DISPOSITIONAL AFFECTIVITY AND JOB PERFORMANCE:

MEDIATING EFFECTS OF JOB SATISFACTION

A THESIS SUBMITTED TO

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

OF

THE MIDDLE EAST TECHNICAL UNIVERSITY

BY

BAHAR ÖZ

IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF

MASTER OF SCIENCE

IN

THE DEPARTMENT OF PSYCHOLOGY

DECEMBER 2003

Approval of the Graduate School of Social Sciences

_____

Prof. Dr. Sencer Ayata

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

_____

Assoc. Prof. Dr. Nebi Sümer

Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

_____

Assoc. Prof. Dr. H. Canan Sümer

Supervisor

Examining Committee Members

Assoc. Prof. Dr. H. Canan Sümer   _____

Assoc. Prof. Dr. Reyhan Bilgiç   _____

Assoc. Prof. Dr. Canan Ergin   _____

ABSTRACT

DISPOSITIONAL AFFECTIVITY AND JOB PERFORMANCE:

MEDIATING EFFECTS OF JOB SATISFACTION

Öz, Bahar

M.S., Department of Psychology

Supervisor: Assoc. Prof. Dr. H. Canan Sümer

December 2003, 153 pages

In the present study, the relationship between dispositional affectivity and job performance was investigated under the potential mediating effects of job satisfaction. The study was conducted in three phases. In Phase I, the scale development phase, an assistant evaluation form (AEF) was developed by collecting job analytic information from 35 Teaching Assistants (TAs) and critical incidents from 38 faculty members from a wide range of departments in Middle East Technical University (METU). In the second phase of the study, the pilot study, factor structure of the AEF was examined using principle

component analyses. Pilot data were gathered from the faculty members working in different departments at METU. Results yielded two factors underlying the AEF. The first factor was named *task performance*, the second factor was named *contextual performance*. In the main study phase of the study, hypotheses were tested by gathering dispositional affectivity and job satisfaction data from 103 TAs, and performance evaluation data from 103 instructors whom the TAs had worked with during the previous semester. Results supported only the hypothesis stating that positive affectivity (PA) would predict job satisfaction. Results are discussed along with the limitations of the study and suggestions for future research.

Keywords: Dispositional affectivity, positive affectivity, negative affectivity, job performance, contextual performance, task performance, performance evaluation, job satisfaction.

ÖZ

POZİTİF-NEGATİF DUYGU DURUM VE İŞ PERFORMANSI:

İŞ DOYUMUNUN ARACI ETKİLERİ
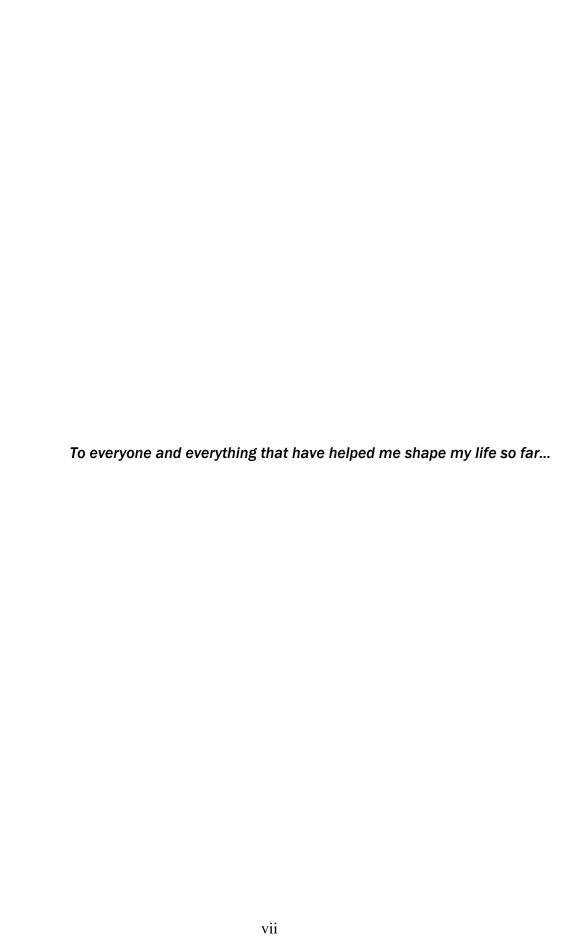
Öz, Bahar

Yüksek Lisans, Psikoloji Bölümü

Tez Yöneticisi: Doç. Dr. H. Canan Sümer

Aralık 2003, 153 sayfa

Bu çalışmada, duygu durum ile iş performansı arasındaki ilişki iş doyumunun olası aracı etkisi altında incelenmiştir. Çalışma üç aşamada yürütülmüştür. Birinci aşama, Orta Doğu Teknik Üniversitesi' nin (ODTÜ) çeşitli akademik bölümlerinden 35 araştırma görevlisinden iş analizi verisinin ve 38 öğretim üyesinden kritik olay örneklerinin toplanması yoluyla oluşturulan Araştırma Görevlisi Değerlendirme Formu'nun (ADF) geliştirildiği ölçek geliştirme aşamasıdır. İkinci aşamada (pilot çalışma), faktör analizi yoluyla ADF'nin factor yapısı incelenmiştir. Pilot çalışma verisi ODTÜ'nün çeşitli akademik

bölümlerinde çalışan öğretim üyelerinden toplanmıştır. Faktör analizi sonuçları temel alınarak ADF'nin iki faktörlü bir yapısı olduğu tespit edilmiştir. Birinci faktör *görev performansı*, ikinci faktör *ortamsal performans* olarak isimlendirilmiştir. Hipotezlerin test edildiği ana çalışma aşamasında, yine ODTÜ'nün çeşitli bölümlerinden 103 araştırma görevlisinden duygu durum ve iş doyumu ölçeklerini doldurmaları, 103 öğretim üyesinden önceki dönem boyunca çalıştıkları araştırma görevlisini değerlendirmeleri istenmiştir. Veriler yalnızca pozitif duygu durumunun iş doyumunu yordayacağını ifade eden hipotezi desteklemiştir. Çalışmanın istatistiksel sonuçları, kısıtlamalar ve ileriideki çalışmalar için öneriler ile birlikte tartışılmıştır.

Anahtar Kelimeler: Duygu durum, pozitif duygu durum, negatif duygu durum, iş performansı, ortamsal performans, görev performansı, performans değerlendirme, iş doyumu.

To everyone and everything that have helped me shape my life so far…

ACKNOWLEDGEMENTS

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Date: Signature:

TABLE OF CONTENTS

LIST OF TABLES

TABLE

CHAPTER 1

INTRODUCTION

1.1 Overview

Defining, understanding and evaluating job performance has received a considerable attention from psychologists (e.g., Arvey & Murphy, 1998; Borman & Motowidlo, 1993; Motowidlo & Van Scotter, 1994) over the past decade. Although, up until the 1980's, most research was concerned with improving the instruments used in performance ratings, in the 1980s, the research attention shifted from instrumentalization to developing a better understanding of the way raters form impression and judgments of the subordinate's performance (Arvey & Murphy, 1998). In 1993, Borman and Motowidlo went one step further in defining the concept of performance and made a distinction between task performance and contextual performance. Task performance includes activities, which are formally recognized as part of the job and contributes to the organization's technical core directly or indirectly. Contextual performance, on the other hand, includes activities which contribute to organizational effectiveness in ways that go beyond the activities that comprise the particular job (Borman & Motowidlo, 1993). Empirical evidence suggests that contextual performance is more likely to be related with personality measures, whereas

task performance is more likely to be related with experience related measures (Motowidlo & Van Scotter, 1994). However, individual differences variables contributing to contextual and task performances have not been extensively studied. The purpose of this study was to investigate the relationship between dispositional affectivity and contextual performance. Potential mediating effects of job satisfaction in the relationship was also investigated.

In the following sections, first, brief reviews of both the concept of performance and dispositional affectivity literatures are presented and the possible relations of affectivity and contextual performance are proposed. Then, the literatures on the dispositional affectivity-job satisfaction relationship and the job satisfaction-job performance relationship are briefly reviewed. Finally job satisfaction is proposed as a potential mediator of the relationship between dispositional affectivity and job performance.

1.2 Models of Job Performance

Performance is defined as "observable things people do (i.e., behaviors) that are relevant for the goals of the organization" (Campbell, McHenry, & Wise, 1990, p.314). Performance is a critical concept because, "the major contribution of an employee's worth to the organization is through work behavior and ultimately performance" (Arvey & Murphy, 1998, p. 142). One can argue that performance will not loose its popularity in the years to come because it is the major contribution to organization made by the employees. Likewise, Viswesvaran and Ones (2000) stated that knowing details of the

concept of job performance is important because it is a central construct in today's work settings and by this way in the research settings. It shows the strengths and weaknesses of employees, and training programs are designed and placement decisions are given depending on these strengths and weaknesses.

