The Effects of Implicit Intelligence Theory, Achievement Goal Orientation and Performance Expectations on Goal Importance and Goal Appropriateness

by

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This is to certify that I have examined this copy of a master's thesis 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 relationship between managers' implicit intelligence theories, performance expectations and achievement goal orientations on the one hand, and the kinds of goals that they find more appropriate to assign to subordinates, on the other. Participants consisted of 192 employees from different companies and departments. Data were collected through a web-based self-administered questionnaire. Repeated-subjects analyses of variance revealed that managers' implicit intelligence theory and their achievement goal orientations did not have any effect on the perceived importance of goal types. Managers who have high performance expectation of a subordinate found challenging goals, whereas managers who have low performance expectation of a subordinate found easy goals as more appropriate to assign to the subordinate. The effect of both implicit intelligence theory and achievement goal orientation as a moderator in the relationship between performance expectations and the appropriateness of goal kinds was not found. That is, managers did not project their personal beliefs to their subordinates during goal assignment; instead they relied on performance expectations for their subordinates. Contributions of the present study to the literature and practice were discussed.

Keywords: Implicit intelligence theory, achievement goal orientation, performance expectations, goal appropriateness, goal importance.

ÖZET

Burada yer alan çalışma, yöneticilerin örtülü zeka inanışları, amaca yönelimleri ve performans beklentileri ile yöneticilerin çalışanlarına hangi hedef çeşitlerini en uygun buldukları arasındaki ilişkiyi incelemektedir. Katılımcılar değişik şirket ve iş departmanlarından olmak üzere, 192 çalışandan oluşmaktadır. Veriler internette yer alan, kişilerin kendilerinin doldurduğu anket üzerinden toplanmıştır. Tekrarlı ölçümler varyans analizleri, yöneticilerin örtülü zeka teorilerinin ve amaca yönelimlerinin hedef tiplerine verdikleri önem üzerinde etkisi olmadığını göstermiştir. Çalışanından yüksek performans beklentisi olan yöneticiler çalışanı için zor hedefleri en uygun bulurken, çalışanından düşük performans beklentisi olan yöneticiler çalışanı için kolay hedefleri en uygun bulmuştur. Örtülü zeka teorisinin ve amaca yönelimin, performans beklentileri ve hedef çeşidi uygunluğu arasındaki ilişkide biçimleyici değişkenler olarak bir etkilerinin olmadığı bulunmuştur. Bu sonuç, hedef belirleme sırasında yöneticilerin kişisel inanışlarını çalışanlarına yansıtmadığını, onun yerine çalışanları için olan performans beklentilerinin etkili olduğunu göstermiştir. Çalışmanın yayına ve uygulamaya yönelik katkıları tartışılmıştır.

Anahtar sözcükler: Örtülü zeka teorisi, amaca yönelim, performans beklentisi, hedef uygunluğu, hedef önemi.

DEDICATION

To my father

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HR	Human Resources

Chapter 1

INTRODUCTION

1.1 The Aim of the Present Study

In today's business world, goals that are assigned by managers to subordinates have important implications for the performance of employees at all levels in the company. The managers can assign different kinds of goals, which vary according to the goal difficulty levels and/or the goal types. In the present study; 'goal level' refers to the easy and difficult goals; 'goal type' refers to the learning and performance goals; 'goal kind' refers to the challenging-learning, easy-learning, challenging-performance, and easy-performance goals. Goal difficulty is defined as "a certain level of task proficiency measured against a standard" (Locke & Latham, 1990, p. 26). Goals may have objective difficulty levels judged by experts on a task. Aside from goal level, the literature on goals suggested two general goal types: learning goals, and performance goals. Locke and Latham (1990, p. 95-97) defined a learning

goal as “the desire to discover strategies and to learn how to perform a task”, and a performance goal as “the desire of attaining a specific standard of proficiency on a given task, usually within a certain time”.

Much research on goal setting (Brown, Jones, & Leigh, 2005; Tang & Reynolds, 1993; Von Bergen & Soper, 1996; Whittington, Goodwin, & Murray, 2004; see, Locke & Latham, 1990 for other research reviews) has examined the relationship between assignment of goals and performance, by focusing on the goals’ difficulty levels. According to research on Locke’s (1968) goal setting theory, difficult goals lead to higher performance than easy goals (see, Locke & Latham, 1990; Mento, Steel, & Karren, 1987; Tubbs, 1986 for reviews). More recently, some studies (Seijts & Latham, 2001; Winters & Latham, 1996) showed that goal level-performance relationship might depend on the type of goal and knowledge of the performer. These researchers showed that when people had the requisite knowledge, people who were assigned specific, challenging-performance goals achieved higher performance than people with specific, learning goals. On the other hand, when people lacked the requisite knowledge, people who were assigned specific, challenging-learning goals achieved the highest performance than people with specific, challenging-performance goals or ‘do your best’ goals.

Compared to the emphasis on goal-performance relationship, goal setting literature is relatively silent about the factors affecting managers’ goal assignment

decisions. Given that in many organizations, especially those which adopted some variant of a management by objective (MBO) program, the goals one is supposed to accomplish are decided or approved by a higher up manager, it is important to understand the factors that may have an effect on those decisions. More specifically, this research is motivated to examine the situational (e.g., performance expectation) and individual factors (e.g., implicit intelligence theory, achievement goal orientation) that influence the kind of goal (challenging vs. easy, and performance vs. learning) that a manager assigns to his / her subordinate.

One factor that affects managers' goal choice is the managers' performance expectation of their subordinates. According to Eden's (1984; 1990) self-fulfilling prophecy model, managers' performance expectations of subordinates, whether managers are aware of it or not, influence subordinates' performance. In specific, Eden (1984; 1990) suggested that when a manager expects a subordinate to perform well, the manager assigns challenging goals, whereas when a manager expects a subordinate to perform poorly, the manager assigns easy goals.

Besides performance expectations, which are mainly driven by the situation (e.g., past performance of others), another factor that may also affect managers' goal assignment decisions is expected to be managers' implicit theory of intelligence. Dweck (1999) stated that the implicit theory of intelligence is about the beliefs people hold about the nature of intelligence. There are two general kinds of implicit theory of

intelligence. A person, who holds that intelligence is fixed, and cannot be increased by effort, is said to be an "entity theorist". On the other hand, a person, who holds that intelligence can be increased by effort, is said to be an "incremental theorist". In the past studies (Bandura & Dweck, 1985; Dweck, Tenney, and Dinces, 1982; Leggett, 1985), the entity theorists were found to prefer for the tasks that they choose for themselves "performance goals" (reviewed in Dweck, 1999). In contrast, the incremental theorists were found to prefer "learning goals".

Even though the personal goal preferences of entity and incremental theorists have been examined, there is no research up to date investigating the effects of managers' implicit theory of intelligence on their goal assignments to subordinates. Does whether a manager believes that intelligence is fixed or can be improved have a significant impact on the manager's goal choice for his / her subordinates?

Another individual-based factor that is expected to have an impact on managers' goal choice is managers' achievement goal orientation. An achievement goal is defined as the purpose of or reason for task engagement (Maehr, 1989), and "the specific type of goal adopted is posited to create a framework for how individuals interpret and experience achievement settings" (Elliot, 1999, p.169). According to Elliot and McGregor's (2001) 2×2 achievement goal framework, there are four goal orientations: mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance. People with mastery-approach orientation

focus on the development of skills and learning, understanding the material, or completing a task, whereas people with mastery-avoidance orientation focus on the avoidance of losing skills, forgetting what one has learned, misunderstanding material, leaving a task incomplete, or doing worse than one has done previously. On the other hand, people with performance-approach goal orientation focus on doing better than others, whereas people with performance-avoidance orientation focus on the avoidance of doing worse than others. Although the goal orientation of individuals who are responsible for reaching the goal has been examined, there is no research up to date investigating the relationship of goal orientation of managers with the types of goals they assign for others.

Therefore, the aim of the present study is to investigate the relationship between the managers' implicit intelligence theories, achievement goal orientations, and performance expectations on the one hand, and the kinds of goals that they find more appropriate to assign to their subordinates, on the other. The present study investigated this relationship in a simulation where participants, acting as managers, made judgments about the appropriateness of goals for a fictitious subordinate.

1.2 Expected Contributions of the Present Study to the Literature

Much research (Braten & Stromso, 2004; Hong, Chiu, Dweck, Lin, & Wan, 1999; Spinath, Spinath, Riemann, & Angleitner, 2003; see, Dweck, 1999 for other

research reviews) in the past has examined the effects of implicit intelligence theories of students via studies in academic settings. The present study aims to apply the framework of implicit intelligence theories of individuals to the goal assignments in business settings. In particular, this study differs from most of the previous studies in the following respect. The present study aims to investigate the impact of these intelligence theories not on the managers' goal choice for themselves but rather on their goal assignments to their subordinates.

Eden's (1990) self-fulfilling prophecy model explained the effect of managers' expectations (low vs. high) on the goals that they assigned to their subordinates; however, the effects of implicit intelligence theories of managers were not included in Eden's model. In the present study, the effects of both the implicit intelligence theories of managers and their performance expectations from subordinates are examined. This allows asking new research questions; for example, what kind of goal does an incremental manager find more appropriate to assign to a subordinate of whom he / she has low expectations? Second, the implicit intelligence theories bring in goal "types" (performance vs. learning goals) in addition to the goal "levels" (easy vs. difficult) that were used in previous studies. This also allows broadening the set of goal dimensions with respect to which the main relationship between the manager's expectations and their goal assignments can be studied.

Moreover, in the present study, it is expected that the achievement goal orientation mediates the relationship between the implicit theories of intelligence of managers and the goal types that they place more importance. In addition, the present study aims to apply the 2 × 2 achievement goal orientation framework (i.e., mastery-approach, mastery-avoidance, performance-approach, performance-avoidance goal orientations) to the goal assignments in business settings. In the later part of the present study, instead of the implicit intelligence theories, the achievement goal orientations of managers are examined as a moderator in the relationship between the performance expectations and the appropriateness of goals to assign to subordinates. This allows asking new research questions; for example, what kind of goal does a mastery-approach oriented manager find more appropriate to assign to a subordinate of whom he / she has high expectations?

1.3 Expected Contributions of the Present Study to Practice

The present study is also expected to make contributions to practice. The important role of managers' implicit intelligence theories, and their achievement goal orientations in goal assignment is the focus of the present study. These pre-existing mental schemas, which are reflected to the subordinates through goal assignment, can influence the performance of the subordinates, and in turn, influence the worker productivity in the company.

In the present study, it is anticipated that incremental theorists, and also mastery-approach goal oriented managers will assign learning goals to others. In contrast, it is expected that entity theorists, and also performance-avoidance and mastery-avoidance goal oriented managers will assign performance goals to others. The importance of these assertions is that if they are true, then the results will shed new light on criteria for manager selection in alignment with the company's desired culture: if a company wants to have a learning oriented culture, incremental implicit theory and mastery-approach goal orientation may be a useful screening criterion for manager selection. In contrast, if an organization wants to have a performance goal oriented culture, entity implicit theory, and performance-avoidance and mastery-avoidance goal orientation may be a useful screening criterion. By creating a match between the company's culture and the manager, the manager will assign goals, which are appropriate to the company's culture, and as a result, the productivity of the company may increase.

Moreover, managers' expectations of their subordinates could be raised through training programs. According to Eden's (1990) self-fulfilling prophecy model, when managers have high expectation of their subordinates, then the managers provide positive leadership behaviors (such as giving constructive feedback, assigning challenging goals) to the subordinates. In addition, in the present study, it is anticipated that when an incremental or a mastery-approach oriented manager has high expectations of a subordinate, the manager finds challenging-

learning goals to be more appropriate to assign to the subordinate. Therefore, if a company wants to have a learning oriented culture in which the challenging goals are fostered, then, first, the company should give priority to the selection of incremental or mastery-approach oriented managers. Second, after hiring these types of managers, the managers' expectations of their subordinates could be raised through Pygmalion leadership training programs (Eden, 1990; Eden, Geller, Gewirtz, Gordon-Tener, Inbar, Liberman, Pass, Salomon-Segev, & Shalit, 2000). As a result, when the incremental or mastery-approach oriented managers hold high expectations of a subordinate, a positive relationship between the manager and the subordinate will be developed, which is likely to result in higher subordinate performance.

1.4 The Research Questions

The present study addresses the following questions:

1. Following Dweck's (1999) implicit theory of intelligence, what is the relationship between managers' implicit theory of intelligence and the importance that they give to goal types (learning versus performance)?
2. Does the managers' achievement goal orientations mediate the relationship between their implicit theory of intelligence and the importance of goal types?
3. Following Eden's self-fulfilling model (1990), what is the relationship between managers' performance expectations of subordinates (high versus

low) and the appropriateness of goal difficulty levels to be assigned (easy versus challenging) to the subordinates?

4. What are the effects of managers' implicit intelligence theories (entity versus incremental) and their achievement goal orientations as a moderator in the relationship between the performance expectations of their subordinates (high versus low) and the appropriateness of goal kinds to assign to the subordinates (challenging-learning goal, challenging-performance goal, easy-learning goal, and easy-performance goal)?

Chapter 2

LITERATURE REVIEW

The goal of the present study is to investigate the relationship between the managers' implicit intelligence theories, performance expectations and achievement goal orientations on the one hand, and the kinds of goals that they find more appropriate to assign to subordinates, on the other.

2.1 Goal Setting: An Overview of the Literature

A goal is defined as "the object or aim of an action" (Latham, 2004, p.126). Most of the research on goal setting (Brown, Jones, & Leigh, 2005; Tang & Reynolds, 1993; Von Bergen & Soper, 1996; Whittington, Goodwin, & Murray, 2004; see, Locke & Latham, 1990 for a review) have investigated the goal difficulty, which is defined as "a certain level of task proficiency measured against a standard" (Locke & Latham, 1990, p. 26). In research, the goal difficulty level is determined as easy, moderate, or difficult by conducting a pilot study (Martin, Snell, & Callahan,

1999). For example, a goal might be determined as difficult if it is one or two standard deviations above the mean of the pilot group's performance, or by expert judgment.

Locke (1968) developed a goal setting theory, which focuses on the relationship between goals and task performance. According to the theory, difficult goals lead to higher performance than easy goals, and specific difficult goals lead to higher performance than no goals or do your best goals. In addition, Locke mentioned that in assigned goal conditions, the difficult goals should be understood and accepted by the person to result in higher levels of performance. In support of Locke's (1968) goal setting theory, many studies on goal setting (see, Locke & Latham, 1990; Mento, Steel, & Karren, 1987; Tubbs, 1986 for reviews) have shown that difficult, specific goals lead to higher performance than easy, vague, or do your best goals.

Even though much research on goal setting showed that setting specific, challenging goals resulted in higher performance, some studies (Kanfer & Ackerman, 1989; Seijts & Latham, 2001; Winters & Latham, 1996) found that setting specific, challenging goals could have a detrimental effect on performance. Kanfer and Ackerman (1989) found that when people do not have the requisite knowledge to perform a task effectively, their performance decreases when a specific, challenging goal is set. They argued that when people are in a learning mode, goal setting distracts people's attention. Winters and Latham (1996) suggested that Kanfer and

Ackerman's (1989) findings could be explained by focusing on the type of goal that was set. There are two main goal types: learning goal and performance goal. Previous research (Locke & Latham, 1990, p. 95-97) has defined the learning goal as "the desire to discover strategies and to learn how to perform a task"; whereas defined the performance goal as "the desire of attaining a specific standard of proficiency on a given task, usually within a certain time".

Winters and Latham (1996) showed that when people had the requisite knowledge, people with specific, challenging-performance goals had higher performance than people who were assigned specific, challenging-learning goals or people who were urged to do their best. However, when people lacked the requisite knowledge, people who were assigned specific, challenging-learning goals had the highest performance than people with specific, challenging-performance goals or 'do your best' goals. Seijts and Latham (2001) replicated this finding.

Recently, Seijts, Latham, Tasa, and Latham (2004) integrated goal setting and goal orientation literature. They replicated Winters and Latham's (1996) finding, that is, when a situation requires knowledge acquisition, setting specific, challenging-learning goals is associated with higher performance. Further, they showed that goal orientation predicted performance when the goal was a 'do your best' goal. That is, when people are urged to do their best on a task, a learning goal orientation correlated

positively with performance, whereas a performance goal orientation correlated negatively with performance.

In short, theory and research on goal setting are quite clear on what kind of goals are needed for higher performance under varying conditions. On the other hand, this body of literature has relatively little to say about the goal assignment process. The goal assignment process involves the choice of a goal or set of goals for the accomplishment of the broader organizational objectives from a pool of goals. This choice generally involves two types of judgments: 1) the relative importance of goals (i.e., which goals should be given more/less priority?), 2) the relative appropriateness of goals for the person who will be responsible from the accomplishment of the assigned goal (i.e., which goal(s) is/are most appropriate for this subordinate?).

The first judgment, the relative importance of goals, is made in the light of the broader organizational objectives. Given broader objectives such as entering into new markets, developing internal organization, priority may be given to learning goals, which will help in the development of new strategies and discovering new ways to perform. On the other hand, if broader objectives point to higher standards of proficiency such as growing by increasing market share, priority in goal assignment may be on performance goals, which will help in the achievement of those higher standards.

In general though, multiplicity of broader organizational objectives would require the accomplishment of both learning and performance goals at the same time and prioritizing different goals may be a more subjective judgment than it seems. Given multiple, ambiguous, and at times conflicting organizational objectives, the judgment of relative importance of goals is more likely to be influenced by the characteristics of the manager who is responsible from the judgment. In the present study, two such characteristics will be examined for their effects on the perceived importance of goals: implicit theories of intelligence and achievement goal orientations. These two characteristics can also impact judgments of appropriateness of goals for others. In addition to the individual characteristics of the person who assigns the goals, the characteristics of the person who receives the goals are expected to play a significant role in the appropriateness judgments. Specifically, past performance of the assignees is expected to create expectations for their future performance and those expectations in turn are used as input in the appropriateness judgments by the assigners.

Therefore, as shown below in Figure 2.1, first, the present study will investigate the perceived importance of goal types to managers, by focusing on the managers' implicit intelligence theory and achievement goal orientation. Second, as shown below in Figure 2.2, the present study will investigate the effects of managers' implicit intelligence theory and achievement goal orientation as a moderator in the

relationship between managers' performance expectations for their subordinates and the appropriateness of goal kinds to assign to subordinates.

Figure 2.1

First model of the present study

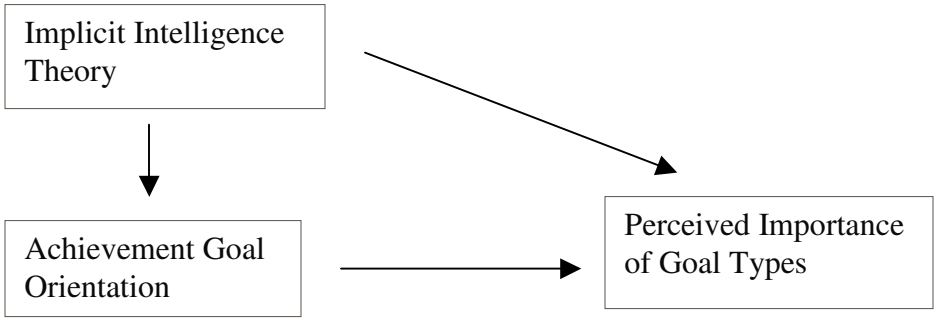
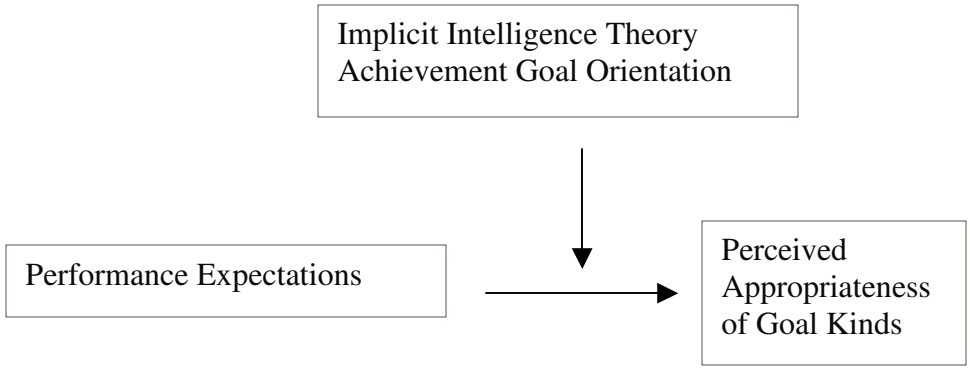


Figure 2.2

Second model of the present study



2.2 Perceived Importance of Goal Types

2.2.1 Relationship between Implicit Theory of Intelligence and the Perceived Importance of Goal Types

As mentioned in section 2.1, there are two main goal types: learning goal and performance goal. Dweck and Elliott (1983; Elliott & Dweck, 1988) mentioned that a performance goal involves demonstrating and proving ability, whereas a learning goal involves acquiring new knowledge and skills.

In her book titled 'Self-Theories: Their Role in Motivation, Personality, and Development', Dweck (1999) summarized numerous studies that she and her colleagues have conducted over the past 20 years by mainly focusing on students' implicit intelligence theories. Dweck and her colleagues (Bandura & Dweck, 1985; Dweck, Tenney, & Dinces, 1982) showed that a person's implicit theory of intelligence influences what type of goal a person pursues (reviewed in Dweck, 1999). Implicit theories of intelligence are beliefs about the nature of intelligence. Two types of implicit intelligence theories are suggested: "entity (fixed) theory", and "incremental (malleable) theory". Entity theorists believe that intelligence is a fixed trait and cannot be changed, whereas incremental theorists believe that intelligence is not a fixed trait, and can be enhanced through effort (Dweck, 1999).

