THE CROSSOVER OF WORK ENGAGEMENT: UNDERSTANDING
LEADER RELATED DYNAMICS

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ABSTRACT

THE CROSSOVER OF WORK ENGAGEMENT: UNDERSTANDING LEADER RELATED DYNAMICS

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The aim of the current study is to understand the dynamics in the crossover of work engagement from leaders to subordinates. For this, the role leaders' engagement on engaged leaders' behaviors, these behaviors on subordinates' engagement and subordinates' performance, turnover intentions, satisfaction and well-being were tested. Also, the moderating role of leader (i.e., positive/negative affectivity) and subordinate (i.e., responsibility) related dynamics was investigated. After the qualitative studies to form the engaged leader behaviors, a validation study with 129 working participants was conducted. After minor revisions, the scale was used to test the proposed model in the main study. Same participants were given same scales with three-month interval in time 1 and time 2. In the time 1, 178 subordinates and 25 their leaders were included; while in the second, 42 subordinates were eliminated from the analysis. The results supported the direct crossover from leaders' to subordinates' work engagement. The indirect path via engaged leaders' behaviors was not supported. Engaged leaders' behaviors were shown to be related to the subordinates' work engagement directly and individual and organizational outcomes, indirectly. A direct link was also drawn from engaged leaders' behaviors to contextual performance. Also, the moderating role of subordinates' negative affectivity on this relationship was supported in the first study, but not in the second

one. The moderating effects of subordinate responsibility and leader positive and negative affectivity were not significant in any of the two studies. The results and limitations of the current study were discussed, and some suggestions were presented.

Keywords: Work Engagement, Crossover, Leadership, Performance.

ÖZ

ÇALIŞMAYA TUTKUNLUĞUN GEÇİŞİ: LİDERE BAĞLI DEĞİŞKENLERİN ROLÜNÜ ANLAYABİLMEK

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Çalışmanın amacı, çalışmaya tutkunluğun liderden çalışana geçişini sağlayan mekanizmaları anlamaktır. Liderin çalışmaya tutkunluğunun lider davranışlarına, bu davranışların çalışanın tutkunluğuna ve bu tutkunluğun da çalışanın performansına, işten ayrılma niyetine, iş tatminine ve öznel iyi oluş haline katkı yapması beklenmektedir. Buna ek olarak, lidere (ör: pozitif/negatif duygulanım) ve çalışana (ör: pozitif/negatif duygulanım ve işteki sorumluluk) bağlı değişkenlerin düzenleyici rolü de bu araştırmayla test edilmiştir. Çalışmaya tutkun lider davranışlarını ve farklılaştırıcı rolleri daha iyi anlayabilmek amacıyla nitel çalışmalar yürütülmüş ve bu çalışmalardan elde edilen verilerle çalışmaya tutkun lider davranışları ölçeği oluşturulmuştur. Ölçeğin güvenirliği ve geçerliği, 129 çalışanın yer aldığı bir çalışmayla test edilmiştir. Sonuçlar ölçeğin geçerli olduğunu ve güvenirliğinin yüksek olduğunu göstermiş ve ufak düzenlemeler sonunda oluşturulan ölçek ana çalışmada kullanılmıştır. Araştırma modeli aynı katılımcılardan iki kez veri toplanarak test edilmiştir. İlk veri toplama döneminde 178'i çalışan, 25'i lider toplam 203 çalışan; ikinci çalışmada ise 42 çalışanın elenmesiyle toplam 161 katılımcı yer almıştır. Veriler üç ay arayla toplanmış ve çalışmaya tutkunluğun liderden çalışana doğrudan geçişi desteklenmiştir. Bunun yanında çalışmaya tutkun lider davranışları, liderin ve çalışanın çalışmaya tutkunluğu arasında aracı bir rol oynamamıştır.

Çalışmaya tutkun lider davranışları, hem çalışanın çalışmaya tutkunluğunu hem de çalışana bağlı sonuç değişkenlerini yordadığı için önemli görünmektedir. Çalışmaya tutkun lider davranışları, çalışanın çalışmaya tutkunluğunun aracı etkisiyle sonuç değişkenlerine de bağlanmıştır. İlk veri toplama dönemi, bu aracı etkiyi çalışanın negatif duygulanımının etkilediğini gösterse de bu, ikinci veri toplama döneminde gözlemlenmemiştir. Sonuçlar ve kısıtlar makale sonunda tartışılmış ve ileriki çalışmalar için öneriler sunulmuştur.

Anahtar Kelimeler: Çalışmaya Tutkunluk, Geçiş, Liderlik, Performans.

To My Family & Friends

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CHAPTER 1

INTRODUCTION

Positive psychology and the reflection of this positivity on organizations has been attracting the attention of researchers (Bakker, Schaufeli, Leiter, & Taris, 2008; Luthans, 2002; Seligman & Csikszentmihalyi, 2000). As a concept emerged around 20 years ago, positive psychology changed researchers' perception in the area of psychology and made them focus on mental well-being rather than mental illness (Bakker, et al., 2008; Seligman & Csikszentmihalyi, 2000). Organizational research was also affected from this shift and the existing focus on negativity at work and ignorance on the positive aspects was eliminated from the area, and researchers could reach a better understanding (Bakker, et al, 2008). Focusing on positive dynamics in organizations was important, because it may foster the design of better training programs, searching for better leadership dynamics or organizational practices, and this goes beyond the elimination of negative factors in the working environments. Also, the focus on the positive side can support the formation of more positive organizational culture and behaviors among employees. For instance, a study (Bulutlar & Öz, 2009; Yaman, 2010) showed that ethical climate was important to eliminate mobbing at work and it was discussed that by just focusing on this positive workplace dynamic, healthy workplaces could be created. Thus, by focusing on the positive dynamics in the working environment and trying to understand its different aspects, more positive behavioral patterns, healthier organizational cultures and more productive workplaces might be created. This could contribute to the aim of industrial and organizational psychology programs as improving positive individual and organizational outcomes (Dunnette, 1972).

Work engagement has emerged as a positive state related to positive psychology and discussed to be the opposite pole of burnout (Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002). As a positive dynamic, it attracted the attention of not only researchers but also practitioners, because by understanding the dynamics of

work engagement, better selection and training systems could be established (Christian, Garza, & Slaughter, 2011; Saks & Gruman, 2014). In most general terms, it was defined as "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli, Salanova, González-Romá, & Bakker, 2002, p. 74). The concept reflected many different dimensions involving energy (i.e., vigor), challenge and inspiration (i.e., dedication) and full concentration (i.e., absorption). Even though researchers had a heated debate about the high similarity between work engagement and burnout concepts as opposite poles, later, they presented some differences between these two (e.g., González-Romá, Schaufeli, Bakker, & Lloret, 2006; Schaufeli and Bakker, 2004; Schaufeli & Salanova, 2007). For instance, absorption, as defining the full concentration of employees to the work-related tasks and the happiness of them about work load density, was discussed to be a unique dimension of work engagement, and this dimension was used in order to discriminate work engagement from other constructs, especially burnout (González-Romá, et al., 2006). Being an engaged worker is not same with being a worker who does not experience burnout; because engaged workers are concentrated and focused on their works; however, a worker who does not experience burnout does not necessarily have to be concentrated at work.

In order to contribute to the conceptual clarity of work engagement, its difference from other well-established constructs including workaholism (Bakker, Shimazu, Demerouti, Shimada, & Kawakami, 2013; Schaufeli, Taris, & Van Rhenen, 2008; Shimazu, Schaufeli, Kubota, & Kawakami, 2012), organizational commitment (Hallberg & Schaufeli, 2006; Robert & Davenport, 2002), work involvement (Hallberg & Schaufeli, 2006) and work-related flow (Schaufeli, Martinez, et al., 2002) was also discussed. Work engagement was differentiated from workaholism, because workaholism involved obsessive thoughts about work-related tasks and defined an unhealthy and undesirable attachment to work (Bakker, et al., 2013). The difference between work engagement and commitment was the present focus of work commitment on organizations rather than the work itself (Macey & Schneider, 2008). Work engagement was also differentiated from work-related flow, because flow defined more enduring and peak changes (Bakker, 2011; Schaufeli, Martinez, et al., 2002; Schaufeli, Salanova, et al., 2002). These discussions lead to the idea that work engagement did not mean the same thing with these well-established constructs, and

as a new concept, understanding the effect of work engagement in practical world has become important (Harter & Schmidt, 2008).

Understanding work engagement is also vital, because in todays' organizational environment where employees are full of energy and dedicate themselves to work-related tasks can be important for better individual related and organizational outcomes (Bakker, Albrecht, & Leiter, 2011). It was also discussed that work engagement can foster positive behavior in the organizations, because positivity was generally associated with it (e.g., Ouweneel, Le Blanc, Schaufeli, & van Wijhe, 2012). In todays' organizations that is continuously bombarded with new information and shows continuous change, having concentrated, dedicated and positive employees become important. Employees who are eager to learn, are always concentrated at work, love their works and challenge themselves are expected to adapt this changing environment better and show high performance. In fact, previous research supported this expectation and showed that engaged employees were better performers than their counterparts (Bailey, Madden, Alfes, & Fletcher, 2017; Bakker & Demerouti, 2009; Idris, Dollard, & Tuckey, 2015). Therefore, by understanding the dynamics that foster work engagement, these concentrated, dedicated and energetic employees can be attracted in or retained to the workplaces (Bhatnagar & Biswas, 2010) and better organizational outcomes can be gathered.

Different models were used by researchers in order to understand the factors that foster or diminish work engagement including job demands-resources (JD-R; Hakanen, Bakker, & Schaufeli, 2006; Llorens, Bakker, Schaufeli, & Salanova, 2006; Menguc, Auh, Fisher, & Haddad, 2013; Nahrgang, Morgeson, & Hofmann, 2011; Van den Broeck, Vansteenkiste, De Witte, & Lens, 2008) and conservation of resources (COR; Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007; Hobfoll, 1998, 2002; Hakanen, Perhoniemi, & Toppinen-Tannerwere, 2008) models. Accordingly, positive and negative cues in the working environment shape the engagement levels of employees. In general, job and personal resources (e.g., support, motivation) and challenge demands (e.g., time urgency) were discussed as the things that positively contribute to work engagement (e.g., Bakker & Demerouti, 2008; Crawford, LePine, & Rich, 2010; Hakanen, et al., 2006; Wollard & Shuck, 2011; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007; 2009); while hindrance demands (e.g., role conflict) were negatively related to it (Crawford, et al., 2010). Challenge demands have been discussed to contribute work engagement, especially

when combined with resources (Hakanen, Bakker, & Demerouti, 2005; Ventura, Salanova, & Llorens, 2015). As a support to JD-R model, conservation of resources theory (COR; Hobfoll, 1998, 2002) discussed that people try to protect the resources they have; therefore, they use their resources to fight against demands in the working environment. In this way, they could keep their resources at a certain level and do not experience resource loss. Among resources, leader-related dynamics including coaching, feedback and management quality (Bakker, 2011; Bakker & Demerouti, 2008; Mauno, Kinnunen, & Ruokolainen, 2007; Wollard & Shuck, 2011) have been discussed to contribute work engagement.

After a few years of the emergence of work engagement concept, researchers started to discuss the crossover of work engagement which means that engagement as a state may pass to the others. Bakker, van Emmerik and Euwema (2006) conducted a leading research about the crossover of work engagement among team members and since then, researchers started to discuss if work engagement of an employee can affect the engagement level of the significant other (Gutermann, Lehmann-Willenbrock, Boer, Born, & Voelpel, 2017; Huang, Wang, Wu, & You, 2016; ten Brummelhuis, Haar, & Roche, 2014; Wirtz, Rigotti, Otto, & Loeb, 2017). Much research was conducted about the crossover of work engagement, especially between coworkers and couples (e.g., Bakker, Demerouti, & Schaufeli, 2005; Bakker & Demerouti, 2009; ten Brummelhuis, et al., 2014). However, the number of studies on the crossover of work engagement between leaders and subordinates is still very limited (e.g., Gutermann, et al., 2017; Huang, et al., 2016; ten Brummelhuis, et al., 2014; Wirtz, et al., 2017).

Among these limited findings, a study (Gutermann, et al., 2017) showed that there was an indirect path from leaders' work engagement to subordinates' work engagement via LMX; while another study (Wirtz, et al., 2017) supported the direct crossover of work engagement from followers to leaders. These limited findings showed that there were both direct and indirect crossover paths between subordinates' and leaders' work engagement. There may be different reasons for the limited number of studies on this area and the difficulty of obtaining data from leaders may be one of them. Whatever the reason is, it was important to understand the crossover of work engagement especially from leaders to subordinates due to the expected influence of leaders (Gächter & Renner, 2018). Therefore, one of aims of

the present study would be to understand direct and indirect paths from leaders' work engagement to subordinates' work engagement.

Understanding the role of the crossover process and subordinates' work engagement on organizational outcomes were also important, because in this way the effect of work engagement on organizations could be better understood. Studies were conducted to understand the role of work engagement on individual related and organizational outcomes including well-being (e.g., Bailey, et al., 2017; Freeney & Fellenz, 2013; Hallberg & Schaufeli, 2006), job satisfaction (e.g., Bailey, et al., 2017; Extremera, Mérida-López, Sánchez-Álvarez, & Quintana-Orts, 2018; Karanika-Murray, Duncan, Pontes, & Griffiths, 2015; Orgambídez-Ramos & de Almeida, 2017), turnover intentions (e.g., Coetzee & van Dyk, 2018; Oliveira & Rocha, 2017; Marques-Pinto, Jesus, Mendes, Fronteira, & Roberto, 2018) and performance (e.g., Ariani, 2013; Bailey, et al., 2017; Bakker & Demerouti, 2009). Engagement was discussed to be positively related to the performance and satisfaction of employees, contribute to their well-being, and highly engaged employees were discussed to have less intention to leave their organizations compared to their counterparts. Especially for practitioners, understanding these relationships seem vital to invest more resources for the engagement of their employees. By understanding a concept that leads to better outcomes, they can change their selection and training systems to have more engaged employees or increase the engagement levels of their current workforce.

Based on these discussions, the aim of the current study was to understand the crossover process from leaders to subordinates in the area of work engagement. With this aim, firstly, the behaviors of leaders who were engaged at work were specified. Secondly, based on these specifications, an engaged leaders' behaviors scale was formed, and validity and reliability of this newly formed scale was examined. Thirdly, the theoretical model was tested in which the role of leaders' work engagement on their behaviors and, in turn, these behaviors on subordinates' work engagement and individual-related and organizational outcomes were focused. Also, the moderating role of subordinate and leader-related factors were tested with the relevant hypotheses. While testing all these, both qualitative and quantitative methods were used, and data was gathered with a three-month interval from the same participants.

1.1. The Defining Features of Work Engagement

1.1.1. Definition and Conceptual Distinctiveness

The theoretical base of engagement in the organizational area was formed by the discussion of Kahn (1990; 1992). His focus was on personal engagement and he defined engagement as the involvement of oneself at work, including physical (i.e., being existent in the workplace), cognitive (i.e., focusing on work related tasks), and emotional (i.e., enjoyment while performing work-related tasks) existence. Meaningfulness, psychological safety, and psychological availability (i.e., people's believes about investing enough resource at a specific time) was discussed to contribute to engagement, and according to these arguments, the more people experience these three dynamics, the more they stay engaged (Kahn, 1990; 1992).

After Kahn (1990; 1992), researchers ignored this area of research until the increase in the number of research on burnout. Researchers got the idea that there may be a positive pole of burnout, and as a response to this idea, they defined engagement (Maslach, Jackson, & Leiter, 1996; Maslach & Leiter, 1997; Maslach, Schaufeli, & Leiter, 2001). Since work engagement and burnout were treated as the opposites of each other, work engagement was assessed with the Maslach Burnout Inventory (MBI; Maslach & Jackson, 1981) for a long time. It was discussed to compose of energy, involvement, and efficacy which were treated as the exact opposites of burnout dimensions that are exhaustion, cynicism, and lack of efficacy (Maslach & Leiter, 1997). Therefore, a person who were low in burnout was expected to be engaged or vice versa. However, later researchers started to discuss that these two concepts may not be two ends in a line; rather they may reflect somewhat different dynamics (González-Romá, et al., 2006). Also, it was discussed that in order to test a construct and assess its predictive validity, two different constructs should not be assessed with the same scale; so, researchers formed a new scale called Utrecht Work Engagement Scale (UWES; Schaufeli, Salanova, et al., 2002) in order to assess work engagement. These researchers did not fully reject the idea that work engagement and burnout were highly related to each other; rather they discussed that these concepts could not be perfectly related to each other (i.e., r cannot be equal to -1). Therefore, assessing work engagement with burnout inventory

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could bring methodological problems and misleading results (Schaufeli, Salanova, et al., 2002; Schaufeli & Salanova, 2011).

These discussions made by Schaufeli, Salanova, et al. (2002) resulted in the mostly used definition of work engagement, which is "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli et al., 2002, p. 74). Vigor defines the desire of people to give the necessary energy to their works and show resilience against difficulties in the working environment. Dedication includes searching for challenges, having inspiration and showing self-worth at work. Highly dedicated employees think that they are important to their works. Lastly, absorption is the concentration on the work-related tasks. Engaged employees with high level of absorption lose the track of time while they are working.

As mostly used scale, Utrecht Work Engagement Scale (UWES; Schaufeli, Salanova, et al., 2002) has seventeen items and a three-factor model which was validated across different countries including Turkey (e.g., Bakker, et al., 2008; Koyuncu, Burke, & Fiksenbaum, 2006; Salanova, Agut, & Peiro, 2005; Salanova & Schaufeli, 2008; Turgut, 2011). Later, the UWES was shortened to nine items, and the validity and reliability was also established for this version (e.g., Breevaart, Bakker, Demerouti, & van den Heuvel, 2015; Schaufeli, et al., 2006; Xanthopoulou, et al., 2007; 2009). However, some researchers supported one-factor model and discussed that one factor model had similar validities with three factor model; therefore, the factorial validity of UWES should be evaluated in caution (e.g., Shimazu, et al., 2008; Sonnentag, 2003).

As different from Maslach and Leiter (1997) who said that burnout and work engagement were two ends of a continuum, Schaufeli, Salanova, et al. (2002) pointed out the idea that these two concepts were not perfectly related to each other, so they should be assessed with different scales. After the presentation of these two different views, many discussions were made about the conceptual relatedness of work engagement and burnout (e.g., González-Romá, et al., 2006; Schaufeli & Salanova, 2007). For instance, Schaufeli and Salanova (2007) mentioned that engaged people feel energetic and committed to their works; however, employees who do not experience burnout do not have to show these. In other words, not experiencing burnout does not guarantee being energetic or concentrated at work. As another point, absorption seems to be a discriminating factor of work engagement. While

exhaustion and vigor composed energy dimension; cynicism and dedication were discussed to compose identification dimension by coming together (González-Romá, et al., 2006). However, absorption did not show a clear relationship with any of burnout dimensions. Therefore, it was discussed that work engagement and burnout cannot be perfectly related to each other (Schaufeli, et al., 2002) or they do not load into a common factor (Schaufeli & Bakker, 2004).

The discussions on the conceptual validity of work engagement were not limited to the above issue. The relationship between work engagement and other well-established constructs including workaholism, work commitment and job satisfaction has also been argued (Bakker, et al., 2013; Hallberg & Schaufeli, 2006; Joseph, Newman, & Hulin, 2010; Macey & Schneider, 2008). Workaholics, for instance, were differentiated from their engaged counterparts, because they had excessive and somewhat obsessive thoughts about their works (Bakker, et al., 2013) and research showed that there was a non-significant relationship between work engagement and workaholism (Schaufeli, et al., 2008). Similarly, the difference of work engagement from work commitment, job satisfaction and job involvement were also investigated (Joseph, et al., 2010; Macey & Schneider, 2008). While some researchers showed, work engagement had a strong correlation with a higher-order factor involving work commitment, job satisfaction and job involvement (Joseph, at al., 2010); some others discussed that there was a clear distinction between all these constructs (Macey & Schneider, 2008). Work engagement was differentiated from job satisfaction, because work engagement included passion and commitment which were not presented in the definition of job satisfaction.

Work engagement was also differentiated from work commitment, because commitment focuses on organization; while engagement focuses on work and it only captures affective commitment as a dimension of work commitment. The main difference between work engagement and job involvement was the energy dimension presented in the definition of work engagement (Macey & Schneider, 2008). People can be involved in their work, but this does not guarantee that they would show ambition, energy or dedication towards it. The research findings supported this argument and showed that there was a medium correlation between these two concepts, and they had different relationship patterns with organizational outcomes (Hallberg & Schaufeli, 2006). For instance, job involvement did not show high correlation with health-related complaints; while work engagement did. On the

contrary, work engagement did not show significant correlation with role overload; while involvement did. Thus, these constructs were discussed to be related, but this relationship was far from perfection (Hallberg & Schaufeli, 2006). Lastly, work engagement was also differentiated from work-related flow, because flow defines a more complicated and wider concept than engagement (Bakker, 2011; Schaufeli, Martinez, et al., 2002; Schaufeli, Salanova, et al., 2002). Work-related flow also represents instantaneous changes; while work engagement was discussed to be more enduring. Based on all these discussions, work engagement concept was clearly differentiated from other well-established constructs.

Even though many researchers used work engagement as a concept in their studies, it is important to mention that there were different engagement types including task, work, organization and employee engagement (e.g., Bhatnagar & Biswas, 2010; Robert & Davenport, 2002). As the narrowest concept, task engagement defines engagement to specific duties people have at work (Schaufeli & Salanova, 2011); while job and work engagement is broader than task engagement. Organization engagement, on the other hand, includes some organizational factors (e.g., culture), other than the work itself. Lastly, employee engagement, as different from work engagement includes both task and organization related issues in its definition (Schaufeli & Salanova, 2011). The model that explains the differences between engagement types were presented in Figure 1.1. It was important to mention the differences between engagement types, because, in this way, the conceptual clarity would be reached and position of work engagement among all these different concepts could be established.

As mentioned, even though different engagement types were used in research, work engagement defined by Schaufeli, Salanova, et al. (2002) and Schaufeli, Salanova, et al.'s (2002) was the mostly used one by researchers.

After the clarification of work engagement and its difference from other well-established constructs, the research conducted in this area can be presented. In this way, the enhancing and mitigating factors to work engagement and its relatedness to individual related and organizational outcomes could be established. Based on these arguments, the theoretical models of engagement were presented in the next section followed by the discussions and findings on its nomological network. Later, the research questions and hypotheses in the current study were presented with the related research model.

Employee Engagement

Work Engagement

Organization
Engagement
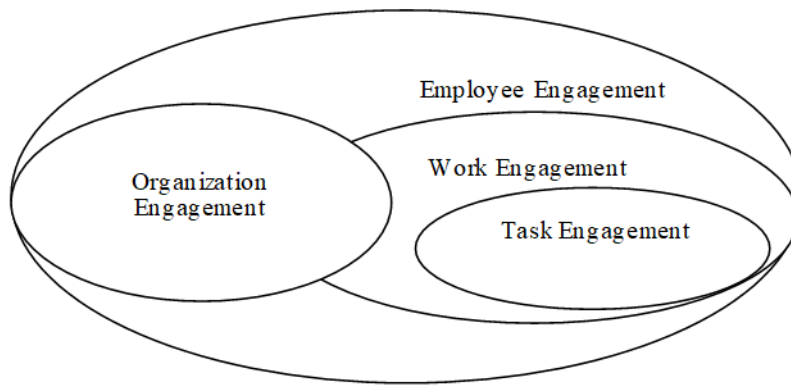
Task Engagement

Figure 1.1. Representation of the differences among engagement types

1.1.2. Theoretical Models of Work Engagement

Job demands-resources model has been mostly used by researchers to understand the nomological network of work engagement (JD-R; Bakker & Demerouti, 2008; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Schaufeli & Bakker, 2004). According to this model, demands and resources in the working environment affect employee-related dynamics through motivational and health impairment paths. Job demands refer to the energy depleting requests in the working environment and these bring negative physiological and psychological outcomes. Job resources, on the other hand, are the positive cues in the working environment that provide necessary power to the employee at work and brings positive outcomes. In specific, job demands include things like workload, time pressure and physical conditions; while job resources include things like feedback, supervisory support and job control (Crawford, et al., 2010).

As mentioned, two paths were presented to explain how these demands and resources were related to work engagement and organizational outcomes in turn (Bakker & Demerouti, 2008; Demerouti, et al., 2001; Schaufeli & Bakker, 2004). The first one was named as the motivational or health promotion and maintenance path. Accordingly, resources in the working environment can contribute to the goals and personal development of employees or reduce the negative impact of demands. In other words, resources can contribute to outcomes by increasing the motivation of employees or decreasing the demotivating effect of demands. Resources in the

working environment motivate people intrinsically or extrinsically, and this motivation brings positive states (Bakker, 2011; Schaufeli & Bakker, 2004). The second path, which is health impairment, explain the role of job demands. Accordingly, the environmental tools that requires continuous attention, creates stress and fatigue in the employee bring some impairments and negative organizational outcomes. In other words, job demands are treated as stressors in the working environment and these stressors bring health-impairment among employees. Therefore, job resources can be named as positive dynamics in the working environment; while job demands can be named as negative dynamics that affect employee well-being as a result of emerging stress.

JD-R model firstly used and discussed in burnout research (Demerouti, et al., 2001) and later, it was started to be used in the area of work engagement, probably, because work engagement was defined as the positive pole of burnout (Maslach & Leiter, 1997; Schaufeli, Salanova, et al., 2002). Many studies discussed the importance of job resources such as autonomy, support and coaching, in the emergence and continuance of work engagement (e.g., Bakker & Demerouti, 2008; Menguc, et al., 2013; Saks, 2006; Schaufeli & Bakker, 2004). However, the findings on the relatedness of job demands to work engagement were more inconsistent. Some studies showed that demands including hazards, complexity and work pressure had a negative relationship with engagement (e.g., Bakker, et al., 2006; Nahrgang, et al., 2011); while most studies mentioned demands including job insecurity and role overload had a weak negative or non-significant relationship with work engagement (e.g., Bakker & Leiter, 2010; Metin, 2010; Yuan, Li, & Tetrick, 2015). This inconsistency was explained with the discussion on demand types (Albrecht, 2015; Cavanaugh, Boswell, Roehling, & Boudreau, 2000; Crawford, et al., 2010). Accordingly, challenge demands, things that foster self-development of employees and push them to better achievements, had positive relationships with engagement; while hindrance demands, things that hinder employees' development and learning at work, distract their attention and increase their stress, had negative relationships with work engagement (Crawford, et al., 2010). More specifically, job responsibility and complexity, task pressure, time urgency and workload as challenge demands were positively related to work engagement; while organizational policies, role ambiguity, conflict and overload as hindrance demands were negatively related to it. This idea widened the JD-R model and showed that things that contribute to the self-

development of people can increase their work engagement; while things that hinder employees in the working environment can bring distraction in subordinates' work engagement. Therefore, looking at the relationship between work engagement and its antecedents in a simplistic way seemed to produce misleading results.

The interaction between demands and resources and the effect of these interactions on work engagement was also discussed by researchers (Bakker & Demerouti, 2008; Bakker, Hakanen, et al., 2007; Hakanen, et al., 2005). There were two views in these arguments that supported each other. One said that job resources and personal resources were the things that fostered work engagement; especially when the job demands were high (Bakker & Demerouti, 2008; Bakker, Hakanen, et al., 2007). In other words, demands had a moderating effect on the relationship between job resources and work engagement. When people had high level of environmental demands, the resources had positive effect on work engagement and in turn organizational outcomes (Bakker & Demerouti, 2008). The second view mentioned that job resources had a moderating effect on the relationship between job demands and work engagement (Hakanen, et al., 2005). In specific, the negative relationship between job demands and work engagement become weaker when subordinates had high level of resources.

Findings about above discussions (Bakker & Demerouti, 2008; Bakker, Hakanen, et al., 2007; Hakanen, et al., 2005) may also be explained with conservation of resources theory (COR; Hobfoll, 1998, 2002). According to this theory, people try to keep their resources in a standard level by getting extra resources and fighting against possible resource lost. Therefore, to protect any lost, employees with high level of resources use these resources to fight against high level of demands. This theory gave a rise to another idea, which is coping hypothesis (Bakker, Hakanen, et al., 2007). Accordingly, when faced with high level of job demands, employees would use their resources as a coping mechanism against these demanding conditions. Therefore, to fully understand the nomological network of work engagement, the moderating, diminishing and fostering roles of both job resources and job demands should be paid attention.

The nomological network of work engagement was established based on these models and different antecedents to work engagement were presented (e.g., Bakker & Demerouti, 2008; Christian, et al., 2011; Sulea, et al., 2012; Xanthopoulou, et al., 2007) including leader-related ones (e.g., Bakker, Westman, &

Schaufeli, 2007; Hakanen, et al., 2006; Salanova, et al., 2005; Tims, Bakker, & Xanthopoulou, 2011; Xanthopoulou, et al., 2007). The next section aimed to summarize these antecedents and to understand especially the role of leader-related antecedents in the emergence and continuity of work engagement. Understanding antecedents, especially leader-related ones, was expected to contribute to the understanding of the present hypotheses and research model in the current study.

1.2. Leadership as an Antecedent of Work Engagement

The antecedents of work engagement can be grouped based on the party that contributed to subordinates' work engagement. In their review about work engagement, Wollard and Shuck (2011) listed twenty-one individual related antecedents including employee motivation, optimism, support and self-efficacy, and twenty-one organizational antecedents including many leader-related dynamics like feedback, expectations and managers' self-efficacy for work engagement. In addition, they included more high-level factors like positive workplace climate, supportive culture and organizational mission and vision as antecedents contributing to work engagement. The current study investigated the role of leader-related dynamics, and tried to understand the role of engaged leaders' behaviors on subordinates' work engagement and organizational outcomes in turn, because the discussions on leaders' work engagement and its role on leaders' behaviors, subordinates' work engagement and subordinates' individual related and organizational outcomes were very limited.

There were different parties such as oneself, coworkers, families, leaders and organizations discussed to be contributing to work engagement. Among self-related factors; optimism, self-efficacy and organizational based self-esteem (Xanthopoulou, et al., 2007), happiness level (Rodríguez-Muñoz, Sanz-Vergel, Demerouti, & Bakker, 2014), core self-evaluation (Rich, LePine, & Crawford, 2010), motivation (Wollard & Shuck, 2011) and conscientiousness, proactive personality and positive affectivity (Christian, et al., 2011; Sulea, et al., 2012) were discussed to be positively related to work engagement. As factors related to other parties in the working environment; coworkers (e.g., Christian, et al., 2011; Sulea, et al., 2012) and supervisors (e.g., Bakker & Demerouti, 2008; Christian, et al., 2011; Tims, et al., 2011) were mentioned. According to the findings, interpersonal conflict with others

in the working environment was discussed to be negatively related to work engagement (Sulea, et al., 2012). As a positive dynamic, social support was discussed (Christian, et al., 2011). In addition to these topics, researchers even discussed the role of organizational factors like climate in the formation and sustainability of work engagement (e.g., Wollard & Shuck, 2011) and presented the importance of supportive organizational culture for work engagement.

In addition to their discussions about coworker related factors, Cristian, et al. (2011) mentioned the importance of leader-related dynamics in the formation and continuity of work engagement. Leaders can be more effective than any other party in a workplace when the power they have in the working environment was evaluated (Johnson, 2008). The meta-analytical findings by Christian, et al. (2011) supported this idea and showed that transformational leadership and leader-member exchange (LMX) were positively related to work engagement. They also mentioned some job characteristics including autonomy and feedback was positively related to work engagement. Even though these variables were not directly named as leader related dynamics in this study (Christian, et al., 2011), they can be related to leadership, because leaders are the people who give feedback and autonomy to their subordinates. Therefore, it can be said that these findings (Christian, et al., 2011) showed the importance of leaders to foster engagement in the working environment.

Some theoretical models were also built upon the role of leader-related factors in the emergence or fostering of subordinates' work engagement. In their model, Bakker and Demerouti (2008) mentioned some leadership dynamics including supervisory coaching, social support, autonomy and performance feedback as antecedents of work engagement. Crawford et al. (2010) discussed similar resources and demands in their meta-analysis and showed that autonomy, feedback, developmental opportunities, support, recognition and the dynamics of the role, job and task (e.g., responsibility, workload, role conflict) were significantly related to work engagement. Similarly, the significant role of supervisory support and appreciation (Hakanen, et al., 2006; Xanthopoulou, et al., 2007), LMX (Breevart, et al., 2015; Rodwell, McWilliams, & Gulyas, 2017), feedback (Menguc, et al., 2013; Salanova & Schaufeli, 2008), transformational leadership (Tims, et al., 2011), management quality (Mauno, et al., 2007), and autonomy (Salanova, et al., 2005; Xanthopoulou, et al., 2007) on work engagement were supported by other researchers.

In another study (Breevaart, et al., 2015), the role of leadership styles as antecedents to work engagement were discussed and it was shown that transformational leadership was related to subordinates' work engagement. Some specific leadership dynamics including supervisory support, feedback and autonomy and their relatedness to work engagement were also mentioned by Bakker (2011). Similarly, Altunel, Kocak and Cankir, (2015) showed that autonomy, support, task significance, coaching, and developmental opportunities were significant resources in the work environment provided by the leaders and predicted work engagement. These features were asked to be promoted among subordinates in order to increase their work engagement levels.

Positive workplace environment and leaders who could foster this kind of environment were also discussed to be important for having highly engaged employees (e.g., Christian, et al., 2011; Frazier, Fainshmidt, Klinger, Pezeshkn, & Vracheva, 2016). For instance, a psychologically safe environment guaranteed by leaders was discussed to contribute work engagement (Christian, et al., 2011; Frazier, et al., 2016; Idris, et al., 2015; Kahn, 1990). Also, in a workplace where the needs of subordinates was fulfilled (Silman, 2014) or hope was arisen (Ouweneel, et al., 2012; Sy, Côté, & Saavedra, 2005), subordinates could be better engaged at work. These findings showed that leader-related dynamics, including concepts and variables, were vital for the emergence and sustainability of work engagement. Therefore, leaders who supported the development of their subordinates and guide, inspire and show interest on them were expected to foster subordinates' work engagement.

One of the most important questions arose at this point was about the work engagement levels of leaders. The role of leaders' work engagement in the emergence of certain leadership behaviors and the effect of these behaviors on subordinates' work engagement and subordinate related outcomes was not really discussed by researchers. Therefore, it can be said that even though certain leadership behaviors were reported to be important for subordinates' work engagement (e.g., Breevart, et al., 2015; Hakanen, et al., 2006; Salanova & Schaufeli, 2008; Tims, et al., 2011; Xanthopoulou, et al., 2007), researchers did not really focus on leaders' work engagement and engaged leaders' behaviors. At this point, we suggested that work engagement could be contagious, so leaders' engagement may instigate subordinates' engagement at work. Also, leaders' work engagement can bring certain kind of behaviors. Therefore, understanding the role of

leaders' work engagement on leaders' behaviors and the role of engaged leaders' behaviors on subordinates' work engagement and subordinate-related outcomes formed an important area of research.

Leaders' work engagement was expected to bring certain behavioral patterns; and these behaviors were expected to be positive, because positivity and positive emotions were generally associated with work engagement (Bakker & Demerouti, 2008; Ouweneel, et al., 2012). Work engagement was shown to be effective in the formation of certain behaviors among subordinates including citizenship behaviors, innovation and knowledge sharing (e.g., Ariani, 2013; Bailey, et al., 2017; Sulea, et al., 2012) and similar behaviors were expected to emerge among leaders who were engaged at work. Specifically, previous research showed that subordinates' work engagement brought behaviors that supported other individuals in the working environment like OCB (e.g., Ariani, 2013; Bailey, et al., 2017; Halbesleben, Harvey, & Bolino, 2009; Sulea, et al., 2012). Also, subordinates who were highly engaged were discussed to show more helping or extra role behaviors at work. Work engagement was also discussed to increase positivity in the working environment by contributing to optimism (Xanthopoulou, et al., 2007) and happiness (Rodríguez-Muñoz, et al., 2014). As another point, work engagement was discussed to contribute motivation (Wollard & Shuck, 2011) and positive affectivity (Christian, et al., 2011; Sulea, et al., 2012). Previous research (Leiter & Bakker, 2010) also showed that engaged employees were more likely to have goals and challenge themselves to reach these goals. This was expected, because work engagement involves the enthusiasm and dedication towards work (Leiter & Bakker, 2010; Schaufeli & Bakker, 2010). When faced with problems, engaged people keep trying. They see these things as challenging and try to overcome these (Leiter & Bakker, 2010). This kind of people are so dedicated, and energetic that they can make their work entertaining. These features of engaged workers showed can contribute to the building and maintaining happier and more productive workplaces. Same behavioral patterns were expected to emerge among leaders who were highly engaged at work, and these behaviors of engaged leaders were expected to contribute subordinates' work engagement. In line with all these findings and discussions, leaders' work engagement was also expected to be correlated with leaders' optimism, happiness, motivation and positive affectivity, and leaders who are engaged at work were

expected to show more helping behaviors, be positive, create a positive working environment and motivate their subordinates.

In sum, leaders' work engagement was expected to bring positive attitudes and behaviors among leaders and these behaviors were expected to contribute their subordinates' work engagement. Some examples can be given for these expected positive behaviors that could affect subordinates and their work engagement. For instance, these leaders may give more constructive feedbacks to their subordinates, listen to their subordinates' problems, help them to establish and reach their goals, or let them to make their own decisions. All these dynamics were expected to contribute subordinates' work engagement, because leaders are one of the most effective parties in the working environment with the power they have (Johnson, 2008) and they may be role models for their subordinates (Gächter & Renner, 2018). Therefore, as a powerful party, leaders' behaviors should contribute to subordinates' work engagement levels.

Even though previous discussions and research on subordinates' work engagement helped us to make inferences about engaged leaders' behaviors, these inferences were not enough to directly form an engaged leaders' behaviors scale and test a theoretical model. Also, it was not clear which behaviors of engaged leaders would contribute to subordinates' work engagement. A detailed examination was needed to test the relevant hypotheses and conduct the current research. Therefore, the present study used qualitative methodologies to define engaged leaders' behaviors that were affected from the work engagement levels of leaders and contributed to subordinates' work engagement. This methodology was expected to be effective for two reasons. Firstly, the role of work engagement in the emergence of certain behaviors among leaders would be better understood. Secondly, the role of these behavioral reactions on subordinates' work engagement would be referred and better understanding would be provided. It was expected that leaders who were engaged at work would show certain kinds of leadership behaviors like showing support and motivating subordinates. Later, these behaviors, as a kind of leader-related resource, would foster work engagement among subordinates.

In sum, leaders who were engaged at work were expected to show more positive behaviors (Bakker & Demerouti, 2008; Ouweneel, et al., 2012); help their subordinates more (Ariani, 2013; Bailey, et al., 2017; Sulea, et al., 2012); be more optimistic (Xanthopoulou, et al., 2007), happy (Rodríguez-Muñoz, et al., 2014) and

motivated (Wollard & Shuck, 2011) than leaders who were not engaged at work. These positive attitudes and behaviors of leaders were expected to contribute subordinates' work engagement, because positive leadership styles (Tims, et al., 2011) and positive behaviors of leaders (e.g., Crawford, et al., 2010; Hakanen, et al., 2006; Xanthopoulou, et al., 2007) were positively associated with employees' work engagement. Therefore, engaged leaders' behaviors were expected to be resulted in leaders' work engagement and these behaviors were expected to contribute to subordinates' work engagement.

Hypothesis 1a. Leaders' work engagement is positively related to engaged leaders' behaviors.

Hypothesis 1b. Engaged leaders' behaviors are positively related to subordinates' work engagement.

Beyond the arguments that work engagement would bring some behavioral patterns among leaders and these behaviors would contribute to subordinates' work engagement, there may be a direct mechanism from leaders' work engagement to subordinates' work engagement. In other words, leaders' work engagement could be a resource by itself for their subordinates. This reflects the crossover idea in which the transmission of factors from one party to the other was explained (Westman, 2001). This idea was shortly explained previously and would be examined in the detail in the next section.

1.3. The Crossover of Work Engagement

Crossover explains how a state, emotion or behavior transfers from one party to the other (Westman, 2001). Crossover was firstly defined as the transmission of negative things (e.g., strain) from one person to the other (Bolger, Delongis, Kessler, & Wethington, 1989; Westman, 2001). As implied by the above presented definition, transmission and crossover were two constructs that was interchangeably used by researchers (Bakker & Demerouti, 2009). However, crossover was differentiated from spillover, as spillover refers to contagion from one domain to the other for the same individual (Westman, 2001). Spillover defined a process where positive and

negative experiences in a domain affected the other and these two domains were mostly work and family (Lambert, 1990) and this differentiated it from crossover.

While explaining the crossover process, three mechanisms were presented by researchers (Bakker, Westman, et al., 2007; Westman & Vinokur, 1998). First mechanism was the existence of common stressors posited by Westman and Vinokur (1998). They mentioned that people who were exposed to the same environmental cues were expected to show similar attitudinal and behavioral patterns. The second one was the direct transmission of things from one party to the other (Westman & Vinokur, 1998). Empathy was the main component of this process, and it was discussed that people's current situation could affect significant others, because they identify themselves with these people. Lastly, an indirect path was suggested (Westman & Vinokur, 1998). Accordingly, things people experienced could change their interaction styles, and this change could affect others who had interaction with the related party.

Social learning theory (Bandura, 1977) can be supportive to the arguments of Westman and Vinokur (1998) about the crossover process. Learning occurs by observing and imitating others' behaviors. In other words, people tend to model others' behaviors and behave accordingly, especially if these bring positive consequences. Therefore, actions that produce positive results were likely to be imitated by others. This process can also be explained with vicarious conditioning which mentioned that emotions and emotional reactions of one party was directly observed and imitated by others (Bandura & Rosenthal, 1966; Berger, 1962). Therefore, people who observed the positive emotions and positivity in behaviors were expected to be motivated from these and internalize them.

