

**Voice Behavior of Blue Collar Employees:  
The Mediating Role of Psychological Empowerment**

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 present study examined the processes through which blue collar employees engage in voice behavior voluntarily. Both contextual and individual factors that facilitate employees to speak up their work-related constructive opinions were investigated from an intrinsic psychological perspective. Specifically, empowering managerial practices (e.g., informing, delegating, recognizing), enriched job characteristics (e.g., skill variety, autonomy), and personality characteristics (e.g., proactive personality, conscientiousness) were expected to be positively related to voice behavior through their influences on psychological empowerment. In addition to the hypothesized fully mediated model, the relationship between psychological empowerment and voice behavior was suggested to be moderated by social (e.g., innovation and flexibility, clarity of organizational goals, and reflexivity); and by structural (e.g., work group interdependence) work environments. A secondary dataset was used for the study, which was collected via survey from sixty-seven work units of eight business organizations under a leading Turkish holding. Using matched sample design, the sample was constituted of 293 blue collar employees and their 103 immediate supervisors. The results showed that enriched job characteristics and personality were related to employee voice through psychological empowerment; whereas empowering managerial practices were neither related to psychological empowerment nor voice behavior. In addition, no moderation effects were found. The current study is the first one which attempted to examine the mediating role of employees' psychological empowerment in explaining the relationship between voice behavior and its distal predictors. Presenting an integrated model, theoretical and practical implications were discussed, as well.

**Key words:** Voice behavior, psychological empowerment, enriched job characteristics, empowering managerial practices, conscientiousness, proactive personality, multilevel modeling, blue collar employees.

## ÖZET

Bu arařtırmada mavi yakalı alıřanların iřtirak etme ve fikrini ekinmeden dile getirme davranıřını (İFD) etkileyen sreler incelenmiřtir. alıřanların iř ile ilgili yapıcı fikirlerini sylemelerini kolaylařtıran durumsal ve bireysel faktrler isel psikolojik bakıř aısı ile arařtırılmıřtır. Yetkelendiri ynetici davranıřları (bilgi verme, delege etme, takdir etme), zenginleřtirilmiř iř zellikleri (beceri eřitlilięi, otonomi) ve kiřilik zelliklerinin (proaktif kiřilik, sorumluluk bilinci) İFD ile iliřkilerinin dolaylı ve pozitif olarak alıřanları yetkelendirme ve glendirme faktr zerinden etkili olması beklenmiřtir. Bu aracı modele ek olarak, sosyal (yksek yeniliklere aıklık ve esneklik, kurum hedeflerinin aık olması, zdenetim) ve yapısal iř ortamlarının (alıřma grubunun birbirine baęımlılıęı) İFD ve alıřanları yetkelendirme ve glendirme arasındaki iliřkide moderatr rol oynaması ngrlmřtr. Arařtırmada Trkiye'nin nc holdinglerinden birine baęlı sekiz kurumun altmıř yedi iř yerinden anket ile toplanan ikincil bir veri seti kullanılmıřtır. Veriler eřleřtirilmiř rnek yntemi ile 293 mavi yakalı alıřan ve 103 yneticiden alınmıřtır. Veri analizleri sonucunda, zenginleřtirilmiř iř zellikleri ve kiřilik zelliklerinin İFD ile iliřkilerinin alıřanları yetkelendirme ve glendirme faktr zerinden pozitif ve tamamen dolaylı olduęu doęrulanmıřtır. te yandan, yetkelendiri ynetici davranıřlarının, ne alıřanları yetkelendirme ve glendirme faktr ile ne de İFD ile iliřkisinin olduęu tespit edilmiřtir. Aynı zamanda ngrlenin aksine, sosyal ve yapısal iř ortamlarının herhangi bir moderatr etkisi bulunmamıřtır. Bu arařtırma, alıřanları yetkelendirme ve glendirme faktrnn, İFD zerindeki dolaylı etkisinin arařtırıldıęı ilk alıřmadır. Aynı zamanda btnsel bir model sunarak teorik ve uygulamaya ynelik kapsamlı deęerlendirmeler sunmuřtur.

**Anahtar Szckler:** İniřiyatif kullanma ve fikrini ekinmeden dile getirme davranıřı, alıřanları yetkelendirme ve glendirme, zenginleřtirilmiř iř zellikleri, yetkelendiri ynetici davranıřları, kiřilik zellikleri, mavi yakalı alıřanlar, ok dereceli modelleme.

**This study is dedicated**

*To my dear family...*

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## Chapter 1

### INTRODUCTION

#### 1.1 Statement of the Present Study

The current study aims to examine the mechanism through which employees engage in voice behavior. Throughout the study, voice behavior is identified as employees' discretionary and constructive contributions to their work groups by assuming an extra-role beyond their core duties (Le Pine & Van Dyne, 1998). Such employee behaviors involve making useful suggestions and developing ideas related to the issues affecting work group, speaking up ideas about new projects, procedural changes, or quality of work life in the group; communicating work related opinions even when peers or supervisors may disagree with them; and encouraging others to get involved in the issues that may affect work group (Le Pine & Van Dyne, 1998; Van Dyne & LePine, 1998).

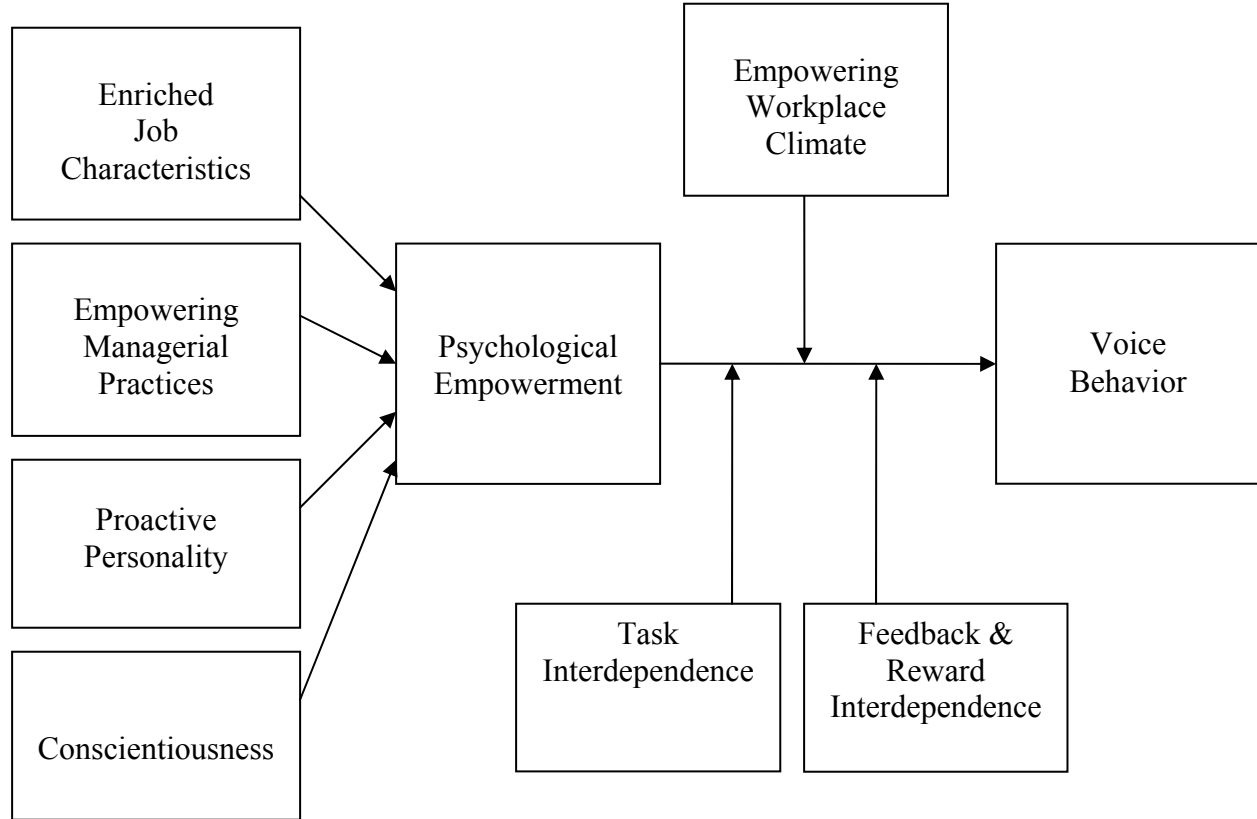
The study investigates contextual and individual factors that facilitate employees to go “the extra mile” voluntarily and voice their work related opinions from a motivational perspective. Specifically, enriched job characteristics (e.g., skill variety, task identity, task significance, autonomy, feedback from the job itself, and feedback from agents), empowering managerial practices (e.g., delegating, recognizing, and informing), and employees' personality

(e.g., proactive personality and conscientiousness) are expected to be positively related to voice behavior through their influences on psychological empowerment. It is suggested that employees show voice behavior to the extent that they experience psychological empowerment, which is a critical psychological state characterized by feelings of competence, self determination, sense of meaning in the job, and impact on work outcomes. Thus, contextual predictors (enriched job characteristics and empowering managerial practices), and personality characteristics are expected to lead to psychological empowerment, the existence of which leads employees to engage in voice behavior.

In addition to this fully mediated model, both social and structural work environment were taken into account with respect to employees' voice. Specifically, first, if the structural context of a work group emphasizes high interdependence in terms of both task, and feedback and reward interdependence, empowered employees are expected to raise their voice and make constructive suggestions more. Second, if the social context of a work group has high emphasis on innovation and flexibility, having clear goals, and being reflexive on the evaluations of processes and procedures; empowered employees are more likely to speak up to improve their workgroup. The detailed explanations of the hypothesized relationships are described in the following sections.

In sum, Figure 1 depicts the hypothesized fully mediated model and the relationships between the variables in the study.

Figure 1 The Hypothesized Multilevel Mediation Model



## 1.2 Rationale of the Study

In competitive business environments employees are perceived as assets critical for success and survival of most organizations. As a source of competitive advantage, employees are expected to involve in work groups actively so that organizational success can be achieved (Siegal & Gardner, 2000). Besides the regular in-role behavior that includes all kinds of clearly defined and required duties of a job, employee contributions through extra-role behavior, or in the form of contextual performance, are expected and valued by supervisors, as well. Extra-role behavior involves positive and discretionary contributions of employees which are not



predetermined for any job positions (Van Dyne & LePine, 1998); and emphasizes employee initiative, such as making constructive suggestions for change (LePine & Van Dyne, 1998; Van Dyne & LePine, 1998). Similar to extra-role behavior, contextual performance refers to employee behavior that aims to enhance the work context (Borman & Motowidlo, 1997). Employees with high contextual performance volunteer to do more than the required tasks and/or the required level of the job, and support organizational objectives.

Employee extra-role behavior and contextual performance become important issues for practitioners, because organizations need to be more flexible and adaptable to survive in rapidly changing technological, economic, and business environments (Siegal & Gardner, 2000). In this regard, employee voice such as speaking up about the issues which affect work group or organization, expressing the needs for changes, suggesting new and creative ideas are valued by supervisors. Such behaviors, when performed, facilitate the improvement of the quality of a firm's products and services; and enhance the innovation of new products, services, and processes.

Voice behavior has a critical value especially for organizations that have dynamic environment and aim continuous development (Van Dyne & LePine, 1998). Employees generally have more complete knowledge about their work than their superiors, thus they are in a better position to plan and schedule work, as well as identify and resolve problems before they become destructive. Besides, employees can determine better which behaviors and strategies are most useful while performing the task. Hence, they can utilize optimal solutions to increase job performance (Lawler, 1992). Therefore, in order to survive, current organizations need

employees who do not limit themselves only by performing their core duties, but also voice their opinions and concerns to improve their work and work group.

In line with the above explanations, the current study puts the emphasis on blue collar employees in organizations. It is mostly perceived that blue collar employees, e. g., assembly line workers or front line service employees, perform jobs that require physical power rather than the use of analytical processes. As a result of this common belief, blue collar employee participation to decisions and processes is undervalued by managements. However, blue collar workers are the ones who participate in the actual production or service processes. For instance, store cashiers are continuously in contact with customers during their working hours. Thus, they are probably first agents who face any drawbacks originated from the procedures or machines that may affect customer satisfaction. Similarly, assembly line workers in automated factories are likely notice alternative ways to improve the efficiency on a given task, as they are the ones who perform the actual task. These facts place blue collar employees in an important position with respect to voice behavior. Positive contributions are expected for the organizations when blue collar employees speak to and share ideas with their groups and managers.

In turn, this fact necessitates practitioners to know how they can support their blue collar employees to engage in voice behavior, and researchers to shed light on the processes that lead to this specific employee behavior. Related to the human resources practices, some case examples that illustrate practitioners' attempts to enhance employee voice are explained below.

First case reflects the philosophy of an international express and logistics company, operating in Turkey, about its employees: “Our employees are our value”. In personal communication with Mr. Celik, one of the employees of this company, he reported that this motto reflected top management’s emphasis on innovation and suggestions of its employees (L. Celik, personal communication, May 18, 2007). The company implements a “suggestion-comment” system for its employees, which is originally named “Öneriyorum” in Turkish. The aim of the system is to encourage employees to make any recommendations that can improve work processes. In turn, management rewards those employees whose suggestions are applicable. In company orientations and career planning processes, Human Resources department also stresses the value of initiative taking and sharing innovative opinions with group members. Furthermore, employees receive little gifts such as coffee cups on which their names and an “I am suggesting” notice are depicted together which aim to motivate and encourage employees to share their opinions about work-related issues.

Second case belongs to one of the consortiums that manages Istanbul Atatürk International Airport, which created a suggestion-reward team in Human Resources department. Conducting an interview, (P. Sener, personal communication, 2004), Human Resources manager Mrs. Sener reported that this team facilitates employees to raise their suggestions and concerns related to work issues. The team is responsible for keeping records of all those suggestions by personnel name, and, in turn, gives little gifts such as discount coupons of restaurants. As it can be understood, the purpose of this organizational practice is to encourage constructive employee participation in the work place.

Another real life example that stresses the value of voice behavior can be seen in one of the leading firms in international hotel management. During the interview, Human Resources Executive of the firm's Turkish branch, Mr. Yildiz, reported that the management emphasized both empowerment and voice behavior strongly (E. Yildiz, personal communication, 2006). Accordingly, some written statements of service values for employees were "I continuously seek opportunities to increase innovation in the firm", "I am involved in the planning of the work that affects me", and "I am empowered to create unique, memorable and personal experiences for our guests". These mottos show that the management encourages its employees to share any opportunities for improvement and fosters the feeling of empowerment.

Last, an international auto manufacturing company provides examples about the importance of blue collar employees and their voice. In this company, the manufacturer's principle is to meet prospective managers with subordinates on the real workplace and make them work together. Thus, prospective managers are likely to work with blue collar employees, e.g. with a technician, during their training. As a result, they can observe how machines are working, and what are their speed, productivity, and efficiency. The firm values this training system, as a manager would gain an invaluable insight about the actual processes while working with a blue collar worker. Working with someone who does the actual work enables managers to notice any drawbacks and respective solutions immediately. In this system, it is said that "...people at all levels ... were expected to structure work and improvements..." (Spear, 2004, p.83). Spear also added that any operating system can be improved if enough people at every level look and experiment work processes closely enough.

All the case examples above reflect the importance of blue collar employees and their possible positive contributions to organizations such as voice behavior. These practices indicate that Human Resources departments have begun to put emphasis on blue collar employees' empowerment and their voice in Turkey. At this point, one concern about Human Resources practices related to employee voice can be the culture, as Turkey is known as a country where power distance is relatively large (Ayca, Kanungo, Mendonca, Yu, Deller, Stahl, & Kurshid, 2000; Hofstede, 1991; Kabasakal & Bodur, 2002), which addresses the importance of hierarchical relations between superiors and subordinates in workplaces. In addition, the society itself has some proverbs reflecting past negative perceptions of people towards voicing, such as "Su küçüğün, söz büyüğün" ("Water to young, word to elderly"). Although such concerns related to employee voice exist in Turkish society, Kabasakal and Bodur (2002) revealed an interesting finding in one of their recent studies as a part of GLOBE project. Comparing the existed and preferred levels of societal values, namely "as is" vs. "should be" levels, Kabasakal and Bodur (2002) illustrated that Turkish people have a preference for lower uncertainty, increased future orientation, and smaller power distance in their workplaces. Moreover, Pasa, Kabasakal, and Bodur (2001) added that although societies have certain attitudes, organizations may still have different norms and practices compared to the society due to the requirements of tasks to be done. For instance, they found that Turkish organizations have more future oriented norms and practices than the Turkish society do in general. That is to say, although hierarchical relations or some preconceptions towards voice exist in Turkish society, organizations expect and desire employee participation, such as voice, at work settings to fulfill work requirements and ensure developments in competitive business markets. As illustrated in the organizational practices above, most of firms have been recognized the importance of voice, and trying to create

supportive climates to promote employee involvement. In this respect, the current study provided an important opportunity to examine voice behavior of employees in workgroups in such a cultural context associated with large power distance.

