

**INSPIRED AND EFFECTIVE:
THE ROLE OF THE IDEAL SELF IN
EMPLOYEE ENGAGEMENT, WELL-BEING, AND POSITIVE
ORGANIZATIONAL BEHAVIORS**

by

HECTOR MARTINEZ

Submitted in partial fulfillment of the requirements

For the degree of Doctor of Philosophy

Dissertation Committee:

Richard Boyatzis, Case Western Reserve University (chair)

Diana Bilimoria, Case Western Reserve University

Chris Burant, Case Western Reserve University

Ron Fry, Case Western Reserve University

Department of Organizational Behavior

Weatherhead School of Management

CASE WESTERN RESERVE UNIVERSITY

May, 2016

**CASE WESTERN RESERVE UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

We hereby approve the thesis/dissertation of

Hector Martinez

candidate for the degree of Doctor of Philosophy *.

Committee Chair

Prof. Richard Boyatzis

Committee Member

Prof. Diana Bilimoria

Committee Member

Prof. Ron Fry

Committee Member

Prof. Chris Burant

Date of Defense

March 17, 2016

*We also certify that written approval has been obtained for any proprietary material contained therein.

TABLE OF CONTENTS

List of Tables	5
Abstract	6
CHAPTER I: INTRODUCTION.....	7
Employee engagement and meaningfulness of work.....	8
Gaps in the meaning of work research.....	9
The ideal self and meaningfulness of work.....	10
Significance of the study.....	12
Structure of the dissertation.....	13
CHAPTER II: LITERATURE REVIEW , GAPS AND HYPOTHESES	14
The Self-concept and possible selves.....	14
Possible selves and self-regulation	13
The ideal self and self-discrepancy.....	16
Intentional Change Theory.....	17
Activating the ideal self.....	19
The ideal self and positive emotional attractors (PEA).....	19
Antecedents of the ideal self: Hope and self-efficacy).....	20
CHAPTER III: METHODS.....	35
Sample Participants and Procedure.....	35
Data collection and analysis.....	36
Statistical Analysis.....	37
Correlations.....	39
Model Fit Statistics.....	40

Measures.....	42
CHAPTER IV: FINDINGS.....	47
Summary of Results	47
Structural Equation Model.....	51
Post Hoc Tests and Findings.....	52
Post Hoc SEM Results.....	54
CHAPTER V: DISCUSSION.....	56
CHAPTER VI: CONCLUSIONS	74
APPENDIX A: TABLES.....	91
APPENDIX B: Informed Consent Form.....	101
REFERENCES.....	131

LIST OF TABLES

Table 1: Model of the ideal self within the organization.....	34
Table 2: SEM Results.....	50
Table 3: Descriptive Statistics Table.....	37
Table 4: Correlations Table with Cronbach's Alpha.....	39
Table 5: Regression Weights	46
Table 6: Mediation Results.....	79
Table 7: First SEM Model Standardized N=170.....	40
Table 8: First SEM Model Unstandardized N=170.....	94
Table 9: Last SEM Model Standardized Results N=239.....	41
Table 10: Last SEM Model Unstandardized Results N=239.....	95
Table 11: SEM Modification Indices- Paths Added to first SEM Model N=170.....	96
Table 12: SEM - Paths Removed to first SEM Model N=170.....	96
Table 13: SEM Modification Indices- Paths Removed or added to first SEM Model N=170.....	97
Table 14: SEM Model- Paths or Variables Removed Model N=239.....	98
Table 15: Pattern Matrix EFA Dependent Variables into 6 Factors.....	51
Table 16: Last SEM Post Hoc Model Standardized Results N=239	54
Table 17: Post Hoc Hypothesis Results.....	54

Inspired and Effective: The Role of the Ideal Self in Employee Engagement, Well-being and Positive Organizational Behaviors

Abstract

by

HECTOR MARTINEZ

While the ideal self has been used as a component of several motivation theories (Markus & Wurf, 1987; Higgins, 1987; Boyatzis & Akrivou, 2006), it has not received as much empirical research attention, and even less quantitative research. This study extends work on the measurement of the ideal self—defined as “an evolving, motivational core within the self, focusing a person’s desires and hope, aspirations and dreams, purpose and calling” (Boyatzis & Akrivou, 2006: 625)—to explain how employees perform and feel about their jobs, as well as how they interact with and are viewed by other organizational members. Past theories have claimed that performance is more a function of the “fit” between the person’s Real Self (i.e., their abilities, competencies and attitudes) and the task demands of the job and organization (Boyatzis, 1982; Fiedler, 1967). This study proposes that aspirations and dreams drive employee performance and behavior beyond the fit between role and an employee’s demonstrable abilities. Therefore, it is proposed that employees who find opportunities for synergy between their job roles and their ideal self are more engaged and better organizational members, who also go out of their way to help their peers, and are perceived to better perform their jobs than employees who experience less of this synergy. Results from an SEM analysis provide evidence that the

ideal self impacts how employees feel about their lives (i.e. well-being), how they behave at work (i.e. in-role task behavior, extra-role helping behaviors, and reputational effectiveness), and the quality of their work relationships (PNEA work climate). Furthermore, results provide support for the mediating role of the quality of work relationship in the relationship between the ideal self and employee engagement and well-being.

CHAPTER 1: INTRODUCTION

Overview of the study

Scholars have noted that the employer-employee relationship has evolved from a long-term relationship, characterized by “employees offering loyalty, trust and commitment in exchange for job security, training and development, promotion and support from their employers” (Cartwright & Holmes, 2006: 200), to a more transactional employment contract (Rousseau, 1995; Herriot & Pemberton, 1995; Cartwright & Holmes, 2006) in which—in exchange for higher pay—“employees are expected to work longer hours, take on greater responsibility, be more flexible and to tolerate continual change and ambiguity” (Cartwright & Holmes, 2006: 200). It has also been proposed that this shift in the work relationship has been detrimental to the quality of life of employees, generating higher levels of stress, frustration, and general cynicism about work and their lives (Cartwright & Holmes, 2006), leading some scholars to conclude that employee cynicism is the new paradigm that defines the work relationship (Cartwright & Holmes, 2006: 201).

However, organizations do want more engagement from their employees—more so “than they [...] are willing to invest in developing” (Shuck & Rose, 2013: 3). This is not surprising given that engaged employees perform better and are better organizational citizens (Rich, LePine, & Crawford, 2010), engage in more discretionary effort and report lower levels of turnover intention (Shuck et al, 2011), and at the business-unit level, employee engagement has been correlated with customer satisfaction, organizational

productivity, profits, employee retention, and employee safety (Harter, Schmidt & Hayes, 2002).

But in this more transactional work relationship, what are the conditions necessary for employees to feel engagement in their work? Boyatzis Akrivou (2006) proposed that employees with a clearer, more energizing and comprehensive ideal self would have higher levels of engagement at work and fulfillment in their lives, because an activated ideal self plays an “executive or motivational function” monitoring and guiding actions and decisions to ensure self-satisfaction, leading to behaviors that bring its realization and development (Boyatzis & Akrivou, 2006: 625). Given that the work relationship has become more transactional, it is likely that more engaged employees may simply be better able to visualize how their jobs help them to realize their desired future, generating greater salience in their work roles. It is the intent of this research study to test Boyatzis & Akrivou’s (2006) proposition that an employee’s vision of their desired future plays a significant role in how employees feel and behave at work. The results of this study may provide evidence for organizations that encouraging employees to visualize how their jobs facilitate their development into their ideal self is one of the conditions that helps to create employee engagement.

Employee engagement and meaningfulness of work

Notwithstanding the recent shifts in the work relationship, employee engagement has always been an issue for organizations. In 1960, Douglas McGregor pointed out that “the conditions of modern industrial life give only limited opportunity for [employee engagement] to find expression” (McGregor, 2006: Loc. 1260/7086). More recent scholars have noted that today the emergence of employee engagement is no less

“nuanced and individually offered” (Shuck & Rose, 2013: 3), and “cannot be demanded, artificially created, or inflated” by the organization (Shuck & Rose, 2013: 3). But while undoubtedly employees are the only ones who can determine their engagement, they do not do so in a vacuum. Organizations can empower employees to find engagement (Shuck & Rose, 2013: 3), or as McGregor noted, management can “create conditions such that [an employee] is encouraged and enabled to seek [engagement]” (McGregor, 2006: Loc. 5035/7086).

The question of employee engagement focuses on the expression or investment of an employee’s physical, cognitive and emotional energy in the performance of their work role (Kahn, 1990). These are perceived through the behaviors employees engage in—or leave out—of their performance at work (Kahn, 1990). Kahn (1990) included meaningfulness of work as one of the conditions for engagement, and more recent researchers have used the two terms as interchangeable (Shuck & Rose, 2013). As such, it can be said that when an employee is engaged, they have found meaning in their work, and when talking about employee engagement, meaningfulness is implied (Shuck & Rose, 2013). The meaningfulness of work within the context of engagement is a result of an employee’s evaluation of their contribution and influence, and the rewards they will attain from their work (Shuck & Rose, 2013).

Gaps in the meaning of work research

While research on the meaningfulness of work has increased considerably over the last few years, it is still a new topic in its relative adolescence (Rosso et al., 2010). As such, there are still many gaps in our understanding of the mechanisms towards its determination. One gap in particular is the role that the *working self-concept* plays in

finding meaning at work. The self-concept has been noted as especially relevant to the topic of meaning of work, because “how individuals see themselves and how they are oriented toward the activity of work play a crucial role in the meaning of that work” (Rosso et al., 2010: 99). The *working self-concept* represents the entirety of our accessible self-knowledge (Markus & Nurius, 1986), housing a collection of diverse representations of the self called the *possible selves* (Markus & Nurius, 1986). These self-representations play a pivotal role in the self-regulation of our emotions (Markus & Nurius, 1986; Higgins, 1987) and our behaviors (Markus & Nurius, 1986; Harlow & Cantor, 1996), providing us with “motivational consequences, incentives, rules and scripts for behavior” (Markus & Nurius, 1986: 299).

The ideal self and meaningfulness of work

One of these *possible selves*—the ideal self—has been identified as playing a prime role in self-regulation (Carver & Scheier, 1990). The ideal self is the representation of the self in the future that one most desires to become (Markus & Nurius, 1986) and in its representation, captures our most important aspirations and wishes (Boyatzis & Akrivou, 2006). Boyatzis and Akrivou proposed that a healthy and robust ideal self (i.e. a clearer, more energizing and comprehensive of the important components of one’s life) can engage managers and lead them to feel a greater level of satisfaction in their lives (Boyatzis & Akrivou, 2006). They explain that the ideal self leverages the motivational power of a salient and meaningful vision of what could be and plays an “executive or motivational function” monitoring and guiding actions and decisions to ensure self-satisfaction, leading to behaviors towards its realization and development (Boyatzis & Akrivou, 2006: 625). The vision of the ideal self helps to organize and direct the will to

change, embedding it “with positive affect from within the person” (Boyatzis & Akrivou, 2006: 625). “The result harnesses the will or drive for self direction, intentional change, and desired future accomplishments” (2006: 625), and finding congruencies between the “real” or *actual self* and the ideal self leads to “attaining something desired” or “acquiring rewards” (Carver & Scheier, 1990: 32). However, the impact of the ideal self is “partially conscious and partially unconscious, varying from individual to individual” (Boyatzis & Akrivou, 2006: 625). It is proposed that the variations of consciousness, salience and inclusiveness of an employee’s ideal self, in part, explain the meaningfulness that employees find in their work.

Following Boyatzis & Akrivou (2006) proposition that individuals who can visualize their jobs as part of their ideal self would have higher levels of engagement at work and fulfillment in their lives, it is proposed that the ideal self has an impact on employee engagement and well-being. Researchers have operationalized well-being into two separate but related constructs: subjective and psychological well-being (Ryan & Deci, 2001; Keyes, Schmotkin, & Ryff, 2002). Subjective well-being (SWB) is “an evaluation of life in terms of satisfaction and balance between positive and negative affect” (Keyes et al, 2002: 1007), while psychological well-being (PWB) “entails perception of engagement with existential challenges of life” (1007). Philosophically, SWB measures hedonic well-being (i.e. happiness), while PWB measures eudaimonic well-being (i.e. human potential) (Ryan & Deci, 2001; Keyes et al, 2002). The expression of the ideal self would impact both measures of well-being.

It is also proposed that the ideal self—and its role in self-regulation—has an impact on employee behavior, specifically task behavior, helping behaviors (OCB helping), and

managerial effectiveness. Self-regulation theory (Markus & Wurf, 1986; Higgins, 1984; 1987; 1998; Boyatzis & Akrivou, 2006) and role theory (Katz & Kant, 1966) explain the impact of the ideal self impact on behavior at work. The ideal self “provides a direction and impetus for action, change, and development” (Markus & Nurius, 1986: 960), allowing for a more direct cognitive link between motives and behaviors (Markus & Kunda, 1986; Markus & Nurius, 1986; Hoyle & Sherrill, 2006). Employees who have a more clear, meaningful, and inclusive ideal self that visualizes the role of their job in realizing their ideal self (Boyatzis & Akrivou, 2006) could expand their role behavior at work to engage in higher levels of in-role and extra-role behaviors as part of the way they bring their ideal future into reality (Carver & Scheier, 1990).

Finally, it is proposed that the ideal self impacts the perceived quality of relationships at work, which then mediates the relationship of the ideal self on engagement, well-being and the behavioral outcomes. Boyatzis and Akrivou noted that activating the ideal self leads to arousal of the parasympathetic nervous system (PSNS), positive affect, and positive emotional attractor (PEA) (Boyatzis & Akrivou, 2006). This activation creates a “positive bias in cognitions, in which one thinks more positive thoughts, is more optimistic about the future, recalls positive valence memories, and attends more to positive attributes in others” (Boyatzis, Smith & Beveridge, 2013: 162). Prior findings show that peers look to connect more with positive people (Brissette, Scheier, & Carver, 2002), and positivity has been linked to more supportive social networks (Brissette, et al., 2002; Hays & Oxley, 1986). As such, employees with an active ideal self are more positive, and feel better about their work relationships.

Significance of the study

This dissertation addresses three key research gaps surrounding the ideal self. First, this study looks to assess the impact of employee ideal self on how employees harness their full-selves in their work roles (i.e. employee engagement), how employees think and feel about their lives (i.e. well-being), and how employees behave at work (i.e. in-role and extra role behaviors, as well as managerial reputation). Second, this study furthers research on the ideal self by linking it to work relationship climate. It is proposed that the ideal self impacts how employees feel about their relationships at work, and that this perception mediates the impact of the ideal self on engagement, well-being, and behaviors at work. Finally, this study looks to extend the work on the quantitative measure of the ideal self, which would help researchers to include the measure in more studies.

The sample is comprised from 239 mid-level managers in Costa Rica from firms in the finance, public service, administrative services and production industries. Data was collected measuring their ideal self, subjective and psychological well-being, job engagement, and data from their peers was collected assessing behavior about their job role, assessing how they help others, and assessing how well they are as managers. The hypotheses in this model were tested using structural equation modeling (SEM).

Structure of the dissertation

This dissertation is organized into five chapters. Chapter 2 is a review of the existing literature pertinent to the proposed model. Chapter 3 details the methods used to analyze the data, including an overview of the research site, sample, study design, and measures used. In Chapter 4 the results of the study are presented, and in Chapter 5 a discussion and interpretation of the key findings with implications for research and

practice. At the back of the document are the reference list, appendices, construct summary, and Institutional Review Board (IRB) application documents.

CHAPTER 2: LITERATURE REVIEW

The following is a literature review of the theories and research relevant to the topics of self-regulation and the ideal self, engagement and meaningful work, and role theory. These theories provided the conceptual framework for the model and research questions proposed in this study. This chapter will focus on: the role of the self-concept and self-regulation in motivation and behavior; the self-regulatory possible selves and their role in self-discrepancy theory; the intentional change theory; the ideal self and its antecedents vision, hope and self-efficacy; as well as theory on employee engagement, well-being, role behavior, and the PNEA.

The Self-concept and possible selves

Research on motivation has focused on numerous avenues to explain human behavior, effort, and performance (Locke & Latham, 2002). One research stream that has received considerable research attention has looked at the role of the *working self-concept* as a motivating and self-regulating standard of behavior and emotion (Markus & Wurf, 1987; Higgins, 1987, 1998; Boyatzis & Akrivou, 2006). The *working self-concept* represents the entirety of our accessible self-knowledge (Markus & Nurius, 1986), housing a collection of diverse representations of the self, called *possible selves* (Markus & Nurius, 1986). These are described as self-schemas that derive from representations of past selves and include representations of future selves (Markus & Nurius, 1986). The possible selves capture specific, personally poignant images of our hopes, fears, and fantasies (Markus & Nurius, 1986).

But while these schemas include past images of the self, they also hold lived experiences, and as such are dynamic, capturing our sense of what is within the possible for us to become or play out (Markus & Nurius, 1986). Within the dynamic multiplicity of the possible selves some of these images are hopeful symbols, while others are bleak, sad, or tragic reminders of what we feel needs to be avoided (1986). Researchers have used different categories to delineate between the possible selves. For instance, there are possible selves that differentiate time (i.e. past, present and future selves), a domain (i.e. actual, ideal and ought), or our standpoint in relation to it (i.e. own versus others) (Markus & Wurf, 1987; Higgins, Bond, Klein & Strauman, 1986).

Possible selves and self-regulation

Possible selves are pertinent to how individuals control and direct their behaviors (Markus & Wurf, 1987). This process is called self-regulation and it is a “fundamental activity of the self-system” (Hoyle & Sherrill, 2006: 1673). Scholars describe the process as a three-stage cycle that includes “monitoring behavior, making a judgment about how well the behavior is being executed, and evaluating or reinforcing the self” (Markus & Wurf, 1987: 311). However, self-regulation has varying degrees of efficiency (Markus & Wurf, 1987). An individual may sometimes fail to regulate their behavior because: (1) they are unable to decide between goals; (2) they lack the appropriate knowledge of how to proceed; (3) or they try but have failed repeatedly fails (Markus & Wurf, 1986). It has been suggested that the possible selves are “a critical variable in how smoothly self-regulatory processes function” (Markus & Wurf, 1986: 312).

While some of these possible selves do not motivate behavior, the most significant images work directly to energize or activate behavior. The possible selves that are seen as

most likely to impact behavior are termed self-regulatory possible selves (Oyserman, Bybee, Terry, & Hart-Johnson, 2004). Self-regulatory possible selves provide a self-defining goal and include specific behavioral strategies for pursuing the goal (Hoyle & Sherrill, 2006). In contrast are self-enhancing possible selves, which may activate positive feelings, but provide no information for current behavior (Hoyle & Sherrill, 2006). For instance, a possible self that includes a behavior pattern is more likely to motivate behavior, whereas visualizing the result of the behavior may engender positive feeling, but it will not likely motivate behavior (Oyserman et al., 2004; Hoyle & Sherrill, 2006). As such, possible selves are important because they: (1) provide a context to interpret and evaluate current and past images of ourselves, and (2) directly impact our engagement in behavior to become—or avoid—those images (Hoyle & Sherrill, 2006).

The ideal self and self-discrepancy

Possible selves that we wish to become are desirable, positive and can be based on observations of other people rather than personal experience. These are called hoped-for selves (Hoyle & Sherrill, 2006). For example, a hoped-for possible self provides an image that captures motivation (i.e. a general drive or inclination to do something) for self-regulation (i.e. the self's capacity for altering it's behavior) towards the future self (Baumeister & Vohs, 2007). However, their impact is mediated by their importance or by what is believed to be possible (Markus & Wurf, 1986). A term used for the *prime* hoped-for possible selves is the ideal self (Higgins, 1984; Boyatzis & Akrivou, 2006).

The ideal self has been identified as playing a central role in self-regulation (Carver & Scheier, 1990), and can be described as a “future best self,” representing a version of ourselves that is consistent with not only what is most important to us (i.e.

values, goals and experiences), but also what we find as aspirational and inspirational. It is composed of an “evolving, motivational core focusing a person’s desires and hope, aspirations and dreams, purpose and calling” (Boyatzis & Akrivou, 2006: 625) and has been proposed as “the locus of positive emotion within the self” (Boyatzis & Akrivou, 2006: 635). As a psychological component of the self (Baumeister, 1998; Higgins, 1989), it is “partially conscious and partially unconscious, varying from individual to individual” (Boyatzis & Akrivou, 2006: 625).

Some scholars have noted that ideal self plays a key role in the third stage of self-regulation. In the third stage, the individual focuses on “reducing the discrepancy between the way one is behaving and the way one wants to behave” (Markus & Wurf, 1987: 312). Scholars propose that “when a behavioral standard is salient and the person is focused on the self, attention to the self discrepancy between where the person is and where he wants to be [will] motivate [...] behavior, provided the person expects to reach the standard; if not, then the person [will] withdraw, physically or mentally, from attempts at change” (Markus & Wurf, 1987: 313). As such, a person’s belief that they will reach convergence between the actual self and the desired self-regulatory possible self will impact how likely they are to engage in the change.

Self-discrepancy theory also predicts that the discrepancy between the ideal and the actual self can lead to anxiety and dissatisfaction (Higgins, 1987). However, findings have been mixed. While some studies have found support for the predictions in self-discrepancy theory (Higgins, 1987; Higgins et al., 1986; Higgins, Klein, & Strauman, 1985; Strauman & Higgins, 1987), other studies have failed to find support (McDanoel & Grice, 2008; Key et al., 2000; Ozigul, Heubeck, Ward, & Wilkinson, 2003; Tangney,

Niedenthal, Covert, & Barlow, 1998; Hart, Field, Garfinkle, & Singer, 1997; Scott & O'Hara, 1993; Hafdahl, Panter, Gramzow, Sedikides, & Insko, 2000). In particular, McDaniel and Grice (2008) did not find that discrepancies between the ideal and the actual self were predictive of depression.

Intentional Change Theory

While self-discrepancy theory has focused on the negative emotional response to differences in the self states, other theories have proposed that these differences—if they are grounded on a vision of an inspiring future— are part of how humans learn, develop and bring into reality a more desired image of themselves (Boyatzis, 2006). Boyatzis (2006) proposed the intentional change theory (ICT) as a theory that looked at the “mysterious black box of change” (Boyatzis, 2006: 607). At the individual level, “ICT describes the components and process of desirable, sustainable change” in a “person’s actions, habits or competencies” (2006: 608). Foundational for the ICT is that “adults learn what they want to learn” (2006: 609), but this desire may not be conscious or within the scope of their self-awareness (Boyatzis, 2006).

The process of intentional change is complex, non-linear and discontinued, which appears to the individual as a series of five epiphanies or discoveries (Boyatzis, 1983; 2006). The process begins with visualizing the desires or wishes that a person would like to occur (i.e. first discovery: the ideal self). The second step develops self-awareness by receiving input about the real self, thus establishing the discrepancy between the ideal and the real self. The third discovery entails the elaboration of a learning agenda that provides a path for the real self to become the ideal. The fourth discovery is the experimentation of the goals expressed in the learning agenda. The fifth and final

discovery is the impact of the positive, “resonant relationships that enable a person to experience and process each discovery in the process” (2006: 613). The most pertinent discovery to this paper is the ideal self discovery.

Activating the ideal self

As part of the intentional change theory (McKee, Boyatzis, & Johnson, 2008) the ideal self is described as both an aspiration (i.e. a vision of the future) and an inspiration (i.e. a source of positive emotional energy) that aligns cognitive attention and emotional energy towards a desired future that demands substantial change and development (McKee et al., 2008). Boyatzis and Akrivou (2006) explain that the ideal self is composed of an individual’s vision of a desired future, hope, self-efficacy, and identity. The first component, the vision or imagery is a cognitively constructed articulation of a person’s dreams, aspirations, and fantasies. It is a function of one’s passion, values, and stage in life (Boyatzis & Akrivou, 2006).

In the application of the ICT model, a person is given an opportunity to bring the ideal self into great consciousness by craft this vision into an integrative paper. This is intended to give a self-determined structure to the process of thinking, shaping and voicing the subconscious passions and the implied values that people follow. The process of discovering the ideal self includes expressing the values, goals and experiences that are most energizing and meaningful to an individual, and constructing an image of the self that provides an order and direction for an individual’s future. As the image of a future ideal self comes into focus, it can generate in an individual epiphanies and new understandings about themselves, hence the term discovery.

The conscious realization of the ideal self may feel like a surprise or epiphany to

an individual (Boyatzis & Akrivou, 2006: 628). The vision of the ideal self works as a roadmap of sorts, providing clear direction in the experiences a person wishes to live, as well as the person they wish to become, and the person they wish others to see. However, the epiphany—and the motivational driver of the process—comes from the emotional response of seeing “what could be,” and even more importantly, how it could be realized.

The ideal self and positive emotional attractors (PEA)

Discovering the ideal self ignites the PEA in an individual. Boyatzis (2011) calls this emotional state *positive emotional attractors* (PEA). The PEA state is linked to the arousal of the parasympathetic nervous system and to more altruistic, helpful, cooperative and conciliatory behavior (Barsade, & Gibson, 2007). It lies in contrast to the negative emotional attractor (NEA) state, which is linked to the sympathetic nervous system (SNS). The NEA has been linked to people having less access to their neural circuits and inhibited neurogenesis (Boyatzis et al., 2006). The two attractors “reflect two basic needs of the human organism: the need to survive (NEA) and the need to thrive (PEA)” (Boyatzis, 2011). In the ICT, the ideal self is pivotal beyond this first PEA-generating discovery. Active dreaming, thinking, imagining, and investing in the realization of this inspirational ideal self activate positive emotions and vitality in individuals. For long-term sustainable change, the image of the ideal self needs to be continuously in focus, as both a direction and source of energy.

Antecedents of the ideal self: Hope and self-efficacy

As mentioned above, a person’s belief that they will reach convergence between the actual self and the desired self-regulatory possible self will impact how likely they are to engage in the behavior. This sense of belief has been operationalized using two

variables: Hope and self-efficacy (Boyatzis & Akrivou, 2006). Snyder defines hope as “a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy), and (b) pathways (planning to meet goals) thinking” (Snyder, Irving, & Anderson, 1991: 287). Hope theory indicates that the purposeful movement toward a desired goal demands perceptions of realizable routes (pathways thinking) and goal-directed energy (agency thinking) (Snyder et al., 2000). Agency and pathway thinking are additive and iterative, in that one component leads to increases in the other.

When working towards a goal, an individual generally focuses on one route, but if that route is blocked, to sustain hopeful thinking, the individual must identify alternative routes (Snyder et al., 2000). Pathways thinking is the perceived capacity to generate one or more paths that lead to the accomplishment of a goal (Snyder et al., 2000: 749). Agency, on the other hand, is the goal-directed determination that propels pathways thinking (Snyder et al., 2000: 749). It is the belief that one can endeavor and sustain progress on pathways toward a given goal. Agency thoughts serve to motivate, and take the form of affirming self-statements such as “I know I can do this” and “I will finish this” (Snyder, LaPointe, Crowson, & Early, 1998). Furthermore, it is through agentic thinking that an individual channels positive motivation towards alternative pathways (Irving et al., 1998; Snyder, 1994; Snyder et al., 2000). Because of the interaction between agency and pathways thinking, hope has been called an “empowering way of thinking” (Snyder, 1994: 2).

Snyder points out that goals are the anchors of hope (Snyder, 1994; Snyder, Cheavens, & Simpson, 1997; Snyder et al., 2000). However, these goals must be

substantial in value to motivate behavior and often may reflect subgoals of larger, more complex goals (Snyder et al., 2000). In addition, while the goal must be attainable it should contain some degree of uncertainty towards its realization. If a goal is unattainable, it simply demoralizes a person, while if attainment seems certain, then the motivation will be low (Snyder et al., 2000). Therefore, “hope theory is concerned with goals that are at least of moderate importance and intermediate in their probability of attainment” (Snyder et al., 2000: 748)

Research has linked hope to the ideal self (Boyatzis & Akrivou, 2006; Buse, 2012), as the ideal self captures our desires, aspirations and dreams, purpose and calling (Boyatzis & Akrivou, 2006)—the most meaningful goals in our lives—and as such, its attainment would represent substantial and salient value. Boyatzis and Akrivou describe hope as the “affective driver of the ideal self” (2006: 628). The positive emotions generated from the ideal self “emerge from the sense of agency, and the belief that there will be feasible routes to the accomplishment of the hoped for image or state” (Boyatzis & Akrivou, 2006: 632). Following theory and research, it is expected that hope will have a positive impact on the ideal self.