Research in the area of crossover had started on work-family domain and the crossover mechanisms between couples were clarified (e.g., Bolger, et al., 1989). Later, Westman (2001) expanded this concept and discussed that crossover can also occur between subordinates. Researchers discussed the crossover of both negative (e.g., burnout) and positive (e.g., work engagement) dynamics (Bakker, et al., 2006; Bakker, Westman, et al., 2007). Work engagement, as a positive state, was discussed to crossover between couples (e.g., Bakker & Demerouti, 2009; Bakker, et al., 2011). It was shown that women's work engagement contributed to men's work engagement and this, in turn, contributed to men's performance (Bakker & Demerouti, 2009). The opposite was also confirmed in another study in which men's work engagement

was shown to contribute to women's work engagement (Bakker, et al., 2011). Some other studies tested the crossover of work engagement between teammates (e.g. Bakker, et al., 2006) and showed that team level engagement was directly related to individual level engagement. Therefore, the crossover of work engagement was tested between different parties in order to understand the related mechanism better.

Even though the direct crossover of work engagement between couples and peers was investigated widely, the number of studies on the direct crossover of work engagement between leaders and subordinates have been limited (e.g., Wirtz, et al., 2017). This was surprising because, leaders are one of the most effective mechanisms in the workplaces (Johnson, 2008). Managers were discussed to be role models in their organizations, and they were said to influence the beliefs of their subordinates (Gächter & Renner, 2018). Therefore, they were expected to be effective in the working environment and their work engagement levels may affect the engagement levels of their subordinates. This showed that more research was needed to understand the crossover of work engagement from leaders to subordinates.

There was only one study that tested the direct crossover of work engagement between leaders and subordinates (Wirtz, et al., 2017). According to their findings, there was a direct link from subordinates' work engagement to leaders' work engagement. These researchers also tested the direct crossover from leaders to subordinates, even though they did not hypothesize this relationship and they could not find a direct link from leaders' work engagement to subordinates' work engagement. This was interesting because if leaders are the influencers in the workplaces (Gächter & Renner, 2018), similar crossover mechanisms should have emerged in the crossover of work engagement from leaders to subordinates. Also, as explained, previous studies showed that there was a direct link from women's to men's work engagement; from men's to women's work engagement (Bakker & Demerouti, 2009; Bakker, et al., 2011) and from team level of work engagement to individual level work engagement (Bakker, et al., 2006). Therefore, the crossover of work engagement was shown to emerge between many different parties and the crossover from leaders to subordinates was probable.

As a support to all these arguments and the theory by Westman and Vinokur (1998) about the direct crossover, a direct link was expected to emerge from leaders' work engagement to subordinates' work engagement. However, because the number

of studies on the crossover of work engagement from leaders to subordinates was very limited, a hypothesis was not formed on this. Instead, the relationship was tested with a research question.

Research Question 1. Is leaders' work engagement directly related to subordinates' work engagement within and between two time frames?

As mentioned before, different mechanisms were presented by researchers in the crossover process (Westman & Vinokur, 1998). One of them mentioned was the direct transmission from one party to the other and this mechanism was previously explained. The second path, which was the indirect path, explained how the changes in interaction styles between two parties could affect the crossover process. As reference to this indirect transmission idea, the role of mediators in the crossover process was also tested in the current study. It was discussed that people's work engagement levels could change their interaction styles with others and this change could affect the work engagement level of the other party. To be more specific, leaders' work engagement could shape their behaviors towards their subordinates and these behaviors could be effective in the emergence and sustainability of subordinates' work engagement.

The theory presented by Bandura (1977) also supported this indirect crossover idea and defended that the only way of learning may not be the direct imitation of others. If people learn by observing and imitating others; there should be some behaviors to be observed in the environment. Therefore, there may be some mediators, like the behaviors to be observed, or moderators, like the dynamics related to leaders and subordinates, that could affect the crossover of work engagement. As mentioned, the possibility of mediating mechanisms was mentioned by Westman and Vinokur (1998) and it was argued that interaction styles may form an indirect mechanism in the crossover process. The interaction styles between two parties can reflect itself in behaviors. In other words, the interaction styles between subordinates and leaders could be better understood with the observation of engaged leaders' behaviors, as hypothesized before. Later, the effect of these behaviors on subordinates' work engagement and subordinate related outcomes could be investigated.

Previous research (ten Brummelhuis, et al., 2014) discussed the relatedness of leaders' work engagement to subordinates' work engagement and it was shown that this relationship was mediated by positive affectivity. This study showed that both leaders' and followers' positive affectivity mediated the crossover process. In specific, leaders' work engagement was discussed to contribute leaders' and subordinates' positive affectivity, respectively. Later, subordinates' positive affectivity contributed to subordinates' work engagement. This study also showed that leaders' supportive behavior was not a mediator in the crossover process which was against Westman and Vinokur (1998)'s arguments. The results showed that in the crossover of work engagement from leaders to subordinates, an emotional path exist; however, the behavioral path was not supported by the same researchers (ten Brummelhuis, et al., 2014).

At this point, it was important to mention that there were some deficiencies in ten Brummelhuis et al. (2014)'s study. Firstly, researchers focused on the supportive behaviors of leaders, and assessed these behaviors with items assessing autonomy related support. Therefore, they ignored a whole bunch of leadership behaviors and tried to explain the crossover process by focusing on a single variable. Secondly, they did not evaluate other leader or subordinate related factors which could affect the transformation of leaders' work engagement to behaviors and to be moderators in the model. Therefore, both the nature of mediator and the lack of moderators in ten Brummeluis et al. (2014)'s study might have affected the results and caused a non-significant behavioral path in the crossover of work engagement.

In addition to the mediating role of positive affectivity in the crossover of work engagement from leaders to subordinates (ten Brummelhuis et al., 2014), there was one study that tested the crossover with the mediating role of LMX (Gutermann, et al., 2017). According to their findings, leaders' work engagement was shown to be related to subordinates' work engagement via LMX and this showed the importance of relationship dynamics in the crossover process. In addition to these, there were many studies that showed how leaders' behaviors at work affected subordinates' work engagement (e.g., Bakker & Demerouti, 2008; Crawford et al., 2010; Hakanen, et al., 2006; Xanthopoulou, et al., 2007). Especially studies on leadership styles (Breevart, et al., 2015; Nahrgang, et al., 2011; Tims, et al., 2011) showed that specific leadership styles and leader behaviors could be affective in the emergence and sustainability of subordinates' work engagement.

As related to all these arguments, and in line with hypotheses 1a and 1b, the crossover of work engagement was expected to occur from leaders to subordinates via some behaviors of leaders who were engaged at work. Specifically, leaders' work engagement was expected to bring certain behaviors among leaders, which in turn would contribute to subordinates' work engagement. This would support the previous discussions on engaged leaders' behaviors and also theoretical discussion of Westman and Vinokur (1998) about the indirect path in the crossover process.

Hypothesis 2. Engaged leaders' behaviors mediate the relationship between leaders' work engagement and subordinates' work engagement.

Expecting that crossover would work for every employee in the same manner was somewhat unrealistic. Therefore, the role of moderators in the crossover process was also expected to emerge and the next section aimed to explain this expectation.

1.3.1. The Role of Moderators in the Crossover Process

In order to understand the role of moderators in the crossover of work engagement from leaders to subordinates, both leader and subordinate related variables were paid attention. Firstly, the positive and negative affectivity of leaders and subordinates as moderators was discussed. Later, as a reference to the qualitative studies in the current research, subordinates' responsibility at work was discussed as a moderator.

1.3.1.1. Leaders' and Subordinates' Positive and Negative Affectivity

Some leader and subordinate related dynamics were expected to affect both the relationship between leaders' work engagement and engaged leaders' behaviors and engaged leaders' behaviors and subordinates' work engagement. In other words, the mediation between leaders' and subordinates' work engagement via engaged leaders' behaviors was expected to be moderated by some subordinate and leader related dynamics. Therefore, in addition to discussions about the role of engaged leaders' behaviors as a mediator, the role of moderators in the crossover of work engagement from leaders to subordinates was discussed in the current study.

Again, the number of studies about the role of moderators in the crossover of work engagement from leaders to subordinates was limited. In their article, Wirtz, et al. (2017) examined the moderating role of leaders' self-efficacy in the crossover of work engagement from followers to leaders. The results showed that leaders' emotional self-efficacy did not play a moderating role in the crossover process. However, they did not test for the moderating role of any subordinate-related variable or any other leader-related variable. Therefore, it can be said that they may miss some kind of relationship in their presented model.

Previous studies discussed the moderating role of perspective taking and communication quality for the crossover of work engagement between couples (Bakker & Demerouti, 2009; Bakker, et al., 2011; Tian, et al., 2016). Specifically, a study (Bakker & Demerouti, 2009) showed that the crossover of work engagement from women to men was stronger when men got their partners' perspectives; while another study (Bakker, et al., 2011) showed that the crossover of work engagement from men to women was higher when women were high in perspective taking. In addition to these, it was shown that when women were high in communication quality, work engagement was more likely to show crossover from men to women (Tian, et al., 2016). These studies showed the importance of moderators in the crossover of work engagement between couples.

Even though some of the previous findings for couples may be supportive for the crossover of work engagement between leaders and subordinates, some differences were expected because of the nature relationships and dyads. Firstly, the relationship patterns between couples and between leaders and subordinates should be different. In an intimate relationship, like in between couples, people may have more affective connections, and care may be the focus of the relationship. On the contrary, in the relationships between leaders and subordinates, the work itself could play a vital role and close intimate relationships may not be as effective as it was in close relationships. Secondly, the closeness of the relationship between couples were expected to be higher than the one between leaders and subordinates. Because couples were expected to be closer to each other than leaders and subordinates, the observation of the behaviors among couples could be direct and more fragile. This was different from what was expected for the relationship between leaders and subordinates. Based on these above-mentioned differences, it was important to

differentiate the moderators in the crossover process for couples and subordinate-leader dyads.

Affectivity was the first moderator discussed in the current study. It was an emotional concept that was discussed to be composed of two dimensions as negative and positive affectivity (Watson & Tellegen, 1985; Gençöz, 2000). In this differentiation, positive affectivity defines more pleasurable and delighted feelings including excitement and enthusiasm; while negative affectivity defines more undelightful feelings including fear and anger. The role of affectivity in people's behaviors was discussed previously (e.g., Brief & Weiss, 2002; Lee & Allen, 2002; Weiss & Cropanzano, 1996). In their review, Brief and Weiss (2002) discussed that both positive and negative affectivity was related to performance, decision making and withdrawal behaviors. Lee and Allen (2002) added organizational citizenship behavior (OCB) to this equation and showed that positive and negative affectivity was important in the emergence of extra-role behaviors.

Weiss and Cropanzano (1996) had mentioned that work-related events could influence people's attitudes and behaviors and brought some reactions, and people's moods and emotions could affect their reactions to the events. This idea mentioned that negative and positive affectivity not only contributes to the behaviors of individuals, they could also change the relationship between two dynamics with a moderating role. Previous studies supported this idea and showed the moderating role of positive and negative affectivity in the organizational research (e.g., Janssen, Lam, & Huang, 2010; Penney & Spector, 2005; Shaw, 1999). For instance, Penney and Spector (1999) showed that job stressors created more counterproductive work behavior among subordinates if subordinates were high in negative affectivity. Shaw (1999), on the other hand, discussed the moderating role of positive affectivity on the relationship between two outcome variables, job satisfaction and turnover intentions and showed that the strongest relationship between these two variables emerged when subordinates were high in positive affectivity. The role of affectivity was also tested as related to work engagement (Vander Elst, Bosman, De Cuyper, Stouten, & De Witte, 2013). Researchers tested the moderating role of positive affectivity on the relationship between work engagement and psychological distress and showed that positive affectivity had a diminishing role in this relationship.

Based on all these arguments and the findings from the qualitative study, the role of affectivity in the crossover of work engagement from leaders to subordinates

was investigated. It was discussed that leaders' positive and negative affectivity would affect the relationship between leaders' work engagement and engaged leaders' behaviors; while subordinates' negative and positive affectivity would act as moderators in the relationship between engaged leaders' behaviors and subordinates' work engagement. The reason for this expectation was the nature of the variables. Accordingly, the positive or negative affectivity of leaders could determine engaged leaders' behaviors, as discussed (Weiss & Cropanzano, 1996); while these behaviors could turn into attitudinal and behavioral reactions among subordinates if they showed high positive or low negative affectivity. Therefore, the path between leader-related variables was expected to be moderated by leader-related variables; while the path between subordinate-related variables was expected to be moderated by subordinate related variables. In specific, it was expected that work engagement would be more strongly related to engaged leaders' behaviors, as a positive dynamic, if leaders had high level of positive affectivity or low level of negative affectivity. Therefore, positive affectivity would have a fostering effect in the relationship between leaders' work engagement and engaged leaders' behaviors; while negative affectivity had a diminishing affect in the same relationship. Similarly, subordinates' positive affectivity was expected to have a fostering effect in the relationship between engaged leaders' behaviors and subordinates' work engagement; while negative affectivity would have a diminishing affect in the same relationship. In sum, the moderating role of leaders' and subordinates' negative and positive affectivity was tested, and positive affectivity was expected to show a fostering role; while negative affectivity was expected to show a diminishing role in the presented relationships.

In order to clarify the role of positive and negative affectivity on these mediational paths, the results of the qualitative research were used, as another support. In this study, participants were asked to report things expected to affect the crossover of work engagement from leaders to subordinates and affectivity was highly presented by participants. The findings of qualitative studies was discussed later in the article and the related hypotheses were formed for the current study as following.

Hypothesis 3a. Leaders' affectivity moderate the relationship between leaders' work engagement and engaged leaders' behaviors; in a way that leaders who

have high positive or low negative affectivity are more likely to show engaged leaders' behaviors as a result of their own work engagement.

Hypothesis 3b. Subordinates' affectivity moderate the relationship between engaged leaders' behaviors and subordinates' work engagement; in a way that subordinates who have high positive or low negative affectivity are more likely to show work engagement as a response to their leaders engaged behaviors.

1.3.1.2. Subordinates' Responsibility at Work

Other than the moderating role of positive and negative affectivity, another subordinate-related variable was discussed to play a moderating role in the relationship between engaged leaders' behaviors and subordinates' work engagement. Responsibility feelings at work was discussed to be effective in the transformation of engaged leaders' behaviors to subordinates' work engagement. In their study, Li, Wright, Rukavina and Pickering (2008) divided responsibility into two as social and personal responsibility. Social responsibility included things like respecting others; helping them and showing kindness; while personal responsibility included things like completing job-related tasks, setting goals and trying hard in things. In other words, social responsibility reflected the responsibility and the related behaviors towards others; while personal responsibility reflected the responsibility and the related behaviors people have against themselves.

Even though this was a construct that was not widely investigated in the area of work engagement; it may contribute to the relationship between engaged leaders' behaviors and subordinates' work engagement. The reason for this expectation lied on the qualitative study. As would explained later in detail, many participants mentioned the importance of subordinates' responsibility in the crossover process. This reporting seemed logical because if a subordinate does not show any responsibility at work, does not set any goal or does not want to improve himself or herself at work; he or she cannot be expected to reach positive cues in the working environment and to be affected from the positive behaviors of their leaders.

As mentioned, because any research was not found on the relationship between responsibility at work and work engagement and this dynamic emerged as a result of the qualitative study, the moderating role of subordinates' responsibility

feelings as reported by themselves was tested with a research question, as presented below.

Research Question 2. Do subordinates' responsibility at work have a moderating effect on the relationship between engaged leaders' behaviors and subordinates' work engagement?

Beyond the arguments on the crossover process and the discussions about the antecedents of work engagement, some outcomes were expected to be resulted in and as a function of subordinates' work engagement. The current study also investigated the relatedness of subordinates' work engagement to individual and organizational outcomes.

1.4. Work Engagement and Its Relatedness to Individual and Organizational Outcomes

The relatedness of work engagement to individual and organizational outcomes was also discussed and investigated in the current study. There were five outcomes tested in the current study including performance (i.e., task and contextual performance), subjective well-being, job satisfaction and turnover intentions. The reason why these outcomes were selected was to assess the role of work engagement and engaged leaders' behaviors on both individual and organizational outcomes. Also, these variables were well-investigated outcomes in the literature where work engagement was treated as an antecedent (e.g., Bailey, et al., 2017; Hallberg & Schaufeli, 2006). However, the role of engaged leaders' behaviors on these outcomes was not investigated and the present study referred to this gap. The discussions about the relatedness of work engagement to above-mentioned were presented below.

1.4.1. Work Engagement and Job Satisfaction

As previously mentioned, work engagement and job satisfaction were treated as closely related variables to each other and the conceptual distinctiveness between these two variables was widely mentioned by researchers (Joseph, et al., 2010; Macey & Schneider, 2008). Some researchers treated work engagement as the combination of three well-established constructs including job satisfaction,

commitment and involvement; while some others mentioned that work engagement was different from job satisfaction, because it includes both passion and commitment. In other words, people may be satisfied with their job; however, this does not guarantee that they would work with passion or affectionate. People may be satisfied with their work and do not feel that time passes quickly or may not concentrate their jobs fully. These discussions motivated researchers to make more research on the relatedness of work engagement to job satisfaction and clarify the nomological network between these two variables.

There were many studies that discussed the relatedness of work engagement to job satisfaction and many of them treated job satisfaction as an outcome (Bailey, et al., 2017; Extremera, et al., 2018; Karanika-Murray, et al., 2015; Orgambídez-Ramos & de Almeida, 2017; Pujol-Cols & Lazzaro-Salazar, 2018; Saks, 2006). All these studies showed that job satisfaction was predicted by work engagement and there was a strong positive relationship between these two variables. Among these studies, one of them (Extremera, et al., 2018) showed the mediating role of work engagement between emotional intelligence and job satisfaction; while another one (Karanika-Murray, et al., 2015) showed the mediating role of work engagement between organizational identification and job satisfaction. Even though the antecedents for the theoretical models were different, the relationship between work engagement and subordinates' job satisfaction was similar. Therefore, work engagement was reported to predict job satisfaction and positively related to it.

A recent review by Bailey et al. (2017) also supported these findings and moved one step further. Their findings showed that among all other variables including job performance, work commitment, turnover intentions, stress and health, work engagement was most strongly related to job satisfaction with a correlation of .57. This was an important finding, because reviews and meta-analyses are the summary of the previous findings in the literature and the results of meta-analyses reflect the general tendency in the related area of research. Therefore, the support from this review made it clearer that there should be a strong positive relationship between work engagement and job satisfaction.

In the light of all these studies and discussions, it can be said that work engagement was an important predictor of job satisfaction. Beyond the findings, this situation was expected, because a person who had passion and dedication to work

should also be satisfied with it or vice versa. Therefore, it was proposed that subordinates' work engagement was positively related to their satisfaction from job.

Hypothesis 4. Subordinates' work engagement is positively related to subordinates' job satisfaction.

1.4.2. Work Engagement and Performance

Job performance was discussed to be composed of two dimensions including task performance and contextual or extra role performance (Borman & Motowildo, 1993; 1997). Task performance includes things that directly contributes to the technical processes of a job; while contextual performance is discussed to contribute to the effectiveness in an organization, but do not directly include core technical skills. In other words, task performance is more related to the job description of employees and contextual performance includes more informal processes and behaviors that are beyond the job description of an employee including things like helping a coworker. In addition to these dimensions, there is a third dimension, which is counterproductive work behavior, and this includes behaviors that harm the organization and organizational effectiveness (Miles, Borman, Spector, & Fox, 2002); but these behaviors are well beyond the aim of the current article. Two dimensions, task and contextual performance and their relatedness to work engagement were investigated within the aims of the current study.

The relatedness of work engagement to task and job performance was widely investigated by researchers (e.g., Bailey, et al., 2017; Bakker & Demerouti, 2009; Idris, et al., 2015). Work engagement was generally presented as a mediating mechanism between work-related characteristics and job performance (Saks & Gruman, 2014). Different mechanisms were presented to explain why work engagement was such a good predictor of performance (Bakker & Demerouti, 2008). These included the positive emotions work engagement evoke and the positive effect of it on bodily wellness. This positivity cycle was also expected to be resulted in positive gains in subordinates' performance and a recent review (Bailey, et al., 2017) supported this idea. According to the results, work engagement had a moderate correlation with task performance ($r = .36$). Another study (Bakker & Demerouti, 2009) supported these findings by showing a significant relationship between work

engagement and task performance. This study (Bakker & Demerouti, 2009) also tested the crossover of engagement between couples, so the findings were important to understand the role of task performance in the crossover process.

The relationship between work engagement and extra-role behaviors (i.e., OCB) was also well-established (Ariani, 2013; Bailey, et al., 2017; Halbesleben, et al., 2009; Sulea, et al., 2012). Work engagement was shown to be related to both OCB-I and OCB-O (Saks, 2006). As similar to their finding, Bailey et al. (2017) and Bakker and Demerouti (2009) showed that work engagement had a positive relationship with extra-role behaviors. The relationship between work engagement and task performance and work engagement and extra-role behaviors were similar. Therefore, it could be said that both task performance and extra-role performance were moderately related to work engagement, both in the case of crossover or when the sole effect of subordinates' work engagement was tested.

There were also some studies that showed how work engagement was differentiated from job satisfaction, work commitment and job involvement in the prediction of task and contextual performance (Christian, et al., 2011). It was supported that work engagement had incremental validity over these three constructs in predicting job performance. Therefore, performance was shown to be something predicted by work engagement and this prediction was well-beyond other well-established constructs.

To summarize, studies showed that work engagement was related to task performance and OCB in similar magnitudes, ranging from .21 to .43 (Christian, et al., 2011; Gorgievski, Bakker, & Schaufeli, 2010; Junça-Silva, Caetano, & Lopes, 2016; Rich, et al., 2010). Similar discussions and correlations were expected to arise in the current study when connecting subordinates' work engagement to subordinates' in-role and extra-role performance. In other words, subordinates' work engagement was discussed to be positively related to both task performance and extra-role performance of subordinates in the current study.

Hypothesis 5. Subordinates' work engagement is positively related to subordinates' in-role and extra-role performance.

1.4.3. Work Engagement and Subjective Well-Being

Well-being reflects physical and psychological conditions of people and different dimensions were included to assess the well-being of employees (Goldberg, 1972). According to these assessments, things like depression, stress, happiness and low self-esteem composes psychological aspects of people's well-being. There can be some additional dimensions like fatigue and headaches that reflects the physical well-being of employees. Psychological and physical well-being can show itself with psychological symptoms like depression or can bring physical symptoms like headaches. In sum, well-being reflects the physical and psychological goodness of people which can be assessed objectively by using psychometric or physical tests or subjectively by asking people their reports about certain psychological and physical symptoms. The later was named as subjective well-being.

The relatedness of work engagement to subordinates' well-being and general health was previously studied by researchers (Bailey, et al., 2017; Freeney & Fellenz, 2013; Hallberg & Schaufeli, 2006; Mazzetti, Vignoli, Petruzziello, & Palareti, 2018; Shimazu, et al., 2012). The results of these studies showed that work engagement was related to the well-being of employees. For instance, Shimazu et al. (2012) showed the positive relationship between work engagement and well-being of employees. Similarly, Hallberg and Schaufeli (2006) showed that engagement was negatively related health complaints like depression; while Freeney and Fellenz (2013) showed that work engagement was negatively related to dynamics like anxiety and sleep deprivation. Lastly, a recent review (Bailey, et al., 2017) supported these findings and showed that work engagement and general health conditions were related to each other with a medium correlation ($r = .28$). Therefore, in general, work engagement was discussed to be positively related to subjective well-being.

There were also some studies that tested how work engagement played a mediational role in the relationship between leadership styles, transformational leadership, and well-being (Mazzetti, et al., 2018). The results of this study showed that work engagement played a mediational role in the relationship between leadership styles and well-being, and also work engagement was negatively related to the subordinates' well-being as including anxiety, depression and social dysfunction.

The current study also aimed to assess the relationship between subordinates' work engagement and subjective well-being. Based on all these discussions (e.g., Bailey, et al., 2017; Freeney & Fellenz, 2013; Hallberg & Schaufeli, 2006; Shimazu, et al., 2012), it was expected that work engagement would be positively related to subordinates' subjective well-being; in other words, employees with high levels of work engagement would report a high level of subjective well-being.

Hypothesis 6. Subordinates' work engagement is positively related to subordinates' subjective well-being.

1.4.4. Work Engagement and Turnover Intentions

Turnover can be defined as the ending step of a subordinates' lifespan in an organization and named as a withdrawal process (Mobley, 1977). Before turnover, there is a process where employees make judgment about turnover and decide whether to leave the organization or not. This stage was called as turnover intention. It can be resulted in actual turnover and different mechanisms were presented by researchers to explain how this decision was made (Martin, 1979; Mobley, 1977). Accordingly, people evaluate their jobs and decide if they are satisfied, then search for alternatives and evaluate these. Later, they decide to leave their organization or not (Mobley, 1977). While making this decision, they can evaluate the payment they get, their education, justice in the working environment or commitment they have against their work (Martin, 1979). Some of these variables like work commitment may be directly related to turnover intentions; while some others like pay may be related to turnover intentions with the mediating role of job satisfaction. In sum, different environmental and personal cues may make people evaluate their current situation at work and decide whether to leave their organizations or not. This stage is important for both subordinates and organizations, because at the end, subordinate lose their jobs; while organizations lose their workforce. This is a stage in which right decisions should be made and some precautions should be taken.

The relatedness of work engagement to turnover intentions was highly discussed by researchers (Bailey, et al., 2017; Coetzee & van Dyk, 2018; Oliveira & Rocha, 2017; Marques-Pinto, et al., 2018; Saks, 2006; Zhang, Meng, Yang, & Liu, 2018). The results of these studies showed that work engagement predicted turnover intentions and there was a negative relationship between these two. This was

expected because people who liked their jobs and said that time flies while they were working were expected to become less likely to leave or intent to leave their jobs. The reverse can also be true and subordinates who had an intention to leave the organization may not say that time flies while working. Therefore, negative relationship was expected to emerge between work engagement and turnover intentions.

As mentioned, understanding the findings of reviews and meta-analysis are important to see the big picture. In their recent review, Bailey, et al. (2017) showed that there was a moderate negative relationship between work engagement and turnover intentions ($r = - .36$). This magnitude of relationship showed that work engagement was related to turnover intentions stronger than it was related to performance, general health or life satisfaction. This was important when the criticality of turnover intentions for both subordinates and organizations were evaluated. Therefore, testing the role of work engagement in the prediction of turnover intentions seemed vital.

By evaluating all these discussions (Bailey, et al., 2017; Coetzee & van Dyk, 2018; Oliveira & Rocha, 2017; Marques-Pinto, et al., 2018; Saks, 2006; Zhang, et al., 2018), similar findings were expected to be gathered in the current study. Accordingly, work engagement was discussed to be negatively related to turnover intentions and subordinates who were engaged their work were discussed to be less likely to leave their jobs and organizations.

Hypothesis 7. Subordinates' work engagement is negatively related to subordinates' intention to leave.

In line with all these arguments, engaged leaders' behaviors were also expected to be related to subordinate-related outcomes indirectly. As mentioned before, and explained in the JD-R model, the resources in the working environment were linked to the work engagement levels of subordinates and, in turn, work engagement was linked to organizational outcomes (Bakker & Demerouti, 2008; Demerouti, et al., 2001; Schaufeli & Bakker, 2004). Because resources in the working environment played a motivational role, these resources were expected to contribute subordinates' work engagement and organizational outcomes.

Many studies showed that leader-related dynamics acted as motivators in the working environment and contributed to subordinates' work engagement (e.g., Breevart, et al., 2015; Hakanen, et al., 2006; Salanova & Schaufeli, 2008; Xanthopoulou, et al., 2007). These included things like support, LMX, autonomy and feedback. Even the role of certain leadership styles like transformational leadership (e.g., Tims, et al., 2011) was discussed to contribute subordinates' work engagement. Researchers also supported the mediational role of subordinates' work engagement on the relationship between leader-related dynamics and organizational outcomes (e.g., Breevart, et al., 2015; Mazzetti, et al., 2018; Schaufeli, 2015). Among these studies, Breevart, et al. (2015) showed the mediational role of work engagement between LMX, autonomy, developmental opportunities, support, as resources, and performance. As a support to this, Mazzetti, et al. (2018) showed the mediational role of work engagement in the relationship between leadership styles, transformational leadership and well-being.

Based on all these discussions, engaged leaders' behaviors, as a kind of leader-related resource, was expected to be related to task performance, contextual performance, turnover intentions, job satisfaction and subjective well-being via subordinates' work engagement.

Hypothesis 8. Engaged leaders' behaviors is positively related to subordinates' task performance, contextual performance and job satisfaction and negatively related to subordinates' subjective well-being and turnover intentions via subordinates' work engagement.

1.5. Conceptual Summary

As in line with all these arguments, the current study aims to understand how crossover occurs from leaders to subordinates in the area of work engagement. Previous studies focused on the crossover of burnout and engagement, especially between couples and teammates (e.g., Bakker & Demerouti, 2009; Bakker, et al., 2011). However, they did not really show interest in the crossover of work engagement from leaders to subordinates. By referring to this gap, the current study aims to clarify how the crossover of work engagement from leaders to subordinates works and what are the dynamics and supporting mechanisms in this crossover process. In specific, it was discussed that leaders' work engagement would contribute

to subordinates' work engagement with the mediational role of engaged leaders' behaviors. Leaders' negative and positive affectivity was expected to moderate the path from leaders' work engagement to engaged leaders' behaviors; while subordinates' negative and positive affectivity and responsibility at work was expected to moderate the path from engaged leaders' behaviors to subordinates' work engagement. Later, subordinates' work engagement was expected to contribute to subordinate related outcomes including job performance, contextual performance, subjective well-being, job satisfaction and turnover intentions. Also, the direct path from leaders' engagement to subordinates' work engagement was tested with a research question.

Different research methods were used to better understand the related model and clarify some gaps in the area of work engagement. For assessing the first and second hypotheses, the behaviors of leaders who were engaged at work were specified with open-ended questions and interviews. After this, the relatedness of leaders' and subordinates' work engagement to these behaviors were tested. In this way, previous findings about leadership styles and leader-related dynamics were gathered under the roof of engaged leaders' behaviors scale. It was important to understand how crossover worked between leaders and subordinates in the case of work engagement, because work engagement had strong relationships with many outcomes including job satisfaction, turnover intentions and job performance (Bailey, et al., 2017). Therefore, if leaders were the effective mechanisms in the working environment and their engagement and behaviors contributes to subordinates' work engagement, practitioners could be informed about this for the design of better leadership training programs and selection of leaders who would contribute to subordinates' work engagement. In this way, a bridge could be built between science and practice.

In addition to the crossover of work engagement from leaders to subordinates, it was important to understand how this crossover was related to organizational outcomes. In this way, the real-life effects of the crossover process could be understood and the effects of work engagement on individuals and organizations could be gathered. Therefore, with the current study a better and more complete understanding was aimed to be gathered.

With this study, an important gap, which was the crossover of work engagement from leaders to subordinates and its role on the organizational outcomes, was referred. The findings of the current study aimed to contribute to the theoretical findings and arguments. Beyond the benefits of the related findings in research, the results were also aimed to provide some benefits to practitioners. Practitioners could see the importance of leaders in the formation and sustainability of work engagement and integrate these findings to their selection and training systems, as mentioned before. Also, they could see the effects of work engagement in the individual related and organizational outcomes and take precaution before the individuals or organizations were damaged. In sum, with this study, the effectiveness in human resources practices and the working environments can be increased.

The conceptual framework for the current study can be seen in Figure 1.2. The dotted lines in the figure shows the research questions; while the straight lines represent the hypothesized relationship between variables. Because data was gathered with three-month interval and there was data for participants from two different time zones; the results were presented both within and between time 1 and time 2. By doing this, both short and long-term role research variables on organizational outcomes could be tested.

Also, in order to make the data gathering process clearer, a process summary table were presented in Figure 1.3. As seen, all studies in the current research and the aims and results were summarized to provide a guide to the readers.
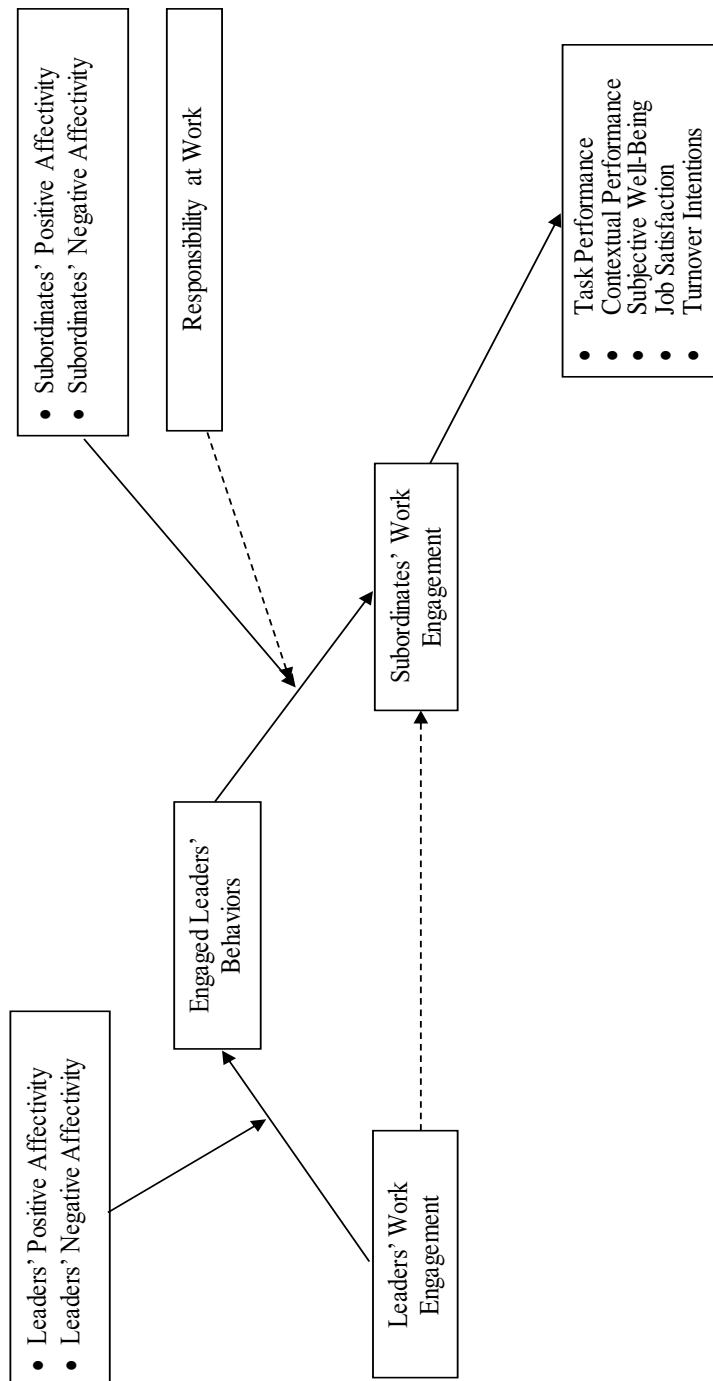
Figure 1.2. The proposed model of the current study

Boxes and labels in the figure:

- Subordinates' Positive Affectivity
- Subordinates' Negative Affectivity

Responsibility at Work

- Task Performance
- Contextual Performance
- Subjective Well-Being
- Job Satisfaction
- Turnover Intentions

Subordinates' Work Engagement

Engaged Leaders' Behaviors

- Leaders' Positive Affectivity
- Leaders' Negative Affectivity

Leaders' Work Engagement

Open-Ended Study	• The aim was to understand engaged leader behaviors and moderators. • Participants were presented questions related to engaged leaders' behaiors. • Results were used for the formation of engaged leaders'behaviors scale.

Interviews	• The aim was to further support the open-ended study. • Participants were presented more detailed questions about engaged leaders behaviors. • Results were used for the formation of engaged leaders'behaviors scale.

Validation Study	• The aim was to gather the validity and reliability of engaged leaders' behaviors scale. • Participants wererepresented newly formed scale and others expected to correlate with it. • Results were used to revise and use engaged leaders' behaviors scale in the main study.

First Data Gathering Process	• The aim was to test the theoretical model. • Both leaders and subordinates were presented scales and asked to complete. • Results were used to test the hypotheses and the presented model.

Second Data Gathering Process	• The aim was to further support the first data gathering process. • Same subordinates and leaders with the first study were presented scales. • Results were used to test the hypotheses and models from different time points.

Figure 1.3. The process summary

CHAPTER 2

THE QUALITATIVE STUDY 1 – OPEN-ENDED QUESTIONS

The qualitative study aimed to clarify the behaviors of leaders who are engaged at work. This methodology was preferred for two reasons. Firstly, it was discussed that culture can play a role in defining what was important to increase work engagement. We know that culture can affect the perceptions and evaluations about leadership functions (House, Hanges, Javidan, Dorfman, & Gupta, 2004; House, Javidan, Hanges, & Dorfman, 2002). We also know that needs can change based on the cultural backgrounds of people (Gorodnichenko & Roland, 2012; Oishi, Diener, Lucas, & Suh, 1999). Self-related needs may be more important in individualistic cultures than collectivistic ones. Therefore, both the perception of people about engaged leaders' behaviors and things that satisfy the needs of subordinates and foster their work engagement can be different in Turkey. Qualitative data was expected to provide a more accurate and detailed perspective in the understanding of the crossover of work engagement from leaders to subordinates. Secondly, lack of research especially about the role of leaders' work engagement on leaders' behaviors required a deeper understanding. It was known that the usage of qualitative studies is essential in order to have a better understanding about a topic (Bailey, et al., 2017). Therefore, this methodology was aimed to provide a more accurate point of view about engaged leaders' behaviors and the crossover of work engagement from leaders to subordinates.

2.1. Method

2.1.1. Participants

Fifty-one participants were included in the qualitative part of the study. 59% (*N*= 30) of the participants was female. The mean age of the participants was 33.7

($SD=$ 8.5). Most of the participants, 41%, had bachelor's degree ($N=$ 21). All participants were working adults who were currently working with a leader or were in leadership positions. The average month in sector ($M=$ 112.9, $SD=$ 95.8), in the current workplace ($M=$ 52.4, $SD=$ 62.2) and with the current leader ($M=$ 33.5, $SD=$ 38.9) was high.

2.1.2. Procedure and Materials

Open-ended questions aimed to specify the behaviors that engaged people have in their leadership roles and factors that can affect the crossover of work engagement between leaders and subordinates. First four questions aimed to understand what kind of behaviors were expected from or observed in leaders who were engaged at work. First two questions aimed to understand people's expectations on the behaviors of leaders who were engaged at work; while third and fourth questions aimed to gather the actual behaviors of these leaders. With this various questions, possible differences between expectations and actual behaviors were aimed to be gathered.

In addition to this, there may be some factors that affect the transmission of work engagement to leadership behaviors. In other words, there may be some leader-related moderators that increase or decrease the magnitude of the crossover of work engagement from leaders to subordinates. Fifth and sixth questions aimed to gather leader related factors that moderated the crossover of work engagement from leaders to subordinates. Lastly, there could be some subordinate-related factors that affect the crossover of work engagement. Especially, in the transmission of leaders' behaviors to subordinates' work engagement, subordinate-related factors could play a role. Therefore, seventh and eighth questions aimed to gather subordinate-related factors that moderate the crossover of work engagement from leaders to subordinates.

The answers given to the questions by participants were coded to understand the common themes. To eliminate any bias in the coding process, both the researcher and a subject matter expert (SME; industrial and organizational psychology doctoral student) formed a coding schema based on the answers of subordinates and it was shown that the schemas formed by two parties were similar. Because of this similarity and for having a consensus, the coding schema of SME was used in the

categorization. The categorization of answers given by participants was made independently by two parties and then compared. The agreement rates were calculated by looking at the ratio between the categorization of answers in the same class among categories and the total number of coding made by two parties. The agreement rates between parties were 84% for question one, 71% for question two, 86% for question three, 71% for question four, 73% for question five, 73% for question six, 80% for question seven and 84% for question eight. The reason for the decrease in the agreement rates was mostly related to the replacement of a single question to multiple categories. Disagreements were discussed to reach a consensus.

For the data collection process, participants were firstly presented a consent form in which general information about the study was presented. Later, they were provided an informative paragraph in which the dynamics of work engagement were clarified, followed by eight open-ended questions related to work engagement. At the end of these questions, a demographic form was presented. With this form, information on gender, age, education status, job sector, holding a leadership role, average length of time in job sector, in workplace, with current leader, and in leadership role were gathered. The consent form, demographic form, informative paragraph and the related questions were presented in Appendix B.

Ethics approval was obtained from the university's institutional review board (see Appendix A).

2.2. Results

Two different coding schemas were formed based on the party that showed or expected to show the related behavior and this included leader-related behaviors and subordinate-related behaviors. The first coding schema included leader related dynamics and was formed as followed:

1. Behaviors related to discipline (e.g., authority, control, interference)
2. Relationship dynamics (e.g., communication, sincerity, respect, peace, favor)
3. Motivational behaviors (e.g., appreciation, reward, contempt)
4. Justice (e.g., egalitarianism, equal division of labor)
5. Modeling (e.g., being a role-model, projection)

6. Instructiveness (e.g., teaching, knowledge sharing)

7. Autonomy related behaviors (e.g., getting one's opinion)

8. Cooperation (e.g., helping behavior, cowork)

9. Problem solving behaviors

10. Trust

11. Ego (e.g., being self-centered)

12. N/A (Not Applicable)

The second coding schema included subordinate-related dynamics and was formed as follows:

1. Openness to learn (e.g., eager to learn, eager to get feedback)

2. Positive work behaviors (e.g., hardworking, responsibility, productivity)

3. Positive feelings about work (e.g., loving one's job, adoption)

4. Relationship dynamics (e.g., positivity, trust, respect, communication)

5. Modeling (e.g., role-modeling, projection)

6. N/A (Not Applicable)

Questions one, two, three, four, five, and six were coded by using the 'leader-related dynamics' category with twelve options; while questions seven and eight were coded by using the 'subordinate-related dynamics' category with six options. The last option for each category defined the behaviors that could not be put into one of the remaining options, irrelevant answers and questions that were not responded. Based on these schemas, coding was made by the researcher and SME and the distribution of the responses was shown below:
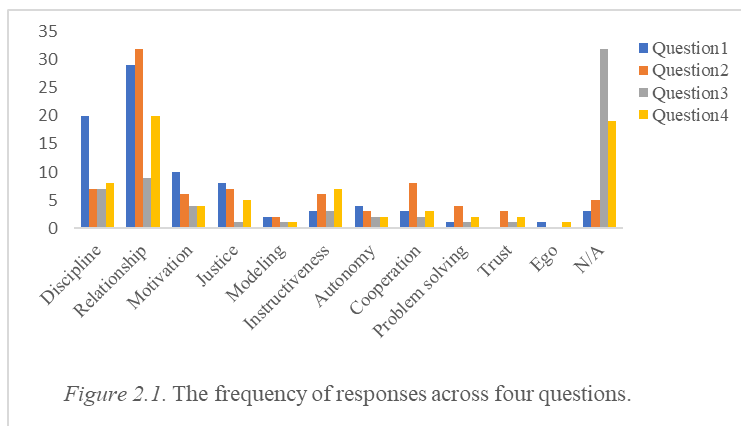
Figure 2.1. The frequency of responses across four questions.