According to research by Dweck and her colleagues, people who hold the entity theory of intelligence prefer and engage in easy, low-effort tasks. They want to look smart and outperform others. They do not like challenging tasks, and see challenges as a threat to their self-esteem. When these people are faced with difficulty or setbacks, they question their intelligence. On the other hand, people who hold the incremental theory of intelligence like difficult, high-effort and challenging tasks. They see easy tasks as a waste of time. They value effort and learning. They believe that with effort and guidance, one can be successful (Dweck, 1999).

Several studies (Bandura & Dweck, 1985; Leggett, 1985) showed that students' intelligence theories predict their goal choices for themselves (reviewed in Dweck, 1999). In a study with fifth and sixth grade children, Bandura and Dweck (1985) found significant relationship between students' implicit intelligence theories and their goal choices: Holding a fixed theory of intelligence oriented students toward performance goals, whereas holding an incremental theory of intelligence led students toward learning goals. Leggett (1985) replicated these findings, and found that students' implicit theories are predictors of their goal choices. Further, Dweck, Tenney, and Dinces (1982) examined the causal relationship between implicit intelligence theory and goal choice by manipulating students' implicit intelligence theories primed by reading a passage on the nature of intelligence (reviewed in Dweck, 1999). They found that students who read the incremental passage were significantly more likely to select to pursue learning goals than students who read the

entity passage, whereas students who read the entity passage were significantly more likely to adopt performance goals than students with incremental passage. Dweck et al. (1982) suggested that the incremental intelligence theory made the students value tasks that would help them develop their ability, whereas entity intelligence theory made the students concern about performing and looking smart, and led them toward tasks in which they can look smart and outperform others.

Although Dweck's research used mainly student samples, it is possible that these findings would be generalized to other settings such as the workplace and employees. There are two main differences between students and employees. First, the two populations differ in their settings. Students' setting can be characterized as a learning environment, whereas employees' environment can be characterized by performance. Second, students unlike employees are working towards personal goals and not organizational goals. However, such differences are not always clear-cut as employees can easily adopt learning goals, especially in learning organizations (Senge, 1990), and they can internalize and feel ownership for their goals.

Therefore, in line with Dweck and her colleagues' studies, the present research aims to investigate the relationship between managers' implicit theory of intelligence and the importance of goal types to them. In the present study, it is anticipated that incremental managers' concern about learning and improving their ability will make them give more importance to learning goals than performance

goals. The incremental people will not give importance to performance goals when they are free to choose, because these people are not interested in looking smart, instead they want to get smarter. In contrast, entity theorists are concerned about looking smart, outperforming others, and not interested in learning new things and developing themselves. Therefore, in the present study, it is expected that entity managers will more likely to give more importance to performance goals than learning goals.

Hypothesis 1a: Managers, who hold the incremental theory of intelligence, are more likely to see learning goals to be more important than performance goals.

Hypothesis 1b: Managers, who hold the entity theory of intelligence, are more likely to see performance goals to be more important than learning goals.

2.2.2 Achievement Goal Orientation as a Mediator in the Relationship Between the Implicit Theory of Intelligence and the Perceived Importance of Goal Types

In the present study, after investigating the relationship between implicit theory of intelligence and the perceived importance of goal types, achievement goal orientation will be examined as a mediator in this relationship. In this section, first, achievement goal orientation literature will be reviewed. Second, the relationship

between implicit theory of intelligence and achievement goal orientation will be explained, and two hypotheses will be stated. Third, the role of achievement goal orientation as a mediator in the relationship between implicit theory of intelligence and goal types will be described, and two hypotheses will be stated.

2.2.2.1 Achievement Goal Orientation

An achievement goal is defined as the purpose of task engagement (Maehr, 1989), and "the specific type of goal adopted is posited to create a framework for how individuals interpret and experience achievement settings" (Elliot, 1999, p.169). Achievement goal theorists commonly identified two goal orientations: mastery and performance goal orientations. People who pursue mastery goals have a purpose of developing competence by acquiring new knowledge and skills, whereas people who pursue performance goals have a purpose of demonstrating competence relative to others (Ames & Archer, 1988; Dweck, 1986)*.

Dweck and Leggett (1988) suggested that people, who pursue mastery goals, try to improve their skills, value effort, prefer challenging tasks, and persist in the face of failures or setbacks. However, people, who pursue performance goals, try to

* Different researchers have used different labels for these two goal types. Mastery goals are labeled as learning goals by Dweck (1986), and labeled as task involvement goals by Nicholls (1984). In contrast, performance goals are labeled as ego involvement by Nicholls, and Dweck used the same label, performance goals.

validate their ability, outperform others, not engage in challenging tasks (because it threatens demonstration of their ability), and see effort as lack of ability, and withdraw in the face of failure. However, as long as these individuals perform well and not face with failure, they demonstrate adaptive behaviors.

Elliot and his colleagues (Elliot & Church, 1997; Elliot & Harackiewicz, 1996) revised the mastery-performance dichotomy, and proposed a trichotomous achievement goal framework. The mastery goal construct remained the same, but they partitioned the performance goal construct into two: performance-approach, and performance-avoidance goals. People, who pursue performance-approach goal, try to demonstrate competence compared to others, whereas people, who pursue performance-avoidance goal, try to avoid demonstrating incompetence (Elliot & Church, 1997).

Elliot (1999) reviewed the research that has been conducted on the consequences of pursuing different achievement goals. The results of this review show that, students, who pursue mastery goals, show effort and a challenge-related affect while studying, and are willing to seek help with schoolwork, persistent while studying, and show self-regulated learning. Students, who pursue performance-avoidance goals, show distraction, procrastination, and a threat-related affect while studying, have disorganized studying, show less self-regulated learning, show anxiety (emotionality and worry) prior to and during evaluation, and have poor performance.

Students, who pursue performance-approach goals, show both positive and negative consequences. The positive consequences are: effort and a challenge-related affect while studying, persistence in studying, calmness during evaluation, and high performance. The negative consequences are: unwillingness to seek help with schoolwork, and test anxiety (emotionality only) during evaluation.

Recently, Elliot and McGregor (2001) developed and tested the 2×2 achievement goal framework. In addition to the separation of performance goals into approach and avoidance orientations, they also partitioned the mastery goals into mastery-approach and mastery-avoidance orientations. Individuals with mastery-approach goals focus on the development of their skills and learning, understanding the material, or completing a task, whereas those with mastery-avoidance goals focus on the avoidance of losing their skills, forgetting what they have learned, misunderstanding material, leaving a task incomplete, or doing worse than they have done previously.

The researchers (Elliot & McGregor, 2001) also investigated the antecedents of each goal orientation. The antecedents of mastery-approach goal orientation are overall need for achievement, work mastery, self-determination, competence valuation, and perceived class engagement; whereas the antecedents of mastery-avoidance goal orientation are fear of failure, entity theory, competence valuation, and perceived class engagement. The antecedents of performance-approach goal

orientation are overall need for achievement, competitiveness, fear of failure, and competence valuation; whereas the antecedents of performance-avoidance goal orientation are fear of failure, entity theory, and competence valuation.

2.2.2.2 The Relationship between Implicit Theories of Intelligence and Achievement Goal Orientation

As mentioned in section 2.2.1, the research showed that one of the antecedents of achievement goal orientation is the belief that people hold about their own intelligence (Bandura & Dweck, 1985; Dweck, Tenney, & Dinces, 1982; Leggett, 1985, see, Dweck, 1999 for reviews). Dweck's research findings revealed that holding entity theory of intelligence oriented people toward performance goals, whereas holding incremental theory of intelligence oriented people toward learning goals. In these studies, Dweck and her colleagues tested the learning - performance dichotomy.

Elliot and McGregor (2001) investigated the relationship between domain-general implicit theory and 2×2 achievement goal orientation framework. They found that entity theory was a positive predictor of mastery-avoidance, and performance-avoidance goal orientation. On the other hand, the researchers could not find a significant relation between incremental theory and mastery-approach goal orientation.

Based on these previous studies, in the present research, the relationship between implicit intelligence theory and achievement goal orientation will be investigated through two hypotheses. People with mastery-approach goal orientation are focused on the development of skills and learning, and interested in difficult tasks. Therefore, it is anticipated that an incremental manager, who values learning and prefers challenging tasks, will more likely to have a mastery goal orientation, so that he / she can focus on the development of new skills, and learning. On the other hand, people with performance-approach goal orientation try to demonstrate competence compared to others, focus on doing well and displaying their ability. Even though these people are interested in difficult tasks, they are not concerned with learning and developing themselves. Therefore, an incremental manager, who is interested in developing himself / herself, is not expected to have a performance-approach goal orientation.

On the other hand, consistent with Elliot and McGregor's (2001) findings, in the present study, it is anticipated that entity managers will more likely to have either mastery-avoidance goal orientation or performance-avoidance goal orientation. Entity theorists prefer and engage in easy, low-effort tasks. They are concerned with the success of their performance, but not interested in learning. People with performance-avoidance goal orientation try to avoid demonstrating incompetence, have fear of failure, and prefer easy goals. In addition, people with mastery-avoidance goal orientation avoid losing their skills, forgetting what they have learned, or doing worse

than they have done previously. So, mastery-avoidance goal oriented people's fear of forgetting or losing their skills may prevent them from developing their skills, and may lead them to pursue easy goals to avoid doing worse than before. Therefore, in the present study, it is expected that an entity manager will either have a mastery-avoidance goal orientation to avoid forgetting or losing his / her skills, or have a performance-avoidance goal orientation to avoid demonstrating incompetence.

Hypothesis 2a: A manager, who holds the incremental intelligence theory, is more likely to have a mastery-approach goal orientation than a mastery-avoidance, performance-approach, and performance-avoidance goal orientation.

Hypothesis 2b: A manager, who holds the entity intelligence theory, is more likely to have either a mastery-avoidance goal orientation or a performance-avoidance goal orientation than a mastery-approach, and performance-approach goal orientation.

2.2.2.3 Achievement Goal Orientation as a Mediator

In section 2.2.2.2, the implicit theory of intelligence is proposed as a predictor of achievement goal orientation. Further, the present study will investigate the achievement goal orientation as a mediator between the implicit theory of intelligence

and the perceived importance of goal types relationship. Two hypotheses are presented to investigate this mediation.

It is anticipated that managers' implicit intelligence theories will have an impact on their achievement goal orientations, and in turn, managers' achievement goal orientations will influence the importance they give to goal types. As reviewed in section 2.2.1, and hypothesized in 2.2.2.2, incremental theorists are more likely to be mastery-approach goal oriented, and entity theorists are more likely to have either mastery-avoidance or performance-avoidance goal orientation. Therefore, based on previous literature, and hypotheses of the present study, it is expected that the mastery-approach oriented managers will perceive learning goals as more important because of their desire in acquiring new knowledge and skills. On the other hand, because people, who are either mastery-avoidance or performance-avoidance goal oriented, prefer easy tasks, and are not interested in learning, in the present study it is anticipated that these people will more likely to give more importance to performance goals.

Hypothesis 2c: A manager, who holds the incremental intelligence theory, is expected to have a mastery-approach goal orientation, and, in turn, is expected to see learning goals to be more important than performance goals.

Hypothesis 2d: A manager, who holds the entity intelligence theory, is expected to have either a mastery-avoidance or performance-avoidance goal orientation, and, in turn, is expected to see performance goals to be more important than learning goals.

2.3 Perceived Appropriateness of Goal Levels and Goal Kinds

After investigating the perceived importance of goal types, in this section, the goal levels, and the kinds of goals that managers perceive as more appropriate to assign to subordinates will be investigated. First, the effects of managers' performance expectations for subordinates on the perceived appropriateness of goal level will be examined. Second, the effects of managers' implicit intelligence theory, and their achievement goal orientation will be examined as a moderator in the relationship between managers' performance expectations for subordinates and the perceived appropriateness of goal kinds for subordinates, respectively.

2.3.1 Relationship between Performance Expectations and the Perceived Appropriateness of Goal Levels

Even though goal setting research (see, Locke & Latham, 1990 for review) has focused on the goal assignment and performance relationship, the goal setting researchers have not investigated the factors affecting managers' choice of goals for

subordinates. One factor that affects managers' goal choice is their performance expectations of their subordinates. According to Eden's (1984; 1990) self-fulfilling prophecy model, when managers expect a subordinate to perform well, the manager assigns challenging goals, whereas when managers expect a subordinate to perform poorly, the manager assigns easy goals. Therefore, in line with the self-fulfilling prophecy model and the related Pygmalion leadership theory (Lord & Maher, 1991; Rosch, 1978), the present study aims to investigate the relationship between performance expectations and the perceived appropriateness of goal levels.

The research on the impact of expectations started with Merton. In 1948, Merton introduced the term 'self-fulfilling prophecy' (SFP) in his published essay in the Antioch Review. He explained SFP in three stages. In the first stage, a person has a false belief that a certain event will take place. In the second stage, this expectation (prophecy) leads the person to perform a new behavior, which will not occur in the absence of this expectation. In the third stage, the expected event takes place; therefore the expectation (prophecy) is fulfilled.

Rosenthal and Jacobson (1968) were the first to demonstrate the SFP experimentally in their 'Pygmalion in the Classroom' experiment. Their results indicated that raising teacher expectations about student performance increased students' achievement. Rosenthal and Jacobson labeled this phenomenon as 'Pygmalion effect'.

Even though Pygmalion effect was first demonstrated in a classroom setting, later this setting was expanded, and Pygmalion studies were conducted in different work-related settings such as factories (e.g. King, 1971), and the military (e.g. Eden & Shani, 1982; Crawford, Thomas & Fink, 1980). Livingston (1969) was the first who published a discussion in Harvard Business Review about Pygmalion effect in management. He suggested that managers' expectations of subordinates and the way they treat them influences subordinates' performance and career progress.

The first field experiment about Pygmalion effect in an organizational setting was conducted by King (1971). The next field experiments about Pygmalion effect were conducted by Eden and his colleagues (Eden & Ravid, 1982; Eden & Shani, 1982) in a military setting in Israel. Eden and Shani's (1982) results revealed that instructors' high expectations for a group of trainees lead them to provide better leadership to that group, which in turn increase these trainees' performance. Eden and Ravid (1982) conducted a study in which they investigated the Pygmalion effect, and further, tested the hypothesis that raising a person's self-expectation would lead to increase in performance (later this process was labeled as Galatea). Their results revealed that raising instructors' expectations and trainees' self-expectations influenced the performance significantly, where self-expectations mediated the Pygmalion effect.

Some researchers (Babad, Inbar & Rosenthal, 1982; Davidson & Eden, 2000; Oz & Eden, 1994) studied the Golem effect, the negative version of Pygmalion. Golem effect occurs when low leader expectation results in decreased subordinate performance. Babad, Inbar and Rosenthal (1982) were the first to demonstrate the Golem effect nonexperimentally. They conducted a study between teachers and students to investigate the effects of both high and low expectations. They found that teachers' high expectations toward high-expected group lead these students to perform better than others, whereas teachers' low expectations toward low-expected group lead these students to perform significantly worse than others. Babad and his colleagues named the effect of low expectations on performance as 'Golem effect'.

Oz and Eden (1994) studied the Golem effect experimentally, and ethically by preventing natural formation of low expectations toward low scorers. They informed one group of leaders (experimental group) that low scores on a physical fitness test is not a sign of inadequacy, whereas they did not informed the other group of leaders (control group) about how to interpret the low scores. The results indicated that low-scored personnel in the experimental group improved more than the low scorers in the control group, and were more satisfied, and rated their leaders more favorably.

Based on his previous studies, Eden (1984) developed a self-fulfilling prophecy model at work. Later, in 1990, he explained this model in detail in his book called 'Pygmalion in Management: Productivity as a Self-Fulfilling Prophecy'.

According to this model, managers' performance expectations of subordinates, whether managers are aware of it or not, influence subordinates' performance. The model starts with manager expectations. When a manager expects a subordinate to perform well, the manager provides better leadership, which increases the subordinate's self-efficacy, resulting in the subordinate's increased effort and increased performance (Pygmalion effect). However, when a manager expects a subordinate to perform poorly, the manager provides less favorable leadership, which demotivates and decreases the subordinate's self-efficacy, resulting in less effort and decreased performance (Golem effect).

According to the model, the managers communicate their performance expectations to their subordinates by their leadership styles and other managerial behaviors. The set of behaviors that managers provide to subordinates when they have high expectations of them is defined as 'Pygmalion leadership style'. Pygmalion leadership style consists of four factors, which are explained by Rosenthal (1973) as mediating factors in the Pygmalion effect. Eden (1990) explained Rosenthal's (1973) four factors (which were appropriate for classroom context) in a manner that is appropriate for the work context. The first factor is the socioemotional climate. This factor consists of nonverbal managerial behaviors such as looking in the eye of subordinate, smiling, nodding approvingly, and voicing warmth. The manager conveys his/her high expectations to subordinates by performing these behaviors; and at the same time these behaviors create a supportive climate. The second factor is

feedback. The manager, who has high expectations of a subordinate, provides more feedback to that subordinate. In contrast, the manager provides less or no feedback when he/she has low expectations of a subordinate. The third factor is input. This factor focuses on training the subordinate and doing investments in the subordinates. This factor consists of managerial behaviors such as spending an extra hour with the subordinate, and providing additional information. The fourth factor is output. The manager provides opportunities, *such as assigning challenging tasks*, to subordinates to show what they can do. At the same time those kinds of opportunities indicate the managers' confidence in the subordinate.

Further, Eden (1990; 1992) suggested several Pygmalion leadership strategies for creating productive SFP. One of these strategies is setting challenging goals, which are reflections of managers' high expectations. Eden suggested that setting challenging goals raises subordinates' expectations, which in turn, increases the subordinates' performance. On the other hand, setting easy goals produces a Golem effect. When easy goals are set, the subordinates think that little is expected of them, and so the subordinates decrease their effort. Briefly, according to Eden's (1984; 1990) self-fulfilling prophecy model at work, managers assign challenging goals when they have high performance expectations of a subordinate, whereas managers assign easy goals when they have low performance expectations of a subordinate.

In addition, the role of subordinate performance expectations in goal assignment can be understood using an information processing perspective (Lord & Maher, 1991). According to Rosch's (1978) categorization theory, there are two steps while people process information about others. First, people categorize others based on their similarity or dissimilarity to the prototypical characteristics of a category. Second, after the categorization occurs, schemas guide further information processing. Schemas are knowledge structures in memory that people use to understand, interpret, and integrate environmental information (Lord & Maher, 1991). The types of schemas are scripts, plans, categories, implicit theories, and prototypes.

The categorization theory has been applied to the performance appraisal setting by Feldman (1981). According to Feldman's theoretical framework, schematic processing occurs during performance appraisal. The raters process information based on their schemas of ratees, and ignore the ratees' actual observed behaviors. In line with the categorization theory, first, raters categorize the ratees as good or poor performers and later process information based on their schemas for a good or a poor performer. For example, if a ratee is categorized as a good performer, then the raters encode and retrieve information consistent with the prototypic traits and behaviors of a good performer (e.g., likes challenges, responsible, persistent).

Moreover, according to Lord and Maher's (1991) behavioral confirmation model, after managers categorize subordinates as an effective performer or ineffective

performer, then the managers' behaviors vary for these two groups. For example, if the leader categorized a subordinate as an effective performer, then the leader would provide participatory supervisory behaviors. The leaders' behavioral responses are elicited automatically when the matched-schema is activated.

When these research findings are applied to the present study, it is anticipated that categorization of a subordinate as a 'good performer' or a 'poor performer' will activate the managers' schema of either good or poor performer during goal assignment to subordinate. In line with Lord and Maher's (1991) behavioral confirmation model and Eden's (1990) self-fulfilling prophecy model, it is expected that a manager with high performance expectation of a subordinate will categorize the subordinate as a 'good performer', and will find challenging goals to be more appropriate to assign to the 'good performer'. On the other hand, a manager with low performance expectation will categorize the subordinate as a 'poor performer', and will find easy goals to be more appropriate to assign to the 'poor performer'. Therefore, to investigate the relationship between performance expectations and the perceived appropriateness of goal levels, two hypotheses are stated.

Hypothesis 3a: Having high performance expectations of a subordinate will lead to higher ratings of appropriateness of challenging goals as opposed to easy goals for that subordinate.

Hypothesis 3b: Having low performance expectations of a subordinate will lead to higher ratings of appropriateness of easy goals as opposed to challenging goals for that subordinate.

2.3.2 Relationship between Performance Expectations and the Perceived Appropriateness of Goal Kinds

In addition to the performance expectations, in the present study, it is anticipated that implicit intelligence theory, and achievement goal orientation are the other factors that affect managers' goal choice for their subordinates. The present study aims to investigate the perceived appropriateness of goal kinds (challenging-learning, easy-learning, challenging-performance, and easy-performance goals) rather than investigating only the perceived appropriateness of goal levels. Therefore, in this section, the effects of managers' implicit intelligence theory, and their achievement goal orientation will be examined as a moderator in the relationship between managers' performance expectations for their subordinates and the perceived appropriateness of goal kinds to subordinates, respectively.

2.3.2.1 Implicit Theory of Intelligence as a Moderator

The present research is conducted to examine the impact of managers' own implicit intelligence theories as a moderator in the relationship between their

expectations for their subordinates' performance and the kinds of goals that they perceive as more appropriate to assign to their subordinates. It is expected that managers will consider challenging or easy goals as more appropriate for a subordinate depending on their performance expectation for that subordinate (low vs. high performance). Furthermore, the perceived appropriateness of a particular goal may vary with respect to its' type (learning vs. performance goal) and this variance can be attributed to the managers' beliefs in the malleability of intelligence.