Hypothesis 1: Hope has a positive effect on the ideal self.

Self-efficacy

The second variable to impact the ideal self is self-efficacy (Boyatzis & Akrivou, 2006). Self-efficacy has been defined as conviction or confidence about one’s abilities to “mobilize the motivation, cognitive resources or courses of action needed to successfully execute a specific task within a given context” (Stajkovic & Luthans, 1998: 66). Beliefs about self-efficacy beliefs affect “the quality of human functioning through cognitive,

motivational, affective, and decisional processes” (Bandura, 2012: 15). In particular, beliefs in self-efficacy influence self-enabling or self-debilitating thoughts (Bandura, 2012). Different to other similar constructs—for instance optimism—self-efficacy is bounded by a specific task and/or context, and is directly linked to one’s personal abilities (Luthans et al., 2010). An executive who feels efficacy towards his or her ability to close a sale might feel pessimistic about their long-term career success.

Self-efficacy is particularly pertinent in self-regulation because “people’s beliefs in their coping capabilities play a pivotal role in their self-regulation of emotional states” (Bandura, 2012: 15). As such, self-efficacy affects the quality of one’s emotional life and vulnerability to stress and depression (Bandura, 2012). Self-beliefs of efficacy affect the options one considers, as well as the choices made, at important decisional points (Bandura, 2012). Such beliefs also contribute to self-development and change. Through their choice in “activities and environments, people set the course of their life paths and what they become” (Bandura, 2012: 15).

Research has shown that self-efficacy predicts behavioral change (Kolb and Boyatzis, 1970; Bandura, 1982), because stronger self-efficacy leads to persistence in efforts (Bandura, 1982). Research has also found a link between self-efficacy and the ideal self (Buse, 2012). It is expected that self-efficacy will have a positive impact on the ideal self by providing confidence to dream big enough to construct a meaningful, aspirational and inspirational ideal.

Hypothesis 2: Self-efficacy has a positive effect on the ideal self.

Job Engagement

Kahn formally defined engagement as “the simultaneous employment and

expression of a person's 'preferred self' in task behaviors that promote connections to work and to others, personal presence (physical, cognitive, and emotional) and active, full performances" (1990: 700). When experiencing engagement, employees "harness their full selves in active, complete work role performances by driving personal energy into physical, cognitive, and emotional labors" (Rich, Lepine & Crawford, 2010: 617). Kahn proposed that engagement was observed through the investment of physical, cognitive, and emotional energy into work roles (Kahn, 1992). Engagement is exhibited by individuals becoming physically involved in tasks, as well as cognitively vigilant, focused, and attentive, and through emotional connection to their work and others (Kahn, 1990; Rich et al., 2010). In other words, engagement involves the "hands, head, & heart in active, full work performance" (Rich et al., 2010: 617).

Kahn (1990) proposed that there were conditions that fostered the willingness for an employee to engage in their work roles. These included an individual's perception of their work contexts, as well as personal characteristics. Engaged employees are described as focused in their role performances, as well as being present psychologically, attentive, and feeling connected (Rich et al., 2010). They are open to themselves and others, connected to work and others, and bring their complete selves to perform (Kahn, 1992). Kahn identified three psychological conditions: (1) salience of the work role; (2) safety of the environment; (3) and resource availability (Rich et al., 2010). As such, "engagement is the simultaneous employment and expression of a person's 'preferred self' in task behaviors that promote connections to work" (Kahn, 1990: 700).

It would be expected that a healthy and robust ideal self would impact employee engagement for several reasons. Research on the power of positive imagining "indicates

that we can access and engage deep emotional commitment and psychic energy if we engage our passions and conceptually catch our dreams” (Boyatzis, 2006: 614). As such, if employees are able to visualize their work roles within their ideal self, either as a path towards or a component of their most desired self-regulatory possible self, then employees will feel engaged in their work not only because it will lead to better job performance, but also because it will be an investment towards the realization and development—or maintenance—of their ideal self. It is expected that an individual who feels that their ideal self is holistic and inspirational—inclusive of their job—will have greater levels of job engagement.

Hypothesis 3: The ideal self has a positive impact on job engagement.

Sense of Well-Being

Well-being refers to “optimal psychological functioning and experience” (Ryan & Deci, 2001: 142), and fits within the debate about the definition of “optimal experience and what constitutes ‘the good-life’” (Ryan & Deci, 2001: 142). Definitions of well-being fall into two ancient philosophical views: The first, labeled hedonism, equates well-being with pleasures, while the second, termed eudaimonism, determines that well-being moves beyond happiness and consists of realizing one’s “true nature” or potential (Ryan & Deci, 2001). Researchers have found that while measures of hedonic—or subjective well-being (SWB)—and eudaimonic well-being—or psychological well-being (PWB)—are strongly correlated, they capture distinct types of experience (Waterman, 1993). Both measures were associated with drive fulfillments, however eudaimonic well-being (PWB) was more strongly related to activities that afforded personal growth and development and was associated with being challenged and exerting effort (Waterman, 1993). In turn,

hedonistic well-being (SWB) was related to being relaxed, away from problems, and happy (Waterman, 1993).

SWB has been researched as “a cognitive process of judgment and attribution (Schwarz & Clore, 1983; Tversky & Griffin, 1991), constituents of emotional experience (Diener, Sandvik, & Pavot, 1991; Lazarus, 1991), goal-related behavior (Omodei & Wearing, 1990; Sheldon & Elliot, 1999), time perspective (Shmotkin, 1991; Strack, Schwarz, & Gschneidinger, 1985), short-term and long-term effects of life events (Shmotkin & Lomranz, 1998)” (Keyes, Shmotkin & Ryff, 2002: 1008). In contrast, “PWB tradition draws heavily on formulations of human development and existential challenges of life” (Keyes, Shmotkin & Ryff, 2002: 1008). Ryff (1989) has proposed that PWB is made up of six distinct dimensions: self-acceptance, positive relations with others, environmental mastery, autonomy, purpose in life and personal growth. PWB research has looked at well-being as outcomes in response to personal projects (McGregor & Little, 1998) and work aspirations and achievements (Carr, 1997).

It would be expected that the ideal self is linked to both subjective and psychological well-being for several reasons. First, the ideal self is linked to well-being because people’s experiences of well-being are “shaped by attributes of their personal goals and their motives for pursuing them” (Ryan & Deci, 2001: 143). Second, well-being has been linked to autonomy in self-concordant goals (Sheldon & Elliot, 1999). Self-concordant goals “fulfill basic needs and are aligned with one’s true self [...] they are well-internalized [...] and emanate from intrinsic motivations” (Ryan & Deci, 2001: 157). While goal attainment in itself is associated with greater well-being, the effect is much less when goals are not self-concordant (Ryan & Deci, 2001). The ideal self is a

vision of the self that realizes self-concordant goals. Finally, from the perspective of self-discrepancy theory, “psychological well-being results in large part from satisfaction of the basic psychological needs for autonomy, competence, and relatedness” (Deci & Ryan, 2001: 157).

As such, the realization, or self-attainment of the ideal self is in many ways the definition of well-being. As such, the ideal self is both a path for development and a source of positive affect and reward attainment, and it is expected that the ideal self will have an impact on both measures of well-being—SWB and PWB.

Hypothesis 4a: The ideal self has a positive impact on PWB.

Hypothesis 4b: The ideal self has a positive impact on SWB.

Job performance and role behavior

Holistically, job performance has been defined as “dependably meeting or exceeding standards of performance prescribed by organizational roles, and innovatively and spontaneously going beyond prescribed roles” (Motowidlo & Van Scotter, 1994: 475). Task behavior is a set of recurring actions (Katz & Kahn, 1966) which can include fulfilling assigned duties, complying with company rules, and working the expected number of hours in a day (Williams & Anderson, 1991: 602). Citizenship behavior has received considerable attention in the field of organizational research. The concept and definition for OCB (Bateman & Organ, 1983; Smith, Organ, & Near, 1983; Organ, 1988) is founded on Katz’s (1964; Katz & Kant, 1966) distinction between in-role behaviors—consistent with job description and the work agreement—and extra-role behaviors—which are outside of the agreement, but have been found to positively impact the performance of employees (Williams & Anderson, 1991) and organizations (Podsakoff et al., 2009).

Researchers have found that proactive and future-focused employees engage more frequently in both types of role behaviors. Bergeron et al (2015) found that professionals with proactive personality engage more frequently in task behavior. As such, it would be expected that employees who are better able to visualize their job within their ideal self would be more likely to engage in higher frequency of task behavior as a way to reduce the self-discrepancy between their actual self and their ideal self.

Hypothesis 5: The ideal self has a positive impact on task behavior.

OCB Helping

Citizenship behavior has received considerable attention in the field of organizational research. The concept and definition for OCB (Bateman & Organ, 1983; Smith, Organ, & Near, 1983; Organ, 1988) is founded on Katz's (1964; Katz & Kant, 1966) distinction between in-role behaviors—which are consistent with the job description and agreement, and extra-role behaviors—which are outside of the agreement, but have been found to positively impact the performance of employees (Williams & Anderson, 1991) and organizations (Podsakoff et al., 2009). Katz and Kant (1966) proposed that without these extra-role behaviors, organizations would not function.

Findings have shown that supervisors draw a real distinction between OCB and in-role behavior (Podsakoff et al., 2009), and while recognized by the organization, OCBs are not rewarded equally (Bergeron, Shipp, Rosen, & Furst, 2011). By engaging in these behaviors, employees take time from their negotiated in-role behaviors, risking running out of limited resources (i.e. time) and being unable to complete what they agreed to do (Bergeron, 2007). There is a considerable body of research establishing a

link between positive affect and helping behaviors (George, 1991; Isen, 1984; Penner, Midili, & Kegelmeyer, 1997; Salovey, Mayer, & Rosenhan, 1991; Spector & Fox, 2002). Several studies have looked particularly at hope and self-efficacy and OCB (Goody et al., 2009; Avey, Luthans & Youssef, 2010; Avey et al., 2011), and findings show that individuals higher in levels of hope and self-efficacy are more likely to engage in OCBs (see Avey et al., 2011 for a meta-analysis). Researchers have explained this relationship relying on the general belief that more positive employees seem to engage in more OCBs than those who tend to be negative (Avey et al, 2011: 441). Given that inspiring ideal selves and PNEA create positive emotional states, it is expected that this relationship hold for employees with more inspiring ideal selves, as well as with higher levels of PEA.

Bergeron et al (2015) found that professionals with proactive personality engage more frequently in OCB. Strobel et al (2013) found that employees with a *future-oriented* mindset were more likely to perform OCB. Both studies concluded that more frequent engagement of extra-role behavior was part of how employees either make their personal vision a reality (Bergeron et al., 2015: 73), or reflected an “employee’s desire to make the workplace a better place and to create a positive future for themselves and the organization” (Strobel, Tumasjan, Sporrle, & Welpel, 2013: 830). As such, it would be expected that employees who have included their jobs in the ideal self would be more likely to engage more frequently in task behavior and both types of OCB—helping and voice—as a way to influence and transform their work context towards the vision of their ideal self.

Hypothesis 6: The ideal self has a positive impact on OCB helping.

Reputational Effectiveness

Reputational effectiveness is defined as “the unique judgment made by each constituent regarding the extent to which the manager is responsive to the constituent’s expectations” (Tsui, 1994, p. 290). Reputational effectiveness is founded on role theory (Tsui, 1990). Role theory indicates that a job role is shaped, in part, by the expectations of other organizational members who are dependent on that job (Katz & Kahn, 1978). Each organizational member has a set of expectations and standards about that role, and it is those expectations that define the tasks required by the role (Katz & Kahn, 1978). As such, reputational effectiveness measures the ability of an individual to meet the expectations that collaborators have about the role of being a manager (Bond et al., 2004). Higher levels of reputational effectiveness result from successfully satisfying those expectations (Bond et al., 2004: 47). Reputational effectiveness has been linked to having more access to information and cooperation (Tsui and Ashford, 1994), and increased promotions and rewards (Tsui, 1984; Johnson et al., 2002).

It would be expected that employees who are better able to visualize their manager role within their ideal self would be more self-focused about their behavior and be more likely to engage in behavior that would meet role expectations of managers and thus to reduce the self-discrepancy between their actual self and their ideal self.

Hypothesis 7: The ideal self has a positive impact on Reputational Effectiveness.

Ideal Self and work relationship climate:

Boyatzis explains that the discovery and activation of the ideal self is linked directly to positive emotions (Boyatzis, 2008). Positive emotions are defined as “a state of high energy, full concentration, and pleasurable engagement” (Watson and Tellegen, 1985), and are involved in the experience of hope and self-efficacy (Boyatzis, 2008).

Directly linked with the experience of positive emotion is the arousal of the positive emotional attractor (PEA) state. The PEA is one of two strange attractors—the negative emotional attractor (NEA) is the other—which are characterized by three dimensions: positive versus negative emotional arousal; hormonal arousal; and neurological activation (Boyatzis, 2008). “The PEA and the NEA are two distinct psycho-physiological states comprised of distinct emotional, psychological, physiological and neurological characteristics that create a force around one’s thinking, feeling and behaviors” (Boyatzis et al., 2015: 4). The PEA and NEA are self-regulating states, and as such, the individual will remain one state or the other “until a tipping point provokes a shift to the alternate state” (Boyatzis et al., 2015: 4). Boyatzis et al. (2015) proposed that an individual must be in the PEA state to discover and activate their ideal self. Hence, an employee with an activated ideal self “spends significantly more time in the PEA than the NEA” (Boyatzis et al., 2015: 8). It has been proposed that individuals in the PEA attend “more to positive attributes in others” (Boyatzis, Smith & Beveridge, 2013: 162). Hence, it would be expected that employees with an activated ideal self would be more likely to recognize positive attributes of other, impacting the perceived quality of their relationship at work.

Hypothesis 8: The ideal self has a positive impact on the climate of work relationships.

Mediation: The climate of work relationships

Relationships are important in organizational life. Relationships with individuals and groups “constitute the environment in which we live our professional lives” (Gersick et al. 2000: 1026). Relationships “give us a sense of identity, guide us as to what is appropriate and ‘good’ behavior, and provide feedback on our behavior, [,,] creating a ‘context’ within which we interpret our progress on desired changes, the utility of new

learning, and even contribute significant input to formulation of the Ideal” (Boyatzis, 2008: 617). Boyatzis proposed (2008) that our relationships are mediators of our change and learning, as sources of feedback, support and permission. Indeed, they may be “the most important source of protection from relapses or returning to our earlier forms of behavior” (Boyatzis, 2008: 617).

Hence our perception of the quality of our relationships at work holds considerable impact in how we feel and behave at work. Relationship climate is “a reflection of how members feel about, and hence respond to, the working relationship” (Koza & Dant, 2007: 281), and is the “barometer for determining how members are apt to respond to each other within the act of interacting” (Koza & Dant, 2007: 281). Boyatzis (2008) proposed that quality of relationships at work held a tension between PEA and NEA states. These states are generated through our sense of the shared vision, compassion and positive mood in our relationships at work. As such, if employees feel like their work relationships share the same vision, share a sense of compassion, and share positive mood, then these work relationships would be more PEA than NEA, and provide a positive space and context for growth and development towards the ideal self. Hence the perception of the quality of work relationships mediates the impact of the ideal self on employee engagement and well-being, as well as the regulation of task behavior, citizenship behavior and fulfilling the role of a manager. Furthermore, as the ideal self generates positive energy in employees, emotional contagion would indicate that others would also respond in a more positive state, tipping the climate of work relationships into a PEA state.

Hypothesis 9a: The climate of work relationships mediates the impact of the ideal self on job engagement.

Hypothesis 9b: The climate of work relationships mediates the impact of the ideal self on psychological well-being.

Hypothesis 9c: The climate of work relationships mediates the impact of the ideal self on subjective well-being.

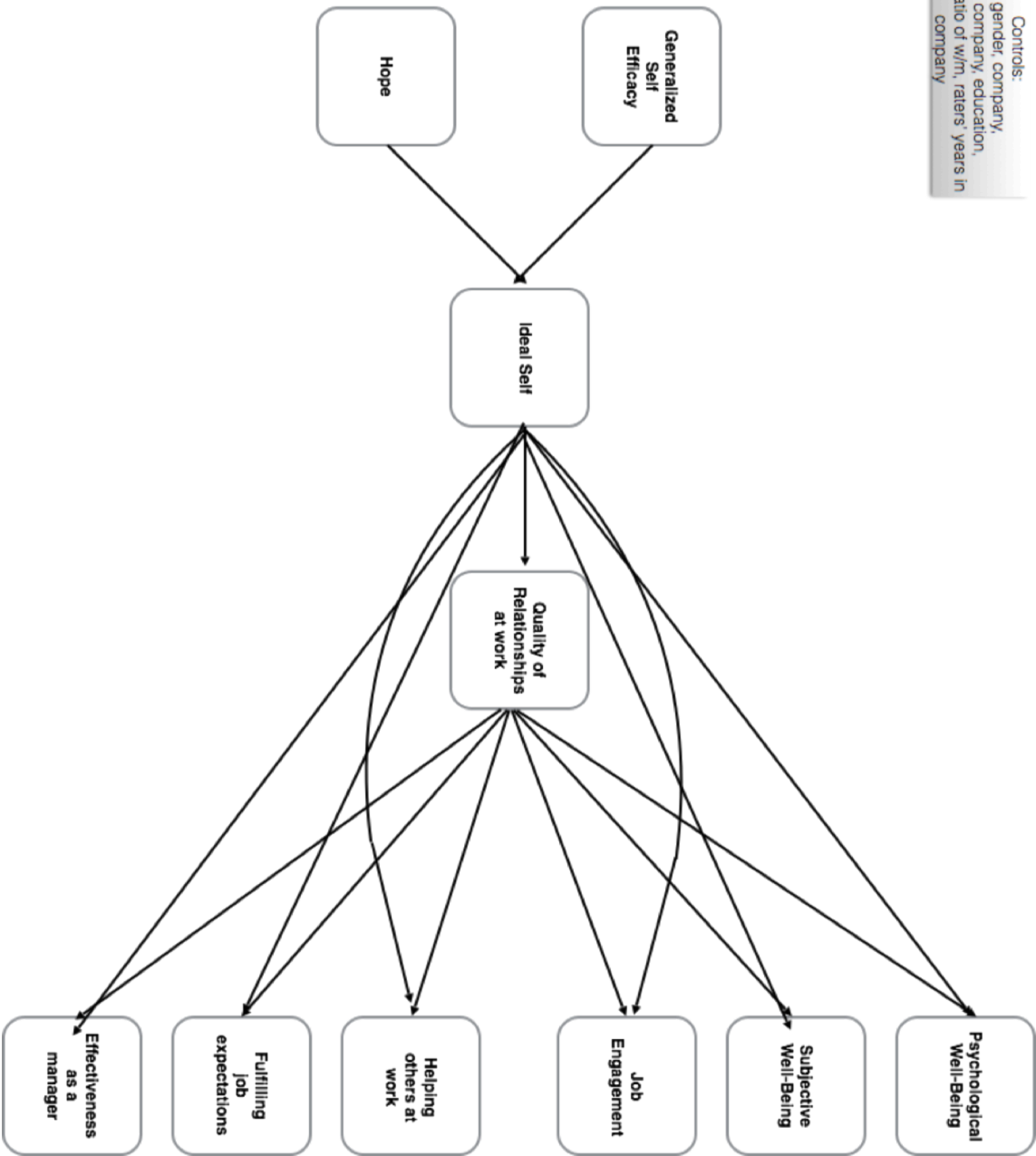
Hypothesis 9d: The climate of work relationships mediates the impact of the ideal self on task behavior.

Hypothesis 9e: The climate of work relationships mediates the impact of the ideal self on OCB helping.

Hypothesis 9f: The climate of work relationships mediates the impact of the ideal self relational effectiveness.

Table 1: Model of the ideal self within the organization

Controls:
Age, gender, company,
years in company, education,
of raters, ratio of w/m, raters' years in
company



CHAPTER 3: METHODS

Research Design

To answer the research question, this study has been designed to measure the impact of an employee's ideal self within an organizational setting—which implies a complex setting of multiple perspectives from different organizational members. As such, data was collected applying a variation of a 360 degree multi-rater assessment. This included a mix of self-rated and other-rated (i.e. supervisors, colleagues and direct reports) dependent variables. The self-reported measures looked to capture their level of energy and fulfillment both at work and in their life in general. The three measures were psychological well-being, subjective well-being, and job engagement. To look at the impact of an employee's ideal self the experiment captured three measures related to the perceived quality of the employee's role fulfillment at work— task behavior (i.e. in-role behavior), OCB helping (extra role-behavior), and reputational effectiveness (higher-level assessment of managerial performance)—which were assessed by collecting responses from a participant-determined set of direct reports, colleagues, and supervisors.

Sample Participants and Procedure

Data was collected from employees in firms from Costa Rica. To recruit firms in which to collect employee data, a “snowball” sampling of unknown magnitude and direction (Erickson, 1979), controls were built into the firm recruiting process, as well as in the data analysis process. For example, recommendations were received from two different sources and employees from a variety of industries were included in the sample.

Five firms provided their support and provided a list of contacts to recruit from their employees.

The sample consisted of 239 mid-level managers—defined as reporting to a manager, having peers of similar hierarchical level, and having direct reports—with a mean age of 41.53 years, and a mean of 14.45 years in the company. 48.1% of the respondents were women (115). 94.5% of the participants had at a minimum a college degree. The 239 managers were recruited from 5 companies with a maximum of 106 from one company and a minimum of 18. The industries of these firms included finance, government, administrative services and production.

The behavioral measurements (i.e. task behavior, OCB helping, and reputational effectiveness) were collected from supervisors, peers and direct reports. After receiving consent and filling out the survey, participants were asked to send a list of at least 5 individuals, listed as supervisors, peers or direct reports. This is similar to a 360 degree feedback report, where an employee receives evaluation from all individuals that interact with them at work, as well as their own evaluation on a given issues (i.e. emotional intelligence). In this sample, of the 239 managers that participated in this study, 183 received ratings from their supervisor, peers and direct report raters (77%, with a mean of 4.21 raters per manager). Of the 183 managers, 170 managers received a fully completed survey from their raters. Supervisor, peers and direct report raters had an average of 13.55 years of experience in the company.

Data collection and analysis

Data collection was done using Qualtrics (Hodge & Kipka, 2012) over a 4 months period. Data collection was done in waves. First managers gave consent to participate

and filled out their part of the survey. They then received an email requesting a list of supervisors, peers, and direct reports who would be contacted to fill out the behavioral measures of the study. After that, the raters received an email explaining the study and the data collection process. The online self-reported survey had a total of 115 items. The self-reported survey took on average 40 minutes. The supervisor, peer and direct report survey had 30-items. The other-rated survey took on average 5 minutes.

Statistical Analysis

Hypothesis Testing

The hypothesis testing was assessed using structural equation modeling (SEM) analysis using SPSS AMOS 22 for Windows (Arbuckle, 2014). An SEM analysis allows for a series of dependent relationships to be examined simultaneously, and is particularly appropriate when dependent variables become independent variables in a model (Hair et al., 1998). As well, SEM is widely used in the management study, and provides a method to assess the relationships amongst variables comprehensively and provide a transition from exploratory to confirmatory analysis (Hair et al., 1998). Another benefit of SEM is the ability to “represent unobserved concepts in these relationships and account for measurement error in the estimation process” (1998: 584).

Prior to data analysis, the collected data was screened for missing data, outliers, and normality (i.e. skewness and kurtosis). Missing values were less than 1%. For the other-rated measures of task behavior, OCB helping and reputational effectiveness, after grouping the responses by the employee they were filled out for, the mean was generated for each item. However, to maximize the use of the self-rated data on AMOS, the option for estimating means and intercepts was chosen, as such the analysis was run on the 239

participants using 170 complete other-rated scores. All items were then screened and no issues of skewness and kurtosis were identified (see Descriptive Statistics Table below).

Table 3. Descriptive Statistics Table

	Variable	N	Mean	SD	Skewness	Kurtosis
1	Age	235	41.53	8.958	0.065	-0.975
2	Gender	239	0.4812	0.5	0.076	-2.01
3	Education 1	239	0.0544	0.227	3.955	13.753
4	Education 2	239	0.5063	0.50	-0.025	-2.01
5	Education 3	239	0.4393	0.497	0.246	-1.956
6	Company 1	239	0.1088	0.312	2.529	4.432
7	Company 2	239	0.1088	0.312	2.529	4.432
8	Company 3	239	0.4477	0.498	0.212	-1.97
9	Company 4	239	0.259	0.439	1.1	-0.786
10	Company 5	239	0.075	0.264	3.239	8.562
11	Years in Company	238	14.45	9.9	0.478	-0.955
12	Number of Raters	184	4.21	2.235	1.611	5.689
13	Years in company of raters	184	13.55	6.51	0.638	0.042
14	Ratio of W/M of Raters	184	0.56	0.276	0.189	-0.04
15	Self-efficacy	232	7.20	0.989	-0.967	0.054
16	Hope	237	13.856	1.655	-1.6	6.029
17	Ideal Self	239	83.61	6.83	-1.052	1.084
18	Quality of Relationships	239	81.945	10.12	-2.457	12.714
19	Psychological Well-being	232	5.2	0.564	-2.457	12.714
20	Subjective Well-being	239	23.06	3.69	-1.626	4.7
21	Job Engagement	238	44.05	4.74	-1.386	2.22
22	Helping OCB	184	36.86	4.189	-0.791	0.306
23	Task Behavior	183	29.22	3.81	-1.043	1.514
24	Reputational Effectiveness	183	11.852	1.655	-1.641	6.835

After the data was screened, an exploratory factor analysis (EFA) was run using principal axis factoring and oblimin rotation method on SPSS. This EFA was run to

ensure that all factors were present and all scales were consistent. Items were removed using KMO results and factor loading. After the EFA, a confirmatory factor analysis (CFA) using AMOS (Arbuckle, 2014) was run, and some items were also removed. All the scales, except for generalized self-efficacy, were then generated in AMOS using the results of the CFA. To generate the final composite for generalized self-efficacy, SPSS was used to calculate the mean composite of the items.

After generating the scales, I tested for Common method bias (CMB) running an EFA with all the self-rated measures and forcing them into one factor (i.e. Harman's Single-Factor Test) (Podsakoff et al., 2003). If the forced one factor explains more than 60% of the variance, then CMB is a concern (Podsakoff et al., 2003). After running the EFA, the one factor explained 15% of the total variance, as such it was concluded that CMB was not an issue with this data set. Nonetheless, to generate and input the composite scores on AMOS, as recommended by the Harman Test, a Common Latent Factor was then generated and linked to each item to remove the variance that could possibly be linked to any CMB. The final scales were then generated after removing the Common Latent Factor using AMOS.

Correlations

Correlations were run between all the scales (See Correlations Table with Cronbach's Alpha). While there correlation results showed that there were some strong relationships between some variables, i.e. SWB and PWB ($r=.76, p<.001$); TB and OCBH ($r=.75, p<.001$); IS and PWB ($r=.523, p<.001$); RE and TB ($r=.564, p<.001$); Job engagement and Hope ($r=.524, p<.001$); PWB and Quality of Relationships ($r=.51, p<.001$), none reached critical levels (above .9). It was not unexpected that these

variables would have strong correlations.

Table 4. Correlations Table with Cronbach's Alpha

	Variable	1	2	3	4	5	6	7	8	9	10
1	Self-efficacy	0.725									
2	Hope	.303**	0.738								
3	Ideal Self	.229**	.432**	0.896							
4	Quality of Relationships	.145*	0.063	.288**	0.865						
5	Psychological Well-being	.256**	.469**	.523**	.51**	0.617					
6	Subjective Well-being	0.109	.344**	.369**	.239**	.757**	0.83				
7	Job Engagement	.218**	.524**	.395**	.359**	.45**	-0.01	0.927			
8	Helping OCB	0.037	0.023	.233**	0.1	.309**	.185**	0.074	0.871		
9	Task Behavior	0.084	0.032	.213**	0.093	.207**	0.094	0.122	.749**	0.887	
10	Reputational Effectiveness	0.075	0.10	.251**	0.106	.25**	.195**	-0.001	.496**	.564**	0.924

Model Fit Statistics

The initial SEM model had connections from all the independent variables towards all the dependent variables in the model (See First Model Standardized N=170). To generate the modification indices to improve the model fit, I used the dataset with complete responses, which had an N of 170. The model fit results from the first run were (Chi Square=1271.62; df=125; p<.001; TLI= -.29; RMSEA=.23; CFI=.3; CMIN/DF=10.17). Using the modification indices, I added paths between errors and then proceeded to remove paths that were not significant (See SEM Modification Indices Tables 1 & 2). The final model fit using the dataset with N=170 was (Chi Square=79.16; df=77; p<.41; TLI= .99; RMSEA=.01; CFI=.99; CMIN/DF=1.03).