Figure 2.1 shows the frequency of responses across questions one, two, three, and four. As seen in the figure, leaders who were engaged at work were expected and tended to show behaviors that strengthened their relationship with subordinates. This was followed by the discipline related behaviors (e.g., authority).

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Justice, motivation, instructiveness and cooperation seemed somewhat important; however, they seemed less when compared to discipline and relationship dynamics.

When we looked at the questions separately, expectations of employees and realities reported by them did not seem so different. According to the first and the second questions, as assessing the expectations, these leaders were expected to show strict discipline at work. However, in their relationships with subordinates, as assessed in the second question, relationship dynamics gained more importance. These leaders were expected to show discipline towards their subordinates and form better relationship with them. Motivation and justice followed these two dynamics; however, they did not really seem so important when compared with other two options.

For the third and fourth questions, as assessing the actual behaviors of leaders, most of the participants seemed not to work with these kinds of leaders or not these kinds of leaders themselves. Other participants, who have had a chance to work with these kinds of leaders, mentioned that these leaders showed discipline and strong relationship with their subordinates. Leaders who thought that they were engaged at work also reported that they tried to form strong relationships with their subordinates, showed discipline, and taught their subordinates. Other than these, participants mentioned that these leaders were motivating and just.

Figure 2.2. The frequency of responses across questions 5 and 6.
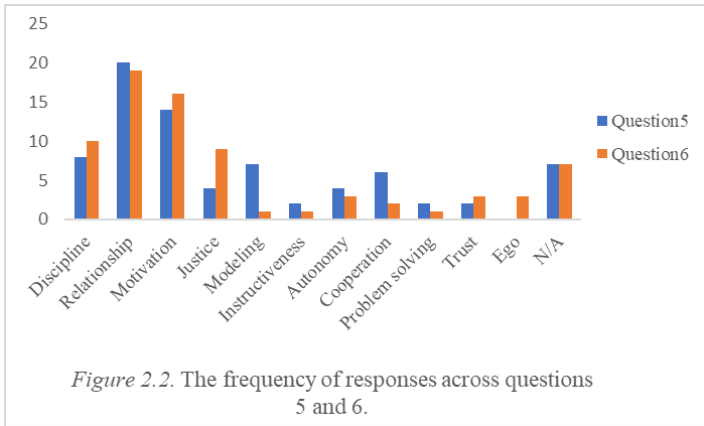
Figure 2.2 shows the frequency of responses across questions five and six. As seen in the figure, participants reported if their leaders formed better relationships with them and also motivated them, the crossover would be more likely. When compared to the first four questions, discipline seemed to have lower scores. This showed that the behaviors that leaders engaged at work were somewhat different from the things that fostered or mitigated the crossover process. When we looked at the questions separately, things that enhanced and mitigated the crossover of work engagement from leaders to

subordinates were parallel as including relationship patterns, motivation, and somewhat lesser extent discipline, justice and cooperation.
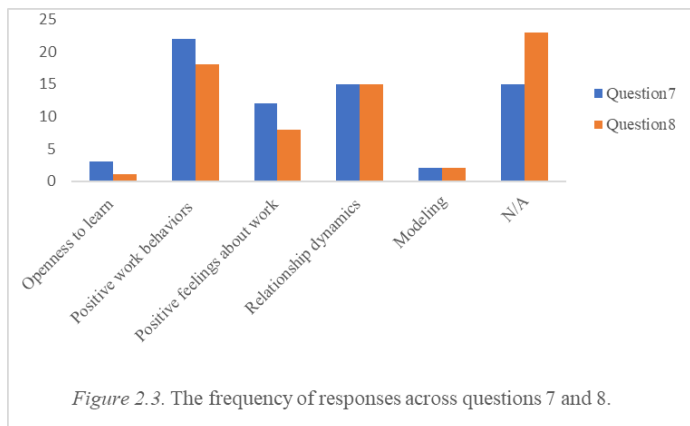
Figure 2.3. The frequency of responses across questions 7 and 8.

Figure 2.3. shows the frequency of responses across questions seven and eight. As seen in the figure, participants reported if subordinates had positive work behaviors (e.g., responsibility, industriousness), good relationship dynamics at work or positive feelings about their works, the crossover of work engagement would be more likely. When we look at the questions separately, the pattern seemed so similar. Therefore, these three dynamics seemed to be important subordinate-related dynamics in the crossover process.

To understand the categorization better and confirm the results in a more objective way, NVivo program was used to analyze the data qualitatively. With this program, making a clearer evaluation in the responses and gathering support for the coding was aimed. The most frequently used words by respondents were visualized (see Appendix C). While forming these visuals, documents composed of participants' answers were introduced to the program and frequency of the same words were calculated. Charts were visualized based on these frequencies. Accordingly, for engaged leaders' behaviors (Questions one, two, three, and four), the following words were used mostly:

- Respect – Discipline – Motivation – Justice (mentioned more than ten times)
- Help – Clear – Honest – Liking – Understanding – Solution – Equal – Comfort – Sincere – Appreciating (mentioned more than five times)

These features seemed similar to what was coded by subject-matter experts. The results showed that discipline related behaviors, relationship dynamics, motivation and justice were expected behaviors from leaders who were engaged at work.

To make the categories clearer, the words were also self-coded in the program and the analysis was remade. The adjectives / words used by the participants were selected, and the frequency of the words were calculated. The most frequently mentioned words were as follows:

- Respect – Discipline – Justice – Motivation (mentioned more than ten times)

- Help – Honest – Solution – Sincere – Understanding – Teaching – Liking – Appreciating (mentioned more than five times)

As seen, these were so similar to the coding results. Again, discipline, relationship dynamics, motivation and justice were expected behaviors from leaders who were engaged at work.

The answers given to questions five, six, seven, and eight were also analyzed. Answers given to questions five and six were introduced to the program to gather leader related dynamics that may affect the crossover of work engagement from leaders to subordinates and the results were as follows:

- Positivity – Motivation (mentioned more than ten times)
- Justice – Communication (mentioned more than five times)

According to the participants, positivity and motivating behaviors had an effect on the crossover process. Similarly, justice and communication were somewhat effective at this point.

Answers given to questions seven and eight were also analyzed to gather subordinate-related dynamics that may affect the crossover of work engagement from leaders to subordinates and the results were as follows:

- Positivity – Motivated (mentioned more than ten times)
- Respect – Responsibility (mentioned more than five times)

According to the participants, the positivity and motivation of subordinates were more likely to affect the crossover of work engagement from leaders to subordinates. Also having respect and showing responsibility at work seemed to be

other important factors in this crossover of work engagement from leaders to subordinates.

2.3. Summary of the Findings and Discussion

The aim of the present part of the study was to better understand the behaviors of leaders who were engaged at work, understand the relatedness of these behaviors with leaders' and subordinates' work engagement and gather the role of moderators in this process. In line with these aims, fifty-one participants were included in the study and these participants were given eight open-ended questions to answer. These questions assessed the observations and expectations of working adults about the behaviors of engaged leaders and factors that may affect the transmission of these behaviors from leaders to subordinates.

The answers given to the eight open ended questions were analyzed by using NVivo program and also the coding made by two subject matter experts. The most frequently used words were aimed to be used in order to form a scale that reflected engaged leaders' behaviors. Also, moderators and mediators in the crossover of work engagement from leaders to subordinates were aimed to be clarified to support the theoretical model. The coding of subject matter experts and NVivo results showed similarity and the most frequently mentioned concepts by participants that reflected their ideas and experiences with leaders who were engaged at work were as follows:

- Having strong communication skills and good relationships,
- Showing respect and discipline at work,
- Being just and motivating towards their subordinates,
- Being teachers in the workplaces and showing cooperation with their subordinates.

Subordinates were also discussed to have some characteristics that foster the crossover of work engagement from leaders to subordinates. These included responsibility, positive feelings and attitudes towards their work. In addition to these, leader-related characteristics including positivity were presented by participants as important factors in the transmission of work engagement from leaders to followers.

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The results were evaluated by the researcher and three subject matter experts and it was shown that the behaviors mentioned by the respondents were so close to positive leadership behaviors. It was asked if the wording of the study may affect the results of the study. Therefore, a second study was conducted to support the above-mentioned findings and interviews were conducted with a different sample of working adults. With these interviews, it was aimed to have a better and deeper understanding about engaged leaders' behaviors and leader and subordinate related dynamics that may affect the crossover of work engagement from leaders to subordinates.

CHAPTER 3

THE QUALITATIVE STUDY 2 – INTERVIEWS

The results of the open-ended questions brought the idea that the results may be somewhat distorted, because the answers seemed to summarize the behaviors of positive leadership. In other words, rather than summarizing the behaviors of leaders who were engaged at work, the responses may reflect positive leadership behaviors. Also, Turkish translation of the word 'work engagement' was discussed to be misunderstood, so the translation was changed. Instead of using the word 'work engagement', the phase 'put shoulder to the wheel' was used in this new translation. In addition, the questions were expanded to gather more detailed responses. To do this, the behaviors of leaders who were engaged at work were divided into two as positive and negative behaviors, and the role of these behaviors on engaged leaders' behaviors and the crossover process itself was aimed to be gathered. Leader-related dynamics that may contribute to positive and negative engaged leaders' behaviors were asked to participants. Also, engaged leaders' behaviors that would contribute to subordinates' work engagement positively and negatively were asked to participants and the results were gathered. The number of participants in this part of the study was determined based on the results and at the point where the answers of the participants were so similar to each other, the data collecting process was ended.

3.1. Method

3.1.1. Participants

Eleven participants were included in the interviews. 64% (N= 7) of the participants was female. The mean age of the participants was 31.2 (*SD*= 7.3). Most of them, %73, had bachelor's degree and all participants were working adults who were also currently working with a leader.

3.1.2. Procedure and Materials

As mentioned, in order to understand if the results of the open-ended questions were generalizable and true, eleven interviews were conducted. In these interviews, respondents were presented a new form of questions which were revised after the first study (see Appendix D). In this new form of questions, first question defined the expected positive and negative behaviors of leaders who were engaged at work. The second question discussed leader-related factors that affect the positive and negative behaviors of leaders who were engaged at work; while the third question aimed to gather subordinate-related factors that affect the same relationship. Fourth and fifth questions defined the behaviors of leaders who are engaged at work that contributed to subordinates' work engagement positively and negatively. The last question aimed to gather subordinate-related factors that can affect the possible contribution of engaged leaders' behaviors to subordinates' work engagement. Each interview took approximately 15-20 minutes to complete. In case of being not understood, detailed information was presented to the participants about the presented questions.

Ethics approval was obtained from the university's institutional review board (see Appendix A).

3.2. Results

Same scale with the first study was used in order to code the answers to the related categories. The results showed that participants mentioned discipline as the dominant behavior of the leaders who were engaged at work. They also mentioned the justice and positivity that these leaders have or may have. Respondents mentioned positivity, empathy and justice as leader related dynamics; while they mentioned responsibility, discipline and positivity as subordinate related dynamics that can affect the crossover of work engagement from leaders to subordinates. Leader related behaviors that made the subordinates' work engagement more or less likely were injustice, negativity and pressure; while discipline and openness to learn were mentioned as subordinate related behaviors.

To gather more objective results, NVivo program was again used. The frequency of responses for mostly used words were as follows:

- Behaviors of the leaders who were engaged at work

    Discipline (Ten times or more)

    Putting pressure – Energy/motivation – Positivity – Equality/Justice (Five times or less)

- Leader-related dynamics that may affect the leaders' behaviors

    Discipline – Positivity/negativity (Ten times or more)

    Empathy – Flexibility – Observation – Organizational culture – Justice (Five times or less)

- Subordinate and relationship related dynamics that may affect leaders' behaviors

    Positivity – Discipline (Ten times or more)

    Putting pressure – Communication – Empathy (Five times or less)

- Leaders' behaviors that may make the engagement of subordinates more/less likely

    Positivity/negativity – Discipline - Putting pressure (Ten times or more)

    Discrimination – Justice (Five times or less)

- Subordinate related features that may make the crossover of engagement possible

    Positivity – Discipline (more than ten times)

    Responsibility – Communication (Five times or more)

When we evaluated the results for behaviors of the leaders who were engaged at work, it can be seen that the results were so similar to the results of open-ended questions. Firstly, discipline seemed to be given by both samples. In their answers, people gave both negative and positive meanings to this concept. They said that these leaders could show discipline and this discipline related behaviors included responsibility against work related tasks, good time management and respect shown at work. They also mentioned that these leaders could show discipline. Accordingly, leaders could interefere in subordinates and control them or their behaviors. In addition to discipline, relationship dynamics were mentioned by both samples. These dynamics included things like flexibility, positivity and understandibility. Also, justice and somewhat equality were mentioned, again by both samples. Motivation was mentioned in both open-ended part and in the interviews. Lastly, being helpful

and instructive were also mentioned by respondents, especially by the respondents who participated in the the study with open-ended questions.

Based on these findings, the questionnaire that summarized the behaviors of leaders who are engaged at work were aimed to be evaluated under five headings and the explanations for these headings were presented below:

1. **Discipline:** This dimension can be evaluated under two headings:
   a. <u>Discipline as means of putting pressure</u>: These leaders were expected to make their subordinates work harder; had high expectations from them and put pressure on subordinates for a better work.
   b. <u>Discipline as means of responsibility</u>: These leaders were expected to have a sense of responsibility and foster responsibility among subordinates for better organizational outcomes.
2. **Relationship Dynamics:** These leaders were expected to be understandable, flexible and energetic. Thwey can also be role models with their behaviors.
3. **Motivation:** These leaders were expected to motivate their employees with monetary and non-monetary rewards. They were expected to reflect their desire to work and existing energy in their workplaces.
4. **Justice:** These leaders were expected to behave according to the performance of their subordinates. They could reward employees according to their behaviors and this distribution of rewards would reflect the justice rather than equality.
5. **Teaching Behaviors:** These leaders were expected to be helpful, work closely with their subordinates and become teachers to them.

Based on all these findings, a questionnaire was formed to assess the behaviors of leaders who were engaged at work. The number of the questions were decided based on the frequecy of the answers given to questions one, two, three and four. Accordingly, 29.6% of participants mentioned relationship dynamics; 13.8% mentioned discipline related behaviors; 7.9% mentioned motivational behaviors; 6.9% mentioned justice; 6.3% mentioned instructiveness.

3.3. Summary of the Findings and Discussion

As mentioned before, by making interviews it was aimed to understand if there was a misleading in the results of open-ended part. To test this, the wording of the informative paragraph and questions were changed and also the questions were enlarged as reflecting the possible positive and negative behaviors of leaders who were engaged at work. Therefore, respondents were presented a new form of questions with revised items. For instance, the translation for the word, 'engagement' was changed to 'put shoulder to the wheel'. Structured interviews were held with eleven working adults. The results showed that discipline was the most charecteristic feature of engaged leaders, followed by justice, positivity and understandibility. Also, subordinates' responsibility, discipline, and both positivity and negativity of leaders and subordinates were discussed to affect this crossover process. The codings made by the researcher and NVivo results looked similar.

When open-ended questions and interviews were evaluated together, discipline seemed to be mentioned in both studies as an important dynamic of leaders who were engaged at work. The relationship dynamics (e.g., positivity, understandibility), justice and motivation were also mentioned by participants. The newly formed scale was aimed to reflect all these listed dynamics mentioned by respondents. After the first formation of the scale, the items were evaluated by three subject matter experts and some minor changes were made. This newly formed scale was used in the validation study (see Appendix E).

CHAPTER 4

THE VALIDATION STUDY

To test the reliability and validity of engaged leaders' behaviors scale formed based on the results of qualitative studies, a validation study was conducted. Work engagement, affective commitment, leader satisfaction and work-related flow were included in this study to test the validity of this newly formed scale. For the reliability of the scale inter-item correlations and Cronbach's alpha value were used.

Engaged leaders' behaviors scale was expected to correlate with leader satisfaction, because the behaviors of leaders who were engaged at work were mostly positive leadership behaviors and satisfaction from these kinds of behaviors were expected. The similarity between work engagement and job satisfaction was discussed previously (Macey & Schneider, 2008). The dedication and involvement that engaged employees have did not exist in satisfied employees. As a sub-dimension of job satisfaction, a high relationship was also expected to emerge between leader satisfaction and engaged leaders' behaviors. Previous studies showed that work engagement and job satisfaction was positively related to each other (e.g., Bailey, et al., 2017; Extremera, et al., 2018; Karanika-Murray, et al., 2015). Bailey et al. (2017) showed a strong positive relationship with a correlation of .57 in his review and similar correlation was expected for the relationship between engaged leaders' behaviors and leader satisfaction.

The similarities and differences between work engagement and work commitment was also discussed previously (Hallberg & Schaufeli, 2006; Macey & Schneider, 2008). Even though they were highly correlated, work commitment did not have to include the dedication that work engagement included and also the correlation of these two with various outcomes were somewhat different. Therefore, the behaviors of an engaged leader showed were expected to be highly correlated with work commitment as these two constructs were discussed to be highly similar to each other. Lastly, work-related flow seemed to be highly similar to engagement. It

included absorption and enjoyment at work, but in a more momentary way (Bakker, 2011; Schaufeli, Martinez, et al., 2002; Schaufeli, Salanova, et al., 2002). Therefore, the main difference between these two constructs was the endurance and because of this reason, they were discussed to be highly related. Based on this discussion, he behaviors of leaders who were engaged at work were expected to show relatedness to work-related flow.

4.1. Method

4.1.1. Participants

129 participants were included in the study; 73 females and 46 males. Mean age for participants were 30.9 (SD_{age} = 7.1). Half of the participants had a bachelor's degree (50.4% bachelor's degree, 18.6% master's degree, 14% high school graduate and 8.5% associate degree). All participants were employed in Turkey and reached using the snowball sampling technique. All participants were subordinates who work with a leader for at least three months.

4.1.2. Procedure and Materials

Work engagement. The Utrecht Work Engagement Scale (UWES; Schaufeli, et al., 2002; Schaufeli, Bakker, & Salanova, 2006) was used. The scale was translated into Turkish by Turgut (2011). Three items assessed vigor (e.g., at work, I feel bursting with energy), three items assessed dedication (e.g., I am enthusiastic about my job), and three items assessed absorption (e.g., I feel happy when I am working intensely). The scale included nine items with six-point scale, ranging from 1 (*never*) to 6 (*always*). The reliability of the scale in the present study was .91.

Affective commitment. Allen and Meyer's (1990) affective commitment scale was used. This scale was adapted into Turkish by Wasti (2000). An example item was 'I really feel as if this organization's problems are my own'. The scale included eight items with six-point scale, ranging from 1 (strongly disagree) to 6 (strongly agree). The reliability of the scale in the present study was .95.

Engaged leaders' behaviors. Seventeen item scale formed for the current study was used. An example item was 'My leader encourages his/her subordinates to focus on their job' and participants were asked to report the behaviors of their

immediate supervisors. Six-point scale was used ranging from 1 (strongly disagree) to 6 (strongly agree). The reliability of the scale in the present study was .94.

Leader satisfaction. Leader satisfaction was assessed with the leader satisfaction scale (Demircioglu & Toker, 2016). This scale was developed in Turkish. Participants were asked to report their satisfaction from certain leadership dynamics. An example item is 'The way my leader supports employee development and progress'. The scale included 17 items with six-point scale, ranging from 1 (not at all satisfied) to 6 (completely satisfied). The reliability of the scale in the present study was .98.

Work related flow. Flow was assessed with work related flow scale (Bakker, 2001). The scale was translated into Turkish by Yalçınkaya (2014). Four items assessed absorption (e.g., I am totally immersed in my work), four items assessed work enjoyment (e.g., I feel cheerful when I am working), and five items assessed intrinsic work motivation (e.g., I find that I also want to work in my free time). The scale included 13 items in total with six-point scale, ranging from 1 (*never*) to 6 (*always*). The reliability of the scale in the present study was .94.

Scales were distributed through online surveys after the presentation of informed consent. Also, a demographic form was presented to gather further information about participants including age, education, gender, months spent in sector and with the supervisor. After voluntary participation was guaranteed, scales were provided followed by the demographic form. Following the completion of the scales and demographic form, informed consent after participation was presented to the respondents. All scales and forms used in the validation study can be seen in Appendix E. Participant anonymity were assured for the study.

Ethics approval was obtained from the university's institutional review board (see Appendix A).

4.2. Results

The descriptive statistics and correlations between study variables can be found in Table 4.1.

Table 4.1.

Descriptive statistics and correlations between variables in the validation study

	Mean	SD	1	2	3	4	5	6	7	8	9	10
1. Gender	-	-										
2. Age	30.8	7.1	.16	-								
3. Education	-	-	.01	-.42**	-							
4. Frequency of Communication with Leader	3.98	1.2	-.03	.06	-.03	-						
5. Work Engagement	3.96	.91	-.19*	-.09	.02	-.02	**.91**					
6. Engaged Leaders' Behaviors	4.1	1.1	-.03	-.05	.00	.31**	.34**	**.94**				
7. Leader Satisfaction Scale	4.1	1.2	-.09	-.08	.05	.29**	.36**	.79**	**.98**			
8. Leader Satisfaction (1 item)	4.4	1.4	-.07	-.07	.02	.34**	.32**	.68**	.83**	-		
9. Affective Commitment	4.1	1.2	-.22*	-.05	-.04	.01	.59**	.50**	.55**	.50**	**.95**	
10. Work Related Flow	3.5	.98	-.21*	-.12	.03	-.06	.76**	.32**	.35**	.28**	.63**	**.94**

Notes. * $< .05$, ** $< .01$. Bold numbers reflect the reliability scores.

The reliability results showed that all scales had good Cronbach's alpha reliabilities. The reliability coefficients were .91 for work engagement, .94 for engaged leaders' behaviors, .98 for leader satisfaction, .95 for affective commitment and .94 for work related flow scales. It was shown that engaged leaders' behaviors had high and significant correlations with work engagement ($r = .34$), affective commitment ($r = .50$) and leader satisfaction ($r = .79$). These behaviors did not yield as high correlation as expected with work related flow ($r = .32$), which shows that these leaders' behaviors were different from the flow subordinates experienced. Work engagement, on the other hand, showed a high correlation with work related flow ($r = .76$). This showed that both work engagement and flow were highly related to each other and they were different from engaged leaders' behaviors. Also, engaged leaders' behaviors seemed to be highly related to leader satisfaction; however, it can be said that there was variance not explained by leader satisfaction. All these results showed that engaged leaders' behaviors scale had convergent validity.

Principle Axis Factoring with direct oblimin was used to assess the factor structure of the engaged leaders' behaviors scale. The scree plot and eigenvalues suggested that the scale had two-factor structure. Two eigenvalues exceeded 1; one with an eigenvalue of 10.5 and one with an eigenvalue of 1.9. When the results were evaluated in detail, it was shown that the first factor was composed of more positive leader behaviors and the second factor was composed of more negative leader behaviors. First factor explained 62% of the variance and the second factor explained 11% of the variance. In total, 73% of the variance was explained with this two-factor model. Factor loadings ranged from .48 to .92 and the factor loadings of engaged leaders' behaviors scale were presented in Appendix F.

The factor structure results of engaged leaders' behaviors scale seemed somewhat problematic. The scale seemed to reveal two factors as one reflecting more positive behaviors; while the other one reflecting more negative ones which was against what was expected. Also, three items seemed to show cross loading or somewhat low loading when compared to remaining 14 items. Therefore, the factor analysis was re-conducted by using item parceling. In this way, the possible effect of the sample size was also aimed to be reduced. In this analysis, the items were put into the same parcel based on their factor loadings and items with somewhat low and high item loadings were put into the same parcel. In this way, the average loading of

each parcel was aimed to be close to each other. The results showed that there were some issues in the loadings in two factor model. One of the parcels seemed not to load into a factor. Therefore, some revisions were made in the scale as discussed in the summary of findings and discussion part.

The factor structure of work engagement scale was also tested. The reason why work engagement scale was put into the factorial analysis was because the factor structure of work engagement could not be determined by researchers and there were some discussions about one dominant factor (Shimazu, et al., 2008; Sonnentag, 2003). The results yielded a single dominant factor for work engagement and this single factor explained 58% of the variance. When the scale was forced to three-factor structure, a meaningful factor structure could not be gathered.

Some further analysis was made in order to understand the results better. The scale was gathered with the word 'leader' at the beginning. However, it was discussed that the wording may distort the responses and it was changed. 31 of the responses had been gathered with the name of superior/manager instead of leader. While presented the results above, 31 participants were included; but possible differences between two samples who saw the word superior/manager and leader should have been tested. Based on this aim, the difference between the first and second samples were tested. Independent sample t-test results showed that neither leader satisfaction nor engaged leaders' behaviors were differentiated across these two samples ($p > .05$). Thus, it seemed that the wording used in the scale did not affect the results.

4.3. Summary of the Findings and Discussion

The results of the current study showed that engaged leaders' behaviors scale had medium to high correlations with all other scales including work engagement, leader satisfaction, affective commitment and work-related flow. This showed that this newly formed scale showed expected correlations with theoretically well-established constructs and this contributed to the establishment of the validity of engaged leaders' behaviors scale. Engaged leaders' behaviors scale did not yield so high correlations with work engagement and work-related flow. This was understandable because the behaviors of the leaders were not always expected to bring positivity among subordinates, as discussed in the previous sections. On the

other hand, the correlation between engaged leaders' behaviors and leader satisfaction was strong. This was expected for two reasons. First, participants evaluated their leaders in both scales and their reports were expected to be similar for their leaders across two scales. Second, and as discussed before, leaders who were engaged at work were expected to behave positively and show positivity (Ouweneel, et al., 2012; Schaufeli, et al., 2002). Therefore, these positive behaviors as reflected in the items of engaged leaders' behaviors scale was expected to be highly related to the satisfaction from these leaders. In other words, leaders who were engaged at work were generally expected to show behaviors that made subordinates satisfied from them.

As mentioned, a single factor structure was presented for work engagement scale. Even though three factor structure was highly supported in the literature (e.g., Bakker, et al., 2008; Salanova, et al., 2005; Salanova & Schaufeli, 2008), there were some studies that showed one factor solution for work engagement (Shimazu, et al., 2008; Sonnentag, 2003). It can be said that the current study supported one factor model. However, it was important to mentioned that the shortened version of UWES was used in the current study and the results should be re-examined with the long version of UWES.

As one of the most important points, engaged leaders' behaviors scale was shown to have two factor structure and these two factors reflected positive or negative of leadership behaviors. The factor loadings were high ranging from .48 to .92. However, the loadings revealed that there may be some problems about the items of engaged leaders' behaviors scale. It was discussed that the two-factor structure of engaged leaders' behaviors scale may reflect the problems in the wording of the items rather than the real difference. The scale was not formed to discriminate negative and positive leadership behaviors. Therefore, the items may not be understood by the participants truly and some items in the engaged leaders' behaviors scale may be somewhat inapprehensible and open to misunderstandings. Also, because the items had high inter-item correlations, the number of the items were aimed to be reduced. With this, the applicability could be increased for the scale and the response rates could be increased in the future studies. Therefore, before collecting data in the main study, engaged leaders' behaviors scale was revised with subject-matter experts. While making these revisions, firstly, items that showed high similarities were rearranged and combined in a single item. Also, the

problematic items that showed loading to a different, second, factor was re-evaluated and discussed that they included dual meanings. Therefore, the wordings of these items were changed, and these items were combined with other items or re-written. This new version of engaged leaders' behaviors scale were presented in Appendix G and this new version was used in the main study where the theoretical model was tested.

CHAPTER 5

THE MAIN STUDY

The aim of the main study was to understand how leaders' work engagement was related to their behaviors, subordinates' work engagement and subordinates' individual related and organizational outcomes. The role of moderators in this relationship was also discussed. It was mentioned that, as it was in subordinates, leaders' own work engagement would create certain behavioral patterns and these behaviors would be a fostering mechanism for subordinates and their work engagement levels. Later, the changes in the work engagement levels of subordinates were expected to be related to subordinates' individual related and organizational outcomes including task performance, contextual performance, job satisfaction, turnover intentions and subjective well-being. To test this, the data was gathered from the same participants with a three-month interval. In this way, the difference in participants' reports would be gathered and alternative explanations would be eliminated in some degree.

Firstly, the results of the first data gathering process were discussed. Then, the data from second data gathering process were analyzed and the model was again tested with these variables. Also, the relationship between variables gathered in time 1 and time 2 was tested to understand if leaders' and subordinates' work engagement had a relationship with outcome variables assessed in the long run. Therefore, the results were discussed within and between two-time frames. At the end of this chapter, the findings for the main study were discussed in detail, and later a general discussion part was presented in which the results of all studies were discussed, and future suggestions were presented.

5.1. Method (Time 1)

5.1.1. Participants

The study was conducted with 212 participants. A hundred and eighty-seven subordinates working with a leader at least for three months and 25 leaders who were the leaders of these subordinates. Nine subordinates were eliminated from further analysis because they did not complete the survey. The final sample for the study consisted of 203 participants (i.e., 25 leaders; 178 subordinates). The data was collected from public organizations in the same municipality. The sectors that participants worked were aimed to be close to each other and included municipal police, firefighters, employees in environmental protection and stabilization, in public works and engineering and in security. In order to make the sectors clearer, the job descriptions for each sector were summarized and presented in Appendix H.

The mean age of the subordinates was 38 (*S.D.* = 8.5) and the sample was male dominated (82% male, 16% female). Most participants had high school degrees (4% master's degrees, 22% bachelor's, 17% associate's, 41% high school, 9% middle school and 5% primary school). The mean year was 11.3 in sector; 7.9 in the current workplace and 2.5 with the current leader. 33% of the participants were security staff, 29% were municipal police officers, 24% were firefighters, 8% were employees in environmental protection and stabilization; and 5% were employees in public works and engineering.

The mean age of the leaders was 45 (*S.D.* = 8.6) and the sample was composed of males. Most participants had high school or bachelor's degrees (28% high school, 28% bachelor's, 24% associate's, 8% middle school, 4% primary school and 4% master's degrees). The mean year was 17.4 in sector; 14.7 in the current workplace and 7.7 in the leadership position.

5.1.2. Procedure and Materials

Subordinates and leaders were provided different measures to test the theoretical model. The measures provided to subordinates were presented in Appendix I, except from Engaged Leaders' Behaviors scale and detailed information about these scales were provided below:

Engaged leaders' behaviors. The revised engaged leaders' behaviors scale was used (see Appendix G). The scale included 14 items with five-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree). An example item was "My leader plays an active role in the solution of work-related problems". The reliability of the scale in the present study was .97.

Work engagement. The Utrecht Work Engagement Scale (UWES; Schaufeli, et al., 2002; Schaufeli, et al., 2006) was used to assess the engagement level of subordinates. Six items assessed vigor (e.g., at work, I feel bursting with energy), five items assessed dedication (e.g., I am enthusiastic about my job), and six items assessed absorption (e.g., I feel happy when I am working intensely). The scale included 17 items with seven-point scale, ranging from 1 (*never*) to 7 (*always*). The reliability of the scale in the present study was .95.

Positive and negative affectivity. Positive and negative affectivity (Watson, Clark, & Tellegen, 1988) was used. The scale was translated into Turkish by Gençöz (2000). Participants were asked to report how they felt at work during the last week. The example addjectives for positive affectivity were "interested, active"; while example adjectives for negative affectivity were "unhappy, guilty". The scale included 20 items with five-point scale, ranging from 1 (*very slightly or not at all*) to 5 (*extremely*). The reliability of negative affectivity scale in the present study was .85 and .89 for positive affectivity.

Responsibility at work. Personal responsibility (Li, et al., 2008) was used. The scale was translated into Turkish by Filiz and Demirhan (2015). An example item was "I set goals for myself". The items were rearranged by putting 'at work' phrase in order make the items reflect responsibility at work. The scale included six items with five-point scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The reliability of the scale in the present study was .84.

Performance. Performance was used (Befort & Hattrup, 2003). The scale was translated into Turkish (Karakurum, 2005) and later edited (Ersen, 2014; Ersen & Bilgiç, 2018). An example item was "I produce high quality work" for task performance and "I volunteer for tasks that are not a part of my job" for contextual performance. The scale included 11 items with five-point scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Six items in the scale assessed task performance; while five items assessed contextual performance. Because one item of the contextual performance scale dropped the reliability dramatically, it was

eliminated from the scale. The reliability in the present study was .88 for task performance and .83 for contextual performance.

Job Satisfaction. Job satisfaction subscale of Job Diagnostic Survey was used (JDS; Hackman & Oldham, 1975). The scale was translated into Turkish by Bilgic (1999). An example item was "In general, I am satisfied with my job". Three item scale included five-point scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Because one item of the scale (item 3) dropped the reliability dramatically, it was eliminated from the scale. The reliability of the scale in the present study was .83.

Turnover Intentions. Seven item scale was used to assess turnover intentions. Five items were from Walsh, Ashford and Hill (1985) and two were added by Ok (2007). The scale was translated into Turkish by the same author (Ok, 2007). An example item was "I am looking for a job in another organization". Five-point scale was used ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The reliability of the scale in the present study was .70.

Subjective Well-Being. General Health Questionnaire was used to gather the subjective well-being of participants (Goldberg, 1972). The scale was translated into Turkish by Kılıç (1996) and included questions about the well-being of people. An example question was "Do you have difficulties in making decisions?". 12 item scale assessed with four-point scale, ranging from 1 *(never)* to 5 (*very often*). The reliability of the scale in the present study was .78.

As different from subordinates, leaders were only presented three scales. The measures provided to leaders were presented in Appendix J, except from Engaged Leaders' Behaviors scale and detailed information about these scales were provided below:

Work engagement. Leaders were provided the same scale with subordinates in order to assess their work engagement (Schaufeli, et al., 2002; Schaufeli, et al., 2006). The reliability of the scale in the present study was .95 among leaders.

Positive and negative affectivity. Leaders were provided the same scale with subordinates in order to assess their positive and negative affectivity (Gençöz, 2000; Watson, et al., 1988). The reliability of the scale in the present study was .89 for negative affectivity and .88 for positive affectivity among leaders.

Engaged leaders' behaviors. The revised Engaged Leaders' Behaviors scale was used. While presenting the scale to the leaders, the wording of the items was

changed. The reason for this was to assess leaders' perception of their own behaviors (see Appendix G). The reliability of the scale in the present study was .91 for leaders.

Both subordinates and leaders were provided demographic forms to gather more information about their age, gender, duration in sector and workplace, etc. The demographic form for leaders can be seen in Appendix J and for subordinates in Appendix I.

Before the data collection process, the leaders of the departments were contacted. They were informed about the content of the study and the application process. Then, the scales were distributed by using paper-pencil format. Firstly, participants were given informed consent and voluntary participation was guaranteed. Both leaders and subordinates were given different informed consent forms (see Appendix I for subordinates and Appendix J for leaders). After obtaining informed consent, participants were provided the scales and demographic forms to assess their ratings. They were asked to evaluate their immediate supervisors and their current situations in the workplace.

After their participation, both leaders and subordinates were provided informed consent after participation (Appendix K). In this form, participants were informed about the details of the study. The data was gathered in November 2018 and February 2019 with a three-month interval and participants were provided same scales in both time 1 and tine 2. Subordinates were asked to report their leaders' engaged leaders' behaviors and their own work engagement, positive and negative affectivity, responsibility at work, performance, job satisfaction, turnover intentions and subjective well-being; while leaders were asked to report their own engaged behaviors, negative and positive affectivity and work engagement. Because matching between leaders' and subordinates' responses and within leaders' and subordinates' responses in time 1and time were required, a matching technique was used. Some questions presented to both parties at the end of the scales. Some of these questions were about the leaders and they were used to match leader and subordinate responses; while some questions were about subordinates and leaders themselves and they were used to match the answers of participants gathered in time 1 and time 2. For instance, participants were asked to report the second letter of their leaders' name and they were asked to report the third letter of their own name, etc. The coding questions for subordinates and leaders can be seen in Appendix L. Participant

anonymity were better assured by using this methodology than gathering e-mail addresses or the names of the participants.

Ethics approval of the study was obtained from the university's institutional review board.

5.2. Results (Time 1)

5.2.1. Preliminary Analysis

Before testing the conceptual model and discussing the results, the data was cleaned up by using methodologies suggested by Tabachnick and Fidell (2006). According to their discussions, firstly, missing data was referred, and it was shown that the data was missing at random with less than 5% of the items were missing in questionnaires. Later, the outliers were tested by using z scores and if the cases had z scores larger than 3.29, they were eliminated from further analysis (Tabachnick & Fidell, 2006). As related to this, seven subordinates were eliminated from the data and 171 subordinates remained in the data set. The normality of the distribution was also tested. When the Kolmogorov-Smirnov test results were evaluated, it was shown that data was not normally distributed. However, as Tabachnick and Fidell (2006) previously discussed, if sample size is large enough, it could be important to check the shape of the distribution rather than looking at the test results. Also, researchers discussed that if skewness values were between -2 and +2, the data could be said to be normally distributed (George & Mallery, 2010 as cited in Muzaffar, 2016). West, Finch and Curran (1995) supported this idea and discussed that skewness values larger than 2 may reflect nonnormality. Based on all these discussions, the data results were examined. The results showed that none of the skewness values exceeded 2 and in fact only the skewness values of negative affectivity and responsibility at work exceeded 1. Also, when Q-Q plots and histograms were tested, the data was close to normal distribution for work engagement and positive affectivity. Because especially in psychology, normal distribution of the data was rare (Micceri, 1989), it was discussed that normality was not a problem for the current data. Nevertheless, to eliminate any effect of this distribution on results, the research model was tested by using Robust ML estimators in MPLUS (Muthén & Muthén, 2012), as suggested by Kline (2012).

Because different analysis techniques were used in the present data, other assumptions were tested to understand the nature of it. For CFA, missing data, outliers, normality, linearity and multicollinearity was discussed to be important. For the regression analysis, on the other hand, normality, linearity and homoscedasticity were presented as assumptions (Tabachnick & Fidell, 2006). Missing data, outliers and normality was discussed and handled previously. Linear assumption and homoscedasticity, on the other hand, were tested by using scatterplots and linear regression results. The results showed rectangular and linear shapes for the relationship between predictors and outcomes. Therefore, linearity and homoscedasticity were assumed. Lastly, multicollinearity was also tested by using regression analysis in SPSS. The results showed that VIF values did not exceed 3 and this showed that multicollinearity was not an issue in the current study.

5.2.2. Descriptive Statistics, Correlations and Reliabilities

In this part, the relationship between research variables and psychometric qualities of the scales used in the current study were tested and presented. The number of the leaders were low (i.e., 25 participants) and it was also discussed that leaders' and subordinates' dynamics could be different from each other. Therefore, even though two scales (i.e., work engagement and affect) were same and engaged leadership scale was similar with small wording differences between leaders and subordinates, the results were evaluated differently for leaders and subordinates, and the results were presented in different tables.

The descriptive statistics and correlations between study variables for subordinates in the first data gathering process were presented in Table 5.1.

As seen, all scales had high reliabilities which were larger than or equal to the acceptable level of internal consistency reliability, .70 (Garson, 2001). Engaged leaders' behaviors scale had the highest reliability followed by work engagement (.97 and .95, respectively); while turnover intentions scale had the lowest reliability with a Cronbach's alpha value of .70.

The correlation between variables should be examined carefully to better understand the relationship patterns. The results showed that work engagement had consistent and high correlations with all research variables correlations (i.e., all higher than -/+ .40 except for negative affectivity). Engaged leaders' behaviors also

Table 5.1.

Descriptive statistics and correlations between variables for subordinates in time 1

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Age	37.9	8.6	-															
2. Months in Sector	134.3	92.9	.76**	-														
3. Months at Workplace	92.3	87.8	.56**	.74**	-													
4. Months with Leader	27.9	36.1	.32**	.48**	.49**	-												
5. Frequency of Communication w/Leader	4.3	1.2	.00	.00	-.01	.02	-											
6. Satisfaction w/Leader	4.3	.82	-.13	-.23**	-.27**	-.15	.19*	-										
7. Work Engagement	5.4	1.1	.18*	.09	.04	.07	-.14	.23**	**.95**									
8. Negative Affectivity	1.7	.66	-.11	-.01	.09	.09	-.10	-.20**	-.21**	**.85**								
9. Positive Affectivity	3.9	.75	.11	.07	.09	-.03	-.24**	.06	.66**	-.18*	**.89**							
10. Responsibility	4.5	.54	.02	-.11	-.14	-.02	-.12	.15*	.60**	-.23**	.49**	**.84**						
11. Turnover Intentions	2	.75	-.01	.11	.15	.09	-.07	-.43**	-.45**	.38**	-.39**	-.38**	**.70**					
12. Task Performance	4.3	.55	.07	-.09	-.10	-.09	-.19*	.18*	.54**	-.23**	.49**	.63**	-.31**	**.88**				
13. Contextual Performance	4.4	.61	.13	-.03	-.08	-.08	-.18*	.28**	.64**	-.17*	.59**	.62**	-.41**	**.63****	**.83**			
14. Job Satisfaction	3.9	.98	.02	-.01	.04	-.01	-.13	.13	.48**	-.16*	.57**	.34**	-.42**	.36**	.54**	**.83**		
15. Subjective Well-Being	3.3	.48	.11	.04	-.05	.01	-.05	.28**	.44**	-.59**	.47**	.31**	-.45**	.40**	.43**	.41**	**.78**	
16. Engaged Leaders' Behaviors (subordinate rated)	4.1	.78	-.01	-.11*	-.22**	-.15	.13	.57**	.44**	-.17	.32**	.36**	-.31**	.34**	.50**	.23**	-.27**	**.97**

Notes. $* < .05$, $** < .01$. Bold numbers reflect the reliability scores. All variables were assessed from subordinates.

had significant relationship with most study variables, but somewhat smaller than work engagement. This was expected because leaders' behaviors were observational cue in the environment, not a dynamic directly related to subordinates and there should be many different factors that may affect the relationship between engaged leaders' behaviors and subordinate related outcomes. In specific, it was shown that engaged leaders' behaviors had strong relationships with contextual performance and work engagement (i.e., around .40s and 50s); while it had medium correlations with positive affectivity, responsibility at work, turnover intentions and task performance (i.e., around .30s). It showed the weakest correlations with job satisfaction and subjective well-being (i.e., around .20s). It did not even show a significant correlation with negative affectivity. In fact, negative affectivity had the lowest correlations with all research variables as presented in the table. This was acceptable and understandable, because negative and positive affectivity were not hypothesized to have direct relationships with research variables. Rather, they were hypothesized to be moderators in a mediated relationship.