As indicated by Landy and Farr (1983), there are many ways to measure performance, but in general there are two groups of performance data: judgmental/subjective measures (e.g., supervisory ratings, self ratings, peer ratings) and nonjudgmental/objective measures (e.g., production output, time to complete a task, turnover, sales volume over a given period). There are limitations of both types of performance criteria. For example, objective criteria tend to have low reliability, and it is available for only a limited number of jobs. Also objective criteria are not always under the control of the individual. Besides, each objective criterion has its own unique problems. For example, in turnover criterion it is difficult to distinguish between voluntary and involuntary turnover; in accidents criterion it is not clear whether the accident is a result of people or of their environment. For judgmental data, raters may be limited in their ability to appraise performance, or they may not be motivated to provide accurate evaluations (Borman, 1978). In both cases, the resulting rating may include errors in evaluating performance.

Campbell, McCloy, Oppler, and Sager (1993) stated that performance as a construct has received very little research or theoretical attention. There are two possible reasons for this: 1) performance has always been treated as the

dependent variable, understanding performance itself has not been very exciting, since the independent variables generated the most professional and/or scientific interest in the literature; 2) definition of performance and designation of its indicators seemed to be out of our hands. According to these authors, in classic theory, performance is one thing that is used in the singular fashion with no explicit or implicit conditionals; it is accepted as the general factor, and the best possible measures of this general factor are "objective" indicators. Campbell et al. criticize the general factor view of job performance and assert that the general factor cannot represent the best fit, the notion of an ultimate criterion has no meaning, and there is an important distinction between performance and the results of performance. These researchers proposed a model indicating performance as multidimensional in nature. They stated that performance has an eight-factor latent structure, which are *job-specific task proficiency, non-job-specific task proficiency, written and oral communication task proficiency, demonstrating effort, maintaining personal discipline, facilitating peer and team performance, supervision/leadership,* and *management/administration.* In their model Campbell et al. defined performance as synonymous with behavior, and stated that performance is "something that people actually do and can be observed" (p. 40). Furthermore, these authors claimed that declarative knowledge, procedural knowledge and skills, and motivation were the basic determinants of performance.

As cited in Miles, Borman, Spector, and Fox (2002), Campbell, Gasser, and Oswald talked about the need to more fully examine the nature of job

performance variability across different employees. With the support from the previous research, the domain of performance started to expand and a general move toward more flexible definitions of work roles started. Jobs are viewed as dynamic and more interchangeable with less precise definitions.

There are other models except from the one proposed by Campbell and colleagues. For example, in order to guide the future research on job performance with a testable model, Waldman and Spangler (1989) developed their integrated model of job performance. They stated that although previous studies talked about some determinants of job performance (e.g., human abilities, motivation, leadership, feedback), there is a lack of clarity on how these determinants interact and are interrelated. According to the model of Waldman and Spangler, three types of variables are determinants of performance. These are *individual determinants of job performance* (e.g., experience, ability, motivation), *outcome variables* (e.g., job performance, performance feedback, pay increases, job security) *and opportunity determinants of job performance or work environment factors* (e.g., leader behavior, group process) which indirectly affect job performance by affecting the characteristics of the individual (e.g., leadership may indirectly affect performance by impacting values and motives).

Although the concept of job performance was investigated and different models have been proposed by the researchers, the distinction of task performance and contextual performance made by Borman and Motowidlo in 1993 has been one of the most widely used taxonomy of job performance (e.g.,

Motowidlo & Van Scotter, 1994; Conway, 1996). The present study distinction made by Borman and Motowidlo was taken as a base to investigate the concept of performance. The concepts of task performance and contextual performance are discussed in some detail in the following sections.

1.2.1 Concepts of Task Performance and Contextual Performance

Borman and Motowidlo (1993) stated that individuals contribute to the organizational effectiveness in other ways beyond the activities that constitute the job. For this reason, more attention should be given to the criteria beyond the core task performance. In order to contribute to organizational effectiveness, individuals do more things than just completing the activities that comprise their jobs. They can do many things which are not directly related to their main task functions. The dimensions by which employees contribute to the effectiveness are sometimes seen as one dimension of job performance but sometimes they remain implicit and they are still accepted as important for the effectiveness of the organization. After presenting these ideas about performance, they introduced the distinction between "contextual performance" and "task performance" to the literature. Task performance refers to the activities that are formally recognized as a part of the jobs and contribute to the organization's technical core directly (by implementing a part of its technological process) or indirectly (by providing it with needed materials or services). Contextual performance, on the other hand, refers to the proficiency with which the incumbents contribute to organizational effectiveness in ways

6

that shape the organizational, social, and psychological context and by this way provides support for task activities (Borman & Motowidlo, 1993).

The heart of the production cycle in an organization is technical core in which the organization's products are produced. If the activities done in the job directly contribute to the technical core of the organization, these activities are related to task performance. These are the activities that resulted from the job analysis conducted in that organization (Borman & Motowidlo, 1993). For example, cashiers taking the money from the customers are directly contributing to the technical core, for this reason this behavior can be given as an example of task performance for the job in question.

Contextual activities, however, do not fall under the task performance but are still important for the effectiveness of the organization. For example, volunteering, spending extra effort with enthusiasm, helping and cooperating, supporting, endorsing are some activities that do not contribute to the technical core activities but still important for the organization (Borman & Motowidlo, 1993).

Even before Borman and Motowidlo (1993), some studies indicated that job performance had other dimensions in addition to task performance (e.g., Brief & Motowidlo, 1986; Hogan & Hogan, 1989; Organ, 1988; Smith, Organ, & Near, 1983). Following the distinction proposed by Borman and Motowidlo a number of studies yielded direct support for this distinction. For example, Motowidlo and Van Scotter (1994) conducted a study including 421 U.S. Air Force mechanics rated on their task performance, contextual performance, and

overall performance by their supervisors. Results of this study indicated that performance was not unidimensional; task performance and contextual performance contributed independently to overall performance. Conway (1996) provided a construct validity evidence to the classification of task and contextual performance by reviewing the performance dimensions and their definitions in 14 published studies and sorting each dimension into one of the two categories: task or citizenship (i.e., contextual) performance. According to the results, 55% of the dimensions were sorted very reliably into the task performance, and 33% of the dimensions were sorted very reliably into the citizenship performance category. For the remaining 15% there was disagreement.

Following the introduction of the distinction between task and contextual performance, the concepts related to performance were also distinguished in terms of being related to contextual and/or task performance. In the present study, the emphasis was on the contextual performance, for this reason in the following section the concepts related to contextual performance is talked about.

Organizational Citizenship Behavior (OCB), Organizational Spontaneity (OS), Extra-Role Behavior (ERB), Prosocial Organizational Behavior (POB), Counterproductive Behaviors, and Soldier Effectiveness, are main concepts presented in the literature as being related to contextual performance (Bateman & Organ, 1983; Smith, Organ, & Near, 1983; Viswesvaran & Ones, 2000; Brief & Motowidlo, 1986; Van Dyne, Cummings, & Parks, 1995; Borman

& Motowidlo, 1993). If we briefly look at the definition of these concepts we can more clearly understand the concept of contextual performance because these concepts include several elements of contextual performance. OCB is defined as extra-role, discretionary behavior that helps other members of the organization to perform their jobs or shows conscientiousness toward the organization (Bateman & Organ, 1983; Smith et al., 1983). It can also be defined as extra-role discretionary behavior intended to help others in the organization or to demonstrate conscientiousness in support of the organization (Organ, 1988). So it can be said that OCB includes activities like, making suggestions to supervisors, to improve the organization's functioning, helping coworkers with a heavy workload, speaking positively about the organization to outsiders, arriving work early. OCB is such a close concept to contextual performance that it can be seen as the same. As Motowidlo (2000) indicated, OCB emerged as an answer to the questions of "how does job satisfaction effect individual behavior in ways that are important for organizational effectiveness?" and "What do managers want their subordinates to do but cannot require them to do?", whereas the questions as an answer to which contextual performance emerged are "What part of the performance domain is being relatively neglected by selection research and practice?" and "How is that part different from the part that selection research and practice does tend to focus on?"

In their review Viswesvaran and Ones (2000) talked about OCB and counterproductive behaviors as two of the three broad dimensions (the other

one was task performance) around which the concept of performance can be grouped. These two dimensions that Viswesvaran and Ones talked about were two of the concepts determined as related to contextual performance by Borman and Motowidlo (1993). However, over the years, there has been a change in the conceptualization of the concept of OCB as indicated by Viswesvaran and Ones. These authors indicated that Organ (1997) has dropped the requirement for OCB to be extra-role. The only requirements for it is being *discretionary and contributing to organizational effectiveness.*

As a result of the studies conducted over the years, new concepts related to the concepts of OCB have been introduced (Viswesvaran & Ones, 2000). One of them is Organizational Spontaneity (OS) which is the voluntarily performed extra-role behaviors contributing to organizational effectiveness. It consists of five factors: helping coworkers, protecting the organization, making constructive suggestions, developing oneself, and spreading goodwill. The only difference of OS from OCB is that there are reward systems to recognize OS, but OCB is not directly or explicitly recognized by formal reward systems.