### **1.3 Expected Theoretical and Practical Contributions of the Study**

The expected theoretical contribution of the present study will be in two ways. First, it examines contextual factors (enriched job characteristics and empowering managerial practices) as antecedents of voice behavior, which has remained as a neglected area of research and needs more empirical analyses to be conducted (LePine & Van Dyne, 1998; Van Dyne, Ang, & Botero, 2003). Most of extra-role or contextual performance studies (e.g., Chan & Schmitt, 2002; Conway, 1999; Van Scotter & Motowidlo, 1996; Van Scotter, Motowidlo, & Cross, 2000) focus predominantly on other kinds of employee outcomes (e.g., job dedication and interpersonal facilitation) while neglecting voice behavior. On the other hand, prior studies that involved voice behavior generally analyzed this variable as a predictor of other employee outcomes, such as creativity (Zhou & George, 2001) and harmonious group functioning (Dyke & Starke, 1999), that is, voice was not examined as a dependent variable (Islam & Zyphur, 2005). Additionally, prior studies focused on individual level factors such as personality (e.g., conscientiousness, proactive personality) in predicting voice while neglecting contextual level factors such as organizational climate. As Islam and Zyphur (2005) pointed out, unless different antecedents of voice are investigated, factors leading to that specific outcome cannot be understood wholly, and sound practical implications cannot be suggested either. Second, the current study will be the first to develop a fully mediated model to predict voice behavior. This study attempts to uncover

the role of employees' psychological empowerment in explaining the relationship between voice behavior and its distal antecedents. This suggests that neither contextual nor individual factors directly lead to voice, but they proceed through the experience of psychological empowerment. Finally, this integrated mediating model is examined within a multilevel approach. That is, moderation effects are examined to see whether psychologically empowered employees' voice behavior differs across workgroups where there are high feedback and reward interdependence, task interdependence, and empowering workplace climate.

If the hypothesized relationships are supported, practical implications of the study point out how employees can be encouraged to voice, so that organizations can get benefit from their employees' constructive suggestions about job, procedures, changes, or specific work groups. Organizational interventions are to be designed for managers to enhance employees' psychological empowerment and consequently their voice. Recommendations to guide managers or Human Resources executives include e.g., training managers on empowering managerial practices by being more delegating, informing, and recognizing employees' participation in work processes; or enriching job characteristics, establishing work group interdependence, and creating supportive climate conditions such as with an emphasis on innovation and flexibility. Finally, Human Resources executives can be suggested to use relevant personality tests, especially for work groups where voice behavior is considered as valuable.

## Chapter 2

### LITERATURE REVIEW

#### 2.1 Voice Behavior

Voice behavior is conceptualized under different typologies in the existing literature. As Van Dyne and LePine (1998) stated, there is no one standard definition of voice in the literature. Voice behavior is studied as a form of extra-role behavior (e.g., Van Dyne & LePine, 1998); contextual performance (e.g., Borman & Motowidlo, 1997; Speier & Frese, 1997); organizational citizenship behavior (e.g., Organ & Ryan, 1995; Podsakoff, Ahaerne, & MacKenzie, 1996; Van Dyne, Graham, & Dienesch, 1994); and organizational proactive behavior (e.g., Seibert, Kraimer, & Crant, 2001). The following section explains voice behavior from these different perspectives.

Van Dyne and LePine (1998) studied voice as a form of extra-role behavior. They define extra-role behavior as employees' positive and discretionary behaviors. In contrast to in-role behavior which is compulsory and specifically determined within the scope of job duties, extra-role behavior is (1) not predetermined in job descriptions, and (2) neither subject to be rewarded when performed, (3) nor subject to be punished when not done.



Van Dyne and LePine (1998) developed a typology for extra-role behavior by contrasting promotive and prohibitive behavior on one dimension (encouraging something to happen vs. encouraging something to cease), and affiliative and challenging behavior (interpersonal behavior that promotes cooperation and strengthens relationships vs. change-oriented behavior that focuses on ideas and issues) on the other. In this typology voice is set as promotive - challenging behavior. Promotive behaviors are proactive; they promote, encourage, or cause things to happen; whereas challenging behavior is change oriented stressing ideas and issues.

Under the promotive - challenging categorization, voice is defined as non required promotive behavior which emphasizes expression of constructive challenge with intent to improve rather than merely criticize. (Le Pine & Van Dyne, 1998; Van Dyne & LePine, 1998). Voice suggests change and is future-oriented offering improvements such as “it could be better”. The change oriented characteristic of voice is also stressed in the voice definition of Islam and Zyphur (2005) as a phenomenon in which people express opinions or thoughts to make some sort of organizational change. Later, Van Dyne and colleagues Ang and Botero (2003) developed a further categorization about this type of employee voice to stress its constructive nature and called “prosocial voice”. Prosocial voice focuses on expressing work-related ideas and opinions intentionally, and its primary motive is to benefit others, such as workgroup or organization. Clear manifestations of voice include making innovative suggestions for change and recommending modifications to standard procedures even when others disagree, participating noncompulsory meetings and encouraging others to participate in issues affecting the work group.

Other than extra-role behavior, Borman and Motowidlo (1997) examine voice as a form of contextual performance. They distinguished between two types of performance. While task performance deals with input-output processes (e.g., the organization's technical core); contextual performance refers to employee effort to improve organizational, social, or psychological environment of workplace. This effort, in turn, would result in successful functioning of the technical core (Motowidlo, Borman, & Schmit, 1997). That is, task performance focuses on the production processes of a firm, whereas contextual performance facilitates the context in which the work is done (Borman & Motowidlo, 1997).

As LePine and Van Dyne (1998) stated contextual performance covers behaviors including voice. Voice behavior enables social context of workplace to remain vivid, as individuals may undertake innovative roles against change and competition by sharing their opinions with colleagues and superiors (Frese, Kring, Soose, & Zempel, 1996). Voice is accepted as constructive in nature, thus employees' suggestions about current policies or processes should add a positive value to work group. In this regard, some actions of voice include suggesting organizational improvements (Brief & Motowidlo, 1986); making constructive suggestions (George & Brief, 1992); suggesting ideas for how others in the unit should proceed; and persuading others to accept ideas, opinions, and directions (Borman & Motowidlo, 1997).

Voice is also similar to that of civic virtue dimension defined in organizational citizenship behavior (OCB). OCB includes discretionary acts that are not compulsory requirements of an individual's job (Organ & Ryan, 1995). Civic virtue, a dimension of OCB, involves making constructive suggestions about how the work group can improve its

effectiveness, how to use resources and coworkers more effectively, attending and actively participating in meetings affected work group (Podsakoff et al., 1997); which include similar behaviors to voice typology developed by LePine and Van Dyne.

Last, Crant (2000) investigated voice behavior in terms of organizational proactive behavior. Crant (2000) defined proactive behavior as taking initiative in improving current circumstances or creating new ones. Moreover, voice requires challenging the status quo rather than passively complying with present conditions; which falls within the scope of voice definition of LePine and Van Dyne.

After explaining the nomological network of voice, it is necessary to set the boundaries of the voice construct. First, voice behavior does not include complaining, as complaints reflect expression of dissatisfaction and do not necessarily include suggestions for change (Kowalski, 1996). Voice does not refer to the organizationally allowed formal procedures either, e.g. enabling grievances procedures or unionized processes; and voice is not discretionary when it is in-role, such as the job requirements of consultants or change agents.

In the current study, voice behavior is defined congruent with the typology of Van Dyne and LePine (1998); thus voice is discretionary promotive - challenging employee behavior with an emphasis on improvements of the issues affecting employees' work groups. Behavioral manifestations of voice include developing and making recommendations concerning issues that affect work group, keeping oneself informed about issues to raise useful opinions, and speaking up and encouraging other employees to get involved in issues related to work group.

The majority of research that has examined voice has focused on the consequences of voice (Islam & Zypur, 2005). For example, voice behavior was studied in relation to creativity (Zhou & George, 2001); harmonious group functioning (Dyck & Starke, 1999); civic virtue (Klammer, Skarlicki, & Barclay 2002); and procedural fairness (Avery & Quinones, 2002). However, focusing on the consequences of voice resulted in lack of understanding the factors which facilitate individuals to voice (LePine & Van Dyne, 1998). After this statement of LePine and Van Dyne, studies also focused on predicting voice behavior. Exemplar studies include those of LePine and Van Dyne (1998; 2001), and Islam and Zypur (2005).

LePine and Van Dyne (1998) examined voice from a person-situation centered approach (e.g., global self esteem, satisfaction with the work group, group size, and style of management). Conducted with a sample of full-time employees from 21 firms in the Midwest, the researchers found that employees' global self esteem and satisfaction with the work group were positively associated with their voice behavior, while group size was negatively correlated with voice. Moreover, individuals in self-managed work groups were more likely to voice than those in traditionally managed groups. Besides these main effects, the study yielded significant person-situation interactions. First interaction was between employees' global self-esteem and group size. That is, the negative relationship between group size and voice, and the positive relationship between self-managed groups and voice was stronger for employees with lower self-esteem than for those with higher self-esteem. Second, the negative relationships between group size and voice; and the positive relationship between self-management and voice were stronger for individuals who were more satisfied with their work groups, than those of less satisfied with their work groups.

In their other study, LePine and Van Dyne (2001) studied effects of individual differences (e.g., Big Five Personality characteristics, and cognitive ability) of 276 junior and senior management students on their voice behavior, cooperative behavior, and task performance. The results yielded that conscientiousness, extraversion, and agreeableness were related to voice and cooperative behavior; whereas cognitive ability was related with task performance. Specifically, voice behavior was higher for those college students who were high in conscientiousness and extraversion, and low in neuroticism and agreeableness.

Islam and Zypur (2005) investigated interpersonal power and social dominance orientations on employees' tendencies to voice opinions in group tasks. Their sample consisted of 121 undergraduate students that took psychology courses and were randomly assigned to different groups. They found that social dominance orientation, which is the degree to which individuals believe that social hierarchies are justified in organizational settings, fully moderated the power-voice relationship. Thus, they concluded that employees' power status did not lead to voice behavior directly; instead the effect of power on voicing opinions increased with higher level of social dominance orientations.

However, none of these studies examined mediating processes which facilitate employees' readiness to engage in voice behavior. In the present research, psychological empowerment is examined as a mediating factor that relates the effects of contextual factors (job characteristics and empowering managerial practices) and individual factors (personality) to

employee voice. The following section is devoted to the explanation of psychological empowerment and its relationship with voice behavior.

## **2.2 Psychological Empowerment and Voice Behavior**

Thomas and Velthouse (1990) define psychological empowerment as increased intrinsic task motivation manifested in a set of four cognitions which reflect an individual's orientation to his or her work role. Using this definition, Spreitzer (1995) developed a four-dimensional scale to measure the facets of psychological empowerment. Those four cognitions that constitute psychological empowerment are meaning, competence, self-determination, and impact, which are described below.

Meaning refers to the weight that individuals place on a given task based on their individual standards (Avolio, Zhu, Koh, & Bhatia, 2004). It is a dimension of the job characteristics model (Hackman & Oldham, 1980), and involves a fit between the requirements of one's work role and one's beliefs, values and behaviors. Spreitzer (1995) defined the term as the value of work goal or purpose judged in relation to individuals' own standards or ideals. Thomas and Velthouse (1990) suggested that meaning facet facilitates individuals to care about their work and it the primary leader of empowerment. If employees do not attribute a meaning to their work, thus if their tasks conflict with their values, then employees are not likely to feel empowered.

Competence, or self-efficacy specific to one's work, is a belief in one's capability to perform work activities with skill (Gist & Mitchell, 1992). Spreitzer (1995) differentiated competency from self esteem in that competence focuses on efficacy specific to one's work role rather than a global efficacy. Individuals feel inadequate and lack the sense of empowerment without confidence in their abilities, as competence reflects the perception of being capable to perform a particular task successfully (Spreitzer, Kizilos, & Nason, 1997).

Self-determination is a sense of choice in initiating and regulating one's actions and reflects autonomy over the initiation and continuation of work behavior and processes such as making decisions about work methods, pace, and effort (Spector, 1986). In other words, self-determination reflects whether individuals see themselves as the origin of their actions. Spreitzer et al. (1997) claimed that if employees believe they are merely following the orders of someone in the hierarchy, and feel little autonomy and freedom, they will lack the sense of being empowered.

Finally, impact, the opposite of learned helplessness (Martinko & Gardner, 1982), is the degree to which one can affect work outcomes. Impact means whether individuals perceive they have important piece of a work that affects the compete task at the end, and they can affect organizational outcomes by their own task (Avolio et al., 2004). Spreitzer (1995) suggested that this dimension is different than internal locus of control in that the former can be affected by work context, whereas the latter is a more global personality characteristic which is enduring across situations.

Considering this multidimensional nature of psychological empowerment, it is important that each dimension adds a unique element to the overall construct of empowerment (Spreitzer, De Janasz, & Quinn, 1999). Rather than being antecedents or outcomes of each other, the four dimensions represent different facets of empowerment construct. That is to say, the lack of any single dimension will undermine the overall degree of felt empowerment.

In sum, Spreitzer and her colleagues (1999) concluded that these four dimensions, meaning, competence, self-determination, and impact, together reflect an *active* rather than a passive orientation to one's work role. In other words, empowered individuals do not see their work situation as 'given' but rather something able to be shaped by their actions. Consequently, employees who feel empowered will desire and feel able to shape their work roles and contexts. Spreitzer and her colleagues (1999) suggested that empowered individuals do not wait passively for the work environment to provide direction; instead, they take a proactive approach toward shaping and influencing their work environment. Because of this active orientation of psychological empowerment, the current study hypothesis that employees who feel empowered are more likely to show voice behavior, which is a manifestation of organizational proactive behavior. Specifically, employees who feel considerable autonomy and freedom in doing their job, attribute meaning to their work, think they have the necessary skills to perform their work well, and believe that they can influence work processes and outcomes will speak up their ideas with the intention of improving the general context and outcomes of their work group. Therefore, it is hypothesized that



*Hypothesis 1:* Employees' psychological empowerment is positively associated with their voice behavior; that is employees will engage in voice behavior to the extent they feel empowered.

Conger and Kanungo (1988) defined empowerment as a process of increasing self efficacy feelings of employees in an organization. This enhancement of self efficacy is done, first, by identifying the factors that cause inability perceptions in the eyes of individuals. Then, formal and informal organizational practices that can support self efficacy perceptions of employees are used to eliminate those factors. With respect to the formal organizational practices, job design is one of the main factors that can be used to improve individuals' decision making ability at workplace. Informal practices are dominated on the other hand by social interactions with others at work. Similarly, Thomas and Velthouse (1990) argued that empowerment is not only related to work or task individuals do, but it is also affected by contextual factors, such as inputs from superiors, staff, peers, and subordinates at workplace. Furthermore, other than formal and informal practices, employee motivation, e.g., empowerment or role bread self efficacy, is also related to individual characteristics, that is personality of individuals (Parker, 1998; Parker, Williams, Turner, 2006; Seibert, Crant, & Kraimer, 1999). As being hard working, achievement oriented, well organized, and enthusiastic to undertake challenging tasks is more likely to foster feelings of empowerment; individuals with such personality characteristics tend to experience psychological empowerment at their work lives, as well.

In line with these arguments, this study examines both formal (job characteristics), informal (empowering managerial practices), and individual (personality characteristics) factors as predictors of voice behavior. In the literature, researchers investigating extra-role or proactive behaviors mostly focused on the direct effects of contextual factors and motivational states on proactive behavior, while neglecting mediating processes (except, Parker, Williams & Turner, 2006; Speier & Frese, 1997). For instance, Crant (2000) proposed that motivational states (e.g., self-efficacy) and contextual factors (e.g., management support, organizational culture) affect proactive behaviors directly. Likewise, Morrison and Phelps (1999) concluded taking charge can be predicted by both motivational (e.g., self-efficacy and felt responsibility) and contextual predictors (e.g., top management openness). However, as Parker and her colleagues (2006) pointed out as well, these researchers neglected the fact that those contextual predictors might influence taking charge through their effects on other individual variables, e.g. self-efficacy or felt responsibility. In this regard, Parker et al. (2006) claimed that contextual variables have their effects through cognitive-motivational states such as self-efficacy, thus suggested testing of a mediation model.

In sum, the present study is an attempt to test the mediating role of psychological empowerment in relating the effects of distal contextual (enriched job characteristics and empowering managerial practices) and individual antecedents (personality characteristics) to employees' voice behavior. It is hypothesized that employees perform beyond their core duties voluntarily, engage in extra-role behavior, and voice their constructive suggestions through their feelings of empowerment. The hypothesized relationships are described specifically in the following sections.