The descriptive statistics and correlations between study variables for leaders in the first data gathering process was presented in Table 5.2.

The results showed that reliabilities of the scales were also high for leaders. Also, engaged leaders' behaviors, rated by leaders themselves had significant correlation with leaders' positive and negative affectivity and leaders' work engagement.

Leaders' work engagement also showed significant relationships with other three variables, but especially with leaders' positive affectivity. As different from the first data gathering process, leaders' negative affectivity showed a significant negative correlation with engaged leaders' behaviors as rated by leaders. However, these results should be interpreted in caution, because the number of the leaders in the current study was relatively low.

The correlations between subordinate and leader related variables was also tested in order to understand if there was a significant relationship between the variables assessed from two parties. The descriptive statistics and correlations between leader and subordinate related variables in the first data gathering process were presented in Table 5.3.

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Table 5.2.

Descriptive statistics and correlations between study variables for leaders in time 1

	Mean	SD	1	2	3	4	5	6	7	8	9
1. Age	44.9	8.6	-								
2. Months in Sector	208.9	110.5	.79[**]	-							
3. Months at Workplace	176.5	122.3	.85[**]	.85[**]	-						
4. Months in Leadership Position	92.2	100.0	.73[**]	.65[**]	.74[**]	-					
5. Frequency of Communication w/Subordinates	4.8	.59	-.02	.39	.26	.13	-				
6. Leader's Work Engagement	5.7	.99	.16	.11	.12	.48[*]	-.07	**.95**			
7. Positive Affectivity	4.2	.63	.05	-.05	-.06	.48[*]	-.17	.79[**]	**.88**		
8. Negative Affectivity	1.6	.67	-.08	-.001	.08	-.06	-.17	-.30	-.22	**.89**	
9. Engaged Leaders' Behaviors (self-rated)	4.6	.40	-.16	-.21	-.21	.17	-.18	.52[**]	.69[**]	-.51[**]	**.91**

Notes. * < .05, ** < .01. Bold numbers reflect the reliability scores. All variables were assessed from leaders.

The results showed that there was a significant relationship between leaders' positive affectivity and subordinates' positive affectivity ($r = .22$, $p < .05$), subordinates' work engagement ($r = .19$, $p < .05$) and subordinates' subjective well-being ($r = .17$, $p < .05$). Leaders' negative affectivity also had a significant relationship with subordinates' negative affectivity ($r = .16$, $p < .05$). None of the other correlations was significant ($p > .05$); however, a pattern seem to emerge for correlations between leader and subordinate related factors. For instance, subordinates' work engagement showed positive correlations with leaders' work engagement and engaged leaders' behaviors reported by leaders. This pattern showed that there was a trend in the relationship between subordinates' and leaders' work engagement and engaged leaders' behaviors. Also, these results showed that leaders' positive affectivity was an important dynamic for subordinates' not only positive affectivity but also work engagement and subjective well-being. Leaders' negative

Table 5.3.

Descriptive statistics and correlations between leader and subordinate related variables in time 1

	Negative Affectivity (L)	Positive Affectivity (L)	Work Engagement (L)	Engaged Leaders' Behaviors (L)
1. Negative Affectivity (S)	.16*	-.06	-.03	-.09
2. Positive Affectivity (S)	.02	.22*	.07	.09
3. Work Engagement (S)	-.02	.19*	.15	.13
4. Responsibility (S)	.09	.05	.03	.05
5. Turnover Intentions (S)	.14	-.03	-.06	-.09
6. Task Performance (S)	.004	.09	.01	.12
7. Contextual Performance (S)	-.01	.09	.02	.09
8. Job Satisfaction (S)	-.002	.04	-.02	.04
9. Subjective Well-Being (S)	-.06	.17*	.09	.09
10. Engaged Leaders' Behaviors (S)	-.07	.02	.01	.05

Notes. * < .05. "S" shows the variables assessed from subordinates; while "L" shows the variables assessed from leaders.

affectivity was also related to subordinates' negative affectivity. Therefore, leaders' affect can be an important dynamic in the working environment. Because there was not any hypothesis on the relationship between leader and subordinate related dynamics, the findings were evaluated as points to be detailly examined in future studies.

In addition to these findings, CFA analyses were conducted to further support the findings of the validation study. For engaged leaders' behaviors scale, CFA analysis was conducted by using MPLUS. Values of selected fit indexes for engaged leaders' behaviors scale supported one-factor model (χ^2 (77, N = 171) = 264.1, $p <$ .001, RMSEA = .12, 90% C. I. for RMSEA [.10, .14], CFI = .92 TLI = .91). The fit indices for the model were not modified and factor loadings ranged from .77 to .88. Later, CFA analysis was also conducted for work engagement and responsibility at work scales. Work engagement was tested because in the validation study, the data

for the short version of work engagement scale supported a single dominant factor and it was discussed that the results may be different for the long version of UWES. Responsibility at work scale was also tested, because this was a relatively new scale and the factorial validity was not well established, especially in organizational settings.

CFA analyses for work engagement and responsibility at work scales were conducted by using MPLUS. Values of selected fit indexes for work engagement (χ^2 (119, N = 171) = 419, $p < .001$, RMSEA = .12, 90% C. I. for RMSEA [.109, .134], CFI = .84, TLI = .82) and for responsibility at work (χ^2 (9, N = 171) = 39.8, $p < .001$, RMSEA = .14, 90% C. I. for RMSEA [.099, .188], CFI = .92 TLI = .87) scales supported one-factor model. Again, the fit indices for the model were not modified for neither work engagement nor responsibility at work scales.

In addition to these factor analyses, all scales were loaded on a single factor. With this, it was tested if scales really assessed different constructs or there was not a distinction between the scales. The results showed that this model did not fit the data well. Values of selected fit indexes showed that the items in the model did not load on a single factor for the first data gathering process (χ^2 / df = 2.86, CFI = .38, TLI= .36). Similar analysis was conducted by putting the variables on its own factors. Values of selected fit indexes showed that this model fitted the data better than the first model (χ^2 / df = 1.91, CFI = .70, TLI= .69). The CFI and TLI values for the second model was low. The reason for this was that any relationship path was not drawn between the items or scales in the second model, even though some correlation were observed. The fit indices for the model were not modified. With this, the models were aimed to be as close as to each other and make better comparisons. Chi-square difference test showed that there was an improvement in the model when items were loaded into their own factors rather than a one common factor ($\Delta \chi^2$ (46) = 9966.2). This showed that the model fitted the data well when each item was loaded into its own factor rather than a single factor.

5.2.3. Conceptual Model Tests

After conducting scale related analyses, the theoretical model was tested by using MPLUS. While conducting analyses in MPLUS, Robust ML estimators were used to make sure that any nonnormality in the data did not affect the results. The use

of robust ML was suggested to be used in structural equation models in order to get more accurate results and eliminate the possible effect of nonnormality (Kline, 2012). Even though it was discussed nonnormality was not a huge issue in the current study, the data was not perfectly normal. Therefore, rather than using ML estimator which asks for results by assuming normality, Robust ML estimators were used to produce more accurate results.

The first aim of the current analyses was to understand the relationship between engaged leaders' behaviors, subordinates' work engagement and outcomes. For this reason, it was tested if there were direct paths from engaged leaders' behaviors, as evaluated by subordinates, to subordinate-related outcomes even though this relationship was not directly hypothesized in the current study. In this way, the possibility of any direct effect would be tested and after the mediational analysis, these results would be used to specify the mediation type (i.e., full or partial mediation).

The model for the relationship between engaged leaders' behaviors and outcomes in the first data gathering process were presented in Figure 5.1. All variables in the model were assessed from subordinates.
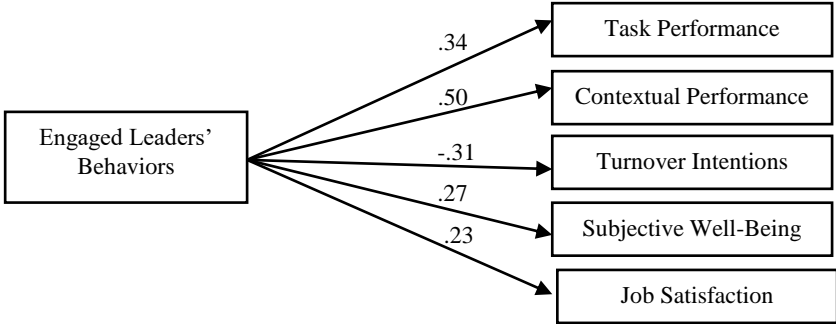
Figure 5.1. The model for the relationship between engaged leaders' behaviors and outcomes in time 1.

Accordingly, the path coefficients from engaged leaders' behaviors was .34 to task performance; .50 to contextual performance; -.31 to turnover intentions; .27 to subjective well-being and .23 to job satisfaction. When the p values were examined,

the path from engaged leaders' behaviors to all subordinate related outcomes were significant ($p < .001$). Therefore, it can be said that engaged leaders' behaviors had a direct effect on subordinate-related outcomes.

After this, the indirect paths from engaged leaders' behaviors, as evaluated by subordinates, to subordinate related outcomes via subordinates' engagement was tested. While doing these analyses, the direct paths from engaged leaders' behaviors to the outcomes was not removed. The model was presented in Figure 5.2. All variables in the model were assessed from subordinates.
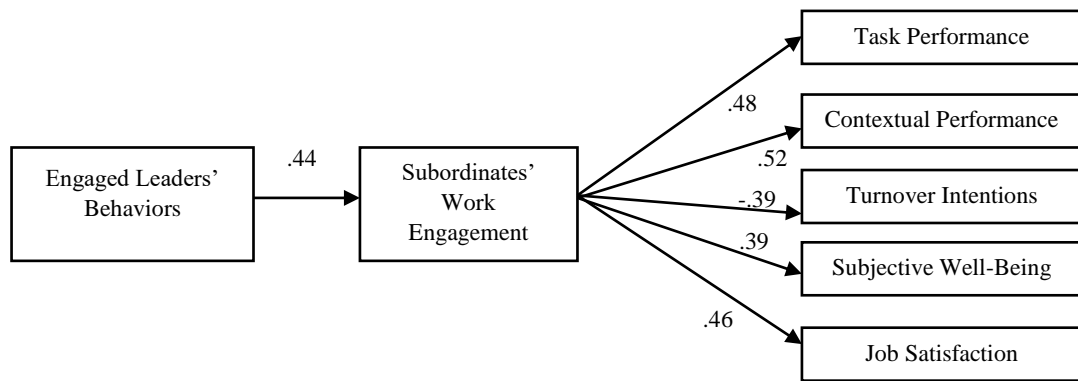
Figure 5.2. The model for the direct and indirect relationship between engaged leaders' behaviors and outcomes in time 1.

According to the results, the path coefficient from engaged leaders' behaviors to subordinates' work engagement was .44 and from subordinates' work engagement to task performance was .48; to contextual performance .52; to turnover intentions -.39; to job satisfaction .46 and to subjective well-being .39. When the significance of these standardized effects was tested, all direct paths from subordinates' work engagement to outcomes and the direct path from engaged leaders' behaviors to subordinates' work engagement seemed significant. Therefore, it can be said that hypothesis 1b, hypothesis 4, hypothesis 5, hypothesis 6 and hypothesis 7 were supported.

As mentioned, direct relationships were observed from engaged leaders' behaviors, as evaluated by subordinates, to subordinate related outcomes. However,

it was possible that these direct relationships disappeared after the involvement of subordinates' work engagement as a mediator. The results showed that there was a significant indirect effect of engaged leaders' behaviors on all outcome variables via subordinates' work engagement with a standardized value of -.17 for turnover intentions; .21 for task performance; .23 for contextual performance, .21 for job satisfaction and .18 for subjective well-being. When the direct effects were examined, after the involvement of subordinates' work engagement as a mediator, the direct effect of engaged leaders' behaviors on outcomes became non-significant for task performance, job satisfaction and subjective well-being. The direct effect was still significant for turnover intentions and contextual performance with standardized values of -.14 and .27, respectively. Therefore, it can be said that there was a full mediation between engaged leaders' behaviors and task performance, job satisfaction and subjective well-being; while partial mediation was supported for the relationship between engaged leaders' behaviors and turnover intentions and contextual performance via subordinates' work engagement. Therefore, it can be said that hypothesis 8 was supported.

The mediation model with subordinate-related moderators was also tested, because subordinate-related factors including positive affectivity, negative affectivity and responsibility at work was discussed to moderate the mediation path. All the variables in the model were gathered from subordinates and the model was presented in Figure 5.3.

Figure 5.3. The mediation model with subordinate related moderators in time 1.

The results showed that the relationship between subordinates' work engagement and engaged leaders' behavior was moderated by the level of subordinates' positive affectivity (β = 1.63, p < .001), subordinates' negative affectivity (β = 1.67, p < .001) and lastly subordinates' responsibility at work (β = 1.37, p < .001). The standardized confidence intervals of the models included zero for responsibility at work and positive affectivity; but not for negative affectivity. Therefore, it should be said that the moderating role of subordinates' negative affectivity was significant; but the moderating effects were not significant for subordinates' positive affectivity and responsibility at work. Therefore, hypothesis 3b was partially supported and it was shown that subordinates' negative affectivity moderates the path from engaged leaders' behaviors, as reported by subordinates, to subordinates' work engagement.

The direct crossover from leaders' work engagement to subordinates' work engagement and the indirect crossover between these two via engaged leaders' behaviors reported by subordinates were also tested by using MPLUS. While leaders' work engagement was gathered from leaders themselves; all other variables, including engaged leaders' behaviors, subordinates' work engagement and subordinates' task and contextual performance, turnover intentions, subjective well-being and job satisfaction, were gathered from subordinates. The model was presented in Figure 5.4.
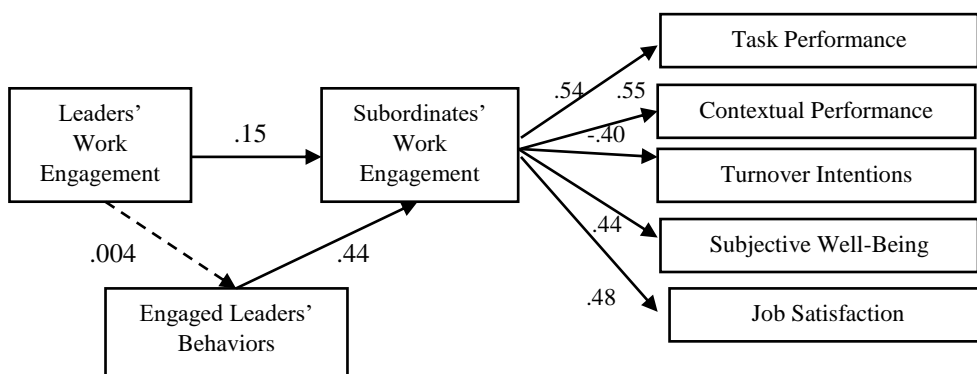
Figure 5.4. The crossover model without moderations in time 1.

Accordingly, path coefficient from leaders' work engagement to engaged leaders' behaviors was .004; from engaged leaders' behaviors to subordinates' work engagement was .44 and from leaders' work engagement to subordinates' work engagement was .15. The values were .54 from subordinates' work engagement to task performance, .55 to contextual performance; -.40 to turnover intentions, .44 to subjective well-being and .48 to job satisfaction. When p values were examined, the path from engaged leaders' behaviors to subordinates' work engagement and from leaders' engagement to subordinates' work engagement was significant. Also, the paths from subordinates' engagement to outcomes were statistically significant. The findings answered the first research question and showed that there was a direct link from leaders' work engagement to subordinates' work engagement. The indirect path from leaders' work engagement to subordinates' work engagement was also tested even though one of the direct paths (i.e., from leaders' work engagement to subordinates' work engagement) was non-significant. However, this indirect effect was non-significant ($p > .05$). Based on these results it can be said that hypothesis 1a and hypothesis 2 were not supported.

Lastly, the role of leader related moderators was also tested. While leaders' engagement and leaders' negative and positive affectivity were gathered from leaders themselves; all other variables, including engaged leaders' behaviors, subordinates' engagement and subordinates' task and contextual performance, turnover intentions, subjective well-being and job satisfaction, were gathered from subordinates. The model was presented in Figure 5.5.
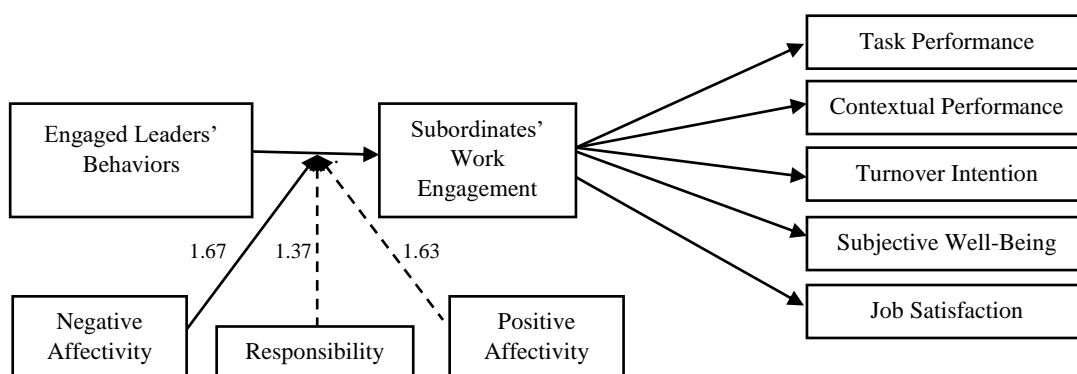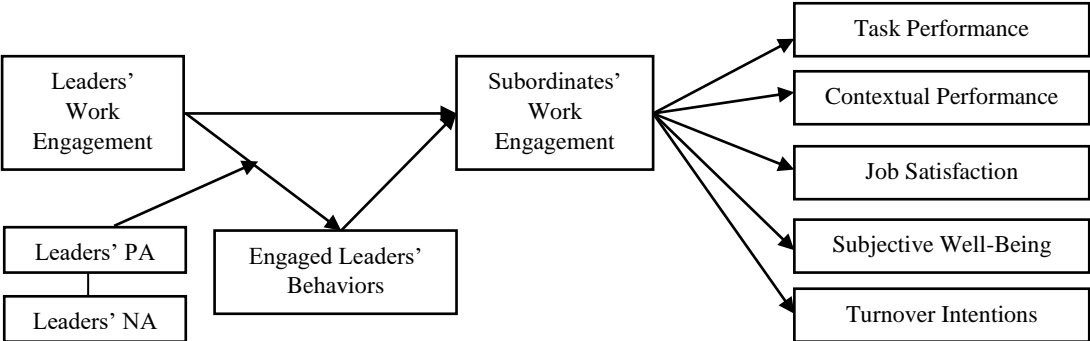

Figure 5.5. The mediation model with leader related moderators in time 1.

The results showed that the relationship between leaders' work engagement and engaged leaders' behaviors was affected from leaders' negative affectivity (β = 2.01, $p < .001$) and positive affectivity (β = 1.22, $p < .001$). However, because confidence intervals included zero for both effects, it can be said that leaders' positive affectivity and negative affectivity did not have moderating role in the presented relationship. Therefore, hypothesis 3a was not supported.

5.3. Summary of the Findings and Discussion (Time 1)

The theoretical model was tested using the data from the first data gathering process. The results showed that the path from leaders' work engagement to subordinates' work engagement was significant, so the direct crossover worked. However, the indirect path from leaders' work engagement to subordinates' work engagement via engaged leaders' behaviors as reported by subordinates was not significant. Also, leaders' work engagement did not have direct effect on engaged leaders' behaviors; while engaged leaders' behaviors had a direct effect on subordinates' work engagement. This showed that leaders' work engagement and their behaviors had unconnected and direct relationships with subordinates' work engagement. Also, leaders' positive and negative affectivity did not have a moderating effect in this relationship. Engaged leaders' behaviors was shown to have indirect and direct effects on subordinate-related outcomes. To be more specific, other than the direct effect itself, engaged leaders' behaviors was shown to be related to all outcomes with the mediating role of subordinates' work engagement. Also, engaged leaders' behaviors had direct effects on subordinates' turnover intentions and contextual performance even after the involvement of subordinates' work engagement as a mediator. At this point, subordinates' negative affectivity was shown to have a moderating role in the mediational path. Therefore, the mediation model with a moderator (i.e., subordinates' negative affectivity) was supported. Lastly, subordinates' work engagement was also shown to be related to all subordinate-related outcomes directly.

To examine in detail, firstly, the direct effect of leaders' work engagement on subordinates' work engagement was significant and this showed that the direct crossover worked. This finding on the direct crossover of work engagement from leaders to subordinates supported the discussions by Westman and Vinokur (1998).

As related to the empathy between parties, direct crossover was presented as a path by these researchers and the results supported this idea. On the other hand, the indirect effect of leaders' work engagement on subordinates' work engagement via engaged leaders' behaviors as reported by subordinates was not supported. A previous study had tested the existence of a behavioral path in the crossover of work engagement from leaders to subordinates and had showed that this path did not exist (ten Brummelhuis, et al., 2014). In the current study, ten Brummelhuis, et al.'s (2014) findings had been criticized, because this path did not include a wide range of leadership behaviors and ignored the role of moderators. However, the findings of the current study seemed to be supportive for ten Brummelhuis, et al.'s (2014) findings and showed that there was not an indirect path from leaders' work engagement to subordinates' work engagement via engaged leaders' behaviors as reported by subordinates. These findings were tested again by using the data gathered in the second data gathering process.

Even though the indirect path from leaders' work engagement to subordinates' work engagement via engaged leaders' behaviors as reported by subordinates was not supported, the results showed that engaged leaders' behaviors were important dynamics in the formation and continuity of subordinates' work engagement. In specific, the results showed that there was a direct link from engaged leaders' behaviors as reported by subordinates to both subordinates' work engagement and subordinate related outcome variables. Even after the involvement of subordinates' work engagement as a mediator, this significance continued for subordinates' contextual performance and turnover intentions. This can be expected because leadership dynamics were previously discussed to be important for subordinates' work engagement (e.g., Breevart, et al., 2015; Hakanen, et al., 2006; Mauno, et al., 2007; Salanova & Schaufeli, 2008; Tims, et al., 2011). The mediating role of work engagement in the relationship between leadership dynamics and organizational outcomes was also supported previously (e.g., Breevart, et al., 2015; Mazzetti, et al., 2018; Schaufeli, 2015). Therefore, this mediational role of engaged leaders' behaviors on subordinate related outcomes was understandable. One of the most important points here was that engaged leaders' behaviors predicted contextual performance and turnover intentions, even after the involvement of subordinates' work engagement as a mediator. This showed that that the behaviors of leaders who were engaged at work had significant role on subordinates' extra-role behaviors and

intentions to leave and somewhat supportive for the argument that leaders were powerful parties in the workplaces (Johnson, 2008).

In addition to these findings, it was also shown that the relationship between engaged leaders' behaviors and subordinates' work engagement was moderated by subordinates' negative affectivity. However, none of the remaining moderating effects were significant. Because the number of leaders were low and the variation in leaders' data was limited in the current study, the moderating role of leader-related dynamics may not be observed. In terms of subordinate-related factors, even though the standardized values in the moderating role of positive affectivity, negative affectivity and responsibility at work were similar, only significant effect was for subordinates' negative affectivity. This can be explained with various reasons. Firstly, the number of participants may not be enough to catch up the role of moderators. Secondly, because negative emotions, events or things were discussed to remain longer and be remembered better (Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001), negative affectivity experienced by subordinates at work may be remembered better than other variables or it may have a stronger effect on subordinates. As related, the moderating effect may become significant for subordinates' negative affectivity, but not any other moderators. The role of subordinates' negative affectivity in this mediated relationship was tested again in the second data gathering process to understand its role.

As related to all these discussions, it was shown that both leaders' work engagement and engaged leaders' behaviors as reported by subordinates were important for subordinates' work engagement. Engaged leaders' behaviors were also important, because these behaviors contributed to subordinates' work engagement and subordinate related outcomes both directly and indirectly. Therefore, researchers should pay more attention to engaged leaders' behaviors concept and its relatedness to not only subordinates' work engagement, but also other individual related and organizational outcomes related to subordinates.

In the next phase of the dissertation, same participants were presented the same questions and the theoretical model was tested again.

5.4. Method (Time 2)

As mentioned, data was gathered from the same participants with the same scales after three months. The reason for second data gathering process was to

understand if there was a difference between results that gathered in time 1 and time 2. Also, the long-term role of work engagement on outcomes was aimed to be gathered by using this methodology.

5.4.1. Participants

The sample for the second data gathering process was 161 participants (i.e., 25 leaders; 136 subordinates). 42 participants in the first data gathering process were eliminated from the second data gathering process and all of these participants were subordinates. Most of the participants (%86) did not respond to the forms in the second data gathering process; while the remaining data was eliminated because the matching between leaders and subordinates could not be made or the participants did not truly complete the survey. The data was collected from the same individuals who worked in public organizations and the sample was male dominated (%81 males, %15 females).

For this remaining sample, the mean age of the subordinates was 37.1 (*S.D.* = 8.05) and the sample was male dominated (80% male, 18% female). Most participants had high school degrees (4% master's degrees, 23% bachelor's, 18% associate's, 39% high school, 12% middle school, and 2% primary school). The mean year was 10.5 in sector; 7 in the current workplace and 2.3 with the current leader. 37.5% of the participants were security staff, 28.7% were municipal police officers, 18.4% were firefighters, 8.8% were employees in environmental protection and stabilization; and 6.6% were employees in public works and engineering.

The demographics for the leaders were same with the first data gathering process, because no leader was eliminated in the second data gathering process.

5.4.2. Procedure and Materials

Same scales with the first data gathering process were given to both subordinates (See Appendix I) and leaders (See Appendix J) and engaged leaders' behaviors scales were also presented to both parties (see Appendix G). Among subordinates, the reliability was .96 for work engagement; .87 for positive affectivity; .72 for negative affectivity; .81 for responsibility at work; .76 for turnover intentions; .87 for task performance, .79 for contextual performance; .83 for

job satisfaction, .82 for subjective well-being and .98 for engaged leaders' behaviors scales.

As it was in the first data gathering process, both subordinates and leaders were provided demographic forms (See Appendix I and J). The data was gathered with paper-pencil format, after three months of the first data gathering process. Participants were given both informed consent and informed consent after participation. The coding schema (See Appendix L) was also presented to the participants in this part of the study and this coding were used to match the responses between two time points and between leaders and subordinates.

Ethics approval was obtained from the university's institutional review board (see Appendix A).

5.5. Results (Time 2)

5.5.1. Preliminary Analysis

As it was in the first data gathering process, before testing the conceptual model and discussing the results, the data was cleaned up by using methodologies suggested by Tabachnick and Fidell (2006). Four outliers were removed from further analyses which left 132 subordinates and 25 leaders and in total 157 participants. The normality of the distribution was again tested with the same methodology in the first data gathering process. The results showed that none of the skewness values exceeded 2. In line with the arguments by researchers (George & Mallery, 2010 as cited in Muzaffar, 2016; West, et al., 1995), these skewness values accepted as close to normal. Again, to eliminate any possible effect of the distribution on results, the research model was tested by using Robust ML estimators in MPLUS as suggested by Kline (2012). Also, linearity assumption, multicollinearity and homoscedasticity were tested, and linearity and homoscedasticity were assured by using the same methodologies in the first data gathering process. Multicollinearity was not also an issue in this part of the current study.

5.5.2. Descriptive Statistics and Correlations

The descriptive statistics and correlations between study variables for subordinates in the second data gathering process were presented in Table 5.4.

Table 5.4.

Descriptive statistics and correlations between variables for subordinates in time 2

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Age	37	8.1	-															
2. Months in Sector	126.4	88.7	.73**	-														
3. Months at Workplace	83.9	83.1	.53**	.72**	-													
4. Months with Leader	26.7	35.9	.41**	.59**	.56**	-												
5. Frequency of Communication w/Leader	4.3	1.03	.07	.09	0.02	0.01	-											
6. Satisfaction w/ Leader	4.3	.81	-.05	-.22*	-.34**	-.24**	.35**	-										
7. Work Engagement	5.3	1.2	-.04	-.14	-.07	-.08	.11	.29**	**.96**									
8. Negative Affectivity	1.6	.62	-.01	-.03	.02	-.11	-.14	-.17	-.22**	**.72**								
9. Positive Affectivity	3.9	.75	.04	-.06	-.02	-.09	.01	.34**	.63**	-.28**	**.87**							
10. Responsibility	4.5	.49	.02	-.09	-.04	-.06	.07	.34**	.59**	-.24**	.67**	**.81**						
11. Turnover Intentions	1.9	.79	-.03	.00	-.02	.03	-.14	-.19*	-.45**	.44**	-.56**	-.37**	**.76**					
12. Task Performance	4.3	.51	-.02	-.11	-.13	-.09	.03	.32**	.47**	-0.14	.57**	.67**	-.27**	**.87**				
13. Contextual Performance	4.2	.66	.04	-.09	-.02	-.02	.09	.42**	.54**	-.31**	.59**	.66**	-.37**	.66**	**.79**			
14. Job Satisfaction	3.7	.94	-.04	-.09	-.08	-.08	.07	.26**	.51**	-.26**	.56**	.39**	-.53**	.38**	.45**	**.83**		
15. Subjective Well-Being	3.3	.48	.07	-.01	.03	.07	.01	.23**	.46**	-.44**	.56**	.43**	-.46**	.42**	.54**	.46**	**.82**	
16. Engaged Leaders' Behaviors	4.0	.93	-.08	-.19*	-.29**	-.15	.19*	.49**	.44**	-.31**	.42**	.36**	-.29**	.34**	.48**	.38**	-.45**	**.98**

Notes. $* < .05$, $** < .01$. Bold numbers reflect the reliability scores. All variables were assessed from subordinates.

As seen, all scales had high reliabilities which were larger than .70. Engaged leaders' behaviors had the highest reliability followed by work engagement (.98 and .96, respectively); while negative affectivity had the lowest reliability with a value of .72. The correlation between variables showed a similar pattern with the first data gathering process. Accordingly, work engagement showed consistent and high correlations with all research variables (i.e., all higher than - / + .40 except for negative affectivity). Engaged leaders' behaviors also had significant relationship with most study variables, but somewhat smaller. Specifically, engaged leaders' behaviors had strong relationships (i.e., around .40s) with work engagement, positive affectivity, contextual performance and subjective well-being; moderate relationships (i.e., around .30s) with negative affectivity, responsibility at work, task performance and job satisfaction; and lastly it showed a medium-low correlation with turnover intentions with a r of -.29. The results showed that negative affectivity had somewhat higher correlations with research variables in the second data gathering process when compared to the first data gathering process.

The descriptive statistics and correlations between study variables for leaders in the second data gathering process was presented in Table 5.5.

Table 5.5.

Descriptive statistics and correlations between variables for leaders in time 2

	Mean	SD	1	2	3	4	5	6	7	8	9
1. Age	44.9	8.6	-								
2. Months in Sector	208.9	110.5	.79**	-							
3. Months at Workplace	176.5	122.3	.85**	.85**	-						
4. Months in Leadership Position	92.2	100.0	.73**	.65**	.74**	-					
5. Frequency of Communication w/Subordinates	4.8	.52	.11	.41*	.24	.21	-				
6. Leader's Work Engagement	6.04	.71	.35	.21	.22	.44*	.31	**.93**			
7. Positive Affectivity	4.32	.61	.04	-.05	-.08	.35	.12	.82**	**.89**		
8. Negative Affectivity	1.44	.39	-.04	-.01	.09	-.11	-.05	-.54**	-.46*	**.76**	
9. Engaged Leaders' Behaviors (self-rated)	4.61	.39	.11	-.06	-.04	.25	-.14	.49*	.44*	-.69**	**.93**

Notes. * < .05, ** < .01. Bold numbers reflect the reliability scores. All variables were assessed from leaders.

As seen from Table 5.5, the reliabilities of the scales were all around .90s, except from negative affectivity. Also, all study variables were highly related to each other. The strongest correlation appeared between leaders' work engagement and their positive affectivity ($r = .82$); while the lowest correlation emerged between engaged leaders' behaviors and positive affectivity ($r = .44$). Even this correlation can be classified as a strong correlation. However, because data was gathered from low number of leaders, the results should be evaluated in caution.

To test if variables assessed different constructs or the same things, all scales were again loaded on a single factor. The results showed that this one factor solution did not fit the data well. Values of selected fit indexes showed that the items in the model did not load on a single factor for the second data gathering process ($\chi^2 / df = 3.07$, CFI = .32, TLI= .31). Similar analysis was conducted by putting the variables on its own factors. Values of selected fit indexes showed that this model fitted the data better than the first model ($\chi^2 / df = 2.21$, CFI = .61, TLI= .59). The CFI and TLI values for the second model was low, because no relationship path was drawn between the items or scales in order to make two models similar and compare them against better. Chi-square difference test showed that there was an improvement in the model when items were loaded into their own factors ($\Delta \chi^2 (45) = 3443.4$). This showed that the model fitted the data well when each item was loaded into its own factor rather than a single factor.

Beyond these discussions, the correlations between the same variables gathered in the first and second data gathering process should be discussed. Table 5.6. showed the descriptive statistics and correlations for subordinate related variables in time 1 and time 2. As seen in Table 5.6, nearly all correlations between the variables assessed in time 1 and time 2 was significant. The correlations between assessments of the same variables ranged from .39 to .71. The highest correlation was for engaged leaders' behaviors; while the lowest correlation was for negative affectivity as assessed from subordinates in time 1 and time 2.

When the results were examined in detail, it seemed that subordinates' reports about engaged leaders' behaviors showed somewhat smaller variation. This showed that subordinates' observations about the behaviors of their leaders were somewhat stable. As expected, subordinates' negative affectivity showed low correlation, because the moods and emotions of people may change based on the situation. Also, the scale asked how subordinates felt in the last week at work; thus,

Table 5.6.

Descriptive statistics and correlations for subordinate related variables in time 1 and time 2

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. Work Engagement 1	-																		
2. Positive Affectivity 1	.67**	-																	
3. Negative Affectivity 1	-.04	-.08	-																
4. Responsibility 1	.64**	.58**	-.11	-															
5. Turnover Intentions 1	-.49**	-.44**	.33**	-.29**	-														
6. Task Performance 1	.55**	.49**	-.07	.61**	-.28**	-													
7. Contextual Performance 1	.70**	.48**	.05	.53**	-.42**	.52**	-												
8. Job Satisfaction 1	.55**	.54**	-.08	.39**	-.54**	.39**	.58**	-											
9. Subjective Well-Being 1	-.40**	-.47**	.47**	-.30**	.48**	-.43**	-.36**	-.46**	-										
10. Engaged Leaders' Behaviors 1	.50**	.32**	-.04	.34**	-.38**	.37**	.57**	.43**	-.29**	-									
11. Work Engagement 2	**.67****	.51**	-.09	.42**	-.45**	.30**	.46**	.41**	-.24**	.41**	-								
12. Positive Affectivity 2	.55**	**.56****	-.16	.45**	-.46**	.42**	.51**	.45**	-.32**	.33**	.63**	-							
13. Negative Affectivity 2	-.09	-.11	**.39****	-0.14	.25**	-.02	-.14	-.13	.23**	-.16	-.22**	-.28**	-						
14. Responsibility 2	.59**	.54**	-.06	**.62****	-.32**	.47**	.52**	.46**	-.30**	.35**	.59**	.67**	-.24**	-					
15. Turnover Intentions 2	-.38**	-.30**	.14	-.19*	**.49****	-.23**	-.34**	-.29**	.29**	-.18*	-.45**	-.56**	.44**	-.37**	-				
16. Task Performance 2	.54**	.46**	-.09	.52**	-.28**	**.55****	.49**	.48**	-.39**	.33**	.47**	.57**	-.14	.67**	-.24**	-			
17. Contextual Performance 2	.51**	.38**	-.05	.30**	-.38**	.41**	**.61****	.49**	-.28**	.40**	.54**	.59**	-.31**	.66**	-.37**	.66**	-		
18. Job Satisfaction 2	.48**	.36**	-.11	.25**	-.49**	.25**	.46**	**.54****	-.27**	.29**	.51**	.56**	-.26**	.39**	-.53**	.38**	.45**	-	
19. Subjective Well-Being 2	.38**	.29**	-.25**	.22**	-.40**	.29**	.42**	.36**	**-.49****	.28**	.46**	.56**	-.44**	.43**	-.46**	.42**	.54**	.46**	-
20. Engaged Leaders' Behaviors 2	.38**	.22*	-.01	.24**	-.26**	.27**	.51**	.21*	-.17*	**.71****	.44**	.42**	-.31**	.36**	-.29**	.34**	.48**	.38**	-.45**

Notes. * < .05, ** < .01. Bold numbers reflect the correlation between same variables assessed in time 1 and time 2. All variables were assessed from subordinates.

this variable was expected to show more variation. However, subordinates' positive affectivity did not show the same pattern. A high correlation was gathered for positive affectivity between two data gathering processes. Therefore, even though positive affectivity was assessed with the same method as it was in negative affectivity, it showed more stability.

The correlation between the same variables gathered in the first and second phases of the research for leaders should also be discussed for a better understanding. Table 5.7 shows the descriptive statistics and correlations between study variables for leaders in the second data gathering process.

Table 5.7.

Descriptive statistics and correlations between study variables for leaders in time 2.

	1	2	3	4	5	6	7
1. Work Engagement 1	-						
2. Positive Affectivity 1	.79**	-					
3. Negative Affectivity 1	-.30	-.22	-				
4. Engaged Leaders' Behaviors 1	.52**	.69**	-.51**	-			
5. Work Engagement 2	**.70****	.73**	-.34	.51**	-		
6. Positive Affectivity 2	.68**	**.88****	-.18	.63**	.82**	-	
7. Negative Affectivity 2	-.45**	-.40*	**.74****	-.58**	-.54**	-.46*	-
8. Engaged Leaders' Behaviors 2	.32	.48*	-.54**	**.74****	.49*	.44*	-.69**

Notes. * < .05, ** < .01. Bold numbers reflect the correlation between same variables assessed in time 1 and time 2.
***All variables were assessed from leaders.

As seen in Table 5.7, nearly all correlations between the variables assessed in time 1 and time 2 were significant. The correlations between assessments of the same variables ranged from .70 to .88. The highest correlation was for positive affectivity; while the lowest correlation was for leaders' work engagement. In general, leader data showed higher correlations in two data gathering processes than

subordinate data. However, because data was gathered from low number of leaders, these results should be evaluated in caution.

5.5.3. Conceptual Model Tests

After conducting scale related analyses, the theoretical model was tested by using MPLUS. While conducting analyses in MPLUS, Robust ML estimators were used as discussed before. Based on the theoretical model, firstly, the role of engaged leaders' behaviors, as evaluated by subordinates, on subordinate related outcomes were tested, as it was in the first data gathering process and the relationship between engaged leaders' behaviors and outcomes in time 1 and time 2 were presented in Figure 5.6.
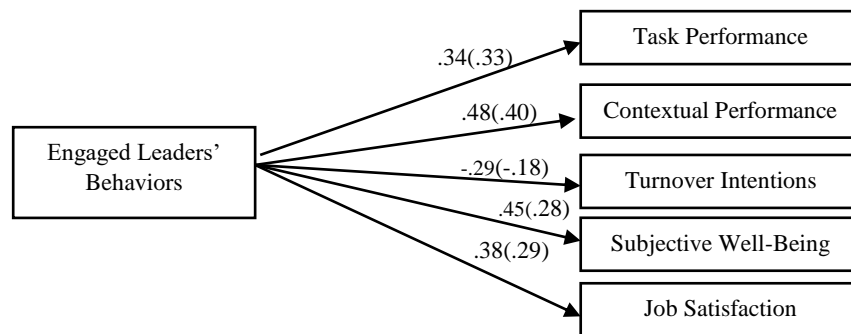
Figure 5.6. The relationship between engaged leaders' behaviors and outcomes in time 1 and time 2.

Two different models were tested for this. In the first model, data gathered in time 2 was used for both engaged leaders' behaviors and subordinate related outcomes. In the second model, engaged leaders' behaviors was put into the analyses with data gathered in the first data gathering process; while for subordinate related outcomes the data gathered in the second data gathering process were used. The results for the second model was presented in parentheses. All variables in the model were assessed from subordinates.

As seen from the figure, path coefficients from engaged leaders' behaviors to outcomes were .34(.30) for task performance, .48(.40) for contextual performance, -

.29(-.18) for turnover intentions, .45(.28) for subjective well-being and .38(.29) for job satisfaction. When p values were examined, all paths were shown to be significant for both models, so engaged leaders' behaviors had a direct effect on outcomes in time 1 and 2.