POB is closely related concept to OCB and includes several elements of contextual performance. According to Brief and Motowidlo (1986), POB is "performed by a member of an organization, directed toward an individual, group or organization with whom he or she interacts while carrying out his or her organizational role and performed with the intention of promoting the welfare of the individual, group or organization to whom it is directed" (p. 717). POB can be role-prescribed by the organization or can be extra role. Brief and

Motowidlo also stated that there are different types of POBs, some are functional, some are dysfunctional to the organization. Providing services or products to the customers, assisting co-workers with job related or personal matters, suggesting organizational improvements, representing the organization favorably to outsiders, complying with organizational values and policies are among the functional POBs. On the other hand, rendering services to clients in ways contrary to organizational interests, helping co-workers achieve personal goals that are inconsistent with organizational objectives are examples for dysfunctional POBs. There are some other ideas about the different dimensions of POB. As indicated by Borman and Motowidlo (1993), Organ (1988) stated that some types of POB can be classified as "absence" of certain behaviors like complaints to superiors.

Counterproductive Behaviors (CBs), which were determined by Viswesvaran and Ones (2000) as one of the dimensions around which job performance models can be grouped, is also a form of negative/dysfunctional contextual performance and dysfunctional POB. CBs are behaviors that have negative value for organizational effectiveness. CBs can vary along two dimensions: organizational/interpersonal and serious/minor. On the basis of these two dimensions, employee deviance typology fall into in four categories: property deviance (serious deviance directed at the organization), production deviance (minor deviance directed at the organization), personal aggression (serious deviance directed at other individuals), and political deviance (minor deviance directed at other individuals).

11

As stated by Viswesvaran and Ones (2000), another concept related to POB and, by this way to the contextual performance is extra-role behavior (ERB) proposed by Van Dyne, Cummings and Parks (1995). This behavior was also hypothesized to contribute to organizational effectiveness in the same way as OCB, organizational spontaneity, and functional POB.

Soldier Effectiveness is another concept that is related to contextual performance (Borman & Motowidlo, 1993). This concept is proposed as one of the results of the large project called Project A (Peterson, Hough, Dunnette, Rosse, Houston, & Toquam, 1990), which is aimed to improve selection and placement systems for all entry level jobs in the U.S. Armed Forces (Campbell, 1990). According to Borman and Motowidlo, Soldier Effectiveness involves more than just performing the assigned tasks and duties effectively, organizational commitment, organizational socialization, and morale are some other elements that have strong links to soldier effectiveness. Organizational commitment indicates the strength of a person's identification with and involvement in the organization. It includes having the sense of loyalty to the organization as it is and fulfilling the role requirements that comes with the membership to that organization. As cited in Borman and Motowidlo (1993), Van Maanen and Schein defined organizational socialization as "the process by which an individual acquires the social knowledge and skills necessary to assume an organizational role" (p. 211). Some of these skills are job-specific (e.g., skills gained from technical training programs) and some are not job-specific (e.g., as a result of the successful socialization process gained new

attitudes, beliefs, etc.). Lastly, morale includes feelings of determination to overcome obstacles, optimism even in the phase of severe adversity. Some dimensions that efficiently give the behavioral expression of moral among the soldiers are community relations, teamwork and cooperation, reactions to adversity, superior subordinate relations, performance and effort on the job, pride in the unit, army, and country, and self-development during off-duty hours (Motowidlo, Borman, & Schmit, 1997).

From the combination of morale and commitment a category called "determination" has emerged. This concept refers to "will do" aspects of good soldiering. Combination of morale and socialization makes up the "teamwork" and this concept includes behaviors that have to do with effective relationship with peers and the unit. Lastly, the combination of commitment and socialization yields the concept of "allegiance" which means that acceptance of army norms with respect to authority.

Borman and Motowidlo (1993) grouped concepts related to OCB, POB, and Soldier Effectiveness into five main categories. These are *persisting with enthusiasm and extra effort, volunteering to carry out task activities that are not formally part of own job, helping and cooperating with others, following organizational rules and procedures, and endorsing, supporting, and defending organizational objectives.* These are the concepts included in the domain of contextual performance.

Van Scotter and Motowidlo (1996) further divided the contextual performance into two parts as *interpersonal facilitation* and *job dedication.*

13

Results suggested that task performance, interpersonal facilitation, and job dedication were all important components of supervisor's judgments of overall performance. Although it has affected supervisor's judgments of overall performance, job dedication overlapped a great extend with task performance. And interpersonal facilitation facet of contextual performance accounted for additional variance in supervisory ratings of overall performance. Based on the results of this study it can be confidently said that the main division done by Borman and Motowidlo (1993) can be taken as a general guide in performance studies; trying to make further distinctions under these two main dimensions seems unwarranted at this moment.

Recent research showed other possible ways to configure the domain of contextual performance in a different way than it was proposed previously. Coleman and Borman (2000) prepared a list of dimensions including all the concepts contained in the previous literature (i.e., OCB, POB, and Soldier Effectiveness). Twenty seven dimensions and their definitions were sorted into categories by 44 industrial/organizational psychologists according to perceived content. As a result of this sorting process, a matrix was obtained, then a factor analysis, multidimensional scaling analysis, and cluster analysis were conducted. At the end, a three category solution, which then formed the basis of three-dimension model of contextual performance, emerged. These three dimensions are, *personal support* (the same as the previous "helping others" dimension), *organizational support* (combines the "conscientiousness" and

"supporting-the-organization" dimensions), and *conscientious initiative* (combines the "extra effort" and "volunteering" dimensions) dimensions.

1.2.1.1 Differences between Task and Contextual Activities

As it was presented above, recent literature suggests that performance is multidimensional in nature and task and contextual performance have different antecedents. Contextual activities differ from task activities in at least four ways. These are 1) task activities are directly related to technical core and they contribute the technical core, whereas contextual activities support the organizational, social, and psychological environment in which the technical core function; 2) task activities usually vary between different organizations but contextual activities are common to many or all jobs; 3) the source of variation in task performance is task proficiency, but in contextual performance it is volition and predisposition; and 4) task activities are role prescribed, they are formally recognized but contextual activities are not so (Borman & Motowidlo, 1993).

So far a brief review of the performance literature, including the distinction of task and contextual performance has been presented. In the literature there are studies showing the importance and benefits of studying the concept of performance based on the main distinction made by Borman and Motowidlo in 1993 (e.g., Hense, 2000; Johnson, 2001; Motowidlo & Van Scotter, 1994). These studies have mainly focused on the predictors of

contextual and task performance and suggested that personality factors may predict job performance.

Studies that do not include task-contextual differentiation, suggested a significant relation between certain personality attributes and overall performance (usually task performance). For example, Salgado (1997) conducted a meta-analysis on the relationship between the Big Five Factors of personality and performance. Findings of this meta-analysis indicated Five Factor Model as a predictor of job performance, and conscientiousness and emotional stability were found to be valid predictors of performance for all jobs and criteria. But the studies conducted by taking the task-contextual differentiation into consideration gave more detailed results in terms of the relationship of personality factors and performance dimensions. For instance, Borman, Penner, Allen, and Motowidlo (2001) indicated that conscientiousness correlates more highly with citizenship (contextual) performance than it did with task performance. Another previous support for this distinction in performance came from Motowidlo and Van Scotter (1994); they reported that personality variables were more highly correlated with contextual performance than they did with task performance. Miller, Griffin, and Hart (1999) also indicated conscientiousness as a significant predictor of citizenship performance beyond any effects of neuroticism and extroversion. In accordance with these, Borman and Motowidlo (1993) stated that predispositions were related to contextual performance. These results are not surprising because from the very definitions of task and contextual performance it can be said that interpersonal, emotional,

16

social, and psychological factors are more important for contextual performance than they are for task performance.

Until recent years most of the studies conducted to find out the relationship between personality factors and job performance used the Five Factor Model (e.g., Barrick & Mount, 1993; Lee, 2000; Salgado, 1997). But there may be other individual differences factors that affect job performance of the employees. Schneider (1987) argued that "the attributes of people not the nature of the external environment, organizational technology, or organizational structure, are the fundamental determinants of organizational behavior" (p. 437). Consistent with this argument, in his review Cote (1999) indicated that affect is a strong predictor of job performance, and job performance can be predicted from both dispositional (long-term) and state (i.e., short-term) affect. In their study, in which self and observer ratings of affect were used to predict performance in in-basket exercises, Staw and Barsade (1993) found that dispositional affect is a significant predictor of both decisional and interpersonal aspects of performance. Study conducted by Wright and Staw (1999) indicated that dispositional rather than state affect significantly predicts supervisory ratings of performance over time. So evidence from the past studies gives enough support to the thought that dispositional affectivity is worth studying in its relationship with performance. In this study, depending on available evidence, dispositional affectivity was taken as a potential predictor of job performance, but as different from the literature, the distinction of contextual and task performance done by Borman and Motowidlo (1993) was accepted as

17

a guide when investigating the effects of dispositional affectivity on performance.

In the following section, first the literature on the relationship between dispositional affectivity and job performance is presented. Then, since job satisfaction was treated as a mediating variable in the present study, the literature on the relationship between dispositional affectivity and job satisfaction is briefly discussed.

1.3 Dispositional Affectivity and Job Performance Relationship

As stated previously, there exists empirical evidence suggesting that personality variables may be related to job performance (e.g., Tett, Jacakson, & Rothstein, 1991; Hunthausen, 2000; Hense, 2000). Although, only a limited number of studies have been conducted directly on the relationship of dispositional affectivity to job performance (e.g., Cropanzano, James, & Konovsky, 1993; Staw & Barsade, 1993; Wright & Staw, 1999), as Brief and Weiss (2002) stated, a serious interest have begun concerning the effects of moods and emotions in the workplace after a lapse of more than half a century. Study of affect at work has started in the 1930s, and these studies evidenced the relationship between affectivity and job performance.