As Dweck and her colleagues' (Bandura & Dweck, 1985; Dweck, Tenney, & Dinces, 1982) studies show, incremental theorists have a preference for learning goals, whereas entity managers prefer to pursue performance goals (reviewed in Dweck, 1999). Although this research clearly shows that people's self-set goals are related to their implicit theories, it is not clear whether the assignment of goals to others have anything to do with these implicit beliefs. It is possible that the antecedents of self-set goals and assigned goals differ from each other. However, research in social psychology, and more specifically interpersonal perception, suggests that people generally have a tendency to believe that their personal views are shared by others (Ross, Greene, & House, 1977). Ross et al. (1977) suggest that most individuals are "intuitive psychologists" and are systematically and egocentrically biased in their estimates of deviance and normalcy in accordance with their own behavioral choices. This suggests that managers will project their own belief systems to their subordinates when judging the appropriateness of goals for them. In fact,

recent research by Kawada, Oettingen, Gollwitzer and Bargh (2004) on the projection of achievement goals showed that incremental theorists believe that other people would pursue a learning goal rather than a performance goal in the face of achievement problems. These researchers suggested that people project their implicit goals onto others because of the automatic activation of goals. For example, when an incremental theorist confronts with an achievement setting, 'learning goals' become automatically activated. So, the incremental theorist projects his/her learning goals onto others.

The research on nonconscious goal activation (Aarts, Gollwitzer & Hassin, 2004; Bargh, 1990; Bargh, Gollwitzer, Lee-Chai, Barndollar & Trotschel, 2001; Kruglanski, 1996) suggested that goals are knowledge structures, and can be unconsciously activated. According to Bargh and his colleagues (Bargh, 1990; Bargh & Gollwitzer, 1994), goals become chronically accessible through their frequent and repeated pursuit in a specific situation (achievement situation). The repeated activation of a goal will lead to the development of an association between the goal representation and the situation. As a result, without the person's conscious intent, the goal representation will be activated automatically whenever the person confronts with that specific type of situation.

Based on the research on nonconscious goal activation, it can be anticipated that when an incremental manager is setting a goal for himself / herself, the

manager's desire in development and his / her preference for learning goals will activate the mental representation of 'learning goal'. Therefore, during the goal setting situation, whenever the manager is free to choose a goal for himself / herself, the 'learning goal' schema will be activated. As a result, the frequent activation of learning goal will make the 'learning goal' schema chronically accessible in goal setting situations. Higgins and King (1981) suggested that even though schemas are present in a person's cognitive structure, a specific schema might be more accessible during the information processing. The factors that influence the accessibility of a schema are the importance, recency and frequency of the schema used. Therefore, in a goal setting situation, when the incremental manager is assigning a goal to his / her subordinate, because the 'learning goal' schema is more accessible due to the frequent activation (while the manager is self-setting a goal), the 'learning goal' schema will be automatically activated, and so the incremental manager will find learning goals to be more appropriate to assign to the subordinate. In addition, an entity manager's information processing will be the same as the incremental manager's information processing. That is, the entity manager's frequent activation of 'performance goal' schema will lead the entity manager to see performance goals to be more appropriate to assign to his / her subordinate in a goal setting situation.

Even though Kawada et al. (2004) found that people project their goal orientations onto others, they did not investigate whether people assign their own goal preferences to others. Therefore, the present study will try to explain the effects of

performance expectations and implicit intelligence theories on the goal kind that managers find more appropriate to assign to the subordinate.

As mentioned in section 2.3.1, the role of performance expectations in goal assignment could be explained by Rosch's (1978) categorization theory, and Lord and Maher's (1991) behavioral confirmation model. In line with these studies, and Eden's (1990) self-fulfilling prophecy model, in the present study, it is expected that after a manager with high performance expectation categorizes the subordinate as a 'good performer', the 'good performer' schema will be activated, and so, the manager will find challenging goals to be more appropriate to assign to the 'good performer'. On the other hand, if a manager with low performance expectation categorizes the subordinate as a 'poor performer', the 'poor performer' schema will be activated, and so, the manager will find easy goals to be more appropriate to assign to the 'poor performer'.

However, managers' implicit intelligence theories are expected to influence not only the type of goal but also the level of goal that is seen to be appropriate to assign to the subordinate. Dweck (1999) suggested that incremental theorists prefer challenging tasks, whereas entity theorists prefer easy tasks. In line with Dweck's (1999) studies, a manager's frequent activation of goal level (challenging versus easy goal), based on his / her implicit intelligence theory, may lead the manager to find the frequently activated goal level to be more appropriate to assign to the subordinate.

For example, because an incremental manager enjoys and prefers challenging tasks, the manager will set challenging goals for himself / herself whenever he / she is in a goal setting situation. Thereby, the frequent activation of the 'challenging goal' schema will become chronically accessible. So, when the incremental manager is in a goal setting situation for his / her subordinate, then the 'challenging goal' schema will be activated automatically, and the incremental manager will find the challenging goals to be more appropriate to assign to the subordinate. On the other hand, an entity theorist's information processing will be the same as the incremental theorist's processing. That is, the entity manager's frequent activation of 'easy goal' schema will lead to the automatic activation of 'easy goal' schema when the entity manager is in a goal setting situation for his / her subordinate.

This argument suggests that incremental managers will have no problem finding a challenging goal as appropriate for a subordinate that is schematized as a "high performer", and also entity managers will have no problem finding easy goals as appropriate for a subordinate that is schematized as a "low performer." On the other hand, a goal conflict may ensue for an incremental manager if his / her expectation of performance from a subordinate is low (activation of "poor performer" schema), and for an entity manager if his / her performance expectation for a subordinate is high (activation of "good performer" schema). In such conditions judgments of appropriate goal level may depend on the strength of implicit beliefs and/or the stability and strength of performance schema content. If the implicit beliefs

are not strong but schema content is, than one can expect incremental managers to find easy goals more appropriate for a "poor performer", whereas expect entity managers to find challenging goals more appropriate for a "high performer". On the other hand, strong implicit beliefs and but weak or unstable schema content suggest that incremental managers consider challenging goals as more appropriate, and entity managers consider easy goals as more appropriate.

Based on these assertions, to investigate the effects of managers' performance expectations and their implicit intelligence theories, in the present study the following four hypotheses are stated (see Table 2.1).

Table 2.1

The kinds of goals that a manager finds more appropriate to assign to a subordinate as a function of individual's implicit intelligence theory and performance expectation

		PERFORMANCE EXPECTATIONS	
		High	**Low**
IMPLICIT THEORY OF INTELLIGENCE	**Incremental**	Challenging-Learning Goal	Easy-Learning/Challenging-Learning Goal
	Entity	Easy-Performance/ Challenging-Performance Goal	Easy-Performance Goal

Hypothesis 4a:A manager, who holds incremental theory of intelligence, and has high performance expectations of a subordinate, will more likely to see challenging-learning goals to be more appropriate to assign to the subordinate than challenging-performance goals, easy-learning goals, or easy-performance goals.

Hypothesis 4b: A manager, who holds entity theory of intelligence, and has high performance expectations of a subordinate, will more likely to see challenging-performance goals or easy-performance goals to be more appropriate to assign to the subordinate than challenging-learning goals or easy-learning goals.

Hypothesis 4c: A manager, who holds incremental theory of intelligence, and has low performance expectations of a subordinate, will more likely to see challenging-learning goals or easy-learning goals to be more appropriate to assign to the subordinate rather than challenging-performance goals or easy-performance goals.

Hypothesis 4d: A manager, who holds entity theory of intelligence, and has low performance expectations of a subordinate, will more likely to see easy-performance goals to be more appropriate to assign to the subordinate than challenging-learning, challenging-performance, or easy-learning goals.

2.3.2.2 Achievement Goal Orientation as a Moderator

The present research aims to investigate achievement goal orientation as a moderator in the relationship between managers' expectations for their subordinates' performance and the kinds of goals they perceive as more appropriate to assign to them. The moderation effect of achievement goal orientation is explained through the information processing perspective, which is similar to the cognitive process explained in the moderation effect of implicit intelligence theory.

As revealed in Elliot's studies (Elliot & McGregor, 2001; Elliot & Church, 1997; Elliot & Harackiewicz, 1996), and hypothesized in the present research in section 2.2.2.3, people with mastery-approach goal orientation will give more importance to learning goals, whereas people with mastery-avoidance, and performance-avoidance goal orientation will give more importance to performance goals. Besides, it is expected that people with performance-approach goal orientation will be interested in performance goals to display their ability, and do well in tasks.

In addition, some researchers (Lee, Sheldon & Turban, 2003; VandeWalle, Brown, Cron & Slocum, 1999) investigated the relationship between achievement goal orientation and the self-set goal level. VandeWalle, Brown, Cron, and Slocum (1999) investigated the influence of goal orientation on sales performance in a longitudinal study with sales people. They found a positive relationship between

learning goal orientation and sales performance. Moreover, they found that learning goal orientation is positively related to self-set goal level. That is, learning goal oriented sales people set difficult goals for themselves. They mentioned that people with learning goal orientation are concerned with developing their skills. Therefore, learning oriented people will be interested in difficult goals because they will see difficult goals as a challenging opportunity to their personal growth.

Moreover, Lee, Sheldon and Turban (2003) investigated the relationship between performance goal orientation (both approach and avoidance) and the self-selected goal level. They found that performance-approach goal oriented people select difficult goals, whereas performance-avoidance oriented people select easy goals for themselves. They reasoned that people with performance-approach goal orientation are interested in doing well and demonstrating their ability, and are more likely to have self-confidence. So, these people will more likely to set difficult goals because they believe that they can achieve these goals. On the other hand, people with performance-avoidance goal orientation try to avoid looking bad, and are more likely to have low self-confidence. Therefore, they will believe that they may avoid failure if they pursue easier goals.

In short, these studies showed that mastery-approach and performance-approach oriented individuals set difficult goals, whereas performance-avoidance oriented individuals set easy goals for themselves. Even though the relationship

between goal level and mastery-avoidance goal orientation has not been studied directly, Elliot and McGregor (2001) suggested that mastery-avoidance individuals try to avoid losing their skills, forgetting what they have learned, or doing worse than they have done previously. Besides, these people believe in the entity theory. Therefore, it is anticipated that mastery-avoidance oriented individuals' belief in entity theory, and fear of forgetting or losing their skills may prevent these individuals from developing their skills, and may lead them to pursue easy goals to avoid doing worse than before.

Similar to the schema activation process of incremental and entity managers, it is anticipated that when a mastery-approach oriented manager is setting a goal to his / her subordinate, 'learning goal', and 'challenging goal' schema will be automatically activated because of their chronic accessibility due to the frequent usage. For the mastery-avoidance, and performance-avoidance oriented managers, 'performance goal' and 'easy goal' schema will be automatically activated, whereas for the performance-approach oriented managers, 'performance goal' and 'challenging goal' schema will be automatically activated during assigning goals to subordinates.

In line with these arguments, both mastery-approach and performance-approach oriented managers will find challenging goals as appropriate to assign to a subordinate who is schematized as a "high performer". Besides, both mastery-

avoidance and performance-avoidance oriented managers will find easy goals as appropriate to assign to a subordinate who is schematized as a “low performer”. However, when mastery-approach and performance-approach oriented managers are assigning a goal to a “low performer” schematized subordinate, and when mastery-avoidance and performance-avoidance oriented managers are assigning a goal to a “high performer” schematized subordinate, there will be a goal conflict. In that condition, the appropriate goal level will depend on the strength of achievement goal orientations and / or the stability and strength of performance schema content. Therefore, these managers may find either easy or challenging goals as appropriate to assign to the subordinate.

Based on these assertions, as shown below in Table 2.2, eight hypotheses are stated to examine the effect of goal orientation as a moderator on the relationship between performance expectations and the perceived appropriateness of goal kinds to assign to subordinates.

Table 2.2

The kinds of goals that a manager finds more appropriate to assign to a subordinate as a function of individual's achievement goal orientation and performance expectation

		PERFORMANCE EXPECTATION	
		High	**Low**
ACHIEVEMENT GOAL ORIENTATION	**Mastery-approach**	Challenging-Learning Goal	Easy-Learning /Challenging-Learning Goal
	Mastery-avoidance	Easy-Performance /Challenging-Performance Goal	Easy-Performance Goal
	Performance-approach	Challenging-Performance Goal	Easy-Performance /Challenging-Performance Goal
	Performance-avoidance	Easy-Performance /Challenging-Performance Goal	Easy-Performance Goal

Hypothesis 5a: A manager, who has mastery-approach goal orientation and high performance expectations of a subordinate, will more likely to see challenging-learning goals to be more appropriate to assign to the subordinate than easy-learning, challenging-performance, or easy-performance goals.

Hypothesis 5b: A manager, who has mastery-avoidance goal orientation and high performance expectations of a subordinate, will more likely to see challenging-performance goals or easy-performance goals to be more appropriate to assign to the subordinate than challenging-learning, or easy-learning goals.

Hypothesis 5c: A manager, who has performance-approach goal orientation and high performance expectations of a subordinate, will more likely to see challenging-performance goals to be more appropriate to assign to the subordinate than challenging-learning, easy-learning, or easy-performance goals.

Hypothesis 5d: A manager, who has performance-avoidance goal orientation and high performance expectations of a subordinate, will more likely to see challenging-performance goals or easy-performance goals to be more appropriate to assign to the subordinate than challenging-learning, or easy-learning goals.

Hypothesis 5e: A manager, who has mastery-approach goal orientation and low performance expectations of a subordinate, will more likely to see challenging-learning goals or easy-learning goals to be more appropriate to assign to the subordinate than challenging-performance, or easy-performance goals.

Hypothesis 5f: A manager, who has mastery-avoidance goal orientation and low performance expectations of a subordinate, will more likely to see easy-performance goals to be more appropriate to assign to the subordinate than challenging-learning, easy-learning, or challenging-performance goals.

Hypothesis 5g: A manager, who has performance-approach goal orientation and low performance expectations of a subordinate, will more likely to see

challenging-performance goals or easy-performance goals to be more appropriate to assign than challenging-learning, or easy-learning goals.

Hypothesis 5h: A manager, who has performance-avoidance goal orientation and low performance expectations of a subordinate, will more likely to see easy-performance goals to be more appropriate to assign to the subordinate than challenging-learning, easy-learning, or challenging-performance goals.

Chapter 3

METHOD

3.1 Participants

192 employees, who had minimum 1-year job experience, from different companies, sectors and departments participated in the study. The data were collected through two different ways. The first one was by sending the questionnaire's web site link directly to the employees via e-mail. In the e-mail, the participants were informed about the study and were told that the questionnaire does not include questions about the company's name or the participants' names. These employees were reached through the researcher's acquaintance-network, and through human resource associations or groups. One of these associations was Peryön (Personnel Management Association). The questionnaire was sent to the employees who are members of Peryön in Istanbul and in Bursa. Another was 'recruitmentturkey' server, and the questionnaire was also sent via e-mail to the members of this server. A third association was BUMED (Boğaziçi University Alumni Association), and the

questionnaire was sent via e-mail to the members of BUMED who works in the human resources area.

Second, 68 undergraduate students were recruited to find employees to participate in the study, in exchange for course credit. The only requirement criterion was that the employees should have at least one-year of work experience. There was no selection requirement for department, sector or company. The researcher sent the questionnaire to the employees via e-mail, and the employees filled out the questionnaire on the web.

The overall response rate could not be calculated due to not knowing exactly the number of people who received the questionnaire via email. In total, 209 questionnaires were completed. However, 17 questionnaires were eliminated; 16 of these questionnaires were eliminated according to the participants' response to the first goal in the second manipulation check part. The first goal ("Learning how the new laws affect the recruitment and selection process in the company") was clearly a learning goal. Therefore, the participants, who categorized this goal as a performance goal, were eliminated. In addition, one questionnaire was also eliminated because this participant's responses were the same for all of the goal importance ratings.

In order to check the accuracy of the data coming from the second recruitment channel (i.e., via students), after the questionnaires were completed, the

employees, who gave a non-company e-mail addresses, were called, and asked questions about the questionnaire to check whether they filled out the questionnaire themselves or not.

Table 3.1 displays the demographic characteristics of the whole sample. The percentage of male and female respondents was approximately the same. The majority of the sample was university graduates. There was a wide range of departments at which respondents were currently working. The percentage of participants who were currently managers and who were not was approximately the same.

Table 3.1

Demographic characteristics of the participants

Age		
	M	33.64
	SD	9.19
Gender (%)		
	Male	51.6
	Female	48.4
Education (%)		
	High school	13.5
	University	64.6
	Master	19.3
	Doctorate	2.6
Department (%)		
	Finance	9.38
	Accounting	9.38
	Sales	13.02
	Marketing	10.94
	Human Resources	14.06
	Operation	5.73
	Information Technology	10.42
	Research and Development	8.33
	Advertising and Public Relations	0.52
	Management	8.85
	Education	3.13
	Others	6.25
Work month		
	M	121.54
	SD	100.12
Manager (%)		
	Yes	54.20
	No	45.80

Note: N = 192

3.2 Design

In the present study, one of the dependent variables was the importance of learning vs. performance goals. The independent variable was the goal type. In addition, implicit theory of intelligence and achievement goal orientation were examined as covariates. The design was a one-way within subjects design. The type of goal (learning versus performance) was manipulated within subjects. All of the subjects received 6 performance goals, and 6 learning goals.

The other dependent variable in the present study was the appropriateness of the goal. The independent variables were the high vs. low expectations from the subordinate, the goal type, and the goal difficulty. In addition, implicit theory of intelligence and achievement goal orientation were examined as covariates. The design was a $2 \times (2 \times 2)$ mixed subject design: 2 (expectation: high expectation versus low expectation) $\times$ {2 (goal type: learning goal versus performance goal) $\times$ 2 (difficulty of goals: challenging goal versus easy goal)}. Expectation was manipulated between subjects. By random assignment, half of the subjects received a high-performance subordinate profile (Employee A), and half of the subjects received a low-performance subordinate profile (Employee X). The type of goal and the difficulty of goals were manipulated within subjects. All of the subjects received 6 performance goals, and 6 learning goals of which 3 were easy and 3 were challenging.

3.3 Procedure

Data were collected through a web-based self-administered questionnaire (see Appendix A). The questionnaire was administered in Turkish and took approximately 25 minutes to complete. The questionnaire was put on a web site. The participants received e-mail from the researcher. In the e-mail, the purpose of the study, the web site link of the questionnaire, and the instructions about entering the questionnaire were included.

On the first page of the questionnaire, a cover letter was placed that explains the aims of the study. The participants were informed that their responses would be kept confidential and be used only for the purposes of the study. In addition, the participants were informed that the overall results of the study would be shared with them upon request.

The questionnaire did not have to be completed in one seating. To make the questionnaire user-friendly, a nickname and password part was put in the beginning of the questionnaire. The participants themselves determined a nickname and password, and by entering these nickname and password, the participants could continue the questionnaire at a later time, if they wanted to. The completed surveys were automatically saved. Moreover, to prevent missing data, the questionnaire was

designed such that the participants could not continue to the next page without completing the present page.

3.3.1 The Scenario

The questionnaire started with a scenario written by the researcher. This scenario was the same for all of the participants, and consisted of three parts. The participants were asked to read the scenario by placing themselves in the role of an HR manager in a specific company. In the first part, general information about the company was given, such as the number of the employees working in the company, and the strategy of the company. The second part gave information about the HR department such as the responsibilities of the department, and the number of employees working in that department. In the last part, the latest state of the company was explained. The changes in the external and the internal environment of the company were explained, and what human resources department should do was mentioned.

3.3.2 The Goals

Twelve goals were written for the first and the second parts of the questionnaire. The goals were specific HR goals that HR managers could assign to their subordinates in real life. The goals were specific to the HR department because

it was thought that most of the employees were familiar with the processes at the HR department. For example, most of the employees know the recruitment and selection processes because they were hired to the company through these processes, or they know what an employee satisfaction survey is.

Therefore, for the present study, 12 goals that HR managers can assign to their subordinates were prepared. In the preparation stage of the goals, the researcher received help from an employee, who works in the HR department of a company, to check the face and content validity of these goals. The HR specialist agreed on these goals.

Each goal was written according to two dimensions: goal type (learning or performance), and goal difficulty (easy or challenging). A learning goal was operationalized as “a goal, which requires acquiring new knowledge and skills, and discovering new strategies to perform a task”, whereas a performance goal was operationalized as “a goal, which requires demonstrating and proving ability by attaining a specific standard of proficiency on a given task, usually within a certain time” (Locke & Latham, 1990, p.95-97; Dweck & Elliott, 1983). Therefore, a goal could be an easy-learning goal, an easy-performance goal, a challenging-learning goal or a challenging-performance goal. In the present study, there are three goals from each of these four goal kinds.

Both the difficulty level of each goal, and whether a goal is a learning goal or a performance goal, was checked by a pilot study. In the pilot study, 81 undergraduate students who were taking the 'Introduction to Psychology' course at Koç University and Bilgi University were asked to participate in the study in exchange for course credit. The students were asked to find employees, and have these employees fill out the questionnaire. The researcher sent the questionnaire to the employees via e-mail, and the employees filled out the questionnaire on the web.

Whether the participants would perceive the goals as expected or not was tested by the manipulation check part in the questionnaire. In that part, first, both the definitions and an example of each of the learning and performance goals were given. Then, the participants were given the list of 12- goals, and were asked to determine whether the goal was a learning goal or a performance goal, and whether the goal was easy or challenging. According to the frequency analysis of the goals in the manipulation check session, some corrections were made in 8 goals: Some goals were made easier or more difficult, and some goals were made to sound more like a learning goal or a performance goal.

3.3.3 Expectation Manipulation

Two different subordinate profiles were prepared for the expectation manipulation (see Appendix B). Each participant was given only one subordinate

profile. These profiles were manipulated to raise different levels of expectation toward the subordinate. In the first subordinate profile, a high expectation toward the subordinate was created by describing a subordinate whose past performance evaluation was 'above the expected', and the previous HR manager's comment about his/her performance was positive. In the second subordinate profile, a low expectation toward the subordinate was created by describing a subordinate whose past performance evaluation was 'below the expected', and the previous HR manager's comment was not satisfactory. By random assignment, 50% of the participants were given the high subordinate profile, and 50% of the participants were given the low subordinate profile.