The indirect path from engaged leaders' behaviors, as evaluated by subordinates, to outcomes via subordinates' work engagement was tested by using three models. In the first model, all variables were gathered in time 2 and in the second model only outcome variables were assessed in time 2; while engaged leaders' behaviors and subordinates' engagement were assessed in time 1. In model 3, engaged leaders' behaviors were assessed in time 1; while subordinates' engagement and outcome variables were assessed in time 2. The model was presented in Figure 5.7 and results of the analyses were presented in Table 5.8. All variables in the model were assessed from subordinates.
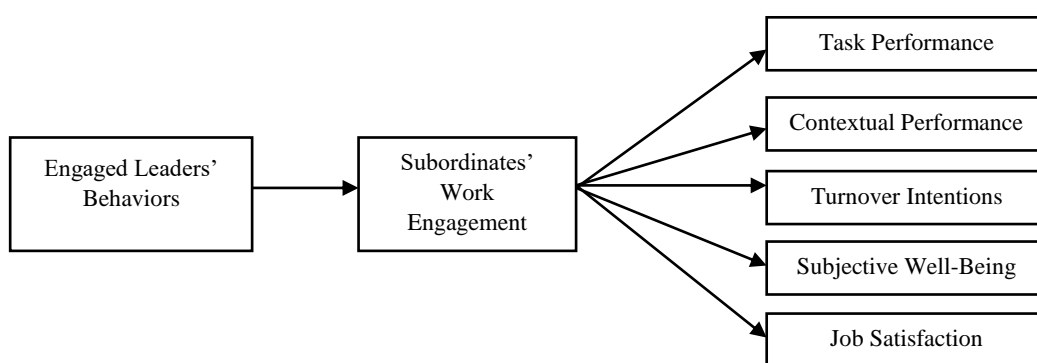
Figure 5.7. The relationship between subordinates' engagement and other variables in time 1 and time 2.

In all three models, the direct paths from engaged leaders' behaviors to subordinates' engagement and from subordinates' work engagement to subordinate-related outcomes were significant. The magnitudes of the relationships were similar across three models. When the direct and indirect effects of engaged leaders' behaviors on subordinate related outcomes were tested, it can be said that engaged leaders' behaviors had a significant direct effect on contextual performance in all three models. For the indirect effect, engaged leaders' behaviors seemed to have indirect effects on all outcome variables and this did not differ across three models.

Table 5.8.

Model tests for the relationship between engaged leaders' behaviors, subordinates' work engagement and outcomes

		Model 1	**Model 2**	**Model 3**
ELB – SWE - Outcomes	**ELB – SWE**	.44*	.50*	.41*
	SWE – TP	.39*	.49*	.40*
	SWE – CP	.41*	.42*	.45*
	SWE – TI	-.39*	-.39*	-.45*
	SWE – SWB	.32*	.32*	.41*
	SWE – JS	.43*	.45*	.47*
	ELB – TP	*Direct:* .17 *Indirect:* .17*	*Direct:* .08 *Indirect:* .25*	*Direct:* 17* *Indirect:* .16*
	ELB – CP	*Direct:* .29* *Indirect:* .18*	*Direct:* .19* *Indirect:* .21*	*Direct:* .22* *Indirect:* .19*
	ELB – TI	*Direct:* -.12 *Indirect:* -.17*	*Direct:* .01 *Indirect:* -.19*	*Direct:* .003 *Indirect:* -.18*
	ELB – SWB	*Direct:* .31* *Indirect:* .14*	*Direct:* .12 *Indirect:* .16*	*Direct:* .11 *Indirect:* .17*
	ELB – JS	*Direct:* .19 *Indirect:* .19*	*Direct:* .06 *Indirect:* .22*	*Direct:* .09 *Indirect:* .19*

Notes. * < .05. ELB= Engaged Leaders' Behaviors, SWE= Subordinates' Work Engagement, TP=Task Performance, CP= Contextual Performance, TI= Turnover Intentions, SWB= Subjective Well-Being, JS= Job Satisfaction. All variables were assessed from subordinates. ** Model 1: ELB, SWE, TP, CP, TI, SWB, JS (Time 2); Model 2: ELB, SWE (Time 1) - TP, CP, TI, SWB, JS (Time 2); Model 3: ELB (Time 1) - SWE, TP, CP, TI, SWB, JS (Time 2).

Therefore, it can be said that engaged leaders' behaviors were significantly related to subordinates' work engagement. It was also related to all outcomes indirectly; while it was also directly to contextual performance in all three models even after the involvement of subordinates' work engagement as a mediator. Therefore, it can be said that hypothesis 1b, hypothesis 4, hypothesis 5, hypothesis 6, hypothesis 7, hypothesis 8 was supported.

The role of moderators in the relationship between engaged leaders' behaviors and subordinates' work engagement was also tested. Again, three models were used to test this. In the first model, all variables were gathered in time 2 and in

the second model, subordinates' engagement and outcomes were assessed in time 2; while engaged l leaders' behaviors and moderators were assessed in time 1. In model 3, engaged leaders' behaviors were assessed in time 1; while subordinates' engagement, moderators and outcomes were assessed in time 2. All the variables in the model were gathered from subordinates and the model for this analysis was presented in Figure 5.8.
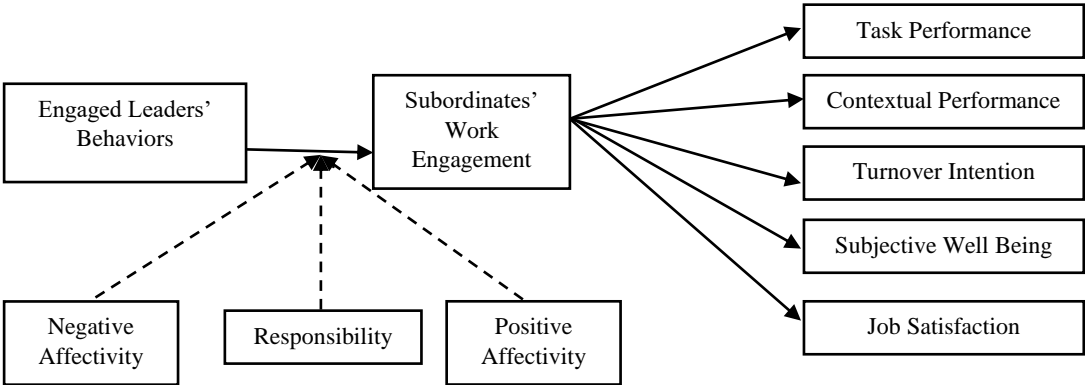
Figure 5.8. The mediation model with subordinate related moderators in time 1 and time 2.

For subordinates' negative affectivity, it was shown that the relationship between engaged leaders' behaviors, as reported by subordinates, and subordinates' work engagement was affected from the level of subordinates' negative affectivity in the first ($\beta = 1.57$, $p < .001$), second ($\beta = 1.74$, $p < .001$) and third ($\beta = 1.74$, $p < .001$) models. However, confidence intervals for all moderating effects included zero. Therefore, the moderating role of subordinates' negative affectivity was not supported for any of the models, as opposed to the findings in the first data gathering process.

For subordinates' positive affectivity, it was shown that the relationship between engaged leaders' behaviors and subordinates' work engagement was affected from the level of subordinates' positive affectivity in the first ($\beta = 1.60$, $p < .001$), second ($\beta = 1.55$, $p < .001$) and third ($\beta = 1.55$, $p < .001$) models. However, confidence intervals for all moderating effects included zero. Therefore, the

moderating role of subordinates' positive affectivity was not supported for any of the models.

For subordinates' responsibility at work, it was shown that the relationship between engaged leaders' behaviors and subordinates' work engagement was affected from the level of subordinates' responsibility at work in the first ($\beta = 1.29$, $p < .001$), second ($\beta = 1.27$, $p < .001$) and third ($\beta = 1.27$, $p < .001$) models. However, confidence intervals for all moderating effects included zero. Therefore, the moderating role of subordinates' responsibility at work was not supported for any of the models. Based on these results, hypothesis 3b was rejected.

The crossover effect from leaders' work engagement to subordinates' work engagement was also tested with MPLUS analyses. While leaders' work engagement was gathered from leaders themselves; all other variables, including engaged leaders' behaviors, subordinates' engagement and subordinates' task and contextual performance, turnover intentions, subjective well-being and job satisfaction, were gathered from subordinates.

The model was presented in Figure 5.9 and the results for this model were presented in Table 5.9.
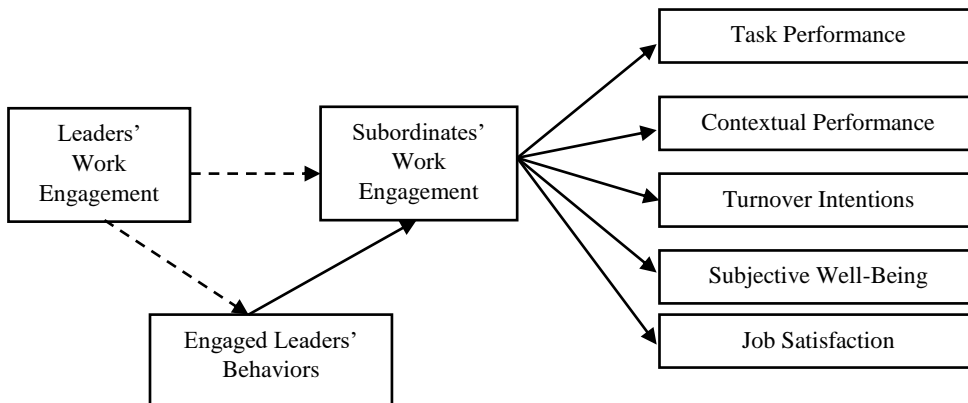
Figure 5.9. The crossover model without moderations in time 1 and time 2.

The crossover model was tested, again, with three different models. In the first model, all variables were gathered in time 2 and in the second model, subordinates' work engagement and outcomes were assessed in time 2; while

engaged leaders' behaviors and leaders' work engagement were assessed in time 1. In model 3, engaged leaders' behaviors, subordinates' work engagement and outcomes were assessed in time 2; while leaders' engagement was assessed in time 1.

Table 5.9.

Model tests for the crossover of work engagement from leaders to subordinates

		Model 1	**Model 2**	**Model 3**
LWE – ELB – SWE – Outcomes	**LWE – ELB**	.13	.02	.08
	ELB – SWE	.43*	.40*	.42*
	LWE – SWE	*Direct:* .02 *Indirect:* .05	*Direct:* .19* *Indirect:* .01	*Direct:* .17* *Indirect:* .03

Notes. * < .05. LWE= Leaders' Engagement, ELB= Engaged Leaders' Behaviors, SWE= Subordinates' Work Engagement. LWE was gathered from leaders; ELB, SWE and outcomes were gathered from subordinates.
** Model 1: LWE, ELB, SWE, TP, CP, TI, SWB, JS (Time 2); Model 2: LWE ELB (Time 1) – SWE, TP, CP, TI, SWB, JS (Time 2); Model 3: LWE (Time 1) - SWE, ELB, TP, CP, TI, SWB, JS (Time 2).

As seen in Table 5.9, the direct paths from leaders' work engagement to subordinates' work engagement was significant in two models. This supported the direct crossover process from leaders' work engagement to subordinates' work engagement. However, the indirect path from leaders' work engagement to subordinates' work engagement via engaged leaders' behaviors was not significant in any of the models. This showed that the indirect crossover process did not work. Also, engaged leaders' behaviors had direct effects on subordinates' work engagement across three models. These results showed that leaders' work engagement and engaged leaders' behaviors were two independent variables that bring positive changes on subordinates' work engagement rather than being two variables that interact in the prediction of subordinates' work engagement. The results answered the first research question with a direct path from leaders' work engagement to subordinates' work engagement. According to the findings, hypothesis 1a and hypothesis 2 were not supported; but hypothesis 1b was supported.

The moderating role of leader-related dynamics, leaders' negative and positive affectivity, on the relationship between leaders' work engagement and engaged leaders' behaviors was also tested with MPLUS analysis. While leaders' work engagement, leaders' negative and positive affectivity were gathered from leaders themselves; all other variables, including engaged leaders' behaviors, subordinates' engagement and subordinates' task and contextual performance, turnover intentions, subjective well-being and job satisfaction, were gathered from subordinates. The model for this relationship was presented in Figure 5.10.

To understand this relationship, three models were tested again. In the first model, all variables were gathered in time 2 and in the second model, subordinates' work engagement and outcomes were assessed in time 2; while engaged leaders' behaviors, leaders' work engagement and moderators were assessed in time 1. In model 3, leaders' work engagement was assessed in time 1; while moderators, engaged leaders' behaviors, subordinates' work engagement and outcomes were assessed in time 2.
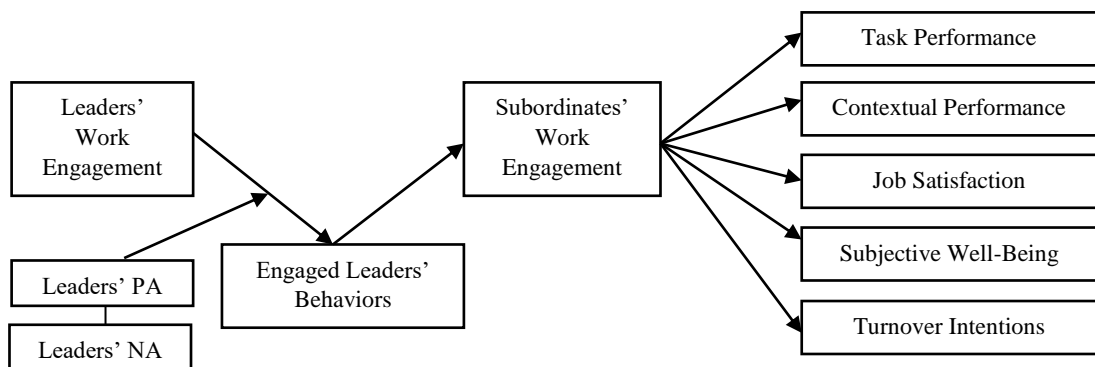
Figure 5.10. The mediation model with leader related moderators in time 1 and time 2.

For leaders' negative affectivity, it was shown that the relationship between leaders' work engagement and engaged leaders' behavior was affected from the level of leaders' negative affectivity in the first ($\beta = 1.49$, $p < .001$), second ($\beta = 1.84$, $p < .001$) and third ($\beta = 1.49$, $p < .001$) models. However, confidence intervals for all

moderating effects included zero. Therefore, the moderating role of leaders' negative affectivity was not supported for any of the models.

For leaders' positive affectivity, it was shown that the relationship between leaders' work engagement and engaged leaders' behavior was affected from the level of leaders' positive affectivity in the first ($\beta = 1.18$, $p < .001$), second ($\beta = 1.18$, $p < .001$) and third ($\beta = 1.18$, $p < .001$) models. However, confidence intervals for all moderating effects included zero. Therefore, the moderating role of leaders' positive affectivity was not supported for any of the models. Based on these results, it can be said that hypothesis 3a was not supported.

In addition to these analyses, the cross-lagged model was tested (see Appendix M). This model was not hypothesized in the current study; but it was discussed that the relationship between leaders' work engagement and subordinates' work engagement can better understood with this model. The results showed that the path coefficient from time 1 leaders' work engagement to time 2 subordinates' work engagement was significant with a standardized value of .14. However, the path coefficient from time 1 subordinates' work engagement to time 2 leaders' work engagement was not significant with a standardized value of -.03. Therefore, these results were somewhat supportive for the importance of leaders' work engagement in the emergence and continuity of subordinates' work engagement; but not vice versa.

5.6. Summary of the Findings and Discussion (Time 2)

In this part of the study, the theoretical model was tested using the data from both the first and second data gathering processes. Different research models were presented and tested to understand the relationship between variables assessed in time 2 and also the relationship between variables as assessed in time 1 and time 2.

As it was in the first data gathering process, the results showed that leaders' work engagement had a direct effect on subordinates' work engagement for two models. This finding supported Westman and Vinokur (1998) who discussed that there was a direct path in the crossover process. On the other hand, the indirect effect of leaders' work engagement on subordinates' work engagement via engaged leaders' behaviors as reported by subordinates was not significant. This finding was in line with the first data gathering process and supported ten Brummelhuis, et al.'s (2014) findings. Therefore, the indirect crossover of work engagement from leaders

to subordinates did not work for the current study and this finding was examined in detail in the general discussion section.

In addition to these, engaged leaders' behaviors as reported by subordinates was shown to be directly related to subordinates' work engagement in all models. Engaged leaders' behaviors as reported by subordinates was an important variable in the current study, because it did not only show significant relationships with subordinates' work engagement but also with subordinate related outcomes. There were indirect paths from engaged leaders' behaviors as reported by subordinates to subordinate related outcomes including task performance, contextual performance, job satisfaction, turnover intentions and subjective well-being. Engaged leaders' behaviors even had a significant direct relationship with contextual performance after the involvement of subordinates' work engagement as a mediator. This relationship pattern was similar across three models. Therefore, engaged leaders' behaviors, by itself, seem to be effective for both subordinates' work engagement and outcomes as reported by subordinates.

The results did not show any moderating role of leader and subordinate related variables on the related paths. This finding was in line with the first data gathering process except that subordinates' negative affectivity was shown to play a moderating role in the relationship between engaged leaders' behaviors and subordinates' work engagement in the first s data gathering process. The reason for this can be the decrease in the number of participants in the second data gathering process. This may eliminate the significant effect of negative affectivity in the presented relationship. Also, the moderating role of other moderators may not appear because of the same reason. This is a point that should be referred in the future studies.

In sum, it can be said that there were significant direct paths from leaders' work engagement to subordinates' work engagement; but not an indirect one. Therefore, the direct crossover process worked as discussed by Westman and Vinokur (1998); however, no support was provided for the indirect crossover of work engagement from leaders to subordinates. Also, engaged leaders' behaviors as reported by subordinates, by itself, played an important role as a fostering mechanism for subordinates' work engagement and subordinate related outcomes. Engaged leaders' behaviors as reported by subordinates showed a direct relationship with subordinates' work engagement across all models. Also, it was shown that

engaged leaders' behaviors were important in the prediction individual related and organizational outcomes. This was an important finding, because it showed how the perception of subordinates about their engaged leaders' behaviors may affect their outcomes. Even though most of the direct relationships between engaged leaders' behaviors as reported by subordinates and outcomes as reported by subordinates were eliminated with the involvement of subordinates' work engagement as a mediator, engaged leaders' behaviors were still effective in the prediction of, especially, subordinates' contextual performance. This showed that the behaviors of the leaders as assessed from the eyes of subordinates seemed to be related to extra-role behaviors among subordinates.

The moderators in the current study did not work; therefore, it can be said that the mediation model with some moderators did not yield significant results. Even though the model fits were good, the confidence intervals included zero which showed that the results were non-significant. The reason for the can be the small sample size in the current study. The results should be re-examined especially by using subordinates' negative affectivity as a moderator in the presented relationship. All findings were discussed, and future suggestions were presented in the general discussion section.

These findings supported some of the hypothesized relationships and answered research questions. The summary of these findings was presented in Table 5.10. As seen in the table, most of the hypotheses were supported or partially supported by the research findings.

Table 5.10.

Hypotheses and research questions across time 1 and time 2

HYPOTHESES / RESEARCH QUESTIONS	TIME 1	TIME 2
Hypothesis 1a. Leaders' work engagement is positively related to engaged leaders' behaviors.	Not supported	Not supported
Hypothesis 1b. Engaged leaders' behaviors are positively related to subordinates' work engagement.	Supported	Supported
Hypothesis 2. Engaged leaders' behaviors mediate the relationship between leaders' engagement and subordinates' engagement.	Not supported	Not supported
Hypothesis 3a. Leaders' affect moderate the relationship between leaders' engagement and engaged leaders' behaviors; in a way that leaders who have high positive or low negative affectivity are more likely to show engaged leaders' behaviors as a result of their own engagement.	Not supported	Not supported
Hypothesis 3b. Subordinates' affect moderate the relationship between engaged leaders' behaviors and subordinates' engagement; in a way that subordinates who have high positive or low negative affectivity are more likely to show engagement as a response to their leaders engaged behaviors.	Partially supported	Not supported
Hypothesis 4. Subordinates' work engagement is positively related to subordinates' job satisfaction.	Supported	Supported
Hypothesis 5. Subordinates' work engagement is positively related to subordinates' in-role and extra-role performance.	Supported	Supported
Hypothesis 6. Subordinates' work engagement is positively related to subordinates' subjective well-being.	Supported	Supported
Hypothesis 7. Subordinates' work engagement is negatively related to subordinates' intention to leave.	Supported	Supported
Hypothesis 8. Engaged leaders' behaviors is positively related to subordinates' task performance, contextual performance and job satisfaction and negatively related to subordinates' subjective well-being and turnover intentions via subordinates' work engagement.	Supported	Supported
Research Question 1. Is leaders' work engagement directly related to subordinates' work engagement within and between two time frames?	Yes	Yes
Research Question 2. Do subordinates' responsibility at work have a moderating effect on the relationship between engaged leaders' behaviors and subordinates' work engagement?	No	No

CHAPTER 6

GENERAL DISCUSSION

6.1. Summary of the Findings

The aim of the current study was to understand how crossover worked from leaders to subordinates, in the case of work engagement, to assess the role of engaged leaders' behaviors as a mediator and leader-related (i.e., leaders' negative and positive affectivity) and subordinate-related (i.e., subordinates' positive and negative affectivity and responsibility at work) dynamics as moderators in this process and, lastly, to gather the role of these processes on individual related and organizational outcomes. It was discussed that there were certain kinds of behaviors leaders who were engaged at work showed and these behaviors were related to both leaders' and subordinates' work engagement. In other words, leaders' work engagement was discussed to contribute to subordinates' work engagement with the mediating role of engaged leaders' behaviors. It was also argued that the crossover of work engagement may not work in the same manner for every employee. Therefore, leader-related dynamics including positive and negative affectivity was discussed to moderate the relationship between leaders' work engagement and engaged leaders' behaviors; while subordinate-related dynamics including responsibility at work, positive and negative affectivity were presented as moderators in the relationship between engaged leaders' behaviors and subordinates' work engagement. Lastly, the role of both engaged leaders' behaviors and subordinates' work engagement on subordinate related outcomes was discussed. It was hypothesized that engaged leaders' behaviors would be positively related to subordinates' task and contextual performance, job satisfaction and subjective well-being; while it would negatively contribute to subordinates' turnover intentions via subordinates' work engagement.

Also, subordinates' work engagement was expected to negatively contribute to subordinates' turnover intentions; while it would positively contribute to remaining four outcome variables.

To test the theoretical model, both qualitative and quantitative studies were conducted. Because there were not so many studies about the crossover of work engagement from leaders to subordinates, this process was aimed to be clarified with a qualitative design. Especially, the role of leaders' work engagement in the emergence of certain kinds of behaviors should have been understood. With this purpose, two studies were conducted. Firstly, open-ended questions were presented to the participants and they were asked to clarify the behaviors of engaged leaders, expected or actual, and their observations and expectations about the possible leader and subordinate related factors that would affect the crossover of work engagement from leaders to subordinates. The answers of the participants were coded by using a schema formed by subject-matter experts. After this, a second study was conducted in which interviews were made with working adults to further support the findings in the open-ended part. The results of these two studies showed that leaders who were engaged at work showed or expected to show certain kind of behaviors and these included discipline, better relationship patterns with subordinates, motivating behaviors, justice and instructiveness. Subordinates' responsibility, positive feelings and positive attitudes towards their work and leaders' positivity was discussed as important factors that would contribute to the crossover of work engagement.

Based on these findings from open-ended part, a scale was formed, and this scale was used in the validation study. The validation of the scale was established with affective commitment, work-related flow, work engagement and supervisor satisfaction scales and it was shown that engaged leaders' behaviors scale had medium to high correlations with all research variables. It also had a high reliability score with an alpha of .94. However, even though the scale was not designed to be composed of negative and positive factors, the results showed that somewhat more negative items formed a different group. When the results were examined in detail by subject matter experts, it was discussed that these items may not be well understood, can be open to misunderstandings or may have dual meanings. Also, the number of the items in the scale was aimed to be reduced, because some items seemed to be highly related to each other in the scale. Based on all these discussions, some minor changes were made in the items of engaged leaders' behaviors scale and the number

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of the items was reduced. These changes included the combination of the items and change in the wording of them in order to eliminate any misunderstanding. This new version was used in the main study in which the theoretical model was tested.

In the first data gathering process, the data was gathered from 203 participants, 25 for being leaders. The results of the study showed that the direct crossover from leaders' work engagement to subordinates' work engagement worked. This showed that leaders' work engagement, by itself, was important for the emergence and continuity of subordinates' work engagement. This supported the discussions about the existence of a direct path in the crossover processes (Westman & Vinokur, 1998). Previous studies had shown that there was a direct crossover from subordinates' work engagement to leaders' work engagement (Wirtz, et al., 2017) and this study showed there may be a dual effect between leaders and subordinates. Therefore, while making research on the crossover of work engagement between leaders and subordinates, both paths should be paid attention.

The direct crossover of work engagement from leaders to subordinates was also an important finding for various reasons. Firstly, it was shown that even though leaders may not actively support their subordinates to become engaged workers, their own states and attitudes seem to have an effect on subordinates' work engagement. This went beyond the discussions on leadership styles and behaviors. The finding showed that even though leaders' behaviors in the working environment may be important for subordinates, their attitudes towards their own tasks and works, not subordinates, can be effective mechanisms in the working environment. Subordinates can become engaged by just observing their leaders and having empathy. Secondly, this finding was also important for practitioners. It showed that rather than just focusing on leadership training programs, practitioners can try to foster work engagement among leaders. Beyond training leaders for becoming engaged at work, selecting these kinds of people as leaders can contribute to work engagement of subordinates and increase the productivity at work.

The results did not support the existence of an indirect path and showed that the behavioral path did not emerge in the model when behaviors were assessed with engaged leaders' behaviors scale. The existence of an indirect path in the crossover of work engagement was previously discussed by researchers (ten Brummelhuis, et al., 2014) and it was shown that in the crossover of work engagement from leaders to subordinates, negative and positive affectivity, as an emotional path, played a

mediating role. However, when leaders' supportive behaviors were tested as a behavioral mediator, this behavioral path did not work. Similarly, the current study showed that behavioral path from leaders' work engagement to subordinates' work engagement did not work and supported this previous finding (ten Brummelhuis, et al., 2014). There may be different reasons for this finding. Firstly, engaged leaders' behaviors reported by the subordinates were used in the current analyses, because the variability of data gathered from low number of leaders may be misleading. Therefore, even though leaders reported they were engaged at work; their subordinates may not observe this and in the indirect transmission of work engagement from leaders to subordinates, the perception of subordinates may play an important role. Secondly, leaders may not really reflect their work engagement in their leadership behaviors or there may be some moderators that affect this reflection of leaders' work engagement on their behaviors. Therefore, different subordinate or leader related variables should have been tested as mediators or moderators in the reflection of work engagement on engaged leaders' behaviors.

Even though engaged leaders' behaviors did not play a mediating role in the relationship between leaders' work engagement and subordinates' work engagement, it was shown to be significantly related to subordinates' work engagement. This showed that the behaviors of leaders who were engaged at work may positively contribute to subordinates' work engagement by itself. This was expected, because positivity and positive behaviors were associated with engagement (e.g., Ariani, 2013; Bailey, et al., 2017; Bakker & Demerouti, 2008; Ouweneel, et al., 2012). Also, this positivity of leaders was expected to contribute subordinates' work engagement because positive leadership styles (Tims, et al., 2011) and positive behaviors of leaders (e.g., Crawford, et al., 2010; Hakanen, et al., 2006; Xanthopoulou, et al., 2007) were associated with work engagement. Therefore, these findings showed that engaged leaders' behaviors, by itself, was important for the emergence and continuity of subordinates' work engagement.

Engaged leaders' behaviors were also shown to be indirectly related to all subordinate related outcomes including task performance, contextual performance, job satisfaction, turnover intentions and subjective well-being; while they were also directly related to contextual performance across different data gathering processes. This showed that engaged leaders' behaviors not only important for the prediction of subordinates' work engagement but also subordinate related outcomes. The direct

path from engaged leaders' behaviors to subordinate related outcomes also showed how engaged leaders' behaviors can be important for individual related and organization outcomes by itself. Therefore, researchers should focus on the behaviors of engaged leaders in order to better understand the work engagement concept and the effect of these behaviors on individual related and organizational outcomes, especially extra-role behaviors.

The moderating role of subordinate and leader related factors on the presented models was also discussed. The results from the first data gathering process showed that subordinates' negative affectivity had a moderating role in the path from engaged leaders' behaviors to subordinates' work engagement. However, this finding was not supported in the second data gathering process and none of the subordinate or leader related moderators were shown to have significant effects on the presented relationships. Therefore, it can be said that these findings provided limited support to the mediation model with some moderators.

Also even though it was not hypothesized in the current study. the cross-lagged model in which the direct effects of leaders' and subordinates' work engagement in time 1 on leaders' and subordinates' work engagement in time 2 should be mentioned. The results showed that the direct path from leaders' work engagement in time 1 to subordinates' work engagement in time 2 was significant. However, the direct path from subordinates' work engagement in time 1 to subordinates' work engagement in time 2 was not significant. This showed that the crossover from leaders' work engagement to subordinates' work engagement may be more probable. The future studies should also refer to this idea and more research is needed for a better understanding.

6.2. Strengths, Limitations and Implications

As summarized above, the findings of the current study showed that the crossover of work engagement between leaders and subordinates and the role of engaged leaders' behaviors in the prediction of subordinates' work engagement were two promising areas for future research. Even though there were many discussions about the crossover of work engagement between team mates (e.g., Bakker, et al., 2006), couples (e.g., Bakker, et al., 2005; Bakker, et al., 2011) and coworkers (Bakker & Xanthopoulou, 2009), the crossover of work engagement between leaders and subordinates has not been well-established. The results showed that in the

crossover process, engaged leaders' behaviors and leaders' work engagement played distinct roles and both contributed to subordinates' work engagement directly. As mentioned previously, possible discrepancies in the perception of leaders and subordinates may resulted in insignificant path from leaders' work engagement to engaged leaders' behaviors. While subordinates evaluated their leaders as not showing engaged leaders' behaviors, leaders can report themselves as having engagement. It was also possible that leaders' work engagement did not turn into certain kinds of behaviors in the working environment. In other words, leaders may be engaged at work, but this engagement may not be directly related to the behaviors they showed at work. Therefore, any possible mediators or moderators in the relationship between leaders' work engagement and engaged leaders' behaviors should be searched in the future studies.

As related to the above arguments, future studies can also assess and compare the perceptual differences between leaders and subordinates in terms of leaders' work engagement. Leaders can be asked to report their own work engagement levels; while subordinates are asked to report their leaders' work engagement and the differences between the reports of these two parties can be gathered. It can be expected that if the discrepancy between the reports of two parties is high, this reflects that leaders perceive themselves as different from subordinates in terms of their work engagement. The possible role of these differences on subordinate related outcomes should also be assessed. For instance, if a leader reports himself/herself as highly engaged and subordinates do not report the same thing, then the effect of leaders' work engagement on subordinates' work engagement may not be powerful. However, if two parties report similar levels of work engagement for leaders, then the crossover of work engagement from leaders to subordinates may be strong. Therefore, future studies should investigate the reporting differences between subordinates and leaders in terms of leaders' work engagement and should assess the role of this difference on subordinates' work engagement and individual related and organizational outcomes.

As mentioned before, both subordinate and leader related moderators did not show significant effects in the current study, except for the moderating role of subordinates' negative affectivity in the first data gathering process. Even though the model fits in the moderation tests were good, the confidence intervals included zero which showed that the moderating effects were non-significant. This situation can be

explained with different reasons. Firstly, the number of the participants was relatively low, especially in the second data gathering process. A larger sample size might have yielded better results. Future studies can reach more participants in order to have a more powerful design and results. As another point, subordinates' and leaders' negative and positive affectivity were not supported as moderators in the current study. However, some other variables may have moderating roles in the assigned relationships. For instance, assessing the negativity and positivity of people with personality characteristics may produce different results. Neuroticism is one of these variables and its role in the crossover of work engagement between leaders and subordinates can be assessed in the future studies. Similar things can be said for conscientiousness as reflecting the responsibility of people. The role of these variables on the presented paths may be different, because they were expected to be more enduring as personality traits (Gleitman, Reisberg, & Gross, 2007). The role of these personality traits in the crossover of work engagement from leaders to subordinates, especially when the data was gathered in a long-term interval (e.g., 2 years) can be assessed, and also the role of the possible moderation on individual related and organizational outcomes can be gathered. In this way, better results can be presented.

In addition to these above discussions, future studies can assess the relatedness of leaders' and subordinates' work engagement and engaged leaders' behaviors to other outcome variables. The current study used individual related and organizational outcomes that was reported by subordinates and focused on the relatedness of crossover of work engagement to these outcomes. However, more objective outcomes can be used to assess the observable organizational effect. For instance, absenteeism rates or number of sales can be more objective measures and the role of leaders' and subordinates' work engagement and engaged leaders' behaviors on these objective outcomes can be assessed. In addition to this, leaders can be asked to report subordinate related outcomes such as performance. This was not possible in the current study, because the data was not dyadic and the number of the leaders in the participated organizations were limited. Also, most outcome variables in the current study like turnover intentions, contextual performance or subjective well-being were the variables that are hard to be observed by others. Therefore, if the dyadic data is gathered and more observable outcomes like task

performance was used in the future studies, leaders can be asked to report subordinate related outcomes.

The crossover process and the relatedness of this crossover to subordinate related outcomes can also be investigated in the other way around. To be more specific, the role of subordinate related outcomes on subordinates' work engagement, engaged leaders' behaviors and leaders' work engagement can be assessed. Previous studies showed that subordinates' work engagement contributed to leaders' work engagement (Wirtz, et al., 2017). Also, in his model, Bakker (2011) discussed that there can be a direct path from job performance to work engagement and to job and personal resources. If we evaluate engaged leaders' behaviors as a resource contributes to subordinates' work engagement, then a path can be drawn from subordinate-related outcomes to not only subordinates' work engagement but also engaged leaders' behaviors This is an important path to be investigated in the future studies.

In addition to these discussions, the current study presented engaged leaders' behaviors scale to the literature. Because the scale was developed with qualitative data gathering processes and the validity of it was tested in the validation study, the scale was expected to be valid and have high reliability scores, especially, in Turkish samples. However, for better understanding of the validity and reliability of engaged leaders' behaviors scale, it can be tested in different samples with different backgrounds. Also, because leadership styles and the perception of subordinates about the effectiveness of these different styles may change based on the cultural backgrounds (Aycan, 2006; Leong & Fischer, 2011), the scale may show differences across cultures in terms of its validity and reliability. Therefore, the validation of the current scale in different cultures form an important area of research. The use of the scale can only be possible after the validation studies. Therefore, after the validation of engaged leaders' behaviors scale, possible differences on the antecedents and outcomes of engaged leaders' behaviors can be assessed and comparisons can be made between cultures.

This study contributed to the literature in various ways. Firstly, as mentioned, engaged leaders' behaviors scale was formed and the behaviors of the engaged leaders were specified by using qualitative data gathering techniques. Secondly, it was shown that engaged leaders' behaviors, by itself was an important dynamic for both subordinates' work engagement and subordinates' individual related and

organizational outcomes. Therefore, in addition to the direct crossover from leaders' work engagement to subordinates' work engagement, behaviors that engaged leaders were expected to show or showed had a role on subordinates' work engagement and outcomes in turn. Thirdly, it was shown that engaged leaders' behaviors can be important fostering mechanisms in the emergence of extra-role behaviors among subordinates. Therefore, not only work engagement but also its reflection on leaders' behaviors should be pointed by researchers and practitioners to gather better results. Based on these findings, leadership training programs can be designed that aim to increase leaders' capability for showing their work engagement at workplaces. These findings can also be important in the selection processes. Leaders who had high level of work engagement and also are able to show this in their leadership behaviors can be selected. In addition to these findings, and for the last point, it was shown that work engagement scale did not have a three-factor structure. As previously mentioned, in many studies, UWES was shown to have three-factor structure in both long (e.g., Bakker, et al., 2008; Salanova, et al., 2005; Salanova & Schaufeli, 2008) and short (e.g., Breevaart, et al., 2015; Schaufeli, et al., 2006) versions. However, in some previous studies, one-factor model was also discussed and supported (Shimazu, et al., 2008; Sonnentag, 2003). The current study supported the later discussion and showed that work engagement had a one-factor structure with a high reliability score. Therefore, the researchers who conduct work engagement studies with Turkish samples should pay attention to this point and test the factor structure of work engagement. Also, possible reasons for the difference in the factorial structures across different countries can be referred and the underlying reasons for this can be investigated in the future studies.

Some limitations can also be presented for the current study. Firstly, as mentioned, the number of the participants was relatively low, especially for the second data gathering process. As discussed by Kline (2011), especially SEM may require large sample sizes for gathering the real effects. This number of participants may need to be higher for the current study, because the model contains moderators. Therefore, future studies can test the current model with more participants. Secondly, the sectors of the participants were limited, and all participants were from public organizations. However, the results may be different for people who work in private organizations. The model should also be tested by using participants from private organizations. Thirdly, both sample and sectors were male dominated. Therefore, the

current research model can be tested with more female participants or in a less male dominated sector in the future studies. Similarly, the gender difference between leaders and subordinates and the role of this difference on the assigned relationships can be tested. Previous studies (McColl-Kennedy & Anderson, 2005) tested the interaction between subordinate and leader gender and showed that certain dynamics of people were shaped with respect to both leaders' and subordinates' gender. For instance, it was shown that female subordinates with female leaders had higher optimism; while male subordinates with male leaders had higher frustration. Therefore, the interaction between leaders' and subordinates' genders to predict work engagement and engaged leaders' behaviors can be assessed in the future studies. Fourthly, as mentioned, other moderators and outcome variables can be tested in the presented model. The role of personality traits or the effect of leaders' and subordinates' work engagement on other outcome variables like absenteeism, productivity and retention can be tested. While doing this, more subjective measures can be used to assess the outcome variables or team related and organizational variables can be assessed as outcomes. For instance, team performance, culture and climate can be assessed in terms of their relatedness to both leaders' and subordinates' work engagement. Fifthly, the time between two data gathering process can be a little bit longer. This was not possible in the current study for practical reasons, but future studies can refer to this gap. Lastly, the role of subordinates' work engagement on leaders' work engagement and the role of outcomes on engagement levels of both parties can be hypothesized and tested in the future studies. In the current study, the role of leaders' work engagement on subordinates' work engagement was discussed, because leaders were seen as the powerful parties in the work environment (Johnson, 2008) and they can be role models for their subordinates (Gächter & Renner, 2018). Therefore, a path was drawn from a more powerful party (i.e., leaders) to a less powerful one (i.e., subordinates). However, there was a study that showed the role of subordinates' engagement on leaders' engagement (Wirtz, et al., 2017). Therefore, this path can again be tested by using different mediators, moderators and outcome variables, and the data can be assessed from different sectors by using different samples.

The current study showed that work engagement was an important dynamic for better organizational and individual related outcomes. Also, the behaviors of the leaders who were engaged at work contributed to the prediction of both work

engagement levels of subordinates and subordinate related outcomes. Therefore, to reach better individual related and organizational outcomes, work engagement seems to be the right concept to focus on. Future studies should focus on this concept more and understand its nomological network better.

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APPENDICES

APPENDIX A: APPROVAL OF HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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Sayı: 28620816

09 AĞUSTOS 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Reyhan BİLGİÇ ;

Danışmanlığını yaptığınız Ezgi DEMİRCİOĞLU' nun *"Çalışmaya Tutkunluğun Lider ve Çalışan Arasında Geçişini Sağlayan Mekanizmaların Belirlenmesi"* başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-SOS-131** protokol numarası ile **09.08.2017 – 30.12.2017** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan V

Prof. Dr. Ayhan SOL
Üye

Prof. Dr. Ayhan Gürbüz DEMİR
Üye

Doç. Dr. Yaşar KONDAKÇI
Üye

Doç. Dr. Zana ÇITAK
Üye

Yrd. Doç. Dr. Pınar KAYGAN
Üye

Yrd. Doç. Dr. Emre SELÇUK
Üye

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 /

08 ŞUBAT 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu
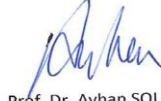
Sayın Prof.Dr. Reyhan BİLGİÇ ;

Danışmanlığını yaptığınız doktora öğrencisi Ezgi DEMİRCİOĞLU' nun *"Çalışmaya Tutkunluğun Lider ve Çalışan Geçişini Sağlayan Mekanizmaların Belirlenmesi"* başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-SOS-131** protokol numarası ile **08.02.2018 - 30.12.2018** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN

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Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Yaşar KONDAKÇI

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Yrd. Doç. Dr. Pınar KAYGAN

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11 MAYIS 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Reyhan BİLGİÇ

Danışmanlığını yaptığınız doktora öğrencisi Ezgi DEMİRCİOĞLU'nun ""**Çalışmaya Tutkun Lider Davranışları" Ölçeği Geçerlik ve Güvenirlik Çalışması**" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2018-SOS-077** protokol numarası ile **11.05.2018 - 30.08.2018** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

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Sayı: 28620816 / 516

08 EKİM 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Reyhan BİLGİÇ

Danışmanlığını yaptığınız doktora öğrencisi Ezgi DEMİRCİOĞLU'nun **"Çalışmaya Tutkunluğun Aktarılması: Lidere Bağlı Değişkenleri Anlamak"** başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2018-SOS-166** protokol numarası ile **08.10.2018 - 31.06.2019** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

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Doç. Dr. Yaşar KONDAKÇI

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Doç. Dr. Emre SELÇUK

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Üye

APPENDIX B: FORMS AND QUESTIONS AS USED IN THE QUALITATIVE STUDY 1

Consent Form

Bu çalışma, ODTÜ Psikoloji Bölümü Endüstri ve Örgüt Psikolojisi Bütünleşik Doktora Programı tez çalışması kapsamında bölüm öğrencisi Ezgi Demircioğlu tarafından, ODTÜ Psikoloji bölümü öğretim üyesi Prof. Dr. Reyhan Bilgiç'in danışmanlığında yürütülmektedir. Bu form, sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir? Araştırmanın amacı, çalışanların çalışmaya tutkunluğunu etkileyen değişkenleri belirlemektir. Araştırmaya katılmayı kabul ederseniz, sizden beklenen, sunulan bilgilendirici paragrafı okumanız ve soruları cevaplamanızdır. Bu çalışmaya katılım ortalama olarak 15 dakika sürmektedir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz? Bu çalışma sırasında sizden beklenen size yöneltilen soruları sunulan paragrafa bağlı kalarak cevaplamanızdır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız? Araştırmaya katılımınız tamamen gönüllülük esasına dayanmaktadır. Ankette, sizden kimlik ve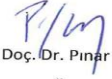ya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılabilecektir.