In the present study the affect that the researcher was interested in was trait affect, not state-based affect. Before presenting the previous studies on trait affect, first information about dispositional affectivity is presented. According to Cropanzano, James, and Konovsky (1993), positive affectivity

18

(PA) and negative affectivity (NA) are two general dimensions of active responding. PA and NA are aspects of personality related to emotional state of the individuals. "PA reflects the extent to which a person feels enthusiastic, active, and alert. NA is a general dimension of subjective distress and unpleasurable engagement that subsumes a variety of aversive mood states, including anger, contempt, disgust, guilt, fear, and nervousness" (Watson, Clark, & Tellegen, 1988, p. 1063). As indicated by Watson et al., high PA is a state of high-energy, full concentration, and pleasurable engagement, on the other hand, low PA is characterized by sadness and lethargy. High NA is a state reflecting anger, aversive mood, disgust, etc., whereas low NA refers to a state of calmness and serenity.

PA and NA do not seem to be opposite ends of a continuum. Evidence indicates that both trait negative and trait positive effects are relatively independent, stable, and related to different, and partially inherited behaviors (Watson, 1988; Watson et al., 1988). That is, opposite of high PA is low PA rather than high NA, and opposite of high NA is low NA rather than high PA. Since they are independent from each other, an individual can be high on both or low on both or high on one and low on the other. If an individual is high on both PA and NA, however, he/she tends to be quite emotional, would experience fluctuating moods in response to environmental events. He/she would fear the negative consequences that could result. If an individual low on both PA and NA, however, he/she will exhibit "flat effect," that is, he/she will be unemotional and unresponsive (Diener & Emmons, 1985).

In the recent literature, there are some studies supporting the existence of a relationship between dispositional affectivity and job performance. For instance, as stated by Staw and Barsade (1993), there are studies investigating the behavioral consequences of affective states and dispositions. George and Brief (1992) reported affect as being related to helping behavior and argued PA as a broad determinant of spontaneous behavior in organizations like protecting the organization, making constructive suggestions, spreading goodwill, etc., besides helping. Cropanzano et al. (1993) investigated this relationship and found that PA and tenure interacted to predict job performance such that PA and job performance were positively related for high tenure employees, and negative affectivity (NA) and tenure interacted in such a way that, NA was negatively related to performance when individuals were low in tenure. Mughal, Walsh, and Wilding (1996) found that employees high in trait anxiety were more likely to exert greater work effort and had better sales performance than those low in trait anxiety.

Besides the studies investigating the relationship between PA/NA and job performance in general, there are also studies investigating the relationship between PA/NA and contextual performance related concepts, specifically. For example, in their meta-analysis, Borman et al. (2001) found that mean uncorrected correlation between NA and citizenship performance was -.14. Furthermore, as stated by these authors, Midili and Penner found mood to be related to co-worker ratings of citizenship performance. In addition to direct evidence, there are also indirect evidences suggesting the relatedness of

PA/NA and contextual performance. For example, as cited in Staw and Barsade (1993), Isen and Baron stated that being in a positive mood state generally encourages the display of helping behavior and cooperation. According to the results of the study conducted by George and Brief (1992), people experiencing positive affective states are more creative, better negotiators, and more persistent on uncertain tasks. Goodman and Svyantek (1999) concluded that although person-organization fit is important in predicting both contextual and task performance; this fit, that is, the perceptions of the organizational culture and the discrepancy between employee's ideal organizational culture and their perceptions of the actual organizational culture, was more important for contextual performance.

Along the same lines, Aquino, Grover, Bradfield, and Allen (1999) found that people high in negative affectivity more often perceived themselves as being victims as did people who were low in the self determination component of empowerment. So, if employees see their organization as helpful and do not perceive themselves as the victims in the organization, amount of contextual performance can be expected to increase in that organization because it is expected that people who do not feel victimized will be more committed to the organization, will display more OCBs, and POBs.

In another study conducted by Skarlicki, Folger, and Tesluk (1999), NA and agreeableness were found to moderate the relationship between fairness perceptions and retaliation. This result may also be related to the findings of Aquino et al., (1999), in that if a person feels unfairness in the situation most

21

probably he/she will feel victimized, too. This feeling will affect the employees' trust to the organization, the view of the organization will change negatively in their eyes, their attitudes and commitment toward the organization, and hence their contextual performance can be expected to be influenced negatively.

So far presented evidence supports the idea that dispositional affect is more likely to be related to contextual performance than it is related to task performance. Staw and Barsade (1993) also stated that the relationship between affect and performance may be dependent on the type of task. For example the tasks involved in managerial jobs may be more receptive to affective influences than tasks used in typical performance studies because managerial jobs are relatively unstructured, they may highly be subject to influence by the person doing the job, and these characteristics make these jobs good choice to investigate the behavioral consequences of affect. The job of "teaching assistants" is similar in some ways to managerial jobs. The nature of the job requires completion of suddenly emerged tasks, and the quality and the way in which the tasks are carried out depends heavily on the assistant doing the job. Depending on this point of view, it can be said that the job of teaching assistants is a good choice to investigate the consequences of affect.

As stated by Isen and Baron (1991), how affect influences the performance of individuals is not yet clear. But the literature presented above suggests that there is a relationship between dispositional affectivity and job performance, especially contextual performance. Depending on the presented literature, following hypotheses were formed:

Hypothesis 1: There is a positive relationship between PA and contextual performance.

Hypothesis 2: There is a negative relationship between NA and contextual performance.

The present study was conducted to figure out the relationship between dispositional affectivity and job performance and the mediating effects of job satisfaction in this relationship.

1.4 Dispositional Affectivity and Job Satisfaction Relationship

Job satisfaction was described as an attitude formed by both contextual variables and factors inherent in the individuals (Hochwarter et al., 1999). There were some previous attempts to link individual characteristics to job satisfaction (e.g., Watson & Slack, 1993). Some studies specifically investigated the relationship between job satisfaction and dispositional attributes and evidence supports the existence of such a relationship (e.g., Chan, 2001; Johnson & Johnson, 2000; Strumpfer & Danana, 1998). Very definition of job satisfaction also suggests existence of a relationship between satisfaction and dispositional affectivity (Hochwarter, Perrewe, Ferris, & Brymer, 1999). Locke, for example, defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (1976, p. 1300). According to Smith, Kendall, and Hulin (1969)

"satisfactions are feelings of affective responses to facets of the situation" (p. 6). Based on these definitions, one can expect a relationship between job satisfaction and affective dispositions, and the literature supports this expectation.

Using the definition made by Locke in 1976, Brief and Weiss (2002) stated that job satisfaction came to be considered as an affective reaction to one's job. George and Jones (1996, 1997) claimed that affective disposition constitutes essential part of work experience. Furthermore, Arvey, Bouchard, Segal, and Abraham (1989) provided evidence indicating that genetic predispositions may influence job satisfaction. Along the same lines, Davis-Balke and Pfeier (1989) indicated that individuals have some stable traits and these traits influence their affective and behavioral reactions to organization related settings. Consistently, Cropanzano et al. (1993) indicated dispositional affectivity as being significantly related to work attitudes. In their study, both NA and PA were found to be related to global job satisfaction and turnover, but only PA was related to affective organizational commitment.

Duffy, Ganster, and Shaw (1998) proposed and tested a 3-way interaction among positive affectivity, job satisfaction, and tenure. Results of this study indicated that the relationship between job satisfaction and negative outcomes was most strongly negative for high-PA individuals with longer tenure. It was also stated that, PA and NA predispose people to notice, evaluate, and remember events in accordance with their PA and NA dispositions. Hence, these traits affect the report of satisfaction with any

24

aspects of an individual's environment and result in correlations between reported satisfaction and the aspects of the environment (George & Brief, 1992; Watson & Clark, 1984).

As seen from the studies, results show a correlational relationship, but not a cause-effect one, between job satisfaction and dispositional affectivity. Studies evidenced that job satisfaction seems to reflect a genetic source (Arwey et al., 1989) and it is stable over time (Staw & Ross, 1985). Based on these findings, in their meta-analysis, Connolly and Viswesvaran (1998) suggested that if there is a correlation between dispositional affectivity and job satisfaction, these findings suggests that the stableness of job satisfaction comes from affectivity, because affectivity is more likely to be dispositional. Support for the idea that affectivity shapes job satisfaction also comes from the studies conducted by Moyle (1995) and Iverson, Olelalns, and Erwin (1998). Moyle suggested that individuals with high NA perceive the environment in a negative way, generally, hence they perceive work as negative and this perception will result in low job satisfaction. Similarly Iverson et al. indicated that people with high scores on PA tend to have lower levels of work strain and higher levels of job satisfaction than people who have a lower score on PA. People with high NA scores, however, tend to have higher levels of work strain and lower levels of job satisfaction than do individuals with a lower NA scores.

Based on the discussion on the relationship between dispositional affectivity and job satisfaction, following hypothesis was formed:

PA predicts job satisfaction.

In the following section, satisfaction is investigated as a performance related concept. Accordingly, the main views concerning the relationship between performance and satisfaction are reviewed.