After there were no more improvements and all paths were significant, I ran AMOS with the dataset of N=239, which had some missing data, and used the FML option so as to maximize the dataset. The model fit results from the first run were (Chi

Square=133.13; df=77; p<.001; TLI= .93; RMSEA=.06; CFI=.96; CMIN/DF=1.73).

After removing non-significant paths and adding some error links (See Last SEM Model

Standardized Results N=239 below), data fit the final model within acceptable ranges

(Chi Square=57.85; df=24; p<.001; TLI= .939; RMSEA=.077; CFI=.967;

CMIN/DF=2.41) (See Final Model Results below).

Table 7. First SEM Model Standardized N=170

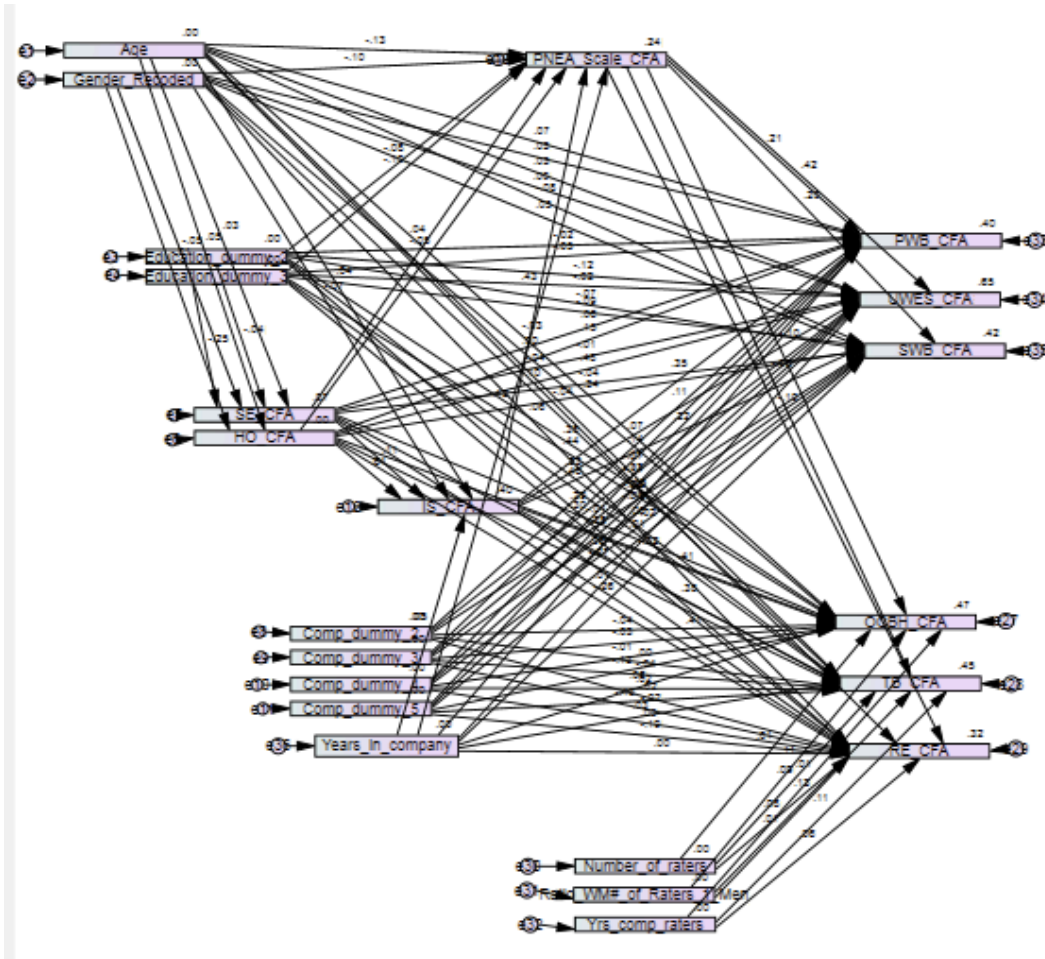
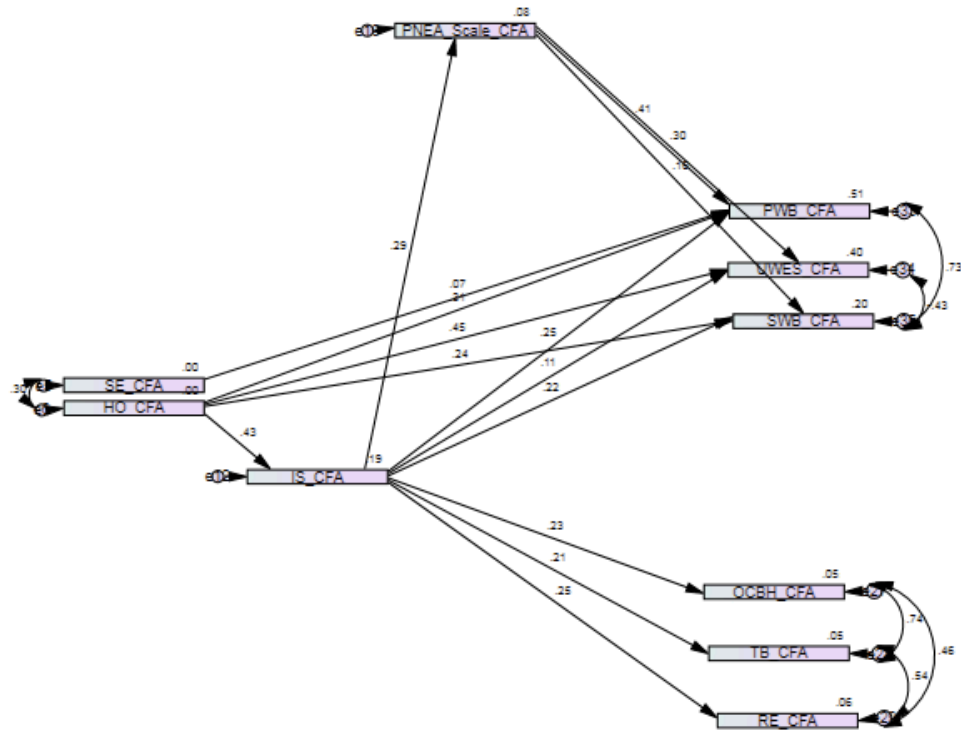


Table 9. Last SEM Model Standardized Results N=239



Measures

Dependent Variables

Psychological Well-being

The PWB measure is the shortened version (Ryff, 1995) of Ryff's 42-item measure (1989). The responses for the 18-item scale were based on a 6 point Likert scale (1="Strongly Disagree" to 6="Strongly Agree." The scale has six subscales: Self-Acceptance, Environmental Mastery, Positive Relations With Others, Personal Growth,

Purpose in Life, and Autonomy. Each scale consisted of three items, with a half of the items reverse scored. Items include: “I think it is important to have new experiences that challenge how you think about yourself and the world,” “I gave up trying to make a big improvements or changes in my life a long time ago” (r), “For me, life has been a continuous process of learning, changing and growth,” and “In many ways, I feel disappointed about my achievements in life” (r) (Ryff, 1995). The Cronbach’s alpha for the shortened scale is .931.

Subjective Well-Being

The Satisfaction With Life scale (SWLS) was developed by Diener, Smith and Fujita (1985). The responses for the 5-item scale were based on a 6 point Likert scale (1=“Strongly Disagree” to 7=“Strongly Agree.” Items include: “In most ways my life is close to my ideal” and “If I could live my life over, I would change almost nothing.” The Cronbach’s alpha is reported to be between .82 and .87.

Job Engagement

The Utrecht Work Engagement Scale (UWES; Schaufeli, Bakker, & Salanova, 2006) will be used to measure job engagement. The responses for the 17-item scale are based on a 7-point Likert scale (0=“never” to 6=“every day”). The scale is composed of 3 subscales: vigor, dedication, and absorption. Items include: “I feel strong and vigorous in my work”), “I am enthusiastic about my job” and “I get carried away by my work”). Cronbach’s α is reported to be between 0.60 and 0.88.

Task behavior

For task behavior, we used the 7-item scale from Williams and Anderson (1991) (α

= .91) based on a 7 point Likert scale (1="Strongly Disagree" to 7="Strongly Agree." A sample item from Williams and Anderson is: "Adequately completes assigned duties.

OCB Helping

The OCB helping scale was from Podsakoff, Ahearne, and MacKenzie (1997). The responses for the 7-item scale were based on a 7 point Likert scale (1="Strongly Disagree" to 7="Strongly Agree." Items included: "Helps others if someone falls behind in his/her work." The helping scale had a Cronbach's α of .95.

Reputational Effectiveness

The reputational effectiveness measure was developed by Tsui (1984). The responses of the three-item measure are based on 7-point Likert scale (1=entirely to 7=not at all). The three items are: (1) "Overall, to what extent do you feel this manager is performing the job the way you would like it to be performed?" (2) "To what extent has this manager met your personal expectations with respect to managerial roles and responsibilities?" and (3) "If you had your way, to what extent would you change the manner in which this manager is doing his/her job?" The reputational effectiveness score is the average of the responses given by all constituents (Bond et al., 2004). The Cronbach's alpha for the scale is 0.90 (Tsui & O'reilly, 1989).

Independent variables

Hope

The Hope state scale was developed by Snyder, Sympson, Ybasco, Babyak and Higgins (1996). The response options of the 6-survey measure are based an 8-point Likert

scale (1=Definitely false to 8=Definitely True). Items include “If I should find myself in a jam, I could think of many ways to get out of it” and “I can think of many ways to reach my current goals.” The Cronbach’s alpha for the scale range from 0.83 to 0.95.

Self-Efficacy

The Self-Efficacy scale was developed by Schwarzer, R., Mueller, J., & Greenglass, E. (1999) . The response options of the 10-item survey are based on a 4-point Likert scale (1=Not at all to 4=Exactly true). Items include “I am confident that I could deal efficiently with unexpected events” and “I can usually handle whatever comes my way.” The Cronbach’s alpha for the scale ranged from 0.76 to 0.90 with most in the high 0.80’s. The scale is unidimensional.

Ideal Self

The ideal self measure was developed from theory (Buse, 2012; Boyatzis & Akrivou, 2006). The response options of the 20-item survey are based on a 7-point Likert scale (1=Strongly disagree to 7=Strongly agree). The measure has 4 factors that include holistic, feelings, salience, and mindfulness. Items include ” My vision includes my contributions to others and the community”, “I feel inspired by my vision of the future”, “My vision of the future reflects the things most important to me” and “I have a clear vision of my desired future.” The survey starts with an optional written space that allows the participant the opportunity to describe in as much detail their ideal life. The Cronbach’s alpha for the scale range was .896.

Relationship Climate

The PNEA (Positive and Negative Emotional Attractor) developed by Boyatzis (2008). The 20-item scale is composed of three subscales: 8-item vision; 6-item

compassion (3 reverse scored items); and overall positive mood (2 reverse scored items). The response options of scale are based on a 5-point Likert scale (1=Strongly disagree to 5=Strongly agree. Items include “We often discuss possibilities for the future”, “I feel inspired by our vision and mission”, “I care about my colleagues at work”, and “Working here is a joy.” The Cronbach’s alpha for the scale is 0.91 (Mahan, 2009).

Control Variables

Demographic variables to be collected will include participants’ age, gender, level of education and tenure in the organization. To control for group differences and some of the biases from the snowball sampling, we controlled for organization. For the other-rated measures, we controlled for number of raters, the ratio of women to men of raters per participant, and the tenure of raters in the organization per participant.

CHAPTER 4: FINDINGS

Hypothesis 1: Hope has a positive effect on the ideal self.

The first hypothesis proposes that an individual's level of hope has a positive effect on an individual's aspirational and inspirational ideal self. This hypothesis is consistent with theoretical (Boyatzis, 2006) and empirical work (Buse, 2012). The result of the SEM analysis provides support for this hypothesis. Hope has a positive effect on the ideal self ($\beta=.43$; $p<.001$) (*See table below for all results*).

Table 5. Regression Weights

	Hypothesis	Beta	Unstand.	Support
H1	Hope has a positive effect on the ideal self	.43***	1.78***	Yes
H2	Self-efficacy has a positive effect on the ideal self	NS	NS	No
H3	The ideal self has a positive impact on job engagement	.11 ⁺	.10 ⁺	No
H4a	The ideal self has a positive impact on psychological well-being	.25***	.06***	Yes
H4b	The ideal self has a positive impact on subjective well-being	.22***	.05***	Yes
H5	The ideal self has a positive impact on task behavior	.21***	.05***	Yes
H6	The ideal self has a positive impact on OCB helping	.23***	.05***	Yes
H7	The ideal self has a positive impact on reputational effectiveness	.25***	.07***	Yes
H8	The ideal self has a positive impact on the climate of work relationships	.29***	.20***	Yes
H9a	The climate of work relationships mediates the impact of the ideal self on job engagement	.30***	.40***	Yes
H9b	The climate of work relationships mediates the impact of the ideal self on psychological well-being	.41***	.13***	Partial
H9c	The climate of work relationships mediates the impact of the ideal self on subjective well-being	.16***	.06***	Partial
H9d	The climate of work relationships mediates the impact of the ideal self on task behavior	NS	NS	No
H9e	The climate of work relationships mediates the impact of the ideal self on OCB helping	NS	NS	No
H9f	The climate of work relationships mediates the impact of the ideal self on subjective well-reputational effectiveness	NS	NS	No
	*** at less than .001 Significance; ** at less than .01 Significance * at less than .05 Significance; ⁺ at .053 Significance			

Hypothesis 2: Self-efficacy has a positive effect on the ideal self.

The second hypothesis proposes that an individual's self-efficacy has an impact on an individual's ideal self. The results of the SEM did not support this hypothesis.

Hypothesis 3: The ideal self has a positive impact on job engagement.

Hypothesis 3 proposes that an employee's ideal self has a positive impact on employee job engagement. The results of the SEM did provide support for this hypothesis ($\beta=.21$; $p<.001$).

Hypothesis 4a: The ideal self has a positive impact on psychological well-being.

Hypothesis 4b: The ideal self has a positive impact on subjective well-being.

Hypothesis 4a proposes that an employee's ideal self has a positive impact on employee psychological well-being. The results of the SEM analysis provide support for this hypothesis ($\beta=.26$; $p<.001$). Hypothesis 4b proposes that an employee's ideal self has a positive impact on employee subjective well-being. The results of the SEM analysis provide support for this hypothesis ($\beta=.27$; $p<.001$).

Hypothesis 5: The ideal self has a positive impact on task behavior.

Hypothesis 5 proposes that an employee's ideal self has a positive impact on employee task behaviors. The results of the SEM provided support for this hypothesis ($\beta=.21$; $p<.001$).

Hypothesis 6: The ideal self has a positive impact on OCB helping.

Hypothesis 6 proposes that an employee's ideal self has a positive impact on employee helping behaviors at work. The results of the SEM provided support for this hypothesis ($\beta=.23$; $p<.001$).

Hypothesis 7: The ideal self has a positive impact on reputational effectiveness.

Hypothesis 7 proposes that an employee's ideal self has a positive impact on employee

reputational effectiveness. The results of the SEM provided support for this hypothesis ($\beta=.25$; $p<.001$).

Hypothesis 8: The ideal self has a positive impact on PNEA in relationships at work.

Hypothesis 8 proposes that the ideal self has a positive relationship on the quality of relationships at work. The results of the SEM analysis provide support for this hypothesis ($\beta=.29$; $p<.001$).

Hypothesis 9a: The climate in work relationships mediates the relationship between the ideal self and job engagement.

Hypothesis 9b: The climate in work relationships mediates the relationship between Ideal Self and psychological well-being.

Hypothesis 9c: The climate in work relationships mediates the relationship between Ideal Self and subjective well-being.

Hypothesis 9d: The climate in work relationships mediates the relationship between Ideal Self and task behavior.

Hypothesis 9e: The climate in work relationships mediates the relationship between Ideal Self and OCB Helping.

Hypothesis 9f: PNEA in relationships at work mediates the relationship between Ideal Self and reputational effectiveness.

Hypothesis 9 a, b, c, d, e, and f propose that the climate in work relationship mediates the relationship between the ideal self and all the dependent outcome variables. The results of the SEM mediation analysis provide full support for hypotheses 9a, and partial support for 9b and 9c (See Table MEDIATION RESULTS below). The results did

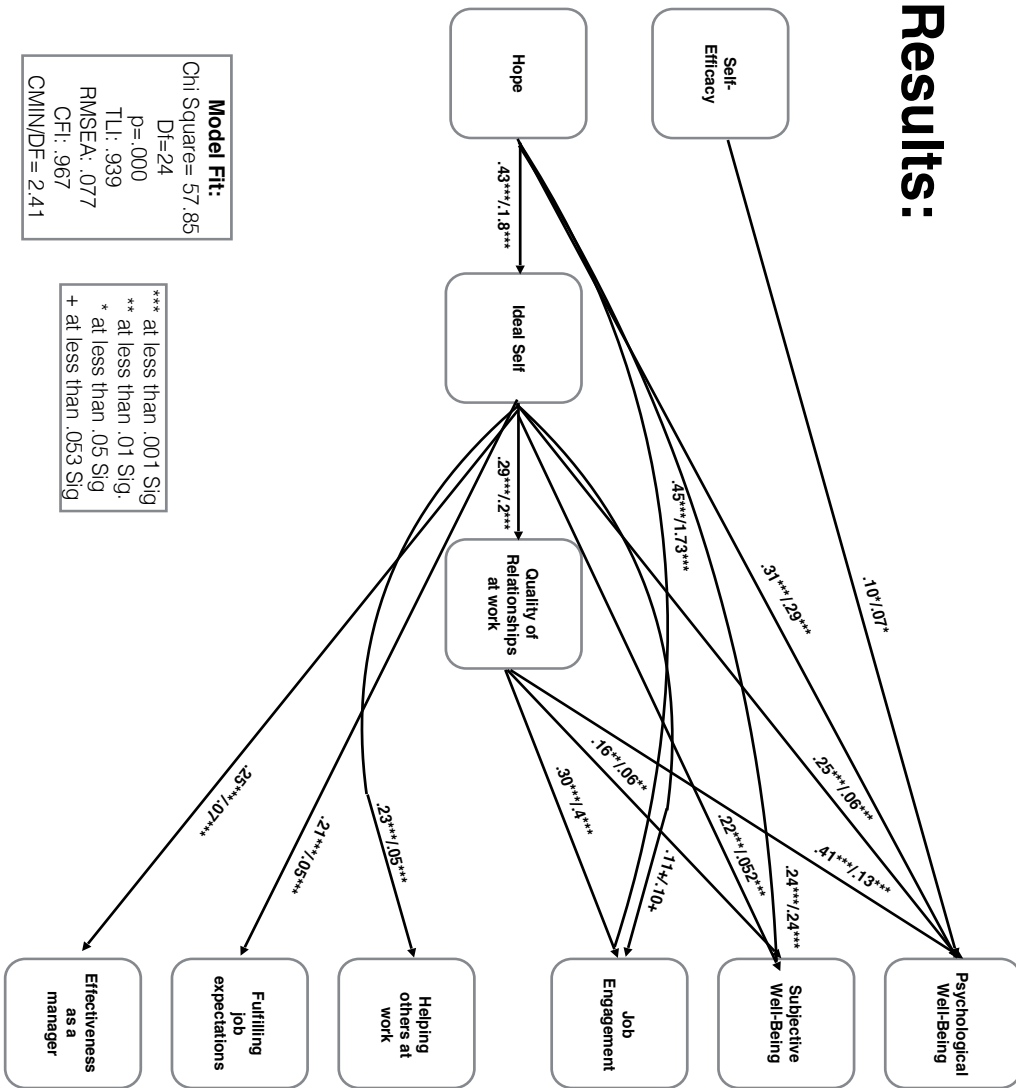
not find support for hypotheses d, e, and f.

Table 6. Mediation Results

Relationship	Direct without Mediator (Beta/Unstand)	Direct with Mediator (Beta/Unstand)	Indirect Effects	Mediation
IS (WR Climate) UWES	.20 (.18)	.111(.10)	0.08	Full Mediation
IS (WR Climate) PWB	.37 (.08)	.25 (.06)	0.03	Weak Mediation
IS (WR Climate) SWB	.25 (.06)	.216 (.05)	0.01	Weak Mediation
IS (WR Climate) TB	.21 (.05)	.21 (.05)	0.00	No mediation
IS (WR Climate) OCBH	.23 (.05)	.23 (.05)	0.00	No mediation
IS (WR Climate) RE	.25 (.07)	.25 (.07)	0.00	No mediation

Table 2. Final Model Results

Results:



Model Fit:
 Chi Square= 57.85
 Df=24
 p=.000
 TLI: .939
 RMSEA: .077
 CFI: .967
 CMIN/DF= 2.41

*** at less than .001 Sig.
 ** at less than .01 Sig.
 * at less than .05 Sig.
 + at less than .053 Sig

Post Hoc Tests and Findings

Based on recommendations from the dissertation committee members, I ran some Post Hoc tests on the relationships between some of the variables. In particular, I ran an EFA on all the dependent variables, forcing them into 6 factors, and re-ran the SEM removing the generalized self-efficacy measure, and removing some dependent variables.

EFA results

Given the strong correlation between some of the dependent variables (i.e. PWB and SWB; OCBH and TB; TB and RE), I ran an EFA on all the individual items of the dependent variables. The pattern matrix (see Pattern Matrix EFA Dependent Variables into 6 Factors) shows that Job engagement (variables starting with EN) falls into two factors (Factor 1 and 4), and OCB helping falls into one factor (Factor 5). The variables that indicate some problems are task behavior (variables starting with TB) and reputational effectiveness (variables starting with RE), which merge into one factor (Factor 2), and subjective well-being (variables starting with SWB) and psychological well-being (variables starting with PWB), which merge into one factor (Factor 3). All the reversed variables of psychological well-being fall into one factor (Factor 6).

Table 15. Pattern Matrix EFA Dependent Variables into 6 Factors

	Pattern Matrix						
	Factor	1	2	3	4	5	6
1	EN7_De3	0.886					
2	EN5_De2	0.868					
3	EN8_Vi3	0.816					
4	EN4_Vi2	0.788					
5	EN2_De1	0.777					
6	EN10_De4	0.759					
7	EN13_De5	0.681					

8	EN1_Vi1	0.623					
9	EN9_Ab3	0.587					
10	EN3_Ab1	0.499					
11	EN15_Vi5	0.371					
12	TB2rnd		-0.885				
13	TB1rnd		-0.866				
14	TB4rnd		-0.8				
15	TB3rnd		-0.779				
16	TB7rnd REVERSE CODED		-0.746				
17	TB6 rnd REVERSE CODED		-0.716				
18	RE2rnd		-0.602				
19	RE1rnd		-0.543				
20	TB5rnd		-0.52				
21	RE3rnd REVERSE CODED		-0.491				
22	SWB3			0.933			
23	SWB4			0.9			
24	SWB2			0.827			
25	SWB1			0.757			
26	PWB6_SA1			0.675			
27	SWB5			0.616			
28	PWB2_EM1			0.485			
29	PWB12_SA2			0.444			0.303
30	PWB10_PR2			0.427			
31	PWB9_PG2			0.353			
32	PWB11_PIL2			0.307			
33	PWB3_PG1						
34	EN14_Ab5			0.73			
35	EN6_Ab2			0.722			
36	EN11_Ab4	0.343		0.446			
37	EN12_Vi4			0.427			
38	OCBH1rnd					0.611	
39	OCBH3rnd					0.599	
40	OCBH2rnd		-0.333			0.581	
41	OCBH4rnd		-0.392			0.56	
42	OCBH5rnd		-0.429			0.538	
43	OCBH6rnd		-0.474			0.531	
44	PWB14_EM3			0.361		-0.423	
45	PWB7_Au2						
46	PWB13_Au3						
47	PWB8 REVERSE CODED						0.539

48	PWB15 REVERSE CODED						0.536
49	PWB17 REVERSE CODED						0.461
50	PWB1 REVERSE CODED						0.445
51	PWB4 REVERSE CODED						0.428
52	PWB16 REVERSE CODED						0.419
53	PWB18 REVERSE CODED						
54	PWB5 REVERSE CODED						
	Extraction Method: Principal Axis Factoring.						
	Rotation Method: Oblimin with Kaiser Normalization.						
	a Rotation converged in 12 iterations.						

Post Hoc SEM Results

Based on the results of this analysis, I reran the SEM analysis, removing two dependent variables, subjective well-being and reputational effectiveness. I also removed generalized self-efficacy. Generalized self-efficacy did not pass the original confirmatory factor analysis and I originally generated a composite score scale using all the variables.

After removing non-significant paths and adding some error links (See Last SEM Post Hoc Model Standardized Results N=239 below), data fit the final model within acceptable ranges (Chi Square=15.49; df=10; p<.12; TLI= .98; RMSEA=.048; CFI=.99; CMIN/DF=1.549). Below are the regression (see Post Hoc Hypothesis Results).

Table 16. Last SEM Post Hoc Model Standardized Results N=239



Table 17. Post Hoc Hypothesis Results

	Hypothesis	Beta	Unstand.	Support
H1	Hope has a positive effect on the ideal self	.43***	1.78***	Yes
H4a	The ideal self has a positive impact on psychological well-being	.25***	.06***	Yes
H5	The ideal self has a positive impact on task behavior	.21***	.05***	Yes
H6	The ideal self has a positive impact on OCB helping	.24***	.05***	Yes
H8	The ideal self has a positive impact on the climate of work relationships	.29***	.20***	Yes
H9a	The climate of work relationships mediates the impact of the ideal self on job engagement	.33***	.44***	Yes
H9b	The climate of work relationships mediates the impact of the ideal self on psychological well-being	.41***	.13***	Partial
H9d	The climate of work relationships mediates the impact of the ideal self on task behavior	NS	NS	No
H9e	The climate of work relationships mediates the impact of the ideal self on OCB helping	NS	NS	No
	*** at less than .001 Significance; ** at less than .01 Significance * at less than .05 Significance; * at .053 Significance			

CHAPTER 5: DISCUSSION

This study tested Boyatzis and Akrivou's (2006) propositions that employees with a clearer, more energizing and comprehensive ideal self, which has been articulated and has integrated the components of a person's desired life and future—including their work and career—have greater sense of well-being, have better performance, and have better relationships at work in comparison to other coworkers. This ideal self is a vision that embeds an individual's will with positive affect and generates both energy and inspiration that works in self-regulation to “guide actions and decisions in a direction which ensures deeper self-satisfaction [...] and [...] towards either: the emergence of a new state of being or the maintenance” of characteristics that are consistent with that vision of the ideal self (Boyatzis & Akrivou, 2006: 626).

To test these propositions, an SEM model was proposed using the recent quantitative measure of the ideal self (Boyatzis, Buse & Taylor, 2011) that looks to assess the clarity, meaningfulness, and inclusion of the ideal self. This model linked the inspirational and motivational energy and positivity of the ideal self to quantitative measures of employee engagement, subjective and psychological well-being, task behavior, OCB helping, managerial effectiveness, and the quality of work relationships. In the model, it was hypothesized that a clearer, more energizing and comprehensive ideal self would impact how employees performed in their jobs and how they helped others at work. It was also hypothesized that employees who had a clearer, more energizing and comprehensive ideal self would feel more engaged by their work and would feel better and more positive about their lives. Finally, it was hypothesized that

employees with a clearer, more energizing and comprehensive ideal self would feel more positively about the quality of their work relationships. Furthermore, how employees felt about the quality of their work relationships would mediate the impact of their ideal self on employee engagement, subjective and psychological well-being, task behavior, OCB helping, and managerial reputation.

The results of the SEM analysis provided support for several of these hypotheses. First and foremost, evidence was found to support the proposition that a clearer, more well-being. Evidence was also found for the impact of the ideal self on how employees were evaluated by direct reports, coworkers and supervisors on task behavior, OCB, managerial reputation. Evidence was found for the impact of an employee's ideal self on how positively they evaluated their work relationship climate. Finally, while support was found for the proposed mediation of work relationship climate between the ideal self and job engagement and well-being, support was not found for the mediation of work relationship climate between the ideal self and task behavior, OCB and managerial reputation.