Katılımınızla ilgili bilmeniz gerekenler: Araştırma size zarar verecek ögeler içermemektedir. Katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Araştırmayla ilgili daha fazla bilgi almak isterseniz: Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için Psikoloji Bölümü öğrencilerinden Ezgi Demircioğlu (e-posta: ezgi.demircioglu@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Tarih   İmza

Informative Paragraph and Open-Ended Questions

Çalışanlar, iş yerlerindeki davranışlarını etkileyebilecek belli ruhsal durumlara ve tutumlara sahiptirler. Bunlar, doğrudan veya bazı davranışlar aracılığı ile dolaylı olarak diğer çalışanların da davranış ve tutumlarını etkilemektedir. Bu düşünceye bağlı olarak sizden aşağıdaki paragrafı dikkatlice okumanız ve sunulan soruları cevaplamanız beklenmektedir.

Belli ruhsal duruma ve tutuma sahip çalışanlar, farklı davranışlar gösterebilmektedir. Örneğin, çalışmaya tutkun kişiler, dinçlik, adanmışlık ve yoğunlaşma olarak tanımlanabilecek üç temel özelliğe sahiptir. Sahip oldukları dinçlik sebebiyle yüksek iş enerjisi gösteren bu kişiler, işleri ile ilgilenirken kendilerini güçlü hissederler. Yine aynı özelliğe bağlı olarak, işlerindeki zorluklara karşı direnç gösterebilir ve uzun saatler boyunca çalışabilirler. Bu kişiler, yüksek adanmışlığa sahip oldukları için, işlerine çokça önem verir ve işlerini istek ve hevesle yerine getirirler. İşlerine yüksek anlam yükleyen bu kişiler, yaptıkları işle gurur duyarlar. Son olarak yoğunlaşma/kendini verme olarak tanımlayabileceğimiz bir özelliğe sahip bu kişiler, işlerine olanca odaklanır ve sahip oldukları yoğunluktan dolayı kendilerini mutlu hissederler.

Yukarıda sunulan özellikleri göz önünde bulundurarak, çalışmaya tutkunluk ile ilgili aşağıdaki soruları yanıtlayınız.

1. Çalışmaya tutkun bir lider/amir/yönetici olsaydınız, çalışma ortamında ne tür tutum ve davranışlar sergilerdiniz?

2. Çalışmaya tutkun bir lider/amir/yönetici olsaydınız, astlarınıza karşı ne tür tutum ve davranışlar sergilerdiniz?

3. Liderlik/amirlik/yöneticilik pozisyonunda olup bu özelliklere sahip olduğunuzu düşünüyorsanız, astlarınıza karşı ne tür tutum ve davranışlar gösteriyorsunuz? Lütfen açıklayınız.

4. Tanımlanan özelliklere sahip bir lider/amir/yönetici ile daha önce hiç çalıştınız mı? Eğer cevabınız evet ise, bu kişi ne tür liderlik davranışları gösterdi? Lütfen açıklayınız.

5. Liderin/amirin/yöneticinin çalışmaya tutkunluğunun astların çalışmaya tutkunluğuna olası olumlu etkisini, liderin/amirin/yöneticinin hangi tutum ve davranışları arttırabilir? Neden?

6. Liderin/amirin/yöneticinin çalışmaya tutkunluğunun astların çalışmaya tutkunluğuna olası olumlu etkisini, liderin/amirin/yöneticinin hangi tutum ve davranışları azaltabilir? Neden?

7. Liderin/amirin/yöneticinin çalışmaya tutkunluğunun astların çalışmaya tutkunluğuna olası olumlu etkisini, çalışanın hangi tutum ve davranışları arttırabilir? Neden?

8. Liderin/amirin/yöneticinin çalışmaya tutkunluğunun astların çalışmaya tutkunluğuna olası olumlu etkisini, çalışanın hangi tutum ve davranışları azaltabilir? Neden?

Demographic Form

Cinsiyetiniz: □ Erkek □ Kadın

Yaşınız: _____

Eğitim Durumunuz: □ İlkokul □ Ortaokul □ Lise □ Ön lisans

□ Lisans □ Yüksek Lisans □ Doktora □ Diğer_____

Hangi sektörde çalışıyorsunuz? _____

Ne kadar zamandır bu sektörde çalışıyorsunuz? (yıl/ay cinsinden) _____

Şu an bulunduğunuz iş yerinde ne kadar zamandır çalışıyorsunuz? (yıl/ay cinsinden) _____

Ne kadar zamandır aynı liderle/amirle/yöneticiyle çalışıyorsunuz? (yıl/ay cinsinden)_____

Şu anda çalıştığınızdan farklı liderle/amirle/yöneticiyle çalıştınız mı? Evet ise sayısı _____

Siz bir lider/amir/yönetici pozisyonunda mısınız? □ Evet □ Hayır

Lider/amir/yönetici pozisyonunda çalışıyor iseniz ne kadar süredir bu pozisyondasınız? (yıl/ay cinsinden) _____

Announcement Text

Aşağıda işe tutkunluğun lider ve çalışan arasında geçişini araştıran ve açık uçlu sorulardan oluşan araştırma sunulmuştur. Gönüllü katılım gerektiren bu araştırmada, hali hazırda iş sahibi olup bir liderlik pozisyonunda olan veya bir lider ile çalışan kişilere ulaşmak amaçlanmaktadır. Araştırmadaki soruların, sunulan paragraftaki bilgilere bağlı olarak cevaplandırılması beklenmektedir.

Katılımınız için şimdiden teşekkür ederiz.

APPENDIX C: NVIVO WORD CHARTS

1. Word chart for Engaged Leaders' Behaviors (Questions 1, 2, 3, 4)

2. Word chart for Leader related Factors that Affect Engagement (Questions 5 and 6)

3. Word chart for Subordinate related Factors that Affect Engagement (Questions 7 and 8*)*

4. Word chart for Coded Engaged Leaders' Behaviors (Questions 1, 2, 3, 4)

Consent Form

Bu çalışma, ODTÜ Psikoloji Bölümü Endüstri ve Örgüt Psikolojisi bütünleşik Doktora Programı tez çalışması kapsamında bölüm öğrencisi Ezgi Demircioğlu tarafından, ODTÜ Psikoloji bölümü öğretim üyesi Prof. Dr. Reyhan Bilgiç'in danışmanlığında yürütülmektedir. Bu form, sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir? Araştırmanın amacı, çalışanların çalışmaya tutkunluğunu etkileyen değişkenleri belirlemektir. Araştırmaya katılmayı kabul ederseniz, sizden beklenen, sorulan soruları kişisel tecrübelerinize ve düşüncelerinize bağlı olarak cevaplamanızdır. Bu çalışmaya katılım ortalama olarak 20 dakika sürmektedir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz? Bu çalışma sırasında sizden beklenen size yöneltilen soruları cevaplamanızdır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız? Araştırmaya katılımınız tamamen gönüllülük esasına dayanmaktadır. Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılabilecektir.

Katılımınızla ilgili bilmeniz gerekenler: Araştırma size zarar verecek ögeler içermemektedir. Katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Araştırmayla ilgili daha fazla bilgi almak isterseniz: Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için Psikoloji Bölümü öğrencilerinden Ezgi Demircioğlu (e-posta: ezgi.demircioglu@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Tarih   İmza

----/----/-----

Informative Paragraph and Open-Ended Questions

Çalışanlar, iş yerlerindeki davranışlarını etkileyebilecek belli ruhsal durumlara ve tutumlara sahiptirler. Bunlar, doğrudan veya bazı davranışlar aracılığı ile dolaylı olarak diğer çalışanların da davranış ve tutumlarını etkilemektedir. Örneğin, kendini işine fazlasıyla veren kişiler, dinçlik, adanmışlık ve yoğunlaşma olarak tanımlanabilecek üç temel özelliğe sahiptir. Sahip oldukları dinçlik sebebiyle yüksek iş enerjisi gösteren bu kişiler, işleri ile ilgilenirken kendilerini güçlü hissederler. Yine aynı özelliğe bağlı olarak, işlerindeki zorluklara karşı direnç gösterebilir ve uzun saatler boyunca çalışabilirler. Bu kişiler, yüksek adanmışlığa sahip oldukları için, işlerine çokça önem verir ve işlerini istek ve hevesle yerine getirirler. İşlerine yüksek anlam yükleyen bu kişiler, yaptıkları işle gurur duyarlar. Son olarak yoğunlaşma/kendini verme olarak tanımlayabileceğimiz bir özelliğe sahip bu kişiler, işlerine oldukça odaklanır ve sahip oldukları yoğunluktan dolayı kendilerini mutlu hissederler.

Yukarıda sunulan özellikleri göz önünde bulundurarak, sorulacak soruları yanıtlayınız.

1. Kendini işine fazlasıyla veren bir kişinin, liderlik rolünü üstlendiğinde nasıl davranışlar sergilemesi beklenir? Olası olumlu ve olumsuz davranışları nedenleriyle sıralayınız.

2. a) Sizce kendini işine veren liderlerin olumlu şekilde davranmasını, liderin hangi özellikleri belirler? Lütfen açıklayınız.

   b) Sizce kendini işine veren liderlerin olumsuz şekilde davranmasını, liderin hangi özellikleri belirler? Lütfen açıklayınız.

3. Sizce kendini işine veren liderlerin çalışana karşı davranışlarını, çalışanın veya liderle çalışan arasındaki ilişkinin özellikleri etkiler mi? Bu özellikler nelerdir? Lütfen açıklayınız.

4. Kendini işine veren bu liderlerde ne tür davranışlar gözlemlerseniz, siz de kendinizi işinize daha çok verirsiniz?

5. Kendini işine veren bu liderlerde ne tür davranışlar gözlemlerseniz, siz kendinizi işinize odaklamakta/vermekte zorlanırsınız?

6. Sizce liderin bahsedilen olumlu davranışlarının çalışana yansıyabilmesi için, çalışan nasıl özelliklere sahip olmalıdır?

Demografik Bilgi Formu

Cinsiyetiniz: □ Erkek   □ Kadın

Yaşınız: _____

Eğitim Durumunuz: □ İlkokul   □ Ortaokul   □ Lise   □ Ön lisans

                   □ Lisans   □ Yüksek Lisans   □ Doktora   □ Diğer___

Hangi sektörde çalışıyorsunuz? _____

Ne kadar zamandır bu sektörde çalışıyorsunuz? (yıl/ay cinsinden) _____

Şu an bulunduğunuz iş yerinde ne kadar zamandır çalışıyorsunuz? (yıl/ay cinsinden) _____

Ne kadar zamandır aynı liderle/amirle/yöneticiyle çalışıyorsunuz? (yıl/ay cinsinden)_____

Şu anda çalıştığınızdan farklı liderle/amirle/yöneticiyle çalıştınız mı? Evet ise sayısı _____

Siz bir lider/amir/yönetici pozisyonunda mısınız?   □ Evet   □ Hayır

Lider/amir/yönetici pozisyonunda çalışıyor iseniz ne kadar süredir bu pozisyondasınız? (yıl/ay cinsinden) _____

APPENDIX E: FORMS AND QUESTIONS AS USED IN THE SCALE VALIDATION

Engaged Leaders' Behaviors Scale

Aşağıda sunulan ifadelere ne derecede katıldığınızı (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

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

LİDERİM;

1.	Çalışanlarını işe odaklanmaları için teşvik eder.	1 2 3 4 5 6
2.	İş yerinde gösterdiği çaba ile çalışanlarına örnek olur.	1 2 3 4 5 6
3.	Çalışmaya olan sevgisini çalışanlarına aşılar.	1 2 3 4 5 6
4.	Sahip olduğu enerjiyi çalışanlarına geçirir.	1 2 3 4 5 6
5.	Birlikte çalışırken zamanın çok hızlı geçtiğini hissettiğim biridir.	1 2 3 4 5 6
6.	Çalışanlarını sorumluluk sahibi olmaları konusunda teşvik eder.	1 2 3 4 5 6
7.	Yapılan tüm işleri denetlemeye/kontrol etmeye meyillidir.	1 2 3 4 5 6
8.	Disiplinsiz davranışlar karşısında yaptırım uygular.	1 2 3 4 5 6
9.	İş yerinde baskı ortamı kurar.	1 2 3 4 5 6
10.	Çalışanlarına rahat bir çalışma ortamı sağlamak ister.	1 2 3 4 5 6
11.	İş ilişkilerinde anlayışlıdır.	1 2 3 4 5 6
12.	Çalışmaya teşvik edici cümleler kurar.	1 2 3 4 5 6
13.	Çalışan motivasyonunu düşüren sebepleri ortadan kaldırmaya çalışır.	1 2 3 4 5 6
14.	Çalışanlar arasında adaleti gözetir.	1 2 3 4 5 6
15.	İş dağılımını adaletli bir şekilde yapar.	1 2 3 4 5 6
16.	İş problemlerinin çözümünde aktif rol oynar.	1 2 3 4 5 6
17.	Sahip olduğu bilgiyi çalışanlarıyla paylaşır.	1 2 3 4 5 6

Work Engagement Scale

Aşağıda sunulan duyguyu/durumu hangi sıklıkla yaşadığınızı (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

1	2	3	4	5	6
Hiçbir zaman	Nadiren	Zaman Zaman	Çoğunlukla	Hemen hemen her zaman	Her zaman

1.	İşimi yaparken enerji dolu olurum.	1 2 3 4 5 6
2.	İşimde kendimi güçlü ve dinç hissederim.	1 2 3 4 5 6
3.	İşimi hevesle yaparım.	1 2 3 4 5 6
4.	İşim bana ilham verir.	1 2 3 4 5 6
5.	Sabah uyandığımda işe gitmek için istekli olurum.	1 2 3 4 5 6
6.	Yoğun çalıştığım zamanlarda kendimi mutlu hissederim.	1 2 3 4 5 6
7.	Yaptığım işle gurur duyarım.	1 2 3 4 5 6
8.	Çalışırken yaptığım işe kendimi kaptırırım.	1 2 3 4 5 6
9.	Çalışırken işime dalıp giderim.	1 2 3 4 5 6

* Dimensions – Vigor: Items 1, 2, 5; Absorption: Items 6, 8, 9; Dedication: Items 3, 4, 7

Affective Commitment Scale

Aşağıdaki ifadeler, kişilerin çalıştıkları kurumlar hakkında çeşitli duygu ve düşüncelerini yansıtmaktadır. Aşağıda sunulan ifadelere ne derecede katıldığınızı (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

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

1. Bu kuruluşun meselelerini gerçekten de kendi meselelerim gibi hissediyorum.	1 2 3 4 5 6
2. Bu kuruluşa karşı güçlü bir ait olma hissim var.	1 2 3 4 5 6
3. Bu kuruluşa kendimi duygusal olarak bağlı hissediyorum.	1 2 3 4 5 6
4. Bu kuruluşun benim için çok özel bir anlamı var.	1 2 3 4 5 6
5. Kendimi kuruluşumda ailenin bir parçası gibi hissediyorum.	1 2 3 4 5 6
6. Buradaki işimi kendi özel işim gibi hissediyorum.	1 2 3 4 5 6
7. Bu kuruluşun bir çalışanı olmanın gurur verici olduğunu düşünüyorum.	1 2 3 4 5 6
8. Bu kuruluşun amaçlarını benimsiyorum.	1 2 3 4 5 6

Leader Satisfaction Scale

Lider pozisyonundaki kişiler, çalışanlarına karşı, işle ilgili ve iş dışı konularda farklı tarzlar benimseyebilmektedir. Aşağıdaki maddeleri okurken beraber çalıştığınız liderin tarzını düşününüz ve liderinizin tarzından ne derece memnun olduğunuzu 6 noktalı derecelendirme ölçeğinde belirtiniz. Örneğin, birinci maddede belirtilen "işle ilgili sorunları çözme şekli" farklı liderler tarafından farklı şekillerde ele alınabilmektedir. Siz her bir madde için kendi liderinizin tarzını düşünerek, var olan şekilden memnuniyetinizi belirtiniz.

1	2	3	4	5	6
Hiç memnun değilim	Memnun değilim	Pek memnun değilim	Biraz memnunum	Memnunum	Çok memnunum

LİDERİMİN;

1. İşle ilgili sorunları çözme şeklinden	1 2 3 4 5 6
2. İşle ilgili konularda karar verme şeklinden	1 2 3 4 5 6
3. Çalışanlar arasındaki adaleti sağlama şeklinden	1 2 3 4 5 6
4. Çalışanların iş dışı sorunlara dahil olma şeklinden	1 2 3 4 5 6
5. Yeni ve farklı görüşlere yaklaşım şeklinden	1 2 3 4 5 6
6. Yapılan işlere geri bildirim verme tarzından	1 2 3 4 5 6
7. Yapılan hatalara karşı gösterdiği genel tavrından	1 2 3 4 5 6
8. Çalışanlarla iletişim kurma şeklinden	1 2 3 4 5 6
9. Çalışanları yapılacak görevlere yönlendirme şeklinden	1 2 3 4 5 6
10. İşte var olan değişmeleri ve gelişmeleri çalışanlara iletme şeklinden	1 2 3 4 5 6
11. Gerek iş performansım, gerek bilgi, beceri ve yeterliliklerim, gerekse kişiliğimle ilgili negatif ve pozitif yönlerimi değerlendirme şeklinden	1 2 3 4 5 6
12. Çalışanların fikirlerine başvurma sıklığından	1 2 3 4 5 6
13. Çalışanların gelişimini destekleme şeklinden	1 2 3 4 5 6
14. Çalışanları ile kurduğu yakınlık/mesafe seviyesinden	1 2 3 4 5 6
15. Çalışanları gözlemleme/denetleme şeklinden	1 2 3 4 5 6
16. İyi performans gösteren çalışanlarını motive etme şeklinden	1 2 3 4 5 6
17. İşyerinde yarattığı genel çalışma ortamından	1 2 3 4 5 6

Work Related Flow Scale

Aşağıdaki ifadeler son iki hafta içinde işinizi yaparken hissettiklerinizi örneklemektedir. Lütfen her bir seçenekte verilen duyguyu /durumu hangi sıklıkta yaşadığınızı (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

1	2	3	4	5	6
Hiçbir zaman	Nadiren	Zaman zaman	Çoğunlukla	Hemen hemen her zaman	Her zaman

1. Çalışırken işten başka hiçbir şey düşünmem.	1 2 3 4 5 6
2. İşim beni büyülenmişcesine kendimden geçirir.	1 2 3 4 5 6
3. Çalışırken etrafımdaki her şeyi unuturum.	1 2 3 4 5 6
4. Kendimi tamamen işime kaptırırım.	1 2 3 4 5 6
5. İşim kendimi iyi hissettirir.	1 2 3 4 5 6
6. İşimi büyük bir hazla yaparım.	1 2 3 4 5 6
7. Çalıştığım sürece kendimi mutlu hissederim	1 2 3 4 5 6
8. Çalışırken keyfim yerindedir.	1 2 3 4 5 6
9. Daha az kazansam bile yine de bu işte çalışırım.	1 2 3 4 5 6
10. Boş zamanlarımda da çalışmak istediğimi fark ettim.	1 2 3 4 5 6
11. Çalışıyorum çünkü bundan zevk alıyorum.	1 2 3 4 5 6
12. Bir şey üzerinde çalışırken aslında bunu kendim için yaparım.	1 2 3 4 5 6
13. Çalışma şevkimi işin kendisinden alırım, bunun sonucunda alacağım ödüllerden değil.	1 2 3 4 5 6

Consent Form

Bu çalışma, ODTÜ Psikoloji Bölümü Endüstri ve Örgüt Psikolojisi Bütünleşik Doktora Programı tez çalışması kapsamında bölüm öğrencisi Ezgi Demircioğlu tarafından, ODTÜ Psikoloji bölümü öğretim üyesi Prof. Dr. Reyhan Bilgiç'in danışmanlığında yürütülmektedir. Bu form, sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir? Araştırmanın amacı, çalışmaya tutkunluğun liderden çalışana geçişini sağlayan lider davranışlarını belirlemek ve buna bağlı ölçeğin geçerlik ve güvenirlik çalışmasını yapmaktır. Araştırmaya katılmayı kabul ederseniz, sizden beklenen sunulan anketi cevaplandırmanızdır. Bu çalışmaya katılım ortalama 15 dakika sürmektedir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz? Bu çalışma sırasında sizden beklenen sunulan anketleri şu anda çalıştığınız işinizi göz önüne alıp cevaplamanızdır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız? Araştırmaya katılımınız tamamen gönüllülük esasına dayanmaktadır. Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılabilecektir.

Katılımınızla ilgili bilmeniz gerekenler: Araştırma size zarar verecek ögeler içermemektedir. Katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Araştırmayla ilgili daha fazla bilgi almak isterseniz: Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için Psikoloji Bölümü öğrencilerinden Ezgi Demircioğlu (e-posta: ezgi.demircioglu@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Tarih   İmza

Demographic Form

Cinsiyetiniz: □ Erkek   □ Kadın

Yaşınız: _____

Eğitim Durumunuz: □ İlkokul   □ Ortaokul   □ Lise   □ Ön lisans

□ Lisans   □ Yüksek Lisans   □ Doktora   □ Diğer___

Hangi sektörde çalışıyorsunuz? _____

Ne kadar zamandır bu sektörde çalışıyorsunuz? (yıl/ay cinsinden) _____

Şu an bulunduğunuz iş yerinde ne kadar zamandır çalışıyorsunuz? (yıl/ay cinsinden) _____

Ne kadar zamandır aynı liderle/amirle/yöneticiyle çalışıyorsunuz? (yıl/ay cinsinden)_____

Şu anda çalıştığınız liderle/amirle/yöneticiyle ne sıklıkla iletişim kuruyorsunuz?

□   Ayda birden az/hiç   □   Ayda bir veya iki kez   □   Haftada bir veya iki kez   □   Günde bir veya iki kez   □   Her gün birçok kez

Şu anda çalıştığınız liderle/amirle/yöneticiyle ilişkinizden ne kadar memnunsunuz?

□   Hiç memnun değilim   □   Memnun değilim   □   Pek memnun değilim

□ Biraz memnunum   □ Memnunum   □ Çok memnunum

Şu anda çalıştığınızdan farklı liderle/amirle/yöneticiyle çalıştınız mı? Evet ise sayısı _____

Siz bir lider/amir/yönetici pozisyonunda mısınız?   □ Evet   □ Hayır

Lider/amir/yönetici pozisyonunda çalışıyor iseniz ne kadar süredir bu pozisyondasınız? (yıl/ay cinsinden) _____

Informed Consent After Participation

Öncelikle araştırmamıza katıldığınız için teşekkür ederiz.

Bu araştırma, daha önce de belirtildiği gibi, ODTÜ Psikoloji Bölümü Endüstri ve Örgüt Psikolojisi Bütünleşik Doktora Programı öğrencisi Ezgi Demircioğlu tarafından Prof. Dr. Reyhan Bilgiç'in danışmanlığındaki doktora tezi kapsamında yürütülmektedir. Araştırmanın amacı çalışmaya tutkun lider davranışlarını bir araya getiren ölçüm aracının geçerlilik ve güvenirlik çalışmasını yürütmektir. Bu amaçla çalışmaya tutkun lider davranışları ile bu davranışlarla ilişkili olduğu öngörülen duygusal bağlılık, çalışmaya tutkunluk, akış ve lider tatmini arasındaki ilişki test edilecektir.

Bu çalışmanın sonuçlarının hem araştırma hem de uygulama alanlarında faydalı olması beklenmektedir. Geçerlilik ve güvenirliği test edildikten sonra, araştırmacılar ilgili ölçeği liderlik ve çalışmaya tutkunluk temelli araştırmalarında kullanabilecektir. Oluşturulan ölçekle bu liderlerin davranışları tek bir ölçek altında toparlanabilecek ve çalışmaya tutkunluğun lider çerçevesinden daha doğru anlaşılması sağlanacaktır.

Bu çalışmadan alınacak verilerin Mayıs 2018'de elde edilmesi amaçlanmaktadır. Elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Çalışmanın sonuçlarını öğrenmek ya da bu araştırma hakkında daha fazla bilgi almak için Psikoloji Bölümü öğrencilerinden Ezgi Demircioğlu (e-posta: ezgi.demircioglu@gmail.com) ile iletişim kurabilirsiniz.

APPENDIX F: ITEMS IN ENGAGED LEADERS' BEHAVIORS SCALE AND THEIR FACTOR LOADINGS AS ASSESSED IN THE VALIDATION STUDY

LİDERİM	1st Factor Loadings	2nd Factor Loadings
… Çalışmaya teşvik edici cümleler kurar.	.91	-
… Çalışan motivasyonunu düşüren sebepleri ortadan kaldırmaya çalışır.	.90	-
… Çalışmaya olan sevgisini çalışanlarına aşılar.	.87	-
… Çalışanlarına rahat bir çalışma ortamı sağlamak ister	.84	-
… Çalışanlarını sorumluluk sahibi olmaları konusunda teşvik eder.	.84	-
… İş ilişkilerinde anlayışlıdır.	.84	-
… İş yerinde gösterdiği çaba ile çalışanlarına örnek olur.	.83	-
… Sahip olduğu enerjiyi çalışanlarına geçirir.	.83	-
... İş dağılımını adaletli bir şekilde yapar.	.83	-
... Çalışanlarını işe odaklanmaları için teşvik eder.	.83	-
... Çalışanlar arasında adaleti gözetir.	.80	-
... Sahip olduğu bilgiyi çalışanlarıyla paylaşır.	.80	-
... Birlikte çalışırken zamanın çok hızlı geçtiğini hissettiğim biridir.	.78	-
... İş problemlerinin çözümünde aktif rol oynar.	.73	-
... İş yerinde baskı ortamı kurar.	-.67	.51
... Disiplinsiz davranışlar karşısında yaptırım uygular.	-	.73
... Yapılan tüm işleri denetlemeye/kontrol etmeye meyillidir.	.26	.73

APPENDIX G: REVISED ENGAGED LEADERS' BEHAVIORS SCALE

Engaged Leaders' Behaviors Scale (Subordinate)

Aşağıda sunulan ifadelere ne derecede katıldığınızı şu anda çalıştığınız amirinizi/yöneticinizi düşünerek ve görüşünüzü ifade eden rakamı daire içine alarak belirtiniz.

1	2	3	4	5
Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum

1. Çalışanlarını işe odaklanmaları için teşvik eder.	1	2	3	4	5
2. İş yerinde gösterdiği çaba ile çalışanlarına örnek olur.	1	2	3	4	5
3. Çalışmaya olan sevgisini çalışanlarına aşılar.	1	2	3	4	5
4. Sahip olduğu enerjiyi çalışanlarına geçirir.	1	2	3	4	5
5. Çalışanlarını sorumluluk sahibi olmaları konusunda teşvik eder.	1	2	3	4	5
6. İş disiplininin sağlanmasını teşvik eden davranışlar sergiler.	1	2	3	4	5
7. İşlerin zamanında tamamlanabilmesi için yapılan işleri devamlı olarak takip eder.	1	2	3	4	5
8. Çalışanlarına rahat bir çalışma ortamı sağlar.	1	2	3	4	5
9. Beraber çalıştığımızda, çalışmaya teşvik eden cümleler kurar.	1	2	3	4	5
10. Çalışan motivasyonunu düşüren sebepleri ortadan kaldırmaya çalışır.	1	2	3	4	5
11. Çalışanlarına karşı davranışlarında adaleti gözetir.	1	2	3	4	5
12. İş dağılımını adaletli bir şekilde yapar.	1	2	3	4	5
13. İş problemlerinin çözümünde aktif rol oynar.	1	2	3	4	5
14. İş ile ilgili sahip olduğu bilgiyi çalışanlarıyla paylaşır.	1	2	3	4	5

Engaged Leaders' Behaviors Scale (Leader)

Aşağıda sunulan ifadelere ne derecede katıldığınızı (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

1	2	3	4	5
Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum

1. Çalışanlarımı işe odaklanmaları için teşvik ederim.	1	2	3	4	5
2. İş yerinde gösterdiğim çaba ile çalışanlarıma örnek olurum.	1	2	3	4	5
3. Çalışmaya olan sevgimi çalışanlarıma aşılarım.	1	2	3	4	5
4. Sahip olduğum enerjiyi çalışanlarıma geçiririm.	1	2	3	4	5
5. Çalışanlarımı sorumluluk sahibi olmaları konusunda teşvik ederim.	1	2	3	4	5
6. İş disiplininin sağlanmasını teşvik eden davranışlar sergilerim.	1	2	3	4	5
7. İşlerin zamanında tamamlanabilmesi için yapılan işleri devamlı olarak takip ederim.	1	2	3	4	5
8. Çalışanlarıma rahat bir çalışma ortamı sağlarım.	1	2	3	4	5
9. Beraber çalıştığımızda astlarımı çalışmaya teşvik eden cümleler kurarım.	1	2	3	4	5
10. Çalışan motivasyonunu düşüren sebepleri ortadan kaldırmaya çalışırım.	1	2	3	4	5
11. Çalışanlarıma karşı davranışlarımda adaleti gözetirim.	1	2	3	4	5
12. İş dağılımını adaletli bir şekilde yaparım.	1	2	3	4	5
13. İş problemlerinin çözümünde aktif rol oynarım.	1	2	3	4	5
14. İş ile ilgili sahip olduğum bilgiyi çalışanlarımla paylaşırım.	1	2	3	4	5

APPENDIX H: JOB DESCRIPTIONS OF PARTICIPANTS IN THE MAIN STUDY

Zabıta (Municipal Police)

- Sıhhi kuruluşlar ve akaryakıt istasyonları gibi işletmelerin ruhsat işlemleri ve denetlenmesi,
- İl ve ilçenin düzeninin ve halkın huzurunun sağlanması,
- İnşaat işlemleri öncesinde gerekli incelemelerin yapılması,
- Kurumlardan ve vatandaşlardan gelen şikayetlerin denetlenmesi ve gerektiğinde işlem yapılması,
- Yasa ve yasaklara aykırı hareket edenler hakkında gerekli işlemlerin yapılması,
- Kayıp mal, satış, işgal, yangın, deprem ve su baskını gibi hallerde gerekli tedbirlerin alınması ve gerektiğinde cezai işlem uygulanması,
- Haciz yoluyla yapılacak tahsilatlara yardımcı olunması,
- Dilencilik, gürültü kirliliği, kaldırım işgali, izinsiz afiş, vb. konularda tedbir ve işlem uygulanması.

İtfaiyeci (Firefighters)

- Yangınlara müdahale, söndürme ve gerekli kurtarma çalışmalarının yürütülmesi,
- Kaza, çökme, patlama, mahsur kalma, vb. durumlarda müdahale ve kurtarma çalışmalarının yapılması,
- Yangın, kaza, deprem, sel gibi afetler ile ilgili tatbikatların yapılması; müdahele, söndürme ve kurtarma çalışmalarının yürütülmesi,
- İtfaiyenin su alabileceği açık havuz ve su depolarının yaptırılması.

Çevre Koruma ve Kontrol (Environmental Protection and Stabilization)

- Katı atık depolama işlemlerinin gerçekleştirilmesi,
- Park, bahçe ve yeşil alanların bakım, onarım ve temizliğinin yapılması,

- Çevrenin korunması ve iyileştirilmesi hususunda geliştirilen plan ve projelerle ilgili ihale dosyalarının hazırlanması,
- Çevre, hava kirliliği ve gürültü konusunda plan ve projelerin gerçekleştirilmesi,
- Çevre ve gürültü kirliliği denetimlerinin gerçekleştirilmesi,
- Kirlilik hususunda gerekli denetimlerin gerçekleştirilmesi ve önlemlerin alınması,
- Yeşil alanların bakım, onarım ve temizliğinin yapılması ve bu alanlar için proje ve uygulama çalışmalarının gerçekleştirilmesi,
- Çocuk parkı ve spor alanlarının kurulması; ağaçlandırma çalışmalarının gerçekleştirilmesi.

Fen İşleri (Public Works and Engineering)

- Belediyenin yapı ve inşaat programının, mimari ve teknik projelerinin hazırlanması,
- Proje maliyetlerinin ve teknik şartnamelerin hazırlanması,
- Yeni yol açma çalışmalarının gerçekleştirilmesi ve yolların asfaltlanması,
- Parke bakım ve onarımlarının yapılması,
- Karla mücadele çalışmalarının yürütülmesi.

Güvenlik (Security)

- Çevre güvenliğinin sağlanması ve güvenliğin sağlanması için gerekli tedbirlerin alınması,
- Toplantı, gösteri ve yürüyüş haklarınının yasal olarak kullanılabilmesi için gerekli güvenlik tedbirlerinin alınması,
- Ülke seçimlerinin güvenli bir şekilde gerçekleşmesi için gerekli emniyet tedbirlerinin alınması,
- Çalıştırılacak personellerle için gerekli güvenlik soruşturması ve arşiv araştırmasının yapılması.

APPENDIX I: FORMS AND QUESTIONS PRESENTED TO SUBORDINATES IN THE MAIN STUDY

Work Engagement Scale

Aşağıda çalışmaya/işe ilişkin duygu ve düşünceleri yansıtan ifadeler yer almaktadır. Lütfen çalışma/iş ile ilgili bu duygu ve düşünceleri ne sıklıkla yaşadığınızı (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

1	2	3	4	5	6	7
Hiçbir zaman	Neredeyse hiçbir zaman	Nadiren	Bazen	Sık sık	Çok sık	Her zaman

1. Çalışırken kendimi enerji dolu hissederim.	1 2 3 4 5 6 7
2. Yaptığım işi anlamlı ve amaç yüklü buluyorum.	1 2 3 4 5 6 7
3. Çalışırken zaman akıp gider, nasıl geçtiğini anlamam.	1 2 3 4 5 6 7
4. İşteyken güçlü ve dinç hissediyorum.	1 2 3 4 5 6 7
5. İşimle ilgili konularda şevk duyarım, çok hevesliyimdir.	1 2 3 4 5 6 7
6. Çalışırken işimden başka her şeyi unuturum.	1 2 3 4 5 6 7
7. İşim bana ilham verir.	1 2 3 4 5 6 7
8. Sabahları kalktığımda işe severek giderim.	1 2 3 4 5 6 7
9. Yoğun olarak çalıştığımda kendimi mutlu hissederim.	1 2 3 4 5 6 7
10. Yaptığım işle gurur duyuyorum.	1 2 3 4 5 6 7
11. Kendimi işime kaptırırım.	1 2 3 4 5 6 7
12. Uzun zaman süreleri boyunca aralıksız çalışmaya devam edebilirim.	1 2 3 4 5 6 7
13. Benim için işim kapasitemi gelişmeye zorlayan büyük bir uğraştır.	1 2 3 4 5 6 7
14. Çalışırken kendimden geçerim.	1 2 3 4 5 6 7
15. İşimde zihnimi çabuk ve güçlü bir şekilde toparlarım.	1 2 3 4 5 6 7
16. Kendimi işimden ayırmam zordur.	1 2 3 4 5 6 7
17. İşimde bazı şeyler yolunda gitmediğinde bile sebatkarımdır-yılmam.	1 2 3 4 5 6 7

Positive and Negative Affectivity Scale

Bu ölçek farklı duyguları tanımlayan bir takım sözcükler içermektedir. İş yerinizde geçtiğimiz hafta içerisinde nasıl hissettiğinizi (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

1	2	3	4	5
Çok az veya hiç	Biraz	Ortalama	Oldukça	Çok fazla

1. İlgili	1	2	3	4	5
2. Sıkıntılı	1	2	3	4	5
3. Heyecanlı	1	2	3	4	5
4. Mutsuz	1	2	3	4	5
5. Güçlü	1	2	3	4	5
6. Suçlu	1	2	3	4	5
7. Ürkmüş	1	2	3	4	5
8. Düşmanca	1	2	3	4	5
9. Hevesli	1	2	3	4	5
10. Gururlu	1	2	3	4	5
11. Asabi	1	2	3	4	5
12. Canlı	1	2	3	4	5
13. Utanmış	1	2	3	4	5
14. İlhamlı	1	2	3	4	5
15. Sinirli	1	2	3	4	5
16. Kararlı	1	2	3	4	5
17. Dikkatli	1	2	3	4	5
18. Tedirgin	1	2	3	4	5
19. Aktif	1	2	3	4	5
20. Korkmuş	1	2	3	4	5

Responsibility at Work Scale

Aşağıda sunulan ifadelere ne derecede katıldığınızı (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

1	2	3	4	5
Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum

1. İşimdeki tüm görevlere katılırım.	1	2	3	4	5
2. İşimde elimden gelenin en iyisini yapmaya çalışırım.	1	2	3	4	5
3. İşimde kendim için hedefler belirlerim.	1	2	3	4	5
4. İşimdeki bir görevden hoşlanmasam bile, elimden gelenin en iyisini yapmaya çalışırım.	1	2	3	4	5
5. İşimde kendimi geliştirmek isterim.	1	2	3	4	5
6. İşimdeki görevlerde iyi bir çaba gösteririm.	1	2	3	4	5

Performance Scale

Aşağıdaki ifadeler kişilerin çalıştıkları kurumda sergiledikleri performans hakkındaki düşüncelerini yansıtmaktadır. Sunulan ifadelere ne derecede katıldığınızı (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

1	2	3	4	5
Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum

1. Yüksek kalitede iş ortaya koymaktayım.	1	2	3	4	5
2. İşimin esasını oluşturan ana görevlerimi başarıyla yerine getirmekteyim.	1	2	3	4	5
3. İşimi yaparken zamanı verimli bir şekilde kullanabilmekte ve iş planlarına bağlı kalmaktayım.	1	2	3	4	5
4. İşi başarılı bir şekilde yapabilmek için gerekli teknik bilgiyi, görevlerimi yerine getirirken etkili bir şekilde kullanabilmekteyim.	1	2	3	4	5
5. Görevlerimi yerine getirirken sözlü iletişim becerisini etkili bir şekilde kullanabilmekteyim.	1	2	3	4	5
6. Görevlerimi yerine getirirken yazılı iletişim becerisini etkili bir şekilde kullanabilmekteyim	1	2	3	4	5
7. Kendi işimin bir parçası olmayan işleri de yapmak için gönüllü olmaktayım.	1	2	3	4	5
8. Kendi işlerimi yaparken büyük bir heves ve gayret içerisindeyim.	1	2	3	4	5
9. Gerektiğinde çalışma arkadaşlarıma yardım etmekte ve onlarla işbirliği içerisinde çalışmaktayım.	1	2	3	4	5
10. Kurum kurallarını ve prosedürlerini onaylamakta ve bunlara uyum göstermekteyim.	1	2	3	4	5
11. Kurum hedeflerini onaylamakta, desteklemekte ve savunmaktayım.	1	2	3	4	5

Job Satisfaction Scale

Aşağıda sunulan ifadelere ne derecede katıldığınızı (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

1	2	3	4	5
Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum

1. Genel olarak konuşmak gerekirse, bu iş beni çok tatmin ediyor.	1	2	3	4	5
2. Bu işte yaptığım çalışmalar, genel olarak, beni tatmin ediyor.	1	2	3	4	5
3. Bu işte çalışanların çoğu işlerinden tatmin olmaktadırlar.	1	2	3	4	5

Turnover Intentions Scale

Aşağıdaki cümleler kişilerin çalıştıkları kuruluş hakkında çeşitli duygu ve fikirlerini yansıtmaktadır. Lütfen bu cümlelere şu anda çalıştığınız kurum açısından ne ölçüde katıldığınızı (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

1	2	3	4	5
Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum

1.	Sıklıkla bu kurumdaki işimi bırakmayı düşünüyorum.	1	2	3	4	5
2.	Büyük bir olasılıkla önümüzdeki yıl içinde bu işten ayrılacağım (emeklilik vb. dışındaki nedenlerle).	1	2	3	4	5
3.	Başka bir kurumda başka bir iş arıyorum.	1	2	3	4	5
4.	Başka bir iş bulur bulmaz bu kurumdaki işimden ayrılacağım.	1	2	3	4	5
5.	Farklı alternatiflerim olsa bile yine bu kurumda çalışmak isterim.	1	2	3	4	5
6.	Emekliliğim gelse bile bu kurumda çalışmaya devam etmek isterim.	1	2	3	4	5
7.	Zaman geçtikçe mevcut kuruluşumdan ayrılmanın gittikçe zorlaştığını hissediyorum.	1	2	3	4	5

Subjective Well-Being Scale

Aşağıda yer alan sorulardaki son birkaç haftayı düşünerek ve görüşünüzü ifade eden rakamı daire içine alarak cevaplayınız.

1	2	3	4
Hiçbir zaman	Her zamanki kadar	Her zamankinden sık	Çok sık

1.	Yaptığınız işe dikkatinizi verebiliyor musunuz?	**1**	**2**	**3**	**4**
2.	Endişeleriniz nedeni ile uykusuzluk çekiyor musunuz?	**1**	**2**	**3**	**4**
3.	İşe yaradığınızı düşünüyor musunuz?	**1**	**2**	**3**	**4**
4.	Karar vermekte güçlük çekiyor musunuz?	**1**	**2**	**3**	**4**
5.	Kendinizi sürekli zorluk altında hissediyor musunuz?	**1**	**2**	**3**	**4**
6.	Zorlukları halledemeyecek gibi hissediyor musunuz?	**1**	**2**	**3**	**4**
7.	Günlük işlerinizden zevk alabiliyor musunuz?	**1**	**2**	**3**	**4**
8.	Sorunlarınızla uğraşabiliyor musunuz?	**1**	**2**	**3**	**4**
9.	Değişik yönlerden baktığınızda kendinizi mutlu hissediyor musunuz?	**1**	**2**	**3**	**4**
10.	Kendinize güveninizi kaybediyor musunuz?	**1**	**2**	**3**	**4**
11.	Kendinizi değersiz biri olarak görüyor musunuz?	**1**	**2**	**3**	**4**
12.	Kendinizi keyifsiz ve durgun hissediyor musunuz?	**1**	**2**	**3**	**4**

Demographic Form

Cinsiyetiniz: □ Erkek   □ Kadın

Yaşınız: _____

Eğitim Durumunuz: □ İlkokul   □ Ortaokul   □ Lise   □ Ön lisans   □ Lisans

□ Yüksek Lisans   □ Doktora   □ Diğer_____

Hangi sektörde çalışıyorsunuz? _____

Ne kadar zamandır bu sektörde çalışıyorsunuz? (yıl/ay cinsinden) _____

Şu an bulunduğunuz iş yerinde ne kadar zamandır çalışıyorsunuz? (yıl/ay cinsinden) _____

Ne kadar zamandır aynı liderle/amirle/yöneticiyle çalışıyorsunuz? (yıl/ay cinsinden)_____

Şu anda çalıştığınız liderle/amirle/yöneticiyle ne sıklıkla iletişim kuruyorsunuz?