These high or low expectations were created based on Eden's self-fulfilling prophecy model (1990). According to this theoretical model, manager expectations are based on subordinates' previous performance and previous manager's comments. When managers know (either firsthand or from the secondary sources) that an employee has performed well in the past, this leads the manager to have high expectations for the subordinate. In contrast, knowing that an employee has not performed well in the past leads managers to have low expectations for the subordinates. Therefore, in both of the profiles, the subordinates' past performance was expressed. Besides, in these scenarios, instead of using names, the subordinate, of whom a high performance was expected, was named as "Employee A", and the

subordinate, of whom a low performance was expected, was named as “Employee X”.

To check if the manipulation of expectation was successful, the participants were asked about the general performance of the employee they assigned goals later in the survey.

3.4 Measures

The research instrument was a web-based self-administered questionnaire, named ‘The Determination of the Human Resources Department Goals Simulation’. The questionnaire consisted of six parts. In the first two parts, the dependent variables of the study were measured. In the third and the fourth parts, the participants’ implicit theory of intelligence and achievement goal orientation were measured, respectively. The fifth part consisted of the manipulation check. In the last part, the demographic data of the participants were collected.

3.4.1 Dependent Variables

3.4.1.1 The Importance of Goals

The first part of the questionnaire was the participant's first task to do as a Human Resources (HR) manager. The manager's first job was to determine his/her department's goals. The participant was given the twelve-goal list. In this list, the goals did not include a certain time or number limit. One sample goal was "According to the company's growth strategy, to support the production improvement strategy, hire enough number of blue-collar workers in a specific time limit" instead of "According to the company's growth strategy, to support the production improvement strategy, hire 10 blue-collar workers in 6 months". The reason for not using specific time or number limit was to make the participant focus on each goal's learning-performance dimension. In addition, these goals were written carefully not to give cues about which goals (learning or performance) are favored by emphasizing the internal and external environments. For instance, in the beginning of each goal such statements were used: "according to the new laws…" or "according to the company's growth strategy…".

After reading all these goals, by considering the company's internal and external environment, the participants were asked to determine the importance level of each goal for himself / herself on a 1 (not very important) – 5 (very important)

scale using a Q-sort format (see Appendix C). In the Q-sort, the participants were asked to sort the goals into 5 categories from 'not very important' to 'very important' Specifically, the participants were asked to place one goal in the 'very important' category, another goal in the 'not very important' category, and the remaining 10 goals within these two categories: 3 goals to 'important' and 'not important' categories, and 4 goals to 'somewhat important' category. Higher scores for each goal indicated that the goal was important to the participant. The reason for using the Q-sort format was to increase the variability. The pilot studies of the present research showed that when a Q-sort format was not used, the participants were more likely to rate the goals as 'important' or 'very important'.

3.4.1.2 The Appropriateness of Goals

The second task of the participants as the HR manager was rating the appropriateness of each of the 12 goals after reading the subordinate profile (a high expected profile or a low expected profile). First, the participants were informed that these 12 goals are the probable goals that they can assign to their subordinate. Later, the participants were asked to consider the subordinate's past performance, while placing the 12 goals on a 1 (not very appropriate) - 5 (very appropriate) scale using a Q-sort format. Higher scores for each goal indicated that this goal was appropriate to assign to the subordinate.

Twelve goals, which were used in testing the first dependent variable (the importance of goals), were also used in testing the goal appropriateness dependent variable, but with one exception. Because in the second part both the difficulty dimension and the learning-performance dimension of each goal were important, the goals included specific time or number limits, especially in the performance goals. In addition, the sequence of the goals was counterbalanced. Two lists with different goal sequences were prepared. By random assignment, 55.2% of the participants received List 2 in the first part, and List 1 in the second part of the questionnaire, whereas 44.8% of the participants received List 1 in the first part, and List 2 in the second part of the questionnaire.

3.4.2 Implicit Theory of Intelligence

Dweck and Henderson (1988) developed a three-item scale to measure implicit intelligence. The three items were: (1) You have a certain amount of intelligence and you really cannot do much to change it, (2) Your intelligence is something about you that you cannot change very much, (3) You can learn new things, but you cannot really change your basic intelligence. On this scale, Dweck and Henderson used only entity theory items. They did not include incremental theory items because the incremental items were too appealing and too socially desirable for the participants (reviewed in Hong, Chiu, Dweck, Lin, & Wan, 1999).

More recently, Levy and Dweck (1997) expanded the implicit theory of intelligence measure. They designed a new measure, which consists of four entity theory items, and four incremental theory items. In the new measure, Levy and Dweck designed incremental items that present a very strong form of incremental theory to avoid the social desirability problem (e.g. "You can substantially change how intelligent you are", "No matter who you are, you can significantly change your intelligence level"). A 6-point Likert scale ranging from 1 (strongly agree) to 6 (strongly disagree) is used to measure participants' implicit theory of intelligence (reviewed in Hong, Chiu, Dweck, Lin, & Wan, 1999).

Ozkan, Altinsoy, and Bayazit (2004) translated and adapted Levy and Dweck's 8-item implicit theory of intelligence scale to Turkish. The internal consistency of 8-item scale was $\alpha = .90$. In the present study, the Turkish version of Levy and Dweck's 8-item implicit theory of intelligence scale was used. The participants rated each item on a 6-point Likert scale (1=definitely I do not agree, 6= definitely I do agree). In addition, in the present study, the 'others' format of the scale was used because the study measured how managers' implicit intelligence theories affect how they judge and treat their subordinates (e.g. instead of 'You have a certain amount of intelligence, and you cannot really do much to change it' item, 'People have a certain amount of intelligence, and they cannot really do much to change it' item was used).

After the data collection, the entity items were reverse coded. Therefore, the higher scores on the scale showed that the participant was an incremental theorist, and the lower scores showed that the participant was an entity theorist. Then, factor analysis was conducted, and only one component was extracted as expected. When the reliability analysis was conducted, the internal consistency of the 8-item scale for the present study was $\alpha = .91$.

3.4.3 Achievement Goal Orientation

Elliot and McGregor (2001) designed the Achievement Goal Questionnaire (AGQ) by using the 2 ×2 goal framework. They used the items representing mastery-approach, performance-approach, and performance-avoidance from the previously existing measures (Elliot & Church, 1997), but they created new items representing mastery-avoidance. The correlations among the four goal orientations provided discriminant validity. However, the researchers designed the measure for a classroom context.

Therefore, for the present study, a new 2 × 2 Achievement Goal Orientation scale was designed for work-context. To create the new scale, the items, which were originally created by Zweig and Webster (2004), representing performance-approach, performance-avoidance, and learning orientation, were translated to Turkish and used in the new scale. However, because the questionnaire involves only 3 dimensions of

goal orientation instead of 4 dimensions (2 × 2 goal framework), for the present study, Elliot and McGregor (2001)'s items representing mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance were added to the new scale. In addition to these items, new items representing mastery-avoidance were created by focusing on the 'forgetting what one has learned', 'misunderstanding the material', and 'doing worse than one has done previously' dimensions of mastery-avoidance. In total, the new achievement goal orientation scale consists of 33 items. 21 items were translated and used from Zweig and Webster's (2004) goal orientation scale, 9 items were translated and used from Elliot and McGregor's (2001) goal orientation scale, and 3 newly created items were used to develop the new measure.

A pilot study was conducted to test the factor structures for these 33 items. The data for the pilot study was obtained from 101 undergraduate students at Koç University. The students were given extra credit in their introductory psychology course for their participation in this pilot study. Due to inadequate sample size, two exploratory factor analyses were conducted, one on mastery and performance approach items, and another one on mastery and performance avoidance items.

The factor analysis with varimax rotation using approach items revealed four factors with eigenvalues over 1 (see Appendix D). When examined in detail, it was found that items 6 and 7 had low factor loadings and double loadings on the second factor. Therefore, these two items were eliminated. In addition, the fourth factor

included only one item (item-8); therefore this item was also eliminated from the scale.

Further, the factor analysis revealed that performance-approach goal orientation items were divided into two components, as Elliot and McGregor's (2001) items (factor 3) and Zweig and Webster's (2004) items (factor 1). This division is due to the different operationalizations of performance-approach goal orientation. Zweig and Webster created items representing the performance-approach orientation by focusing on 'what others think of one's performance' (e.g. "I value what others think of my performance"), whereas Elliot and McGregor's performance-approach items are focused on 'doing better than others' (e.g. "It is important for me to do well compared to others in this class"). Because the present study's hypotheses were written and explained according to Elliot's theory and evidence, Elliot and McGregor's (2001) operationalization of performance-approach goal orientation was decided to be used in the present study. Therefore, the 6 items in the first factor (item 1, 18, 27, 23, 12, and 5), which measures the performance-approach goal orientation defined by Zweig and Webster (2004), were eliminated from the scale. As a result, 5 items (item 24, 26, 17, 21, and 32) in the second factor were used to measure mastery-approach goal orientation, and 3 items (item 29, 9, and 31) in the third factor were used to measure performance-approach goal orientation.

Second, factor analysis with varimax rotation for avoidance goal orientation items revealed three factors with eigenvalues over 1 (see Appendix E). When examined in detail, it was found that item-30 had a low factor loading in the first factor, and also double loaded to the second factor. Therefore, this item was eliminated from the scale. Besides, the factor analysis revealed that performance-avoidance goal orientation was divided in two components as Zweig and Webster's (2004) items (factor 2), and Elliot and McGregor's (2001) items (factor 3), due to the different operationalizations of performance-avoidance goal orientation. Zweig and Webster's items represent the performance-avoidance by focusing on 'avoidance before starting a job' (e.g., "Typically, I like to be sure that I can successfully perform a task before I attempt it"), whereas Elliot and McGregor's performance-avoidance items focused on 'general avoidance' (e.g., " I just want to avoid doing poorly in this class"). Because Elliot and McGregor's (2001) operationalization of performance-avoidance goal orientation was more appropriate for the present study, 5 items (item 25, 20, 11, 2, and 28) in the second factor, which measure performance-avoidance orientation defined by Zweig and Webster (2004), were eliminated from the scale. In addition, item-19 was eliminated because it had factor loadings lower than .30, and item-14 was eliminated from the scale, because this item originally was consistent with Zweig and Webster's (2004) conceptualization of performance-avoidance but loaded in the same factor with Elliot and McGregor's (2001) item. In order to keep Elliot and McGregor's (2001) scale intact, this item was not used. As a result, 5 items (item 10, 4, 16, 3, and 15) in the first factor were used to measure mastery-avoidance

goal orientation, and 3 items (item 22, 13, and 33) in the third factor were used to measure performance-avoidance goal orientation.

As a result, after the pilot study, a 16-item goal orientation scale was used in the present study's questionnaire. The scale consisted of 5 mastery-approach, 5 mastery-avoidance, 3 performance-approach, and 3 performance-avoidance items. Each item was rated on a 5-point Likert scale (1=strongly disagree, 5=strongly agree). Exploratory factor analysis with varimax rotation was conducted using the study sample, and 4 components were extracted as expected (see Appendix F). Even though in the pilot study the sixth item was loaded in the performance-avoidance orientation factor, in the present study the sixth item loaded in the first factor (representing mastery-avoidance construct). However, this item was used as part of performance-avoidance goal orientation to keep the meaning and content of Elliot and McGregor's (2001) scale intact. When the reliability analysis was conducted for each of the four subscales, the internal consistency of the mastery-approach scale was $\alpha = .63$, for the mastery-avoidance scale $\alpha = .85$, for the performance-approach $\alpha = .83$, and for the performance-avoidance $\alpha = .68$ for the present study.

3.4.4 Demographics

In this part, the participants provided information about their age, gender, education, department, tenure, how long they have been a manager, and whether yearly goals are determined in their company.

Chapter 4

RESULTS

The overarching purpose of the current study was to investigate the relationship between managers' implicit intelligence theories, performance expectations and achievement goal orientations on the one hand, and the kinds of goals that the managers perceive as more appropriate to assign to their subordinates, on the other. To test the hypotheses, repeated-measures analyses of variance were carried out using SPSS 11.5.

4.1 Manipulation Checks

In the present study, there were two manipulations. The first one involved manipulation of performance expectations of participants using scenarios describing a poor versus a good performer. To check the effectiveness of this manipulation, a question was placed at the end of the questionnaire asking participants to report

whether the employee was a good or a poor performer. As shown below in Table 4.1, frequency analyses revealed that when the participants were given the good performer profile, the participants perceived, and so rated the subordinate's performance as successful. Among these participants, none of them rated the subordinate as 'very unsuccessful', and only 3 (3.1 %) of the participants rated the subordinate's performance as 'unsuccessful'. In contrast, when the participants were given the poor performer profile, the participants perceived, and so rated the subordinate's performance as unsuccessful. Among these participants, none of them rated the subordinate as 'very successful', and only 5 (5.2 %) of the participants rated the subordinate's performance as 'successful'. Therefore, while analyzing the appropriateness of goals, 8 participants, who rated the subordinate's performance in reverse of the performance expectation manipulation, were eliminated.

Table 4.1

Manipulation check for performance expectation manipulation: Frequency of participants rating the subordinate from 'very unsuccessful' to 'very successful' in high and low performance expectation condition

	High Expectation	Low Expectation
Very unsuccessful	0	7
Unsuccessful	3	38
Successful at average level	11	46
Successful	70	5
Very successful	12	0
TOTAL	96	96

The second manipulation involved the twelve goals that were provided to the participants, six of which were learning and the other six were performance goals. In addition, six of twelve goals were challenging and six were relatively easy goals. To examine if subjects interpreted the goals as intended (i.e., learning versus performance; easy versus challenging), they were asked to read each goal once again and assess their type and difficulty level. To check this manipulation, a frequency analysis was conducted (see Table 4.2). Among the goal types (learning versus performance), the frequency of knowing the goal types correctly was between 77.1% and 87.5%. In contrast, with respect to the goal difficulty, the frequency of knowing the goal's difficulty level correctly was between 54.7% and 83.3%.

Since the manipulation check suggested that some of the goals were not perceived as intended, in the analyses, 4 goals out of 12 goals (one for each goal kind selected according to the most number of participants perceived as intended) were used as dependent variables. The four goals were easy-learning goal-1 (EL1), easy-performance goal-1 (EP1), challenging-performance goal-2 (CP2), and challenging-learning goal-3 (CL3). Among three challenging-learning goals, CL3 was chosen because the cut-off limit of perceiving the goals as intended was 65%.

Table 4.2

The percentages of goal types and goal difficulty for twelve goals in the manipulation check 2

Goals	Learning	Performance	Easy	Challenging
1 (EL1)* Learning how the new laws will influence the recruitment and selection process in the company.	100	0	81.3	18.8
2 (EP1)* Hiring 2 qualified handicapped people in 4 months.	12.5	87.5	83.3	16.7
3 (CP1) Giving training about how to use the new HR software and about its advantages to 1100 employees in 2 months, in groups of 20, and prepare a document about it.	19.3	80.7	25.5	74.5
4 (CP2)* Hiring 3 managers and 2 manager assistants who have 10 years of production experience and have master's degree in industrial engineering.	13	87	19.8	80.2
5 (EP2) Completing the transformation of 200 out of 1000 employees' identity and working information to the new software system in 6 months.	15.1	84.9	78.1	21.9
6 (CL1) Learning the reason why the motivation and performance of the employees decreased, and learning how to improve employees' motivation and performance.	80.2	19.8	38.5	61.5
7 (EL2) Learning what needs to be done to make employees get satisfaction from their jobs.	81.8	18.2	54.7	45.3
8 (CL2) Learning how to solve the emerging problems between the company and the union, and learning how to cooperate with the union.	80.7	19.3	39.1	60.9
9 (EL3) Learning with which type of health and retirement insurances, the workforce costs can be decreased.	84.9	15.1	82.3	17.7
10 (CP3) Meeting 1000 employees' 20 hour-technical training needs in 2 months.	14.1	85.9	38.5	61.5
11 (EP3) Hiring 10 blue-collar workers in 6 months.	13.5	86.5	82.3	17.7
12 (CL3)* Learning what needs to be done to make the current performance management system compatible with the new laws and the inflation, and developing strategies about this.	77.1	22.9	32.3	67.7

Note: CL: Challenging-learning, EL: Easy-learning, CP: Challenging-performance, EP: Easy-performance goal. *The four goals chosen as dependent variables.

4.2 Descriptive Findings

Prior to the test of hypothesized relationships, descriptive findings were examined. Table 4.3 displays descriptive statistics for all of the study variables. The mean of participants' implicit theory of intelligence suggested that the majority were incremental theorists. Among the achievement goal orientations, the participants scored higher on mastery-approach goal orientation than on mastery-avoidance, performance-approach, and performance avoidance goal orientations. The Paired Samples T-tests revealed that the means were significantly different, that is, the participants scored higher on mastery-approach goal orientation than on mastery-avoidance goal orientation (t (191) = 17.765, p< .05), performance-approach (t (191) = 8.108, p< .05), and performance-avoidance (t (191) = 12.829, p< .05).

The findings on goal importance ratings revealed that participants gave more importance to the learning goals than performance goals. The Paired Samples T-tests revealed that the means were significantly different (t (191) = 2.593, p< .05).

In addition, the findings on goal appropriateness ratings revealed that participants found challenging-learning goal as more appropriate to assign to the given subordinate profile than easy-learning, easy-performance, and challenging-performance goals. The Paired Samples T-tests revealed that the means were significantly different, that is the participants found challenging-learning goal as more

appropriate to assign than easy-learning goal (t (191) = -2.574, p< .05), easy-performance goal (t (191) = -3.580, p< .05), and challenging-performance goal (t (191) = -4.735, p< .05).

Table 4.3

Descriptive statistics for all study variables

	M	SD	Minimum	Maximum
1. Implicit theory of intelligence	3.77	1.07	1	6
2. Mastery-approach goal orientation	4.26	0.48	2.8	5
3. Mastery-avoidance goal orientation	3.02	0.92	1	5
4. Performance approach goal orientation	3.75	0.90	1	5
5. Performance-avoidance goal orientation	3.38	0.92	1.33	5
6. Easy-learning goal_ importance	3.04	1.14	1	5
7. Easy-performance goal_ importance	2.36	1.15	1	5
8. Challenging-learning goal_ importance	3.18	1.01	1	5
9. Challenging-performance goal_ importance	3.45	1.08	1	5
10. Learning goals_ importance	3.11	0.75	1.5	4.5
11. Performance goals_ importance	2.91	0.67	1.5	4.5
12. Easy-learning goal_ appropriateness	2.96	0.96	1	5
13. Easy-performance goal_ appropriateness	2.76	1.15	1	5
14. Challenging-learning goal_ appropriateness	3.21	0.97	1	5
15. Challenging-performance goal_ appropriateness	2.64	1.37	1	5
16. Easy goals_ appropriateness	2.86	0.75	1.5	4.5
17. Challenging goals_ appropriateness	2.93	0.84	1.5	4.5

Table 4.4 displays the correlations of the all of the study variables and demographic variables. Demographic variables (i.e. gender, age, education, tenure, and manager) were included in the study to control the effect of the ones that revealed

significant relationships with dependent and independent variables of the study. Among the demographic variables, gender did not significantly correlate with any of the dependent or independent variables. Therefore, the gender variable was not used as a control variable in further analyses.

However, the remaining four demographic variables revealed significant relationships. Therefore, the effects of these four demographic variables were controlled for in further analyses when relevant. Among the four achievement goal orientations, age was significantly negatively correlated with mastery-approach, mastery-avoidance, and performance-approach goal orientations.

Education was significantly negatively correlated with the performance-avoidance goal orientation, but significantly positively correlated with the importance ratings of challenging-learning goal. Specifically, the more educated participants were, the more importance they gave to the challenging-learning goals.

Tenure (in months) was significantly positively correlated with the implicit theory of intelligence, but significantly negatively correlated with mastery-approach goal orientation. Specifically, participants with more tenure were more likely to believe in the malleability of intelligence and less likely to adopt goals that would require them learn new strategies and spend effort.

Being a manager was significantly negatively correlated with mastery-approach goal orientation, that is, the managers in the sample were less likely to adopt goals that would require them to learn new strategies.

When the independent variables (achievement goal orientation and implicit theory of intelligence) were examined, implicit theory of intelligence was significantly positively correlated with performance-avoidance goal orientation. That is, the incremental participants were more performance-avoidance oriented. Moreover, there were some significant correlations between goal orientations and goal appropriateness ratings. These results will be explained in the next part in detail.

Expectation was significantly negatively correlated with the appropriateness ratings of easy-performance goal, and significantly positively correlated with the appropriateness ratings of challenging-learning goal, and challenging-performance goal. These correlations provide preliminary support for Hypothesis 3a and Hypothesis 3b, which stated that, having high performance expectations of a subordinate would lead to higher ratings of appropriateness of challenging goals for that subordinate, whereas having low performance expectations of a subordinate would lead to higher ratings of appropriateness of easy goals for that subordinate.