1.5 Job Satisfaction and Job Performance Relationship

Similar to job performance, job satisfaction has taken very much research interest in the literature. Although the job satisfaction-performance relationship is one of the least successfully clarified relationships in the literature; the exact direction of the relationship is rarely talked about (Hochwarter et al., 1999).

There are different theoretical propositions concerning the relationship between job satisfaction and job performance. One view suggests that job satisfaction is an antecedent of job performance (Herzberg, Mausner, & Synderman, 1959). According to another view, job performance influences job satisfaction (Lawler & Poreter, 1967). Finally, in another view, job satisfaction-performance relationship is believed to be mediated by a third variable. In the following section these three main views concerning the relationship between job satisfaction and performance are presented.

Schwab and Cummings (1970) stated that performance is a result of satisfaction that the worker gets from his/her job with the opinion that higher levels of satisfaction will lead to higher levels of productivity. Two-factor theory

26

of job satisfaction (Herzberg et al., 1959) is based upon the thought that performance is a result of satisfaction. These authors talk about two groups of factors: hygiene and motivational factors. Hygiene factors are the aspects of work environment preventing dissatisfaction but do not necessarily lead to job satisfaction. On the other hand, motivational factors, including recognition, challenging work assignments, and opportunity for professional growth, are closely associated with the work itself. According to this theory, fulfillment of these factors is expected to lead to job satisfaction, and the jobs providing these factors will lead to job satisfaction and by this way will lead to better job performance.

Second perspective in the job satisfaction-performance relationship is performance leads to satisfaction view. Vroom's (1964) expectancy theory is one theory constructed in this view. According to this theory, expectancy is the person's subjective probability that his/her efforts will actually lead to a particular outcome (Steers, Porter, & Bigley, 1996). When effort leads to performance, this is one kind of expectancy, in which the performance is the outcome of the effort. In the other kind of expectancy, performance leads to outcome. Here performance is the effort that a person displays to get certain outcomes. This outcome may be everything (e.g., increased productivity, promotions, punishment, good pay, a good job, or group support) including job satisfaction.

Another model indicating performance-satisfaction relationship comes from Porter and Lawler (1968). They stated that performance leads to

satisfaction by means of intrinsic and extrinsic rewards, these rewards act as mediator variable between performance and satisfaction. Intrinsic rewards satisfy higher order needs like self-actualization, whereas extrinsic rewards satisfy lower order needs like security. The amount of rewards that one feels determines the level of satisfaction. But these rewards should be fair in order to lead to satisfaction.

As stated in the previous section, there are theories indicating the relationship between satisfaction and performance but empirical evidence does not support a strong relationship between job satisfaction and job performance. Meta-analytic studies have reported low correlations between job satisfaction and performance (e.g., Hochwarter et al., 1999; Petty, McGee, & Cavender, 1984). In their meta-analysis, Petty et al. indicated the correlations between these two variables as ranging from .14 to .23.

According to Hochwarter et al. (1999), measurement concerns, design characteristics, and the level of analysis have been cited as factors affecting this bivariate relationship. Since the relationship between satisfaction and performance is so weak and there is no an agreed-upon view about the direction of this relationship, without adding some other variables just studying the bivariate correlation between these two variables has almost no consequential value. Fortunately, research in the area of job satisfaction-performance relationship has regained its attractiveness with the identification of some moderator variables. Empirical evidence showed that degree of job fit (Carlson, 1969), impact of reward contingency (Cherrington, Reitz, & Scott,

1971; Jacobs & Solomon, 1977), pressure to perform (Ewen, 1973), higher order need strength (Steers, 1975), tenure (Norris & Niebuhr, 1984) were among the factors that were thought to moderate the relationship between performance and satisfaction.

The relatively weak relationship reported between job satisfaction and job performance may partially be a result of the domain of performance investigated. That is, taking the main distinction done by Borman and Motowidlo (1993) as a guide and treating performance as multidimensional in nature may change the results. Support for this idea is given in the previously reviewed literature. For example, Organ (1988) indicated that job satisfaction is a predictor of citizenship behaviors including the helpful behaviors going beyond the normal requirements of a job. In a recent study conducted by Murphy, Athanasou, and King (2002) the details of organizational citizenship behavior-job satisfaction relationship was investigated. This study, in which 41 members of staff from a special developmental facility in Australia were participated, supported the previous findings that employee job satisfaction correlated significantly with supervisor rating of organizational citizenship performance. And the size of correlations exceeded those were reported in previous studies investigating the relationship of work behavior with employee satisfaction.

Presented empirical evidence suggests a relationship between job satisfaction and the concepts related to contextual performance (i.e., organizational citizenship behavior, organizational commitment). Depending on

the available evidence, in this study the relationship between job satisfaction and contextual job performance is explored. Thus it was hypothesized that:

Hypothesis 4: Although job satisfaction is positively related to both contextual and task performance, its relationship is stronger with contextual performance than task performance.

The relationship between affectivity and performance (e.g., Cropanzano et al., 1993; Mughal et al., 1996), between affectivity and job satisfaction (e.g., Chiu & Kosinski, 1999; Judge, 1993; Levin & Stokes, 1989), and between job performance and job satisfaction with the moderating effects of affectivity (e.g., Hochwarter, 1999) have all been studied. But previous studies did not treat job satisfaction as the mediator in the relationship between dispositional affectivity and job performance. In the following section, the literature that was thought to support such a relationship is presented.

1.6 Mediating Effects of Job Satisfaction in the Relationship between Dispositional Affectivity and Job Performance

Consistent with the dispositional perspective, Staw and Barsade (1993) suggested that depending on the universal information that dispositions have been shown to endure overtime, the relationship between affective disposition and performance may be stronger than that between performance and satisfaction. Since the dispositions endure over time, and they are trait

30

characteristics, it can be expected that the dispositional affectivity-job performance relationship is unidimensional in the way that affectivity will influence job performance, especially contextual performance. In a similar fashion, dispositional affect is expected to influence job satisfaction in the same way it affects job performance. A support for the proposition that job satisfaction is caused by dispositional affect comes from Duffy, Shaw, and Ganster (1998), who found that the level of satisfaction that one gets from his/her job is impacted by his/her personality characteristics. So depending on the literature one can argue that dispositional affect, affects both job performance and satisfaction rather that being affected by them.

As stated above, effects of personality variables on job performance and on job satisfaction have taken very much interest. A meta-analysis conducted by Organ and Ryan (1995) suggests that, it is worth studying this effect. They conducted the meta-analysis of the organizational (job satisfaction, leadership style, organizational justice and organizational commitment) and dispositional (conscientiousness, agreeableness, positive affectivity and negative affectivity) correlates of contextual performance, and they separately considered the altruism dimension of OCB. Results indicated that, only conscientiousness correlated significantly with OCB, more consistent relationships were found for the organizational variables. Depending on these results, they concluded that if personality variables were related to OCB, this relationship was weak and probably mediated by the impact of personality on job satisfaction. May be the

31

personality characteristics are influencing satisfaction and satisfaction is influencing OCB.

In accordance with the results of previous studies and specifically the meta-analysis conducted by Organ and Ryan (1995), the model proposed in this study indicates the direction of the relationship as starting from the affectivity going through job satisfaction and lastly resulting in job performance. In this model, affectivity is thought to have an effect on job performance through job satisfaction. Hence the following hypothesis was formed,

Hypothesis 5: Job satisfaction mediates the relationship between dispositional affect, specifically PA, and contextual performance.

The importance of this study comes from the way that job performance was investigated. Here the effects of dispositional affect were investigated on contextual performance under the mediating effect of job satisfaction. This was believed to be an important contribution of the present study to the performance literature because, to the knowledge of the author, no one study has investigated the effect of affectivity on contextual performance.

CHAPTER 2

METHOD

2.1 Phase I: Gathering Job Analytic Information for the Development of the Assistant Evaluation Form (AEF) for Teaching Assistants (TAs) at Middle East Technical University (METU)

2.1.1 Overview

The purpose of collecting job analytic information was to find out the tasks, knowledge, skills, abilities, and other characteristics (KSAOs) relevant to the job of teaching assistants and to use the gathered information in the development of a performance evaluation tool, to be used in the main study. In the following sections, the participants from which the data were gathered, instruments used in this data gathering process, procedure of this phase of the study, and analysis of the data are explained.

2.1.2 Participants

In order to collect job analytic information on the position of teaching assistants, both the people doing the job (i.e., the assistants employed as TAs and the ones employed as research assistants but working as TAs) and the people whom they are working with (i.e., faculty members) were included in the

study. Fifty TAs and 52 faculty members from a wide range of departments were asked to participate in the job analysis interviews (see Appendix A for the job analysis interview form) conducted by the researcher, and to fill a Critical Incidents Form (CIF - see Appendix B for the CIF), respectively. Out of 50 TAs from 28 departments, contacted through phone or e-mail, 42 accepted to be interviewed. Seven of the TAs who accepted to participate, could not participated in the study because of the suddenly emerged tasks they had to do on the pre-determined interview time, and no other time was available for them to conduct the interview. At the end, 35 of the contacted 50 TAs (13 women and 22 men, with a mean age of 27, and mean work experience of 2.8 years) from the departments of Food Engineering, Electrical and Electronic Engineering, Computer Engineering, Civil Engineering, Industrial Engineering, Metallurgical and Materials Engineering, Environmental Engineering, Aerospace Engineering, Geological Engineering, Mechanical Engineering, Mining Engineering, Petroleum and Natural Gas Engineering, Chemical Engineering, Psychology, Biological Sciences, Chemistry, Statistics, Sociology, Physics, Political Science and Public Administration, Business Administration, Economics, International Relations, Physical Education and Sports, Elementary Education, Computer Education and Instructional Technology, Foreign Language Education accepted to participate in the job analysis interviews conducted by the researcher.