### 2.3 Enriched Job Characteristics

Job Characteristics Model (Hackman & Oldham, 1975) depicts the nature of a job in terms of its skill variety, task identity, task significance, autonomy, feedback derived from the job itself, and feedback derived from others e.g., supervisors or colleagues. According to Hackman and Oldham (1975), skill variety represents a diversity of work activities that require different skills and talents of an employee. Task identity means whether employees have a whole and identifiable piece of work from the beginning to the end, or they are doing only a small part of the overall work which is predominantly completed by other coworkers or machines. Task significance considers the degree to which a job has impact on lives, well-being, or work of other people. Autonomy, the sense of control, reflects employees' freedom in scheduling their work and in determining work methods. Last, feedback indicates receiving information about the effectiveness of one's performance either from the job itself, or from supervisors and coworkers.

Liden and his colleagues Wayne and Sparrowe (2000) stated that the Job Characteristics Model of Hackman and Oldham represents a theory of intrinsic motivation. In this model, the core job characteristics defined above lead to intrinsic motivation through the mediation of three critical psychological states: experienced meaningfulness, experienced responsibility, and knowledge of results. Thomas and Velthouse (1990) related these critical psychological states to the psychological empowerment construct such that experienced meaningfulness was identified with meaning, knowledge of results with impact, and experienced responsibility with self-determination. This conceptualization suggests that the nature of tasks contributes directly to employees' perceptions of empowerment (Liden et al., 2000). In other words, tasks that are high

in job characteristics of skill variety, task identity, task significance, autonomy, and feedback are likely to lead to perceptions of empowerment.

As Liden and his colleagues (2000) claimed job characteristics are positively related psychological empowerment dimensions. Using a variety of skills, completing tasks from beginning to end with considerable autonomy, receiving feedback from the job itself and engaging in work that has significant effects on others' well-being will facilitate employees to experience an increased sense of meaning, impact, competence, and self determination, leading empowerment. Thus,

*Hypothesis 2:* Enriched job characteristics are positively associated with psychological empowerment; such that employees having jobs characterized by high skill variety, task identity, task significance, autonomy, and feedback will have an increased sense of empowerment.

When job characteristics are enriched or complex in terms of their specific dimensions, this will facilitate people to show more personal initiative at work (Frese et al., 1996). Enriched jobs will lead to an *active* orientation to work life, a higher degree of intellectual flexibility and creativity as well as concerns about how to change work processes or overcome barriers.

Besides, Liden et al. (2000) added that enriched jobs give individuals a sense of personal ownership in task outcomes as individuals engage in the whole process of the work which has a meaning for them, perform different skills, and influence others' lives. More specifically, job autonomy, one of the specific dimensions of job characteristics, is identified as an important

predictor of proactive outcomes, such as personal initiative, suggesting improvements (Frese et al., 1996), and voice (Van Dyne & LePine, 1998). It promotes proactivity via the development of flexible role orientations. That is to say, when individuals have an influence over a broader range of decisions, they develop ownership for those decisions, and with this felt discretion over core aspects of their job, they tend to believe that their future work outcomes are more controllable (Parker et al., 2006). Thus, individuals having such enriched job characteristics are more likely to speak up their opinions with an intention to improve procedures or results.

Congruent with these explanations, enriched job characteristics are expected to be positively associated with voice behavior through their effect on psychological empowerment.

*Hypothesis 3:* The relationship between enriched job characteristics and voice behavior will be mediated by psychological empowerment.

## **2.4 Empowering Managerial Practices**

The increased emphasis on employee involvement in decisions and processes makes the management of teams or work groups crucial for organizations, which highlights the role of manager behaviors. As Stewart and Manz (1995) suggested in their self-managing work teams model, managers can promote the sense of empowerment of individuals and teams by giving more responsibility and authority to them. This employee motivation, in turn, is expected to be reflected on participating in job related tasks more willingly in the workgroups (Manz, 1992). In the typology of leader behavior, Stewart and Manz (1995) categorized leader behavior along two

criteria, which are leader involvement, either passive or active; and leader power orientation, either autocratic or democratic. In this four-quadrant model, power building leadership can be shown to represent an empowering managerial style. Such managers provide guidance towards their subordinates such as sharing information and informing them about necessary skills that their work requires. Beside guidance, managers' encouragement is also available to subordinates to approve their good effort. Moreover, those managers delegate responsibility to team members so that employees can organize work assignments successfully among each others. Following these practices, team members are expected to engage in learning processes and developing their skills, so that they become agents to control and revise the work processes of their workgroup.

Another leadership behaviors categorization is suggested by Yukl and colleagues Wall and Lepsinger (1990). In this model, they described fourteen middle-range behavior categories of managerial practices. Yukl et al. (1990) suggested that each of these managerial practices includes some component behaviors that are concerned both with task and people; whereas some of them are more concerned with task only (e.g., informing) others are concerned with developing and maintaining relationships (e.g., recognizing), or with participative leadership (e.g., delegating). Furthermore they categorized these managerial practices in four quadrants which are; giving-seeking information (e.g., informing), making decisions (e.g., delegating), influencing people (recognizing), and building relationships (e.g., networking). Except building relationship quadrant, one managerial practice from each of these quadrants was investigated in the present study. Instead of including all practices, one representative manager behavior was selected from each quadrant due to parsimony considerations in the hypothesized model. Additionally, the reason that building relationship quadrant was exempted is that voice behavior

did not primarily concern with establishing harmony in workgroups or networking among colleagues, which are more associated with interpersonal facilitation facet of the contextual performance construct (Borman & Motowidlo, 1997).

Under giving-seeking information quadrant, informing is the managerial practice which concern primarily with organizing, directing, and facilitating the work of employees. Yukl (1994) define informing as disseminating task-relevant information about decisions, plans, and activities to people who need them to do their work, providing written materials and documents, and answering request for technical information. It includes technical information and developments related to the work as well as objective performance feedback. Managers display informing practices in the forms of disseminating news on time, or communicating reports or other documents to employees who would otherwise not receive them.

Managers who inform their employees enable them to do their work, especially when employees depend on managers as a source of critical information. As Yukl proposes, decision quality and coordination are facilitated by timely distribution of relevant information. Employees who are informed are likely to feel empowered, as they have the access to the sources necessary for task accomplishment. Specifically, having the critical or updated information implies a sense of power sharing, which in turn contributes to feelings of self-determination of employees. Moreover, employees are likely to feel an increased sense of competence as they can develop their skills to match the latest task requirements which are informed by supervisors.

The second managerial practice is recognizing from the influencing people quadrant, which facilitates building and maintaining relationships with people whose corporation and assistance are needed to accomplish task objectives. Recognizing involves providing praise and recognition for effective performance, significant achievements, and special contributions; expressing appreciation for someone's contributions and special efforts. The main objective of recognizing is to strengthen desirable behaviors of and task commitment from subordinates. Praise, a specific form of recognizing, includes oral comments and expressions for individuals' accomplishment and effective contributions. Being recognized will foster individuals' empowerment such that receiving appreciation from superiors by pointing out the excellence of the work is likely to boost perceived self-efficacy, namely competence. In addition, superiors' recognition and praises of employee contributions will enhance impact facet of empowerment, too. Employees are likely to feel their effort and work have an effect on others' lives or environment when appreciated by their superiors. Recognition can also affect meaning facet of empowerment by enhancing individuals' caring about tasks and putting their heart in work, as most people wants to be a winner or a hero in the eyes of superiors (Yukl, 1994).

The third managerial practice, delegating, is from decisions making quadrant. Delegating is defined as allowing subordinates to have substantial responsibility and discretion in carrying out work activities, handling problems, and making important decisions. It is a kind of power sharing, because as managers assign new and various tasks or responsibilities to subordinates, additional authority to accomplish those tasks is also delegated. Besides the enlarged span of authority, delegation also refers to the degree to which subordinates need to get prior approval from supervisors before implementing decisions. One advantage of delegation can be cited as



improvement of decision quality. As employees have more relevant information about their specific job processes and are generally closer to task relevant problems than their managers, employees' immediate reactions are likely to improve the work and its outcomes. In addition, with the increased authority, individuals will experience ownership of their decisions more than when they see themselves as agents who merely apply rules or orders of superiors. Besides, delegation can carry a sense of competence and impact for employees when it reflects managers' trust in subordinates for important tasks and decisions. In turn, as employees are allowed to make important decisions that matter for job outcomes, they can start perceiving more meaning in their job. Thus, delegation is expected to promote all of the four facets of psychological empowerment.

In sum, both Stewart and Manz's or Yukl et al.'s typologies of leadership behaviors suggest that managers who use informing, recognizing, and delegating practices are likely to foster subordinates' sense of empowerment. As Spreitzer (1995) suggested as well, psychological empowerment is related to managerial effectiveness and innovative behavior. That is, practices of leaders contribute to the empowerment of subordinates by influencing their perception of meaning, competence, self-determination, or impact. Thus,

*Hypothesis 4:* Empowering managerial practices (informing, recognizing, and delegating) will be positively associated with employees' psychological empowerment.

In addition, an individual who receives task relevant critical information on time, is appreciated for his or her good job, and is given a larger span of autonomy in deciding on work

processes and implementing decisions without approval of supervisors will experience higher intrinsic motivation to perform his or her job. This, in turn, facilitates individuals to take an active role in changing their work and work environment, such as voicing. Therefore, it is hypothesized that

*Hypothesis 5:* The relationship between empowering managerial practices and employees' voice behavior will be mediated by their psychological empowerment.

## **2.5 Personality**

Other than the characteristics of work and the empowering styles of supervisors, individual differences such as need for achievement, conscientiousness, and agreeableness were shown to affect employees' proactive behaviors at workplaces (Bateman & Crant, 1993; Parker, 1998; Seibert, Kraimer, Crant, 2001; 1999; Thompson, 2005; etc.). As Parker (1998) pointed out, personality characteristics are relatively stable traits that determine individuals' responses towards their environment; they are more likely to influence people's motivational states and outcomes in their work lives, as well. For instance, it is likely that people who described themselves as active rather than passive would experience different levels of self-determination or control on their work environments compared to those passive ones. Furthermore, this variation would lead to different employee' responses towards colleagues or superiors in work groups. In line with this reflection of personalities on work lives, the present study examined two personality characteristics which are expected to affect individuals' sense of empowerment and hence their involvement in work groups by voicing.

The first personality characteristic is proactive personality, which Bateman and Crant (1993) defined as a disposition toward taking action to influence one's environment. In their study, Bateman and Crant (1993) found that proactive personality is a unique construct that is different from other related constructs such as locus of control or need for achievement. Furthermore, Parker et al. (2006) suggested that proactive personality to be the most relevant individual factor that predicts proactive outcomes. Researches showed that employees who have proactive personality tend to adopt a proactive role in their work environment such as actively seeking feedback, trying to reduce uncertainty with respect to their work and social environment, and showing effort to gain personal control (Morrison, 1993; Thompson, 2005). These proactive tendencies are suggested to affect cognitive - motivational states of individuals. For instance, according to Seibert et al. (1999), proactive people tend to use more self-determination in their work related decisions and feel more self-efficacy in doing their job. Similarly, Parker (1998) found that employees' belief in their capability of achieving assigned work, e.g. role breadth self-efficacy, is positively associated with their proactive personality. In line with these arguments, it is proposed that employees with proactive personality are expected to be more likely to feel empowered in the work context. Proactive individuals tend to believe that they are competent enough to seek more autonomy in choosing actions in relation to work place problems; and desire to have more influence on work outcomes as a result of their tendency to take initiative. Thus,

*Hypothesis 6:* Proactive personality will be positively associated with employees' psychological empowerment.

In addition, Thompson (2005) stated that proactive personality help employees to go beyond formal duties such as initiating useful interpersonal contacts, engaging in process improvements, or undertaking initiatives in work settings. These types of employees are more positive and open toward change (Parker, Williams, & Turner, 2006), and perceive participating in community services or making constructive environmental changes as their personal achievements (Bateman & Crant, 1993); hence these individuals can be expected to initiate work related improvements in their professional lives, such as voicing. Rather than passively following the current situations, proactive employees try to find problems or weaknesses of work processes, take action to ameliorate the status quo, and take the responsibility on them to make a difference in their work environment for better (Seibert, Crant, & Kraimer, 1999). Moreover, the relationship between proactive personality and such proactive employee behaviors is suggested to be mediated by employees' motivational states (Greguras & Diefendorff, 2007). Proactive people who believe that they can have an impact on their work environments by their autonomous actions try to find ways to improve current conditions, look for opportunities to develop themselves, advocate and voice their own thoughts, and have enthusiasm for realizing their projects. Thus, proactive employees who feel empowered are more likely to contribute their workplace and work group by searching work related improvements, developing existed conditions with their suggestions, and motivating other colleagues to voice their ideas as well. Thus it is hypothesized that,

*Hypothesis 7:* The relationship between proactive personality and employees' voice behavior will be mediated by their psychological empowerment.

Other than proactive personality, the second personality characteristic which is the interest of the current study is conscientiousness, one of the Big Five personality dimensions. Conscientiousness refers to being achievement-oriented, organized, disciplined, and responsible. Research showed that this personality trait is associated with both task and contextual performance of employees, e.g., volunteering to do more than the required levels of work (Motowidlo & Van Scotter, 1994; Van Scotter & Motowidlo, 1996). High conscientious employees tend to engage in goal-directed behavior, perform tasks carefully, are enthusiastic to accomplish their duties, and spend effort to achieve excellence in their work (Van Scotter & Motowidlo, 1996). Similar to proactive personality, conscientiousness is likely to foster individuals' sense of empowerment in work settings. Conscientious people will be more likely to think their actions serve for a specific purpose, use more autonomy to determine and implement their plans, and follow their responsibilities until they achieved a meaningful end as a result. Thus,

*Hypothesis 8:* Conscientiousness will be positively associated with employees' psychological empowerment.

Furthermore, Le Pine and Van Dyne (2001) found that being conscientious is a significant predictor of voice behavior of employees. That is conscientious people are the ones who are dependable and achievement oriented, hence they tend to take the responsibility of speaking up their suggestions and do extra work for the success of their work groups. The current study proposed that the motivational states of individuals will mediate the relationship between their personality and work related behavior. In other words, conscientiousness is expected to promote feelings of empowerment of people; and those people will be willing to make discretionary

contributions to their work. The empowerment feelings of employees with high conscientiousness motivate people to share their ideas with the intention of improving current conditions of their work group. Accordingly it is hypothesized that

*Hypothesis 9:* The relationship between conscientiousness and employees' voice behavior will be mediated by their psychological empowerment.

## **2.6 Contextual Influences on Empowerment – Voice Relationship**

The following section focuses on the moderating factors between the psychological empowerment and voice behavior relationship. It is suggested that two sets of contextual factors, namely work group interdependence as a form of structural context, and workplace climate as a form of social context, would strengthen the relationship between employees felt state of empowerment and their voicing.

As shared work environments carry a psychological atmosphere to its members, certain characteristics of workplaces, e.g. subgroup's structure, norms and values, workgroup's emphasis on training, etc., can affect individual's attitudes, expectancies, behaviors, and work outcomes in an organization (James & Jones, 1974; Schneider & Synder, 1975). As Pritchard and Karasick (1973) stated, perceived organizational climates help individuals interpret organizational situations in similar ways, hence they make individuals to direct their activities towards certain work outcomes. Moreover, as climate conditions may differ from one organization to the other, employees' tendency to display a certain behavior is also expected to

vary in different organizations (James & Jones, 1974). In line with this explanation, the present study proposed that the structural, e.g. interdependence within a work group, and social work environments, e.g. emphasized norms and values to do the job, would be different for various work groups included in the sample, which in turn moderate the psychological empowerment and voice behavior link.

### **2.6.1 Work group Interdependence**

The members of a group can be interdependent on each other either mainly with respect to the feedback and reward they received, or tasks they perform. Wageman (1995) describes feedback and reward interdependence as the degree to which the significant outcomes an individual receives depend on the performance of others. Also called outcome interdependence, it indicates that a reward is given to an individual based exclusively on group performance, such as a gain sharing plan. Wageman (1995) pointed out that feedback and reward interdependence is related to the level of cooperative social interaction in groups, effort, and norms of a work group; specifically high outcome interdependence makes member effort more important because all members' efforts contribute to an individual member's chances to receive valued rewards. Group-based outcomes, then, may enhance group norms that regulate members' efforts.