This study provides several contributions to the literature on employee motivation, self-regulation and the ideal self: (1) this study points towards the impact of the ideal self in the engagement of employees in their work; (2) it also provides indications for the direct role that the ideal self plays on how employee feel about the quality of their lives; (3) it provides some evidence for the potential employee performance benefits that can be realized when employees have a more healthy and robust ideal self; (4) it provides indications for the impact of ideal self on how employees feel about their work relationships, and also (5) how these relationships have mediating

effect on the relationships between the ideal self and employee engagement and well-being; and (6) finally, this study has also contributed to the development of the ideal self measure (Boyatzis, Buse & Taylor, 2011).

The ideal self and employee engagement

One contribution this study makes is providing some indication for the link between the ideal self and employee engagement. While there are many theoretical propositions (Boyatzis & Akrivou, 2006) to link the ideal self to employee engagement, this study is the first to directly test the relationship between employee ideal self—or indeed any self-representation—to engagement. Results found that the clarity and comprehensiveness of an employee’s ideal self is an antecedent to employee engagement. As evident in the Gallup employee surveys mentioned earlier in the introduction, modern day organizations have an employee engagement problem, and they do not know what to do about it. But even though shifts in the work relationship have changes how employees and employers relate to each other, engagement is not a new problem. In his Theory X and Theory Y framing, McGregor (1960) surfaced assumptions held by both managers and employees that limited—or enhanced—the possibility of employee engagement. Indeed he proposed that organizations were not designed to foster employee engagement, indeed management can only create conditions for an employee to find engagement and meaning, or discourage it by failing to create those conditions (McGregor, 1960). While current studies on employee engagement have identified dozens of individual and organizational level antecedents to employee engagement (Simpson, 2008; Christian, Garza, & Slaughter, 2011; Wollard & Shuck, 2011), these antecedents “are not process dependent, but rather functions that usher in the conditions for the state of engagement to develop”

(Wollard & Shuck, 2011), in many ways validating McGregor's proposition. As such, identifying an antecedent that may be a part of a process to help employees to feel engagement at work holds considerable value for both researchers and practitioners (Wollard & Schuck, 2011). As part of the intentional change coaching process (Boyatzis, 2006), the ideal self holds such promise.

The clarity, energy and comprehensiveness of an employee's ideal self varies from individual to individual, and is subject to considerable self and organizational awareness (Boyatzis & Akrivou, 2006). For instance, the ideal self tested in this study was self-constructed—captured through a survey questionnaire—and based solely on the perceptions and assumptions of employees about their work and their relationship to and future in the organization. As such, employees who were more creative, or had better relationships with their bosses, or had more input in their role at work, were probably more likely to find ways through which their jobs and their ideal future converge.

Future research directions could explore the impact of an ideal self intervention—which helps to better express a vision of the ideal self that captures an individual's most significant goals, dreams and aspirations—as part of the intentional change coaching process, on employee engagement. It is possible that researchers could find that a coaching for intentional change intervention can provide considerable help for employees and organizations in aligning work roles towards realizing both organizational objectives and the employee's the ideal self, and helping more employees find engagement in their work.

The ideal self and well-being

A second contribution from this study relates to the research on employee well-

being and the ideal self. Most of the research linking work and well-being has approached the question of well-being at work from a decidedly deficit-focused framing. For instance, considerable attention has been given to the aspects of work that lead to stress and reduce employee well-being (Griffin & Clarke, 2011; Monnot & Beehr, 2014). As such, there has been relatively less research that has directly looked at the role work can play in enhancing well-being and meaningfulness in the life of employees (Monnot & Beehr, 2014). This focus may reflect the belief that “contemporary organizations do not view [employee self-actualization] as being in their purview” (Head, 2013:210).

The current study proposed that employees with a clearer, more energizing and comprehensive ideal self have visualized ways in which their job relates or helps to realize their ideal self. Other studies support these findings. For instance Carver and Scheier (1999) found a positive link between approach goals and well-being. Brunstein et al (1998) found that motive and goal alignment was linked to well-being. Several researchers have found a link between autonomy in goals and well-being (Seldon & Kasser, 1998; Sheldon & Elliot, 1999; Ryan & Deci, 2000), as well as meaningfulness of goals and well-being (McGregor & Little, 1998). Indeed in many ways, the realization of one’s ideal self is a defining characteristic of well-being (Ryan & Deci, 2001). As such, while the ideal self plays a substantial role in well-being, no study had directly tested this relationship in the work context. Our results provide clear evidence that when an employee has included their job in their ideal self, employees feel more satisfied and positive about their lives (SWB) and feel more engaged by the existential challenges of life (PWB).

These results also contribute to research on coaching employees for development.

Boyatzis, Smith and Beveridge (2012) proposed that using the intentional change coaching process (or coaching with compassion) for employee development would be positively related to employee subjective and psychological well-being. Results from this study seem to at least provide partial validation for this proposition. The first step in the intentional change coaching process is to help individuals articulate a more meaningful and holistic ideal self. The intentional change coaching process leads individuals to become more aware of their strengths and opportunities, helping them to self-regulate their behavior at work to realize or maintain their ideal self. Future research studies may help to further validate Boyatzis' et al proposition.

Self-regulation, the ideal self and employee behavior

The results of the SEM analysis provided initial evidence for the proposition that a clearer, more energizing and comprehensive ideal self works as “an executive motivational force that monitors and guides behavior in a direction that ensures the emergence of a new state of being of self-actualization” (Boyatzis & Akrivou, 2006: 625). This proposition was tested using employee performance in both in-role (task behavior) and extra-role (OCB helping and OCB voice). These results join other studies that have found the self-regulating impact of other future-oriented constructs in employee behaviors. Strauss, Griffin and Parker (2011) found that the salience of an employee's *future work self*—a bounded work-focused future possible self—had a motivating impact on proactive career behavior, which included proactive skill development, networking, career consultation and career planning (Strauss et al, 2011: 585). These findings lead Strauss et al to conclude that accessible representations of the ideal self provide meaning for *future focused* behaviors at work (2011: 593). Strobel et al (2013) also found that

employees with a *future-oriented* mindset were more likely to perform OCB. Strobel et al proposed that positive extra-role behaviors reflected an “employee’s desire to make the workplace a better place and to create a positive future for themselves and the organization” (Strobel, Tumasjan, Sporrle, & Welp, 2013: 830).

The results from this current study extend those earlier findings in two significant ways. First, this study tested the impact of the *ideal self*, which is considered one of the core self-representations in self-regulation (Carver & Scheier, 1991; Higgins, 1997; Boyatzis & Akrivou, 2006). While the ideal self seems to differ depending to some personalities or individual dispositions (e.g. approach versus avoidance predilection: Higgins et al., 1994), its intentional development—for instance as part of a coaching process—allows for the construction of a vision that can create consistency across different aspects and components of one’s ideal life. This comprehensive vision is particularly important for identifying inconsistencies that may arise between tangential future selves. Furthermore, once constructed, a clearer and more comprehensive vision of the ideal self can help an individual discern between the *ought self* and the ideal self. The *ought self*—developed from ideas that an individual has about what others want them to be—can be mistaken for the ideal self, and can come into conflict with the ideal self (Boyatzis, Smith & Beveridge, 2012; Brockner & Higgins, 2001; Higgins, 1987; Higgins, Roney, Crowe, & Hymes, 1994). By using the ideal self in this study, the likelihood of that confusion is reduced. Indeed, encouraging employees to think in a more holistic manner about their future self may be particularly important at work. Role theory (Katz & Kahn, 1966) explains that job roles (such as *future work self*) are socially constructed from the expressed and assumed demands and needs of supervisors, coworkers and direct

reports (Katz & Kahn, 1966). This context may potentially lead to greater clouding and conflict between the *ought* and the ideal self.

Second by incorporating measures of an employee's job performance in an integrated work context (i.e. OCB help and OCB voice), these results display the direct benefits available to organizations when an employee is allowed—or encouraged—to visualize their holistic ideal self at work. Encouraging an employee to develop their ideal self in a work context may hold considerable benefits for organizations beyond the findings of this study. For instance, Cable, Gino and Staats (2013) found that new employees who were encouraged to express their authentic self (a self-representation of their *best self*)—as opposed to being socialized to develop pride solely from being a part of their new organization—led to both greater customer satisfaction and employee retention. Future studies could test the organizational benefits of encouraging new incoming hires to dream about their future as they join an organization.

The ideal self and work relationships

A fourth contribution from this study relates to the role of the employee ideal self to impact work relationship climate. An employee's ideal self was found to impact how positively an employee found the climate of their work relationships. In other words, an employee who was able to visualize their job within their ideal self felt that their relationships at work were generally more positive. While no study had tested this relationship before, Boyatzis (2006) proposed that work relationship climate would be impacted by the ideal self because relationships provide a context for feedback where one can identify progress towards the ideal self, as well as feedback for learning and further formulation of one's ideal self (Boyatzis, 2006; Kram, 1996). As such, an employee who

has visualized their work within their ideal self would recognize the valuable role that work—and their relationships at work—play in fulfilling working or maintaining their ideal self, leading them to feel more positive about their work relationships.

These findings also may provide some insight in the role in the formulation and development an employee's ideal self through work relationships. Smith (2006) proposed that implicit in the formulation and realization of the ideal self was the identification of desired structure in dyadic relationships at work. These structures include number of ties, the quality of those ties, or types of relationships those ties represented (Smith, 2006). The considerable evidence has found that the structure of the network of relationships at work has an impact on success at work (Ibarra, 1993), but also success at work can influence the structure of the network. For instance, Bowler and Brass (2006) found that employees were more likely to engage in citizenship behavior with their supervisors, leading them to strengthen ties with supervisors through social exchanges. As such, as Baumeister (1998) proposed, the ideal self can be both a consequence and a reason for social relations. From this perspective, the ideal self—as any role developed in organizations—is socially influenced and constructed from and through our interactions with our coworkers (Katz & Kahn, 1966). Clearly this complicates the causal order between the ideal self and relationship climate. This is a limitation of this study, as well as a future direction in the research on the development of the ideal self.

These findings may also contribute to our understanding of organizational level change processes. For instance, the impact of the ideal self on work relationship climate seems similar to dynamics of collective dreaming and social bonding generated through Appreciative Inquiry (Cooperrider & Whitney, 2005). Practitioners of Appreciative

Inquiry describe “the power of the community’s dream as ‘unleashing energy that was already there. It was a positive explosion waiting to happen’”(Whitney & Trosten, 2010: 276). Appreciative Inquiry theory explains that this in part emerges from the Anticipatory and Positive Principles (Cooperrider, Whitney & Stavros, 2008: Loc. 742-757 of 7768). The Anticipatory Principle explains the impact of bringing organizational members together to collectively imagine and discourse about a desired future. This shared process of collective dreaming ignites the Positive Principle, which is manifested in the organization through “large amounts of positive affect, social bonding, attitudes of hope, inspiration and [...] joy [...] with one another (Cooperrider, Whitney & Stavros, 2008: Loc. 742-757 of 7768). While the employee ideal self is at the individual level, and Appreciative Inquiry looks to help organizational members and stakeholders to dream together about the future of the organization, there may be some interaction in how to encourage employees to dream about their ideal self by incorporating the future of the organization to which they are a part. Future research could explore whether employees who participate in inclusive strategy processes such as Appreciative Inquiry are more likely to incorporate their jobs in their visions of their ideal self. Also, it may be likely that Appreciative Inquiry processes may be more successful in organizations in which employees have been a part of a coaching for intentional change process.

Mediation results

A fifth contribution relates to the interaction of employee ideal self and work relationships. In the proposed model, the quality of work relationship climate was hypothesized as an antecedent to employee behavior, engagement and well-being, as well as mediating the relationship between the ideal self and those same outcome variables.

Evidence was found for some of these hypotheses. Results indicate that work relationship climate has an impact on how an employee feels at work (i.e. employee engagement and well-being), and was also found to mediate the relationship between the ideal self and employee engagement and well-being. These results provide evidence for Boyatzis' (2006) explanation that relationships are “mediators [... and] sources of feedback, sources of support and permission of change and learning, and may be the most important source of protection from relapses or returning to our earlier forms of behavior. We develop or elaborate our ideal self from these contexts” (Boyatzis, 2006: 617).

These results are consistent with prior research on the impact of work relationships on employee engagement. Positive organizational climate was found to be an antecedent for employee engagement (Dollard & Bakker, 2010). On the other hand, results on the quality of work relationships on employee well-being have been inconsistent (Monnot & Beehr, 2014). Prior research has shown that supervisor and coworker support may be more significant for an employee than support from their coworkers or direct reports alone (Stetz, Stetz, & Bliese, 2006; Viswesvaran, Sanchez, & Fisher, 1999). But Monnot and Beehr (2014) found that supportive supervisor relationships had a more substantial impact on employee well-being than coworker support. The findings from this current study add evidence for this impact. The PNEA scale (Boyatzis, 200) identifies the relationship quality of both management and coworkers. As such, these results add evidence to prior findings. Future research may focus on elucidating the role of both supervisor and coworker relationships in how employees visualize their work in their ideal self.

Why some mediation was not found

Results did not provide support for work relationship climate as a mediator of the relationship between the ideal self and employee behaviors. In essence, these results indicate that how an employee feels about the quality of their relationships at work does not impact their task behavior, OCB helping and managerial reputation. There are several reasons why this may be the case, one of which may be proactive personality (Bateman & Crant, 1993). Proactive personality has been found to be positively related to both task behavior and OCB (Bergeron et al., 2014), as well as long-term career success (Seibert, Crant & Kraimer, 1999). The model used in the current study did not control for proactive personality, which is also closely linked to goal direction (Parker et al., 2010) and engaging in behavior guided by a vision of what is possible (Bergeron et al., 2014). It is quite likely that while work relationship climate mediate between a vision and employee engagement and well-being, focus in proactively working to build a vision may make work relationship climate less impactful. Boyatzis, Rochford and Jack (2014) have identified a neurological dynamic between two opposing and anti-correlated neural networks when a leader moves between a task focus and a socio-emotional focus. The task positive network is activated in decision-making, problem solving and control of action, while the default mode network is activated in emotional self-awareness, social cognition and ethical decision making (Boyatzis et al., 2014). The activation of the task positive network suppresses the default mode network. As such, proactivity at work may activate the task positive network, reducing the impact of relationship quality.

Ideal Self Scale

One of the main contributions of this research study is extending the work on the Ideal Self quantitative measure (Boyatzis, Taylor & Buse, 2011). One of the main gaps in

researching the impact of the ideal self has been the absence of a quantitative measure. With the qualitative scales, researchers can expect higher response rates, as well as less time consuming questionnaires. Prior to this measure, research on the ideal self was based on a qualitative analysis of write-ups or interviews. Furthermore, the quantitative measure provides new opportunities to see the impact of the ideal self. For instance, the Boyatzis, Taylor and Buse measure allows measurement of change over time, as well as being able to further link employee ideal self to organizational level outcomes. In particular, the results of this research study provide evidence for the explanatory power, robustness and theoretical reasoning of the measure. The results from this study provide evidence of the internal consistency of the measure (Cronbach's $\alpha = .896$), and its relationship to the variables included in the SEM model.

The ideal self and meaningful work

Finally, this study sixth contributes to the mechanisms of how employees find meaningfulness in their work. Rosso et al (2010) noted that the self has been a source of meaning at work, but has primarily focused on singular facets of the self, such as values, motivations and beliefs about work (2010: 99). However, there has been very limited work on the ideal self in the context of work. Nonetheless, the findings of this study display that this relationship holds much promise for the employee and the employer. Research on meaningfulness at work has primarily explained the state of meaningfulness generated from congruence between the disposition of the employee and environmental circumstances (Barrick, Mount & Li, 2013). This study is one of the first studies to incorporate the ideal self to assess its impact of feelings and behaviors related to meaningfulness at work. The model and the results of the study point to the impact of an

employee's ideal self as a path towards identifying congruence between disposition of the employee and environmental circumstances.

As such, these findings point towards the benefits that both employees and organizations can realize from promoting their employees to develop a vision of their ideal future. These findings contribute to the principle of integration in several ways. First, crafting a vision of the ideal self—as part of a coaching process—would help employees to have more self-awareness of both their base and higher-level needs, and provide a structure around which an employee can better verbalize these needs and goals to their managers. Knowing one's true needs and goals are primary to any integrative negotiation strategy (Walton & McKersie, 1992). An employee that has not spent time identifying their higher-level needs would have little input in an ideal self conversation in which employee and employer could construct an integrative job role that incorporates their ideal self and their role at work.

Ideal Self and Self-discrepancy theory

The results in this study are inconsistent with self-discrepancy theory (SDT). SDT proposes that the incompatible belief about the real self and the ideal self generates discomfort and depression (Higgins, 1987). This difference may be explained using Carver and Scheier (1990), who propose that “the discrepancy that matters is a discrepancy in sensed rate of progress toward ideals” (Carver & Scheier, 1990:32), and as such “a person who is discrepant from the ideal but is moving toward it rapidly enough should experience positive rather than negative affect” (1990:32). Two components in this study may impact the “sensed rate of progress” (1990: 32). First, a requisite in recruiting this sample was that they had a job and had experienced relative success (i.e.

held a managerial role in their organization). It seems likely that an employee's success at work might explain why the implied self-discrepancy of the visualized ideal self might not generate psychological discomfort, but instead help to establish an emotional positive attractor (PEA) at work. This might also explain why self-efficacy did not impact the ideal self. Generating the "discovery" of the ideal self within the context of work might help employees find pathways in how their work can help in the realization of their ideal future. Thus the inclusion of their organizational identity in their ideal self may lead the individual to feel less discrepancy between the current self and the ideal self, thus generating positive emotion, instead of anxiety as Higgins proposed.

Another aspect that may explain the difference in results is in the construction of the ideal self. The ideal self scale (Boyatzis, Taylor & Buse, 2011) leads participants to construct a vision of their future selves that is inclusive of a number of facets in an individual's life (e.g. fun activities, relationships, contributions to others), and looks to assess the meaningfulness, hope and inspiration felt from the vision of the ideal self. This tool was directly generated from over three decades of data and experience from working on the intentional change theory, and thousands of coaching sessions helping individual discover a vision of the ideal self that leads them to real and meaningful transformations. As such, the ideal self that is generated from this tool is potentially more detailed and is constructed to generate a greater sense of PEA than an ideal self that is organically constructed. Furthermore, the facilitated process of constructing the ideal self may help to reduce the discrepancy between the real and ideal self.

These two points meet at a foundational understanding about the work relationship: How much ownership does the employee have in their role at work? If one believes that

an employee's role at work should be strictly defined by others (i.e. supervisor, job description, colleagues, demands of the role, etc.), then there is an implicit assumption that an employee's time at work is fundamentally not theirs and thus the work relationship is squarely entrenched in a sacrifice cycle (McKee et al. 2008). However, if one believes that an employee's role at work is—at least in some minimal senses—shared, then employee output and performance could meet multiple objectives at work. For instance, the more entrepreneurial employee could hold job performance and personal development as two intertwined objectives. If this is the case, then an ideal self conversation, as part of an intentional change coaching process, holds considerable potential for organizations to help employees find meaningfulness and feel engagement in their work.

However, the findings of this study point to a further perspective, where indeed an entrepreneurial employee's time at work does not primarily belong to the organization, but indeed to the individual. From this perspective, the primary role of work for the entrepreneurial employee is not as a source of financial return of investment, but as a path to find development in their protean career and to find meaning for their role in society and the world. Research on socializing employees provides support for this proposition. Cable, Gino and Staats (2013) found that employees who were initially socialized with a focus on personal identity over organizational identity led to greater customer satisfaction, employee retention, as well as more employee engagement and satisfaction.

While the notion of allowing or encouraging employees to bring more of themselves into their work is an acceptable and possibly valuable proposition, its application has proven to be more complex. Douglas McGregor (1960) proposed that

integration between an organization's objectives and the higher order needs of the employee was the solution to employee motivation (2006: Loc. 2866/7086), but he noted that organizations were not structured for—or even comfortable with—the implications generated by the proposition. At the most basic level, managers and employees were unable to have that type of conversation. Indeed the difficulty for organizations in implementing this integration proposition has led some to consider this to be one of McGregor's "lost lessons" (Head, 2011: 209), and this is where the intentional change coaching process holds considerable promise. Perhaps, this process will further enhance the conditions under which employees can fulfill both their lower level needs (i.e. safety and psychological) and provided avenues for development and opportunity to actualize their higher level needs (i.e. self-fulfillment), then from this perspective—as McGregor proposes—engagement would flow as a natural state for employees.

Direction for future research

Several future research directions have been mentioned earlier. First, the results from this study validate the ideal self and its role in how employees feel and behave at work. As such, an experimental design study testing the impact of an ideal self intervention on employee performance, engagement, and well-being would help to further understand the mechanisms of the ideal self at work. Also testing the impact boundaries of the ideal self may also provide input in its mechanism. For instance, would an ideal self intervention have a significant impact on an employee who has already included their work role within their ideal self? While it may not have a significant performance impact, this intervention may have a significant impact in relationship measures, OCB, and a negative impact in both job burnout and employee turnover.

Another research direction may look at long-term impact of employee ideal self both within the organization and over the career on an individual. Such a study might help to understand the developmental phases of the ideal self, and the role of multiple “ideal selves” in career success and life satisfaction. A third research direction could focus on the role of the ideal self as part of a coaching for intentional change intervention in employee development. Finally, another direction involves exploring role of the ideal self and how employees find meaningfulness at work.

Practical Implications

The most direct practical implications from this study relate to coaching processes within organizations. While coaching processes generally include a conversation about the future (Feldman & Landau, 2005), generally the coaching processes initiates with a 360-degree feedback process (Feldman & Landau, 2005). The intentional change process illustrates how this conversation is a negative emotional attractor (NEA) (Boyatzis, 2006). Research around PEA and NEA coaching sessions has found that NEA coaching sessions engage the sympathetic nervous system (SNS) (Jack et al., 2013), which has been found to trigger feelings of shame, guilt and anxiety (Boyatzis, Smith, & Blaize, 2006). The findings from this study provide further evidence of the benefits available to organizations when they apply a coaching process that focuses on an employee’s personal vision development—such as the intentional change coaching process.

Another practical implication relates to how managers can help employees develop, and in particular help their staff visualize work roles as pathways to realizing their ideal self. Relationships affect professional life and are helpful in generating career advancement strategies and providing emotional support (Gersick et al, 2000). The

results of this current study indicate that employees use their ideal self as a self-regulating vision at work that also impacts how positively they feel about their work relationships. As such, helping staff visualize their ideal self may be especially important in how managers build relationships and help in employee development. Again, the ideal self in this study was bounded by the ability of the employee to visualize their work role as playing a part towards realizing their ideal self. Input from managers may have a considerable impact on employee success. Research has found that relationships with mentors are significant in employee success (Kram, 1988). Consequently, managers and employees would benefit from being able to have ideal self conversations.

Limitations

There are several limitations in this study. First the study suffers from a relatively small sample size, limiting generalizability. However, the data comes from five different sites, and none is from a student sample. Furthermore, the ideal self and work relationship climate, employee engagement and both measures of well-being (subjective and psychological) are self-reported. While the relationships in the model follow the proposed theoretical direction, cross sectional data limits the confidence of the causal direction of the relationships. Cross sectional data is also subject to common method bias. Common method bias was controlled for statistically in the SEM analysis. Finally, all the behavioral measures were captured from other-raters (i.e. supervisors, coworkers, and direct reports). The other-raters were recommended by the participants themselves. This data is subject to the biases from which all 360-degree evaluations suffer.

Conclusion

In the more transactional work relationship, to talk about the meaningfulness of

work may seem old fashioned or even a waste of resources. Indeed, when it is found in the workplace it seems to be an unintended positive externality. But just as how bees in honey farms provide unintended benefits to nearby almond trees with pollination, employees who find meaning in their work provide benefits to organizations and coworkers alike. Ironically, the more transactional work relationship may finally provide the opportunity for better integration between an individual's higher-order needs (McGregor, 1960) and the organization. As individuals become less dependent on one organization in the long-term, to compete for talent organizations have had to adapt in different ways. For instance, sustainability initiatives are now a recruiting tool for many organizations (Jones & Willness, 2013; Willness & Jones, 2013). Helping employees to dream and better understand themselves through their ideal self—as part of a coaching for intentional change process—may be the key to help employees find engagement and meaningfulness in their work. Indeed in a near future, this process may be a key tool for recruiting talent.