Fifty-two faculty members contacted from different departments, 40 accepted to participate in the study and 38 of them returned the form. At the

end, 38 faculty members (18 women, 20 men with the mean age of 46, and mean work experience of 16.1 years) from the departments of Electrical and Electronic Engineering, Food Engineering, Industrial Engineering, Environmental Engineering, Metallurgical and Materials Engineering, Petroleum and Natural Gas Engineering, Mining Engineering, Civil Engineering, Aerospace Engineering, Mechanical Engineering, Computer Engineering, Biological Sciences, Mathematics, Sociology, Philosophy, Psychology, Physics, Chemistry, Political Science and Public Administration, International Relations, Economics, Business Administration, Educational Sciences and Elementary Education were returned the CIFs.

Members from faculty of architecture and department of history were kept out in all phases of the study because of the major differences in the nature of the work in the faculty of architecture and lack of TAs in the history department.

2.1.3 Procedure

The TAs were randomly selected by using the research assistant list taken from the Personnel Office of the university. The list shows the names and departments of the all assistants at METU. Through random selection by using Statistical Package for Social Sciences (SPSS) Version 10.0 (SPSS Inc., 1999), three or four TAs from each department were selected from this list and their phone numbers and e-mail addresses were taken from the related department's secretary or from the department's web page. They were

contacted by either phone or e-mail. With the ones volunteering to participate in the study, a job analysis interview was conducted by using the Job Analysis Form. Each interview lasted about half an hour, and was conducted in the office of the participant or canteens of their department if the office was not available for the interview at that moment. All participants were informed about the aim of the study and the nature of the questions before they filled out the questionnaire or participate in the interview.

At the same time, the CIF developed to be filled by the faculty members were started to be administered. The faculty members were contacted by the researcher face to face, and they voluntarily filled out the questionnaire. The questionnaires were distributed by going to the departments, finding the faculty members who were in their offices at that time, providing necessary information on the study face to face, and asking them to fill out the form. Some participants wanted to fill out the form at that moment, some preferred to give it back later.

2.1.4 Instruments

For the purpose of collecting job analytic information on the position of TAs, two forms were used. One was the "Job Analysis Form" used in the interviews conducted with the TAs and the other was the "Critical Incident Form" distributed to the contacted faculty members.

2.1.4.1 The Job Analysis Form (JAF)

A semi-structured form was developed by the researcher of the study for the purpose of gathering job analytic information (see Appendix A for the JAF). The form includes questions about the main tasks, characteristics, best and worst parts, and working conditions of the job of TAs as well as the questions asking for the comparison of successful and unsuccessful TAs, and the ones asking for examples of behaviors differentiating successful and unsuccessful TAs. In the first version of the form there were 13 questions aimed to get information about the main and other tasks of the job of teaching assistants, physical, social, and psychological conditions under which the work is done, and qualifications with which the job can be done. The last three questions of the form were about the differences of successful and unsuccessful TAs. A question was asked to get information on the differences between successful and unsuccessful TAs, and the last two ones were critical incident questions asking for examples of behaviors of a successful and an unsuccessful TA.

Initial version was first applied to TAs in the department of psychology before widespread application of the form as an interview form in the other departments. During this pilot application of the form, the participating TAs were asked to write down their comments concerning the form so that necessary revisions could be made before it is used in the other departments. Results of this application showed that one of these questions (What kind of responsibilities do you have in your job?) was found to be prone to misunderstanding by almost all of the nine TAs of the Department of

Psychology. This question was then excluded from the form and some small changes on the wording of the other items were also made based on the suggestions of the TAs. Following these changes, the form with 12 questions was started to be used through the campus as the interview form of the scale development phase of this study.

2.1.4.2 The Critical Incident Form (CIF)

This form (see Appendix B for the CIF) was developed by the researcher of the study in order to get information about the job of teaching assistants by collecting critical incidents data from the faculty members, who supervise the work of TAs'. The CIF includes three questions. In the initial version of the form, the first question asked for an example of a successful TA (i.e., Think of a behavior that an assistant you worked with in the past displayed, which you perceived to be an indicator on being successful. Then please answer the following questions; What was the situation? What was the assistant's behavior? What was the result? What made you think this behavior as an indication of being successful?). The other question was in the same format but this time asking for an example of a behavior of an unsuccessful TA, and the last one was asking for the characteristics indicating the differences of successful and unsuccessful TAs (i.e., What are the basic differences of successful and unsuccessful TAs? Please give at least five characteristics or behavior examples.)

As the same with the JAF, a small pilot application was done for the CIF by using this initial version. First, it was distributed to the faculty members in the Department of Psychology, who were asked to fill out the form, write down any problems or ambiguous parts of the questions, or any other changes they suggest to make the form more understandable. Based on the comments, the form was revised by the researcher. In the final version, the first question was reworded as such; "Think of a behavior that an assistant you worked with in the past displayed, and you perceived it to be an indication of being successful. If you do not remember or did not experience such a behavior, please think of one that you observed in other TAs or heard about. Then please answer the following questions: What was the situation? What was the assistant's behavior? What was the result? What made you think this behavior as an indication of being successful?" The second question asking for the same question for an unsuccessful assistant was also changed in the same way. Following these changes, the CIF was ready to be distributed to the faculty members through the campus.

2.1.5 Analysis of the JAF and the CIF, and Development of the Assistant Evaluation Form (AEF)

2.1.5.1 The Content Analysis

After collecting the forms (i.e., the JAF and the CIF) from TAs and faculty members, a content analysis of the responses was conducted on both forms. Steps of this analysis are presented in the next sections.

2.1.5.1.1 Identification of the Items and the Dimensions

In the first step of the content analysis conducted on the responses given to the JAF and the CIF, first, the forms of TAs were analyzed question by question. Since the last three questions of this form were the same in content with the questions of the CIF, these questions were analyzed together. That is the content analysis was first conducted for the first nine questions of the JAF, then it was done for the remaining three questions of it and all of the questions of the CIF together.

2.1.5.1.1.1 Identification of the Items and the Dimensions for the First Nine Questions of the JAF

The answers of the TAs to each question of the JAF were read one by one, the information given in that question was then written down as a task item, a characteristic of the job, etc. For example, the first subject's (i.e., the first TA participated) answer to the question of "As an assistant what are your main tasks in this department?" was "supervising the projects of the students." This statement then became the first task item of the analysis. By this way all participants' answers to the first question were analyzed and many task items were written down. During the analyses, when organizing these analyzed task items, similar answers were grouped together under some main dimensions and then subdimentions by the researcher. For example, the tasks like, "calculating the final grades of the students at the end of the semester," and "preparing the material of the courses I will teach" were at the beginning placed

under the main dimension of "Tasks Related to the Courses". All task items which were thought to be related to the courses were identified and placed under the same dimension. After this general classification of the items under one main dimension, a more detailed classification was done within each dimension. That is, some subdimensions were established under the main dimensions, and the items were placed under these different subdimensions depending on their content. For example, when the items placed under the main dimension of "Tasks Related to the Courses" were reinvestigated, following subdimensions emerged depending on the contents of the items; technical tasks, tasks supporting the educative activities, and tasks related to the exams/assignments/homeworks (see Appendix C for the names of the dimensions and subdimensions resulted from the content analysis of the JAF). During this reclassification, the example tasks talked about above (i.e. "calculating the final grades of the students at the end of the semester," and "preparing the material of the courses I will teach") were placed under "technical tasks" subdimensions by the researcher. All questions were analyzed with the same method and if the answers given to the other questions can be placed into one of these existing dimensions or subdimensions, they were placed here, if not, a new dimension or subdimension was created for that task item. For example, the dimension of "administrative tasks" was created for the tasks of "doing secretarial tasks, when the secretary is out," or "filing the master/PhD application files."

2.1.5.1.1.2 Identification of the Items and the Dimensions for the

Last Three Questions of the JAF and All Questions of the CIF

As mentioned before, last three questions of the JAF were related to the differences of successful and unsuccessful TAs. In the first of these questions, the TAs were required to specify main differences of successful and unsuccessful TAs, and other two questions were asked to collect behavioral examples (i.e., critical incidents) concerning a successful or an unsuccessful TA; these were the questions aimed to collect critical incidents from the TAs. By asking these two questions, 36 behavioral examples of a successful TA, and 37 behavioral examples of an unsuccessful TA were collected. Since the questions of the CIF were also aimed to collect critical incidents of being successful or unsuccessful TA besides the characteristics of successful and unsuccessful ones like it was the case for the JAF's last three questions; the responses given to the CIFs were also content analyzed in the same way as the responses to the JAF. There were three open-ended questions in the CIF. Application of the CIFs was yielded 36 critical incidents of successful TAs, and 38 critical incidents of the unsuccessful ones. The forms were analyzed question by question in three sessions. First the answers given to the first questions (asking for successful behavior examples) by each participant (i.e., each TA for the JAF and each faculty member for the CIF) were written down as incidents, then they were read one by one and critical performance behaviors given in each incident was written as an item. In the second session the same thing done for the second questions (asking for unsuccessful

42

behavior examples) of each participant, and in the last session, this was done for the third questions (asking for the differences of successful and unsuccessful TAs) of each participant. At the end, each subject's examples of successful and unsuccessful behaviors, and reported differences of successful and unsuccessful TAs were analyzed, and depending on these analyses, successful and unsuccessful behavior items and characteristics were written down.