In line with this explanation, the present study proposes that the relationship between psychological empowerment and voice behavior will be stronger when feedback and reward interdependence within the work group is high than it is low. That is, when employee performance is evaluated (e.g., feedback and reward) on a collective rather than individual basis,

they would know that the success or failure of the entire group would affect individual members' potential rewards and feedback consequently. Empowered employees are more likely to feel responsibility for their group's performance when they are interdependent to their group members in terms of the feedback they receive. Therefore they not only voice their concerns with respect to their own job but also raise issues that relate to their whole group. Thus, this type of interdependence will strengthen empowered employees' voice behavior such as making constructive improvements, or encouraging others to involve in issues affected work group. That is,

*Hypothesis 10:* Feedback and reward interdependence will moderate the relationship between psychological empowerment and voice behavior. The association between psychological empowerment and voice behavior will be stronger when there is high feedback and reward interdependence than when it is low.

Task interdependence refers to the condition that group members interact and depend on one another to accomplish their work (Campion, Medsker, & Higgs, 1993). In task interdependence, sharing of the information as well as the materials among employees are necessary to complete the tasks; and work which are done by different members are complementary for each other. Therefore, group members are dependent on each other to finalize the assignments in the most proper way. Interdependent tasks may also provide employees the chance to be more familiar with coworkers' tasks and see the inefficiencies in the work flow. Hence, they may be in a better position to help and support coworkers when needed and to come up with suggestions for improvement of the work system. Similar to feedback and reward



interdependence, high task interdependence will strengthen psychologically empowered employees' voice behavior. That is, empowered employees tend to share their ideas with others, and make constructive suggestions to be able to complete their interdependent duties and solve problems that may arise from the complexities of such task interdependence. Thus,

*Hypothesis 11:* Task interdependence will moderate the relationship between psychological empowerment and voice behavior. The association between psychological empowerment and voice behavior will be stronger when there is high task interdependence than when it is low.

### **2.6.2 Empowering Workplace Climate**

Schneider and Synder (1975) described organizational, or workplace climate, as a whole perception of employees about their organization. As it is implied in this definition, organizational climate is not a simple or one-dimensional construct that is it may involve different practices or applications of organizations at the same time. This multi dimensional characteristic of workplace climate is also stressed by Patterson and colleagues (2005). Accordingly, workplace climate represents employees' perceptions of organizational policies, practices, procedures, subsequent patterns of interactions, and behaviors that support e.g., innovation, creativity, quality, service, etc. in the organization or workplace (Patterson et al., 2005). Van Muijen et al. (1999) suggested that workplace climate has an impact on individual's behavior, and, over time, this climate has the capacity to convey the general psychological

atmosphere of an organization and consequently can direct the motivation potential and behavior patterns of individuals in the workplace (Lawler, 1992).

Seibert, Silver, and Randolph (2004) developed the empowerment climate construct of Blanchard and colleagues' model (Blanchard, Carlos, & Randolph, 1995). Accordingly, three practices were related to empowerment, which are information sharing, autonomy through boundaries, and team accountability. Information sharing refers to the dissemination of important data such as costs, productivity levels, and financial situation of the firm throughout the organization. Second, autonomy through boundaries is related to clarity of organizational goals, providing autonomous processes so that employees can revise the work processes, or goals and mission of the organization. Third, team accountability holds teams responsible and provides them authority for decision making to achieve the goals of the organization. Together, empowerment climate reflects a workplace environment where employees perceive they have necessary sources to reach information, so that they can follow and meet organization's current or prospective goals, are allowed to think of work processes with the provided autonomy, and develop new ways of doing job with members of their work group. Similar to this definition of empowerment climate, the present study examines Quinn and Rohrbaugh (1981; 1983) and Patterson and colleagues (2005) workplace climate models. As Schneider (1975) suggested climate dimensions have strategic focus; namely climate of a workplace should exist in line with its some specific goals. In this regard, the present study incorporates three workplace climate dimensions, which are innovation and flexibility, clarity of organizational goals, and reflexivity, which are expected to moderate psychological empowerment and voice behavior of employees.

In their Competing Values Model, Quinn and Rohrbaugh (1981; 1983) suggested that there were three sets of organizational values along which workplace climates vary. The first set of values is related to the organizational focus that either emphasizes well-being and development of people in the organization or of the organization itself. The second value set is about organizational preferences for structure, with an emphasis on stability or flexibility. The third set of values refers to organizational means and ends, which emphasizes important processes and final outcomes, respectively. In sum, Quinn and Rohrbaugh (1981; 1983) suggested that these three set of values constitute four quadrants, and each quadrant gives employees an idea about organizationally valued outcomes and managerial perceptions about the means to achieve those outcomes, thus representing a specific organizational approach. Among these approaches, the open systems approach constitutes the workplace climate which is characterized by an external focused organization, and change-oriented flexible relationships with the business environment. This approach stresses organizations' interactions with and adaptations to their environments, and is characterized by managers seeking resources and favor innovation in response to environmental demands. Valued means of organizations in open systems model are flexibility and readiness to achieve valued outcomes which are growth, resource acquisition, and external support. The other approach, the rational goal model, represents organizations with an external focus, and control within the business unit. In the rational goal model, organizationally valued outcomes are productivity and achievement, while valued means to accomplish these ends are planning and goal setting.

Based on the Competing Values Model of Quinn and Rorhbaugh, Patterson and colleagues (2005) later suggested that open systems model refers to a workplace climate

characterized by high innovation and flexibility, reflexivity, and outward focus; while rational goal model indicates a workplace climate associated with clarity of organizational goals, pressure to produce, quality, efficiency, and performance feedback.

The other two models are human relations model and internal process model which both refer to internal focused person-oriented organizations. These two models were exempted from the present study as the human relations model puts great emphasis on cohesion and morale which are not in the main interest of voice behavior. On the other hand, the internal process model deals primarily with stability and control within organizations which are not congruent with the nature of voice behavior. In addition, both models are internally-focused putting less emphasis on external or organization-oriented values; whereas voice behavior is especially important for organizations operating in dynamic business environments that require flexibility and immediate adaptability. These necessities make organizations put emphasis on external environment in order to reply changing demands of competitive market. Consecutively, the present study examines the two externally-focused quadrants by taking related workplace climate characteristics from each organizational model, namely innovation and flexibility, and reflexivity from the open systems model, and clarity of organizational goals from the rational goal model. These specific workplace climates are hypothesized to moderate the relationship between employees' psychological empowerment and their voice behavior.

First, innovation is the extent of encouragement and support for new ideas and innovative approaches (Patterson et al., 2005). Van Muijen and colleagues (1999) stated innovation orientation of a workplace is characterized by concepts such as searching for new information in

the environment, creativity, openness to change, anticipation and experimentation. In such climates, control from above is not required, and management expects commitment and involvement of employees. In addition, flexibility refers to an organization's orientation towards change e.g., changing procedures to meet new conditions and solve problems as they arise.

Second, reflexivity is the concern with reviewing and reflecting up on objectives, strategies, and work processes in order to adapt to the wider environment (Patterson et al., 2005). Thus, in workplaces where reflexivity is high, employees are encouraged to think about the goals and mediums to achieve them continuously, and find out any imbalance between them. That is to say, climates where reflexivity is high, employees who feel empowered are more likely to speak up and share their opinions about their work groups or work processes as the climate is already supportive for raising their voice. On the other hand, in climates with lower reflexivity, although empowered, employees' voice behavior would not be that high as the organizations does not primarily concern with reviewing the goals or plans and taking immediate corrective action respectively.

Third, clarity of organizational goals refers to the extent to which an organization defines and communicates its goals specifically to its employees (Patterson et al., 2005). Employees in such climates experience a clear understanding of their organization's aims, future directions, and long term plans. When employees are aware of where their organization is going and what it aims to do, they are more likely to understand their role within the system and find ways to contribute to organizational effectiveness beyond the bounds of their job descriptions. Such contributions are expected only from those employees who feel they have the power to enact

their environment. However, employees who are not psychologically empowered are not expected to attempt to make contributions beyond the narrow bounds of their job requirements, since they believe they lack competence, autonomy, and impact.

In sum, workplace climates associated with innovation and flexibility, reflexivity, and clear goals will provide a supportive environment, which will strengthen voice behavior of employees who feel internally ready to do so. Employees will be more motivated to make contributions to their work groups in climates where both current and future goals are clearly communicated, any discrepancy is checked immediately to be corrected, all procedures or methods are discussed openly, and suggesting new ways are welcomed by making necessary changes willingly compared to climates being low in these characteristics. Thus,

*Hypothesis 12:* Empowering workplace climate (high in innovation and flexibility, reflexivity, and clarity of goals) will moderate the relationship between psychological empowerment and voice behavior. The association between psychological empowerment and voice behavior will be stronger when the workplace climate is high in empowering characteristics, e.g., innovation and flexibility, reflexivity, and clarity of organizational goals, than when it is low.

## **2.7 Control Variables**

### **2.7.1 Tenure**

As suggested by Huang, Van de Vliert, and Van der Vegt (2005), employees' average tenure at the units could affect the overall employee opinion withholding, or the reverse case is their voice behavior. Thus, the more tenure has an employee in a work group, the more he/she is likely to speak up in the group. Likewise, Stamper and Van Dyne (2001) discussed that it would be more comfortable for employees with longer tenure to speak up their opinions compared to employees with less tenure. Detert and Burris (2007) also supported longer employee tenure is significantly associated with their voice behavior. In line with this explanation, tenure was controlled for its effects on the relationship between psychological empowerment and voice behavior in this study.

### **2.7.2 Sector**

Other than tenure of employees, the sector in which blue collar employees work, namely manufacturing or service, was the other control variable in the study. Bettencourt, Gwinner, and Meuter (2001) suggested that employees working in service sector can be considered as "boundary spanners" of their firms as they are customer-contact people. Employees in service sector carry the image of the firm outside. As they are more likely to face customers, they also tend to take more initiative to solve any problems during the customer encounter. Moreover, Stamper and Van Dyne (2001) proposed that as service employees have close contact with

customers and they are actually performing service delivery processes, they are in the best position to voice, such as creating innovative ideas or solutions to improve quality and customer satisfaction. Congruent with these special features of service employees about expressing their suggestions, sector was added as a control variable in the present study.



## **Chapter 3**

### **METHOD**

#### **3.1 Participants and Procedure**

A secondary dataset was used for the present study. The dataset was originally collected as a part of a counseling project led by Asst. Prof. Mahmut Bayazıt and Prof. Zeynep Aycan. Besides, three M.A. candidates, Eda Aksoy, Tuna Dağlı, and Aslı Göncü, studying Industrial and Organizational Psychology worked in this project team to develop measurement scales, surveys, and arrange match-sample design by establishing contact with Human Resources department of companies. The present author involved in the project after pilot studies were completed.

Data for the study were collected via survey from sixty-seven workplaces of eight business firms under a leading Turkish holding, operating in different regions in Turkey. Using matched sample design, 293 blue collar employees and their 103 immediate supervisors participated in this study. The participants were selected from job incumbent lists of those business firms which were provided by Human Resources departments. The lists displayed each work group in a unit with its manager(s) and employees, so that, a manager and his or her corresponding three employees were selected randomly.

Two different questionnaire forms were prepared, one is for blue collar employees; and the other is for their immediate supervisors. The questionnaire for supervisors included scales measuring employees' voice behavior, task, feedback and reward interdependence within work group, and workplace climate conditions. Each supervisor was asked to evaluate voice behavior of three specific employees under his or her supervision. In turn, those specific blue collar employees were asked to evaluate empowering managerial practices of their supervisors, as well as their own felt state of psychological empowerment, personality, and job characteristics (See Appendix 1 for Manager and Blue collar employee surveys).

Data collection was done by a private research firm in Turkey. At the first step, survey administrators were given the selected sample lists, and they got into contact with Human Resources departments of the firms to arrange time to visit blue collar employees. Administrators were ready while employees were filling out forms in meeting places allocated by firms. After completion of forms, administrators took the forms individually from each employee taking note of their names and work unit on each form. At the second step, administrators met supervisors and distributed questionnaires. Supervisors were asked to evaluate those three employees who filled out questionnaire at the first step. To ensure confidentiality of participants' responses, administrators took employee and supervisor questionnaires individually and directly from those who filled out questionnaires. Thus, neither supervisors nor subordinates had access to each others' ratings on the forms.

The demographic characteristics of blue collar employees and supervisor samples are presented in Table 1.

TABLE 1 Demographic Characteristics of the Participants

Demographic Variables	Blue collar Employees	Supervisors
	(N=293)	(N=103)
Age		
<i>M</i>	29.83	37.07
<i>SD</i>	6.37	5.98
Gender (%)		
Male	81.20	89.40
Female	18.80	10.60
Education (%)		
Primary school	4.50	
Middle school	6.50	
High school	64.60	15.00
Community school	16.80	4.90
Undergraduate	7.60	56.80
Graduate		22.30
Tenure with Manager (years)		
<i>M</i>	2.97	
<i>SD</i>	3.02	
Tenure at Job (years)		
<i>M</i>	7.06	
<i>SD</i>	5.42	
Supervisory tenure (years)		
<i>M</i>		7.77
<i>SD</i>		5.22
Number of Subordinates under Supervision		
<i>M</i>		94.15
<i>SD</i>		118.30

Supervisors were older ( $M = 37.07$ ,  $SD = 5.98$ ) than their blue collar subordinates ( $M = 29.83$ ,  $SD = 6.37$ ). Both in employee and supervisor samples, males constituted the majority, specifically 89.40 % of supervisors and 81.20 % of blue collar employees were male. Supervisors were more educated than their blue collar employees. The majority of supervisors had an undergraduate education level (56.80%), whereas the majority of blue collar employees were high school graduated. Employees' average working together with their current managers was 2.97 years ( $SD = 3.02$ ), their average tenure at the current job was 7.06 years ( $SD = 5.42$ ). The average supervisory experience was 7.77 years ( $SD = 5.22$ ), and last, the average supervisory span was 94.15 subordinates ( $SD = 118.30$ ).

To test the hypothesized fully mediated model, multilevel analysis was conducted with 103 managers at Level 2 and 293 employees at Level 1. Psychological empowerment, job characteristics, perceived managerial practices, and employees' personality characteristics were studied at the individual employee level, namely Level 1; whereas work group interdependence and workplace climate variables were examined at Level 2. At Level 1, the hypothesized fully mediated model was tested by regressing voice behavior on psychological empowerment; and psychological empowerment on enriched job characteristics, empowering managerial practices, and personality characteristics. The detailed explanation of mediation and moderation tests is provided in the Results section.

## 3.2 Measures

Confirmatory Factor Analyses were conducted for measurement scales. Second-order factor analyses were conducted for empowering workplace climate, empowering managerial practices, and psychological empowerment. Detailed information about empowering workplace climate scale was provided below. Standardized coefficients and  $R^2$  values of scale items used in the present study were illustrated in Appendix 2.

### 3.2.1 Measures in the Manager Survey

Managers responded questions related to voice behavior of their employees, workplace climate, and task, feedback and reward interdependence in work groups. Besides, the demographic section constituted of data on gender, age, education level, tenure as a supervisor, and number of employees under supervision.

Voice Behavior. Van Dyne and LePine's (1998) six -item scale was used to assess employees' voice behavior. Immediate managers rated each employee on how often he or she displays that given behavior on a five-point Likert scale (1 = almost never, 5 = almost always). High score indicates high voice behavior of employees. The Cronbach's alpha in this study was .88. A sample item of the scale is "This particular co-worker develops and makes recommendations concerning issues that affect this work group" (see Appendix 3). In addition, ICC (1) and ICC (2) were calculated to assess interrater reliability intraclass correlation coefficients. ICC (1) indicates the amount of variance that can be explained by group

membership, whereas ICC (2) refers to the reliability of the group means (Bartko, 1976). Based on ANOVA findings, ICC (1) was found .49; and ICC (2) was .74, which indicated approximately half of the variance in voice behavior is due to group membership, and the group means were reliable.

Empowering Workplace Climate. Patterson and colleagues' (2005) Organizational Climate Measure (OCM) was used for managers to assess innovation and flexibility, reflexivity, and clarity of organizational goals characteristics of their workplace. Managers rated eleven items on how correctly each of them reflects their workplace climate on a five-point Likert scale (1 = definitely wrong; 5 = definitely true). The average of three climates was used to measure the empowering workplace climate. High score indicates the existence of the empowering workplace climate characteristics in the workplace.

Second-order CFA results of empowering workplace climate indicated that reflexivity climate had an insignificant negative residual variance, ( $\beta = -.04$ ,  $p > .05$ ), which hindered to see  $R^2$  of this latent variable. Muthen (2006) suggested that in cases of insignificant negative residual variance, the residual variance of the respective variable can be fixed to zero (Mplus Discussion, 2006).

Based on CFA results, four items were excluded from the scale. One item which intended to measure reflexivity climate did not have a significant loading in this latent variable ( $\beta = .17$ ,  $p > .05$ ). This item was "In this organization, processes to do work are frequently discussed".