Table 4.4

Correlations of all of the study variables

	1	2	3	4	5	6	7	8	9	10	11	12
1.Gender[1]												
2. Age	-0.25**											
3. Education[2]	-0.05	0.21**										
4. Tenure	-0.29**	0.85**	0.12									
5. Manager[3]	-0.32**	0.45**	0.04	0.49**								
6. Implicit theory of intelligence[4]	0.10	0.09	0.01	0.14*	0.02							
7. Mastery-approach goal orientation	0.07	-0.17*	-0.01	-0.20**	-0.17*	0.10						
8. Mastery-avoidance goal orientation	0.11	-0.15*	-0.08	-0.12	-0.06	0.12	0.14*					
9. Performance approach goal orientation	-0.05	-0.15*	-0.07	-0.12	0.04	0.01	0.32**	0.23**				
10. Performance-avoidance goal orientation	0.11	-0.08	-0.22**	0.00	0.12	0.14*	0.19**	0.53**	0.41**			
11. Expectation[5]	-0.05	-0.03	-0.01	0.03	-0.02	0.12	0.02	-0.05	0.00	0.01		
12. Easy learning goals_ importance	-0.03	-0.03	0.04	-0.01	0.02	0.04	0.04	0.10	-0.02	0.00	0.01	
13. Easy performance goals_ importance	0.07	-0.03	-0.09	-0.03	-0.09	0.08	-0.03	-0.04	-0.10	0.00	0.10	-0.04
14. Challenging learning goals_ importance	-0.05	0.00	0.20**	0.00	0.01	0.03	-0.04	0.05	0.09	0.04	0.04	-0.02
15. Challenging performance goals_ importance	-0.05	0.05	0.00	0.10	0.09	-0.06	0.12	-0.01	0.03	-0.02	0.08	0.01
16. Learning goals_ importance	-0.05	-0.02	0.17*	-0.01	0.02	0.06	0.00	0.11	0.05	0.03	0.03	0.74**
17. Performance goals_ importance	0.02	0.02	-0.07	0.05	-0.01	0.02	0.06	-0.04	-0.05	-0.02	0.15*	-0.03
18. Easy learning goals_ appropriateness	0.05	0.03	0.07	-0.02	-0.04	0.06	-0.12	0.04	-0.02	0.02	0.08	0.14
19. Easy performance goals_ appropriateness	0.04	0.08	-0.03	0.02	0.12	-0.07	-0.17*	0.03	0.07	-0.03	-0.42**	0.01
20. Challenging learning goals_ appropriateness	0.04	-0.13	-0.02	-0.04	-0.08	0.05	0.13	-0.01	-0.11	-0.04	0.19**	-0.06
21. Challenging performance goals_ appropriateness	-0.04	-0.02	0.01	0.03	0.06	0.03	0.03	0.07	0.05	0.11	0.39**	0.04
22. Challenging goals_ appropriateness	0.00	-0.09	0.00	0.00	0.01	0.06	0.10	0.06	-0.03	0.06	0.42**	0.00
23. Easy goals_ appropriateness	0.06	0.08	0.03	0.00	0.06	-0.01	-0.21**	0.04	0.04	0.00	-0.27**	0.10

Note: N= 192, * p< .05, ** p< .01.

[1] Gender was coded as 0=male, 1=female. [2] Education was coded as 1=primary, 2=secondary, 3=high, 4=university, 5=master, 6=doctorate. [3] Manager was coded as 0=no, 1=yes. [4] Implicit theory of intelligence: higher scores= incremental theory, lower scores=entity theory of intelligence. [5] Expectation was coded as 0=low, 1=high.

Table 4.4

Correlations of all of the study variables (cont'd)

	13	14	15	16	17	18	19	20	21	22	23
1.Gender[1]											
2. Age											
3. Education[2]											
4. Tenure											
5. Manager[3]											
6. Implicit theory of intelligence[4]											
7. Mastery-approach goal orientation											
8. Mastery-avoidance goal orientation											
9. Performance approach goal orientation											
10. Performance-avoidance goal orientation											
11. Expectation[5]											
12. Easy learning goals_ importance											
13. Easy performance goals_ importance											
14. Challenging learning goals_ importance	-0.22**										
15. Challenging performance goals_ importance	-0.27**	-0.02									
16. Learning goals_ importance	-0.17*	0.65**	-0.01								
17. Performance goals_ importance	0.64**	-0.20**	0.57**	-0.16*							
18. Easy learning goals_ appropriateness	-0.09	0.11	-0.11	0.18*	-0.16*						
19. Easy performance goals_ appropriateness	0.06	-0.11	0.09	-0.07	0.12	0.00					
20. Challenging learning goals_ appropriateness	-0.07	0.07	-0.03	0.00	-0.08	-0.01	-0.36**				
21. Challenging performance goals_ appropriateness	0.27**	-0.11	0.09	-0.04	0.31**	-0.08	-0.31**	0.00			
22. Challenging goals_ appropriateness	0.18*	-0.05	0.06	-0.03	0.20**	-0.07	-0.46**	0.58**	0.81**		
23. Easy goals_ appropriateness	-0.01	-0.01	0.00	0.06	-0.01	0.64**	0.77**	-0.28**	-0.29**	-0.40**	

Note: N= 192, * p< .05, ** p< .01.

[1] Gender was coded as 0=male, 1=female. [2] Education was coded as 1=primary, 2=secondary, 3=high, 4=university, 5=master, 6=doctorate. [3] Manager was coded as 0=no, 1=yes. [4] Implicit theory of intelligence: higher scores= incremental theory, lower scores=entity theory of intelligence. [5] Expectation was coded as 0=low, 1=high.

After analyzing the correlations of all of the study variables, the correlations of the variables such as implicit intelligence theory, goal orientations, the appropriateness ratings of the goals, and the demographic variables were analyzed according to the low and high expectation manipulation (see Table 4.5).

In the low expectation group, implicit theory of intelligence did not significantly correlate with any of the variables. Among the goal orientations, performance-avoidance goal orientation was significantly positively correlated with the appropriateness ratings of challenging-performance goal. Specifically, participants in the low expectation group, who are performance-avoidance goal oriented, found challenging-performance goals to be more appropriate to assign to the subordinate.

Among those with low expectations, tenure was significantly negatively correlated with the appropriateness ratings of easy-learning goal. Specifically, when the participants had low expectation of a subordinate, those who had more job experience did not find easy-learning goals as appropriate to assign to the subordinate.

Table 4.5

Correlations according to the low and high expectation groups

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.Gender		-0.26*	-0.12	-0.30**	-0.33**	0.17	0.09	0.12	-0.08	0.10	0.05	-0.03	0.01	-0.08	-0.07	0.01	0.04	-0.09
2. Age	-0.23*		0.28**	0.89**	0.37**	0.09	-0.17	-0.07	-0.14	-0.11	0.13	0.03	-0.17	-0.01	-0.11	0.11	-0.02	0.01
3. Education	0.03	0.12		0.19	0.05	-0.09	-0.03	-0.16	-0.14	-0.24*	0.07	-0.10	0.07	0.12	0.15	-0.02	0.10	0.03
4. Tenure	-0.28**	0.81**	0.01		0.39**	0.12	-0.19	-0.05	-0.11	-0.02	0.14	0.00	-0.15	0.02	-0.08	0.10	0.00	0.02
5. Manager	-0.34**	0.50**	0.05	0.59**		-0.08	-0.23*	-0.07	0.02	-0.01	0.02	0.12	-0.16	0.06	-0.05	0.10	-0.10	0.13
6. Implicit theory of intelligence	0.08	0.10	0.15	0.16	0.11		0.14	0.12	0.00	0.24*	0.09	-0.11	-0.06	-0.10	-0.12	-0.02	0.02	-0.16
7. Mastery-approach GO	0.06	-0.15	-0.03	-0.22*	-0.10	0.06		0.09	0.15	0.19	-0.15	-0.18	0.14	-0.17	-0.07	-0.23*	-0.01	-0.26*
8. Mastery-avoidance GO	0.09	-0.23*	-0.05	-0.20	-0.04	0.14	0.14		0.09	0.55**	0.02	0.13	-0.07	0.01	-0.03	0.10	-0.03	0.09
9. Performance-approach GO	-0.03	-0.15	-0.04	-0.14	0.09	0.04	0.46**	0.35**		0.30**	-0.10	0.09	-0.16	-0.01	-0.11	0.00	-0.18	0.05
10. Performance-avoidance GO	0.12	-0.07	-0.24*	0.01	0.25*	0.08	0.19	0.50**	0.51**		0.02	-0.06	0.00	-0.04	-0.04	-0.03	0.02	-0.08
11. Easy learning goal_ App.	0.12	-0.09	0.02	-0.25*	-0.08	0.00	-0.08	0.08	0.03	0.04		0.03	0.00	-0.07	-0.06	0.70**	0.74**	-0.04
12. Easy performance goal_ App.	0.06	0.08	0.04	0.06	0.08	0.06	-0.13	-0.07	0.14	0.07	0.03		-0.33**	-0.14	-0.33**	0.74**	-0.20	0.55**
13. Challenging learning goal_ App.	0.05	-0.06	-0.09	0.08	0.00	0.15	0.08	0.06	-0.10	-0.10	0.01	-0.32**		-0.20	0.44**	-0.23*	0.68**	-0.39**
14. Challenging performance goal_ App.	0.05	0.04	-0.08	0.04	0.12	0.08	0.16	0.20	0.06	0.26*	-0.17	-0.16	-0.03		0.79**	-0.15	-0.19	0.75**
15. Challenging goals_ App.	0.07	-0.01	-0.12	0.08	0.09	0.16	0.18	0.20	-0.02	0.14	-0.12	-0.33**	0.64**	0.75**		-0.28*	0.25*	0.45**
16. Easy goals_ App.	0.13	0.00	0.05	-0.12	0.00	0.05	-0.15	0.00	0.12	0.07	0.68**	0.76**	-0.22*	-0.23*	-0.32**		0.36**	0.36**
17. Learning goals_ App.	0.12	-0.10	-0.05	-0.11	-0.06	0.11	0.01	0.10	-0.05	-0.05	0.68**	-0.21*	0.74**	-0.13	0.39**	0.29**		-0.29**
18. Performance goals_ App.	0.08	0.09	-0.03	0.07	0.15	0.11	0.04	0.11	0.15	0.26*	-0.11	0.59**	-0.25*	0.70**	0.37**	0.36**	-0.26*	

Note: Below the diagonal correlations are for low expectation (n=91), and above the diagonal the correlations are for high expectation (n=93). * p< .05, ** p< .01. GO= Goal Orientation, App. = Appropriateness.

In the high expectation group, the demographic variables had no significant correlation with dependent variables. In addition, similar to the low expectation group, the implicit theory of intelligence did not significantly correlate with any of the dependent variables. Among the goal orientations, mastery-approach goal orientation was significantly negatively correlated with the appropriateness ratings of easy goals, and appropriateness ratings of performance goals. That is, mastery-approach goal oriented participants in the high expectation group did not find easy goals and performance goals as appropriate to assign to the subordinate. On the other hand, however, mastery-avoidance, performance-approach, and performance-avoidance goal orientations did not significantly correlate with any of the variables.

4.3 Hypotheses Testing: Perceived Importance of Goal Types

4.3.1 Testing the Relationship between Implicit Theory of Intelligence and the Perceived Importance of Goal Types

In the present study, Hypothesis 1a stated that managers, who hold the incremental theory of intelligence, would be more likely to see learning goals to be more important than performance goals. Hypothesis 1b stated that managers, who hold the entity theory of intelligence, would be more likely to see performance goals to be more important than learning goals.

In the first step of the analysis, a repeated-subjects ANOVA was conducted, using the goal importance as the dependent variable, and the goal type (learning versus performance goal) as the within-subjects variable (see Table 4.6). The main effect of goal type was significant. Participants found learning goals (M = 3.11, SD = .75) somewhat more important than performance goals (M = 2.91, SD = .67).

Among the demographic variables, education was significantly positively correlated with importance ratings of challenging-learning goal. Therefore, in the second step of the analysis, the implicit theory of intelligence was entered as a covariate, and education was entered as a between-subjects variable in the repeated measures analysis. After controlling the implicit theory of intelligence, however, no significant main effect or interaction effect was found in the analysis.

Table 4.6

Results of repeated-subjects ANOVA conducted to test the relationship between implicit intelligence theory and goal type importance

		F
Source	df	Goal Importance
1st step of the analysis		
Goal Type (A)	1	6.722*
A × S within-group error	191	(0.589)
2nd step of the analysis		
A	1	0.349
A × Implicit Intelligence Theory (B)	1	0.145
A × Education (C)	3	1.859
A × S within-group error	187	(0.584)

Note: Values enclosed in parentheses represent mean square errors. S = subjects. *p < .05.

Therefore, Hypothesis 1a (managers, who hold the incremental theory of intelligence, are more likely to see learning goals to be more important than performance goals), and Hypothesis 1b (managers, who hold the entity theory of intelligence, are more likely to see performance goals to be more important than learning goals) were not supported by the present study.

4.3.2 Testing the Mediation: Implicit Theory of Intelligence and Perceived Goal Type Importance Mediated by Achievement Goal Orientation

4.3.2.1 Testing the Relationship between Implicit Theory of Intelligence and Achievement Goal Orientation

Hypothesis 2a stated that a manager, who holds the incremental intelligence theory, is more likely to have a mastery-approach goal orientation than a mastery-avoidance, performance-approach, and performance-avoidance goal orientation. Hypothesis 2b stated that a manager, who holds the entity intelligence theory, is more likely to have either a mastery-avoidance goal orientation or a performance-avoidance goal orientation than a mastery-approach, and performance-approach goal orientation.

Multiple regression analyses were conducted to test these two hypotheses by controlling for age since age had significant zero order correlations with goal orientations (see Table 4.7). The analyses revealed that controlling for age implicit

intelligence theory was marginally significantly positively related to mastery-approach goal orientation, mastery-avoidance goal orientation, and performance-avoidance goal orientation. That is, high scores in the implicit intelligence theory scale, indicating an incremental theorist, were predictive of high scores in three separate goal orientations; mastery-approach, mastery-avoidance, and performance-avoidance.

Therefore, Hypothesis 2a was not supported by the present study. Even though incremental theorists may have mastery-approach goal orientation (consistent with hypothesis 2a), they may also have mastery-avoidance, or performance-avoidance goal orientations. These latter findings are also contrary to Hypothesis 2b, which stated that a manager, who holds the entity intelligence theory, is more likely to have either a mastery-avoidance goal orientation or a performance-avoidance goal orientation than a mastery-approach, and performance-approach goal orientation. Therefore, Hypothesis 2b was also not supported by the present study.

Table 4.7

Multiple regression analyses testing the effect of implicit intelligence theory on achievement goal orientations

	St. β	R^2	R^2 change	F	F change
Criterion: Mastery-approach Goal Orientation					
Step 1. Control Variable		0.028		5.479**	
Age	- 0.167**				
Step 2. Implicit Intelligence Theory (IV)	0.120*	0.042	0.014	4.172**	2.813*
Criterion: Mastery-avoidance Goal Orientation					
Step 1. Control Variable		0.023		4.555**	
Age	-0.153**				
Step 2. Implicit Intelligence Theory (IV)	0.137*	0.042	0.019	4.138**	3.657*
Criterion: Performance-approach Goal Orientation					
Step 1. Control Variable		0.022		4.243**	
Age	-0.148**				
Step 2. Implicit Intelligence Theory (IV)	0.023	0.022	0.001	2.161	0.098
Criterion: Performance-avoidance Goal Orientation					
Step 1. Control Variable		0.007		1.273	
Age	-0.082				
Step 2. Implicit Intelligence Theory (IV)	0.152**	0.030	0.023	2.885*	4.473**

Note. The impact of age of participants was controlled. * $p < .095$, ** $p < .05$

4.3.2.2 Testing the Relationship between Achievement Goal Orientation and Goal Type Importance

The relationship between achievement goal orientation and goal type (learning versus performance goal) was tested by conducting a repeated-subjects ANOVA, by

using the goal importance as the dependent variable, the goal type (learning versus performance goal) as the within-subjects variable, and achievement goal orientations as covariate variables (see Table 4.8). The main effects of goal orientations were not significant. Since the dependent variable and covariates had significant zero-order correlations with education, this demographic variable was entered as a between-subjects variable in the repeated measures analysis to control for its effects. However, no significant main effect or interactions was found in the analysis.

Table 4.8

Results of repeated-subjects ANOVA conducted to test the relationship between achievement goal orientations and goal type importance

Source	df	F Goal Importance
1st step of the analysis		
Goal Type (A)	1	0.175
A × Mastery-approach (B)	1	0.883
A × Mastery-avoidance (C)	1	1.841
A × Performance-approach (D)	1	1.067
A × Performance-avoidance (E)	1	0.330
A × S within-group error	187	(0.591)
2nd step of the analysis		
A	1	0.143
A × B	1	0.848
A × C	1	1.572
A × D	1	1.000
A × E	1	0.018
A × Education (F)	3	1.970
A × S within-group error	184	(0.582)

Note: Values enclosed in parentheses represent mean square errors. S = subjects.

4.3.2.3 Testing Achievement Goal Orientation as a Mediator

Two hypotheses with mediation models were stated in the present study. Specifically, Hypothesis 2c stated that a manager, who holds the incremental intelligence theory, is expected to have a mastery-approach goal orientation, and, in turn, is expected to see learning goals to be more important than performance goals. Hypothesis 2d stated that a manager, who holds the entity intelligence theory, is expected to have either a mastery-avoidance or performance-avoidance goal orientation, and, in turn, is expected to see performance goals to be more important than learning goals.

Baron and Kenny (1986) explained the "mediation" process as the following: a) the independent variable should have a significant effect on the dependent variable, b) the independent variable should have a significant effect on the mediator variable, c) the mediator should have a significant effect on the dependent variable. If all these conditions are met, then the effect of independent variable on the dependent variable should be reduced or should be non significant when the mediator variable is controlled, and so that mediation occurs. However, in the present study, only "condition b" (that is, independent variable, i.e., implicit intelligence theory, has an effect on the mediator variable, i.e., achievement goal orientations) was met. On the other hand, "condition a" (that is, independent variable, i.e., implicit intelligence theory, has an effect on the dependent variable, i.e., importance of goal types), and

"condition c" (that is, mediator, i.e., achievement goal orientations, has an effect on the dependent variable, i.e., goal type importance) were not met. Therefore, Hypothesis 2c and Hypothesis 2d were not supported by the study.

4.4 Hypotheses Testing: Perceived Appropriateness of Goal Levels and Goal Kinds

The appropriateness ratings of the goals were analyzed according to the low and high expectation manipulation. The reason for analyzing the appropriateness ratings of the goals in two phases (low expectation group, and high expectation group) is that if the expectation variable is entered as the between-subject variable to the repeated-subjects analysis of variance (ANOVA), the effects of the expectation could not be tested; since the sum of squares of the high expectation group and the low expectation group are the same, due to the use of a Q-sort format in the study. Therefore, when the appropriateness ratings of the goals were analyzed, the analyses were done in two phases. First, the analyses were conducted for the high expectation group. Second, the low expectation group was analyzed.

4.4.1 Testing the Relationship between Performance Expectations and the Perceived Appropriateness of Goal Levels

In the present study, Hypothesis 3a stated that having high performance expectations from a subordinate would lead to higher ratings of appropriateness of challenging goals as opposed to easy goals for that subordinate. Hypothesis 3b stated that having low performance expectations from a subordinate would lead to higher ratings of appropriateness of easy goals as opposed to challenging goals for that subordinate.

The relationship between managers' performance expectations of subordinates and the appropriateness of goal levels to be assigned to the subordinates was tested through a series of repeated-subjects analysis of variance (ANOVA). First, the high expectation group (N = 93) was selected and analyzed. In the first step of the analysis, repeated-subjects ANOVA was conducted, using goal appropriateness as the dependent variable, and the goal level (easy versus challenging goal) as the within-subjects variable (see Table 4.9).

The main effect of goal level was significant. Participants in the high expectation group rated challenging goals (M = 3.30, SD = .75) to be more appropriate for the subordinate than easy goals (M = 2.66, SD = .75). In the high expectation group, demographic variables were not significantly correlated with any

of the dependent variables; hence they were not controlled for in further analyses, for the high expectation group.

As a result, the findings pertaining to the high expectation group supported Hypothesis 3a, that is, having high performance expectations of a subordinate would lead to higher ratings of appropriateness of challenging goals as opposed to easy goals for that subordinate.

Second, the low expectation group (N=91) was selected and analyzed. A repeated-subjects ANOVA was conducted, using the goal appropriateness as the dependent variable, and the goal level (easy versus challenging goal) as the within-subjects variable.

The main effect of goal level was significant. Participants in the low expectation group rated easy goals (M = 3.08, SD = .69) to be more appropriate for the subordinate than challenging goals (M = 2.54, SD = .74).

Among the demographic variables, for the low expectation group, tenure was significantly negatively correlated with easy-learning goal. Therefore, in the second step of the analysis, tenure was entered as a covariate in the repeated measure analysis. The results revealed no significant interaction between goal level and tenure. However, the findings revealed that the main effect of goal level was significant.

Therefore, the findings pertaining to the low expectation group supported Hypothesis 3b, that is, having low performance expectations of a subordinate would lead to higher ratings of appropriateness of easy goals as opposed to challenging goals for that subordinate.

Table 4.9

Results of repeated-subjects ANOVA conducted to test the relationship between performance expectations and appropriateness of goal levels

	High Expectation		Low Expectation	
		F		F
Source	df	Goal Appropriateness	df	Goal Appropriateness
1st step of the analysis				
Goal Level (A)	1	26.902*	1	19.606*
A × S within-group error	92	(0.708)	90	(0.673)
2nd step of the analysis				
A	-	-	1	14.164*
A × Tenure	-	-	1	1.381
A × S within-group error	-	-	89	(0.670)

Note: Values enclosed in parentheses represent mean square errors. S = subjects. *p < .05.

4.4.2 Testing the Effects of Implicit Intelligence Theory as a Moderator in the Performance Expectations and Perceived Goal Kind Appropriateness Relationship

Hypotheses 4a, 4b, 4c, and 4d were presented to test the effect of managers' implicit intelligence theory as a moderator in the relationship between their performance expectations for subordinates and the kinds of goals that they find more

appropriate to assign to the subordinates. A moderator is "a qualitative (e.g., sex, race, class) or quantitative (e.g., level of reward) variable that affects the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable" (Baron & Kenny, 1986, p. 1174).

The effect of the implicit theory of intelligence as a moderator was tested through a series of repeated-subjects analysis of variance (ANOVA). The appropriateness ratings of goals were analyzed in two phases. First, the analyses were conducted for the high expectation group, followed by the low expectation group (see Table 4.10).

First, the high expectation group (N = 93) was selected and analyzed. In the first step of the analysis, repeated-subjects ANOVA was conducted, using the goal appropriateness as the dependent variable, and the goal kind (challenging-learning, challenging-performance, easy-performance, easy-learning) as the within-subjects variable.