□ Ayda birden az/hiç   □ Ayda bir veya iki kez   □ Haftada bir veya iki kez

□ Günde bir veya iki kez   □ Her gün birçok kez

Şu anda çalıştığınız liderle/amirle/yöneticiyle ilişkinizden ne kadar memnunsunuz?

□ Hiç memnun değilim   □ Memnun değilim   □ Ne memnunum ne değilim

□ Memnunum   □ Çok memnunum

Şu anda çalıştığınızdan farklı liderle/amirle/yöneticiyle çalıştınız mı? Evet ise sayısı _____

Siz bir lider/amir/yönetici pozisyonunda mısınız?   □ Evet   □ Hayır

Lider/amir/yönetici pozisyonunda çalışıyorsanız ne kadar süredir bu pozisyondasınız? (yıl/ay cinsinden) _____

Ölçeklere verdiğiniz yanıtlar sizi ne derecede yansıtmaktadır?

□ Kesinlikle yansıtmıyor   □ Yansıtmıyor   □ Biraz yansıtmıyor

□ Biraz yansıtıyor   □ Yansıtıyor   □ Kesinlikle yansıtıyor

Informed Consent

Bu çalışma, ODTÜ Psikoloji Bölümü Endüstri ve Örgüt Psikolojisi Bütünleşik Doktora Programı tez çalışması kapsamında bölüm öğrencisi Ezgi Demircioğlu tarafından, ODTÜ Psikoloji bölümü öğretim üyesi Prof. Dr. Reyhan Bilgiç'in danışmanlığında yürütülmektedir. Bu form, sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir? Araştırmanın amacı, çalışmaya tutkunluğun liderden çalışana geçişini sağlayan mekanizmaları belirlemek ve tutkunluğun örgütsel çıktılara etkisini ölçmektir. Araştırmaya katılmayı kabul ederseniz, sizden beklenen, sorulan soruları kişisel tecrübelerinize ve düşüncelerinize bağlı olarak cevaplamanızdır. Sizden ayrı olarak liderinizden de kendi çalışmaya tutkunluğunu ve kendi davranışlarını raporlamaları istenecek; ancak <u>sizin onların onların da sizin cevaplarınıza herhangi bir erişimi olmayacaktır.</u> Bu çalışmaya katılım ortalama olarak 20 dakika sürmektedir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz? Bu çalışma sırasında sizden beklenen size yöneltilen soruları şu anda çalıştığınız iş yerinizi göz önüne alarak cevaplamanızdır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız? Araştırmaya katılımınız tamamen gönüllülük esasına dayanmaktadır. Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Yalnızca anketler arasında eşleştirme yapabilmek amacıyla anket öncesinde sizden bir kod oluşturmanız istenecektir. Cevaplarınız ise tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılabilecektir.

Katılımınızla ilgili bilmeniz gerekenler: Araştırma size zarar verecek ögeler içermemektedir. Katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Araştırmayla ilgili daha fazla bilgi almak isterseniz: Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için Psikoloji Bölümü öğrencilerinden Ezgi Demircioğlu (e-posta: ezgi.demircioglu@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

Tarih:

APPENDIX J: FORMS AND QUESTIONS PRESENTED TO LEADERS IN THE MAIN STUDY

Work Engagement Scale

Aşağıda çalışmaya/işe ilişkin duygu ve düşünceleri yansıtan ifadeler yer almaktadır. Lütfen çalışma/iş ile ilgili bu duygu ve düşünceleri ne sıklıkla yaşadığınızı (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

1	2	3	4	5	6	7
Hiçbir zaman	Neredeyse hiçbir zaman	Nadiren	Bazen	Sık sık	Çok sık	Her zaman

1. Çalışırken kendimi enerji dolu hissederim.	1	2	3	4	5	6	7
2. Yaptığım işi anlamlı ve amaç yüklü buluyorum.	1	2	3	4	5	6	7
3. Çalışırken zaman akıp gider, nasıl geçtiğini anlamam.	1	2	3	4	5	6	7
4. İşteyken güçlü ve dinç hissediyorum.	1	2	3	4	5	6	7
5. İşimle ilgili konularda şevk duyarım, çok heveslyimdir.	1	2	3	4	5	6	7
6. Çalışırken işimden başka her şeyi unuturum.	1	2	3	4	5	6	7
7. İşim bana ilham verir.	1	2	3	4	5	6	7
8. Sabahları kalktığımda işe severek giderim.	1	2	3	4	5	6	7
9. Yoğun olarak çalıştığımda kendimi mutlu hissederim.	1	2	3	4	5	6	7
10. Yaptığım işle gurur duyuyorum.	1	2	3	4	5	6	7
11. Kendimi işime kaptırırım.	1	2	3	4	5	6	7
12. Uzun zaman süreleri boyunca aralıksız çalışmaya devam edebilirim.	1	2	3	4	5	6	7
13. Benim için işim kapasitemi gelişmeye zorlayan büyük bir uğraştır.	1	2	3	4	5	6	7
14. Çalışırken kendimden geçerim.	1	2	3	4	5	6	7
15. İşimde zihnimi çabuk ve güçlü bir şekilde toparlarım.	1	2	3	4	5	6	7
16. Kendimi işimden ayırmam zordur.	1	2	3	4	5	6	7
17. İşimde bazı şeyler yolunda gitmediğinde bile sebatkarımdır-yılmam.	1	2	3	4	5	6	7

Positive and Negative Affectivity Scale

Bu ölçek farklı duyguları tanımlayan bir takım sözcükler içermektedir. İş yerinizde geçtiğimiz hafta içerisinde nasıl hissettiğinizi (görüşünüzü ifade eden rakamı daire içine alarak) belirtiniz.

1	2	3	4	5
Çok az veya hiç	Biraz	Ortalama	Oldukça	Çok fazla

1. İlgili	1	2	3	4	5
2. Sıkıntılı	1	2	3	4	5
3. Heyecanlı	1	2	3	4	5
4. Mutsuz	1	2	3	4	5
5. Güçlü	1	2	3	4	5
6. Suçlu	1	2	3	4	5
7. Ürkmüş	1	2	3	4	5
8. Düşmanca	1	2	3	4	5
9. Hevesli	1	2	3	4	5
10. Gururlu	1	2	3	4	5
11. Asabi	1	2	3	4	5
12. Canlı	1	2	3	4	5
13. Utanmış	1	2	3	4	5
14. İlhamlı	1	2	3	4	5
15. Sinirli	1	2	3	4	5
16. Kararlı	1	2	3	4	5
17. Dikkatli	1	2	3	4	5
18. Tedirgin	1	2	3	4	5
19. Aktif	1	2	3	4	5
20. Korkmuş	1	2	3	4	5

Demographic Form (Leaders)

Cinsiyetiniz:　　□ Erkek　　　　□ Kadın

Yaşınız: _____

Eğitim Durumunuz:　　□ İlkokul　　　□ Ortaokul　　　　□ Lise　　　　□ Ön lisans

　　　　　　　　　　　□ Lisans　　　□ Yüksek Lisans　　□ Doktora　□ Diğer_____

Hangi sektörde çalışıyorsunuz? _____

Ne kadar zamandır bu sektörde çalışıyorsunuz? (yıl/ay cinsinden) _____

Şu an bulunduğunuz iş yerinde ne kadar zamandır çalışıyorsunuz? (yıl/ay cinsinden) _____

Ne kadar zamandır lider/amir/yönetici pozisyonunda çalışıyorsunuz? (yıl/ay cinsinden)_____

Ölçeklere verdiğiniz yanıtlar sizi ne derecede yansıtmaktadır?

□ Kesinlikle yansıtmıyor　　　　□ Yansıtmıyor　　　　□ Biraz yansıtmıyor

□ Biraz yansıtıyor　　　　　　　□ Yansıtıyor　　　　　□ Kesinlikle yansıtıyor

Informed Consent (Leaders)

Bu çalışma, ODTÜ Psikoloji Bölümü Endüstri ve Örgüt Psikolojisi Bütünleşik Doktora Programı tez çalışması kapsamında bölüm öğrencisi Ezgi Demircioğlu tarafından, ODTÜ Psikoloji bölümü öğretim üyesi Prof. Dr. Reyhan Bilgiç'in danışmanlığında yürütülmektedir. Bu form, sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir? Araştırmanın amacı, çalışmaya tutkunluğun liderden çalışana geçişini sağlayan mekanizmaları belirlemek ve tutkunluğun örgütsel çıktılara etkisini ölçmektir. Araştırmaya katılmayı kabul ederseniz, sizden beklenen, sorulan soruları kişisel tecrübelerinize ve düşüncelerinize bağlı olarak cevaplamanızdır. Sizden ayrı olarak astlarınızdan da kendi çalışmaya tutkunluğunu ve kendi davranışlarını raporlamaları istenecek; ancak <u>sizin onların onların da sizin cevaplarınıza herhangi bir erişimi olmayacaktır.</u> Bu çalışmaya katılım ortalama olarak 10 dakika sürmektedir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz? Bu çalışma sırasında sizden beklenen size yöneltilen soruları şu anda çalıştığınız iş yerinizi göz önüne alarak cevaplamanızdır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız? Araştırmaya katılımınız tamamen gönüllülük esasına dayanmaktadır. Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Yalnızca anketler arasında eşleştirme yapabilmek amacıyla anket öncesinde sizden bir kod oluşturmanız istenecektir. Cevaplarınız ise tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılabilecektir.

Katılımınızla ilgili bilmeniz gerekenler: Araştırma size zarar verecek ögeler içermemektedir. Katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Araştırmayla ilgili daha fazla bilgi almak isterseniz: Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için Psikoloji Bölümü öğrencilerinden Ezgi Demircioğlu (e-posta: ezgi.demircioglu@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

Tarih:

APPENDIX K: INFORMED CONSENT AFTER PARTICIPATION FOR LEADERS AND SUBORDINATES

Öncelikle araştırmamıza katıldığınız için teşekkür ederiz.

Bu araştırma, daha önce de belirtildiği gibi, ODTÜ Psikoloji Bölümü Endüstri ve Örgüt Psikolojisi Bütünleşik Doktora Programı öğrencisi Ezgi Demircioğlu tarafından Prof. Dr. Reyhan Bilgiç'in danışmanlığındaki doktora tezi kapsamında yürütülmektedir. Araştırmanın amacı çalışmaya tutkunluğun liderden çalışana geçişini sağlayan mekanizmaları anlamaktır. Bu amaçla liderlerin ve çalışanın çalışmaya tutkunluğu ölçülmüş ve ilgili geçişi sağlayan lider davranışlarının bir araya getirilmesi amaçlanmıştır. Ayrıca pozitif duygularının, iletişim sıklığının ve sorumluluğun bu geçişe katkısı yine aynı araştırma ile ölçülmektedir. Tüm bu mekanizmaların iş yerindeki tutum ve davranışlarla ilişkisine de bu araştırma ile ulaşılmaktadır.

Bu çalışmanın sonuçlarının hem araştırma hem de uygulama alanlarında faydalı olması beklenmektedir. Çalışmaya tutkun olan liderlerin davranışları belirlenebilecek; bu davranışların astların çalışmaya tutkunluğuna etkisi anlaşılabilecek ve tüm bunların performans ve diğer iş yeri davranışları ile ilişkisi test edilebilecektir. Bu sayede çalışmaya tutkunluğun yalnızca çalışana değil, lidere de bağlı bir değişken olabileceği tartışması yapılacaktır.

Bu çalışmadan alınacak verilerin 2018 yılı Eylül ve Aralık ayları arasında elde edilmesi amaçlanmaktadır. Elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Çalışmanın sonuçlarını öğrenmek ya da bu araştırma hakkında daha fazla bilgi almak için Psikoloji Bölümü öğrencilerinden Ezgi Demircioğlu (e-posta: ezgi.demircioglu@gmail.com) ile iletişim kurabilirsiniz.

APPENDIX L: CODING SCHEMAS FOR LEADERS AND SUBORDINATES

<u>Çalışan:</u>

Amirinizin/yöneticinizin adının ikinci harfi:

Sizin adınızın üçüncü harfi:

Doğduğunuz yılın ikinci ve üçüncü rakamı:

Soy adınızın ikinci harfi:

Amirinizin/yöneticinizin soy adının ikinci harfi:

Amirinizin/yöneticinizin adının son harfi:

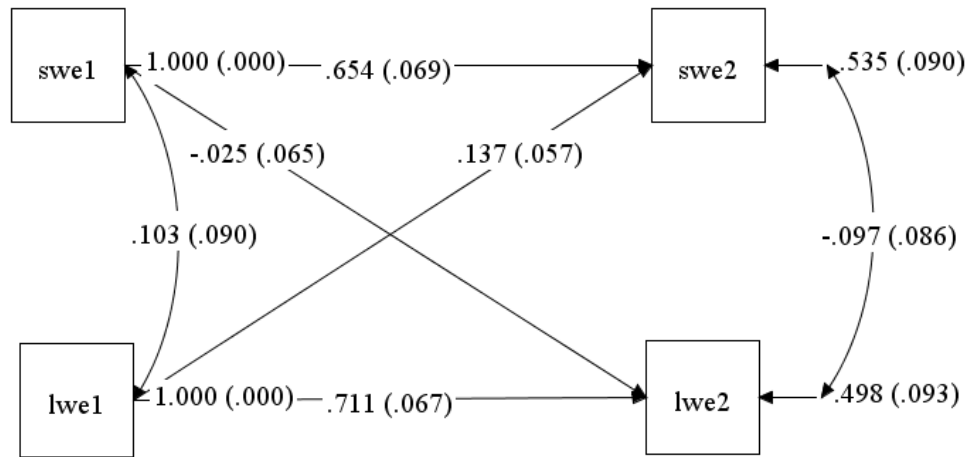**<u>Amir/Yönetici:</u>**

Adınızın ilk harfi:

Adınızın üçüncü harfi:

Doğduğunuz yılın ikinci ve üçüncü rakamı:

Soy adınızın ikinci harfi:

Soy adınızın son harfi:

APPENDIX M: CROSS-LAGGED MODEL

Notes. swe1: Time 1 – Subordinates' work engagement; lwe1: Time 1 – Leaders' work

engagement; swe2: Time 2 – Subordinates' work engagement; lwe2: Time 2 –

Leaders' work engagement

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EDUCATION

2013-2019   Middle East Technical University, Ankara, Turkey
                   Department of Psychology
                   Industrial and Organizational Psychology (Integrated PhD)
                   cGPA: 3.80/4.00

2015-2016   University of South Florida, Florida, USA
                   Department of Psychology
                   Industrial and Organizational Psychology (Traveling Scholar)
                   cGPA: 4.00/4.00

2008- 2013   Bilkent University
                   Department of Psychology
                   Full Scholarship - High Honor Student
                   cGPA: 3.79/ 4. 00

EXPERIENCES

2017 – Ongoing   Sabanci University
                   Human Resources Specialist

PROJECTS

Understanding the Nature of Illegitimate Task: Its Antecedents and Consequences for Engineer Population (Supervisor: Prof. Paul E. Spector), University of South Florida, 2016.

Development and Validation of Leadership Satisfaction Scale (Supervisor: Ass. Prof. Yonca Toker), Middle East Technical University, 2015.
Effective Leadership: Understanding Subordinate and Leader Related Dynamics (Supervisor: Prof. Reyhan Bilgic), Middle East Technical University, 2015.

The Relationship of Personality and Leadership with the Perception of Mobbing (Supervisor: Ass. Prof. Yonca Toker), Middle East Technical University, 2015.

The Construction and Revision of Orientation Program and Preparation of Manual for International Students in Middle East Technical University, Project for Training, Development and Evaluation Course, Middle East Technical University, 2014.

The Construction of Selection System for Fitness Trainers, Project for Personnel Selection and Testing Course, Middle East Technical University, 2014.

Evaluation of Organizational Structure in a High School, Project for Advanced Overview of Industrial and Organizational Psychology, Middle East Technical University, 2014.

Job Analysis and Performance Appraisal for Fitness Trainers, Project for Advanced Job Analysis and Performance Appraisal, Middle East Technical University, 2013.

Paternalistic Leadership in Turkey: Differences in Perception of Blue-Collar and White-Collar Workers, Senior Thesis (Supervisor: Emeritus Prof. Carnot E. Nelson), Bilkent University, 2013.

Adaptation of Organizational Machiavellianism Scale into Turkish (Supervisor: Emeritus Prof. Carnot E. Nelson), Bilkent University, 2013.

CONFERENCE PRESENTATIONS/PAPERS

Society for Industrial and Organizational Psychology (SIOP) Conference, Paper Submission in "Illegitimate Tasks: The Establishment of a Legitimate Construct" Panel, A Mixed Methods Study Examining Illegitimate Tasks and Attributions, April 2017.

28. Association for Psychological Science (APS) Annual Convention, Poster Presentation in "Leader Satisfaction: A Newly Constructed Scale", May 2016.

18. National Psychology Congress, Presentation in "The Generalizability of Paternalistic Leadership across Occupations, Corporations and Countries" Panel, Paternalistic Leadership in Turkey: Differences in Perception of Blue-Collar and White-Collar Workers, April 2014.

The Scientific and Technological Research Council of Turkey (TUBITAK) Graduate Scholarship, 2013- 2019

Bilkent University Psychology Department, Full Scholarship, 2008-2013.
The Scientific and Technological Research Council of Turkey (TUBITAK) Undergraduate Scholarship, 2008-2013.

GRADUATE COURSES

2015 – 2016	Research in Industrial and Organizational Psychology
	Assessment Centers
	Career Development and Mentoring
	Psychometrics
	Teams
2014 - 2015	Attitudes and Attitude Change
	Gender at Work: An Advanced Seminar in Work and Organizational Psychology
	Meta-Analysis in Psychology
	Personality at Work: Theories and Assessment
	Research Methods in Industrial and Organizational Psychology
2013 - 2014	Advanced Statistics for Psychology I - II
	Advanced Job Analysis and Performance Appraisal
	Advanced Overview of Industrial and Organizational Psychology
	Personnel Selection and Testing
	Training, Development and Evaluation

CERTIFICATES

Koç Üniversitesi 3. Psycholohgy Day "Technology", 2017, Istanbul
Autism and the Education of Autistic Children, 2011, Ankara
Psychological Approaches and Psychotherapy Methods, 2010, Ankara
Developmental Psychopathology, 2010, Ankara

FOREIGN LANGUAGES

English (Advanced)
German (Basic)

COMPUTER PROGRAMS

SPSS, Windows, MS Office, LISREL, MPLUS, SAP

RESEARCH INTERESTS

Occupational health psychology, gender, stress, engagement, leadership.

APPENDIX O: TURKISH SUMMARY/TÜRKÇE ÖZET

1. Giriş

Pozitif psikoloji ve örgütlerdeki yansıması önemli bir araştırma alanı olup, araştırmacıların dikkatini zihinsel bozukluklardan zihinsel esenliğe çekmiştir (Bakker, Schaufeli, Leiter, & Taris, 2008; Luthans, 2002; Seligman & Csikszentmihalyi, 2000). Bu sayede örgütsel alanda araştırma yapan araştırmacılar daha iyi örgütler için yapılması gereken şeylere daha fazla odaklanabilmiş ve negatif dinamiklerin örgütlerden elenmesi konusunun ötesine geçilebilmiştir (Bakker, ve ark., 2008). Endüstri ve örgüt psikolojisi programlarının bir amacının da kişisel ve örgütsel çıktıları geliştirebilmek olduğu düşünülürse (Dunnette, 1972), bu odaklanmanın alana sağlayacağı fayda net bir şekilde anlaşılabilir. Bu tartışmalara bağlı olarak mevcut çalışma, pozitif psikolojiyle ilişkilendirilebilecek ve bu alana olan ilginin yansıması olarak değerlendirilebilecek çalışmaya tutkunluk konusuna odaklanmaktadır.

Çalışmaya tutkunluk, tükenmişliğin karşıt ucu olarak ortaya çıkmış (Schaufeli, Martinez, ve ark., 2002) ve pozitif bir kavram olmasıyla araştırmacıların ve daha iyi işe alım ve eğitim programları geliştirmek isteyen uygulamacıların dikkatini çekmiştir (Christian, ve ark., 2011; Saks & Gruman, 2014). En genel anlamda "dinçlik, adanma ve yoğunlaşmadan oluşan pozitif ve tatmin edici işe bağlı ruh durumu" olarak tanımlanan çalışmaya tutkunluk (Schaufeli, Salanova, ve ark., 2002, s. 74), içerisinde enerji, ilham, meydan okuma ve konsantrasyon gibi birçok ögeyi barındırmaktadır ve bu kavramın diğer iyi bilinen örgütsel kavramlardan (ör: işkoliklik, adanmışlık, işe bağlı akış) farklı olduğu araştırmacılarca tartışılmış ve desteklenmiştir (Bakker, Shimazu, Demerouti, Shimada, & Kawakami, 2013; Hallberg & Schaufeli, 2006; Robert & Davenport, 2002; Schaufeli, Martinez, ve ark., 2002; Schaufeli, ve ark., 2008; Shimazu, ve ark., 2012).

Çalışmaya tutkunluğu arttıran ya da azaltan örgütsel değişkenler ve çalışmaya tutkunluğa bağlı olarak ortaya çıkan sonuç değişkenleri hakkında birçok çalışma

yürütülmüştür (ör: Hakanen, ve ark., 2006; Llorens, ve ark., 2006; Menguc, ve ark., 2013; Nahrgang, ve ark., 2011; Van den Broeck, ve ark., 2008). Buna göre, çalışma ortamında bulunan kaynakların çalışmaya tutkunluğa pozitif olarak; özellikle kişileri zorlayan değil, engelleyen taleplerin ise çalışmaya tutkunluğa negatif olarak bağlı olduğu desteklenmiştir (örn., Bakker & Demerouti, 2008; Crawford, ve ark., 2010; Hakanen, ve ark., 2006; Wollard & Shuck, 2011; Xanthopoulou, ve ark., 2007; 2009).

Buna ek olarak çalışmaya tutkunluğun kişiler arasında geçişini sağlayan mekanizmalar da (örn., çiftler, çalışma arkadaşları) diğer bir araştırma alanını oluşturmuş ve bu geçiş için bazı çalışmalar gerçekleştirilmiştir (örn., Bakker, Demerouti, & Schaufeli, 2005; Bakker & Demerouti, 2009; ten Brummelhuis, ve ark., 2014). Ancak bu araştırmalar liderler ve astlar arasında çalışmaya tutkunluk geçişinin nasıl olduğuna yeterince odaklanamamış ve bu alandaki çalışmalar oldukça kısıtlı kalmıştır (örn., Gutermann, ve ark., 2017; Huang, ve ark., 2016; ten Brummelhuis, ve ark., 2014; Wirtz, ve ark., 2017). Buna karşın çalışmaya tutkunluğun örgütsel çıktılarla ilişkisi araştırmacılar tarafından oldukça fazla araştırılmış ve çalışmaya tutkunluğun çalışan sağlığı (örn., Bailey, ve ark., 2017; Freeney & Fellenz, 2013; Hallberg & Schaufeli, 2006), iş tatmini (örn., Bailey, ve ark., 2017; Extremera, ve ark., 2018; Karanika-Murray, ve ark., 2015; Orgambídez-Ramos & de Almeida, 2017), işten ayrılma niyeti (örn., Coetzee & van Dyk, 2018; Oliveira & Rocha, 2017; Marques-Pinto, ve ark., 2018) ve performansı (örn., Ariani, 2013; Bailey, ve ark., 2017; Bakker & Demerouti, 2009) gibi birçok farklı değişken ile ilişkili olduğu desteklenmiştir.

Mevcut çalışmanın amacı çalışmaya tutkunluğun liderden asta geçip geçmediğini ve bu olası geçişi sağlayan mekanizmaları anlamak ve bunların asta bağlı sonuç değişkenleri üzerindeki rolünü ortaya koymaktır. Bu amaçla hem nitel hem de nicel araştırma yöntemleri kullanılmış ve çalışmaya tutkun liderlerin nasıl davranışlar gösterdiği daha iyi anlaşılmaya çalışılmıştır. Ayrıca hem liderlerin çalışmaya tutkunluğunun hem de çalışmaya tutkun lider davranışlarının astların çalışmaya tutkunluğu ve astlara bağlı bireysel ve örgütsel sonuç değişkenlerle ilişkisinin bu araştırma yöntemleri ile daha iyi anlaşılması amaçlanmıştır. Bu ilişkide lidere ve asta bağlı önemli bazı değişkenlerin çalışmaya tutkunluğun liderden asta geçişini etkileyip etkilemediği de araştırılmış ve araştırma modeli tüm bu tartışmalara bağlı olarak oluşturulmuştur.

2. Çalışmaya Tutkunluk, Teorik Modeller ve Nomolojik Bağlantılar

Daha önce belirtildiği üzere çalışmaya tutkunluk "dinçlik, adanma ve yoğunlaşmadan oluşan pozitif ve tatmin edici işe bağlı ruh durumu" olarak tanımlanmıştır (Schaufeli, ve ark., 2002, s. 74). Tutkunluğun temeli Kahn (1990; 1992) tarafından atılmış ve kişisel tutkunluk kişilerin işlerinde fiziksel, bilişsel ve duygusal olarak var olması şeklinde tanımlanmıştır. Bir süre üzerinde çok araştırma yapılmayan bu kavram, tükenmişlik çalışmalarının artması ve pozitif psikolojinin yayılmasıyla beraber, tükenmişliğin pozitif bir yönünün de olabileceği fikriyle tekrar canlanmıştır (Maslach, ve ark., 1996; Maslach & Leiter, 1997; Maslach, ve ark., 2001). Bu fikre bağlı olarak, çalışmaya tutkunluk bir süre Maslach Tükenmişlik Ölçeği ile ölçülmüştür (Maslach & Jackson, 1981). Ancak sonrasında iki kavramın birbirinin mükemmel zıttı olamayacağı fikri ortaya atılmış ve çalışmaya tutkunluk alanında en çok kullanılan tanım ve ölçek araştırmacılar tarafından ortaya konmuştur (UWES; Schaufeli, Salanova, ve ark., 2002).

Çalışmaya tutkunluğun birçok farklı boyutu bulunmaktadır. Buna göre dinçlik çalışanların işe gerekli enerjiyi verme isteğini vurgularken; adanmışlık çalışanların zorluklara karşı direncini ve öz-değerin bu çalışanlar için önemini vurgulamaktadır. Son olarak yoğunlaşma, konsantrasyonu ve işte zamanın bu çalışanlar için hızlı geçişini vurgulamaktadır. Çalışmaya tutkunluğun, tükenmişliği de içeren birçok farklı örgütsel değişken ile ilişkisi araştırmacılar tarafından incelenmiş ve tutkunluğun kavramsal geçerliliği kurulmaya çalışılmıştır (Bakker, ve ark., 2013; González-Romá, ve ark., 2006; Hallberg & Schaufeli, 2006; Joseph, ve ark., 2010; Macey & Schneider, 2008; Schaufeli & Salanova, 2007). Örneğin, çalışmaya tutkunluk işkoliklikten, işkoliklerin sahip olduğu takıntılı ve aşırı düşünceler sebebiyle ayrılmaktadır (Bakker, ve ark., 2013) ve bu iki kavram arasındaki ilişkinin anlamsız olduğu Schaufeli, ve ark. (2008) tarafından belirtilmiştir. Benzer şekilde çalışmaya tutkunluk iş tatmininden çalışmaya tutkunlukta yer alan adanmışlık, coşku ve tutku sebebiyle ayrılmaktadır (Macey & Schneider, 2008).

Bu tartışmalara bağlı olarak, çalışmaya tutkunluğun nomolojik bağlantılarını anlamak ve ortaya koymak, mevcut çalışmadaki hipotezleri ve tartışmaları anlamak açısından önemlidir. Çalışmaya tutkunluğun diğer örgütsel değişkenlerle ilişkisini anlamak için araştırmacılar çoğunlukla iş talepleri-kaynakları modelini kullanmıştır

(Bakker & Demerouti, 2008; Demerouti, ve ark., 2001; Schaufeli & Bakker, 2004). Bu modele göre, çalışma ortamında bulunan kaynaklar, çalışanın işe devamı için gerekli motivasyonu sağlamakta; talepler ise kişilerin var olan kaynaklarını olumsuz yönde etkilemekte ve negatif bireysel ve örgütsel sonuçlar doğurmaktadır. Diğer bir deyişle, iş kaynakları çalışanların sağlığına olumlu katkı yapan ve onları besleyen örgütsel değişkenler olarak görülürken; iş talepleri çalışanların sağlığına ve motivasyonuna olumsuz etki yapan örgütsel değişkenler olarak tanımlanmaktadır (Bakker, 2011; Schaufeli & Bakker, 2004).

Bu modele bağlı olarak otonomi, destek ve koçluk gibi iş kaynaklarının çalışmaya tutkunluğa olumlu katkı yaptığı (Bakker & Demerouti, 2008; Menguc, ve ark., 2013; Saks, 2006; Schaufeli & Bakker, 2004); iş taleplerinin çalışmaya tutkunluk ile ilişkisinin ise talebin niteliğine göre değiştiği ortaya konmuştur (Crawford, ve ark., 2010). Daha açık anlatmak gerekirse, çalışanı zorlayan, zaman kısıtı ve iş karmaşıklığı gibi meydan okuyucu iş talepleri (challenging demands) çalışmaya tutkunluk ile pozitif bir ilişki içindeyken; çalışanı engelleyen çatışma ve rol belirsizliği gibi iş talepleri çalışmaya tutkunluk ile negatif bir ilişki içindedir. Buna bağlı olarak denilebilir ki, çalışmaya tutkunluğun nomolojik bağlantılarını incelerken basite indirgenmiş modeller kullanmak, yanlış çıkarımlar ve sonuçlar doğurabilir.

İş kaynaklarının ve taleplerinin birbirleri ile etkileşim içinde oldukları ve çalışmaya tutkunluğa bu şekilde de katkı yaptıkları araştırmacılar tarafından tartışılmıştır (Bakker & Demerouti, 2008; Bakker, Hakanen, ve ark., 2007; Hakanen, ve ark., 2005). Buna göre iş kaynakları, iş taleplerinin çalışmaya tutkunluk üzerindeki negatif etkisi azaltmakta ve düzenleyici değişken rolü oynamaktadır. Benzer şekilde iş talepleri ise iş kaynaklarının pozitif etkisini daha da güçlendirmekte ve o da düzenleyici değişken rolü oynayabilmektedir. Bu durum kaynakların korunması teorisi ile açıklanabilir (Hobfoll, 1998; 2002). Buna göre, kişiler sahip oldukları kaynakları belli bir seviyede tutmak istemektedir. Bu sebeple herhangi bir talep ile karşılaştıklarında var olan kaynaklarını daha etkin bir şekilde kullanabilmekte ve bu taleplerin negatif etkisini azaltmaya çalışmaktadır.

Bu modellere ve tartışmalara bağlı olarak, çalışmaya tutkunluğu tahmin eden birçok farklı değişken araştırmacılarca araştırılmış (örn., Bakker & Demerouti, 2008; Christian, ve ark., 2011; Sulea, ve ark., 2012; Xanthopoulou, ve ark., 2007) ve bireysel, iş arkadaşı temelli, aile temelli, lidere bağlı ve örgütsel birçok değişkenin

çalışmaya tutkunluğa katkı yaptığı tartışılmıştır. Bireysel faktörler olarak öz yeterlik, iyimserlik (Xanthopoulou, ve ark., 2007), mutluluk seviyesi (Rodríguez-Muñoz, ve ark., 2014) ve temel öz değerlendirme (Rich, ve ark., 2010) gibi değişkenler sunulurken; çatışma (Sulea, ve ark., 2012) ve sosyal destek (Christian, ve ark., 2011) gibi değişkenler hem iş arkadaşlığına hem de aileye bağlı değişkenler olarak tartışılagelmiştir.

Tüm bu tartışmalara ek olarak, lidere bağlı bazı değişkenler ve bunların çalışmaya tutkunluğun ortaya çıkışındaki rolü de araştırmacılar tarafından tartışılmaktadır (örn., Bakker, Westman, ve ark., 2007; Christian, ve ark., 2011; Hakanen, ve ark., 2006; Salanova, ve ark., 2005; Tims, ve ark., 2011; Xanthopoulou, ve ark., 2007). Örneğin, Christian ve arkadaşları (2011) meta-analiz çalışmasında dönüşümcü liderliğin ve lider-üye etkileşiminin çalışmaya tutkunluğa pozitif olarak bağlı olduğunu göstermiştir. Buna ek olarak, otonomi ve geri bildirimin de çalışmaya tutkunluk için önemini tartışan Christian ve arkadaşları (2011), liderliğe bağlı değişkenlerin önemini de göstermişlerdir. Bir başka meta-analizde Crawford ve arkadaşları (2010) otonomi ve geri bildirime ek olarak, gelişim fırsatları, destek ve tanımanın çalışmaya tutkunluk için önemine vurgu yapmıştır. Benzer şekilde, lider desteği ve tanımanın (Hakanen, ve ark., 2006; Xanthopoulou, ve ark., 2007), lider-üye etkileşiminin (Breevart, ve ark., 2015; Rodwell, ve ark., 2017), geri bildirimin (Menguc, ve ark., 2013; Salanova & Schaufeli, 2008), dönüşümcü liderliğin (Tims, ve ark., 2011) ve otonominin (Salanova, ve ark., 2005; Xanthopoulou, ve ark., 2007) çalışmaya tutkunluk ile pozitif yönde ilişkisi de araştırmacılar tarafından sunulmuştur. Tüm bu çalışmalar, lidere bağlı değişkenlerin çalışmaya tutkunluğun arttırılmasındaki önemini göstermektedir. Mevcut çalışma da lidere bağlı değişkenlerin astların çalışmaya tutkunluğuna ve yine astlara bağlı bireysel ve örgütsel değişkenlere etkisine odaklanacaktır.

Yukarıda anılan çalışmalar, literatürde üzerine çalışılması gereken bir alan bulunduğunu göstermektedir. Liderlerin çalışmaya tutkunluğunun ve bu tutkunluk sonucunda ortaya çıkan liderlik davranışlarının astların çalışmaya tutkunluğuna etkisi literatürde araştırılmamıştır. Çalışmaya tutkun liderlerin davranışlarının, bu özelliği taşımayan lider davranışlarından farklı olması beklenmekte olup, çalışmaya tutkunluk pozitiflik ve pozitif davranışlar ile özdeşleştirildiği için (Bakker & Demerouti, 2008; Ouweneel, ve ark., 2012) bu lider davranışlarının da pozitif yönde olması beklenmektedir. Önceki çalışmalarda çalışmaya tutkunluk, çalışanların

inovasyonu, bilgi paylaşımı ve örgütsel vatandaşlık davranışı ile ilişkilendirilmiştir (örn., Ariani, 2013; Bailey, ve ark., 2017; Sulea, ve ark., 2012). Başka bir deyişle çalışmaya tutkunluğun diğer çalışanları destekleyecek davranışlarla ilişkili olduğu gösterilmişttir. Benzer davranışların liderler için de geçerli olması, liderlerin çalışmaya tutkunluğunun belli çalışmaya tutkun lider davranışlarını beraberinde getirmesi ve sonrasında bu davranışların da astların çalışmaya tutkunluğuna katkı yapması beklenmektedir. Bu beklenti, birazdan detaylı bir şekilde açıklanacağı üzere, nitel çalışmalar ile de test edilmiştir.

Tüm bu tartışmalara ek olarak, mevcut çalışmada çalışmaya tutkunluğun liderden asta geçişi ve bu geçişi sağlayan mekanizmaların da test edilmesi amaçlanmıştır. Geçiş bir kişiye bağlı bir değişkenin diğer kişiye yayılmasını sağlayan mekanizmaya verilen addır (Westman, 2001). Geçiş üzerine araştırmalar negatif değişkenlerin geçişi ile ilgili yapılan çalışmalarla başlamış (Bolger, ve ark., 1989; Westman, 2001), sonrasında hem negatif hem de pozitif dinamiklerin iki taraf arasındaki geçişini test etmek için kullanılmıştır (Bakker, ve ark., 2006; Bakker, Westman, ve ark., 2007). Çalışmaya tutkunluğun da hem çiftler (örn., Bakker & Demerouti, 2009; Bakker, ve ark., 2011), hem çalışma arkadaşları (örn., Bakker, ve ark., 2006) arasında geçişinin mümkün olabildiğini önceki çalışmalar göstermiştir.

Çalışmaya tutkunluğun geçişinde hem doğrudan hem de dolaylı mekanizmaların varlığı tartışılmakta olup (Bakker, Westman, ve ark., 2007; Westman & Vinokur, 1998); doğrudan geçiş mekanizması empati ve dolaylı geçiş mekanizması iletişim şekilleri ile açıklanmaktadır. Geçiş mekanizmasının işleyişi Bandura'nın (1977) sosyal öğrenme kuramı ve temsili şartlandırma (Bandura & Rosenthal, 1966; Berger, 1962) ile de açıklanabilir. Buna göre öğrenme diğer insanları modelleyerek gerçekleşmekte ve pozitif sonuç veren davranışlar kişiler tarafından daha olasılıkla taklit edilmektedir. Buna uygun olarak gözlem ve empati yoluyla çalışmaya tutkunluğun doğrudan geçişi araştırmacılar tarafından test edilmiş ve çalışma arkadaşları (örn., Bakker, ve ark., 2006) ve çiftler (örn., Bakker, ve ark., 2005; Bakker, ve ark., 2011) arasında bu geçiş desteklenmiştir. Ancak, bu doğrudan geçişin liderler ve astlar arasında nasıl gerçekleştiği araştırmacılar tarafından çok daha seyrek tartışılmıştır (örn., Wirtz, ve ark., 2017). Bu çalışma da astların çalışmaya tutkunluğundan liderin çalışmaya tutkunluğuna doğrudan bir geçiş olduğunu desteklemiştir. Liderin çalışmaya tutkunluğundan astın çalışmaya tutkunluğuna ise doğrudan bir geçiş mekanizması, ilgili araştırmada (Wirtz, ve ark.,

2017) bulunmamıştır. Liderlerin çalışma ortamlarındaki etkisi (Gächter & Renner, 2018) değerlendirildiğinde, bu sonuç beklenmedik olarak nitelendirilebilir. Bu tartışmalara ve literatürdeki araştırma eksikliğine bağlı olarak çalışmaya tutkunluğun liderden asta doğrudan geçişi mevcut çalışma ile test edilecektir.

Buna ek olarak, lider davranışlarının bu geçiş mekanizmasında aracı rol oynayıp oynamadığı da mevcut çalışma ile test edilecektir. Westman ve Vinokur (1988) tarafından da tartışıldığı gibi, geçiş mekanizmalarında iletişim şekilleri aracı bir rol oynayabilmektedir. Lider davranışlarını iletişim şeklinin bir uzantısı olarak düşünürsek, çalışmaya tutkun lider davranışlarının da, liderin ve astın çalışmaya tutkunluğu arasında aracı bir rol üstlenmesi beklenebilir. Bu aracı rol daha önce ten Brummelhuis ve arkadaşları (2014) tarafından test edilmiş; liderlerin destekleyici davranışlarının çalışmaya tutkunluğun liderden asta geçişinde aracı bir rol üstlenmediği gösterilmiştir. Ancak, liderlerin destekleyici davranışlarının otomiye benzer maddeler ile ölçülmesi ve diğer hiçbir liderlik davranışının çalışmaya dahil edilmesi sonuçları etkilemiş olabilir. Bu sebeple mevcut çalışma bu boşluğa referans vererek çalışmaya tutkunluğun liderden asta geçişinde çalışmaya tutkun lider davranışlarının aracı rolünü test edecektir.

Çalışmaya tutkunluğun liderden çalışana geçişinin, lidere ve asta bağlı özelliklerden bağımsız olacağını ve her çalışan için aynı şekilde gerçekleşeceğini düşünmek gerçekçilikten uzak görünmektedir. Bu sebeple mevcut çalışmada asta ve lidere bağlı değişkenlerin düzenleyici rolü de test edilecektir. Buna bağlı olarak öncelikle pozitif ve negatif duygulanımın hem çalışan hem de lider için düzenleyici rolünün olup olmadığı test edilecektir. Önceki çalışmalar hem pozitif hem de negatif duygulanımın performans ve karar verme (Brief & Weiss, 2002) ve örgütsel vatandaşlık davranışı (Lee & Allen, 2002) gibi değişkenler ile ilişkili olduğunu vurgulamıştır. Ayrıca her iki değişkenin de düzenleyici roller üstlendiği çalışmalarca gösterilmiştir (örn., Janssen, ve ark., 2010; Penney & Spector, 2005; Shaw, 1999). Örneğin, Penney ve Spector (1999) işe bağlı stres etkenlerinin üretkenlik karşıtı iş davranışları üzerindeki etkisinin negatif duygulanım tarafından çoğaltıldığını raporlarken; Vander Elst ve arkadaşları (2013), pozitif duygulanımın çalışmaya tutkunluk ile psikolojik stres arasındaki negatif ilişkiyi yatıştırıcı rol oynadığını göstermiştir. Buna bağlı olarak mevcut çalışma liderlerin pozitif ve negatif duygulanımının, liderlerin çalışmaya tutkunluğu ile çalışmaya tutkun davranışları arasındaki ilişkide; astların pozitif ve negatif duygulanımının ise çalışmaya tutkun

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lider davranışları ve astların çalışmaya tutkunluğu arasındaki ilişkide düzenleyici rol oynayıp oynamadığını test edecektir.