The other three items were excluded due to low  $R^2$  values compared to those of other items in the scale. One item was from reflexivity climate “In this organization, goals are changed in view of the changing situations” ( $R^2 = .08$ ); and two items were from innovation and flexibility climate “People in this organization are always searching for new ways of looking at problems”, “This organization is very flexible; it can quickly change procedures to meet new conditions and solve problems as they arise” ( $R^2 = .11, .09$  respectively). As a result, the final empowering workplace climate scale was consisted of twelve items; four items in innovation and flexibility; three items for reflexivity; and five items in clarity of organizational goals climates. The Cronbach’s alpha for the final scale was .89. Sample items for innovation and flexibility climate is “New ideas are readily accepted here”; for reflexivity climate “In this organization, time is allocated for reviewing the goals”; and an example for clarity of organizational goal climate is “Everyone who works here is well aware of the long-term plans and direction of this company” (see Appendix 4).

Work group Interdependence. Champion and colleagues’ (1993) six-item scale was used to measure task, feedback and reward interdependence within a work group. Cronbach’s alphas were obtained as .55 for feedback and reward interdependence, and .63 for task interdependence. Managers evaluated how correct the given statements were for the work group they supervised on a five-point Likert scale (1 = definitely wrong; 5 = definitely true). High score indicates high interdependence within the work group. A sample item for feedback and reward interdependence is “The performance of the entire work group has a significant role in evaluating individual’s performance”, and for task interdependence is “Work group members depend on each other for information or materials needed to perform their tasks” (see Appendix 5).

Based on CFA modification indices, one item from task interdependence scale was regressed on both latent variables, which improved the fit of the model. This item was “Within the work group, jobs performed by team members are related to one another”, and loaded significantly on both feedback and reward interdependence and task interdependence scales.

### **3.2.2 Measures in the Blue collar Employee Survey**

Employees responded questions related to practices of their managers, their own perceptions about psychological empowerment, personality, and their job characteristics. The demographic section asked for gender, age, education level, tenure with the current supervisor, tenure in the current job, contract type of the job (permanent vs. temporary), and schedule type of the job (part-time vs. full-time).

**Empowering Managerial Practices.** A short version of Yukl’s managerial practices survey (Yukl, Wall, & Lepsinger, 1994) was used to assess employees’ perceptions of their managers’ practices. Three specific practices, namely informing, recognizing, and delegating, were measured by three items for each. Empowering managerial practices were measured as the average of these three practices. The Cronbach’s alpha for the present study was .91. Employees rated their responses on a five-point Likert scale (1 = almost never, never; 5 = almost always, to a large extent). High score indicates managers’ use of the empowering practices. Sample items for informing, recognizing, and delegating are “Your immediate supervisor passes on relevant information obtained in conversations with other people”, “Your immediate supervisor expresses personal appreciation when you do something for him or her that requires a special effort”, and



“Your immediate supervisor delegates to you the authority to make important decisions and implement them without his or her prior approval”, respectively (see Appendix 6).

**Psychological Empowerment.** The twelve-item scale of Spreitzer (1995) was used to assess employees felt state of empowerment. Each of the four facets of the construct, namely meaning, competence, self-determination, and impact, were measured with three items. The Cronbach’s alpha was obtained as .84 in the current study. Employees used a six-point Likert type scale (1 = I do not agree at all, 6 = I strongly agree). High score indicates high empowerment felt by employees. Sample items for meaning, competence, self-determination, and impact are “The work I do is very important to me”, “I am confident about my ability to do my job”, “I have significant autonomy in determining how I do my job”, and “My impact on what happens in my department is large”, respectively (see Appendix 7).

**Enriched Job Characteristics.** A short version of Job Diagnostic Survey (JDS) of Hackman and Oldham (1975, 1980) was used to measure five job characteristics. Each of job characteristic dimension, namely task identity, skill variety, task significance, autonomy, feedback from the job itself, and feedback from agents were assessed by a single item. The Cronbach’s alpha was .66 in the current study. Employees evaluated how much their job has the given characteristics on a five-point Likert scale (1 = very low variety, 5 = very high variety). A motivational potential score (MPS) was calculated for each respondent. The high the score the enriched the job. A sample item is “How much variety is there in your job? That is, to what extent does your job require you to do many different things at work, using a variety of your skills and talents?” measuring skill variety of the job (see Appendix 8).

Personality. Conscientiousness was assessed by twelve items using Neo Five Factor Inventory, Neo FFI, of Costa and McCrae (1992). Employees rated each item how correctly they reflect them on a five-point Likert scale (1 = Exactly false, 5 = Exactly true). High scores indicate high conscientiousness. Proactive Personality was measured with eight items of Bateman & Crant (1993). Respondents evaluated each item on a six-point Likert scale (1= I strongly disagree, 5 = I strongly agree) and the Cronbach's alphas were .81, and .83 in the current study, respectively. A sample item for conscientiousness is "I work hard to reach my goals", and for proactive personality "Wherever I have been, I have been a powerful force for constructive change" (see Appendix 9).

## Chapter 4

### RESULTS

#### 4.1 Descriptive Statistics

Table 2 presents descriptive statistics, reliabilities, and correlations between study variables. The results showed that voice behavior was associated with psychological empowerment, enriched job characteristics, empowering managerial practices, personality characteristics, work group interdependence, and empowering workplace climate significantly and positively. In addition, psychological empowerment was correlated with enriched job characteristics, empowering managerial practices, personality characteristics, and empowering workplace climate significantly and positively.

In terms of demographic variables, employee tenure was associated both with voice behavior and psychological empowerment significantly and positively. Sector was correlated both with voice behavior and psychological empowerment significantly and negatively, which indicates that employees in the service sector are more likely to feel empowered and show voice behavior relative to those in the manufacturing sector. Besides, voice was significantly different in service sector according to ANOVA test statistics ( $F(1, 286) = 4.44, p < .05$ ). Voice was

lower in manufacturing ( $M = 3.22$ ,  $SD = .76$ ) whereas it was higher on the average in service sector ( $M = 3.41$ ,  $SD = .73$ ).

Next, psychological empowerment was tested to have any significant difference in terms of sector. A statistically significant difference was found between manufacturing and service sectors ( $F(1, 291) = 5.60$ ,  $p < .05$ ). Specifically, employees in service sector felt more empowered ( $M = 5.02$ ,  $SD = .66$ ) than those in manufacturing ( $M = 4.83$ ,  $SD = .64$ ).

The relationship between gender and voice was tested in service sector, and the results suggested that there was no gender difference in service sector in terms of employees' voice behavior ( $F(1, 174) = .34$ ,  $p > .05$ ).

Other demographic characteristics were tested, as well. According to the results, male and female respondents had no significant difference in their voice ( $F(1, 286) = .04$ ,  $p > .05$ ), but they were differentiated in their empowerment ( $F(1, 291) = 9.97$ ,  $p < .05$ ), such that male employees felt slightly more empowered ( $M = 5.00$ ,  $SD = .63$ ) than their female colleagues ( $M = 4.69$ ,  $SD = .74$ ). Last, there were no significant statistical difference neither in voice behavior ( $F(4,281) = 1.31$ ,  $p > .05$ ) nor psychological empowerment ( $F(4,286) = 1.13$ ,  $p > .05$ ) based on educational level.

In sum, tenure and sector were found significantly correlated with both voice and empowerment, thus they were used as control variables in the hypothesized mediation model.

TABLE 2 Descriptive Statistics, Reliabilities, and Zero-order Correlations among Study Variables

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Voice <sup>a</sup>	3.34	.74	(.88)													
2. Psychological Empowerment	4.94	.66	.23	(.84)												
3. Enriched Job Characteristics	3.81	.62	.18	.63	(.66)											
4. Empowering Managerial Practices <sup>b</sup>	3.76	.86	.16	.39	.48	(.91)										
5. Feedback & Reward Interdependence	3.73	.78	.14	-.00	.02	.10	(.55)									
6. Task Interdependence	3.51	.86	.12	.03	.04	.09	.30	(.62)								
7. Empowering Workplace Climate <sup>c</sup>	4.14	.63	.26	.12	.11	.08	.28	.09	(.89)							
8. Age	29.83	6.37	.17	.13	.16	.00	-.06	.11	-.07	--						
9. Gender <sup>d</sup>	1.19	.39	.01	-.18	-.21	.00	.03	.02	.04	-.19	--					
10. Educational Level	3.16	.83	.06	-.11	-.13	-.02	-.05	-.11	-.04	-.36	.14	--				
11. Tenure at Job	7.06	5.42	.23	.13	.19	.08	-.07	.00	-.07	.71	-.13	-.29	--			
12. Sector <sup>e</sup>	0.40	.49	-.12	-.14	-.01	-.12	-.25	.05	-.39	.34	-.27	-.18	.22	--		
13. Conscientiousness	4.52	.41	.12	.49	.40	.26	.10	.14	.09	.11	.10	-.04	.10	-.09	(.81)	
14. Proactive Personality	5.17	.61	.15	.59	.39	.24	.06	-.01	-.01	.06	-.13	.00	.11	-.03	.40	(.82)

*Notes.* <sup>a</sup> N = 288 Reliabilities are shown in parentheses. All correlation coefficients between .12 and .16 are significant at p = .05. All correlation coefficients equal and higher than .16 are significant at p = .01. <sup>b</sup> Empowering Managerial Practices is the average of informing, delegating, and recognizing practices. <sup>c</sup> Empowering Workplace Climate is the average of clarity of organizational goals, innovation & flexibility climate, and reflexivity climates. <sup>d</sup> Gender coding is as follows: Male=1, Female=2. <sup>e</sup> Sector coding is as follows: Service=0, Manufacturing=1.

## 4.2 Testing of the Hypotheses

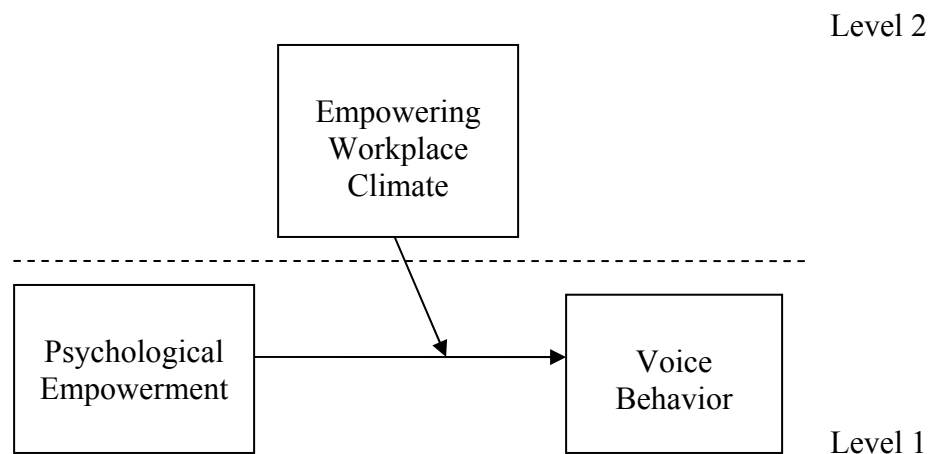
### 4.2.1 Multilevel Data Analysis

To test the hypotheses, multilevel analysis, also known as hierarchical linear modeling, was used. Multilevel analysis is a methodology for the analysis of data with complex patterns of variability with a focus on nested sources of variability, e.g. pupils in classes, or congruent with the present study, employees in firms. To analyze such data, it is advised to think of the variability associated with each level of nesting (Snijders, & Bosker, 1999). For example, there is variability between employees with respect to their responses about dependent or independent variables, and it is called “individual level” or “Level 1” analysis. However, there is also variation between units which are composed of a group of employees, which indicates “unit level” or “Level 2” analysis. Snijders and Bosker (1999) claimed that if there is such a multilevel concern in the data analysis, selecting only one source of variation and ignoring the other one may lead to drawing wrong conclusions.

The rationale of conducting multilevel analysis in the present study is as follows. The interest of the study is voice behavior. In this study there are employees in micro-level, also known as individual level; whereas in macro-level there are different business units which are composed of these employees. As Snijders and Bosker (1999) argued, in such a nested model, the dependency of the observations on the micro-units within the macro-units is of focal interest. That is to say, the dependency, e.g., employees’ voice behavior within a particular unit, may

stem from employees' sharing the same workplace climate, same supervisors, same group norms, or coming from the same living areas. Thus, the more employees' voice behavior within a unit is alike, the more likely that the causes for voice is related with the unit level. Likewise, absence of dependency in such an analysis implies absence of institutional effects on individual outcomes, e.g., concluding that voice has nothing to do with workplace climate conditions. Thus, there is a macro-micro interaction in this case, which is also known as "cross-level interaction". Namely, the relation between an independent variable ( $x$ ) and a dependent variable ( $y$ ) is dependent on another variable ( $z$ ). For instance, the effect of psychological empowerment ( $x$ ) on voice ( $y$ ) may be large in case of where employees are grouped in a high innovation and flexibility climate ( $z$ ) within a unit, but small when the climate is low in these climate conditions. Figure 2 depicted the macro-micro relationships.

Figure 2 The Structure of Macro-Micro Propositions: The case of cross level interaction, where  $z$  is the macro-level variable (Level 2) that affects the relationship between  $x$  and  $y$  (Level 1).



In addition, Huang, Vliert, and Van der Vegt (2005) stated that organizational units that share same climates are likely to be more homogenous than organizational units that have

different climates. Therefore simple one-level multiple regression techniques would lump all of the organizational units together and the standard errors would be underestimated which causes overestimation of the level of significance. Multilevel modeling, on the other hand, provides greater assurance that the findings are not simply the result of the distribution of the employees across units, statistical dependence in the data, and varying sample sizes across units, as these factors are less likely to affect HLM coefficients (Huang, Vliert, & Van der Vegt, 2005).

The present data analyses were performed using Mplus, Version 4.0, which is a statistical software for structural equations modeling and multilevel analysis. Mplus produces sample statistics, correlations, and test of model fit by using Chi-square test and some other goodness of fit measures that quantify fit of the proposed model. If the Chi-square test is found statistically significant, the null hypothesis that the model fits the data is rejected. On the other hand, if the Chi-square test yields a non-significant value, it is concluded that the specified model fits the sample data well.

Besides Chi-square test, Mplus also provides other goodness of fit assessment. One of them is Root Mean Square Error of Approximation (RMSEA) statistic. The superiority of the RMSEA is its not being as much sensitive as Chi-square test to large sample sizes. RMSEA values between .05 and .08 range indicate acceptable model fit (Browne & Cudeck, 1992). There are also Compared Fit Index (CFI) and Tucker and Lewis Fit Index (TLI) statistics that both indicate an acceptable level of fit for the values above .90. Besides, Chi square to degree of freedom ratio is also used to assess goodness of fit, where a ratio less than 3 indicates good fit (Kline, 1998).



Apart from these tests of model fit indices, Mplus provides a section for model results. When interpreting the model results, Mplus reported unstandardized coefficients, namely “estimates” as depicted in the output, standard errors (S.E.), estimate to standard error ratio (EST. / S.E.), and two standardized coefficients for each estimated parameter in the model (Std, StdYX). The estimate represents the amount of change in the dependent variable as a function of a single unit change in the antecedent variable. The estimate divided by the standard error, namely EST. / S.E., tests the null hypothesis that the parameter estimate is zero in the population from which the sample is drawn. This value is evaluated as Z statistic, thus values above +1.96 or below -1.96 are accepted as significant below  $p = .05$ . Last, unlike the estimate value, the standardized coefficient StdYX refers to the amount of change in a dependent variable per standard deviation unit of a predictor variable (The University of Texas, 2000). The output also presents  $R^2$  values for the dependent variables which show the amount of variance accounted by predictor variables. Finally, the output depicts direct and indirect effects of predictor variables on dependent variable based on the specified model.

In this study, at individual level, namely Level 1, responses from 293 employees were used with respect to job characteristics, empowering managerial practices, psychological empowerment, and voice. Workplace climate conditions and work group interdependence variables were analyzed at Level 2 by obtaining responses from 103 unit managers. In the following section Level 1 and Level 2 analyses were explained in detail.

#### 4.2.1.1 Analyses at Level 1

The proposed fully mediation model, which was named Model 1, was tested at Level 1. A single model was analyzed by regressing voice behavior on psychological empowerment; and psychological empowerment on enriched job characteristics, empowering managerial practices, and personality characteristics. Control variables which were tenure and sector were included in both regression equations. As this model tested mediation, it included only indirect effects of enriched job characteristics, managerial practices and personality characteristics through psychological empowerment on voice.