At the beginning of the content analysis of these critical incidents of successful and unsuccessful TAs, at first a number of critical incidents were read by the researcher and the advisor of the study in order to determine how they would be investigated, which points are important and which statements should be taken as items. After deciding the important points in the analysis, these incidents were then read one by one by the researcher and each statement related to the job of teaching assistants was accepted as a task item or an item indicating a characteristic of being a successful or an unsuccessful TA. For example, from the analysis of the first TA's answer to the first question, following successful behavior items were emerged: "spending extra time to do the job," "providing new ideas to do the job". After analyzing all incidents in this way, the items emerged from the analysis of these incidents were read one by one and a dimension names under which they may be placed were decided. For example it was thought that "completing the given tasks on time" can be placed under the dimension of "time management," and the name of the dimension under which the item of "finding the most appropriate way to solve a

problem" was thought to be "academic competency." The dimensions emerged from the analysis of the same questions of JAFs and the CIFs were: *time management, work involvement, work discipline, academic competency, self development, complying with the formal work rules, complying with the informal work rules, human relations, ethics, commitment, organizational skills, team work, academic performance, personality qualities, technical qualification, analytical thinking, work quality, volunteerism, showing initiative, creativity,* and *other.* This classification was done for all items of successful and unsuccessful behavior examples, and as a result of this, all items were placed under these dimensions.

2.1.5.1.2 Combination of the Content Analyses of the JAF and the CIF

After completing the analysis of both TAs' and faculty members' forms separately, the results of these analyses were compared and combined by the researcher herself and her advisor to get one final performance dimension list from the two different sources (i.e., the faculty members and the TAs). As it can be seen from the comparison of the dimension names determined after the analyses of the JAFs and the CIFs separately; in the former since the analysis was done especially to get job analytic information, or to figure out the tasks and KSAOs necessary to do the job of teaching assistants, dimension names were more like task statements. But, in the latter the dimension names were mostly competencies. Since the results of the analyses conducted for both

44

groups were planned to bring together at the end, more general dimension names were determined in the analyses of the questions of the CIF and three questions of the JAF, so that all the items of both groups can be placed under them easily. The items under the same dimensions or the ones whose dimension names were different, but they were similar in content were put together (e.g., "technical tasks" dimension appeared as a result of the analyses of the JAF and "technical qualification" dimension appeared as a dimension as a result of the analyses of the CIF, in combination process, the items in these dimensions were put together under the heading of "technical qualification"). For the ones who could not be placed under one of the existing dimensions a new dimension was created. By this way, all items emerged from the analysis of the JAFs and from the analysis of the CIFs and the last three questions of the JAFs were combined into related dimensions.

After placing all the items under the related dimensions and making necessary revisions (like, combining or excluding some items if it was necessary, adding new dimensions for the items which could not be placed under the existing ones) the combined version of the form included 17 dimensions with 132 items. Then a definition, indicating content or meaning of the dimension in general, was made for every dimension by the researcher herself and her advisor. The names and the definitions of the dimensions with the items placed under them are presented in Appendix D.

2.1.5.2 Final List of the Dimensions and Items

In the last step of the development of the performance evaluation tool, the created 17 dimensions and the 132 items under them were given to six raters in order to verify the placement of items under each of the dimensions identified previously (i.e., for retranslation purposes). For this purpose, items of the combined version of the form were mixed without indicating the previously determined dimension names under which the items were placed. They were put in a questionnaire format (see Appendix E for the questionnaire). Dimension names and definitions of them were put at the questionnaire's front page. A mixed list of items along with a list of dimensions was presented to six raters (three research assistants and three faculty members from the Department of Psychology). These raters were asked to determine which item belonged to which dimension and put the number of that dimension next to the related item. In short, the raters were asked to match the items to the dimensions.

In the analysis phase of these ratings, all ratings done by the six raters for each statement was coded to an excel file to clearly see who placed which item under which dimension. The items which were placed under the same dimension by at least four out of six raters were accepted as an item of the performance evaluation tool developed for TAs at METU. As the result, a total of 81 items was rated under the same dimension by at least four out of six raters (27 items were decided to be in the same dimension by six out of six raters, 27 got the rating of five out of six, and 27 got the rating of four out of

six). Fifty-one items were eliminated because they were not placed under any dimension by at least four out of six raters. Sixteen of the 81 accepted items were placed under different dimensions than they were placed by the researcher and advisor of the study previously. For example, "doing the job without complaining" item was originally placed under the dimension of "commitment," however five out of six raters placed that item under the dimension of "motivation." After and in addition to this elimination process, some similar dimensions and items were combined together and some items which were thought to be the same in content with some other ones were excluded from the study by the researcher. After these processes, the final version of the AEF was appeared with 66 items.

2.2 Phase II: Pilot Study

Following the development of AEF, a pilot study was conducted. The purpose of the pilot study was to see the factor structure of the AEF before it is used in the hypothesis testing analyses in the main study. The data of the pilot study was collected at the same time with the data of the main study. In order to identify the factor structure of the AEF, a series of principle component analyses was conducted on the AEF data. In the following sections, details of the procedure and the results of the analyses are presented.

2.2.1 Participants and Procedure

Faculty members from the departments of Computer Engineering, Environmental Engineering, Electrical and Electronic Engineering, Food Engineering, Geological Engineering, Chemical Engineering, Metallurgical Engineering, Physics, Biological Sciences, Chemistry, Mathematics, and Economics at METU constituted the sample of the pilot study. There were a total of 68 participants (26 female and 42 male). Thirty three participants were professors, 18 were associate professors, 12 were assistant professors, four were instructors, and one did not give information about her title. Mean age was 46 years, and mean work experience was 17 years. The participants were contacted by the student assistant of the study and the researcher by going to departments one by one, and asking the faculty members who were in their offices at the time to fill out the AEF (see Appendix F for the AEF administered to the faculty members participated in the pilot study) for a TA that they had worked with during spring semester of 2002. In this phase of the study, the faculty members selected the assistant for whom they made the evaluations; no names were provided to them.

After the data collection procedure the number of the participants (68 faculty members) was inadequate to run a factor analysis, for this reason the participants of the main study (i.e., 103 faculty members from different departments at METU) were also included in this analysis process. So in the factor analysis there were a total of 171 subjects (68 from pilot study, 103 from the main study). Main study phase of the study was the phase in which the

hypotheses were tested, and in this phase the instrument used to evaluate the job performance of the TAs was the AEF, like it was in the pilot study. Since the performance evaluation tool administered to both groups was the same at different applications, combining both groups to make the sample larger for factor analysis was thought to be acceptable.

2.2.2 Factor Analysis: Differentiating the Contextual Performance and Task Performance Dimensions

In order to figure out the factor structure of the AEF, an exploratory factor analysis was planned to be performed on this 66-item performance evaluation tool. However, before conducting the principle component analysis on the items in the AEF, a number of pre-analysis checks and corrections were done. In the AEF, there was a choice of "not applicable" placed next to each item so that the faculty members making evaluations can mark if the task/characteristics indicated in that item is not applicable for the job of the evaluated TA, or could not be observed during the spring semester of 2002. This "not applicable" choice was coded as "9" when the data were entered to SPSS. Before conducting the factor analyses, these "9"s were defined as "system missing" and the 26 reverse items in the AEF were recoded. Lastly, item number of 25 of the AEF was excluded from the analysis as it was included as the 40th item of the AEF as well. Then the factor analysis was conducted on 65 items.

2.2.2.1 Results

The results of factor analysis, specifically the scree plot suggested a three-factor solution. Then, another factor analysis was conducted by forcing the number of factors to three with varimax rotation, and with the loadings above .35. Furthermore, other factor analyses were conducted by forcing the number of factors to two, four, five and six, to see and compare different factor solutions for the items of the AEF. After investigating the results of these factor analyses, two-factor solution was found to be the most interpretable one in terms of the loadings and distribution of items to the factors.

In the two-factor solution, a total of 23 items were excluded because of high cross-loadings, having loadings below the determined value, and/or being not in accordance with the other items of the same factor in terms of content (see Appendix G for the eliminated items and reasons for eliminations). At the end, the first factor, which was named *task performance* because of the congruence of item themes with the definition of task performance, had 30 items, and the second factor which was named *contextual performance* because of the congruence of item themes with the definition of contextual performance, had 12 items (see Table 1 for the final factor structure of this factor analysis). *Task performance* (the first factor) explained 30.37% of the variance with an eigenvalue of 22.63. Reliability coefficient for this factor was .94. *Contextual performance* (the second factor) explained 14.52% of the variance with an eigenvalue of 6.55, and the reliability coefficient for this subscale was .84.