The main effect of goal level was significant. The main effect of goal type was also significant. Participants found learning goals (M = 3.23, SD = .69) to be more appropriate to assign to the high expected subordinate than performance goals (M = 2.73, SD = .80). There was a significant interaction between goal level and goal type. Pairwise comparisons revealed that participants with high expectations found

challenging-learning goals (M = 3.42, SD = .93) as significantly more appropriate to assign to the subordinate than easy-learning goals (M = 3.04, SD = 1.01) ($F(1,92) = 7.053$, $p < .05$).

In the second step of the analysis, when the implicit theory of intelligence was entered as a covariate in the analyses, in contrast to the first step of the analysis, only the main effect of goal level was marginally significant. In addition, in the analyses, no significant effect of the implicit theory of intelligence was found. As a result, Hypothesis 4a, which suggested that a manager, who holds incremental theory of intelligence, and has high performance expectations of a subordinate, would more likely to see challenging-learning goals to be more appropriate to assign to the subordinate than challenging-performance goals, easy-learning goals, or easy-performance goals, and Hypothesis 4b which suggested that a manager, who holds entity theory of intelligence, and has high performance expectations of a subordinate, will more likely to see challenging-performance goals or easy-performance goals to be more appropriate to assign to the subordinate than challenging-learning goals or easy-learning goals were not supported.

Second, the low expectation group (N = 91) was selected and analyzed. In the first step of the analysis, repeated-subjects ANOVA was conducted, using the goal appropriateness as the dependent variable, and the goal kind (challenging-learning,

challenging-performance, easy-performance, easy-learning) as the within-subjects variable.

The main effect of goal level was significant. Participants with low expectations for the subordinate found easy goals (M = 3.08, SD = .69) to be more appropriate to assign than challenging goals (M = 2.54, SD = .74). The main effect of goal type was also significant. Participants found learning goals (M = 2.95, SD = .67) more appropriate to assign to the low expected subordinate than performance goals (M = 2.67, SD = .70). There was a significant interaction between goal level and goal type. Pairwise comparisons revealed that participants found easy-performance goals (M = 3.26, SD = 1.01) as significantly more appropriate to assign to the low expected subordinate than easy-learning goals (M = 2.89, SD = .90) ($F(1,90) = 7.177$, $p < .05$), and challenging-performance goals (M = 2.08, SD = 1.14) ($F(1,90) = 47.703$, $p < .05$).

In the second step of the analysis, when the implicit theory of intelligence was controlled in the analyses, only the main effect of goal level was marginally significant, and there was no significant effect of implicit theory of intelligence.

Among the demographic variables, in the low expectation group, tenure was significantly negatively correlated with easy-learning goal. Therefore, in the third step of the analysis, tenure and implicit theory of intelligence were entered as covariates in the repeated measure analysis. The results revealed that only the main effect of goal

level was significant. However, as in the second step of the analysis, there was no significant effect of the implicit theory of intelligence.

Therefore, Hypothesis 4c which suggested that a manager, who holds incremental theory of intelligence, and has low performance expectations of a subordinate, will more likely to see challenging-learning goals or easy-learning goals to be more appropriate to assign to the subordinate rather than challenging-performance goals or easy-performance goals, and Hypothesis 4d which suggested that a manager, who holds entity theory of intelligence, and has low performance expectations of a subordinate, will more likely to see easy-performance goals to be more appropriate to assign to the subordinate than challenging-learning, challenging-performance, or easy-learning goals were not supported.

Table 4.10

Results of repeated-subjects ANOVA conducted to test the effect of implicit intelligence theory as a moderator in the relationship between performance expectations and appropriateness of goal kinds

	High Expectation		Low Expectation	
		F		F
Source	df	Goal Appropriateness	df	Goal Appropriateness
1st step of the analysis				
Goal Level (A)	1	26.902***	1	19.606***
A × S error	92	(1.415)	90	(1.346)
Goal Type (B)	1	16.205***	1	5.852***
B × S error	92	(1.435)	90	(1.174)
A × B	1	5.311***	1	43.998***
A × B × S error	92	(1.215)	90	(0.869)
2nd step of the analysis				
A	1	3.822**	1	3.428*
A × Implicit Intelligence Theory (C)	1	0.358	1	0.447
A × S error	91	(1.425)	89	(1.354)
B	1	0.001	1	0.437
B × C	1	1.313	1	0
B × S error	91	(1.430)	89	(1.187)
A × B	1	0.005	1	1.457
A × B × C	1	0.318	1	0.393
A × B × S error	91	(1.224)	89	(0.875)
3rd step of the analysis				
A	-	-	1	4.037***
A × C	-	-	1	0.239
A × Tenure (D)	-	-	1	1.160
A × S error	-	-	88	(1.352)
B	-	-	1	0.697
B × C	-	-	1	0.029
B × D	-	-	1	1.159
B × S error	-	-	88	(1.185)
A × B	-	-	1	0.869
A × B × C	-	-	1	0.139
A × B × D	-	-	1	2.474
A × B × S error	-	-	88	(0.861)

Note: Values enclosed in parentheses represent mean square errors. S = subjects. *p < .067, **p = .054, *** p < . 05

4.4.3 Testing the Effects of Achievement Goal Orientation as a Moderator in the Performance Expectation and Perceived Goal Kind Appropriateness Relationship

In the present study, Hypotheses 5a, 5b, 5c, 5d, 5e, 5f, 5g, and 5h were stated about the moderating effects of achievement goal orientation on the relationship between managers' performance expectations and the kinds of goals that they find more appropriate to assign to subordinates.

The moderating effects of the achievement goal orientation were tested through a series of repeated-subjects analysis of variance (ANOVA) (see Table 4.11). First, the high expectation group (N = 93) was selected and analyzed. In the first step of the analysis, repeated-subjects ANOVA was conducted, using the goal appropriateness as the dependent variable, and the goal kind (challenging-learning, challenging-performance, easy-performance, easy-learning) as the within-subjects variable.

In the second step of the analysis, four types of achievement goal orientations were entered as a covariate in the repeated measure analysis. Contrary to the findings of the first step of the analysis, the main effects of goal level and goal type were not significant. In addition, there was no significant interaction between goal level and goal type. However, there were two marginally significant interactions between goal

type and goal orientations; one with mastery-approach goal orientation and the other with performance-approach goal orientation. To interpret these marginally significant interactions, William's (1959) test for a significant difference between dependent correlations was used. However, the findings revealed that the correlation between mastery-approach goal orientation and appropriateness of learning goals, and the correlation between mastery-approach goal orientation and appropriateness of performance goals were not significantly different. Besides, William's (1959) test revealed that the correlation between performance-approach goal orientation and appropriateness of learning goals, and the correlation between performance-approach goal orientation and appropriateness of performance goals were not significantly different.

None of the hypothesized three-way interactions between goal orientations, goal level and goal type were significant. As a result, Hypothesis 5a, 5b, 5c 5d were not supported.

Second, the low expectation group (N = 91) was selected and analyzed. In the first step of the analysis, repeated-subjects ANOVA was conducted, using the goal appropriateness as the dependent variable, and the goal kind (challenging-learning, challenging-performance, easy-performance, easy-learning) as the within-subjects variable.

In the second step of the analysis, achievement goal orientation was entered as a covariate in the repeated measure analysis. As in the findings of the first step of the analysis, the main effect of goal level was significant, and there was a significant interaction between goal level and goal type.

In addition, there was a significant interaction between goal level and mastery-approach goal orientation, and between goal level and performance-approach goal orientation. To interpret these significant interactions, William's (1959) test was used. The findings revealed that the correlation between mastery-approach goal orientation and appropriateness of challenging goals, and the correlation between mastery-approach goal orientation and appropriateness of easy goals were significantly different ($t(88) = 1.907$, $p < .05$). That is, among participants with low performance expectations for the subordinate, those who are higher in mastery-approach goal orientation found challenging goals as more appropriate to assign to the subordinate. However, William's (1959) test revealed that the correlation between performance-approach goal orientation and appropriateness of challenging goals, and the correlation between performance-approach goal orientation and appropriateness of easy goals were not significantly different

There was also a marginally significant interaction between goal type and performance-avoidance goal orientation. William's (1959) test revealed that the correlation between performance-avoidance goal orientation and appropriateness of

learning goals, and the correlation between performance-avoidance goal orientation and appropriateness of performance goals were significantly different ($t(88) = 1.868$, $p < .05$). That is, among participants with low performance expectations for the subordinate those with higher performance-avoidance goal orientations found performance goals as more appropriate to assign to the subordinate as opposed to learning goals.

In the third step of the analysis, tenure and achievement goal orientations were controlled in the analysis. As in the findings of the second step of the analysis, the main effect of goal level was significant; there was a significant interaction between goal level and mastery-approach goal orientation; and there was a significant interaction between goal level and performance-approach goal orientation. In addition, there was a marginally significant interaction between goal level and mastery-avoidance goal orientation; between goal level and tenure; and between goal level, goal type and performance-avoidance goal orientation. William's (1959) test revealed that the correlations of mastery-avoidance goal orientation with the appropriateness of challenging goals and with the appropriateness of easy goals, and the correlations of tenure with the appropriateness of challenging goals and with the appropriateness of easy goals were not significantly different. However, William's (1959) test revealed that the correlation between performance-avoidance goal orientation and appropriateness of challenging-performance goals, and the correlation between performance-avoidance goal orientation and appropriateness of challenging-

learning goals were significantly different (t (88) = 2.439, p< .05). In addition, the correlation between performance-avoidance goal orientation and appropriateness of challenging-performance goals, and the correlation between performance-avoidance goal orientation and appropriateness of easy-learning goals were marginally significantly different (t (88) = 1.405, p = .08). That is, when tenure is controlled for, among participants with low performance expectations for the subordinate those who are high in performance-avoidance goal orientation found challenging-performance goals as more appropriate to assign to the subordinate than challenging-learning goals and easy-learning goals.

Hypothesis 5h stated that a manager, who has performance-avoidance goal orientation and low performance expectations of a subordinate, would more likely to see easy-performance goals to be more appropriate to assign to the subordinate than challenging-learning, easy-learning, or challenging-performance goals. However, contrary to the hypothesis, the results revealed that performance-avoidance oriented participants with low expectation of a subordinate found challenging-performance goals as appropriate to assign to the subordinate. Therefore, Hypothesis 5h was not supported.

None of the other three way interactions between goals orientations, goal type and goal level were significant. As a result, Hypothesis 5e, 5f, 5g were not supported.

Table 4.11

Results of repeated-subjects ANOVA conducted to test the effect of achievement goal orientation as a moderator in the relationship between performance expectations and appropriateness of goal kinds

	High Expectation		Low Expectation	
		F		F
Source	df	Goal Appropriateness	df	Goal Appropriateness
1st step of the analysis				
Goal Level (A)	1	26.902***	1	19.606***
A × S error	92	(1.415)	90	(1.346)
Goal Type (B)	1	16.205***	1	5.852***
B × S error	92	(1.435)	90	(1.174)
A × B	1	5.311***	1	43.998***
A × B × S error	92	(1.215)	90	(0.869)
2nd step of the analysis				
A	1	0	1	7.931***
A × Mastery-approach (C)	1	1.177	1	7.396***
A × Mastery-avoidance (D)	1	0.996	1	1.804
A × Performance-approach (E)	1	0.722	1	5.928***
A × Performance-avoidance (F)	1	0.295	1	0.272
A × S error	88	(1.437)	86	(1.249)
B	1	0.281	1	0.452
B × C	1	2.974*	1	0.114
B × D	1	2.266	1	1.059
B × E	1	3.757**	1	0.333
B × F	1	2.200	1	2.927*
B × S error	88	(1.371)	86	(1.163)
A × B	1	2.428	1	4.553***
A × B × C	1	2.088	1	0.747
A × B × D	1	0.119	1	0.719
A × B × E	1	0.041	1	1.189
A × B × F	1	0.314	1	2.192
A × B × S error	88	(1.238)	86	(0.857)

Note: Values enclosed in parentheses represent mean square errors. S = subjects.

*.08 < p < .09, ** .05 < p < .06, *** p < .05

Table 4.11 (cont'd)

Results of repeated-subjects ANOVA conducted to test the effect of achievement goal orientation as a moderator in the relationship between performance expectations and appropriateness of goal kinds

	High Expectation		Low Expectation	
		F		F
Source	df	Goal Appropriateness	df	Goal Appropriateness
3rd step of the analysis				
A	-	-	1	11.123***
A × C	-	-	1	9.259***
A × D	-	-	1	3.040*
A × E	-	-	1	5.603***
A × F	-	-	1	0.045
A × Tenure (G)	-	-	1	3.532**
A × S error	-	-	85	(1.214)
B	-	-	1	0.882
B × C	-	-	1	0.032
B × D	-	-	1	0.652
B × E	-	-	1	0.388
B × F	-	-	1	2.372
B × G	-	-	1	0.738
B × S error	-	-	85	(1.166)
A × B	-	-	1	2.163
A × B × C	-	-	1	0.348
A × B × D	-	-	1	0.242
A × B × E	-	-	1	1.393
A × B × F	-	-	1	2.983*
A × B × G	-	-	1	2.399
A × B × S error	-	-	85	(0.843)

Note: Values enclosed in parentheses represent mean square errors. S = subjects.

*.08 < p < .09, ** .05 < p < .06, *** p < .05

4.5 Summary of Results

Table 4.12 shows the summary of the hypotheses test results.

Table 4.12

Summary of the hypotheses test results

Hypothesis #	Statement	Support?
1a	Managers, who hold the incremental theory of intelligence, will more likely to see learning goals to be more important.	No
1b	Managers, who hold the entity theory of intelligence, will more likely to see performance goals to be more important.	No
2a	A manager, who holds the incremental intelligence theory, is more likely to have a mastery-approach goal orientation.	No
2b	A manager, who holds the entity intelligence theory, is more likely to have either a mastery-avoidance goal orientation or a performance-avoidance goal orientation.	No
2c	A manager, who holds the incremental intelligence theory, is expected to have a mastery-approach goal orientation, and, in turn, is expected to see learning goals to be more important.	No
2d	A manager, who holds the entity intelligence theory, is expected to have either a mastery-avoidance or performance-avoidance goal orientation, and, in turn, is expected to see performance goals to be more important.	No
3a	Having high performance expectations of a subordinate will lead to higher ratings of appropriateness of challenging goals for that subordinate.	Supported
3b	Having low performance expectations of a subordinate will lead to higher ratings of appropriateness of easy goals for that subordinate.	Supported
4a	A manager, who holds incremental theory of intelligence, and has high performance expectations of a subordinate, will more likely to see challenging-learning goals to be more appropriate to assign to the subordinate.	No
4b	A manager, who holds entity theory of intelligence, and has high performance expectations of a subordinate, will more likely to see challenging-performance goals or easy-performance goals to be more appropriate to assign to the subordinate.	No
4c	A manager, who holds incremental theory of intelligence, and has low performance expectations of a subordinate, will more likely to see challenging-learning goals or easy-learning goals to be more appropriate to assign to the subordinate.	No
4d	A manager, who holds entity theory of intelligence, and has low performance expectations of a subordinate, will more likely to see easy-performance goals to be more appropriate to assign to the subordinate.	No

Table 4.12

Summary of the hypotheses test results (cont'd)

Hypothesis #	Statement	Support?
5a	A manager, who has mastery-approach goal orientation and high performance expectations of a subordinate, will more likely to see challenging-learning goals to be more appropriate to assign to the subordinate.	No
5b	A manager, who has mastery-avoidance goal orientation and high performance expectations of a subordinate, will more likely to see challenging-performance goals or easy-performance goals to be more appropriate to assign to the subordinate.	No
5c	A manager, who has performance-approach goal orientation and high performance expectations of a subordinate, will more likely to see challenging-performance goals to be more appropriate to assign to the subordinate.	No
5d	A manager, who has performance-avoidance goal orientation and high performance expectations of a subordinate, will more likely to see challenging-performance goals or easy-performance goals to be more appropriate to assign to the subordinate.	No
5e	A manager, who has mastery-approach goal orientation and low performance expectations of a subordinate, will more likely to see challenging-learning goals or easy-learning goals to be more appropriate to assign to the subordinate.	No
5f	A manager, who has mastery-avoidance goal orientation and low performance expectations of a subordinate, will more likely to see easy-performance goals to be more appropriate to assign to the subordinate.	No
5g	A manager, who has performance-approach goal orientation and low performance expectations of a subordinate, will more likely to see challenging-performance goals or easy-performance goals to be more appropriate to assign to the subordinate.	No
5h	A manager, who has performance-avoidance goal orientation and low performance expectations of a subordinate, will more likely to see easy-performance goals to be more appropriate to assign to the subordinate.	No

Chapter 5

DISCUSSION

5.1 Summary of Findings

The present study aimed to contribute to the goal setting literature by examining the goal assignment process. The goal assignment process involves the choice of goals for the accomplishment of the broader organizational objectives. This choice generally involves two types of judgments: The relative importance of goals to the manager, and the relative appropriateness of goals for the subordinate. In the present study, it was expected that when organizational objectives are multiple and ambiguous, the judgment of relative importance of goals would more likely to be influenced by the characteristics of the individual manager. Therefore, in the present study, implicit theories of intelligence and achievement goal orientations were examined for their effects on the perceived importance of goals. Furthermore, it was expected that these two individual characteristics would also impact judgments of

appropriateness of goals for subordinates in interaction with managers' performance expectations for those subordinates.

Overall, the results revealed that the individual characteristics of managers (both implicit intelligence theory and achievement goal orientation) did not have any effect both on the goal importance and the goal appropriateness judgments. Instead, only managers' performance expectations for subordinates had an effect on the goal appropriateness judgment.

5.1.1 Perceived Importance of Goals

With regard to the perceived importance of goal types, when the relationship between individuals' implicit intelligence theory and the perceived importance of goal types was examined, none of the hypotheses was supported: results revealed no effect of implicit intelligence theory on goal type importance.

These results contradict previous studies (Bandura & Dweck, 1985; Leggett, 1985), which showed that students' intelligence theories predict their goal choices (reviewed in Dweck, 1999). That is, holding an incremental theory of intelligence oriented students toward learning goals, whereas holding an entity theory of intelligence oriented students toward performance goals. One factor that differentiates the present study from previous research is that previous studies on implicit

intelligence theory (Dweck, 1999) were conducted with a student sample, whereas the present research's participants were current employees. There are two main differences between students and employees. First, students' setting can be characterized as a learning environment, whereas employees' environment can be characterized by performance. Second, students unlike employees are working towards personal goals and not organizational goals. Therefore, the present study's finding shows that Dweck's research may not readily be generalized to the work settings. So, it may be concluded that in work settings, employees judge the importance of goals by focusing on the accomplishment of broader organizational objectives, and without regard to their personal beliefs (e.g., implicit intelligence theory).

Second, the hypotheses suggesting mediation of the relationship discussed above by achievement goal orientation, was not supported. A manager, who holds the incremental intelligence theory, was expected to be more likely to have a mastery-approach goal, whereas a manager, who holds the entity intelligence theory, was expected to be more likely to have either a mastery-avoidance goal orientation or a performance-avoidance goal orientation. However, the results revealed a significant positive relation between implicit intelligence theory and mastery-approach, mastery-avoidance, and performance-avoidance orientation. Specifically, the participants, who hold incremental intelligence theory, are more likely to have not only mastery-approach goal orientation, but also mastery-avoidance, or performance-avoidance

goal orientation. This finding is contrary to Elliot and McGregor's (2001) findings. One reason for diverging findings could be the fact that Elliot and McGregor (2001) investigated the effect of domain-general implicit theory, rather than domain-specific implicit theory (e.g., intelligence) on goal orientation. Dweck, Chiu and Hong (1995) suggested that a person could have an entity theory about moral character, and an incremental theory of intelligence. So, the effect of implicit intelligence theory on goal orientation might be different from the domain-general implicit theory's effect. Another reason for diverging findings maybe that in the present study participants widely varied in their age compared to Elliot and McGregor's (2001) study which was conducted with a student sample in a course-specific context. They mentioned that whether their findings are generalizable to other types or ages of people, and to other achievement contexts is unknown. Recently, 2×2 framework of goal orientation has been tested in different contexts. Finney, Pieper and Barron (2004) examined the 2×2 goal framework in a general academic (domain-specific) context, and found support for four distinct factors of goal orientation. In addition, Conroy, Elliot and Hofer (2003) developed and tested 2×2 achievement goals questionnaire in sports context. However, neither of these studies investigated implicit intelligence theory as a predictor of goal orientation. Moreover, there is no study up to date that investigates the 2×2 goal framework in a work context. Therefore, the present research is the first study, which investigates the employees' goal orientations by using the 2×2 framework of goal orientation. So, the results of the present study (finding a positive relation between incremental theory and mastery-approach, mastery-avoidance,

performance-avoidance) might be explained as the following: Participants with incremental intelligence theory may adopt mastery-approach goal orientation to develop their skills and acquire new knowledge. On the other hand, even though participants believe in the malleability of intelligence, they may adopt mastery-avoidance or performance-avoidance goal orientation depending on the situational cues. Button, Mathieu and Zajac (1996) suggested that dispositional goal orientations may lead individuals to adopt a particular goal across situations, but situational cues may cause them to adopt a different goal for a specific situation. In line with this study, it may be the case, for instance, even though an employee believes in the malleability of intelligence, when he/she is assigned an extremely difficult performance goal, the employee might adopt mastery-avoidance or performance-avoidance goal to avoid failure. In a work setting, it is possible that employees might be assigned different kinds of goals depending on the situation. Therefore, after a while, in addition to the accessibility of mastery-approach orientation schema, an incremental employee's frequent activation of mastery-avoidance and performance-avoidance orientation schemas may make these schemas easily accessible. As a result, even though the participants' real working environment was not tested in the present research, the results revealed that there might be a possibility that the situational characteristics (the real working context of participants) could have an effect on individuals' achievement goal orientation. So, the role of contextual characteristics as a moderator between implicit intelligence theory and achievement goal orientation will be an important direction for future field research.