Four model comparisons were conducted to test the proposed fully mediated model, namely Model 2, 3, 4, and 5. Each model was created by adding the direct effect of one distal antecedents of voice behavior into the Model 1 to see whether its direct effect would be significant or not. To claim full mediation, direct effects of predictors on voice should be insignificant. Besides, difference of Chi square tests was calculated to see adding an additional path resulted in a significant change in the previous model. Specifically, Model 2 included the direct effect of enriched job characteristics; Model 3 included empowering managerial practices, whereas Model 4 and 5 involved the direct effects of personality characteristics, namely proactive personality and conscientiousness respectively.

The following section is devoted to the analysis of Hypotheses 1-9. Table 3 depicted the goodness of fit assessments of the models, model comparison results, direct and indirect effects of the variables on psychological empowerment and voice behavior.

Table 3 Results of Mediation Analysis and Model Comparisons

	Direct Effect	Indirect Effect	Total Effect	$\chi^2$	df	p	CFI	TLI	RMSEA
Model 1				2.59	4	.63	1.00	1.02	.00
Psychological Empowerment (DV)									
Tenure	.00 (.01)								
Sector	-.16* (.06)								
Enriched Job Characteristics	.41* (.06)								
Empowering Managerial Practices	.04 (.04)								
Proactive Personality	.38* (.05)								
Conscientiousness	.25* (.07)								
Voice (DV)									
Tenure	.03* (.01)								
Sector	-.21* (.10)								
Psychological Empowerment	.17* (.07)								
Enriched Job Characteristics		.07* (.03)							
Empowering Managerial Practices		.01 (.01)							
Proactive Personality		.06* (.03)							
Conscientiousness		.04* (.02)							
Model 2				2.58	3	.46	1.00	1.01	.00
Enriched Job Characteristics --> Voice	.01 (.01)	.07 (.04)	.08						
Change in model fit				$\Delta\chi^2(1) = .01$					
Model 3				1.09	3	.78	1.00	1.04	.00
Empowering Managerial Practices --> Voice	.07 (.06)	.01 (.01)	.07						
Change in model fit				$\Delta\chi^2(1) = 1.49$					
Model 4				1.76	3	.62	1.00	1.02	.00
Proactive Personality --> Voice	.08 (.09)	.05 (.03)	.13						
Change in model fit				$\Delta\chi^2(1) = .83$					
Model 5				2.58	3	.46	1.00	1.01	.00
Conscientiousness --> Voice	-.01 (.12)	.04 (.02)	.04						
Change in model fit				$\Delta\chi^2(1) = .00$					

Note. \*p<.05, DV = Dependent variable, CFI= Compared Fit Index, TLI= Tucker and Lewis Fit Index, RMSEA= Root Mean Square Error of Approximation. Each model was compared to Model 1 testing full mediation. Model comparison was done by adding direct effect of the respective variables on voice behavior to Model 1.

The hypothesized mediation model, Model 1, seems to fit the data quite well, as the Chi-square test was found non significant ( $\chi^2 (4, N = 250) = 2.59, p > .05$ ), which refers a good model fit. In addition, both CFI and TLI statistics were above the accepted level of .90; a RMSEA value fair below .05 was obtained, which all indicated a good fit for the specified model to the data.

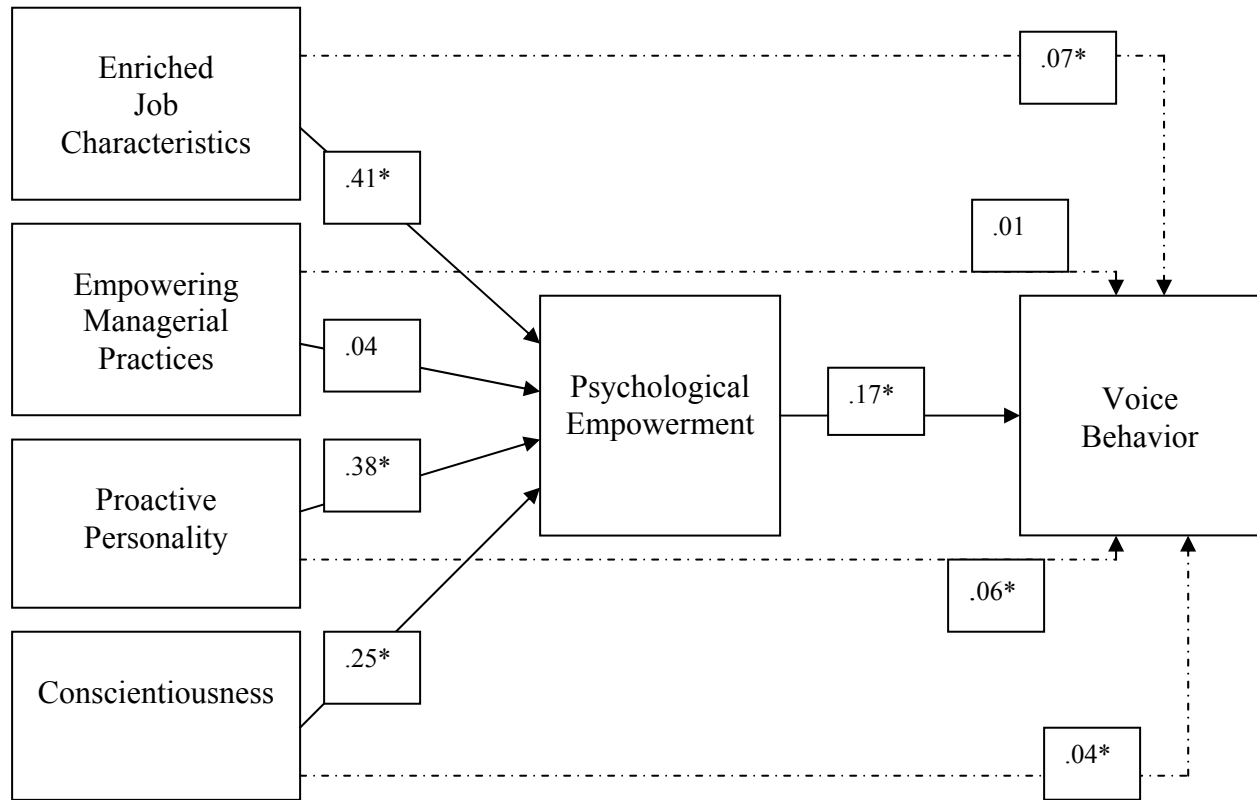
The model results showed that standardized coefficients for the link between psychological empowerment and voice was significant ( $\beta = .17, p < .05$ ). Thus, Hypothesis 1 was supported. Direct relationships between distal antecedents of voice behavior and psychological empowerment were as follows: First, as expected in Hypothesis 2, a positive and significant association ( $\beta = .41, p < .05$ ) between enriched job characteristics and employees felt empowerment was obtained. Second, the relationship between empowering managerial practices and psychological empowerment was found insignificant ( $\beta = .04, p > .05$ ), thus Hypothesis 4 was not supported. Third, Hypotheses 6 and 8 were supported. That is, both personality characteristics, proactive personality and conscientiousness, were significantly and positively associated with psychological empowerment ( $\beta = .38, .25$  respectively,  $p < .05$ ).

Analyses of indirect relationships between distal antecedents and voice behavior were obtained as well. The results revealed that proposed indirect effects of enriched job characteristics ( $\beta = .07, p < .05$ ), and personality characteristics ( $\beta = .06$  for proactive personality,  $\beta = .04$  for conscientiousness,  $p < .05$ ), on voice through psychological empowerment were positive and significant. However, empowering managerial practices had no

significant indirect effect on voice ( $\beta = .01, p > .05$ ). Thus, Hypotheses 3, 7, 9 were supported, whereas Hypothesis 5 was not supported.

Model comparison results yielded that none of the distal antecedents of voice had a significant direct effect on voice behavior, and Chi square difference between models were found insignificant. According to the Model 2, including a direct path between enriched job characteristics and voice behavior in the previous model did not improve the model fit significantly ( $\Delta\chi^2 (1) = .01, p > .05$ ). Moreover, this path was found insignificant ( $\beta = .01, p > .05$ ). Testing Model 3, the path between empowering managerial practices and voice behavior was found insignificant, either ( $\beta = .07, p > .05$ ). In Model 4, when proactive personality was regressed on voice behavior directly, no significant effect could be found ( $\beta = .08, p > .05$ ). Last, Model 5 showed that conscientiousness had no significant direct effect on employee voice ( $\beta = -.01, p > .05$ ). Moreover, when direct effects of each distal antecedent were included in the models, their indirect effects were found insignificantly, either. Thus, Hypothesis 3, 7, and 9 were supported which proposed indirect relationships between enriched job characteristics, personality characteristics, and voice behavior through psychological empowerment. However Hypothesis 5 was not supported as there was no significant indirect effect from empowering managerial practices to voice behavior. As a conclusion, the results yielded a partial mediation model. In all, Figure 3 depicts the results of the partial mediation model including Hypotheses 1-9 at Level 1.

Figure 3 The Results of the Partial Mediation Model at Level 1



Notes. \* statistically significant associations between variables.

—> direct relationships between variables.

- - - -> indirect relationships between the distal antecedents of voice and voice behavior through psychological empowerment.

#### 4.2.1.2 Analyses at Level 2

Hypotheses 10-13 were about macro-micro relations, namely cross-level interactions, which were explained in the previous section. The work group interdependence and workplace climate conditions were expected to affect the link between psychological empowerment and voice behavior. To test whether there were any cross-level interactions, a similar model comparison that was done to test Hypotheses 3, 5, 7, and 9 were conducted.

The basic of testing the cross level interaction is that clusters, namely groups or units, are characterized by two random effects, which are their intercepts and slopes or variation in coefficients across clusters in the hierarchical data. As Level 2 variables are assumed to be different for each groups or units, their random effects e.g., slopes and intercepts, are allowed to be different through analyses so that their effects can be detected. The data has two components, which are within and between. The within component of the model describes the regression of  $y$  on  $x$  where both the intercepts and slope are random effects that vary across the clusters; whereas the *between* component describes the regression of the random intercepts  $y$  and the random slope  $s$  on a cluster level covariate  $w$  (Muthén & Muthén, 2006). Thus, in the analyses, if the slope of the cluster level variable is found statistically significant, that means the cluster level, or Level 2, variable has an effect in the group level. In addition, if the regression of the dependent variable on the cluster level variable is found statistically significant, then it is concluded that the cluster level variable has also significant association with the dependent variable.

With this conception, two models were tested to examine cross-level interactions. Model 1 did not include slope variations of the cluster level variables on the dependent variable, whereas Model 2 included slope variations of cluster level variables. Model comparison was done based on tests of model fit which depicts Log likelihood ratios for each model. Log likelihood ratio of each model was multiplied by (-2), and then their difference was tested for the significance (Muthén & Muthén, 2006) on a Chi-square test.

Table 4 presented the results of model comparison. Accordingly, Model 1, which excluded the cross-level interactions, did not differ significantly from Model 2 including cross-

level interactions ( $\Delta\chi^2(3) = 2.37, p > .05$ ). Thus, adding slope effects did not improve the previous model significantly. Moreover, results showed that work group interdependence, namely feedback and reward interdependence and task interdependence; and empowering workplace climate had no significant effects on the link between psychological empowerment and voice behavior. The results yielded that these variables were neither significantly different across units, nor had an association with voice behavior. The only exception was that empowering workplace climate was found to be directly related to voice behavior ( $\beta = .30, p < .05$ ). In conclusion, no moderator effect was found and Hypotheses 10, 11, 12, and 13 were not supported. Figure 4 displayed the model results at Level 2.

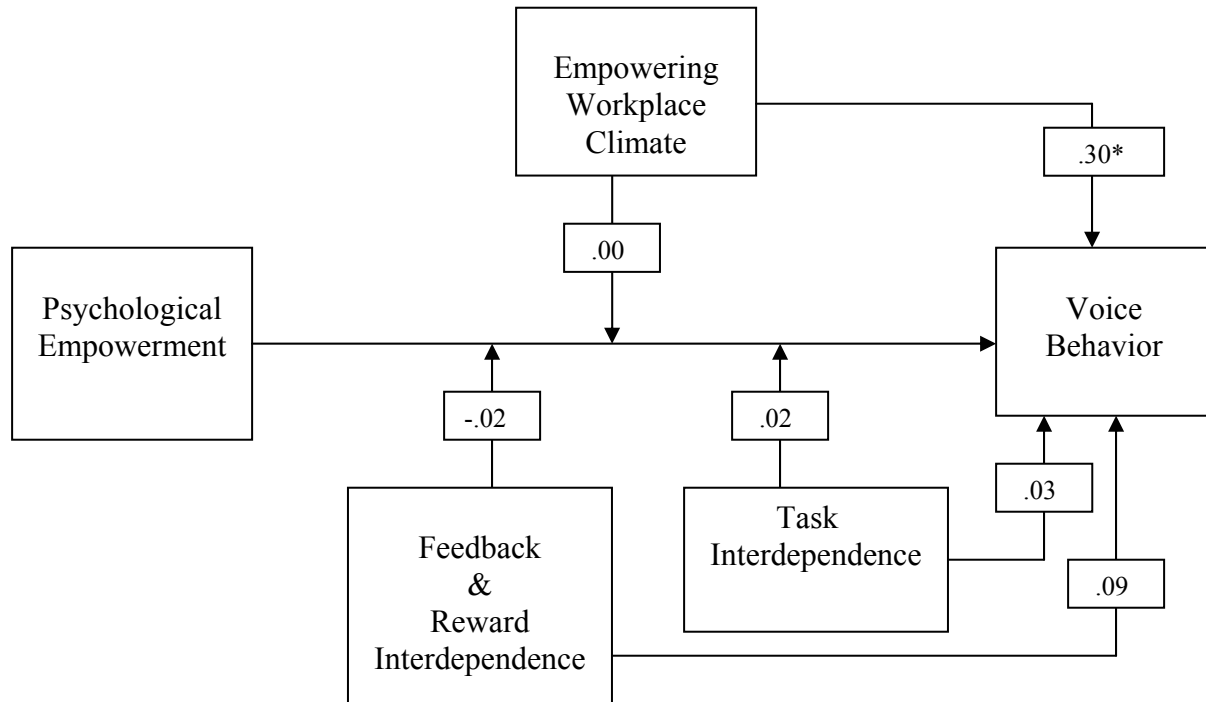
Table 4 Results of Moderator Analysis and Model Comparison

	Estimate	S.E.	$\chi^2$	$(-2)*\chi^2$
Model 1			-394.27	788.54
<i>Within Level</i>				
Psychological Empowerment (DV)				
Tenure	.00	(.01)		
Sector	-.16*	(.06)		
Enriched Job Characteristics	.41*	(.06)		
Empowering Managerial Practices	.04	(.04)		
Proactive Personality	.38*	(.10)		
Conscientiousness	.25*	(.08)		
Intercept: Psychological Empowerment	.21	(.38)		
<i>Between Level</i>				
Voice (DV)				
Feedback and Reward Interdependence	.09	(.10)		
Task Interdependence	.03	(.08)		
Empowering Workplace Climate	.30*	(.11)		
Intercept: Voice	1.39*	(.54)		
Model 2			-393.09	786.17
<i>Between Level</i>				
Slope (PE - Voice link) (DV)				
Feedback and Reward Interdependence	-.02	(.01)		
Task Interdependence	.02	(.01)		
Empowering Workplace Climate	.00	(.01)		
Intercept: Voice	1.32	(.99)		
Intercept: Slope (PE - Voice link)	.03	(.06)		
Change in model fit			$\Delta\chi^2(3) = 2.37$	

Notes. \* $p < .05$ , DV = Dependent variable, PE = Psychological empowerment. Model comparison was done by adding the effect of slope of PE -Voice link of the cluster level variables to the between level part of Model 1.



Figure 4 Model Results of the Hypothesized Cross-level Relationships



Notes. \* $p < .05$

## **Chapter 5**

### **Discussion**

The present study examined the process through which blue collar employees show voice behavior as a form of extra-role behavior in workplaces. Unlike the previous studies which tested direct relationships between voice behavior and various antecedents (e.g., Islam & Zypur, 2005; LePine & Van Dyne 2001; 1998), a fully mediation model was hypothesized in this study. That is, both contextual and individual factors were hypothesized to affect voice behavior through a motivational state, psychological empowerment. Besides, both formal (e.g., enriched job characteristics) and informal (e.g., managerial practices) contextual factors and individual factors (e.g., personality characteristics) were integrated in this mediation model to explain voice behavior. Finally, other than these individual level concerns, the present study examined the unit level conditions that were expected to moderate the relationship between psychological empowerment and voice. Specifically, empowering workplace climate and work group interdependence were examined to see whether they affect voice behavior of employees who felt psychologically empowered.

