle Katılmıyorum	Katılmıyorum	Biraz Katılmıyorum	Biraz Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
Çalışanlarına karşı bir aile büyüğü (baba/anne veya ağabey/abla) gibi davranır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çalışanlarına bir aile büyüğü gibi öğüt verir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşyerinde aile ortamı yaratmaya önem verir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bir ebeveynin çocuğundan sorumlu olması gibi, her çalışanından kendini sorumlu hisseder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çalışanlarını yakından (örneğin; kişisel sorunlar, aile yaşantısı vs.) tanımaya önem verir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İhtiyaçları olduğu zaman, çalışanlarına iş dışı konularda (örneğin; ev kurma, çocuk okutma, sağlık vs.) yardım etmeye hazırdır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çalışanlarının özel günlerine (örneğin; nikah, cenaze,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

mezuniyet vs.) katılır						
Çalışanlardan birinin özel hayatında yaşadığı problemlerde (örneğin; eşler arası problemlerde) arabuluculuk yapmaya hazırdır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çalışanlarında sadakate, performansa verdiğinden daha fazla önem verir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çalışanlarına gösterdiği ilgi ve alakaya karşılık, onlardan bağlılık ve sadakat bekler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bu yöneticinizle ne kadar zamandır beraber çalışmaktasınız? (1 yıldan az ise, ay olarak belirtiniz): \_\_\_\_\_

Az önce tarif ettiğiniz yöneticinizi düşünerek, her bir tanımla ilgili görüşlerinizi aşağıda yer alan ölçeği kullanarak belirtiniz.

	Kesinlikle Katılmıyorum	Katılmıyorum	Ortadayım	Katılıyorum	Kesinlikle Katılıyorum
Yöneticim işinde çok yetkindir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticim benim iyiliğimi çok kollar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticimin güçlü bir adalet duygusu vardır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticimin yapmaya çalıştığı işlerde başarılı olduğu bilinir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benim ihtiyaçlarım ve isteklerim yöneticim için çok önemlidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticimin sözünde durup durmayacağını asla merak etmek zorunda kalmam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticim yapılması gereken işler konusunda çok bilgi sahibidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticim bile bile beni incitecek hiçbir şey yapmaz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticim başkalarıyla ilişkilerinde adil olmak için çok uğraşır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticimin yeteneklerine çok güvenirim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticim gerçekten benim için önemli olan şeyleri gözetir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticimin hareketleri ve davranışları pek tutarlı değildir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticimin bizim performansımızı arttırabilecek özel kabiliyetleri vardır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticim bana yardım etmek için zahmetlere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



girer					
Yöneticimin değerlerini beğeniyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticim çok niteliklidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticimin davranışlarını sağlam ilkeler yönlendiriyor gibi görünüyor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lütfen gençlik yıllarınızı düşünerek, aileniz ile olan ilişkinizi göz önüne alarak, her bir ifadeye ne kadar katıldığınızı aşağıda yer alan ölçeği kullanarak belirtiniz.

**Gençlik yıllarımda:**

	Kesinlikle Katılmıyorum	Katılmıyorum	Ortadayım	Katılıyorum	Kesinlikle Katılıyorum
Ailemle olan ilişkimde mesafeli olmak isterdim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zor zamanlarımda ailemin yanımda olacağını bilmek isterdim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ailemle geçirdiğim zaman benim için pek önemli değildi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bir kimsenin ailesine çok yakın hissetmesi iyi bir şeydir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ailem hayatımda en ön sıradaydı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ailemle fazla vakit geçirmekten hoşlanmazdım	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kendimi aileme gönülden bağlı hissedirdim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ailemle aramdaki bağ, kendimi güven ve huzur içinde hissetmemi sağladı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ailemle iç içeydim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Yaptığınız işi göz önünde bulundurduğunuzda, aşağıdaki ifadelerin ne kadar doğru veya yanlış olduğunu ölçeği kullanarak belirtiniz.