Similar to the findings with the implicit intelligence theory, goal orientations were not related to importance of goal types. It may be speculated that when they judge the relative importance of organizational goals, individuals take into account both the learning and performance requirements of the organization's context and do not make use of their individual tendencies with respect to those goals. This finding is important since organizations may adapt to their environment faster if all contextual requirements are accounted for when selecting goals to allocate resources, regardless of their managers' personal achievement goal orientation. In short, the judgment of goal importance is not a subjective one. Instead, managers judge the importance of goals and prioritize different goals by focusing on the accomplishment of broader organizational objectives.

5.1.2 Perceived Appropriateness of Goals

With regard to the perceived appropriateness of goals for subordinates, first, the relationship between managers' performance expectations for subordinates and the perceived appropriateness of goal levels to assign to subordinates was examined. As expected, having high performance expectations of a subordinate leads to higher ratings of appropriateness of challenging goals as opposed to easy goals for that subordinate. That is, participants, who have high expectation for a subordinate, see challenging goals to be more appropriate to assign to the subordinate than easy goals. This finding is in line with Eden's (1984; 1990) self-fulfilling prophecy model.

According to the model, when a manager has high expectation of a subordinate, the manager provides Pygmalion leadership to the subordinate. Eden suggested that one of the ways of conveying Pygmalion leadership is assigning challenging goals to that subordinate.

On the other hand, it was expected that having low performance expectations of a subordinate would lead to higher ratings of appropriateness of easy goals as opposed to challenging goals for that subordinate. As expected, the participants, who had low expectation for a subordinate, saw easy goals to be more appropriate to assign to the subordinate than challenging goals. Eden (1990) suggested that setting easy goals produces a Golem effect. When easy goals are set, the subordinates think that little is expected of them, and so the subordinates decrease their effort. However, in the previous research on Golem effect, the assignment of goal levels has not been investigated directly. Instead, the researchers (Oz & Eden, 1994) focused on the general leadership. That is, they tested the leadership as a mediator in the relationship between managers' expectations and subordinate performance, by using a leadership scale. For instance, in Oz and Eden's (1994) Golem study, it was found that when one group of leaders (experimental group) were informed that low scores are not a sign of inadequacy, the low-scored personnel in the experimental group improved more than the low scorers in the control group, and rated their leaders more favorably. In short, the results of previous Pygmalion and Golem research revealed whether leaders provide better leadership or not. Moreover, these previous studies have been

conducted in a military setting. Therefore, this is the first study that actually examined the effect of performance expectations on the appropriateness of goal level to be assigned to subordinates.

On the other hand, with regard to the perceived appropriateness of goal kinds for subordinates, the results revealed that the individual factors (both implicit intelligence theory and achievement goal orientation) did not have a moderator effect in the relationship between performance expectations and the perceived appropriateness of goal kinds to be assigned to the subordinate. So, none of the hypotheses was supported by the present study. Instead, the results revealed that the situational factor, that is managers' performance expectations for subordinates, had an effect on the appropriateness of goals. Specifically, when managers have high performance expectation of a subordinate, the managers found challenging goals, whereas when managers have low performance expectation of a subordinate, the managers found easy goals as appropriate to assign to the subordinate. This finding shows that performance expectations are dominant in the goal assignment process. Further, the finding shows that managers do not project their personal beliefs to their subordinates during goal assignment.

5.2 Limitations of the Present Study

The present study also has a number of limitations. With regard to the participants, even though the present study investigated the factors that affect managers' goal choice to assign to the subordinates, only 54% of the sample was real managers. Even though in the present study the results revealed no significant effect of being a manager, future studies should be conducted with real managers rather than individuals acting as managers.

With regard to the present study's research design, first, rather than doing a field study, a scenario was used in the questionnaire to make participants understand the company's current situation, and the participants were asked to read the scenario by placing themselves in the role of an HR manager. Second, the goals, used in the questionnaire, were specific HR goals that HR managers could assign to their subordinates in real life. However, the sample consisted of employees who work in different departments. Therefore, instead of using a scenario, future studies should be carried out in participants' real working environments. Fourth, there were only four goals. The expected results might be achieved by increasing the number of goals, and/or by using different goals (which have different contents). Fifth, even though a Q-sort format was used in the questionnaire to increase the variability, the future studies can be conducted by using another type of scale with a different format of questionnaire.

5.3 Contributions of the Present Study to the Literature

The present study is expected to contribute to the literature in a number of ways. In the present study, the factors that affect managers' choice of goals had been investigated. One of the factors was the effect of individuals' performance expectations for their subordinates. The effects of performance expectations (high and low) were consistent with Eden's (1984; 1990) self-fulfilling prophecy model. However, the present study contributed to the literature as the following: First, in the previous research on Pygmalion and Golem effect, the assignment of goal levels has not been investigated directly. Instead, the researchers (Oz & Eden, 1994) focused on the general leadership. Second, these previous studies, has been conducted in a military setting. Therefore, this is the first study that examined the effect of performance expectations on the appropriateness of goal level to assign to subordinates in a work situation.

The other two factors that affect managers' goal choice were managers' implicit intelligence theory, and their achievement goal orientation. Even though the personal goal preferences of people who believe in different implicit intelligence theories, and has different goal orientations have been examined, there is no research up to date investigating the effects of managers' implicit theory intelligence and their achievement goal orientations on their goal assignments. Specifically, the present study examined whether managers project their own implicit intelligence theory and

achievement goal orientations to their subordinates. The results revealed that managers do not project their own personal beliefs to their subordinates. In particular, this study differs from most of the previous studies, and contributes to the literature in the following respects: first, the present study investigated the implicit intelligence theories of managers rather than students. Second, it investigated the impact of implicit intelligence theories and achievement goal orientations not on the individuals' goal choice for themselves but rather on their goal assignments to their subordinates. Third, there is no study up to date that investigates the 2×2 goal framework in a work context. Therefore, the present research is the first study, which investigates the effect of individuals' goal orientations on their goal choices for subordinates in a work context through using the 2×2 framework of goal orientation.

5.4 Contributions of the Present Study to Practice

The present study is also expected to make contributions to practice. The results revealed that managers treat their subordinates differently depending on the level of performance expectations for them. To prevent the managers from providing ineffective leadership to the poor performers, the managers' expectations of their subordinates could be raised through Pygmalion leadership training programs by making the managers aware of the results of holding high expectations.

Second, the results revealed that managers' do not project their implicit intelligence theories and achievement goal orientations to their subordinates during goal assignment. Instead, managers' goal assignment decisions are mostly influenced by their performance expectations for their subordinates, which are mainly based on subordinates' previous performance. Therefore, organizations can give priority to conduct an effective performance appraisal. In addition, training on how to evaluate and interpret the results of the performance appraisal should be given to the managers. Further, the difficulty level of goals that various employees accomplished should be taken into account in performance appraisals. If not, then the utility of information gained from performance appraisal will be low. In contexts where performance appraisal system considers only the accomplishment of assigned goal without regard to the difficulty of that goal, those with challenging goals may perceive unfairness in the procedures used to assign goals and evaluate performance.

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APPENDICES

Appendix A

Questionnaire of the present study (in Turkish)

Değerli katılımcı,

Katılımınızı rica ettiğimiz bu araştırma, Koç Üniversitesi Endüstri ve Örgüt Psikolojisi Yüksek Lisans Programı bitirme tezi için yapılmaktadır. Gönüllü olarak katılacağınız bu araştırma için 20 dakikanızı ayırmanız yeterli olacaktır. Bu çalışmanın amacı, yöneticilerin çalışma hedeflerini nasıl belirlediklerini incelemektir. Araştırmanın tüm katılımcılar bazındaki sonuçları talep etmeniz halinde (aşağıdaki adrese e-mail yollayarak), rapor halinde size sunulacaktır.

Anketi doldururken lütfen aşağıdaki konulara dikkat ediniz:

* Bu anketi cevaplamak için firmanızda en az 1 senedir çalışıyor olmanız gerekmektedir.
* Araştırmadaki hiç bir sorunun doğru veya yanlış yanıtı yoktur.
* Vereceğiniz cevaplar sadece bilimsel amaçlar için kullanılacak olup, gizlilikleri araştırmacılar tarafından kesinlikle korunacaktır.
* Araştırmanın sağlıklı sonuçlara ulaşması, katılımın yüksek olmasına ve cevapların samimi olmasına bağlıdır.
* Araştırmamızla ilgili sorularınızı lütfen bize iletiniz.

Katkılarınızdan dolayı şimdiden teşekkür ederiz.

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Bölüm 1

İNSAN KAYNAKLARI (İK) YÖNETİM HEDEFLERİ BELİRLEME SİMULASYONU

Merhaba,

Bildiğiniz gibi yöneticilerin sorumlu oldukları ekipleri yönetmede kullandıkları en önemli araçlardan bir tanesi belirledikleri hedeflerdir. Bu simulasyonda sizden, kendinizi bir İnsan Kaynakları (İK) yöneticisi yerine koyarak bir sonraki sayfada yer alan senaryoyu okuyup, daha sonra izleyen sorulara cevap vermenizi istiyoruz. Lütfen, soruları cevaplamaya verilen senaryoyu dikkatlice okuduktan sonra başlayınız. Senaryoda size şirket, ürünler ve pazar hakkında kısıtlı miktarda bilgiler verilecektir, fakat verilen bilgiler sağduyulu bir karar verebilmeniz için yeterlidir. Katılımınız için teşekkür ederiz.

Organizasyon

MEG Limited A.Ş. 20 senedir üretim sektöründe faaliyet gösteren bir şirkettir. Şirketin 1000'i mavi yakalı (hepsi sendikalı) ve 100'ü beyaz yakalı olmak üzere toplam 1100 çalışanı bulunmaktadır. Son yıllarda ekonomide yaşanan kriz havasının azalması ile birlikte şirket büyüme yolunu seçmiştir. Şirketin stratejisi, ilk etapta yeni ürünlerle ürün portföyünün genişletilmesi ve daha sonra birkaç yeni pazara girilmesi olarak belirlenmiştir.

İnsan Kaynakları Departmanı

Şirkette, İK Departmanı büyümeyi desteklemesi için iki yıl önce kuruldu. Sizden önceki müdür zamanında, İK süreçleri geliştirildi ve bu süreçler 6 ay önce uygulanmaya başlandı. Siz, bir ay kadar önce bu şirkette İK Müdürü olarak göreve geldiniz. Departmanınızın sorumlulukları arasında şirket stratejilerine, gelişen yapıya ve değişen çevre koşullarına uygun insan kaynakları politikaları üretmek ve uygulamak ve ayrıca sendika ile ilişkiler, işe alım ve çalışanların özlük işleri gibi

konular vardır. Departmanınızda uzman yardımcısı pozisyonunda 6 kişi çalışmaktadır. Bu 6 çalışan, İK Departmanı'nın kuruluşundan beri yapılan her projede (örn., işe alım, performans değerlendirme, bordro ve özlük işleri, çalışanların eğitimi) değişik görevler üstlenerek bir ekip olarak çalışmaktadır.

Son Durum

Son zamanlarda şirket içinde ve dışında yaşanan değişimler, İnsan Kaynakları için önem arz etmektedir. **Şirket dışında** yaşanan değişimler, bir süre önce 4857 nolu yeni iş kanununun yürürlüğe girmesi ve enflasyonun tekli hanelere gerilemesidir. **Şirket içinde** yaşanan değişimler ise şirketin büyüme stratejisinden kaynaklanmaktadır.

Şirketin gelişmesini sağlıklı bir şekilde sürdürebilmesi ve rekabette avantaj yakalaması için İK Departmanı'nın;

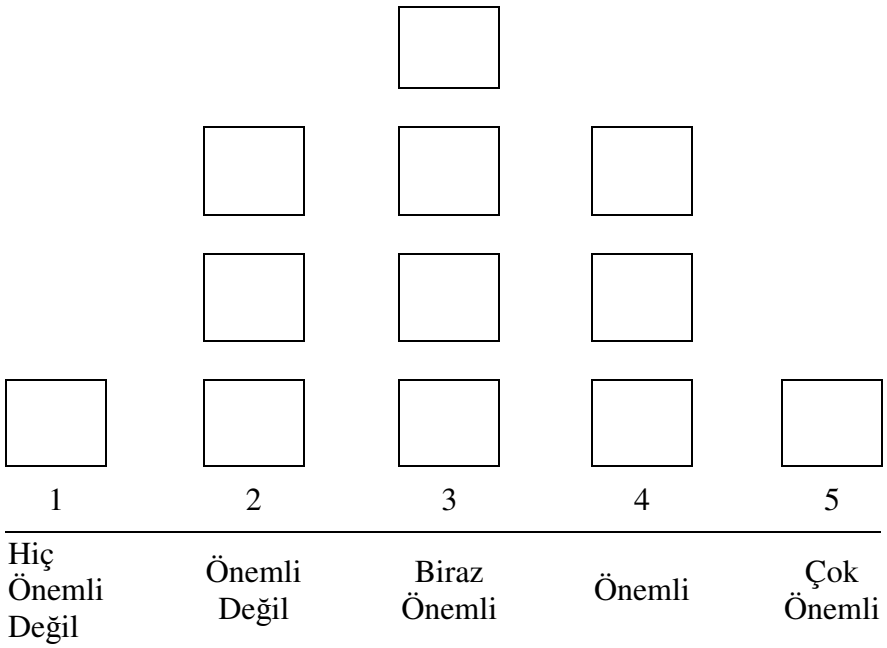
- yeni yasaya ve enflasyonun düşüşüne uyum sağlayarak belirsizlikleri çözmesi,

- şirketin büyüme stratejisi doğrultusunda yeni pazar ve üretim sahalarını desteklemek için yeni eleman ve eğitim ihtiyacı üzerinde yoğunlaşması gerekmektedir.

Göreviniz – 1

İK Departmanı'nın müdürü olarak sizden istenilen, önümüzdeki bir sene içerisinde departmanınızın üzerinde çalışacağı hedefleri belirlemenizdir. Aşağıda 12 farklı hedef göreceksiniz. **Lütfen bu hedeflerin hepsini okuduktan sonra, içinde bulunduğunuz şirketin şartlarını ve değişen çevre koşullarını göz önünde bulundurarak** bu hedeflerin sizin için **önemli olup olmadığını** aşağıdaki ölçeği kullanarak değerlendiriniz.
Organizasyon ve son durum hakkındaki bilgileri tekrar görmek için tıklayınız.

Aşağıdaki kutucukların içindeki hedef seçeneklerinden, uygun bulduğunuz hedefin numarasını seçiniz. Lütfen, her hedefi bir defa seçiniz ve bütün kutucukları doldurunuz.



1) Yeni iş kanununun yürürlüğe girmesiyle ortaya çıkan durumda, değişen yasaların şirkette uygulanan işe alım süreci için hangi değişiklikleri getireceğinin öğrenilmesi.

2)Şirketin büyüme stratejisi doğrultusunda kullanılmaya başlanan İK yazılımlarının kullanımı ve yararları konusunda bütün çalışanlara gruplar halinde belirli bir süre içerisinde eğitim verilmesi, bu konuda bir doküman hazırlanması ve konuyu danışabilecekleri bir birim oluşturulması.

3) Son iki yılda, çalışanların motivasyon ve performansında yaşanan düşüşün neden kaynaklandığının ve nasıl arttırılacağının öğrenilmesi.

4) Değişen yasalara uyum sağlamak için artan engelli kotasının belirli bir süre içerisinde yeterli sayıda kalifiye engelli işe alarak doldurulması.

5)Şirketin büyüme stratejisi doğrultusunda yeni üretim sahalarını desteklemek için, açılan fabrikaların yönetiminden sorumlu olacak üretim deneyimli ve endüstri mühendisliği yüksek lisans eğitimi almış yeterli sayıda müdür ve müdür yardımcısının belirli bir süre içerisinde işe alınması.

6) Yeni yasaya ve enflasyon düşüşüne uyum sağlama sürecinde, çalışanların işlerinden memnuniyet duymaları için neler yapılabileceğinin öğrenilmesi.

7)Şirketin büyüme stratejisi doğrultusunda kurulan bilgisayar sisteminin hayata geçirilmesi için yeterli sayıda bordrolu çalışanın kimlik ve çalışma bilgilerinin sisteme aktarılması işleminin belirli bir süre içerisinde tamamlanması.

8) Yeni iş kanununun yürürlüğe girmesiyle, sendika ile daha önce yapılan toplu sözleşmede oluşan problemlerin nasıl çözüleceğinin ve sendika ile işbirliğinin nasıl geliştirileceğinin öğrenilmesi.

9)Düşük enflasyon şartlarında rekabette avantaj elde etmek için, işgücü maliyetlerinin hangi tip sağlık ve emeklilik sigortaları ile düşürülebileceğinin öğrenilmesi.

10)Şirketin büyüme stratejisi doğrultusunda, yeni girilen pazarlarda üretimi arttırmak için belirli bir süre içerisinde yeterli sayıda çalışanın teknik eğitim ihtiyacının karşılanması.

11) Yeni iş kanununun yürürlüğe girmesi ve enflasyon düşüşü ile ortaya çıkan belirsizlikleri çözmek için, uygulanmakta olan performans yönetim (değerlendirme ve ödüllendirme) sisteminin uyumlu hale getirilmesi için neler gerektiğinin öğrenilmesi ve uygulanabilecek stratejilerin geliştirilmesi.

12)Şirketin büyüme stratejisi doğrultusunda, üretim arttırma stratejisini desteklemek için yeterli sayıda alt kademe mavi yakalının işe alımının belirli bir süre içerisinde gerçekleştirilmesi.

Göreviniz – 2

İK Departmanı'nın müdürü olarak sizden istenilen içinde bulunduğunuz şirketin şartlarını ve değişen çevre koşullarını göz önünde bulundurarak **departmanınızdaki bir çalışanın hedeflerini belirlemenizdir**. Aşağıda bu çalışanınız ile ilgili bilgiler yer almaktadır. Lütfen, bu bilgileri dikkatlice okuduktan sonra, size sorulan soruyu cevaplandırınız.

ÇALIŞAN A: Şirkette 2 yıldan beri çalışıyor. Bu iki sene zarfında istikrarlı bir şekilde 'beklenilenin üstünde' bir performans ortaya koymuştur. Yükselme potansiyeli olduğu kabul ediliyor. İK Departmanı'ndaki diğer 5 çalışan ile performansı karşılaştırıldığında, Çalışan A departmandaki en iyi 2 çalışandan biridir.

Çalışan A'nın 2004 yılı genel performans değerlendirmesi (Değerlendiren: Eski İK Müdürü):

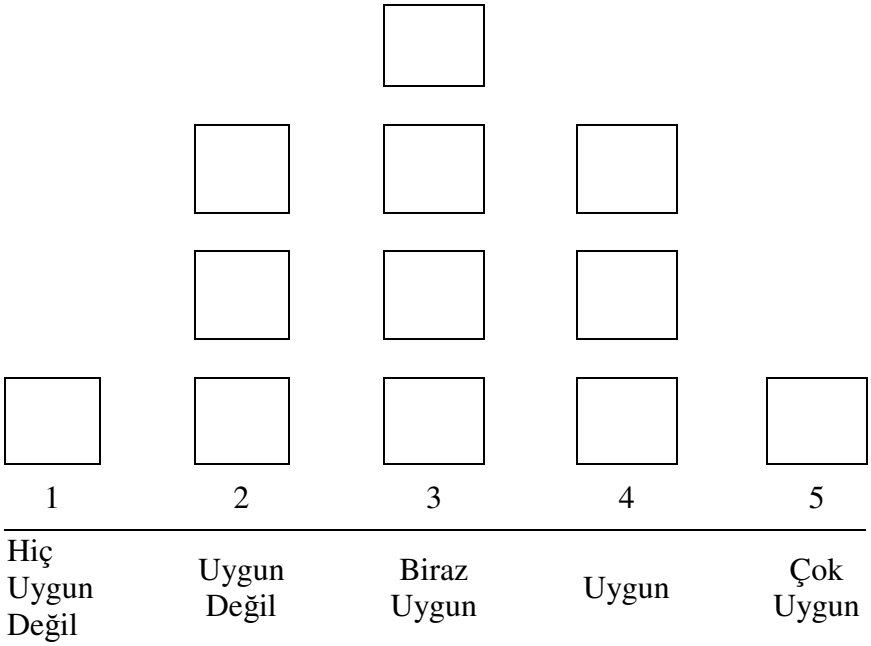
Performans Seviyesi: BEKLENİLENİN ÜSTÜNDE

Açıklama: Yıl boyunca tutarlı ve mükemmel bir performans sergiledi ve yer aldığı üç projenin başarıyla ve zamanında tamamlanmasında önemli bir rol oynadı. Ayrıca kendisine verilen hedefleri beklenenden kısa sürede tamamladı. Bireysel hedeflerini gerçekleştirirken, üzerinde çalıştığı işlerin kalitesinden hiç bir zaman ödün vermedi. Çalışan A'nın şirketimizin gelişmekte olan İK Departmanı'na ve şirketimize büyük bir katkı sağladığına ve de sağlayacağına inanıyorum.

Göreviniz – 2

Aşağıda bu çalışanınıza verebileceğiniz hedefler yer almaktadır. Lütfen hedeflerin hepsini okuduktan sonra, Çalışan A'nın performansı doğrultusunda, bu **hedeflerin Çalışan A'ya uygun olup olmadığını** aşağıdaki ölçeği kullanarak değerlendiriniz. Çalışan A'nın performans profilini tekrar görmek için tıklayınız.

Ölçekteki kutucukların içindeki hedef seçeneklerinden, uygun bulduğunuz hedefin numarasını seçiniz. Lütfen, her hedefi bir defa seçiniz ve bütün kutucukları doldurunuz.