## 5.1 Summary and Discussion of the Findings

A key finding of the present study was that the hypothesized mediation model was supported partially. All individual and contextual factors, except empowering managerial practices, led to voice behavior only through their effects on psychological empowerment. This finding suggests that it is necessary for employees to attribute a meaning to their work, to have considerable autonomy and freedom in performing their job, to feel competent to achieve work related duties, and to believe they can affect work outcomes by their individual contributions in order to go beyond their formal duties, and speak up their opinions in workplace. This finding is also consistent with Parker et al.'s (2006) proposition that motivational states (e.g., self efficacy) mediated contextual factors and work outcomes.

Further results brought useful insight about how to foster the feeling of empowerment of blue collar employees, which in turn facilitate their voice. First of all, characteristics of the job are important to help employees be psychologically ready to go “the extra mile” for their work and work group. Specifically, employees that have tasks which allowed them to use various skills, help them identify their own piece of contribution on the overall outcome or process, and employees who perceive their work as significant, have autonomy in choosing their own ways, and receive feedback from the job itself and superiors are more likely to feel empowered. As such enriched job characteristics make employees perceive that they are competent and are free to determine some of processes in doing their job; employees create an ownership of the work results (Liden et al., 2000). This sense of ownership leads to contribute to work positively in non

required ways such as making constructive suggestions or raising voice for a better alternative when disagreed with a decision in the work group.

Other than the characteristics of the job, employees' personality was found as a significant predictor of their voice. Congruent with the study of Greguras and Diefendorff (2007), the association between personality and employee behavior was mediated by motivational states, which was psychological empowerment in the present study. According to the findings, employees who are aware of their responsibility, organized, disciplined, and achievement oriented; as well as good and fast in identifying opportunities to improve status quo, and enthusiastic for realizing their projects are more likely to feel empowered with respect to their work. This psychological readiness facilitates employees to contribute more than usual to their work place, thus they are good candidates to speak up in their work groups.

Contrary to the hypothesized relationships, practices of managers did not relate to either empowerment or voice behavior. This finding suggested that whether managers inform their employees, recognize their effort, and delegate substantial autonomy to subordinates have no significant effect on employees' motivational states or their behavior toward work group. This finding can be interpreted in different ways concerning the specifications of the sample of the study. First, the sample of the current study was blue collar employees in manufacturing and service sectors who are the agents that perform the "actual" tasks. As these individuals do regular tasks by themselves, or have tasks which can be completed with other colleagues in work group, this situation may create less dependency on supervisors. For instance, when an employee in service sector faces a problem during customer encounter, he/she would be the first person to

solve the situation at that time. Likewise, a blue collar employee in an automobile factory would have well-defined tasks which have less complexity or uncertainty, so that he/she could complete it by himself most of the times. These facts may reduce employees' dependency on supervisors in terms of information, recognition, and delegation. As a result of these potentially less dependency on managers, blue collar employees may perceive their managers' specific practices less importantly on their empowerment and voice.

An alternative explanation can be based on the nature of job descriptions of blue collar employees. Usually job descriptions of blue collar employees are arranged in such a way that they define duties with certain and clear boundaries. As these jobs include relatively low complexity, uncertainty, or abstract thinking compared to white collar work, work processes and duties such as what to do and how to do, are clearly communicated via job descriptions. Moreover, the correlation between enriched job characteristics and managerial practices was found .48 ( $p < .01$ ) in the current study. In line with this finding it can be argued that for blue collar employees, feelings of empowerment or urge to voice are facilitated through designing the job itself rather than leaving them to the practices of managers. That is to say, the role of managers can be interpreted like a "shadow" figure in these specific work contexts. Namely, managers can affect employees' empowerment and voice in indirect ways such as helping human resources executives how to design jobs or which duties, knowledge, or skills should take place in job descriptions. However, what they are doing in workplace contribute neither to employees work behavior nor psychological states directly. For instance, blue collar employees may think the work they do allow them to use their different skills and autonomy when needed; and this fact may make them experience enough empowerment without any affect from their supervisors.

On the other hand, it could be the managers who advised integrating those enriched characteristics in job designs. Congruent with the previous explanation, employees may perform their duties while thinking it is the description of their job; but it may also be that “shadow” managers provided the necessary information or delegation within the process of work itself.

Another explanation about the insignificant role of managerial practices on employee empowerment and voice can point a different perception of “managers” in blue collar workgroups. Unlike white collar work groups, blue collar employees do their work in groups with their “managers”, who are usually foremen in manufacturing sector and shift leaders in service sector. All these managers take generally the same responsibilities and perform similar tasks with other employees in their work groups. For instance a foreman of a work group that manufactures car works with other members of the group who are his / her “subordinates”. Likewise, a shift leader in a restaurant shares similar tasks and involves in the real work process with the rest of his / her work group. That is to say, unlike a white collar workgroup, the hierarchy or power distance between subordinates and so-called managers is not large in blue collar workgroups. Furthermore, this power distance reduces due to the relatively low educational level of employees, which creates a more sincere and close relationships among the members of the group. Most of the times, these “managers” share the same work settings with their work groups, e.g. they do not have private offices or strictly set “by appointment” rules towards the members of the group. Even the manner of address employees used to their managers reflected this low hierarchy in the work group. During the telephone interviews conducted with the employees and their managers after data collection, employees talked about their managers by their names or used some salutations such as “brother” indicating sincerity.

These facts may point that managers in blue collar work groups can be perceived similarly to a “colleague” by the rest of the team. Employees are working side by side with their managers; share the same physical work setting during their shifts, and call them without using a professional title. As a result, this perception may decrease the expected influence of practices of so-called managers in making blue collar employees to feel empowered and affecting their voice behavior.

Another issue that was taken up in the present study was the moderating factors, namely structural and social work context, between psychological empowerment and voice behavior. First, contrary to the expected relationships, work group interdependence had no significant moderating effect on the link of psychological empowerment and employee voice. This result suggests that employees who are intrinsically motivated to show voice behavior are not affected by whether there is high task or feedback and reward interdependence in their workgroup.

Furthermore, psychologically empowered employees do not change their voice tendencies based on whether their workplace focus on innovation and flexibility, clarity of goals, and reflexivity. However, these climate conditions affect employees’ voice directly rather than being a moderator. This finding suggests important implications for organizations, which is discussed in the next section.

## 5.2 Practical Implications

The results stress three points to adjust Human Resources practices for blue collar employees.

First, job design of blue collar employees should be overviewed. To motivate blue collar employees and get benefit from their suggestions and ideas, the characteristics of the job should be enhancing. That is rather than giving simple, monotonous, and boring tasks, employees are better to feel they are performing various and relatively complex jobs. For instance, employees can be motivated by tasks that allow the use of different kind of skills and leave a substantial span of autonomy to employees. This suggestion is also in line with the argument of the present study that blue collar employees are the ones who realize the actual work. In addition, as practices of managers had no impact on blue collar employees, the design of the job itself gains critical value with respect to voice. That is, via job redesign, the job itself can facilitate the feeling of empowerment and in turn suggestions, improvements, and constructive contributions to workgroups. To achieve this goal, Human Resources executives should be trained not to undervalue the work of blue collar employees such as simple or dull, as this misperception would affect job design negatively.

Second, organizations that value employee voice should use specific personality tests during selection processes. Proactive and conscious individuals should be selected for workgroups where hindering of ideas and suggestions is detrimental. As people with these



qualities tend to break the silence, organizations that aim continuous improvement can get benefit from such individuals by selecting and placing them in right workgroups.

Third, workplace climate should be adjusted in terms of specific characteristics to support employee voice. As managerial practices had no effect on blue collar employees due to possible reasons discussed above, managers can undertake other roles such as trying to create empowering climate in work place. As Pasa, Kabasakal, and Bodur (2001) stated, Turkish organizations are more future oriented than the society on the overall, that is managements value long term planning, and setting goals for the future. At this point, empowering work place climate merits a significant role, as such an environment supports setting and sharing organizational goals, being flexible and open to innovative ideas and the mechanism through which employees can spend time on revising work processes. All these climate characteristics foster employee contributions such as voice, which is likely to strength organizations' ability to be more future oriented. The findings revealed that when work place is perceived open to changes and innovations, and flexible against changing conditions, employees are more willing to speak up. Moreover, individuals would be ready to share their opinions in a work place where revising previously set goals and plans are valued. Hence, although supervisors cannot support employee voice by their direct actions, they may contribute to their work groups indirectly by creating such empowering climate perceptions for employees.

### 5.3 Strengths and Limitations of the Present Study

The present study has some limitations. First, some of the study variables were completed by self-reports of employees which might cause some shortcomings. However work place climate, workgroup interdependence, and most importantly voice behavior were rated by employees' supervisors to eliminate this common source bias.

Second, each supervisor evaluated three of their subordinates, which creates unit level (Level 2) sample size for the study. A cluster size of three might affect the analysis at Level 2 such as underestimating the variation of the moderating factors between units.

Third, in terms of measurement scales, although items were loaded significantly into their factors, Cronbach's alphas of work group interdependence scales were low, both for feedback and reward and task interdependence scales ( $\alpha = .55, .63$  respectively).

Apart from these limitations, the current study has substantial strengths. First, it is one of the limited studies that examined voice behavior of blue collar employees as a dependent variable. Second, it is the first study that suggested a mediating model to predict employee voice by integrating both contextual and individual predictors, and motivational state of employees at the same time. Third, multilevel approach was used for data analysis through which interactions between individual and unit levels could be detected. Last, the blue collar employee sample was composed of various units under different firms and sectors which facilitates the generalizability of findings.

## **5.4 Conclusion**

The present study showed that characteristics of the job and individuals' personality are critical for individuals to feel empowered in their work lives. This sense of empowerment help individuals contribute to their workgroup more than required. That is, organizations which aim continuous improvements and value constructive opinions of employees should overview job designs and personality tests in personnel selection and placement.

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## APPENDICES

### APPENDIX 1

#### Yönetici Anketi

**BÖLÜM 1. Aşağıda adı yer alan size bağlı üç çalışanın ifadelerdeki davranışları ne sıklıkta sergilediğini verilen ölçeği kullanarak değerlendiriniz.**

1	2	3	4	5
Hemen hemen Hiç bir zaman	Nadiren	Bazen	Sıklıkla	Hemen hemen her zaman
Çalışanın İsmi				
1. Çalışma gurubunu etkileyen konularla ilgili olarak öneriler geliştirir ve sunar.				
2. İşle ilgili konulardaki görüşlerini, başkalarının görüşlerine uyuşmasa dahi anlatır.				
3. Grubunun yaşam kalitesi (çalışma ortamının sağlıklı,ve huzurlu olması) ile ilgili konulara iştirak eder.				
4. Çalışma gurubuna faydalı olabileceğini düşündüğü konuları takip eder.				
5. Çalışma grubunu etkileyen konularda gruptaki diğer kişileri tartışmaya katılmaları için öncülük ve teşvik eder.				
6. Yeni projeler veya prosedürel değişiklikler ile ilgili fikirlerini grup içerisinde dile getirir.				

**BÖLÜM 2. Aşağıda yer alan ifadelerin işyeriniz ( \_\_\_\_\_ ) için ne kadar doğru olduğunu verilen ölçeği kullanarak değerlendiriniz.**

1	2	3	4	5
Kesinlikle yanlış	Biraz yanlış	Kararsızım	Biraz doğru	Kesinlikle doğru

1. Bu işyerinde çalışanlar sorunlara her zaman yeni bakış açıları ararlar.	
2. Burada çalışan herkes işyerinin uzun dönemli planları ve izleyeceği yoldan haberdardır.	
3. Bu işyerinde birlikte nasıl daha etkili çalışılabileceği konusu düzenli olarak tartışılır.	
4. Performansı arttırmak amacıyla bu işyerinde çalışanların iş yapış biçimleri kolayca değiştirilir.	
5. İnsanlar bu işyerinin neyi başarmaya çalıştığını iyi anlarlar.	
6. Bu işyeri çok esnek; yeni durumlar veya sorunlar ortaya çıktıkça bunlara uyum sağlayacak prosedür değişikliklerini hızla gerçekleştirir.	
7. Bu işyerinde kullanılan iş yapış yöntemleri üzerinde sık sık tartışılır.	
8. Bu işyerinin gittiği istikamet, net bir şekilde algılanır.	
9. Burada çalışanlar işyerinin amaçları konusunda emin değildir.	
10. Yeni fikirler geliştirmek için gerekli desteğe her zaman ulaşılabilir.	
11. Buradaki yönetim, işlerin farklı şekilde yapılması gerekliliğini hızla fark eder.	
12. Bu işyerinde hedeflerin gözden geçirilmesine zaman ayrılır.	
13. Bu işyerinde, değişen durumlar karşısında hedefler değiştirilir.	
14. Burada yeni fikirler kolayca kabul edilir.	
15. İşyerinin gelecekteki rotası herkese açıkça anlatılır.	
16. Bu işyerinde, değişiklikler yapılması gerektiğinde çabucak harekete geçilir.	

**BÖLÜM 3. Aşağıdaki ifadelerin yöneticisi olduğunuz çalışma grubu için ne kadar doğru olduğunu değerlendiriniz.**

1	2	3	4	5
Kesinlikle yanlış	Biraz yanlış	Kararsızım	Biraz doğru	Kesinlikle doğru

1. Çalışma grubunun üyeleri diğerlerinden bilgi ve materyal almadan kendi görevlerini yerine getiremezler.	
2. Çalışma grubunun üyeleri işlerini yapabilmek için birbirlerinden alacakları bilgi ve materyale ihtiyaç duyarlar.	
3. Çalışma grubunda farklı kişiler tarafından yapılan işler birbirleri ile bağlantılıdır.	
4. Kişilerin performansına dair verilen geri bildirim, çalışma grubunun tamamının performansına dayanır.	
5. Çalışma grubunun performansı, kişilerin performansının değerlendirilmesinde çok önemli bir rol oynar.	
6. Kişilere verilen ödüller (prim, terfi vb.), ağırlıklı olarak onların çalışma grubuna sağladıkları katkıya göre belirlenir.	

### Çalışan Anketi

**BÖLÜM 1.** Aşağıda, işiniz hakkındaki görüşlerinizle ilgili maddeler yer almaktadır. Lütfen her maddeyi dikkatlice okuduktan sonra o maddeye ne derece katıldığınızı verilen ölçeği kullanarak değerlendiriniz.

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

1. İşim benim için çok önemlidir.	
2. Çalıştığım bölümde olup bitenler üzerinde büyük etkim vardır.	
3. İşimi nasıl yapacağım konusunda önemli ölçüde serbestlik ve özgürlüğe sahibim.	
4. Yaptığım iş benim için anlamlıdır.	
5. Çalıştığım bölümde olup bitenler üzerinde sözüm geçer.	
6. İşimi yapma konusundaki yeteneklerime güvenirim.	
7. İşimi yapabilmek için gerekli becerilere tam olarak sahip olduğumu düşünüyorum.	
8. İşimi nasıl yapacağım konusunda gereken serbestliğe sahibim.	
9. Çalıştığım bölümde olup bitenler üzerinde kontrolüm gayet fazladır.	
10. İşimle ilgili konular benim için kişisel anlam taşır.	
11. İşimi nasıl yapacağıma kendim karar verebilirim.	
12. İşimi yapma konusunda kendime güvenim tamdır.	

**BÖLÜM 2.** Aşağıdaki sorularda işinizin yapısı ile ilgili bazı değerlendirmeler yapmanız beklenmektedir. Lütfen soruları altlarında yer alan ölçeklerdeki tanımlardan faydalanarak cevaplayınız. Uygun bulduğunuz seçeneğin üzerindeki kutucuğu işaretleyiniz.

1. İşinizde ne kadar çeşitlilik var? Yani işiniz farklı şeylerle uğraşmanızı, farklı beceri ve yeteneklerinizi kullanmanızı ne seviyede sağlıyor?				
1	2	3	4	5
<b>Çok düşük seviyede çeşitlilik</b>	<b>Düşük seviyede çeşitlilik</b>	<b>Orta seviyede çeşitlilik</b>	<b>Yüksek seviyede çeşitlilik</b>	<b>Çok yüksek seviyede çeşitlilik</b>
İşim, rutin olarak hep aynı şeyleri yapmamı gerektiriyor.				İşim birçok farklı şeyi içeriyor; bunları gerçekleştirmek için sürekli farklı beceri ve yeteneklerimi kullanmam gerekiyor.

2. İşinizde ne derecede serbesttiniz? Yani işinizi nasıl yapacağınıza ne ölçüde kendiniz karar verebiliyorsunuz?

1

2

3

4

5

**Çok az****Az****Orta derecede****Yüksek derecede****Çok yüksek derecede**

İşimde neyin ne zaman ve nasıl yapılacağı konusunda nerdeyse hiç söz hakkım yok.

İşimde neyin nasıl yapılacağına dair karar verme sorumluluğu tamamen bana ait.

3. İşiniz, genel olarak, ne derecede önemlidir? Yani işinizin sonuçlarının başka insanların hayatları ve mutluluğuna önemli bir katkısı var mı?