	Tamamen yanlış	Çoğunlukla yanlış	Kısmen yanlış	Kısmen doğru	Çoğunlukla doğru	Tamamen doğru
İşim bir çok karmaşık ve ileri seviye becerileri kullanmamı gerektirir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşim oldukça basittir ve aynı görevlerin tekrarından ibarettir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşim, başladığım bir işin bütün parçalarını tamamlamama fırsat verir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşim, bir görevin baştan sona bütün kısımlarıyla uğraşmama izin vermeyecek şekilde düzenlenmiştir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bir çok insan, işimi ne kadar iyi yapıp yapmadığımdan etkilenebilir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genel anlamda bakıldığında, yaptığım iş çok önemli veya anlamlı değil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşim, görevlerimi yerine getirirken bana büyük ölçüde bağımsız ve özgür olma fırsatı tanıyor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşim, görevlerimi yaparken kişisel girişim veya yargıda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

bulunmama fırsat tanımıyor						
Sadece işimin gerektirdiği görevleri yapmak bile o işi ne kadar iyi yaptığımı anlamama izin veriyor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu iş, görevlerimi yerine getirirken iyi performans gösterip göstermediğim konusunda çok az ipucu veriyor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticilerim işimi ne kadar iyi yaptığımı konusunda düşüncelerini benimle sık sık paylaşırlar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu işte yöneticiler ve iş arkadaşları işimi ne kadar iyi yaptığımı konusunda neredeyse hiç bilgi vermezler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lütfen her bir ifadeye ne kadar katıldığınızı aşağıda yer alan ölçeği kullanarak belirtiniz.

	Kesinlikle Katılmıyorum	Katılmıyorum	Biraz Katılmıyorum	Biraz Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
İşim benim için çok önemlidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşimle ilgili konular benim için kişisel anlam taşır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaptığım iş bana göre anlamlıdır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşimi yapma konusunda kendime güvenim tamdır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşimi yapma konusundaki yeteneklerime güvenirim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşimi yapabilmek için gerekli becerilere tam olarak sahip olduğumu düşünüyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşimi nasıl yapacağım konusunda gereken serbestliğe sahibim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşimi nasıl yapacağıma kendim karar verebilirim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşimi nasıl yapacağım konusunda önemli	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ölçüde serbestlik ve özgürlüğe sahibim						
Çalıştığım bölümde olup bitenler üzerinde büyük etkim vardır	○	○	○	○	○	○
Çalıştığım bölümde olup bitenler üzerinde kontrolüm gayet fazladır	○	○	○	○	○	○
Çalıştığım bölümde olup bitenler üzerinde sözüm geçer	○	○	○	○	○	○

Cinsiyetiniz:

- Kadın
- Erkek

Doğum yılınızı yazınız: \_\_\_\_\_

Mesleğinizi belirtiniz: \_\_\_\_\_

En son tamamladığınız eğitim derecesini seçiniz:

- İlköğretim
- Lise
- Üniversite
- Yüksek Lisans

Büyürken en uzun yaşadığınız yeri belirtiniz: \_\_\_\_\_

Merkez miydi, ilçe miydi?

- Merkez
- İlçe

Mavi yaka olarak mı, beyaz yaka olarak mı çalışmaktasınız?

- Mavi yaka
- Beyaz yaka

Yönetici pozisyonunda mı çalışmaktasınız?

- Evet
- Hayır

Şu an çalıştığınız kurumda ne zamandan beri çalışıyorsunuz? (1 yıldan az ise, ay olarak belirtiniz): \_\_\_\_\_

Çalıřtıđınız kurumun türü nedir? (birden fazla seçim yapabilirsiniz)

- Uluslararası řirket
- Türk sermayeli řirket
- Özel kurum
- Kamu kurumu

Kurumunuzun faaliyet gösterdiđi sektörü belirtiniz (örneğin; sađlık, gıda, eğitim vs.):

\_\_\_\_\_