1)Yeni kurulan bilgisayar sisteminin hayata geçirilmesi için **1000** bordrolu çalışanın **200**'ünün kimlik ve çalışma bilgilerinin sisteme aktarılması işleminin **altı** ayda tamamlanması.

2) Sendika ile daha önce yapılan toplu sözleşmede oluşan problemlerin nasıl çözüleceğinin ve sendika ile işbirliğinin nasıl geliştirileceğinin öğrenilmesi.

3)Işgücü maliyetlerinin hangi tip sağlık ve emeklilik sigortaları ile düşürülebileceğinin öğrenilmesi.

4) Yeni girilen pazarlarda üretimi arttırmak için **2** ay içinde **1000** çalışanın **20** saatlik teknik eğitim ihtiyacının karşılanması.

5) Uygulanmakta olan performans yönetim (değerlendirme ve ödüllendirme) sisteminin yeni iş kanunu ve enflasyon ile uyumlu hale getirilmesi için neler gerektiğinin öğrenilmesi ve uygulanabilecek stratejilerin geliştirilmesi.

6)Üretim arttırma stratejisini desteklemek için **10** alt kademe mavi yakalının işe alımının **altı** ayda gerçekleştirilmesi.

7) Değişen yasaların şirkette uygulanan işe alım süreci için hangi değişiklikleri getireceğinin öğrenilmesi.

8) Kullanılmaya başlanan İK yazılımlarının kullanımı ve yararları konusunda **1100** çalışana **2** ay içinde **20**'şer kişilik gruplar halinde eğitim verilmesi, bu konuda bir doküman hazırlanması ve konuyu danışabilecekleri bir birim oluşturulması.

9) Son iki yılda, çalışanların motivasyon ve performansında yaşanan düşüşün neden kaynaklandığının ve nasıl arttırılacağının öğrenilmesi.

10) Artan engelli kotasının **dört** ay içinde **iki** kalifiye engelli işe alarak doldurulması.

11) Yeni açılan fabrikaların yönetiminden sorumlu olacak **10 yıl** üretim deneyimli ve endüstri mühendisliği yüksek lisans eğitimi almış **3** müdür ve **2** müdür yardımcısının **iki** hafta içerisinde işe alınması.

12)Çalışanların işlerinden memnuniyet duymaları için neler yapılabileceğinin öğrenilmesi.

Bölüm 2

Bu bölümde, sizin kendi görüşlerinizle ilgileniyoruz. Lütfen, aşağıdaki ölçeği kullanarak, verilen cümlelere ne kadar katılıp/ katılmadığınızı belirtiniz. Her cümlenin yanında yer alan ölçekteki yuvarlaklardan bir tanesini işaretleyiniz.

1	2	3	4	5	6
Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum

1. İnsanların belirli bir düzeyde zekası vardır ve bunu değiştirmek için çok fazla bir şey yapamazlar.
2. İnsanların zekası fazla değiştiremeyecekleri bir özelliğidir.
3. Kim olursa olsun, her insan zeka düzeyini kayda değer bir şekilde değiştirebilir.
4. Dürüst olmak gerekirse, insanlar ne kadar zeki olduklarını değiştiremezler.
5. İnsanlar her zaman zekalarını belirgin bir oranda değiştirebilirler.
6. İnsanlar yeni şeyler öğrenebilir fakat temel zeka düzeylerini değiştiremezler.
7. İnsanların zeka düzeyleri ne olursa olsun, zekalarını her zaman belirgin bir miktar değiştirebilirler.
8. İnsanlar temel zeka düzeylerini bile hatırı sayılır oranda değiştirebilirler.

Bölüm 3

Bu bölümde sizin kendi görüşlerinizle ilgileniyoruz. Lütfen, aşağıdaki ölçeği kullanarak, verilen cümlelere ne kadar katılıp/ katılmadığınızı belirtiniz. Her cümlenin yanında yer alan ölçekteki yuvarlaklardan bir tanesini işaretleyiniz.

1	2	3	4	5
Kesinlikle Katılmıyorum	Katılmıyorum	Biraz Katılıyorum Biraz Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum

1. Bazen öğrenebileceklerimi yeteri kadar öğrenememekten endişe duyarım.
2. Başkalarıyla kendimi karşılaştırdığımda,onlardan daha başarılı olmak benim için önemlidir.
3. Yeni şeyler öğrenmeye zorlayan işler yapmayı tercih ederim.
4. İstediğim tek şey, kötü performans göstermekten kaçınmaktır.
5. Bazen, bana verilen bir işin içeriğini istediğim gibi anlamamaktan korkarım.
6. Hedefim, başkalarından çok daha başarılı olmaktır.
7. Benim için kabiliyetlerimin sınırlarını genişletme imkanı önemlidir.
8. Kötü performans gösterme korkum beni sık sık motive eder.
9. Bana verilen bir işi yanlış anlamaktan korkarım.
10. Yeni kavramlar öğrenmek için her zaman kendimi zorluyorum.
11. Başkalarından çok daha iyi performans göstermek benim için önemlidir.
12. Çoğu zaman öğrenilecekleri iyi kavrayamamaktan korkarım.
13. Benim için kapasitemi zorlayıcı işler yapmak imkanı önemlidir.
14. Hedefim, kötü performans göstermekten kaçınmaktır.
15. Öğrendiklerimi unutmaktan korkarım.
16. Benim için yeni şeyler öğrenme imkanı önemlidir.

Bölüm 4

Çalışan A'nın performansıyla ilgili bilgiyi okuyup, kendisine bazı hedefleri uygun buldunuz.

* Sizce Çalışan A'nın, genel performansı nasıldır? Lütfen, cevabınızı ölçekteki sayıların yanında yer alan yuvarlaklardan bir tanesini işaretleyerek belirtiniz.

1	2	3	4	5
Çok Başarısız	Başarısız	Orta Düzeyde Başarılı	Başarılı	Çok Başarılı

Bölüm 5

Aşağıda, sizden çalışanınız için belirlemenizi istediğimiz 12 hedef yer almaktadır. Sizden istenilen, içinde bulunduğunuz şirketin şartlarını ve değişen çevre koşullarını göz önünde bulundurarak, bu hedefleri hem öğrenme-performans ölçeğinde hem de zorluk ölçeğinde değerlendirmenizdir.

Lütfen her hedefi okuduktan sonra, hem o hedefin 'öğrenmeyi gerektiren bir hedef' mi yoksa 'performans gerektiren bir hedef' mi olduğunu hem de o hedefin 'kolay bir hedef' mi yoksa 'zor bir hedef' mi olduğunu, her hedefin yanında yer alan ölçekleri kullanarak değerlendiriniz. Lütfen, cevaplarınızı ölçekteki yuvarlakları işaretleyerek belirtiniz.

Öğrenme Hedefi : Bir işi yapabilmek için yeni bilgilerin öğrenilmesi, becerilerin kazanılması ve yeni stratejilerin keşfedilmesi gereken bir hedef.
Örnek: Antalya'ya nasıl gidileceğini (hangi şehirlerden geçileceğini) öğrenmek, Antalya'ya ulaşmak için değişik ve yeni yollar keşfetmek, ve Antalya'ya giden kısa ve uzun yollar hakkında bilgi edinmek (önemli olan yeni bilgilerin öğrenilmesidir)

Performans Hedefi : Verilen bir işte, belli bir zaman dilimi içinde, spesifik bir yeterlik standardına ulaşarak, kişinin yeteneğini göstermesi ve kanıtlaması gereken bir hedef.
Örnek: İstanbul'dan Antalya'ya belirli süre içerisinde, belli hız limitinde, ve de belli bir araç kullanarak gidilmesi. (önemli olan sizin gösterdiğiniz performanstır)

	Hedefler	Öğrenmeyi Gerektiren Hedef	Performans Gerektiren Hedef	Kolay Bir Hedef	Zor Bir Hedef
1)	Değişen yasaların şirkette uygulanan işe alım süreci için hangi değişiklikleri getireceğinin öğrenilmesi.				
2)	Artan engelli kotasınının **dört** ay içinde **iki** kalifiye engelli işe alarak doldurulması.				
3)	Kullanılmaya başlanan İK yazılımlarının kullanımı ve yararları konusunda **1100** çalışana **2** ay içinde **20**'şer kişilik gruplar halinde eğitim verilmesi, bu konuda bir doküman hazırlanması ve konuyu danışabilecekleri bir birim oluşturulması.				
4)	Yeni açılan fabrikaların yönetiminden sorumlu olacak **10** yıl üretim deneyimli ve endüstri mühendisliği yüksek lisans eğitimi almış **3** müdürün ve **2** müdür yardımcısının **iki** hafta içerisinde işe alınması.				
5)	Yeni kurulan bilgisayar sisteminin hayata geçirilmesi için **1000** bordrolu çalışanın **200**'ünün kimlik ve çalışma bilgilerinin sisteme aktarılması işleminin **altı** ayda tamamlanması.				
6)	Son iki yılda, çalışanların motivasyon ve performansında yaşanan düşüşün neden kaynaklandığının ve nasıl arttırılacağının öğrenilmesi.				
7)	Çalışanların işlerinden memnuniyet duymaları için neler yapılabileceğinin öğrenilmesi.				

	Hedefler	Öğrenmeyi Gerektiren Hedef	Performans Gerektiren Hedef	Kolay Bir Hedef	Zor Bir Hedef
8)	Sendika ile daha önce yapılan toplu sözleşmede oluşan problemlerin nasıl çözüleceğinin ve sendika ile işbirliğinin nasıl geliştirileceğinin öğrenilmesi.				
9)	İşgücü maliyetlerinin hangi tip sağlık ve emeklilik sigortaları ile düşürülebileceğinin öğrenilmesi.				
10)	Yeni girilen pazarlarda üretimi arttırmak için **2** ay içinde **1000** çalışanın **20** saatlik teknik eğitim ihtiyacının karşılanması.				
11)	Üretim arttırma stratejisini desteklemek için **10** alt kademe mavi yakalının işe alımının **altı** ayda gerçekleştirilmesi.				
12)	Uygulanmakta olan performans yönetim (değerlendirme ve ödüllendirme) sisteminin yeni iş kanunu ve enflasyon ile uyumlu hale getirilmesi için neler gerektiğinin öğrenilmesi ve uygulanabilecek stratejilerin geliştirilmesi.				

Bölüm 6

Lütfen, aşağıdaki demografik bilgileri doldurunuz. Bu bilgiler araştırmanın sonuçlarının analizi için kullanılacaktır. Hiçbir şekilde, araştırmaya katılan kişileri tanımlamak amacıyla kullanılmayacaktır.

1. Doğum Yılınız: _____

2. Cinsiyet: Erkek_____ Kadın _____

3. Son Mezun Olduğunuz Okul:
İlkokul _____ Ortaokul _____ Lise _____ Lisans _____ Master_____ Doktora _____

4. Çalıştığınız Departman:
Finans _____ Muhasebe _____ Satış _____ Pazarlama _____ İnsan Kaynakları _____ Operasyon _____ Teknoloji/Destek _____ Ar/Ge _____ Diğer _____

5. Toplam Çalışma Süreniz : ____yıl ____ay

6. Yönetici iseniz, kaç senedir yöneticilik yapıyorsunuz? _____

7. Size Bağlı Çalışan Sayısı :_____

8. Çalıştığınız işyerinde yıllık hedefler belirleniyor mu? : Evet_____
Hayır_____

Appendix B

Two different subordinate profiles used in the questionnaire

ÇALIŞAN A: Şirkette 2 yıldan beri çalışıyor. Bu iki sene zarfında istikrarlı bir şekilde 'beklenilenin üstünde' bir performans ortaya koymuştur. Yükselme potansiyeli olduğu kabul ediliyor. İK Departmanı'ndaki diğer 5 çalışan ile performansı karşılaştırıldığında, Çalışan A departmandaki en iyi 2 çalışandan biridir.

Çalışan A'nın 2004 yılı genel performans değerlendirmesi (Değerlendiren: Eski İK Müdürü):

Performans Seviyesi: BEKLENİLENİN ÜSTÜNDE

Açıklama: Yıl boyunca tutarlı ve mükemmel bir performans sergiledi ve yer aldığı üç projenin başarıyla ve zamanında tamamlanmasında önemli bir rol oynadı. Ayrıca kendisine verilen hedefleri beklenenden kısa sürede tamamladı. Bireysel hedeflerini gerçekleştirirken, üzerinde çalıştığı işlerin kalitesinden hiç bir zaman ödün vermedi. Çalışan A'nın şirketimizin gelişmekte olan İK Departmanı'na ve şirketimize büyük bir katkı sağladığına ve de sağlayacağına inanıyorum.

ÇALIŞAN X: Şirkette 2 yıldan beri çalışıyor. Bu iki sene zarfında yapılan performans değerlendirmeleri, Çalışan X'in performansının 'beklenilenin altında' olduğunu ortaya koydu. İK Departmanı'ndaki diğer 5 çalışan ile performansı karşılaştırıldığında, Çalışan X departmandaki en kötü 2 çalışandan biridir.

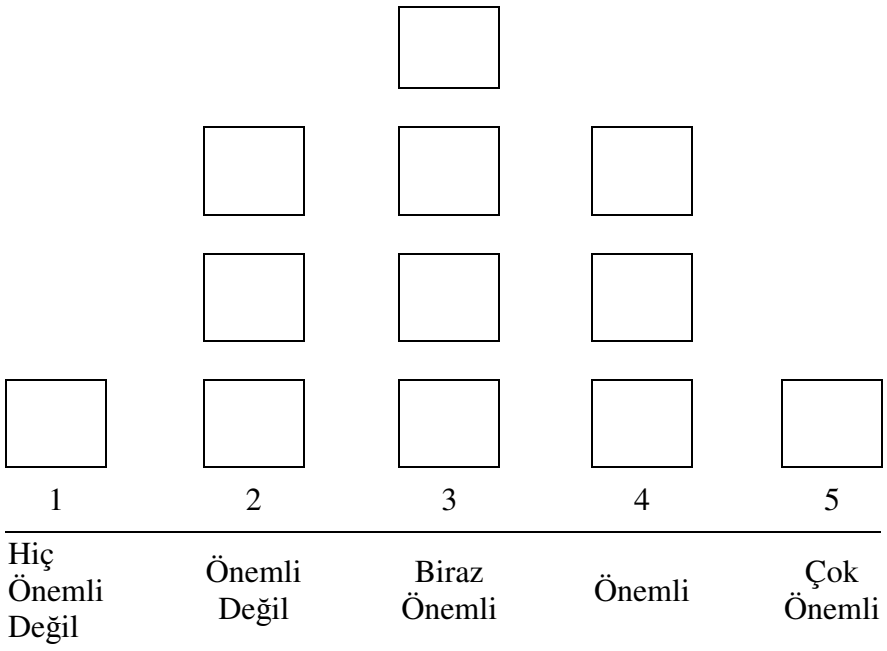
Çalışan X'in 2004 yılı genel performans değerlendirmesi (Değerlendiren: Eski İK Müdürü):

Performans Seviyesi: BEKLENİLENİN ALTINDA

Açıklama: Yıl boyunca tutarsız ve düşük bir performans sergiledi ve bu performansıyla yer aldığı 3 projenin başarısızlığında ve gecikmesinde rol oynadı. Ayrıca kendisine verilen hedefleri tutturamadı. Çalışan X'in şirketimizin gelişmekte olan İK Departmanı'na ve şirketimize yeterince katkı sağladığını ve de sağlayacağını sanmıyorum.

Appendix C

Q-sort format used in importance of goal types



Appendix D

Factor loadings for the achievement goal orientation scale (approach)

	Factor Loadings			
	F1	F2	F3	F4
1. Başkalarının performansım hakkında ne düşündüğüne değer veririm.	.842			
18.Birtakım işleri ne kadar iyi yapıp yapmadığım konusunda başkalarının fikirleri benim için önemlidir.	.832			
27.İyi bir iş yaparak başkalarını etkilemek benim için önemlidir.	.750		.318	
23.Başkalarının performansım hakkında ne düşündüğünü önemsemem.	.710			
12.Başkalarının benim hakkımdaki beklentilerini karşılamayı isterim.	.645			.310
5. Performansımla başkalarını etkilemek benim için önemli değildir.	.465		.318	
24.Benim için yeni şeyler öğrenme imkanı önemlidir		.789		.358
26.Yeni kavramlar öğrenmek için her zaman kendimi zorluyorum.		.730		
17.Yeni şeyler öğrenmeye zorlayan işler yapmayı tercih ederim.		.717		
21.Benim için kabiliyetlerimin sınırlarını genişletme imkanı önemlidir.	.351	.700		.328
32.Benim için kapasitemi zorlayıcı işler yapmak imkanı önemlidir.		.655		
6. Öğrenmeyi gerektiren durumlarda, genelde kendim için bir hayli zorlayıcı hedefler belirlerim.		.460		-.334
7. Eğer zor bir işte başarılı olamadıysam, bir dahaki sefere daha fazla çalışmayı planlarım.		.432	.411	
29.Hedefim, başkalarından çok daha başarılı olmaktır.			.826	
9. Başkalarıyla kendimi karşılaştırdığımda, onlardan daha başarılı olmak benim için önemlidir.			.778	
31.Başkalarından çok daha iyi performans göstermek benim için önemlidir.	.395		.727	
8. İşe yarayan bir sistemle devam etmek risk alıp başarısız olmaktan daha iyidir.				.796
Eigenvalues:	4.598	3.182	1.388	1.131
Percent of variance explained:	27.049	18.718	8.167	6.656

Note: Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Values less than .30 are not presented.
F1 includes items measuring performance-approach orientation defined by Zweig and Webster (2004).
F2 includes items measuring mastery-approach orientation defined both by Zweig and Webster (2004), and Elliot and McGregor (2001).
F3 includes items measuring performance-approach orientation defined by Elliot and McGregor (2001).

Appendix E

Factor loadings for the achievement goal orientation scale (avoidance)

Items	Factor Loadings		
	F1	F2	F3
10. Bana verilen bir işi yanlış anlamaktan korkarım.	.811		.305
4. Bazen, bana verilen bir işin içeriğini istediğim gibi anlamamaktan korkarım.	.784		
16. Çoğu zaman öğrenilecekleri iyi kavrayamamaktan korkarım.	.772		.311
3. Bazen öğrenebileceklerimi yeteri kadar öğrenememekten endişe duyarım.	.699		
15. Öğrendiklerimi unutmaktan korkarım.	.550		
30. Yaptığım bir işte, gösterdiğim bir ilerlemeden sonra bir düşüş yaşamaktan korkarım.	.497	.362	
25. Bitiremeyeceğim işlerden uzak dururum.		.808	
20. Genelde sonunu getiremeyeceğimi bildiğim işlerden uzak dururum.		.806	
11. Başarı ile tamamlayabileceğimden emin olmadığım işlere girişmekten hoşlanmam.	.349	.630	
2. Başlamadan önce bir işte başarılı olacağımdan emin olmak isterim.		.569	
28. Performansımın başkalarınınki ile olumsuz olarak karşılaştırılmasını istemem.		.530	
19. Performansımın başkalarınınki ile karşılaştırılacağı durumlardan uzak dururum.			
22. Hedefim, kötü performans göstermekten kaçınmaktır.			.787
13. İstediğim tek şey, kötü performans göstermekten kaçınmaktır.			.762
33. Kötü performans gösterme korkum beni sık sık motive eder.			.608
14. Başkalarının koyduğu standartlara ulaşamayacağımdan endişe duyarım.			.603
Eigenvalues:	4.719	2.124	1.591
Percent of variance explained:	27.761	12.496	9.358

Note: Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Values less than .30 are not presented.
F1 includes items measuring mastery-avoidance orientation defined by Elliot and McGregor (2001).
F2 includes items measuring performance-avoidance orientation defined by Zweig and Webster (2004).
F3 includes items measuring performance-avoidance orientation defined by Elliot and McGregor (2001).

Appendix F

Factor loadings for the achievement goal orientation scale (16-item)

Items	Factor Loadings			
	F1	F2	F3	F4
1.Çoğu zaman öğrenilecekleri iyi kavrayamamaktan korkarım.	.870			
2.Öğrendiklerimi unutmaktan korkarım.	.783			
3.Bazen bana verilen bir işin içeriğini istediğim gibi anlamamaktan korkarım.	.765			
4.Bana verilen bir isi yanlis anlamaktan korkarim.	.763			
5.Bazen öğrenebileceklerimi yeteri kadar öğrenememekten endişe duyarım.	.658			
6.Kötü performans gösterme korkum beni sık sık motive eder.	.516	.329		
7.Hedefim, başkalarından çok daha başarılı olmaktır.		.877		
8.Başkalarından çok daha iyi performans göstermek benim için önemlidir.		.813		
9.Başkalarıyla kendimi karşılaştırdığımda,onlardan daha başarılı olmak benim için önemlidir.		.761		
10.Benim için yeni şeyler öğrenme imkanı önemlidir.			.776	
11.Benim için kabiliyetlerimin sınırlarını genişletme imkanı önemlidir.			.692	
12.Benim için kapasitemi zorlayıcı işler yapmak imkanı önemlidir.			.625	
13.Yeni şeyler öğrenmeye zorlayan işler yapmayı tercih ederim.			.595	
14.Yeni kavramlar öğrenmek için her zaman kendimi zorluyorum.			.500	
15.İstedigim tek şey, kötü performans göstermekten kaçınmaktır.				.799
16.Hedefim, kötü performans göstermekten kaçınmaktır.	.319			.762
Eigenvalues:	4.632	2.445	1.541	1.046
Percent of variance explained:	28.950	15.284	9.634	6.541

Note: Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Values less than .30 are not presented.
F1 includes items measuring mastery-avoidance orientation defined by Elliot and McGregor (2001).
F2 includes items measuring performance-approach orientation defined by Elliot and McGregor (2001).
F3 includes items measuring mastery-approach orientation defined both by Elliot and McGregor (2001), and Zweig and Webster (2004).
F4 includes items measuring performance-avoidance orientation defined by Elliot and McGregor (2001).