1

2

3

4

5

**Pek önemli değil****Az önemli****Orta derecede önemli****Yüksek derecede önemli****Çok yüksek derecede önemli**

Yaptığım işin sonuçlarının başka insanların hayatlarına önemli bir katkı sağlaması, düşük bir olasılıktır.

Yaptığım işin sonuçları başka insanların hayatlarına çok büyük ve önemli katkı sağlayabilir.

4. İşinizde ne ölçüde bütün ve tanımlanabilir bir işin tamamını yapmanız gerekiyor? Yani, başı ve sonu belli olan tam bir iş mi yapıyorsunuz, yoksa başkaları ya da makineler tarafından yapılan uzun bir işin küçük bir parçasıyla mı uğraşıyorsunuz?

1

2

3

4

5

İşim, burada yapılan bütün işin içinde çok ufak bir parçayı oluşturuyor: Yaptığım işin sonuçları nihai ürünün/hizmetin içerisinde ayırt edilemez.

İşim, burada yapılan bütün işin içinde orta büyüklükte bir parçayı oluşturuyor: Yaptığım işin sonuçları nihai ürünün/hizmetin içerisinde ayırt edilebilir.

İşim, başlangıçtan bitime kadar tüm kısımlarıyla bütün bir iştir: Yaptığım işin sonuçları, nihai ürünün/hizmetin ta kendisidir.

5. İşinizi yaparken ne kadar başarılı olduğunuzu ne derecede anlayabiliyorsunuz? Yani yöneticinizden ve çalışma arkadaşlarınızdan aldığınız geri bildirimlerin dışında, işinizin kendisi size başarı ve verimlilik düzeyiniz konusunda ipucu sağlıyor mu?

1

2

3

4

5

**Çok az****Az****Orta derecede****Yüksek derecede****Çok yüksek derecede**

İşimi yaparken başarılı

İşim bana bazen geri

İşimin yapısı, nasıl

olup olmadığını kendi kendime anlamama imkan yok.	bildirim veriyor, bazen de vermiyor.	çalıştığım konusunda sürekli olarak geri bildirim alabilmemi sağlıyor.		
6. Amiriniz ve iş arkadaşlarınız size işinizi ne kadar iyi yaptığınızı konusunda ne ölçüde bilgi veriyorlar?				
1	2	3	4	5
<b>Çok az</b>	<b>Az</b>	<b>Orta derecede</b>	<b>Yüksek derecede</b>	<b>Çok yüksek derecede</b>
İnsanlar, nasıl bir iş çıkardığım konusunda beni hiç bilgilendirmiyorlar.	Bazen insanlardan geri bildirim alabiliyorum, bazen de alamıyorum.			İnsanlar bana başarı düzeyim hakkında sürekli olarak bilgi veriyorlar.

**BÖLÜM 3. Kendinizi genel olarak düşündüğünüzde aşağıdaki ifadelere ne derecede katıldığınızı değerlendiriniz.**

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

1. Her zaman işleri daha iyi yapmanın yollarını ararım.	
2. Fırsatların farkına varmak konusunda son derece iyiyimdir.	
3. Eğer hoşlanmadığım bir şey olduğumu görürsem, düzeltirim.	
4. Bulduğum her ortamda yapıcı değişikliklerin öncüsü olmuşumdur.	
5. Benim için hiçbir şey düşüncelerimin hayata geçtiğini görmekten daha heyecan verici olamaz.	
6. Başkaları karşı çıksa bile düşüncelerimin arkasında durmayı severim.	
7. Sürekli olarak yaşamımı iyileştirmenin yeni yollarını ararım.	
8. Ne kadar zor olursa olsun, eğer bir şeye inanırsam onu gerçekleştiririm.	

**BÖLÜM 4. Aşağıdaki ifadelerin sizi ne ölçüde doğru veya yanlış ifade ettiğini ölçeği kullanarak değerlendiriniz.**

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

1. Hedeflerime ulaşmak için çok çalışırım.	
2. Bir türlü düzenli biri olamıyorum.	

3. Çalışmaya başlamadan önce çok zaman kaybederim.	
4. Eşyalarımı temiz ve düzgün tutarım.	
5. Yaptığım her şeyin mükemmel olması için çabalarım.	
6. Başladığı işleri her zaman bitiren üretken birisiyim.	
7. Bir işi bitirmek üzere söz verdim mi sonuna kadar götüreceğime her zaman güvenilebilir.	
8. Bana verilen tüm görevleri özenle yerine getirmeye çalışırım.	
9. İşleri zamanında bitirecek şekilde kendimi ayarlamak konusunda oldukça becerikliyim.	
10. Belirli hedeflerim var ve o hedeflere doğru, düzenli bir biçimde çalışıyorum.	
11. Bazen olmam gerektiği kadar güvenilir bir insan değilim.	
12. Çok düzenli ve sistemli yaşayan bir insan değilim.	

**BÖLÜM 5. Lütfen doğrudan bağlı bulunduğunuz yöneticinizin aşağıdaki ifadelerde yer alan davranışları ne ölçüde sergilediğini değerlendirin. Her bir davranışı ayrı olarak düşünün ve amiriniz hakkındaki genel görüşlerinizin, belirtilen davranış konusundaki değerlendirmelerinizi yanıtmasına izin vermeyin.**

1	2	3	4	5
Hiçbir zaman, asla	Nadiren, sınırlı ölçüde	Bazen, orta ölçüde	Çoğu zaman, büyük ölçüde	Hemen hemen her zaman, çok büyük ölçüde

***Doğrudan bağlı bulunduğunuz yöneticiniz...***

1. ... işinizi etkileyen kararları vaktinde haber verir.	
2. ... onun için özel çaba gerektiren bir şey yaptığımızda size minnetini ifade eder.	
3. ... önemli kararlar almanız ve bunları onun iznini almadan uygulamanız konusunda size yetki verir.	
4. ... diğer kişilerle konuşması esnasında öğrendiği, sizi ilgilendiren bilgileri aktarır.	
5. ... sebat, kişisel girişim veya üstün beceri sergilediğinizde sizi över.	
6. ... bir görevi sürdürmeniz veya bir hedefi başarmanızda, kendiniz için en iyi yolu belirlemeniz konusunda sizi cesaretlendirir.	
7. ... aksi takdirde ulaşamayacağınız, işle ilgili önemli bilgileri size iletir.	
8. ... problemleri tek başınıza çözmek için inisiyatif almanız konusunda cesaret verir.	
9. ... yardımcı fikir ve tavsiyeleriniz için sizi takdir eder.	

Appendix 2 Summary Table of Confirmatory Factor Analysis of Measurement Scales

Factor Name	Item Number	Standardized Coefficients	R <sup>2</sup>	$\chi^2$	df	$\chi^2$ /df	CFI	TLI	RMSEA
Voice				20.64	9	2.29	.99	.98	.07
	1	.69	.52						
	2	.67	.55						
	3	.61	.48						
	4	.72	.58						
	5	.68	.55						
Proactive Personality	6	.75	.64	46.56	20	2.33	.95	.94	.07
	1	.46	.38						
	2	.54	.35						
	3	.52	.39						
	4	.64	.39						
	5	.54	.32						
	6	.60	.32						
	7	.56	.37						
Conscientiousness	8	.56	.39	107.51	50	2.15	.93	.91	.06
	1	.33	.32						
	2*	.42	.41						
	3*	.28	.27						
	4	.44	.31						
	5	.32	.34						
	6	.38	.44						
	7	.26	.42						
	8	.25	.37						
	9	.40	.43						
	10	.37	.25						
	11*	.30	.43						
12*	.41	.33							
Feedback and Reward Interdependence				8.56	7	1.23	.98	.96	.05
	1	.74	.34						
	2	.73	.63						
	3	.30	.09						



Factor Name	Item Number	Standardized Coefficients	R <sup>2</sup>	$\chi^2$	df	$\chi^2 / df$	CFI	TLI	RMSEA
Task Interdependence	1	1.08	.64						
	2	.65	.36						
	3	.34	.34						
Empowering Managerial Practices <sup>a</sup>				58.51	.23	2.54	.98	.96	.07
	1	.71	.52						
	2	.75	.48						
	3	.75	.38						
	4	.87	.49						
	5	1.00	.72						
	6	1.06	.81						
	7	.76	.56						
	8	.82	.66						
	9	1.01	.77						
	Informing	.93	.86						
	Delegating	.95	.91						
	Recognizing	.97	.93						
Empowering Workplace Climate <sup>b</sup>				98.12	52	1.89	.91	.89	.09
	1	.73	.44						
	2	.59	.39						
	3	.46	.21						
	4	.38	.38						
	5	.88	.77						
	6*	.72	.52						
	7	.65	.47						
	8	.64	.49						
	9	.65	.52						
	10	.55	.28						
	11	.76	.66						
	12	.53	.37						
	Innovation & Flexibility	.93	.86						
	Reflexivity	1.00	1.00						
	Clarity Organizational Goals	.94	.88						
Psychological Empowerment <sup>c</sup>				155.82	49	3.18	.92	.89	.09
	1	.36	.28						
	2	.90	.55						
	3	1.11	.69						
	4	.58	.47						

Factor Name	Item Number	Standardized Coefficients	R <sup>2</sup>	$\chi^2$	df	$\chi^2$ /df	CFI	TLI	RMSEA
	5	1.05	.61						
	6	.54	.68						
	7	.54	.58						
	8	1.06	.77						
	9	.94	.57						
	10	.67	.25						
	11	.70	.28						
	12	.43	.62						
	Competence	.63	.40						
	Self-determination	.79	.63						
	Impact	.81	.65						
	Meaning	.71	.50						

*Notes.* \*Items were reversed coded. All items loadings were statistically significant at  $p = .05$ . Item order is the same with their corresponding scales given in Appendices.  $\chi^2$  /df refers to Chi square to degrees of freedom ratio; values below 3 indicates excellent model fit. CFI= Comparative Fit Index; values above .90 indicates acceptable fit. TLI= Tucker-Lewis Index; values above .90 indicates acceptable fit. RMSEA= Root Mean Square Error of Approximation; values between .05 and .08 range indicates acceptable fit; values between .08 and .10 range indicates marginal fit.

<sup>a</sup> Empowering Managerial practices items: Informing 1,4,7; Delegating 3,6,8; Recognizing 2,5, and 9. <sup>b</sup> Empowering Workplace Climate items: Innovation and Flexibility 7,8,10,12; Reflexivity 2,3,9; Clarity of Organizational Goals 1,4,5,6, and 11. <sup>c</sup> Psychological Empowerment items: Competence 6,7,12; Self-determination 3,8,11; Impact 2,5,9; Meaning 1,4, and 10.

### APPENDIX 3

#### Voice Behavior (Van Dyne & LePine, 1998)

This particular co-worker,

1. develops and makes recommendations concerning issues that affect this work group.
2. communicates his/her opinions about work issues to others in this group even if his/her opinion is different and others in the group disagree with him/her.
3. gets involved in issues that affect the quality of work life here in this group.
4. keeps well informed about issues where his/her opinion might be useful to this work group.
5. speaks up and encourages others in this group to get involved in issues that affect the group.
6. speaks up in this group with ideas for new projects or changes in procedures.

**APPENDIX 4****The Organizational Climate Measure (OCM)**

(Patterson, West, Shackleton, Dawson, Lawthom, Maitlis, Robinson, & Wallace, 2005)

1. Everyone who works here is well aware of the long-term plans and direction of this company. (Clarity of Organizational Goals)
2. In this organization, how to work together more effectively is regularly discussed. (Reflexivity)
3. In this organization, employees' methods to do work are changed easily to increase the performance. (Reflexivity)
4. People have a good understanding of what the organization is trying to do. (Clarity of Organizational Goals)
5. There is a strong sense of where the company is going. (Clarity of Organizational Goals)
6. People aren't clear about the aims of the company\*. (Clarity of Organizational Goals)
7. Assistance in developing new ideas is readily available. (Innovation & Flexibility)
8. Management here is quick to spot the need to do things differently. (Innovation & Flexibility)
9. In this organization, time is allocated for reviewing the goals. (Reflexivity)
10. New ideas are readily accepted here. (Innovation & Flexibility)
11. The future direction of the company is clearly communicated to everyone. (Clarity of Organizational Goals)

12. This company is quick to respond when changes need to be made. (Innovation & Flexibility)

*Note.* \* The item is reverse coded.

## APPENDIX 5

### Work group Interdependence (Campion, Medsker, & Higgs, 1993)

#### 5.1 Feedback & Reward Interdependence

1. Feedback about how well an individual work group member is doing his or her job is dependent on how well the entire work group is doing.
2. The performance of the entire work group has a significant role in evaluating individual member's performance.
3. Rewards distributed to individuals (e.g. pay, promotion, etc.) are determined predominantly by individual's contributions as a work group member.

#### 5.2 Task Interdependence

1. Work group members cannot accomplish their tasks without information or materials from other members of the team.
2. Work group members depend on each other for information or materials needed to perform their tasks.
3. Within the work group, jobs performed by team members are related to one another.

**APPENDIX 6****Managerial Practices Survey (MPS) (Yukl, Wall, & Lepsinger, 1994)**

Your immediate supervisor,

1. promptly informs you about a decision that affects your work. (Informing)
2. expresses personal appreciation when you do something for him or her that requires a special effort. (Recognizing)
3. delegates to you the authority to make important decisions and implement them without his or her prior approval. (Delegating)
4. passes on relevant information obtained in conversations with other people. (Informing)
5. provides praise for effective performance, significant achievements, and special contributions. (Recognizing)
6. encourages you to determine for yourself the best way to carry out an assignment or accomplish an objective. (Delegating)
7. passes on relevant memos, reports, and other written materials that you would otherwise not receive. (Informing)
8. encourages you to take the initiative to resolve problems on your own. (Delegating)
9. appreciates your supportive ideas and suggestions. (Recognizing)

**APPENDIX 7****Psychological Empowerment (Spreitzer, 1995)**

1. The work I do is very important to me. (Meaning)
2. My impact on what happens in my department is large. (Impact)
3. I have considerable opportunity for independence and freedom in how I do my job. (Self-determination)
4. The work I do is meaningful to me. (Meaning)
5. I have significant influence over what happens in my department. (Impact)
6. I am confident about my ability to do my job. (Competence)
7. I have mastered the skills necessary for my job. (Competence)
8. I have significant autonomy in determining how I do my job. (Self-determination)
9. I have a great deal of control over what happens in my department. (Impact)
10. Subjects about my job are personally meaningful to me. (Meaning)
11. I can decide on my own how to go about doing my work. (Self-determination)
12. I am self-assured about my capabilities to perform my job activities. (Competence)



**APPENDIX 8****Job Diagnostic Survey (JDS) (Hackman & Oldham, 1974)**

1. How much variety is there in your job? That is, to what extent does your job require you to do many different things at work, using a variety of your skills and talents? (*Skill variety*)
2. How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work? (*Autonomy*)
3. In general, how significant or important is your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people? (*Task significance*)
4. To what extent does your job involve doing a “whole” and identifiable piece of work? That is, is the job a complete piece of work that has an obvious beginning and end? Or, is it only a small part of the overall piece of work, which is finished by other people or automatic machines? (*Task identity*)
5. To what extent does your job itself provide you with information about your work performance? That is, does the actual work itself provide clues about how well you are doing – aside from any “feedback” coworkers or supervisors may provide. (*Feedback from the job itself*)
6. To what extent do managers or coworkers let you know how well you are doing on your job? (*Feedback from agents*)

## APPENDIX 9

### Personality Characteristics

#### 9.1 Shortened Version of Proactive Personality Scale (Bateman & Crant, 1993)

1. I am always looking ways for better ways to do things.
2. I excel at identifying opportunities.
3. If I see something I do not like, I fix it.
4. Wherever I have been, I have been a powerful force for constructive change.
5. Nothing is more exciting than seeing my ideas turn into reality.
6. I love being a champion for my ideas, even against others' opposition.
7. I am constantly on the lookout for new ways to improve my life.
8. No matter how difficult, if I believe in something I make it happen.

#### 9.2 Conscientiousness (Costa & McCrae, 1992)

1. I work hard to achieve my goals.
2. I cannot be an orderly person in no way\*.
3. I waste much time before studying\*.
4. I keep my possessions clean and tidy.
5. Whatever I am doing, I make effort to do it well.
6. I am a productive person who finalizes his/her work when started.
7. If I promise to finalize a work, I can be trusted to carry it to the end.

8. I try to realize all duties given to me.
9. I am quiet skillful in adjusting myself to finalize works.
10. I have certain goals and I am working towards them regularly.
11. Sometimes, I am not as much trustworthy as I should be\*.
12. I am not a very orderly and well organized person\*.

*Note.* \* The items are reverse coded.