Appendix A: Tables

Table 1. SEM Model

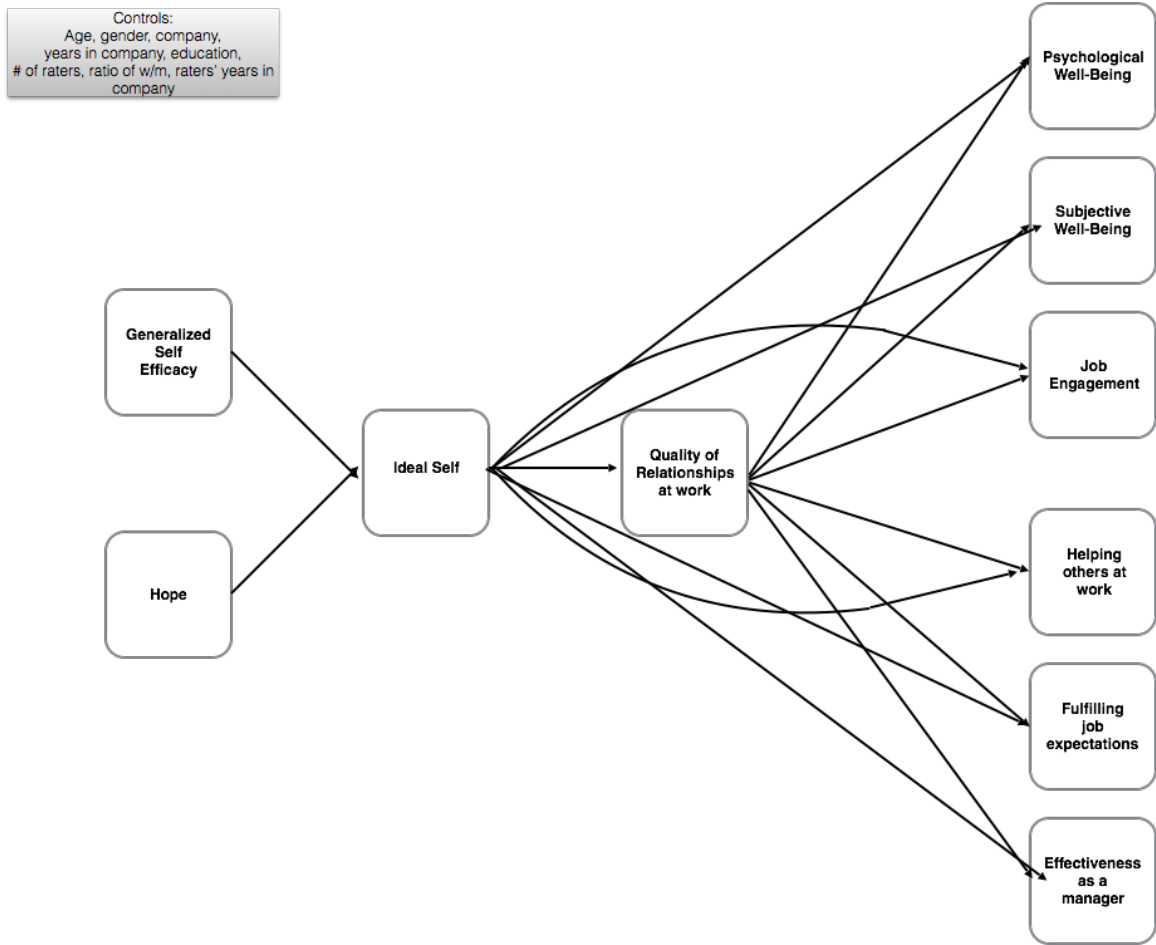


Table 2. SEM Results

Results:

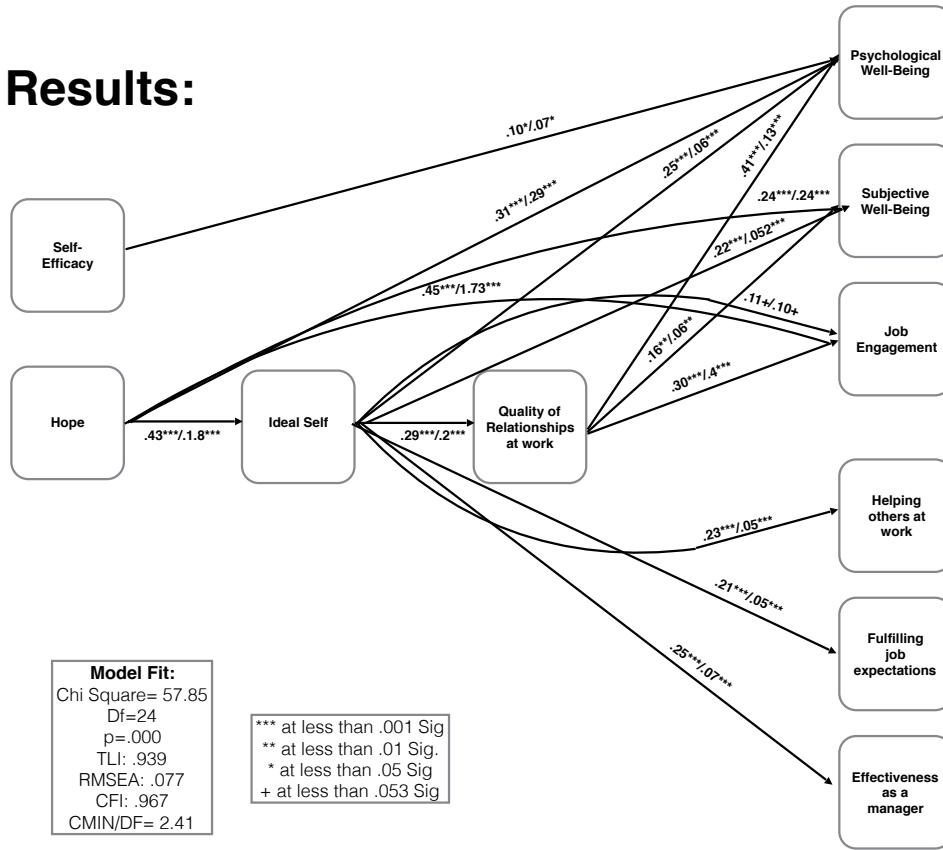


Table 3. Descriptive Statistics Table

	Variable	N	Mean	SD	Skewness	Kurtosis
1	Age	235	41.53	8.958	0.065	-0.975
2	Gender	239	0.4812	0.5	0.076	-2.01
3	Education 1	239	0.0544	0.227	3.955	13.753
4	Education 2	239	0.5063	0.50	-0.025	-2.01
5	Education 3	239	0.4393	0.497	0.246	-1.956
6	Company 1	239	0.1088	0.312	2.529	4.432
7	Company 2	239	0.1088	0.312	2.529	4.432
8	Company 3	239	0.4477	0.498	0.212	-1.97
9	Company 4	239	0.259	0.439	1.1	-0.786
10	Company 5	239	0.075	0.264	3.239	8.562
11	Years in Company	238	14.45	9.9	0.478	-0.955
12	Number of Raters	184	4.21	2.235	1.611	5.689
13	Years in company of raters	184	13.55	6.51	0.638	0.042
14	Ratio of W/M of Raters	184	0.56	0.276	0.189	-0.04

15	Self-efficacy	232	7.20	0.989	-0.967	0.054
16	Hope	237	13.856	1.655	-1.6	6.029
17	Ideal Self	239	83.61	6.83	-1.052	1.084
18	Quality of Relationships	239	81.945	10.12	-2.457	12.714
19	Psychological Well-being	232	5.2	0.564	-2.457	12.714
20	Subjective Well-being	239	23.06	3.69	-1.626	4.7
21	Job Engagement	238	44.05	4.74	-1.386	2.22
22	Helping OCB	184	36.86	4.189	-0.791	0.306
23	Task Behavior	183	29.22	3.81	-1.043	1.514
24	Reputational Effectiveness	183	11.852	1.655	-1.641	6.835

Table 4. Correlations Table with Cronbach's Alpha

	Variable	1	2	3	4	5	6	7	8	9	10
1	Self-efficacy	<i>0.725</i>									
2	Hope	.303**	<i>0.738</i>								
3	Ideal Self	.229**	.432**	<i>0.896</i>							
4	Quality of Relationships	.145*	0.063	.288**	<i>0.865</i>						
5	Psychological Well-being	.256**	.469**	.523**	.51**	<i>0.617</i>					
6	Subjective Well-being	0.109	.344**	.369**	.239**	.757**	<i>0.83</i>				
7	Job Engagement	.218**	.524**	.395**	.359**	.45**	-0.01	<i>0.927</i>			
8	Helping OCB	0.037	0.023	.233**	0.1	.309**	.185**	0.074	<i>0.871</i>		
9	Task Behavior	0.084	0.032	.213**	0.093	.207**	0.094	0.122	.749**	<i>0.887</i>	
10	Reputational Effectiveness	0.075	0.10	.251**	0.106	.25**	.195**	-0.001	.496**	.564**	<i>0.924</i>

Table 5. Regression Weight Table

	Hypothesis	Beta	Unstand.	Support
H1	Hope has a positive effect on the ideal self	.43***	1.78***	Yes
H2	Self-efficacy has a positive effect on the ideal self	NS	NS	No
H3	The ideal self has a positive impact on job engagement	.11 ⁺	.10 ⁺	No
H4a	The ideal self has a positive impact on psychological well-being	.25***	.06***	Yes
H4b	The ideal self has a positive impact on subjective well-being	.22***	.05***	Yes
H5	The ideal self has a positive impact on task behavior	.21***	.05***	Yes
H6	The ideal self has a positive impact on OCB helping	.23***	.05***	Yes
H7	The ideal self has a positive impact on reputational effectiveness	.25***	.07***	Yes
H8	The ideal self has a positive impact on the climate of work relationships	.29***	.20***	Yes
H9a	The climate of work relationships mediates the impact of the ideal self on job engagement	.30***	.40***	Yes
H9b	The climate of work relationships mediates the impact of the ideal self on psychological well-being	.41***	.13***	Partial
H9c	The climate of work relationships mediates the impact of the ideal self on subjective well-being	.16***	.06***	Partial
H9d	The climate of work relationships mediates the impact of the ideal self on task behavior	NS	NS	No
H9e	The climate of work relationships mediates the impact of the ideal self on OCB helping	NS	NS	No
H9f	The climate of work relationships mediates the impact of the ideal self on subjective well-reputational effectiveness	NS	NS	No
	*** at less than .001 Significance; ** at less than .01 Significance * at less than .05 Significance; ⁺ at .053 Significance			

Table 6. Mediation Table

Relationship	Direct without Mediator (Beta/Unstand)	Direct with Mediator (Beta/Unstand)	Indirect Effects	Mediation
IS (WR Climate) UWES	.20 (.18)	.111(.10)	0.08	Full Mediation
IS (WR Climate) PWB	.37 (.08)	.25 (.06)	0.03	Weak Mediation
IS (WR Climate) SWB	.25 (.06)	.216 (.05)	0.01	Weak Mediation
IS (WR Climate) TB	.21 (.05)	.21 (.05)	0.00	No mediation
IS (WR Climate) OCBH	.23 (.05)	.23 (.05)	0.00	No mediation
IS (WR Climate) RE	.25 (.07)	.25 (.07)	0.00	No mediation

Table 7. First SEM Model Standardized N=170

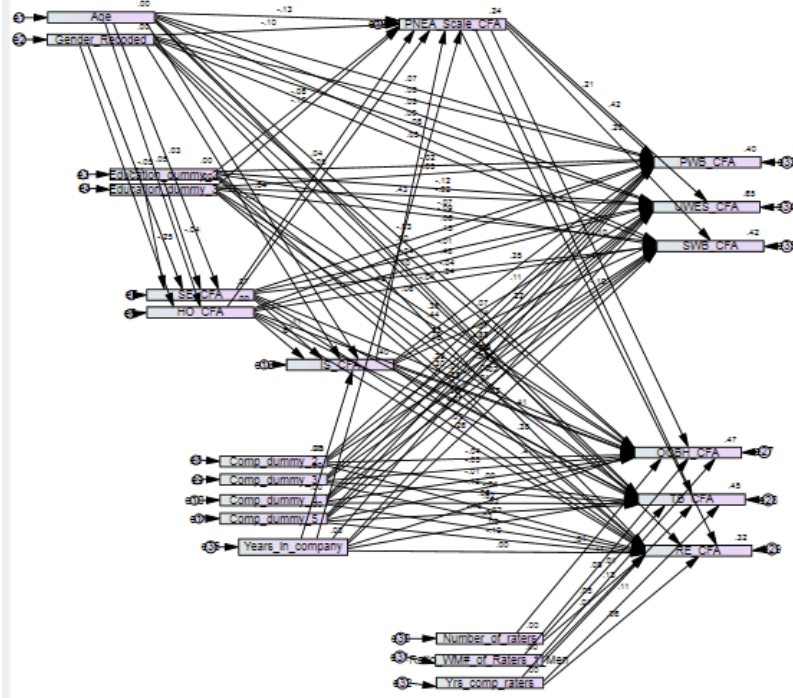


Table 8. First SEM Model Unstandardized N=170

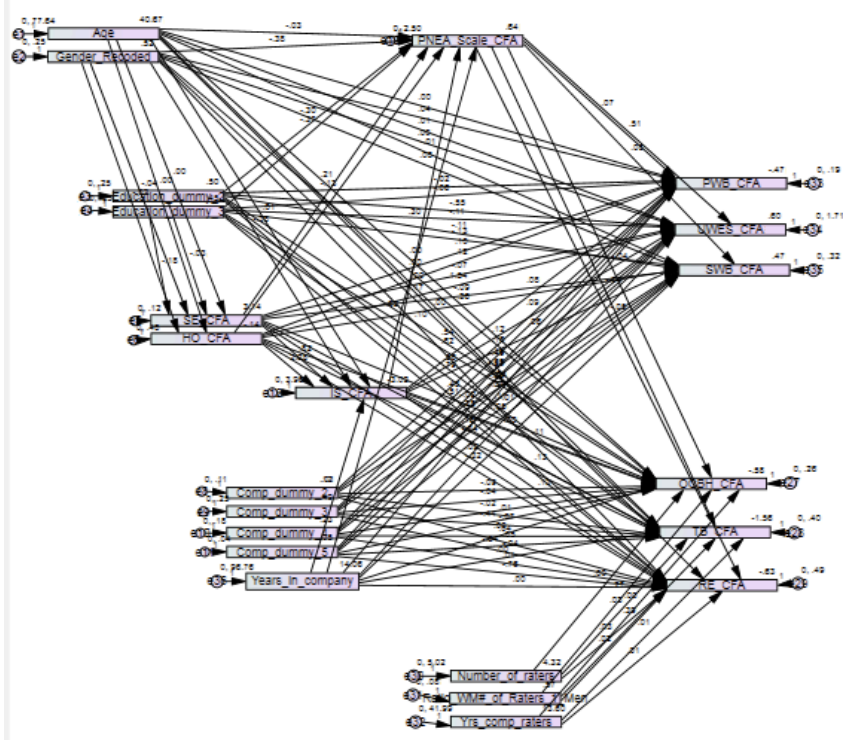


Table 9. Last SEM Model Standardized Results N=239

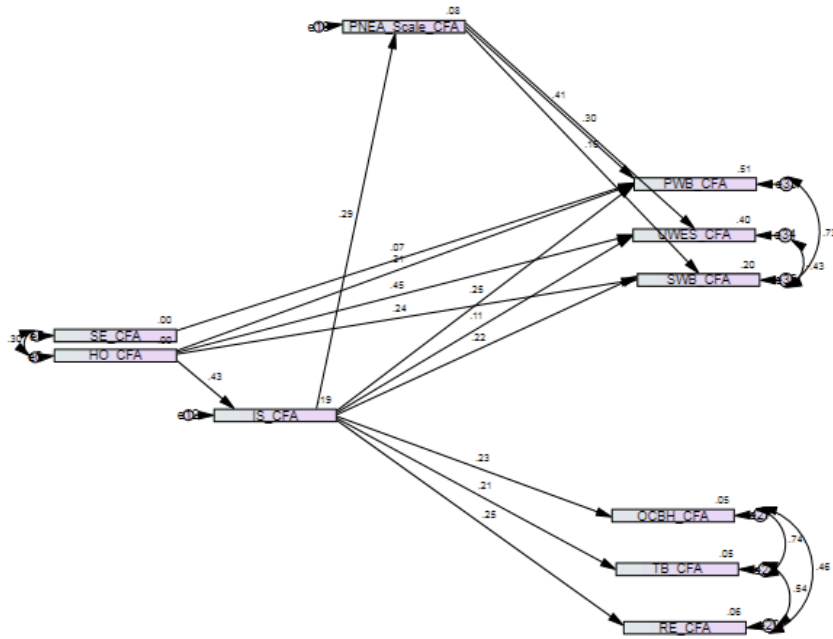


Table 10. Last SEM Model Unstandardized Results N=239

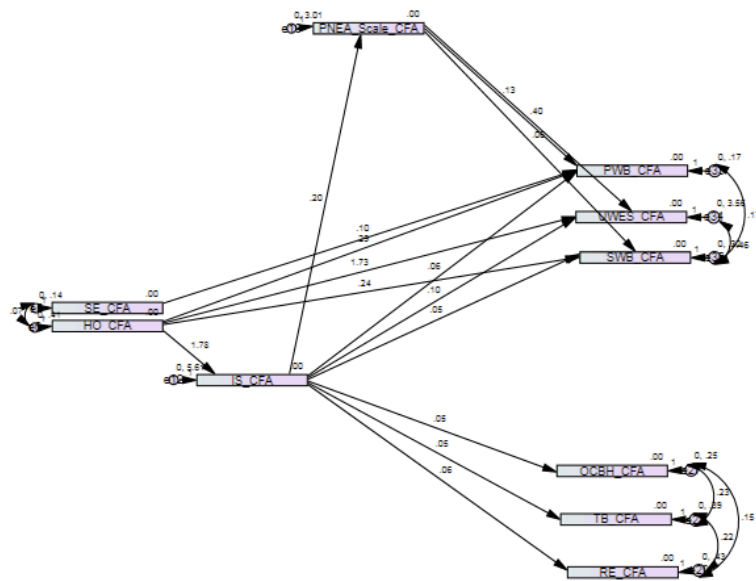


Table 11. SEM Modification Indices- Paths Added to first SEM Model N=170

Added Paths	Variables	M.I.	Chi Square	df	p	CMIN/DF	TLI	CFI	RMSEA	90% RMSEA CI
Saturated Model N=170			1271.62	125	0	10.17	-0.29	0.3	0.23	.221-.245
e3<-->e4	Education 2 & 3	136.64	992.28	124	0	8	0.01	0.47	0.2	.192-.215
e36<-->e1	Age & Years in comp	107.69	820.93	123	0	6.67	0.2	0.58	0.18	.171-.195
e35<-->e33	PWB & SWB	78.49	714.57	122	0	5.86	0.32	0.64	0.17	.158-.182
e27<-->e28	OCBH & TB	76.62	612.49	121	0	5.06	0.43	0.7	0.16	.143-.167
e35<-->e34	UWES & SWB	55.29	542.81	120	0	4.52	0.5	0.74	0.14	.132-.157
e9<-->e10	Comp 3 & Comp 4	49.14	484.75	119	0	4.07	0.57	0.78	0.14	.122-.147
e8<-->e9	Comp 2 & Comp 3	55.24	414.22	118	0	3.51	0.65	0.82	0.12	.109-.135
e10<-->e11	Comp 4 & Comp 5	31.01	376.17	117	0	3.22	0.69	0.84	0.11	.102-.128
e9<-->e32	Comp 3 & Years comp raters	30.56	340.18	116	0	2.93	0.73	0.86	0.11	.094-.12
e29<-->e28	TB & RE	11.87	326.22	115	0	2.84	0.74	0.87	0.1	.091-.118

Table 12. SEM - Paths Removed to first SEM Model N=170

Removed Path	Variables	MI	Chi Square	df	p	CMIN/DF	TLI	CFI	RMSEA	90% RMSEA CI
Gender to UWES			326.22	116	0	2.81	0.75	0.87	0.1	.09-.117
Years in comp to TB			326.28	117	0	2.79	0.75	0.87	0.1	.09-.116
Comp 4 to RE			326.29	118	0	2.77	0.75	0.87	0.1	.089-.115
Gender to OCBH			326.29	119	0	2.74	0.76	0.87	0.1	.088-.115
Comp 2 to TB			326.3	120	0	2.72	0.76	0.87	0.1	.088-.114
Years in comp to RE			326.31	121	0	2.7	0.76	0.88	0.1	.087-.113
SE to RE			326.32	122	0	2.68	0.76	0.88	0.1	.087-.113
Education 2 to PWB			326.33	123	0	2.65	0.77	0.88	0.1	.086-.112
Comp 5 to UWES			326.34	124	0	2.63	0.77	0.88	0.1	.085-.111
Ration WM to RE			326.36	125	0	2.61	0.77	0.88	0.1	.085-.111
Gender to HO			326.38	126	0	2.59	0.78	0.88	0.1	.084-.11
Comp 5 to SWB			326.4	127	0	2.57	0.78	0.88	0.1	.084-.109
Number of Raters to OCBH			326.43	128	0	2.55	0.78	0.88	0.1	.083-.109
Years of Raters to OCBH			326.46	129	0	2.53	0.79	0.88	0.1	.082-.108
Comp 4 to OCBH			326.48	130	0	2.51	0.79	0.88	0.1	.082-.107
Comp 3 to OCBH			326.49	131	0	2.49	0.79	0.88	0.09	.081-.107

Comp 4 to UWES			326.53	132	0	2.47	0.79	0.88	0.09	.081-.106
Comp 2 to RE			326.56	133	0	2.46	0.8	0.88	0.09	.080-.106
Education 2 to SE			326.6	134	0	2.44	0.8	0.88	0.09	.080-.105
Age to OCBH			326.65	135	0	2.42	0.8	0.88	0.09	.079-.104
Years in comp to SWB			326.69	136	0	2.4	0.8	0.88	0.09	.078-.104
Education 3 to UWES			326.74	137	0	2.39	0.81	0.88	0.09	.078-.103
SE to OCBH			326.75	138	0	2.37	0.81	0.89	0.09	.077-.103
SE to UWES			326.79	139	0	2.35	0.81	0.89	0.09	.077-.102
Age to RE			327.1	140	0	2.34	0.81	0.89	0.09	.076-.102
Age to TB			327.11	141	0	2.32	0.81	0.89	0.09	.076-.101
Age to SE			327.28	142	0	2.31	0.82	0.89	0.09	.075-.1
Comp 4 to TB			327.42	143	0	2.29	0.82	0.89	0.09	.075-.1
Age to IS			327.62	144	0	2.28	0.82	0.89	0.09	.074-.099
Years in comp to UWES			327.81	145	0	2.26	0.82	0.89	0.09	.074-.099
Education 3 to PWB			328.03	146	0	2.25	0.82	0.89	0.09	.074-.098
Age to UWES			328.11	147	0	2.23	0.83	0.89	0.09	.073-.098
Age to PWB			328.33	148	0	2.22	0.83	0.89	0.09	.073-.097
Gender to PWB			328.57	149	0	2.21	0.83	0.89	0.08	.072-.097
Education 2 to PNEA			328.84	150	0	2.19	0.83	0.89	0.08	.072-.096
Education 3 to PNEA			328.98	151	0	2.18	0.83	0.89	0.08	.071-.096
Comp 2 to OCBH			329.3	152	0	2.17	0.84	0.89	0.08	.071-.095
Age to Hope			329.68	153	0	2.16	0.84	0.89	0.08	.07-.095
Years in comp raters to RE			330.03	154	0	2.14	0.84	0.89	0.08	.07-.094
Comp 3 to RE			330.15	155	0	2.13	0.84	0.89	0.08	.07-.094
HO to PNEA			330.53	156	0	2.12	0.84	0.89	0.08	.069-.094
Comp 4 to SWB			330.91	157	0	2.11	0.84	0.89	0.08	.069-.094
Comp 2 to PWB			331.12	158	0	2.1	0.85	0.9	0.08	.068-.093
SE to PNEA			331.51	159	0	2.09	0.85	0.9	0.08	.068-.092
Gender to SE			332.11	160	0	2.08	0.85	0.9	0.08	.068-.092
Company 4			301.69	142	0	2.13	0.84	0.89	0.08	.069-.094

Table 13. SEM Modification Indices- Paths Removed or added to first SEM Model N=170

Removed Path/Added Path		MI	Chi Square	df	p	CMIN/DF	TLI	CFI	RMSEA	90% RMSEA CI
e9<->e4	Comp 3 & Edu 3	20.72	278.25	141	0	1.97	0.86	0.91	0.08	.063-.089
e9<->e11	Comp 3 & Comp 5	14.05	263.17	140	0	1.88	0.88	0.92	0.07	.059-.085

Comp 3 to PWB			263.44	141	0	1.87	0.88	0.92	0.07	.058-.085
Years in comp to OCBH			263.99	142	0	1.86	0.88	0.92	0.07	.058-.085
Education 3 to SWB			264.68	143	0	1.85	0.88	0.92	0.07	.057-.084
Education 2 to SWB			264.76	144	0	1.84	0.88	0.92	0.07	.057-.084
Gender to SWB			265.36	145	0	1.83	0.88	0.92	0.07	.057-.083
Gender to RE			266.27	146	0	1.82	0.88	0.92	0.07	.056-.083
Number of Raters to RE			267.56	147	0	1.82	0.88	0.92	0.07	.056-.83
SE to SWB			268.35	148	0	1.81	0.88	0.92	0.07	.056-.082
Comp 3 to TB			269.52	149	0	1.81	0.89	0.92	0.07	.056-.082
PNEA to TB			270.91	150	0	1.81	0.89	0.92	0.07	.056-.082
Years in comp to PNEA			272.33	151	0	1.8	0.89	0.92	0.07	.056-.082
Age to PNEA			272.53	152	0	1.79	0.89	0.92	0.07	.055-.081
PNEA to OCBH			273.69	153	0	1.79	0.89	0.92	0.07	.055-.081
Years in comp to PWB			275.49	154	0	1.79	0.89	0.92	0.07	.055-.081
Years in Comp			226.71	136	0	1.67	0.9	0.93	0.63	.048-.077
e1<-->e32	Age & Years in comp raters	22.79	200.67	135	0	1.49	0.93	0.95	0.05	.037-.069
Comp 5 to PWB			202.63	136	0	1.49	0.93	0.95	0.05	.038-.069
Comp 2 to SWB			204.57	137	0	1.49	0.93	0.95	0.05	.038-.069
Comp 3 to SWB			206.16	138	0	1.49	0.93	0.95	0.05	.038-.069
Comp 2			178.68	121	0	1.48	0.96	0.95	0.05	.036-.069
PNEA to RE			180.78	122	0	1.48	0.95	0.95	0.05	.036-.069
e6<-->e5	SE & HO	10.67	169.75	121	0	1.4	0.94	0.96	0.05	.03-.065
e1<-->e9	Age & Comp 3	10.4	155.58	120	0.02	1.3	0.96	0.97	0.04	.02-.06
Comp 3			134.54	119	0.16	1.13	0.99	0.99	0.028	.00-.049
Gender to IS			115.77	106	0.24	1.09	0.99	0.99	0.023	.00-.047
Number of raters			117.44	107	0.23	1.09	0.99	0.99	0.024	.00-.048
Years comp raters			79.16	77	0.41	1.03	0.99	0.99	0.01	.00-.046

Table 14. SEM Model- Paths or Variables Removed Model N=239

Removed Path or Variable	MI	Chi Square	df	p	CMIN/DF	TLI	CFI	RMSEA	90% RMSEA CI
Full dataset N=239		133.13	77	0	1.73	0.93	0.96	0.055	.039-.07
HO to RE		133.21	78	0	1.71	0.93	0.96	0.055	.038-.070
Gender to PNEA		134.92	79	0	1.71	0.93	0.96	0.055	.038-.07
HO to OCBH		137.34	80	0	1.72	0.93	0.96	0.055	.039-.07
HO to TB		138.14	81	0	1.71	0.93	0.96	0.054	.038-.07
SE to TB		141.27	83	0	1.7	0.934	0.96	0.054	.038-.069

Education 2 to UWES			143.35	84	0	1.71	0.934	0.96	0.054	.039-.069
Comp 5 to TB			145.45	85	0	1.71	0.93	0.96	0.055	.039-.07
Comp 5			121.15	71	0	1.71	0.94	0.97	0.05	.037-.071
Age			113.16	58	0	1.95	0.93	0.96	0.06	.04-.08
Education 3 to SE			115.96	60	0	1.97	0.93	0.96	0.06	.046-.08
Education 2 to TB			121.47	60	0	2.03	0.93	0.96	0.07	.049-.082
Education 2 to OCBH			122.38	61	0	2	0.93	0.96	0.065	.048-.082
Education 2 to RE			123	62	0	1.98	0.93	0.96	0.064	.047-.081
Education 3 to RE			123.12	63	0	1.95	0.93	0.96	0.063	.047-.08
Education 3			95.65	52	0	1.84	0.93	0.96	0.06	.04-.078
Ratio WM to OCBH			98.31	53	0	1.86	0.93	0.96	0.06	.041-.078
Ratio WM			81.99	42	0	1.95	0.94	0.96	0.06	.043-.083
Education 2			69.56	32	0	2.17	0.94	0.96	0.07	.048-.093
SE to IS			72.7	33	0	2.2	0.94	0.96	0.07	.049-.093
Gender			57.85	24	0	2.4	0.94	0.97	0.077	.052-.10

Table 15. Pattern Matrix EFA Dependent Variables into 6 Factors

Pattern Matrix							
	Factor	1	2	3	4	5	6
1	EN7_De3	0.886					
2	EN5_De2	0.868					
3	EN8_Vi3	0.816					
4	EN4_Vi2	0.788					
5	EN2_De1	0.777					
6	EN10_De4	0.759					
7	EN13_De5	0.681					
8	EN1_Vi1	0.623					
9	EN9_Ab3	0.587					
10	EN3_Ab1	0.499					
11	EN15_Vi5	0.371					
12	TB2rnd		-0.885				
13	TB1rnd		-0.866				
14	TB4rnd		-0.8				
15	TB3rnd		-0.779				
16	TB7rnd REVERSE CODED		-0.746				
17	TB6 rnd REVERSE CODED		-0.716				
18	RE2rnd		-0.602				
19	RE1rnd		-0.543				

20	TB5rnd		-0.52				
21	RE3rnd REVERSE CODED		-0.491				
22	SWB3			0.933			
23	SWB4			0.9			
24	SWB2			0.827			
25	SWB1			0.757			
26	PWB6 SA1			0.675			
27	SWB5			0.616			
28	PWB2 EM1			0.485			
29	PWB12 SA2			0.444			0.303
30	PWB10 PR2			0.427			
31	PWB9 PG2			0.353			
32	PWB11 PIL2			0.307			
33	PWB3 PG1						
34	EN14 Ab5				0.73		
35	EN6 Ab2				0.722		
36	EN11 Ab4	0.343			0.446		
37	EN12 Vi4				0.427		
38	OCBH1rnd					0.611	
39	OCBH3rnd					0.599	
40	OCBH2rnd		-0.333			0.581	
41	OCBH4rnd		-0.392			0.56	
42	OCBH5rnd		-0.429			0.538	
43	OCBH6rnd		-0.474			0.531	
44	PWB14 EM3			0.361		-0.423	
45	PWB7 Au2						
46	PWB13 Au3						
47	PWB8 REVERSE CODED						0.539
48	PWB15 REVERSE CODED						0.536
49	PWB17 REVERSE CODED						0.461
50	PWB1 REVERSE CODED						0.445
51	PWB4 REVERSE CODED						0.428
52	PWB16 REVERSE CODED						0.419
53	PWB18 REVERSE CODED						
54	PWB5 REVERSE CODED						
	Extraction Method: Principal Axis Factoring.						
	Rotation Method: Oblimin with Kaiser Normalization.						
	a Rotation converged						

in 12 iterations.