Buna ek olarak, astların işteki sorumluluk davranışları da çalışmaya tutkun lider davranışları ve astların çalışmaya tutkunluğu arasında bir diğer düzenleyici değişken olarak test edilmiştir. İşteki sorumluluk kişilerin iş ortamındaki görevleri tamamlaması, kendisi için hedefler koyması ve bu hedeflere ulaşabilmek için olanca çalışması olarak tanımlanmıştır (Li, ve ark., 2008). Literatürde işte sorumluluğun çalışmaya tutkunluk ile ilişkisi sıkça tatışılmamış ve bu değişkenin çalışmaya tutkunluğun liderden çalışana geçişindeki etkisi sunulmamıştır. Ancak, daha sonra detaylı bir şekilde anlatılacağı üzere, nitel çalışma sonuçları çalışana bağlı bu değişkenin, çalışmaya tutkunluğun liderden asta geçişinde önemli bir rol oynayabileceğini göstermiştir. Bu sebeple işte sorumluluğun çalışmaya tutkun lider davranışları ve astların çalışmaya tutkunluğu arasındaki ilişkide oynadığı rol, bir araştırma sorusu ile test edilmiştir.

Bu tartışmalara ek olarak, çalışmaya tutkunluğun astlara bağlı bireysel ve örgütsel çıktılarla ilişkisi de mevcut çalışma ile test edilmiştir. Buna göre ilk olarak astların çalışmaya tutkunluğunun çalışan performansı ile ilişkisi araştırılmıştır. Daha önceki çalışmalar çalışmaya tutkunluğun görev ve iş performası ile pozitif ilişki içinde olduğunu göstermiştir (örn., Bailey, ve ark., 2017; Bakker & Demerouti, 2009; Idris, ve ark., 2015). Çalışmaya tutkunluğun iş performası ile ilişkisinin güçlü olma nedenleri de araştırmacılar tarafından tartışılmış (Bakker & Demerouti, 2008) ve pozitif duygulanım ile bu duygulanımın bedensel sağlık üzerindeki etkisinin bu nedenlerden olduğu vurgulanmıştır. Çalışmaya tutkunluğun örgütsel vatandaşlık davranışı ile ilişkisi de araştırılmış (Ariani, 2013; Bailey, ve ark., 2017; Halbesleben, ve ark., 2009; Sulea, ve ark., 2012) ve çalışmaya tutkunluğun bu davranışlar ile pozitif ilişki içinde olduğu gösterilmiştir. Benzer şekilde, mevcut çalışmada astların çalışmaya tutkunluğunun yine astların performansı ile pozitif yönde bir ilişki göstermesi beklenmektedir.

Astların çalışmaya tutkunluğunun yine onların öznel iyi oluşları ile ilişkisi de mevcut çalışmada test edilmiştir. Çalışmaya tutkunluğun çalışanların öznel iyi oluşlarıyla ve sağlıklarıyla ilişkili olup olmadığı önceki çalışmalarda test edilmiş (Bailey, ve ark., 2017; Freeney & Fellenz, 2013; Hallberg & Schaufeli, 2006; Mazzetti, ve ark., 2018; Shimazu, ve ark., 2012) ve sonuçlar çalışmaya tutkunluğun çalışanların iyi oluşuna katkı yaptığını desteklemiştir. Örneğin, Hallberg ve Schaufeli

(2006), çalışmaya tutkunluğun depresyonla negatif ilişkili olduğunu; Freeney ve Fellenz (2013) ise yine çalışmaya tutkunluğun anksiyete ve uyku yoksunluğu ile negatif yönde ilişkili olduğunu raporlamıştır. Çalışmaya tutkunluğun lidere bağlı değişkenler ve iyi oluş arasındaki ilişkide ara bulucu rol oynadığı da bazı araştırmacılar tarafından desteklenmiştir (Mazzetti, et al., 2018). Bu tartışmalara bağlı olarak mevcut çalışmada da astların çalışmaya tutkunluğu ve yine astların öznel iyi oluşları arasında istatistiksel olarak anlamlı bir ilişki beklenmektedir.

Astların çalışmaya tutkunluğunun, astların iş tatmini ile pozitif bir ilişki içinde olması da beklenmektedir. Daha önceki çalışmalarda da desteklendiği üzere, çalışmaya tutkunluk, iş tatminine doğrudan bağlı görünmektedir (Bailey, ve ark., 2017; Extremera, ve ark., 2018; Karanika-Murray, ve ark., 2015; Orgambídez-Ramos & de Almeida, 2017; Pujol-Cols & Lazzaro-Salazar, 2018; Saks, 2006). Bu çalışmalardan biri (Extremera, ve ark., 2018) çalışmaya tutkunluğun duygusal zeka ile iş tatmini arasında ara bulucu rol oynadığını gösterirken; bir diğer çalışma (Karanika-Murray, ve ark., 2015) yine çalışmaya tutkunluğun örgütsel özdeşleşme ve iş tatmini arasında ara bulucu bir rol oynadığını göstermiştir. Bailey ve arkadaşları (2017) bu tartışmaları bir adım öteye taşımış ve çalışmaya tutkunluğun iş tatmini ile ilişkisinin işten ayrılma niyeti, sağlık ve bağlılık gibi değişkenlerle olan ilişkisinden daha güçlü olduğunu göstermiştir. Buna bağlı olarak, mevcut çalışmada da astların çalışmaya tutkunluğu ile iş tatminleri arasında güçlü ve pozitif bir ilişki bulunması beklenmektedir.

Son olarak, çalışmaya tutkunluğun işten ayrılma niyeti ile ilişkisi de mevcut çalışmada test edilecektir. Daha önceki çalışmalar, çalışmaya tutkunluğun çalışanların işten ayrılma niyetleri ile doğrudan ilişkili olduğunu göstermiştir (Bailey, ve ark., 2017; Coetzee & van Dyk, 2018; Oliveira & Rocha, 2017; Marques-Pinto, ve ark., 2018; Saks, 2006; Zhang, ve ark., 2018). Bu ilişkinin yönü negatif olup, araştırmada çalışmaya tutkun olan kişilerin işten ayrılmaya daha az niyetli olacakları vurgulanmıştır. Bir meta-analiz de (Bailey, ve ark., 2017) bu tartışmayı desteklemiş ve çalışmaya tutkunluk ile işten ayrılma niyeti arasında orta büyüklükte negatif bir ilişki olduğunu göstermiştir ($r = -.36$). Bu sonuçlara bağlı olarak, benzer bir ilişkinin mevcut çalışma için de geçerli olması ve astların çalışmaya tutkunluğunun işten ayrılma niyetleri ile negatif bir ilişki içerisinde olması beklenmektedir.

Bu tartışmalara ek olarak, çalışmaya tutkun lider davranışlarının da astlara bağlı bireysel ve örgütsel çıktılarla ilişkili olması beklenmektedir. Daha önce

bahsedildiği gibi iş kaynaklarının çalışmaya tutkunluğa, çalışmaya tutkunluğun da örgütsel çıktılara bağlı olduğu araştırmacılar tarafından tartışılmıştır (Bakker & Demerouti, 2008; Demerouti, ve ark., 2001; Schaufeli & Bakker, 2004). Lidere bağlı değişkenler de çalışmaya tutkunluğu tahmin etmede önemli görüldüğü için (ör: Breevart, ve ark., 2015; Hakanen, ve ark., 2006; Salanova & Schaufeli, 2008; Xanthopoulou, ve ark., 2007), lider davranışlarının bir kaynak olarak görülmesi beklenmektedir. Önceki çalışmalar çalışmaya tutkunluğun bu ara bulucu rolünü lider-üye etkileşimi, otonomi, destek ve performans ilişkisinde göstermiştir (örn., Breevart, ve ark., 2015). Benzer şekilde Mazzetti ve arkadaşları (2018) çalışmaya tutkunluğun liderlik şekilleri, dönüşümcü liderlik ve iyi oluş arasındaki ilişkide ara bulucu rol oynadığını desteklemiştir. Bu tartışmalara bağlı olarak, çalışmaya tutkun lider davranışları ve astların performansı, işten ayrılma niyeti, öznel iyi oluşu ve iş tatmini arasındaki ilişkide, astların çalışmaya tutkunluğunun ara bulucu rol oynaması beklenmektedir.

Tüm bu tartışmalara bağlı olarak, liderlerin çalışmaya tutkunluğunun, çalışmaya tutkun lider davranışlarına ve astların çalışmaya tutkunluğuna bağlı olması; bu ilişkinin de liderin negatif ve pozitif duygulanım ile çalışanın işte sorumluluğu ve negatif ve pozitif duygulanımı tarafından yönlendirilmesi beklenmektedir. Sonrasında astların çalışmaya tutkunluğunun astların performansı, işten ayrılma niyeti, öznel iyi oluşu ve iş tatmini ile doğrudan ilişkili olması; çalışmaya tutkun lider davranışlarının ise yine bu sonuç değişkenlerine astların çalışmaya tutkunluğunun ara bulucu rolü ile bağlı olması beklenmektedir. Bu amaçla mevcut çalışmada hem nitel hem de nicel araştırma yöntemleri kullanılmıştır. Aşağıda özetlenecek açık uçlu soru analizleri ve mülakatlar ile hem çalışmaya tutkun lider davranışlarının hem de düzenleyici rollerin belirlenmesi amaçlanmıştır. Nitel yönteme bağlı olarak oluşturulan çalışmaya tutkun lider davranışları ölçeği, geçerlik ve güvenirlik çalışması ile test edilmiş ve en sonunda araştırma modeli ayrı bir çalışma ile incelenmiştir. Bu test için veriler üç ay ara ile aynı katılımcılardan bir araya getirilmiştir. Bu sayede hem kısa hem de daha uzun vadeli sonuçlar ve roller test edilmiştir.

3. Açık Uçlu Soru ve Mülakat Çalışmaları ve İlgili Bulgular

İlk çalışma olarak sekiz açık uçlu sorudan oluşan nitel bir araştırma yöntemi tercih edilmiştir. Daha önce çalışmaya tutkun liderlerin davranışlarını ve bu davranışların sonuçlarını test eden çalışma bulunmadığı için bu araştırma yöntemi seçilmiştir. Araştırmacılar tarafından da tartışıldığı gibi (Bailey, ve ark., 2017), bu sayede ilgili davranışlar ve konu hakkında daha iyi ve derinlemesine bilginin bir araya getirilmesi amaçlanmıştır. Bu amaçla öncelikle 51 çalışanın yer aldığı ve katılımcılara açık uçlu soruların sunulduğu bir çalışma yürütülmüştür. Bu sorularda, çalışmaya tutkun liderlerin gerçek ya da olası davranışları, katılımcılara sorulmuş ve buna bağlı bir davranış modeli oluşturulmaya çalışılmıştır. Çalışmaya tutkun lider davranışları ilk dört soru ile elde edilirken, asta ve lidere bağlı değişkenlerin sunulan araştırma modeli içindeki düzenleyici rolü de katılımcılara sorulmuş ve onlardan hangi dinamiklerin çalışmaya tutkunluğun liderden asta geçişinde rol oynayabileceğini sormuştur. Katılımcıların verdiği yanıtlar hem araştırmacı hem de konusunda uzman bir endüstri örgüt psikolojisi doktora öğrencisi tarafından kodlanmıştır. İki tarafın kod şeması birbirine yakın olduğu için ve araştırmacının öznelliğinin olası etkisini sonuçlardan elemek amacıyla konu uzmanının şeması, katılımcı cevaplarını kodlamak için kullanılmıştır. Bu şemada, lidere ve lider davranışlarına bağlı olarak 12 kategori; asta ve astın davranışlarına bağlı olarak ise altı kategori oluşturulmuştur.

Veri toplama sürecinde çalışanlara öncelikle onam formu sunulmuş ve gönüllü katılım sağlanmıştır. Sonrasında hem bilgilendirici paragrafın hem de araştırma sorularının yer aldığı form katılımcılara verilmiştir. Son olarak da demografik form katılımcılara sunulmuştur. Çalışma için etik izin alınmış olup, yukarıda sunulan tüm formlara Ek B'den ulaşılabilir.

Yapılan kodlamalar sonucunda çalışmaya tutkun liderlerin, çalışanlarla iyi yönde ve olumlu ilişkiler kurması, disipline önem vermesi, adaleti gözetmesi, çalışanlarını motive etmesi ve çalışanlarına karşı eğitici rol oynaması beklenmektedir. Bunlar beklenen ve gerçekleşen davranışlar olarak ayrı ayrı değerlendirildiğinde de herhangi bir farklılık raporlanamamıştır. Buna ek olarak çalışanlar liderleri ile aralarındaki ilişkinin çalışmaya tutkunluğun liderden asta geçişi için önemli olduğunu vurgulamıştır. Son olarak, katılımcılar astların

sorumluluk seviyelerinin yüksek olmasının ve işte pozitif duygular göstermesinin çalışmaya tutkunluğun liderden asta geçişini kolaylaştıracağını vurgulamıştır.

Kodlamaya ek olarak katılımcı yanıtları NVivo programı ile test edilmiş ve benzer sonuçlar bulunmuştur. Buna göre çalışmaya tutkun liderlerin saygıya, disipline, motivasyona ve adalete bağlı davranışlar göstermesi ve astları ile olumlu ilişkiler kurması beklenmektedir. Düzenleyici etki olarak, liderlerin pozitif tutumları ve motivasyonları ile astların pozitif tutumları, motivasyonları ve sorumluluklarının, liderlerin çalışmaya tutkunluğunun astların çalışmaya tutkunluğuna geçişinde önemli faktörler olduğu vurgulanmıştır.

Yukarıda detayları verilen çalışmada katılımcılar tarafından sunulan çalışmaya tutkun lider davranışları, pozitif liderlik davranışlarına benzediği için sonuçların geçerliliği sorgulanmış ve yeni bir grup katılımcı ile sorularda bazı değişiklikler yapılarak mülakat gerçekleştirilmesine karar verilmiştir. Bu sayede katılımcılar mülakatlarda daha detaylı bilgiye ulaşabilecek ve katılımcılar tarafından sunulan cevaplar da araştırmacı tarafından daha detaylı bir şekilde sorgulanabilecektir. Bu amaçla 11 katılımcının yer aldığı ve her biri 15-20 dakika süren bir dizi mülakat gerçekleştirilmiştir. Mülakatlarda kullanılan tüm ölçeklere ve formlara Ek D'den ulaşılabilir.

Katılımcıların cevaplarını kodlamak amacıyla, açık uçlu sorularda kullanılan şemalar kullanılmıştır. Sonuçlar lider disiplininin, pozitifliğinin ve adalet davranışlarının, çalışmaya tutkun lider davranışları arasında sayılabileceğini göstermiştir. Ayrıca liderlerin pozitifliğinin ve empatisinin ve astların sorumluluğunun, disiplinin ve pozitifliğinin, çalışmaya tutkunluğun liderden asta geçişinde düzenleyici rol oynayacağı katılımcılar tarafından vurgulanmıştır. Daha tarafsız sonuçlar elde edebilmek amacıyla, mülakatlarda verilen yanıtlar da NVivo programı ile analiz edilmiş ve benzer sonuçlar hem lider davranışları hem de lidere ve asta bağlı değişkenler olarak raporlanmıştır.

Açık uçlu soruların ve mülakatların sonuçları belli davranışların çalışmaya tutkun lider davranışı olarak raporlandığını göstermektedir. Verilen yanıtlara ve yanıt sıklıklarına bakılarak, beş dinamiğin yer aldığı çalışmaya tutkun lider davranışları ölçeği oluşturulmuştur. Bu ölçeğin öncelikle disipline bağlı davranışları yansıtması istenmiştir. Ayrıca bu liderlerin astları ile iyi ilişkiler kuracağı beklendiğinden, ilişki dinamikleri ile ilgili maddeler de ölçeğe konulmuştur. Buna ek olarak motive edici, adaleti yansıtan ve eğitici olan davranışların da, nitel çalışmada raporladığı üzere,

ölçeğe konulması uygun görülmüştür. Sonrasında ölçek alanında uzman kişiler tarafından değerlendirilmiş ve ufak değişikliklerden sonra güvenirlik-geçerlik çalışmasında kullanılmıştır. Geliştirilen ve güvenirlik-geçerlik çalışmasında kullanılan ölçeğe Ek E'den ulaşılabilir.

4. Güvenirlik-Geçerlik Çalışması ve İlgili Bulgular

Çalışmaya tutkun lider davranışları ölçeğinin geçerliğini test etmek amacıyla çalışmaya tutkunluk, duygusal bağlılık, lider tatmini ve işe bağlı akış değişkenleri mevcut çalışmaya dahil edilmiştir. Çalışmaya tutkun lider davranışlarının ve çalışmaya tutkunluğun birbirini beslemesi bekleniyorsa, aralarındaki ilişki de pozitif ve anlamlı bir ilişki olmalıdır. Çalışmaya tutkunlukta olduğu gibi, çalışmaya tutkun lider davranışlarının da tatmin, duygusal bağlılık ve akış ile ilişkili olması beklenmektedir. Özellikle mevcut araştırmada lider tatmini değerlendirmeye alındığı için, bu değişkenin liderin değerlendirildiği bir başka değişken olan çalışmaya tutkun lider davranışları ile ilişkili olması beklenmektedir.

Bu ilişkileri test etmek amacıyla 129 çalışanın yer aldığı bir geçerlik ve güvenirlik çalışması gerçekleştirilmiştir. Ölçekler katılımcılara online olarak sunulmuş ve sonuçlar kartopu örneklemi ile bir araya getirilmiştir. Katılımcılara öncelikle gönüllü katılım formu; sonrasında ise ölçekler ve demografik bilgi formu sunulmuştur. Çalışmanın etik izinleri alınmış olup; kullanılan tüm ölçekler ve formlar Ek E'de bulunabilir.

Sonuçları test etmek amacıyla Principle Axis Factoring, Direct Oblimin ile kullanılmıştır. Sonuçlar ölçek için iki faktörlü bir yapının var olabileceğini ve bu yapının toplam varyansın %73'ünü açıkladığını göstermiştir. Faktör yükleri .48 ile .92 arasında değişmektedir ve Ek F'de sunulmuştur. Tüm ölçekler için Cronbach alfa değerleri .90'nın üzerinde olup, çalışmaya tutkun lider davranışları ölçeğinin güvenirliğinin .94 olduğu gösterilmiştir. Ayrıca çalışmaya tutkun lider davranışları çalışmaya tutkunluk ($r = .34$), duygusal bağlılık ($r = .50$), lider tatmini ($r = .79$) ve işe bağlı akış ($r = .32$) ile istatistiksel olarak anlamlı ilişkiler göstermiştir. Bu da ölçeğin geçerliğinin desteklendiğini göstermektedir.

Geçerliği ve güvenirliği kurulmasına rağmen, çalışmaya tutkun lider davranışları ölçeğinin faktör yükleri incelendiğinde ölçekte bazı sorunlar olduğu görülebilir. Öncelikle bazı maddeler, her iki faktöre de yüklenme eğilimi

göstermektedir. Ayrıca iki faktörlü yapı ölçekte daha negatif algılanabilecek maddelerin ayrı bir grup oluşturduğunu göstermektedir. Buna bağlı olarak ölçek maddelerin katılımcılar tarafından tam anlaşılmamış olabileceği tartışılmış ve ölçek maddelerinde ufak revizyonlara gidilmiştir. Ayrıca madde sayısı da, ölçeğin uygulanabilirliğini arttırmak amacıyla, azaltılmıştır. Oluşturulan yeni ölçek ana çalışmada kullanılmış olup, ölçeğe ve tüm maddelerine Ek G'den ulaşılabilir.

5. Ana Çalışma ve İlgili Bulgular

Araştırma modelini test etmek amacıyla gerçekleştirilen çalışma, iki ayrı zaman diliminden oluşmaktadır. Buna göre ilk veri toplama dönemine katılan katılımcılara aynı anketler üç ay sonra tekrar sunulmuştur. Aşağıda öncelikle ilk veri toplama döneminin sonuçları; sonrasında ise hem ikinci veri toplama döneminin sonuçları hem de birinci ve ikinci veri toplama döneminden elde edilen sonuçların karşılaştırmalı analizleri sunulacaktır. Bu araştırmada da amaç liderlerin çalışmaya tutkunluğunun çalışmaya tutkun lider davranışları ve astların çalışmaya tutkunluğu ile ilişkisini test etmek; bu ilişkide lidere ve asta bağlı değişkenlerin düzenleyici etkisine erişmek ve sonrasında tüm bunların asta bağlı bireysel ve örgütsel değişkenler ile ilişkisini incelemektir.

5.1. İlk Veri Toplama Dönemi ve İlgili Bulgular

İlk veri toplama dönemi için 25'i lider, 178'i ast toplam 203 katılımcının verisi analiz edilmiştir. Veri kamu sektöründe çalışan ve sektörleri birbirlerine görece yakın katılımcılardan, kağıt-kalem yöntemi kullanılarak bir araya getirilmiştir. Katılımcılar zabıta, itfaiye, çevre koruma ve kontrol, fen işleri ve güvenlikte çalışmaktadır ve bu alanlar ile ilgili ayrıntılı açıklamalar Ek H'de sunulmuştur.

Çalışmada liderlere ve astlara yanıtlamaları için farklı ölçekler sunulmuştur. Buna göre astların liderlerinin çalışmaya tutkun lider davranışlarını; kendilerinin ise çalışmaya tutkunluğunu, pozitif ve negatif duygulanımını, iş yerinde sorumluluk davranışlarını, performanslarını, işten ayrılma niyetlerini, öznel iyi oluşlarını ve iş tatminlerini raporlaması istenmiştir. Liderlerin ise kendi çalışmaya tutkunluklarını, çalışmaya tutkun lider davranışlarını ve kendi pozitif ve negatif duygulanımını raporlaması istenmiştir. Her iki tarafa da ölçeklerin yanı sıra, gönüllü katılım, demografik bilgi ve katılım sonrası bilgilendirme formları sunulmuştur. Yukarıda

sunulan diğer çalışmalarda olduğu gibi, gönüllü katılım garanti edildikten sonra çalışanlara ölçekler ulaştırılmış ve veri toplama süreci sonrasında da katılımcılara katılım sonrası bilgilendirme formu verilmiştir. Diğer çalışmalardan farklı olarak katılımcılara bir kodlama şeması sunulmuş ve bazı sorularla harflerden ve rakamlardan oluşan bir kod oluşturmaları istenmiştir. Bu sayede hem lider-ast arasındaki hem de birinci ve ikinci veri toplama sürecindeki veriler eşleştirilebilecektir. Bu kodlama şemaları Ek L'de sunulmuştur.

Modeli test etmeden önce verideki sorunlar giderilmiş ve aykırı değerler yapılacak olan analizlerden elenmiştir. Ayrıca verinin dağılımı, araştırmacıların tartışmalarını (West, ve ark., 1995) aşmayacak derecede normal bir dağılım gösterse de, MPLUS'ta Robust ML ile gerçeleştirilen analizlerle, Kline (2012) tarafından da önerildiği üzere, dağılımın sonuçlar üzerindeki etkisi elenmeye çalışılmıştır. Ayrıca Tabachnick ve Fidell (2006) tarafından sunulan varsayımlar da analizlerden önce test edilmiş ve sonuçlar verinin doğrusal olduğunu; eş değişkenliğin varsayıldığını ve çoklu eşdoğrusallığın mevcut çalışma için sorun olmadığını gösterilmiştir.

Sonuçlar liderler ve astlar için ayrı ayrı değerlendirilmiş olup, bu şekilde sunulmuştur. Astlardan elde edilen verilere göre ölçekler yüksek güvenirliğe sahiptir. En yüksek güvenirlik .97 ile astlar tarafından değerlendirilen çalışmaya tutkun lider davranışlarında gözlemlenirken; en düşük güvenirlik ise .70 değer ile yine astlar tarafından değerlendirilen negatif duygulanım ölçeğinde bulunmuştur. Değişkenler arası ilişkiler incelendiğindeyse, astların çalışmaya tutkunluğunun astlardan alınan diğer tüm değişkenlerle .40 düzeyinden yüksek koralasyonlara sahip olduğu; yine astlardan alınan çalışmaya tutkun lider davranışlarının da çalışmaya tutkunluk ile benzer korelasyonlar gösterdiğini desteklemiştir. Buna göre çalışmaya tutkun lider davranışları en yüksek korelasyonu .50 civarında bir değer ile yine astlar tarafından raporlanan bağlamsal performansla gösterirken; bunu .30 civarında korelasyonlarla astlar tarafından raporlanan pozitif duygulanım, işteki sorumluluk davranışları, işten ayrılma niyeti ve görev performansı takip etmektedir. Çalışmaya tutkun lider davranışları ile en düşük korelasyonu ise çalışanların raporladığı iş tatmini ve öznel iyi oluş .20 civarında değerler ile göstermiştir. Liderler tarafından raporlanan çalışmaya tutkun lider davranışlarının ise liderlerin hem pozitif hem de negatif duygulanım ile ilişkili olduğu raporlanmıştır. Ancak veri çok az liderden bir araya getirildiği için, bu sonuçlara ihtiyatlı yaklaşmak gerekmektedir.

Lidere ve asta bağlı değişkenler arasındaki ilişki de mevcut çalışma ile test edilmiştir. Sonuçlar liderlerin pozitif duygularının, çalışanların pozitif duygulanımı, çalışanların çalışmaya tutkunluğu ve çalışanların öznel iyi oluşları ile ilişkili olduğu göstermiştir. Bunun dışındaki korelasyonlar istatistiksel olarak anlamlı olmayıp; istatiksel olarak anlamlı olan ve yukarıda sunulan korelasyonlar da .10 ile .20 arasındaki değerlerle anlamlı bulunabilmiştir.

Buna ek olarak, çalışmaya tutkun lider davranışları ölçeği için doğrulayıcı faktör analizi gerçekleştirilmiş ve sonuçlar bu ölçek için tek faktörlü yapının geçerli olduğunu desteklemiştir. Buna ek olarak tüm ölçekler tek bir faktöre bağlanmış ve sonuçlar her ölçeğin kendi faktörüne bağlandığı model ile kıyaslanmıştır. Analizler, ikinci modelin veriyi ilk modelden daha çok desteklediğini ortaya çıkarmıştır ($\Delta \chi^2$ (46) = 9966.2).

Kavramsal model testleri, daha önce de belirtildiği gibi, MPLUS kullanılarak gerçekleştirilmiştir. Öncelikle astlar tarafından değerlendirilen çalışmaya tutkun lider davranışlarının yine astlar tarafından değerlendirilen örgütsel çıktılar ile ilişkisi test edilmiştir. Sonuçlar, çalışmaya tutkun lider davranışından performans, işten ayrılma niyeti, öznel iyi oluş ve iş tatminine olan tüm standardize edilmiş katsayıların istatistiksel olarak anlamlı olduğunu göstermiştir. En yüksek katsayı .50 ile çalışmaya tutkun lider davranışları ve bağlamsal performans arasında belirirken; en düşük katsayı çalışmaya tutkun lider davranışları ve iş tatmini arasında ortaya çıkmıştır. Yine astlar tarafından raporlanan çalışmaya tutkunluk modele aracı değişken olarak eklendiğinde, çalışmaya tutkun lider davranışlarının astların çalışmaya tutkunluğu; astların çalışmaya tutkunluğunun ise astlara bağlı değişkenler üzerinde istatistiksel olarak anlamlı bir ilişkiye sahip olduğu gösterilmiştir. Bu ilişkiler için standardize değerler .39 ile .52 arasında değişmekte olup; en yüksek değer çalışmaya tutkun lider davranışları ile yine bağlamsal performans arasında ortaya çıkmıştır. Ayrıca çalışmaya tutkun lider davranışları ile çıktılar arasında astların çalışmaya tutkunluğu aracılığıyla dolaylı bir ilişki eklendiğinde, çalışmaya tutkun lider davranışlarının görev performansı, iş tatmini ve öznel iyi oluş üzerindeki doğrudan etkisinin elendiği görülmüştür. Dolaylı ilişkilerinin tümünün ise istatiksel olarak anlamlı olduğu raporlanmıştır.

Astlara bağlı pozitif ve negatif etki ile işte sorumluluğun çalışmaya tutkun lider davranışları ve astların çalışmaya tutkunluğu arasındaki ilişkide düzenleyici değişken rolü oynayıp oynamadığı da test edilmiştir. Sonuçlar negatif duygunım (β =

1.67, $p < .001$) dışıdaki diğer değişkenlerin düzenleyici değişken olmadıklarını göstermiştir. Benzer şekilde liderlerin negatif ve pozitif duygulanımının, lider tarafından raporlanan çalışmaya tutkunluk ile astlar tarafından raporlanan çalışmaya tutkun lider davranışları arasında düzenleyici değişken olup olmadığı da test edilmiş ve sonuçlar böyle bir ilişkinin olmadığını göstermiştir.

Son olarak liderin çalışmaya tutkunluğunun astın çalışmaya tutkunluğuna geçişi; ast tarafından raporlanan çalışmaya tutkun lider davranışları ile test edilmiştir. Sonuçlar liderlerin çalışmaya tutkunluğundan astların çalışmaya tutkunluğuna doğrudan bir etki bulmuş; ancak, liderlerin çalışmaya tutkunluğu ile astlar tarafından raporlanan çalışmaya tutkun lider davranışları arasında bir ilişki bulunamamıştır. Diğer yandan, çalışmaya tutkun lider davranışları astların çalışmaya tutkunluğu ile ilişkili görünmektedir. Liderlerin çalışmaya tutkunluğundan astların çalışmaya tutkunluğuna çalışmaya tutkun lider davranışları aracılığıyla olması beklenen dolaylı etki de test edilmiş; ancak istatistiksel olarak anlamlı sonuçlar bulunamamıştır.

Bu sonuçlar göstermektedir ki, liderlerin çalışmaya tutkunluğundan astların çalışmaya tutkunluğuna doğrudan bir geçiş bulunmaktadır. Ayrıca çalışmaya tutkun lider davranışları da astların çalışmaya tutkunluğunun tahmininde önemli rol oynamaktadır. Hem bu davranışlar hem de astların çalışmaya tutkunluğu, yine astların performansını, işten ayrılma niyetini, iş tatminini ve öznel iyi oluşunu içeren sonuç değişkenleri ile istatistiksel olarak anlamlı bir ilişki göstermektedir. Çalışanın negatif duygulanımı dışında hiçbir düzenleyici değişkenin ise istatistiksel olarak anlamlı bir etkisi bulunamamıştır.

Bu modelleri tekrar test edebilmek ve veri farklı zamanlarda bir araya getildiğinde ilişkilerde bir farklılaşma oluyor mu anlayabilmek için, aynı katılımcılardan üç ay sonra tekrar veri toplanmış olup, sonuçlar aşağıda sunulmuştur.

5.2. İkinci Veri Toplama Dönemi ve İlgili Bulgular

İkinci veri toplama dönemi için, ilk veri toplama dönemine katılan liderlerin tümünden; astların ise 136'sından veri toplanabilmiştir. İlk veri toplama döneminde kullanılan ölçekler, bu dönemde de kullanılmış ve veri toplama aşamasında aynı prosedür izlenmiştir. İlk veritoplama dönemine benzer şekilde aykırı değerler analizlerden elenmiş ve araştırma modelleri MPLUS'ta Robust ML kullaılarak test edilmiştir.

Sonuçlar, liderler ve astlar için ayrı ayrı değerlendirilmiştir. Astların datası incelendiğinde, ilk veri toplama döneminde olduğu gibi, tüm ölçeklerin yüksek güvenirlik değerlerine sahip olduğunu gösterilmiştir. Değişkenler arasındaki korelasyon incelendiğinde yine çalışmaya tutkunluğun negatif duygulanım hariç tüm değişkenlerle .40'tan yüksek bir ilişkide olduğunu göstermiştir. Çalışmaya tutkun lider davranışları da araştırma değişkenleri ile çalışmaya tutkunluğa benzer örüntüde, yalnızca biraz daha az kuvvetli ilişkiler göstermiştir. Yüksek ve benzer güvenirlik değerleri ve korelasyonlar, lider verisi için de bir araya getirilmiştir. Ancak çalışmada yer alan liderlerin sayısı az olduğundan, sonuçları ihtiyatlı değerlendirmek gerekmektedir.

İlk veri toplama döneminde olduğu gibi, bu veri toplama döneminde de tüm ölçekler tek bir faktöre bağlanmış ve sonuçlar her ölçeğin kendi faktörüne bağlandığı model ile kıyaslanmıştır. Sonuçlar ikinci modelin veriyi ilk modelden daha çok desteklediğini ortaya çıkarmıştır ($\Delta \chi^2$ (45) = 3443.4).

Buna ek olarak, birinci ve ikinci veri toplama döneminde test edilen aynı değişkenlerin arasındaki ilişki de hem astlar hem de liderler için test edilmiştir. Sonuçlar korelasyonların astlar için .39 ile .71 arasında değiştiğini gösterirken, en yüksek korelasyon çalışmaya tutkun lider davranışları; en düşük korelasyon ise astların negatif duygulanımı için raporlanmıştır. Liderler için ise korelasyonlar .70 ile .88 arasında değişmekte olup, en yüksek korelasyon pozitif duygulanım; en düşük korelasyon ise liderlerin çalışmaya tutkunluğu arasında görülmüştür.

Kavramsal model testleri, daha önce de belirtildiği gibi, MPLUS kullanılarak gerçekleştirilmiştir. İkinci veri toplama döneminden elde edilen bilgiler hem kendi arasında hem de birinci veri toplama döneminden elde edilen verilerle kıyaslanarak raporlanmıştır. Buna göre öncelikle astlar tarafından değerlendirilen çalışmaya tutkun lider davranışlarının, yine astlar tarafından değerlendirilen örgütsel çıktılar ile ilişkisi test edilmiştir. Sonuçlar, astlar tarafından raporlanan çalışmaya tutkun lider davranışından performans, işten ayrılma niyeti, öznel iyi oluş ve iş tatminine olan tüm standardize edilmiş katsayıların istatistiksel olarak anlamlı olduğunu göstermiştir. Yine astlar tarafından raporlanan çalışmaya tutkunluk modele aracı değişken olarak eklendiğinde, çalışmaya tutkun lider davranışlarının astların çalışmaya tutkunluğu; astların çalışmaya tutkunluğunun ise astlara bağlı değişkenler üzerinde istatistiksel olarak anlamlı bir etkiye sahip olduğu gösterilmiştir. Ayrıca çalışmaya tutkun lider davranışları ile çıktılar arasında astların çalışmaya tutkunluğu

aracılığıyla dolaylı bir ilişki eklendiğinde, çalışmaya tutkun lider davranışlarının görev performansı, iş tatmini, işten ayrılma niyeti ve öznel iyi oluş üzerindeki doğrudan etkisinin birçok modelde elendiği görülmüştür.

Astlara bağlı pozitif ve negatif etki ile işte sorumluluğun çalışmaya tutkun lider davranışları ve astların çalışmaya tutkunluğu arasındaki ilişkide düzenleyici değişken rolü oynayıp oynamadığı da test edilmiştir. Sonuçlar düzenleyici değişkenlerin ilgili ilişkide hiçbir etkisinin olmadığını göstermiştir. Benzer şekilde liderlerin negatif ve pozitif duygulanımının, lider tarafından raporlanan çalışmaya tutkunluk ile çalışan tarafından raporlanan çalışmaya tutkun lider davranışları arasında düzenleyici değişken olup olmadığı da test edilmiş ve sonuçlar, her iki değişkenin de böyle bir etkisinin olmadığını göstermiştir. Bu sonuçlar, ikinci veri toplamadan elde edilen bilgiler hem kendi arasında hem de birinci veri toplama döneminden elde edilen verilerle kıyaslandığında değişmemiştir.

Son olarak liderin çalışmaya tutkunluğunun astın çalışmaya tutkunluğuna geçiş mekanizmaları; ast tarafından raporlanan çalışmaya tutkun lider davranışları ile test edilmiştir. Sonuçlar liderlerin çalışmaya tutkunluğundan astların çalışmaya tutkunluğuna olan doğrudan etkiyi birçok model için desteklemiş; ancak, liderlerin çalışmaya tutkunluğu ile astlar tarafından raporlanan çalışmaya tutkun lider davranışları arasında bir ilişki bulunamamıştır. Diğer yandan, çalışmaya tutkun lider davranışları astların çalışmaya tutkunluğu ile ilişkili görünmektedir. Liderlerin çalışmaya tutkunluğundan astların çalışmaya tutkunluğuna çalışmaya tutkun lider davranışları aracılığıyla olması beklenen dolaylı etki de test edilmiş; ancak istatistiksel olarak anlamlı sonuçlar bulunamamıştır. Bu sonuçlar, ikinci veri toplamadan elde edilen bilgiler hem kendi arasında hem de birinci veri toplama döneminden elde edilen verilerle kıyaslandığında değişmemiştir.

Bu sonuçlar ilk çalışmanın bulgularını desteklemekte ve göstermektedir ki, liderlerin çalışmaya tutkunluğundan astların çalışmaya tutkunluğuna doğrudan bir geçiş bulunmaktadır. Ayrıca çalışmaya tutkun lider davranışları da astların çalışmaya tutkunluğunun tahmininde önemli rol oynamaktadır. Hem bu davranışlar hem de astların çalışmaya tutkunluğu, yine astların performansını, işten ayrılma niyetini, iş tatminini ve öznel iyi oluşunu içeren sonuç değişkenleri ile istatistiksel olarak anlamlı bir ilişki göstermektedir. İlk çalışmadan farklı olarak hiçbir düzenleyici değişkenin istatistiksel olarak anlamlı bir etkisi bulunamamıştır.

6. Genel Özet, Tartışma ve Gelecekteki Araştırmalar için Öneriler

Araştırma sonuçları göstermektedir ki, liderlerin çalışmaya tutkunluğundan astların çalışmaya tutkunluğuna doğrudan bir geçiş bulunmaktadır; ancak çalışmaya tutkun lider davranışları aracılığıyla dolaylı bir geçiş desteklenmemiştir. Bunun yanında astlar tarafından raporlanan çalışmaya tutkun lider davranışları, hem astların çalışmaya tutkunluğu ile hem de astlara bağlı bireysel ve örgütsel çıktılar ile ilişkili görülmektedir. Bu ilişki genellikle astların çalışmaya tutkunluğu aracılığıyla dolaylı bir ilişkiyi desteklerken, çalışmaya tutkun lider davranışları ve bağlamsal performans arasında doğrudan bir ilişki olduğu tüm analiz sonuçları ile desteklenmiştir. Son olarak, düzenleyici değişkenler için destek, ilk veri toplama dönemindeki çalışanın negatif duygulanımı haricinde, bulunamamıştır.

Öncelikle mevcut çalışma, hem liderlerin çalışmaya tutkunluğunun hem de çalışmaya tutkun lider davranışlarının astların çalışmaya tutkunluğu için önemli olduğunu göstermektedir. Bu sebeple gelecekteki çalışmalar bu değişkenlere ve bu değişkenlerin sadece çalışmaya tutkunlukla değil; hem astlara hem de liderlere bağlı sonuç değişkenleri ile ilişkisini incelemelidir. Yine bu amaca bağlı olarak, liderlerin çalışmaya tutkunluğu ile ilgili ölçüm hem çalışandan hem de liderden alınabilir ve iki taraf arasındaki farklar ve bu farkların yine astın tutkunluğuna ve örgütsel çıktılara etkisine de bakılabilir. Bu sayede algısal farkın fazla ya da az olmasının sonuçlara etkisi anlaşılabilir. Bu algısal farklılıklar da araştırma modelini daha iyi anlamak için önemli görünmektedir.

Mevcut çalışma, düzenleyici değişkenler için istatistiksel olarak anlamlı sonuçlar bulamamıştır. Bunun nedeni mevcut çalışmanın katılımcı sayısı olabileceği gibi, seçilen düzenleyici değişkenler de olabilir. Gelecekteki çalışmalar hem katılımcı sayısını arttırarak hem de farklı düzenleyici değişkenleri modele dahil ederek, sonuçları gözlemleyebilir. Örneğin, sorumluluk duygusu (conscientiousness) ve nevrotiklik gibi kişilik özelliklerinin, mevcut modeldeki etkisi gelecekteki çalışmalarla test edilebilir. Sorumluluk duygusu ve nevrotiklik daha kalıcı kişilik değişkenleri olduğu için (Gleitman, ve ark., 2007), mevcut modeldeki etkileri farklı olabilir. Özellikle iki veri toplama dönemi arasındaki zaman arttırılırsa, daha sağlıklı ve daha genellenebilir araştırma sonuçları elde edilebilir.

Bu tartışmalara ek olarak, gelecekteki çalışmalar daha objektif sonuç değişkenlerini çalışmaya dahil edebilir ve çalışmaya tutkunluğun bu değişkenlerle

ilişkisi test edilebilir. Örneğin, çalışanların devamsızlık oranları ya da satış personilillerin aylık satış miktarı ve bu değişkenlerin çalışmaya tutkunluk ile ilişkisi gelecekteki çalışmalarla test edilebilir. Ayrıca liderlerden çalışanlara bağlı örgütsel sonuç değişkenlerini raporlamaları istenebilir. Ayrıca, astlara bağlı değişkenlerin ve astların çalışmaya tutkunluğunun da liderin tutkunluğuna etkisi ilerideki çalışmalarda tartışılabilir.

Mevcut çalışma, çalışmaya tutkun lider davranışları ölçeğini literatüre kazandırmış ve çalışmaya tutkunluğun liderden asta doğrudan geçişini desteklemiştir. Ayrıca çalışmaya tutkun lider davranışlarının hem astların çalışmaya tutkunluğunu hem de yine astların örgütsel çıktılarına etkisi olduğunu mevcut çalışma göstermiştir. Bu sebeple daha iyi bireysel ve örgütsel sonuçlara ulaşabilmek için hem lider hem de astların çalışmaya tutkunluğuna odaklanmak önemli görülmektedir. Gelecekteki çalışmalar çalışmaya tutkunluk konusuna, bunun liderler ile astlar arasında geçişine ve aynı zamanda çalışmaya tutkunluğun lider davranışlarının örgütsel çıktılar ile ilişkisini araştırmaya odaklanmalıdır.

APPENDIX P: TEZ İZİN FORMU /THESIS PERMISSION FORM

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TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English) : The Crossover of Work Engagement: Understanding Leader Related Dynamics

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master ☐   **Doktora** / PhD ■

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