Table 16. Last SEM Post Hoc Model Standardized Results N=239



Table 17. Post Hoc Hypothesis Results

	Hypothesis	Beta	Unstand.	Support
H1	Hope has a positive effect on the ideal self	.43***	1.78***	Yes
H4a	The ideal self has a positive impact on psychological well-being	.25***	.06***	Yes
H5	The ideal self has a positive impact on task behavior	.21***	.05***	Yes
H6	The ideal self has a positive impact on OCB helping	.24***	.05***	Yes
H8	The ideal self has a positive impact on the climate of work relationships	.29***	.20***	Yes
H9a	The climate of work relationships mediates the impact of the ideal self on job engagement	.33***	.44***	Yes
H9b	The climate of work relationships mediates the impact of the ideal self on psychological well-being	.41***	.13***	Partial
H9d	The climate of work relationships mediates the impact of the ideal self on task behavior	NS	NS	No
H9e	The climate of work relationships mediates the impact of the ideal self on OCB helping	NS	NS	No
	*** at less than .001 Significance; ** at less than .01 Significance * at less than .05 Significance; + at .053 Significance			

Appendix B: Informed Consent Form

Appendices for IRB Application Regarding the Study of “THE ROLE OF THE IDEAL SELF IN POSITIVE ORGANIZATIONAL BEHAVIORS”

Appendix 1: Informed Consent Document for participants

Informed Consent Document for the Study of “THE ROLE OF THE IDEAL SELF IN POSITIVE ORGANIZATIONAL BEHAVIORS”

Background Information on the Study

The purpose of this research is to measure the impact and role of your personal vision about your ideal self on individual level organizational outcomes. You are being invited to participate in the study because your company believed that you would be interested in participating in this study.

The research team consists of Dr. Richard Boyatzis and Hector Martinez, Phd Candidate. Dr. Boyatzis is the Principal Investigator for the study and the Distinguished University Professor, and H.R. Horvitz Professor of Family Business at the Weatherhead School of Management at Case Western Reserve University. Hector Martinez is a Phd Candidate at the Weatherhead School of Management at Case Western Reserve University. The information you provide will be used to inform research that will result in the researcher’s dissertation.

Procedures

By signing this consent form you agree to participate in this study, and the following two (2) things:

1. Agree to complete an online survey, which should take 30 - 40 minutes.
2. Allow us to contact your supervisors, colleagues and direct reports in your organization to fill out a survey about your role and communication network in this

organization.

Risks and Benefits to Being in the Study

The risks of your participation are expected to be minimal. This means that the risks are not expected to be greater than the risks persons may normally find in their daily life.

You also will be receiving feedback from your peers about how they perceive you. Management has recommended you because they identified you as someone who they want to help develop in this organization. As such, management's desires for the data generated in this study is to use it towards your personal and professional development, as well as improving communication in this company, and will not be used in an evaluative way.

By participating in this study you will help advance our current state of understanding about positive motivation. In particular, you will provide researchers valuable insight into the impact of an individual's vision in individual level organizational outcomes.

Individually, you will have access to your personal results. The results you receive from the surveys filled out by your colleagues will be anonymous. You will receive these results directly from the research group. You may use these results as part of your personal and career development.

Your organization will only have access to the aggregate and anonymous results. This information may provide useful information in the career development of you and your colleagues.

Voluntary Nature of the Study

Your participation in this study is completely voluntary and may be withdrawn at any time without negative consequences. If you choose not to participate, this will not affect your current or future employment status. There is no penalty for not participating or discontinuing your participation.

Confidentiality

The records of this study will be kept confidential. Only the researchers will have access to the data collected and all results will be anonymous. Upon agreeing to participate, your name will be linked to an identification code to preserve anonymity. Your data will then be assigned this identification code and your name will be removed. This will help to ensure that the responses you enter are linked properly to your data and remain completely unidentifiable to anyone but the primary researchers. Your submitted responses will be stored on a secured server at Case Western Reserve University's Weatherhead School of Management and only the researcher and her dissertation advisor will have access to that site.

In any subsequent report we might publish, we will not include any information that will make it possible to identify a participant or your organization. Research records will be kept in a locked file, and access will be limited to the researchers and the University Institutional Review Board (IRB), which is responsible for protecting human participants.

Contact and Questions

The researchers conducting this study are Hector Martinez, PhD Candidate and Dr. Richard Boyatzis, Principal Investigator. This study is the basis of Hector's dissertation, so if you have questions, please feel free to contact Hector at (773) 895-0286 or hector.a.martinez@case.edu.

If the researcher cannot be reached, or if you would like to talk to someone other than the researchers about: (1) questions regarding this study, (2) research participation rights, (3) research-related inquiries, or (4) other human subjects issues, please contact Case Western Reserve University's Institutional Review Board at (216) 368-6925 or write: Case Western Reserve University; Institutional Review Board; 10900 Euclid Ave., Cleveland, OH 44106-7230.

Statement of Consent

I have read the above information and understand what my participation includes. I understand that findings from this study may be used as part of dissertation and research publications. However, I understand that my name and that of my organization will remain anonymous.

I understand that if I have further questions or concerns, I may contact Hector Martinez at (773) 895-0286 or hector.a.martinez@case.edu. Based upon this information, please click one:

- Yes, I agree to participate in this research study.
- No, I do not wish to participate in this research study.

(Researcher's Note: Clicking "Yes" will lead the participant to the online Survey. Clicking "No" will take the participant to the end of the survey at which point he/she can easily exit the system.

Appendix 1A: Spanish Translation

Documento de Consentimiento para el Estudio de
**"EL PAPEL DEL YO IDEAL EN COMPORTAMIENTO POSITIVO
ORGANIZACIONAL"**

Antecedentes del estudio

El propósito de esta investigación es medir el impacto y el papel de su visión personal acerca de su “yo ideal” en los resultados organizacionales a nivel individual. Usted está recibiendo esta invitación para participar en este estudio debido a que su empresa nos indicó que usted podría estar interesado en el tema de este estudio.

El equipo de investigación está formado por el Dr. Richard Boyatzis y Héctor Martínez, estudiante de doctorado. El Dr. Boyatzis es el investigador principal del estudio, y es Profesor Distinguido, y HR Horvitz Profesor de Empresas Familiares de la Weatherhead School of Management de la Universidad Case Western Reserve. Héctor Martínez es candidato a doctorado en la Weatherhead School of Management de la Universidad Case Western Reserve. La información que usted proporcione será utilizada para informar a la investigación que dará lugar a la tesis del investigador.

Procedimientos

Al firmar este formulario de consentimiento usted acepta participar en este estudio, y cumplir con los siguientes dos (2) puntos:

1. Acuerda completar una encuesta en línea, que debería tomarle no mas de 30 a 40 minutos.
2. Nos permite contactar a sus supervisores, colegas, y subordinados en su organización para llenar una encuesta acerca de (1) su función en la organización, y (2) la red de comunicación en esta organización.

Riesgos y beneficios de participar en el estudio

Se espera que los riesgos de su participación serán mínimos. Esto significa que no se espera que los riesgos sean mayores que los riesgos que las personas habitualmente enfrentan en su vida diaria.

Usted también va a recibir retroalimentación de sus compañeros acerca de la forma en que ellos le perciben. La administración de su organización nos ha brindado su información ya que le identifican como alguien a quien ellos quieren que desarrolle profesionalmente dentro de esta organización. Consecuentemente, la administración desea que los datos generados en este estudio sean de uso para su desarrollo personal y profesional, y que ayuden a la mejora de la comunicación en la empresa, y no serán utilizados de manera evaluativa.

Al participar en este estudio usted va a ayudar a avanzar nuestro conocimiento acerca de la motivación de empleados. En particular, a través de este estudio se le proporcionará a los investigadores información valiosa sobre el impacto de la visión de un individuo en sus resultados dentro de las organizaciones.

Individualmente, usted tendrá acceso a sus resultados personales. Los resultados que usted recibirá de las encuestas llenadas por sus colegas serán agrupados y consecuentemente anónimos. Usted recibirá estos resultados directamente del grupo de investigación. Usted puede utilizar estos resultados como parte de su desarrollo personal y profesional.

Igualmente, su organización solamente tendrá acceso a los resultados generalizados y anónimos. Esta información puede proporcionar información útil para su organización en el desarrollo de su carrera profesional igual que las de sus colegas.

Participación del Estudio es Completamente Voluntaria

Su participación en este estudio es completamente voluntaria y usted podrá retirarse en cualquier momento sin ninguna consecuencia negativa. Si decide no participar, esto no afectará su situación laboral actual o futura. No hay sanción por no participar o discontinuar su participación en este estudio.

Confidencialidad

Los datos de este estudio serán tratados de forma absolutamente confidencial. Sólo los investigadores tendrán acceso a los datos, y los resultados serán anónimos. Al acceder a participar, su nombre estará vinculado a un código de identificación para preservar el anonimato. Sus datos serán asignados este código de identificación y su nombre será eliminado de la base de datos. Esto ayudará a asegurar que las respuestas que introduzca se vinculan adecuadamente a sus datos y permanecen completamente imposible de identificar a cualquier persona pero los investigadores principales. Sus respuestas de las encuestas serán almacenadas en un servidor seguro en la Weatherhead School of Management de la Universidad Case Western Reserve y sólo el investigador y su asesor de tesis tendrán acceso a ese sitio.

En cualquier informe posterior que podríamos publicar, no incluiremos ninguna información que permita identificar a un participante o su organización. Registros de la investigación se mantendrán en un archivo bajo llave, y el acceso se limitará a los investigadores y la Junta de Revisión Institucional de la Universidad (IRB), que se encarga de proteger a participantes de estudios.

Contacto y Preguntas

Los investigadores que realizaron este estudio son Héctor Martínez, Candidato PhD y el Dr. Richard Boyatzis, investigador principal. Este estudio es la base de la disertación de Héctor, por lo que si usted tiene preguntas, no dude en ponerse en contacto con Héctor al (773) 895-0286 o hector.a.martinez@case.edu.

Si no puede contactar al investigador, o si prefiere hablar con alguien que no sea los investigadores acerca de: (1) pregunta relacionada con este estudio, (2) los derechos de participación de investigación, (3) preguntas relacionadas con la investigación, u (4) otros

asuntos de sujetos humanos, póngase en contacto con la Junta de Revisión Institucional de la Universidad Case Western Reserve en (216) 368-6925 o escriba a: Case Western Reserve University; Junta de Revisión Institucional; 10900 Euclid Avenue., Cleveland, OH 44106-7230 .

Declaración de consentimiento

He leído la información anterior y entiendo lo que incluye mi participación. Entiendo que los resultados de este estudio pueden ser utilizados como parte de publicaciones de la tesis y de artículos de investigación. Sin embargo, entiendo que mi nombre y el de mi organización se mantendrán en el anonimato.

Yo entiendo que si tengo más preguntas o preocupaciones, puedo comunicarme con Hector Martinez al (773) 895-0286 o hector.a.martinez@case.edu. Sobre la base de esta información, por favor haga clic en uno :

- Sí , estoy de acuerdo en participar en este estudio de investigación.
- No, no deseo participar en este estudio de investigación.

Appendix 2: Informed Consent Document for raters of participants

Dear XXXX,

We are contacting you on behalf of XXXX, who is participating in a research study. He identified you as a supervisor/colleague/direct report at XXXX, and who can provide information about his role at XXXX.

We are writing to ask you if you would be willing to complete a questionnaire about your perceptions of XXXX. Below is detailed information about the study XXXXX is participating in, as well as information about your participation. The information you provide will help XXXXX in his or her career and personal career. To truly have useful results, we encourage you to be as frank as possible.

Best,
Hector Martinez
PhD Candidate
Weatherhead School of Management
ham48@case.edu

Background Information on the Study

The purpose of this research is to measure individual level organizational outcomes. You are being invited to participate in the study because you were identified by a participant in this study as someone who could fill out a survey about his or her role in your organization.

The research team consists of Dr. Richard Boyatzis and Hector Martinez, Phd Candidate. Dr. Boyatzis is the Principal Investigator for the study and the Distinguished University Professor, and H.R. Horvitz Professor of Family Business at the Weatherhead School of Management at Case Western Reserve University. Hector Martinez is a Phd Candidate at the Weatherhead School of Management at Case Western Reserve University. The information you provide will be used to inform research that will result in the researcher's dissertation.

Procedures

By signing this consent form you agree to participate in this study, and the following:

-Agree to complete an online survey, which should take 10 - 15 minutes.

Risks and Benefits to Being in the Study

The risks of your participation are not expected to be greater than the risks persons may normally find in their daily life.

By participating in this study you will help advance our current state of understanding about organizational behavior, and in particular, your participation will provide researchers valuable insight into individual level organizational outcomes.

Your input will also be used as part of XXXXX personal development plan at XXXXX, helping XXXXX to further develop in the organization. Furthermore, XXXXX will have access to the aggregate results of this study, providing information that may provide useful information in the career development of you and your colleagues.

Voluntary Nature of the Study

Your participation in this study is completely voluntary and may be withdrawn at any time without negative consequences. If you choose not to participate, this will not affect your current or future employment status. There is no penalty for not participating or discontinuing your participation.

Confidentiality

The records of this study will be kept confidential. Only the researchers will have access to the data collected and all results will be anonymous. Upon agreeing to participate, your name will be linked to an identification code to preserve anonymity. Your data will

then be assigned this identification code and your name will be removed. This will help to ensure that the responses you enter are linked properly to your data and remain completely unidentifiable to anyone but the primary researchers. Your submitted responses will be stored on a secured server at Case Western Reserve University's Weatherhead School of Management and only the researcher and her dissertation advisor will have access to that site.

In any subsequent report we might publish, we will not include any information that will make it possible to identify a participant or your organization. Research records will be kept in a locked file, and access will be limited to the researchers and the University Institutional Review Board (IRB), which is responsible for protecting human participants.

Contact and Questions

The researchers conducting this study are Hector Martinez, PhD Candidate and Dr. Richard Boyatzis, Principal Investigator. This study is the basis of Hector's dissertation, so if you have questions, please feel free to contact Hector at (773) 895-0286 or hector.a.martinez@case.edu.

If the researcher cannot be reached, or if you would like to talk to someone other than the researchers about: (1) questions regarding this study, (2) research participation rights, (3) research-related inquiries, or (4) other human subjects issues, please contact Case Western Reserve University's Institutional Review Board at (216) 368-6925 or write: Case Western Reserve University; Institutional Review Board; 10900 Euclid Ave., Cleveland, OH 44106-7230.

Statement of Consent

I have read the above information and understand what my participation includes. I understand that findings from this study may be used as part of dissertation and research publications. However, I understand that my name and that of my organization will remain anonymous.

I understand that if I have further questions or concerns, I may contact Hector Martinez at (773) 895-0286 or hector.a.martinez@case.edu. Based upon this information, please click one:

- Yes, I agree to participate in this research study.
- No, I do not wish to participate in this research study.

(Researcher's Note: Clicking "Yes" will lead the participant to the online Survey. Clicking "No" will take the participant to the end of the survey at which point he/she can easily exit the system.

Appendix 2A: Spanish Translation

Documento de Consentimiento para el Estudio de
**"EL PAPEL DEL YO IDEAL EN COMPORTAMIENTO POSITIVO
ORGANIZACIONAL"**

Estimado XXXX,

Le estamos contactando en nombre de XXXX, quien está participando en un estudio organizacional. Él/Ella lo identificó/a a usted como un supervisor/colega/subordinado directo en XXXX, y alguien quién puede proporcionar información acerca de su papel en XXXX.

Nos dirigimos a usted para preguntarle si estaría dispuesto a completar una encuesta acerca de sus percepciones sobre XXXX. A continuación hay información más detallada sobre el estudio en el cual XXXXX está participando, así como información acerca de su participación. La información que proporcione ayudará XXXXX en su carrera y trayectoria personal. Para tener resultados útiles, le solicitamos que sea lo más franco posible.

Atentamente,
Héctor Martínez
Doctorando
Weatherhead School of Management
ham48@case.edu

Documento de Consentimiento para participantes

Documento de Consentimiento para el Estudio de
**"EL PAPEL DEL YO IDEAL EN COMPORTAMIENTO POSITIVO
ORGANIZACIONAL"**

Antecedentes del estudio

El propósito de esta investigación es medir resultados organizacionales a nivel individual. Se le invita a participar en el estudio, ya que usted fue identificado por un participante en este estudio como alguien que podría llenar una encuesta sobre la función del participante en la organización.

El equipo de investigación está formado por el Dr. Richard Boyatzis y Héctor Martínez, estudiante de doctorado. El Dr. Boyatzis es el investigador principal del estudio, y es Profesor Distinguido, y HR Horvitz Profesor de Empresas Familiares de la Weatherhead

School of Management de la Universidad Case Western Reserve. Héctor Martínez es candidato a doctorado en la Weatherhead School of Management de la Universidad Case Western Reserve. La información que usted proporcione será utilizada para informar a la investigación que dará lugar a la tesis del investigador.

Procedimientos

Al firmar este formulario de consentimiento, usted acepta participar en este estudio, y cumplir con lo siguiente:

-Completar una encuesta en línea, que debería tener 10 - 15 minutos.

Riesgos y beneficios de participar en el estudio

Se espera que los riesgos de su participación serán mínimos. Esto significa que no se espera que los riesgos sean mayores que los riesgos que las personas habitualmente enfrentan en su vida diaria.

Al participar en este estudio usted va a ayudar a avanzar nuestro conocimiento acerca de la motivación de empleados. En particular, a través de este estudio se le proporcionará a los investigadores información valiosa sobre el impacto de la visión de un individuo en sus resultados dentro de las organizaciones.

Su información también será utilizada como parte del plan de desarrollo personal y profesional de XXXXX, igual que ayudar a XXXXX para desarrollarse aún más en la organización. Por otra parte, su organización tendrá acceso a los resultados generales de este estudio, los cuales podrán proporcionar información útil para el desarrollo profesional de usted y sus colegas.

Participación del Estudio es Completamente Voluntaria

Su participación en este estudio es completamente voluntaria y usted podrá retirarse en cualquier momento sin ninguna consecuencia negativa. Si decide no participar, esto no afectará su situación laboral actual o futura. No hay sanción por no participar o discontinuar su participación en este estudio.

Confidencialidad

Los datos de este estudio serán tratados de forma absolutamente confidencial. Sólo los investigadores tendrán acceso a los datos, y los resultados serán anónimos. Al acceder a participar, su nombre estará vinculado a un código de identificación para preservar el anonimato. Sus datos serán asignados este código de identificación y su nombre será eliminado de la base de datos. Esto ayudará a asegurar que las respuestas que introduzca se vinculan adecuadamente a sus datos y permanecen completamente imposible de identificar a cualquier persona pero los investigadores principales. Sus respuestas de las encuestas serán almacenadas en un servidor seguro en la Weatherhead School of

Management de la Universidad Case Western Reserve y sólo el investigador y su asesor de tesis tendrán acceso a ese sitio.

En cualquier informe posterior que podríamos publicar, no incluiremos ninguna información que permita identificar a un participante o su organización. Registros de la investigación se mantendrán en un archivo bajo llave, y el acceso se limitará a los investigadores y la Junta de Revisión Institucional de la Universidad (IRB), que se encarga de proteger a participantes de estudios.

Contacto y Preguntas

Los investigadores que realizaron este estudio son Héctor Martínez, Candidato PhD y el Dr. Richard Boyatzis, investigador principal. Este estudio es la base de la disertación de Héctor, por lo que si usted tiene preguntas, no dude en ponerse en contacto con Héctor al (773) 895-0286 o hector.a.martinez@case.edu.

Si no puede contactar al investigador, o si prefiere hablar con alguien que no sea los investigadores acerca de: (1) pregunta relacionada con este estudio, (2) los derechos de participación de investigación, (3) preguntas relacionadas con la investigación, u (4) otros asuntos de sujetos humanos, póngase en contacto con la Junta de Revisión Institucional de la Universidad Case Western Reserve en (216) 368-6925 o escriba a: Case Western Reserve University; Junta de Revisión Institucional; 10900 Euclid Avenue., Cleveland, OH 44106-7230.

Declaración de consentimiento

He leído la información anterior y entiendo lo que incluye mi participación. Entiendo que los resultados de este estudio pueden ser utilizados como parte de publicaciones de la tesis y de artículos de investigación. Sin embargo, entiendo que mi nombre y el de mi organización se mantendrán en el anonimato.

Yo entiendo que si tengo más preguntas o preocupaciones, puedo comunicarme con Hector Martinez al (773) 895-0286 o hector.a.martinez@case.edu. Sobre la base de esta información, por favor haga clic en uno :

- Sí, estoy de acuerdo en participar en este estudio de investigación.
- No, no deseo participar en este estudio de investigación.

Appendix 3: Communication Network Informed Consent

Introduction

This is a social network study in which we will try to map out the communication network of the organization.

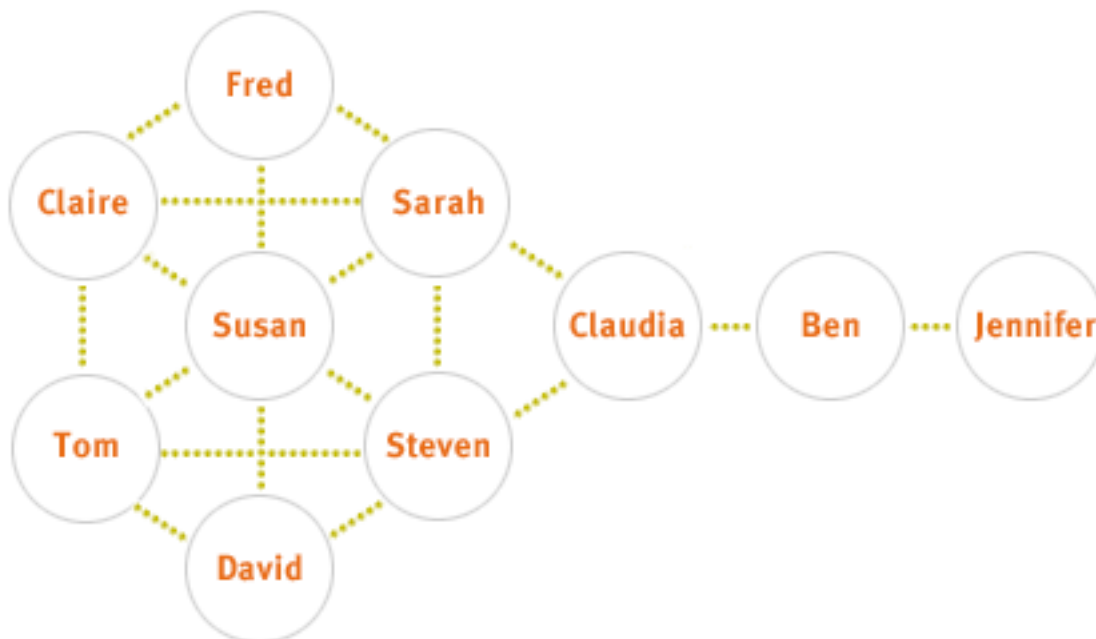
Background Information on the Study

The purpose of this research is to measure the impact and role of the communication network on individual level organizational outcomes.

The research team consists of Dr. Richard Boyatzis and Hector Martinez, Phd Candidate. Dr. Boyatzis is the Principal Investigator for the study and the Distinguished University Professor, and H.R. Horvitz Professor of Family Business at the Weatherhead School of Management at Case Western Reserve University. Hector Martinez is a Phd Candidate at the Weatherhead School of Management at Case Western Reserve University. The information you provide will be used to inform research that will result in the researcher's dissertation.

Procedures

You will be asked to fill out an online survey about who you interact with regularly, along with background information about yourself, such as the department you're in. It should take about 30 minutes to complete. In order to map out who talks to whom, we will need you to give us your name when filling out the survey. Once the data have been collected, we will construct social network maps like this one:



Note that the maps contain each person's name. These maps will be shown to management, but will not be shown to others in the organization. In addition, we will calculate network metrics such as calculating the "degrees of centrality" between pairs of people (i.e., the length of the network paths from one person to another).

Risks & Costs

Since management will see the results of this study, there is a chance that someone in management could consider your set of communication contacts to be inappropriate for someone in your position. However, the intent of collecting this data is for improving communication in the company and will not be used in an evaluative way.

Individual Benefits

We will provide you with direct, individualized feedback regarding your location in the social network of the organization.

Withdrawal from the Study

You may choose to stop your participation in this study at any time. If so, you will not appear on any of the social network maps and no metrics will be calculated that involve you. Your participation in this study is completely voluntary and may be withdrawn at any time without negative consequences. If you choose not to participate, this will not affect your current or future employment status. There is no penalty for not participating or discontinuing your participation.

Confidentiality

As explained above, your participation will not be anonymous. However, outside of HR management, the data will be kept confidential. Any publicly available analyses of these data will not identify any individual by name, nor identify the organization.

The records of this study will be kept confidential. Only the researchers will have access to the data collected and all results, besides the report to the HR manager, will be anonymous. Upon agreeing to participate, your name will be linked to an identification code to preserve anonymity. Your data will then be assigned this identification code and your name will be removed. This will help to ensure that the responses you enter are linked properly to your data and remain completely unidentifiable to anyone but the primary researchers. Your submitted responses will be stored on a secured server at Case Western Reserve University's Weatherhead School of Management and only the researcher and her dissertation advisor will have access to that site.

In any subsequent report we might publish, we will not include any information that will make it possible to identify a participant or your organization. Research records will be kept in a locked file, and access will be limited to the researchers and the University Institutional Review Board (IRB), which is responsible for protecting human participants.

Contact and Questions

The researchers conducting this study are Hector Martinez, PhD Candidate and Dr. Richard Boyatzis, Principal Investigator. This study is the basis of Hector's dissertation, so if you have questions, please feel free to contact Hector at (773) 895-0286 or hector.a.martinez@case.edu.

If the researcher cannot be reached, or if you would like to talk to someone other than the researchers about: (1) questions regarding this study, (2) research participation rights, (3) research-related inquiries, or (4) other human subjects issues, please contact Case Western Reserve University's Institutional Review Board at (216) 368-6925 or write: Case Western Reserve University; Institutional Review Board; 10900 Euclid Ave., Cleveland, OH 44106-7230.

Statement of Consent

I have read the above information and understand what my participation includes. I understand that findings from this study may be used as part of dissertation and research publications. However, I understand that my name and that of my organization will remain anonymous.

I understand that if I have further questions or concerns, I may contact Hector Martinez at (773) 895-0286 or hector.a.martinez@case.edu. Based upon this information, please click one:

- Yes, I agree to participate in this research study.
- No, I do not wish to participate in this research study.

(Researcher's Note: Clicking "Yes" will lead the participant to the online Survey. Clicking "No" will take the participant to the end of the survey at which point he/she can easily exit the system.

Appendix 3A: Spanish Translation

Documento de Consentimiento para el Estudio de
**"EL PAPEL DEL YO IDEAL EN COMPORTAMIENTO POSITIVO
ORGANIZACIONAL"**

Introducción

Este es un estudio de redes sociales en el cual vamos a tratar de trazar la red de comunicaciones de la organización.

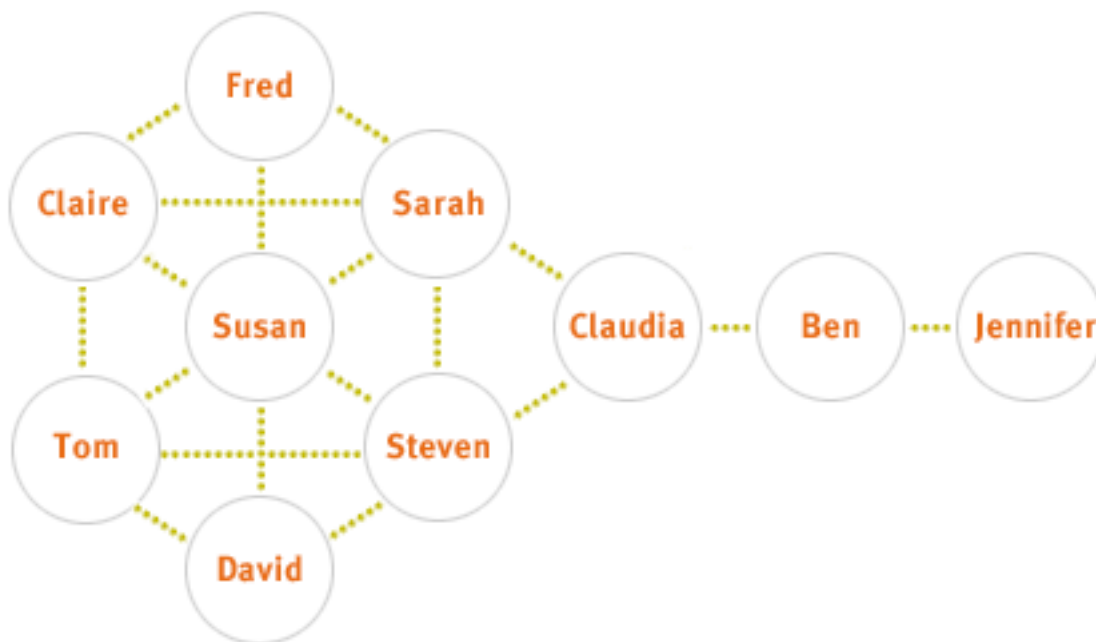
Antecedentes del estudio

El propósito de esta investigación es medir el papel de la red de comunicación dentro de esta organización.

El equipo de investigación está formado por el Dr. Richard Boyatzis y Héctor Martínez, estudiante de doctorado. El Dr. Boyatzis es el investigador principal del estudio, y es Profesor Distinguido, y HR Horvitz Profesor de Empresas Familiares de la Weatherhead School of Management de la Universidad Case Western Reserve. Héctor Martínez es candidato a doctorado en la Weatherhead School of Management de la Universidad Case Western Reserve. La información que usted proporcione será utilizada para informar a la investigación que dará lugar a la tesis del investigador.

Procedimientos

Se le pedirá que llene una encuesta en línea sobre quien usted interactúa con regularidad dentro de su organización, junto con información básica sobre usted, como cual es el departamento en el cual se encuentre. Calculamos que esta encuesta debe tomar unos 30 minutos en completarse. Con el fin de delinear quién habla con quién, necesitaremos que nos dé su nombre al rellenar la encuesta. Una vez que se han recogido los datos, vamos a construir mapas de redes sociales como ésta:



Tenga en cuenta que los mapas contienen el nombre de cada persona. Estos mapas serán vistos por la gerencia de su organización, pero no se mostrarán a otros en la organización. Además, calcularemos algunas otras métricas de la red, tales como el cálculo de los "grados de centralidad" entre pares de personas (es decir, la longitud de las rutas de red de una persona a otra).

Riesgos y Costos

Dado que la gerencia de su organización va a ver los resultados de este estudio, existe la posibilidad de que alguien en la gerencia podrá considerar que su conjunto de contactos de comunicación es inapropiado para alguien en su posición. Sin embargo, la intención de recoger estos datos es para mejorar la comunicación dentro de la empresa y no se utilizarán para evaluar su desempeño.

Beneficios individuales

Nosotros le proporcionaremos a usted con retroalimentación individualizada con respecto a su ubicación en la red social de la organización.

Participación del Estudio es Completamente Voluntaria

Usted puede optar por dejar de participar en este estudio en cualquier momento. Si es así, usted no aparecerá en los mapas de redes sociales y no se calcularán las métricas que implican. Su participación en este estudio es completamente voluntaria y usted podrá retirarse en cualquier momento sin consecuencias negativas. Si decide no participar, esto no afectará su situación laboral actual o futura. No hay sanción por no participar o discontinuar su participación.

Contacto y Preguntas

Los investigadores que realizaron este estudio son Héctor Martínez, Candidato PhD y el Dr. Richard Boyatzis, investigador principal. Este estudio es la base de la disertación de Héctor, por lo que si usted tiene preguntas, no dude en ponerse en contacto con Héctor al (773) 895-0286 o hector.a.martinez@case.edu.

Si no puede contactar al investigador, o si prefiere hablar con alguien que no sea los investigadores acerca de: (1) pregunta relacionada con este estudio, (2) los derechos de participación de investigación, (3) preguntas relacionadas con la investigación, u (4) otros asuntos de sujetos humanos, póngase en contacto con la Junta de Revisión Institucional de la Universidad Case Western Reserve en (216) 368-6925 o escriba a: Case Western Reserve University; Junta de Revisión Institucional; 10900 Euclid Avenue., Cleveland, OH 44106-7230 .

Declaración de consentimiento

He leído la información anterior y entiendo lo que incluye mi participación. Entiendo que los resultados de este estudio pueden ser utilizados como parte de publicaciones de la

tesis y de artículos de investigación. Sin embargo, entiendo que mi nombre y el de mi organización se mantendrán en el anonimato.

Yo entiendo que si tengo más preguntas o preocupaciones, puedo comunicarme con Héctor Martínez al (773) 895-0286 o hector.a.martinez@case.edu. Sobre la base de esta información, por favor haga clic en uno :

- Sí , estoy de acuerdo en participar en este estudio de investigación.
- No, no deseo participar en este estudio de investigación.

Appendix 4: Email to organizations inviting them to participate

Estimada XXXX,

Muchas gracias por tu tiempo e interés sobre mi estudio. Tomo la oportunidad para brindarte mas información sobre mis estudios en Case Western Reserve University (Weatherhead.case.edu) y la posibilidad de coleccionar datos dentro de su organización.

La pregunta de mi tesis se enfoca en cual es el impacto del “yo ideal” en el desempeño de empleados dentro de la organización? Estoy capturando cuatro variables como output: (1) organizational citizenship behavior: una medida que captura que tanto ayuda el empleado a otros en la organización; (2) sense of well-being: mide el sentimiento general de bienestar del empleado; (3) job engagement: mide que tanto captura su atención su trabajo; (4) reputational effectiveness: mide reputación sobre efectividad en el trabajo; (5) task behavior: mide que tanto cumple el empleado su trabajo en la organización; (6) psychological well-being: mide otro sentido general de bienestar del empleado. Igualmente quiero capturar otras medidas que ayudan a explicar la relación entre el “yo ideal” y los outputs. Estas incluyen: la red de comunicacion, y una medida sobre la positividad y negatividad en el clima organizacional (PNEA). Te adjunto el modelo que propongo medir, igual que las preguntas que componen las medidas.

Vale mencionar que si su organización me brinda permiso para desarrollar este estudio, la participación individual de los empleados es completamente voluntaria, o sea cada empleado a quien se le enviaría el cuestionario tiene el derecho de rechazar su participación. Igualmente, como requisito de mi estudio, la información de cada participante es completamente anónima, ya que recibirá la asignación de un numero de identificación. Consistente con los requisitos del Institutional Review Board (IRB) de Case Western, quien sirve como autoridad para proteger a los participante en estudios académicos, la única llave para descifrar los números de identificación se mantendría en un USB drive bajo llave en mi escritorio.

El diseño general de mi estudio se desarrollaría de la siguiente manera:

1. Una vez que yo reciba autorización del participante, se le enviaría un link donde están las encuestas. En total, las encuestas puede tomar una hora para llenarse, y los participantes pueden salvar sus respuestas y regresar para completarlas. Las encuestas están en inglés y en español.
2. Después de recibir la autorización del participante, y coleccionar los supervisores, colegas y subalternos, le enviaremos un link donde estas personas pueden llenar la encuesta sobre el participante.
3. Finalmente, se enviara una solicitud a todos los miembros de la organización para participar en el mapeo de la red de comunicación de la organización. Con la autorización de los participantes, construiremos una encuesta con el roster de participantes. Los que autorizan su participación recibirán un correo con el link, y llenaran la encuesta que tomará alrededor de 30 minutos.

Por participar en este estudio, yo puedo ofrecerle a su compañía lo siguiente:

- **Para los participantes individuales:** El beneficio de recibir sus resultados individuales.
- **Para la organización:** Recibe un análisis de la red de comunicación de la empresa, mas los resultados agregados de su organización de la encuesta. Incluido esta mi apoyo para ayudarles a procesar los resultados para ser aplicados en su futura estrategia.
- **Para la organización y empleados no participantes:** Una cantidad de charlas (a ser negociadas) impartidas por mi para empleados de la organización. El único costo, si es que la charla es en algún lugar donde yo no resido, le solicitaría a la organización su apoyo para cubrir mis gastos personales de viaje (incluyendo boleto de transporte, estadía en un hotel, y comida).

Otra vez, muchísimas gracias por tu apoyo e interés en la posibilidad de desarrollar este estudio en la organización.

Adjunto copia de mi modelo, y algunas de las preguntas de los cuestionarios.

Atentamente,
Hector Martinez
PhD Candidate
Weatherhead School of Management
Case Western Reserve University

Appendix 5: Letter of organizational support

May XX, 2014

CASE IRB Office
Office of Research Administration
CWRU
10900 Euclid Avenue
Cleveland, Ohio 44106-7015

Dear Members of the IRB Committee:

On behalf of XXXX., I am writing to formally indicate our awareness of the research proposed by Hector Martinez, a PhD student at CWRU. We are aware that Mr. Martinez intends to conduct his research by administering an online survey to our employees. We are also aware that he will ask our employees to sign an informed consent form, and that they are able to opt out of the study at any time and for whatever reason.

As Director of XXXX, I am responsible for employee relations. I grant Mr. Martinez permission to contact our employees and conduct his research at our organization.

If you have any questions or concerns, please feel free to contact my office at (506-XXXX-XXXX).

Sincerely,

XXXX
Director of XXXX
XXXX

Appendix 6: Online Self-Rated Survey (DRAFT)

Demographics

Name:

Age:

Gender:

Level of education:

Name of organization:

Years employed by organization:

I. Self Efficacy Questionnaire:

Responses: 1 Not at all True, 2 Hardly True, 3 Moderately True, 4 Exactly True

SE1. I can always manage to solve difficult problems if I try hard enough.

SE2. If someone opposes me, I can find the means and ways to get what I want.

SE3. It is easy for me to stick to my aims and accomplish my goals.

SE4. I am confident that I could deal efficiently with unexpected events.

SE5. Thanks to my resourcefulness, I know how to handle unforeseen situations.

SE6. I can solve most problems if I invest the necessary effort.

SE7. I can remain calm when facing difficulties because I can rely on my coping abilities.

SE8. When I am confronted with a problem, I can usually find several solutions.

SE9. If I am in trouble, I can usually think of a solution.

SE10. I can usually handle whatever comes my way

Traducción en Español

Encuesta en línea Clasificación Propia (BORRADOR)

Demografía

Nombre:

Edad:

Sexo:

Nivel de educación:

Nombre de la organización:

Años empleados por la organización:

Cuestionario Auto-eficacia:

Respuesta: 1 Incorrecto, 2 Apenas cierto, 3 Más bien cierto, 4 Cierto

SE1. Siempre puedo resolver problemas difíciles si me esfuerzo lo suficiente.

SE2. Puedo encontrar la manera de obtener lo que quiero aunque alguien se me oponga.

SE3. Me es fácil persistir en lo que me he propuesto hasta llegar a alcanzar mis metas.

SE4. Tengo confianza en que podría manejar eficazmente acontecimientos inesperados.

SE5. Gracias a mis cualidades y recursos puedo superar situaciones imprevistas.

SE6. Puedo resolver la mayoría de los problemas si me esfuerzo lo necesario.

SE7. Cuando me encuentro en dificultades puedo permanecer tranquilo/a porque cuento con las habilidades necesarias para manejar situaciones difíciles.

SE8. Si me encuentro frente a un problema, generalmente se me ocurren varias alternativas de cómo resolverlo.

SE9. Si me encuentro en un problema, generalmente se me ocurre una solución.

SE10. Venga lo que venga, por lo general soy capaz de manejarlo.

II. Hope Questionnaire:

Responses: 1=Definitely False 2=Mostly False 3=Somewhat False 4=Slightly False

5=Slightly True 6=Somewhat True 7=Mostly True 8=Definitely True

HO1. If I should find myself in a jam, I could think of many ways to get out of it.

HO2. At the present time, I am energetically pursuing my goals.

HO3. There are lots of ways around any problem that I am facing now.

HO4. Right now I see myself as being pretty successful.

HO5. I can think of many ways to reach my current goals.

HO6. At this time, I am meeting the goals that I have set for myself.

Traducción en Español

Cuestionario Esperanza:

Respuesta : 1 = Totalmente Falso 2 = Mayormente Falso 3 = Algo Falso 4 = Ligeramente Falso 5 = Ligeramente Verdadero 6 = Algo Verdadero 7 = Muy Cierto 8 = Totalmente Verdadero

HO1 . Puedo pensar en muchas maneras para salir de un aprieto.

HO2 . Hoy siento que persigo mis objetivos energéticamente.

HO3 . Hay muchas formas para resolver cualquier problema que me estoy enfrentando.

HO4 . Hoy siento que he tenido bastantes éxitos en mi vida.

HO5 . Puedo pensar en muchas maneras para alcanzar mis metas.

HO6 . Hoy siento que estoy alcanzando los objetivos que me he propuesto.

III. Ideal Self Questionnaire:

Instructions: Describe, in as much detail as possible, your dreams of your ideal life for 10 to 15 years from now. The following categories may help stimulate your reflection.

- Your passion, calling, and sense of purpose:
- Your legacy:
- Your values and philosophy:
- Your dreams, fantasies and aspirations:
- How you feel about your future possibilities:
- Other components or elements of your dream:

Responses: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neither Agree nor Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree

IS1. I feel inspired by my vision of the future.

- IS2. My vision reflects many possibilities.
- IS3. My vision includes fun activities.
- IS4. My vision includes my work in terms of my jobs and career.
- IS5. My vision includes my family relationships.
- IS6. I am excited about my vision.
- IS7. My vision includes leisurely activities.
- IS8. I feel hopeful about my vision.
- IS9. My vision includes my physical health.
- IS10. My vision includes my values and philosophy.
- IS11. I feel optimistic about my vision.
- IS12. My vision includes my contributions to others and the community.
- IS13. My vision includes relative priorities of things important to me.
- IS14. My vision includes my intimate/love relationships.
- IS15. My vision includes my spiritual health.
- IS16. I have a clear vision of my desired future.
- IS17. My vision includes my desired legacy in life.
- IS18. My vision of the future reflects the things most important to me.
- IS19. My passion, calling, and sense of purpose are clear to me.
- IS20. I see many possibilities in my future.

Traducción en Español

Cuestionario Yo Ideal:

Instrucciones: Describa, con el mayor detalle posible, la visión de su vida ideal en 10 a 15 años a partir de hoy. Las siguientes categorías pueden ayudar a estimular su reflexión.

- Su pasión, vocación, y propósito:
- Su legado:
- Sus valores y filosofía:
- Sus sueños, ilusiones y aspiraciones:
- ¿Cómo se siente acerca de sus posibilidades en el futuro:
- Otros componentes o elementos de su sueño:

Respuestas: 1 = Muy en desacuerdo , 2 = En desacuerdo , 3 = Un poco en desacuerdo , 4 =

Ni de acuerdo ni en desacuerdo, 5 = Un poco acuerdo, 6 = Muy de acuerdo , 7 =

Totalmente de acuerdo

IS1 . Me siento inspirado por mi visión del futuro.

IS2 . Mi visión refleja muchas posibilidades.

IS3 . Mi visión incluye actividades divertidas.

IS4 . Mi visión incluye mi trabajo en términos de mis puestos y carrera.

IS5 . Mi visión incluye mi familia.

IS6 . Estoy muy entusiasmado acerca de mi visión.

IS7 . Mi visión incluye actividades de ocio.

IS8 . Me siento esperanzado sobre mi visión.

IS9 . Mi visión incluye mi salud física.

IS10 . Mi visión incluye mis valores y filosofía.

IS11 . Me siento optimista acerca de mi visión.

IS12 . Mi visión incluye mis contribuciones a los demás y a la comunidad.

IS13 . Mi visión incluye las prioridades de las cosas importantes para mí.

IS14 . Mi visión incluye a mis más relaciones íntimas y amorosas.

IS15 . Mi visión incluye mi salud espiritual.

IS16 . Tengo una visión clara sobre mi futuro deseado.

IS17 . Mi visión incluye el legado deseado para mi vida.

IS18 . Mi visión del futuro refleja las cosas más importantes para mí.

IS19 . Mi pasión, vocación y propósito son claros para mí.

IS20 . Veo muchas posibilidades en mi futuro.

IV. PNEA Questionnaire

Instructions:

Describe what it is like to work in your team or organization by answering the following questions. Circle the number to the right of each question that best describes the current atmosphere in your work group or organization. Choose the level (i.e., work group or organization) that affects your day to day work the most. Please assume you are evaluating the local, not State level of organization.

Responses: 1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither, 4=Somewhat Agree, 5=Strongly Agree

PNEA 1. Management emphasizes a vision for the future.

PNEA 2. We often discuss possibilities for the future.

PNEA 3. Our future as an organization will be better than our past.

PNEA 4. This is a great place to work.

PNEA 5. I do not feel trusted by my colleagues.

PNEA 6. I feel inspired by our vision and mission.

PNEA 7. We are encouraged by management to use and build on our strengths.

PNEA 8. I feel trusted by my colleagues.

PNEA 9. I care about my colleagues at work.

PNEA 10. Our work is focused on our vision or mission.

PNEA 11. I enjoy working here.

PNEA 12. I do not like working here.

PNEA 13. Working here is a joy.

PNEA 14. If I had a choice, I would work somewhere else.

PNEA 15. I do not trust my colleagues.

PNEA 16. Overall, it feels good to work here.

PNEA 17. I do not care about my colleagues at work.

PNEA 18. Our purpose as an organization is clear from our vision or mission.

PNEA 19. Management emphasizes our current strengths.

PNEA 20. I trust my colleagues.

Traducción en Español

PNEA Cuestionario

Instrucciones:

Describa lo que se siente trabajar en su equipo u organización, respondiendo las siguientes preguntas. Escoja el número que mejor describe el clima actual en su grupo u organización en que trabaja. Elija el contexto (es decir, el grupo de trabajo u organización) que más afecta a su día a día. Por favor, asuma que usted está evaluando el nivel local, no la organización entera.

Respuestas : 1 = Muy en desacuerdo , 2 = En desacuerdo , 3 = Ni de acuerdo ni en desacuerdo, 4 = Algo de acuerdo , 5 = Muy de acuerdo.

PNEA 1. La gerencia enfatiza una visión para el futuro.

PNEA 2. A menudo conversamos sobre las posibilidades para el futuro.

PNEA 3. Nuestro futuro como organización será mejor que nuestro pasado.

PNEA 4. Este es un gran lugar para trabajar.

PNEA 5. No siento que mis colegas confían en mí.

PNEA 6. Me siento inspirado por nuestra visión y misión.

PNEA 7. La gerencia nos anima a usar y construir sobre nuestras fortalezas.

PNEA 8. Siento que mis colegas confían en mí.

PNEA 9. Me importan mis colegas en el trabajo.

PNEA 10. Nuestro trabajo se centra en nuestra visión o misión.

PNEA 11. Me gusta trabajar aquí.

PNEA 12. No me gusta trabajar aquí.

PNEA 13. Trabajar aquí es una alegría.

PNEA 14. Si tuviera que elegir, me gustaría trabajar en otro lugar.

PNEA 15. No confío en mis colegas.

PNEA 16. En general, se siente bien trabajar aquí.

PNEA 17. No me importan mis colegas en el trabajo.

PNEA 18. Nuestra visión o misión deja claro el propósito de nuestra organización.

PNEA 19. La gerencia enfatiza nuestras fortalezas actuales.

PNEA 20. Confío en mis colegas.

V. Value Congruency Questionnaire

Responses: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neither Agree nor Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree

VC1. My personal values are generally compatible with the values of the organization.

VC2. I find that sometimes I have to compromise personal principles to expectations.

Traducción en Español

Cuestionario sobre Congruencia de Valores

Respuestas : 1 = Totalmente en desacuerdo , 2 = Muy en desacuerdo , 3 = Un poco en desacuerdo , 4 = Ni de acuerdo ni en desacuerdo, 5 = Un poco de acuerdo, 6 = Muy de acuerdo , 7 = Totalmente de acuerdo

VC1 . Mis valores personales son generalmente compatibles con los valores de esta organización.

VC2 . Me parece que a veces tengo que comprometer mis principios personales para cumplir con expectativas.

VI. Subjective Well-Being Questionnaire

Instructions: Below are five statements with which you may agree or disagree. Using the 1-7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding. **Responses:**

1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neither Agree nor Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree

SWB1. In most ways my life is close to my ideal.

SWB2. The conditions of my life are excellent.

SWB3. I am satisfied with my life.

SWB4. So far I have gotten the important things I want in life.

SWB5. If I could live my life over, I would change almost nothing.

Traducción en Español

Cuestionario Bienestar Subjetivo

Instrucciones: A continuación se presentan cinco afirmaciones con las que usted puede estar de acuerdo o en desacuerdo . Utilizando la escala de 1 a 7 a continuación, indique su nivel de acuerdo con cada tema. Por favor, sea abierto y honesto en su respuesta.

Respuestas : 1 = Totalmente en desacuerdo , 2 = Muy en desacuerdo , 3 = Un poco en desacuerdo , 4 = Ni de acuerdo ni en desacuerdo, 5 = Un poco de acuerdo, 6 = muy de acuerdo , 7 = Totalmente de acuerdo

SWB1. En general, mi vida está cerca de mi ideal.

SWB2. Las condiciones de mi vida son excelentes.

SWB3. Estoy satisfecho con mi vida.

SWB4. Hasta ahora, he conseguido las cosas importantes que quiero en la vida.

SWB5. Si pudiera vivir mi vida de nuevo, no cambiaría casi nada.

VII. Psychological Well-Being Questionnaire

Responses: 1=strongly disagree, 2=moderately disagree, 3=slightly disagree, 4=slightly agree, 5=moderately agree, 6=strongly agree

PWB1. I tend to be influenced by people with strong opinions (r).

PWB2. In general, I feel I am in charge of the situation in which I live.

PWB3. I think it is important to have new experiences that challenge how you think about yourself and the world.

PWB4. Maintaining close relationships has been difficult and frustrating for me (r).

PWB5. I live life one day at a time and don't really think about the future (r).

PWB6. When I look at the story of my life, I am pleased with how things have turned out.

PWB7. I have confidence in my opinions, even if they are contrary to the general consensus.

PWB8. The demands of everyday life often get me down (r).

PWB9. For me, life has been a continuous process of learning, changing and growth.

PWB10. People would describe me as a giving person, willing to share my time with others.

PWB11. Some people wander aimlessly through life, but I am not one of them.

PWB12. I like most aspects of my personality.

PWB13. I judge myself by what I think is important, not by the values of what others think is important.

PWB14. I am quite good at managing the many responsibilities of my daily life.

PWB15. I gave up trying to make a big improvements or changes in my life a long time ago(r).

PWB16. I have not experienced many warm and trusting relationships with others (r).

PWB17. I sometimes feel as if I've done all there is to do in life (r).

PWB18. In many ways, I feel disappointed about my achievements in life (r).

(r)-These items are reverse-scored so that higher scores correspond to greater psychological well-being.

Traducción en Español

Cuestionario Bienestar Psicológico

Respuestas : 1 = Totalmente en desacuerdo , 2 = Moderadamente en desacuerdo , 3 = Ligeramente en desacuerdo , 4 = Ligeramente de acuerdo, 5 = Moderadamente de acuerdo 6 = Totalmente de acuerdo

PWB1. Tiendo ser influenciado por personas con opiniones fuertes (r).

PWB2. En general, siento que estoy a cargo de la situación en la que vivo.

PWB3. Creo que es importante contar con nuevas experiencias que desafíen lo que uno piensa de uno mismo y del mundo.

PWB4. Mantener relaciones estrechas ha sido difícil y frustrante para mí (r).

PWB5. Yo vivo la vida un día a la vez y realmente no pienso en el futuro (r).

PWB6. Cuando pienso sobre la historia de mi vida, me agrada cómo han resultado las cosas.

PWB7. Estoy seguro de mis opiniones, aunque vayan en contra del consenso general.

PWB8. Las exigencias de la vida cotidiana a menudo me desaniman (r).

PWB9. Para mí, la vida ha sido un proceso continuo de aprendizaje, cambio y crecimiento.

PWB10. La gente me describiría como una persona que da, dispuesto a compartir mi tiempo con los demás.

PWB11. Algunas personas no tienen rumbo en su vida, pero yo no soy una de ellas.

PWB12. Me gustan casi todos los aspectos de mi personalidad.

PWB13. Me juzgo por lo que yo creo que es importante, no por los valores de lo que otros piensan que es importante.

PWB14. Soy bastante bueno para manejar las muchas responsabilidades de mi vida diaria.

PWB15. Hace mucho tiempo dejé de tratar de hacer grandes mejoras o cambios en mi vida (r).

PWB16. No he experimentado muchas relaciones cálidas y de confianza con los demás (r).

PWB17. A veces me siento como si he hecho todo lo que hay que hacer en la vida (r).

PWB18. En muchos sentidos, me siento decepcionado por mis logros en la vida (r).

(r) - Estos están inverso se calificó de manera que las puntuaciones más altas corresponden a un mayor bienestar psicológico.

VIII. Job Engagement Questionnaire

UWES Work and Well Being Survey

Responses: 1=Never 2=Almost Never (A few times a year or less) 3=Rarely (Once a month or less) 4=Sometimes (a few times a month) 5=Often (Once a week) 6=Very Often (A few times a week) 7=Always (everyday)

EN1. At my work, I feel bursting with energy.

EN2. I find the work that I do full of meaning and purpose.

EN3. Time flies when I am working.

EN4. At my job, I feel strong and vigorous.

EN5. I am enthusiastic about my job.

EN6. When I am working, I forget everything else around me.

EN7. My job inspires me.

EN8. When I get up in the morning, I feel like going to work.

EN9. I feel happy when I am working intensely.

EN10. I am proud of the work that I do.

EN11. I am immersed in my work.

EN12. I can continue working for very long periods at a time.

EN13. To me, my job is challenging.

EN14. I get carried away when I am working.

EN15. At my job, I am very resilient, mentally.

Traducción en Español

Cuestionario sobre Compromiso en el Trabajo

UWES Work and Well Being Encuesta

Respuestas : 1 = Nunca 2 = Casi nunca (unas pocas veces al año o menos) 3 = Pocas veces (una vez al mes o menos) 4 = Algunas veces (un par de veces al mes) 5 = Con frecuencia (una vez a la semana) 6 = Muy a menudo (algunas veces a la semana) 7 = Siempre (todos los días)

EN1. En mi trabajo, me siento lleno de energía.

EN2. Me parece que mi trabajo esta lleno de significado y propósito.

EN3. El tiempo vuela cuando estoy trabajando.

EN4. En mi trabajo, me siento fuerte y vigoroso.

EN5. Estoy entusiasmado con mi trabajo.

EN6. Cuando estoy trabajando, me olvido de todo lo demás a mi alrededor.

EN7. Mi trabajo me inspira.

EN8. Cuando me levanto por la mañana, me dan ganas de ir a trabajar.

EN9. Me siento feliz cuando estoy trabajando intensamente.

EN10. Estoy orgulloso del trabajo que hago.

EN11. Estoy inmerso en mi trabajo.

EN12. Puedo seguir trabajando por períodos muy largos a la vez.

EN13. Para mí, mi trabajo es desafiante.

EN14. Me olvido de otras cosas cuando estoy trabajando.

EN15. En mi trabajo, aunque hayan dificultades, me recupero mentalmente.

IX. Job Engagement Questionnaire

Responses: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neither Agree nor Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree

Physical engagement

JEP1. I work with intensity on my job

JEP2. I exert my full effort to my job

JEP3. I devote a lot of energy to my job

JEP4. I try my hardest to perform well on my job

JEP5. I strive as hard as I can to complete my job

JEP6. I exert a lot of energy on my job

Emotional engagement

JEE1. I am enthusiastic in my job

JEE2. I feel energetic at my job

JEE3. I am interested in my job

JEE4. I am proud of my job

JEE5. I feel positive about my job

JEE6. I am excited about my job

Cognitive engagement

JEC1. At work, my mind is focused on my job

JEC2. At work, I pay a lot of attention to my job

JEC3. At work, I focus a great deal of attention on my job

JEC4. At work, I am absorbed by my job

JEC5. At work, I concentrate on my job

JEC6. At work, I devote a lot of attention to my job

Traducción en Español

Cuestionario sobre Compromiso en el Trabajo

Respuestas : 1 = Totalmente en desacuerdo , 2 = Muy en desacuerdo , 3 = Un poco en desacuerdo , 4 = Ni de acuerdo ni en desacuerdo, 5 = Un poco de acuerdo, 6 = muy de acuerdo , 7 = Totalmente de acuerdo

Compromiso físico

JEP1. Trabajo con intensidad en mi trabajo

JEP2. Pongo todo mi esfuerzo en mi trabajo

JEP3. Dedico mucha energía a mi trabajo

JEP4. Intento lo más que puedo para desempeñar bien mi trabajo

JEP5. Me esfuerzo lo más que puedo para finalizar mi trabajo

JEP6. Ejercicio mucha energía en mi trabajo

Compromiso emocional

JEE1. Siento un gran entusiasmo por mi trabajo

JEE2. Me siento enérgico en mi trabajo

JEE3. Estoy interesado en mi trabajo

JEE4. Me siento orgulloso de mi trabajo

JEE5. Me siento positivo sobre mi trabajo

JEE6. Estoy entusiasmado con mi trabajo

Compromiso cognitivo

JEC1. En mi empleo, mi mente está enfocada en mi trabajo

JEC2. En mi empleo, le pongo mucha atención en mi trabajo.

JEC3. En mi empleo, concentro mucha atención en mi trabajo.

JEC4. En mi empleo, mi trabajo capta mi atención

JEC5. En mi empleo, me concentro en mi trabajo

JEC6. En mi empleo, dedico mucha atención a mi trabajo

Appendix 7: Demographics Communication Network

Name:

Title:

Department:

I. Communication Social Network

Responses: 1=Never, 2=Less than Once a Week, 3=Once a Week, 4=2-3 Times a Week,
5=Daily

-In a week, how often do you communicate with this person?

Traducción en Español

Demografía Red de Comunicación

Nombre:

Título:

Departamento :

I. Red Social de Comunicación

Respuestas : 1 = Nunca , 2 = Menos de una vez a la semana , 3 = Una vez por semana , 4
= 2-3 veces a la semana , 5 = diariamente

Pregunta:

En una semana , ¿con qué frecuencia se comunica usted con las siguientes personas?

Appendix 8: Online Other-Rated Survey (DRAFT)

Demographics

Name:

Name of participant you are filling out survey about:

Relation to participant: Supervisor, Colleague, Direct Report

I. OCB Helping Questionnaire

Responses: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neither Agree nor
Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree

1. Helps others if someone falls behind in his/her work.

2. Willingly shares his/her expertise with others.
3. Tries to act like a peacemaker when others have disagreements.
4. Takes steps to try to prevent problems with others.
5. Willingly gives of his/her time to help others with work-related problems.
6. 'Touches base' (checks in) with others before initiating actions that might affect them.

Traducción en Español

Encuesta en línea calificada por colegas, supervisores y subalternos (BORRADOR)

Demografía

Nombre:

Nombre del participante está llenando la encuesta sobre:

Relación con el participante : supervisor, colega, subalterno directo

I. Cuestionario Ayudar “OCB”

Respuestas : 1 = Totalmente en desacuerdo , 2 = Muy en desacuerdo , 3 = Un poco en desacuerdo , 4 = Ni de acuerdo ni en desacuerdo, 5 = Un poco de acuerdo, 6 = muy de acuerdo , 7 = Totalmente de acuerdo

OCB1 . Ayuda a otros, si alguien se atrasa en su trabajo.

OCB2 . Dispuesto a compartir su conocimiento con sus colegas.

OCB3 . Juego el rol de negociador cuando otros tienen desacuerdos.

OCB4 . Toma medidas para evitar problemas con los demás.

OCB5 . Dispuesto a dar de su tiempo para ayudar a otros con problemas relacionados con el trabajo.

OCB6 . Consulta (o se comunica) con colegas antes de iniciar acciones que pudieran afectarlos.

II. OCB Voice Questionnaire

Responses: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neither Agree nor Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree

1. Develops and makes recommendations concerning issues.
2. Speaks up and encourages others to get involved.
3. Communicates his/her opinions about work issues to others even if his/her opinion is different and others disagree with him/her.
4. Keeps well informed about issues where his/her opinion might be useful.
5. Gets involved in issues that affect the quality of student life.
6. Speaks up with ideas for new projects or changes in procedures.

Traducción en Español

Cuestionario de voz “OCB”

Respuestas : 1 = Totalmente en desacuerdo , 2 = Muy en desacuerdo , 3 = Un poco en desacuerdo , 4 = Ni de acuerdo ni en desacuerdo, 5 = Un poco de acuerdo, 6 = muy de acuerdo , 7 = Totalmente de acuerdo

OCBV1 . Desarrolla y aporta recomendaciones sobre asuntos de trabajo.

OCBV2 . Habla y anima la participación de colegas.

OCBV3 . Comunica a colegas sus opiniones sobre asuntos de trabajo, incluso cuando su opinión es diferente y los demás no están de acuerdo con el/ella.

OCBV4 . Se mantiene bien informado/a sobre temas donde su opinión puede ser útil.

OCBV5 . Se involucra en temas que afectan la calidad de vida de sus colegas.

OCBV6 . Aporta ideas para nuevos proyectos o sugiere cambios a los procedimientos.

III. Task Behavior Questionnaire

Responses: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neither Agree nor Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree

TB1. Adequately completes assigned duties.

TB2. Fulfills responsibilities.

TB3. Performs tasks that are expected of him/her by the due date.

TB4. Meets performance requirements.

TB5. Engages in activities that will positively affect his/her performance.

TB6. Neglects aspects of the work he/she is obligated to perform (r).

TB7. Fails to perform essential duties (r).

Traducción en Español

Cuestionario de Comportamiento en su trabajo

Respuestas : 1 = Totalmente en desacuerdo , 2 = Muy en desacuerdo , 3 = Un poco en desacuerdo , 4 = Ni de acuerdo ni en desacuerdo, 5 = Un poco de acuerdo, 6 = muy de acuerdo , 7 = Totalmente de acuerdo

TB1 . Cumple adecuadamente sus deberes asignados.

TB2 . Cumple con sus responsabilidades.

TB3 . Realiza tareas que se esperan de él /ella en la fecha acordada.

TB4 . Satisface los requisitos de desempeño.

TB5 . Participa en actividades que afectarán positivamente su desempeño .

TB6 . Descuida aspectos de su trabajo que él/ella está obligado/a a cumplir (R) .

TB7 . No logra cumplir con obligaciones indispensables.

IV. Reputational Effectiveness Questionnaire

Responses: 1=Not at all, 2 =to a limited extent, 3= to some extent, 4=about half the time, 5=to a considerable extent, 6=to a great extent, 7=Entirely

RE1. Overall, to what extent do you feel this manager is performing the job the way you would like it to be performed?

RE2. To what extent has this manager met your personal expectations with respect to managerial roles and responsibilities?

RE3. If you had your way, to what extent would you change the manner in which this manager is doing his/her job?

Traducción en Español

Cuestionario de reputación sobre eficacia

Respuestas : 1 = En absoluto, 2 = a un grado limitado, 3 = hasta cierto punto, 4 = la mitad del tiempo, 5 = en un grado considerable, 6 = en gran medida, 7 = totalmente

RE1 . En general, ¿hasta qué punto cree usted que este gerente está llevando a cabo su trabajo de la manera que a usted le gustaría se desempeñara?

RE2 . ¿Hasta qué punto ha cumplido este gerente con las expectativas que usted tiene hacia las funciones y responsabilidades de un gerente?

RE3. Si usted pudiera , ¿ hasta qué punto cambiaría usted la manera en que este gerente está haciendo su trabajo? (R)

References

- Arbuckle, J. L. (2014). Amos (Version 22.0) [Computer Program]. Chicago: SPSS.
- Ashby, F. G., & Isen, A. M. (1999). A neuropsychological theory of positive affect and its influence on cognition. *Psychological review*, *106*(3), 529.
- Ashforth, B. E., & Humphrey, R. H. (1995). Emotion in the workplace: A reappraisal. *Human relations*, *48*(2), 97-125.
- Atkinson, S. & Butcher, D. (2003), "Trust in managerial relationships." *Journal of Managerial Psychology*, *18* (4), 282 - 304
- Avey, J. B., Luthans, F., & Youssef, C. M. (2010). The additive value of positive psychological capital in predicting work attitudes and behaviors. *Journal of Management*, *36*, 430–452.
- Avey, J. B., Reichard, R. J., Luthans, F., & Mhatre, K. H. (2011). Meta-analysis of the impact of positive psychological capital on employee attitudes, behaviors, and performance. *Human Resource Development Quarterly*, *22*(2), 127-152.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American psychologist*, *37*(2), 122.
- Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited. *Journal of Management*, *38*(1), 9-44.
- Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *The Academy of Management Perspectives*, *21*(1), 36-59.
- Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and the good soldier: The relationship between affect and employee “citizenship”. *Academy of management Journal*, *26*(4), 587-595.

- Baumeister, R.F. (1998), "The self", in Gilbert, D.T., Fiske, S.T. and Lindzey, G. (Eds),
The Handbook of Social Psychology, 4th ed., McGraw-Hill, New York, NY, pp.
680-740.
- Bergeron, D. M. (2007). The potential paradox of organizational citizenship behavior:
Good citizens at what cost?. *Academy of Management Review*, 32(4), 1078-1095.
- Bergeron, D. M., Shipp, A. J., Rosen, B., & Furst, S. A. (2013). Organizational
Citizenship Behavior and Career Outcomes The Cost of Being a Good Citizen.
Journal of Management, 39(4), 958-984.
- Bond, E. U., Walker, B. A., Hutt, M. D., & Reingen, P. H. (2004). Reputational
Effectiveness in Cross-Functional Working Relationships. *Journal of Product
Innovation Management*, 21(1), 44-60.
- Borgatti, S. P., & Foster, P. C. (2003). The network paradigm in organizational research:
A review and typology. *Journal of management*, 29(6), 991-1013.
- Borgatti, S. P., Everett, M. G., & Freeman, L. C. (2002). Ucinet for Windows: Software
for social network analysis.
- Boyatzis, R.E. (1982). *The Competent Manager: A Model for Effective Performance*,
John Wiley & Sons, New York, NY.
- Boyatzis, R. E. (2006). An overview of intentional change from a complexity
perspective. *Journal of Management Development*, 25(7), 607-623.
- Boyatzis, R.E. (2008). Leadership Development from a Complexity Perspective.
Consulting Psychology Journal. 60(4). 298-313.
- Boyatzis, R. E. (2011). When Pulling to the Negative Emotional Attractor is Too Much
or Not Enough to Inspire and Sustain Outstanding Leadership. *The Fulfilling*

- workplace: The organization's role in achieving individual and organizational health. London: Gower Publishing.*
- Boyatzis, R. E., & Akrivou, K. (2006). The ideal self as the driver of intentional change. *Journal of Management Development*, 25(7), 624-642.
- Boyatzis, R., & McKee, A. (2005). Resonant Leadership: Renewing Yourself and Connecting with Others Through Mindfulness. *Hope, and Compassion (Harvard Business School Press, Boston, MA).*
- Boyatzis, R. E., Smith, M. L., & Beveridge, A. J. (2012). Coaching With Compassion Inspiring Health, Well-Being, and Development in Organizations. *The Journal of Applied Behavioral Science*, 49(2), 153-178.
- Boyatzis, Buse & Taylor, (2011). Ideal Self Survey.
- Bowler, W. M., & Brass, D. J. (2006). Relational correlates of interpersonal citizenship behavior: a social network perspective. *Journal of applied Psychology*, 91(1), 70.
- Burt, R. S. (1997). The contingent value of social capital. *Administrative science quarterly*, 339-365.
- Buse, K. R. (2012). *Women Persisting in the Engineering Profession: A Paradoxical Explanation Adapting Intentional Change Theory* (Doctoral dissertation, Case Western Reserve University).
- Carr, D. (1997). The fulfillment of career dreams at midlife: does it matter for women's mental health?. *Journal of Health and Social Behavior*, 38, 331-344.
- Chalk, L. M., Meara, N. M., & Day, J. D. (1994). Possible selves and occupational choices. *Journal of Career Assessment*, 2(4), 364-383.
- Clements, P., & Seidman, E. (2002). The ecology of middle grades schools and possible

- selves. *Understanding early adolescent self and identity: Applications and interventions*, 133-164.
- Colander, David C. "Macroeconomics." *Macroeconomics*. 8th ed. Boston: McGraw-Hill/Irwin, 2010.
- Cooperrider, D., Whitney, D. D., & Stavros, J. M. (2008). *The appreciative inquiry handbook: For leaders of change*. Berrett-Koehler Publishers.
- Diener, E., Sandvik, E., & Pavot, W. (1991). Happiness is the frequency, not the intensity, of positive versus negative affect. *Subjective well-being: An interdisciplinary perspective*, 21, 119-139.
- Diener, E., Smith, H., & Fujita, F. (1995). The personality structure of affect. *Journal of Personality and Social Psychology*, 69, 130–141.
- Erickson, Bonnie H. 1979. "Some Problems of Inference from Chain Data." Pp. 276–302 *Sociological Methodology*, vol. 10, edited by Karl F. Schuessler. Cambridge, MA: Blackwell Publishers.
- Estrada, C. A., Isen, A. M., & Young, M. J. (1994). Positive affect improves creative problem solving and influences reported source of practice satisfaction in physicians. *Motivation and Emotion*, 18(4), 285-299.
- Feldman, D. C., & Lankau, M. J. (2005). Executive coaching: A review and agenda for future research. *Journal of management*, 31(6), 829-848.
- Fiedler, F. E. (1967). *A theory of leadership effectiveness*. New York: McGraw-Hill.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *The American Psychologist*, 56(3), 218.

- Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition & Emotion, 19*(3), 313-332.
- Gabbay, S. M., & Zuckerman, E. W. (1998). Social capital and opportunity in corporate R&D: The contingent effect of contact density on mobility expectations. *Social Science Research, 27*(2), 189-217.
- George, J. M. (1991). State or trait: Effects of positive mood on prosocial behaviors at work. *Journal of Applied Psychology, 76*, 299-307.
- Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *The new leaders: Transforming the art of leadership into the science of results*. London: Little, Brown.
- Gollwitzer, P. M. (1999). Implementation intentions: strong effects of simple plans. *American Psychologist, 54*(7), 493.
- Gooty, J., Gavin, M., Johnson, P., Frazier, L., & Snow, D. (2009). In the eyes of the beholder: Transformational leadership, positive psychological capital and performance. *Journal of Leadership and Organization Studies, 15*, 353–357.
- Griffin, M A., Clarke, S. Zedeck, S (Ed), (2011) Stress and well-being at work. APA handbook of industrial and organizational psychology, Vol 3: Maintaining, expanding, and contracting the organization. APA Handbooks in Psychology., (pp. 359-397). Washington, DC.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & William, C. (1998). Black (1998), *Multivariate data analysis*. Upper Saddle River, NJ: Prentice Hall.
- Hayes, A. F., & Preacher, K. J. (2012). Statistical mediation analysis with a multicategorical independent variable.
- Higgins, E. T. (1987). Self-discrepancy: a theory relating self and affect. *Psychological*

- review*, 94(3), 319-340.
- Higgins, E.T. (1989), "Self-discrepancy theory: what patterns of self-beliefs cause people to suffer?", in Berkowitz, L. (Ed.), *Advances in Experimental Social Psychology*, Vol. 22, Academic Press, New York, NY, pp. 93-136.
- Higgins, E. T. (1998). Promotion and prevention: Regulatory focus as a motivational principle. *Advances in experimental social psychology*, 30, 1-46.
- Hodge, T., & Kipka, R. J. (2012). Qualtrics.
- Hooker, K., & Kaus, C. R. (1992). Possible selves and health behaviors in later life. *Journal of Aging and Health*, 4(3), 390-411.
- Hoyle, R. H., Kernis, M. H., Leary, M. R., & Baldwin, M. W. (1999). *Selfhood: Identity, esteem, regulation*. Westview Press.
- Hoyle, R. H., & Sherrill, M. R. (2006). Future Orientation in the Self-System: Possible Selves, Self-Regulation, and Behavior. *Journal of Personality*, 74(6), 1673-1696.
- Ibarra, H. (1993). Network centrality, power, and innovation involvement: Determinants of technical and administrative roles. *Academy of Management Journal*, 471-501.
- Irving, L. M., Snyder, C. R., & Crowson Jr, J. J. (1998). Hope and coping with cancer by college women. *Journal of personality*, 66(2), 195-214.
- Isen, A. M., & Daubman, K. A. (1984). The influence of affect on categorization. *Journal of personality and Social Psychology*, 47(6), 1206-1217.
- Isen, A. M., Daubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative problem solving. *Journal of personality and social psychology*, 52(6), 1122-1131.
- Jänig, W., & Häbler, H. J. (1999). Specificity in the organization of the autonomic

- nervous system: a basis for precise neural regulation of homeostatic and protective body functions. *Progress in brain research*, 122, 351-367.
- Johnson, D. E., Erez, A., Kiker, D. S., & Motowidlo, S. J. (2002). Liking and attributions of motives as mediators of the relationships between individuals' reputations, helpful behaviors and raters' reward decisions. *Journal of Applied Psychology*, 87(4), 808-815.
- Jones, D. A., & Willness, C. R. (2013). Corporate social performance, organizational reputation, and recruitment. In K. Y. T. Yu & D. Cable (Eds.), *The Oxford Handbook of Recruitment*. Oxford University Press.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724.
- Kahn, W. A. (1992). To be fully there: Psychological presence at work. *Human relations*, 45(4), 321-349.
- Katz, D. (1964). The motivational basis of organizational behavior. *Behavioral science*, 9(2), 131-146.
- Katz, D., & Kahn, R. L. (1966). *The Social Psychology of Organizations*. New York: John Wiley & Sons.
- Katz, D. & Kahn, R.L. (1978). *The Social Psychology of Organizations*, 2nd ed. New York: John Wiley & Sons.
- Keyes, C. L., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: the empirical encounter of two traditions. *Journal of personality and social psychology*, 82(6), 1007-1022.
- Klein, K. J., Saltz, J. L., & Mayer, D. M. (2004). How Do They Get There? An

- Examination of the Antecedents of Centrality in Team Networks. *Academy of Management Journal*, 47(6), 952-963.
- Kolb, D. A., & Boyatzis, R. E. (1970). Goal-setting and self-directed behavior change. *Human Relations*, 23(5), 439-457.
- Kram, K. E. (1988). *Mentoring at work: Developmental relationships in organizational life*. University Press of America.
- Lazarus, R. S. (1991). *Emotion and adaptation*. Oxford University Press.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705-717.
- Luthans, F., Avey, J. B., Avolio, B. J., & Peterson, S. J. (2010). The development and resulting performance impact of positive psychological capital. *Human Resource Development Quarterly*, 21, 41-67.
- Markus, H., & Kunda, Z. (1986). Stability and malleability of the self-concept. *Journal of personality and social psychology*, 51(4), 858-866.
- Markus, H., & Nurius, P. (1986). Possible selves. *American psychologist*, 41(9), 954-969.
- Markus, H., & Wurf, E. (1987). The dynamic self-concept: A social psychological perspective. *Annual review of psychology*, 38(1), 299-337.
- Marsden, P. V. (1990). Network data and measurement. *Annual review of sociology*, 435-463.
- McGregor, I., & Little, B. R. (1998). Personal projects, happiness, and meaning: on doing well and being yourself. *Journal of personality and social psychology*, 74(2), 494-512.
- McKee, A., Boyatzis, R. & Johnston, F. (2008). *Becoming a resonant leader: Develop*

- your emotional intelligence, renew your relationships, sustain your effectiveness.*
Boston, MA: Harvard Business School Press.
- Mehra, A., Kilduff, M., & Brass, D. J. (2001). The social networks of high and low self-monitors: Implications for workplace performance. *Administrative science quarterly*, 46(1), 121-146.
- Morrison, E. W. 1993. Longitudinal study of the effects of information seeking on Newcomer socialization. *Journal of Applied Psychology*, 78: 173-183.
- Omodei, M. M., & Wearing, A. J. (1990). Need satisfaction and involvement in personal projects: Toward an integrative model of subjective well-being. *Journal of Personality and social Psychology*, 59(4), 762-769.
- Organ, D. W. (1988). A restatement of the satisfaction-performance hypothesis. *Journal of management* 14(4), 547-557.
- Oyserman, D., Bybee, D., Terry, K., & Hart-Johnson, T. (2004). Possible selves as roadmaps. *Journal of Research in Personality*, 38(2), 130-149.
- Oyserman, D., & Markus, H. (1990). Possible selves in balance: Implications for delinquency. *Journal of Social Issues*, 46(2), 141-157.
- Penner, L. A., Midili, A. R., & Kegelmeyer, J. (1997). Beyond job attitudes: A personality and social psychology perspective on the causes of organizational citizenship behavior. *Human Performance*, 10(2), 111-131.
- Podolny, J. M., & Baron, J. N. (1997). Resources and relationships: Social networks and mobility in the workplace. *American sociological review*, 673-693.
- Podsakoff, P. M., Ahearne, M., & MacKenzie, S. B. (1997). Organizational citizenship behavior and the quantity and quality of work group performance. *Journal of*

- Applied Psychology*, 82: 262-270.
- Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 94: 122-141.
- Posner, B. Z. (1992). Person-organization values congruence: No support for individual differences as a moderating influence. *Human Relations*, 45(4), 351-361.
- Posner, B. Z. (2010). Another look at the impact of personal and organizational values congruency. *Journal of Business Ethics*, 97(4), 535-541.
- Posner, B. Z., Kouzes, J. M., & Schmidt, W. H. (1985). Shared values make a difference: An empirical test of corporate culture. *Human Resource Management*, 24(3), 293-309.
- Posner, B. Z., Randolph, W. A. & Schmidt, W. H. (1993). Managerial Values Across Finance, Manufacturing, Marketing, and Personnel: Some Similarities and Differences. *International Journal of Value-Based Management*, 6 (2), 19–30.
- Posner, B. Z. & Schmidt, W. H. (1992). Demographic Characteristics and Shared Values. *International Journal of Value-Based Management*, 5 (1), 77–87.
- Posner, B. Z. & Schmidt, W. H. (1993). Values Congruence and Differences between the Interplay of Personal and Organizational Value Systems. *Journal of Business Ethics*, 12, 341–347.
- Posner, B. Z. & Westwood R. I. (1995). A Cross-Cultural Investigation of the Shared Values Relationship. *International Journal of Value-Based Management*, 8,197–206.
- Posner, B. Z. & Westwood, R. I. (1997). Managerial Values across Cultures: Australia,

- Hong Kong and the U.S. *Asia Pacific Journal of Management*, 14, 31–66.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior research methods*, 40(3), 879-891.
- Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53(3), 617-635.
- Roberts, L. M., Dutton, J. E., Spreitzer, G. M., Heaphy, E. D., & Quinn, R. E. (2005). Composing the reflected best-self portrait: Building pathways for becoming extraordinary in work organizations. *Academy of Management Review*, 30(4), 712-736.
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual review of psychology*, 52(1), 141-166.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of personality and social psychology*, 57(6), 1069-1081.
- Ryff, C. D. (1995). Psychological well-being in adult life. *Current directions in psychological science* 4(4), 99-104.
- Salovey, E, Mayer, J. D., & Rosenhan, D. L. (1991). Mood and helping: Mood as a motivator of helping and helping as a regulator of mood. *Review of Personality and Social Psychology*, 12, 215-237.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire a cross-national study. *Educational and*

- psychological measurement*, 66(4), 701-716.
- Schwarz, N., & Clore, G. L. (1983). Mood, misattribution, and judgments of well-being: Informative and directive functions of affective states. *Journal of personality and social psychology*, 45(3), 513-523.
- Schwarzer, R., Mueller, J., & Greenglass, E. (1999). Assessment of perceived general self-efficacy on the Internet: Data collection in cyberspace. *Anxiety, Stress and Coping*, 12(2), 145-161.
- Sheldon, K. M., & Elliot, A. J. (1999). Goal striving, need satisfaction, and longitudinal well-being: the self-concordance model. *Journal of personality and social psychology*, 76(3), 482-497.
- Shmotkin, D. (1991). The role of time orientation in life satisfaction across the life span. *Journal of Gerontology*, 46(5), 243-250.
- Shmotkin, D., & Lomranz, J. (1998). Subjective well-being among Holocaust survivors: an examination of overlooked differentiations. *Journal of Personality and Social Psychology*, 75(1), 141-155.
- Smith, M. L. (2006). Social capital and intentional change: Exploring the role of social networks on individual change efforts. *Journal of Management Development*, 25(7), 718-731.
- Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of applied psychology*, 68(4), 653-663.
- Snyder, C. R. (1994). *The psychology of hope: You can get there from here*. Simon and Schuster.
- Snyder, C. R., Cheavens, J., & Sympson, S. C. (1997). Hope: An individual motive for

- social commerce. *Group Dynamics: Theory, Research, and Practice*, 1(2), 107-118.
- Snyder, C. R., Feldman, D. B., Taylor, J. D., Schroeder, L. L., & Adams III, V. H. (2000). The roles of hopeful thinking in preventing problems and enhancing strengths. *Applied and Preventive Psychology*, 9(4), 249-269.
- Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., Yoshinobu, L., Gibb, J. Langelle, C. and Harney, P. (1991). The will and the ways: development and validation of an individual-differences measure of hope. *Journal of personality and social psychology*, 60(4), 570-585.
- Snyder, C. R., LaPointe, A. B., Jeffrey Crowson, J., & Early, S. (1998). Preferences of high-and low-hope people for self-referential input. *Cognition & Emotion*, 12(6), 807-823.
- Snyder, C. R., Sympson, S. C., Ybasco, F. C., Borders, T. F., Babyak, M. A., & Higgins, R. L. (1996). Development and validation of the State Hope Scale. *Journal of personality and social psychology*, 70(2), 321-335.
- Spector, P. E., & Fox, S. (2002). An emotion-centered model of voluntary work behavior: Some parallels between counterproductive work behavior and organizational citizenship behavior. *Human Resource Management Review*, 12(2), 269-292.
- Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological bulletin*, 124(2), 240-261.
- Strack, F., Schwarz, N., & Gschneidinger, E. (1985). Happiness and reminiscing: The role of time perspective, affect, and mode of thinking. *Journal of Personality and*

- Social Psychology*, 49(6), 1460-1469.
- Strauss, K., Griffin, M. A., & Parker, S. K. (2012). Future work selves: How salient hoped-for identities motivate proactive career behaviors. *Journal of Applied Psychology*, 97(3), 580-589.
- Talarico, J. M., Berntsen, D., & Rubin, D. C. (2009). Positive emotions enhance recall of peripheral details. *Cognition and Emotion*, 23(2), 380-398.
- Tsui, A. S. (1984). A role set analysis of managerial reputation. *Organizational behavior and human performance*, 34(1), 64-96.
- Tsui, A. S. (1990). A multiple-constituency model of effectiveness: An empirical examination at the human resource subunit level. *Administrative Science Quarterly*, 458-483.
- Tsui, A. S. (1994). Reputational effectiveness: Toward a mutual responsiveness framework. *Research in organizational behavior*, 16, 257-257.
- Tsui, A. S., & Ashford, S. J. (1994). Adaptive self-regulation: A process view of managerial effectiveness. *Journal of Management*, 20(1), 93-121.
- Tsui, A. S., & O'reilly, C. A. (1989). Beyond simple demographic effects: The importance of relational demography in superior-subordinate dyads. *Academy of management journal*, 32(2), 402-423.
- Tversky, A., & Griffin, D. (1991). Endowment and Contrast in Judgments of Well-Being. *Strategy and choice*, 297-318.
- Walton, R. E. and McKersie, R. B. (1992), Overview of a Behavioral Theory of Labor Negotiations by R. E. Walton And R. B. Mckersie, 1965. *J. Organiz. Behav.*, 13: 275.

- Waterman, A. S. (1993). Two conceptions of happiness: Contrasts of personal expressiveness (eudaimonia) and hedonic enjoyment. *Journal of personality and social psychology*, 64(4), 678-691.
- Watson, D., & Tellegen, A. (1985). Toward a consensual structure of mood. *Psychological bulletin*, 98(2), 219.
- Whitney, D. D., & Trosten-Bloom, A. (2010). *The power of appreciative inquiry: A practical guide to positive change*. Berrett-Koehler Publishers.
- Williams, L. J., & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of management*, 17(3), 601-617.
- Willness, C. R., & Jones, D. A. (2013). Corporate environmental sustainability and employee recruitment: Leveraging “green” business practices to attract talent. In A. H. Huffman & S. R. Klein (Eds.), *Green Organizations: Driving Change with I-O Psychology* (pp. 231-250). Routledge Academic.
- Wylie, R. C. (1961). *The self concept: A critical survey of pertinent research literature*. Lincoln, NE: University of Nebraska Press.