50

Table1. Preliminary factor structure of the AEF

ITEMS	TP	CP
(23)*Is able to accomplish multiple assignments on time	.807	
(21)Is not in full comprehension of the work she/he does	.794	
(46)Willing to spend a minimum amount of time and energy in her/his duties	.778	
(48)Is able to review and analyze information available in the literature and come up with solutions	.776	
(44)Investigates different sources while carrying out an assignment	.747	
(15)Is not prepared for the tasks as she/he leaves it to the last-minute	.740	
(54)Helps to increase the communication between the students and the faculty members	.730	
(66)In face of unexpected problems, decides what to do and applies it effectively	.715	
(30)Carries out all assignments with care without favoring one over the other	.695	
(36)Keeps contact with students	.684	
(12)Extends the tasks/assignments she/he could have finished in shorter time	.663	
(32)Is able to use the equipment such as VCR or lab equipments effectively	.663	
(39)Tries to create/find various solutions to the work-related problems encountered with	.651	
(31)May not complete a given task/assignment without informing anyone or arranging a substitute	.644	
(27)Checks the end product for mistakes after completing it	.635	
(49)Completes tasks without mistakes	.627	
(20)Causes the assignments given by the faculty members to be completed later than the assigned date by placing her/his own matters higher in priority	.626	
(8)Does not change behaviors in spite of the warnings and guidance	.600	
(7)Forgets things she/he is expected to do	.596	

Table1 continued

ITEMS	TP	CP
(34)Is able to determine the priorities of assignments	.538	
(26)Prepares a program of work for herself/himself for the semester	.530	
(64)Manages an emergent task by prioritizing the tasks that she/he is doing at that time	.530	
(40)Is able to use the required computer programs	.529	
(11)Has attendance problems	.529	
(33)Is not available for prearranged office hours or course activities	.529	
(2)Panics when faced with a work-related problem and gets incapacitated	.528	
(57)Fails to keep up with the pace and hence cause delays in group-work	.524	
(24)Is available during regular work hours	.423	
(55)Does not complete the task in the expected ways	.410	
(43)Needs help when using the equipments (e.g., laboratory equipment, video, overhead, etc.)	.373	
(19)Volunteers for extra duties		.767
(41)Is just and objective in evaluations		.696
(17)Is able to create solutions for the encountered problems by bending the rules properly		.682
(13)Investigates a topic she/he thinks important although she/he does not have to do		.682
(16)Helps a coworker who is short in time although it is not her/his duty		.666
(14)Accepts a duty that no one else accepts		.664
(38)Takes over a task which may be in the definition of the job but is not required of or expected from her/him or is not subject to question if she/he does not do it		.655
(37)Interferes with the coworkers' area of responsibilities		.585
(60)Does not put extra effort to learn and to correct for mistakes		.542

Table1 continued

ITEMS	TP	CP
(6)Shares relevant information and knowledge about the task with coworkers		.511
(52)Is too ambitious and pretentious in group-work		.463
(9)Accomplishes duties with care and enthusiasm		.457

Note: Items were sorted according to their loadings, (...)* indicates the item number of that item in the AEF, TP: Task Performance, CP: Contextual Performance

In order to investigate the factor structures of the two subscales emerging from the factor analysis described about above, a new factor analysis with varimax rotation and with the loadings above .40, was run separately for the two subscales. The factor analysis performed for the *contextual performance* did not yield an interpretable factor structure. However, the scree plot of the *task performance* subscale yielded a three-factor solution. After forcing the number of factors to three, the resulting allocation of the items was not meaningful, hence another factor analysis was conducted by forcing the number of factors to two and results of this analysis was more meaningful and interpretable. The first task performance factor was named *task proficiency* and the second one was named *maintaining personal discipline* taking their contents into account. The items of these subscales were revised and two items were eliminated because of high cross-loadings, and one was eliminated because of being below the predetermined component loading (see Appendix H for the eliminated items). In the refined version, *task proficiency* factor appeared with 15 items and *maintaining personal discipline* factor emerged

with 12 items (see Appendix I for the factor structure of the task performance subscale of the AEF).

As stated previously, in order to meet the item number–participants ratio requirements for factor analysis, both pilot and the main data sets were included in the principle component analyses on the AEF in the pilot study phase of the study. However, in the main study, only the main data set was used to test the hypotheses because only in the main study, the data were gathered from both TAs (job satisfaction and dispositional affectivity data) and from the faculty members (performance evaluation data), which were necessary to test the stated hypotheses, were included. The pilot study was conducted just to get the performance evaluation data in order to be used in the factor analyses. For this reason it was not possible to include the data gathered in the pilot study together with the main data in the hypotheses testing phase.

The reliability coefficients of the subscales emerging from the final factor analyses conducted in the pilot study were recalculated by using only the main data set. Calculation of the internal consistency reliability coefficients on the main data set resulted in unexpected findings. Although significant decreases in reliability for all subscales of performance were observed, there was a dramatic decrease in the internal consistency reliability of *task proficiency* subscale of *task performance* dimension of the AEF. When calculated for both pilot and the main data (which was done after determining the factor structure of the AEF in the pilot study phase) the reliability coefficient was .88, but it

decreased to .42 when it was calculated for only the main data set. The reasons of this unexpected dramatic decrease in reliability coefficients of the subscales of *task performance* subscale are discussed later. For this reason, it was decided not to differentiate *task performance* subscale further, and use it as a single dimension like *contextual performance* dimension. A final factor analysis was then run on 39 items of *task* and *contextual performance* dimensions in order to make the AEF more refined by forcing the number of factors to two. Results were meaningful in terms of the loadings and distribution of items to the factors. That is, the first factor was in general composed of *task performance* items*,* and the second factor was in general composed of *contextual performance items*. A total of 14 items were further eliminated because of high cross loadings, conceptual irrelevance, and/or decreases in internal consistency reliability (see Appendix J for the eliminated items). At the end, *task performance* subscale emerged with 16 items and *contextual performance* subscale emerged with nine items (see Table 2 for the final factor structure of the AEF). So in its final version, the AEF was composed with a total of 25 items placed under two dimensions and all of the following analyses including the analyses of the hypotheses testing process in the main study were conducted using this 25-item AEF.

Table 2. Final factor structure of the AEF

ITEMS	TP	CP
(15)*Is not prepared for the tasks as she/he leaves it to the last-minute	.714	
(44)Investigates different sources while carrying out an assignment	.703	
(48)Is able to review and analyze information available in the literature and come up with solutions	.696	
(23)Is able to accomplish multiple assignments on time	.672	
(31)May not complete a given task/assignment without informing anyone or arranging a substitute	.663	
(12)Extends the tasks/assignments she/he could have finished in shorter time	.630	
(54)Helps to increase the communication between the students and the faculty members	.620	
(39)Tries to create/find various solutions to the work-related problems encountered with	.586	
(32)Is able to use the equipment such as VCR or lab equipments effectively	.577	
(66)In face of unexpected problems, decides what to do and applies it effectively	.574	
(7)Forgets things she/he is expected to do	.564	
(20)Causes the assignments given by the faculty members to be completed later than the assigned date by placing her/his own matters higher in priority	.536	
(57)Fails to keep up with the pace and hence cause delays in group-work	.532	
(30)Carries out all assignments with care without favoring one over the other	.531	
(33)Is not available for prearranged office hours or course activities	.510	
(64)Manages an emergent task by prioritizing the tasks that she/he is doing at that time	.506	
(19)Volunteers for extra duties		.767
(16)Helps a coworker who is short in time although it is not her/his duty		.740
(14)Accepts a duty that no one else accepts		.726

Table 2 continued

ITEMS	TP	CP
(37)Interferes with the coworkers' area of responsibilities		.722
(13)Investigates a topic she/he thinks important although she/he does not have to do		.642
(6)Shares relevant information and knowledge about the task with coworkers		.640
(52)Is too ambitious and pretentious in group		.420
(9)Accomplishes duties with care and enthusiasm		.392
(38)Takes over a task which may be in the definition of the job but is not required of or expected from her/him or is not subject to question if she/he does not do it		.367

Note: Items were sorted according to their loadings, (...)* indicates the item number of that item in the original AEF. TP: Task Performance, CP: Contextual Performance

Task performance explained 23.39% of the variance with an eigenvalue of 11.55, and *contextual performance* explained 16.22% of the variance with an eigenvalue of 3.89. They both explained 39.61% of the variance.

Following the explanatory factor analysis, a confirmatory factor analysis was conducted using LISREL 8.3 (Foreskin & Sorbonne, 1996) to verify the factor structure. In this analysis, a two-factor model versus a single-factor model were planned to be compared. For the single-factor model, confirmatory factor analysis could not be run, probably, because observed and reproduced covariance matrices did not adequately fit to produce the residual matrix. For the two-factor model, results yielded below satisfactory goodness of fit indices (X2 (300, 171) = 1837.5, GIF = .78, AGFI = .74, NFI = .69).

As stated previously, following the pilot study, all analyses were conducted by using just the main data. When the reliability coefficients of the

subscales that had emerged from the final factor analyses conducted in the

pilot study were checked against the reliability coefficients of the measures in

the main study, a significant decrease in internal consistency reliabilities were

observed. Table 3 involves internal consistency reliabilities as well as

descriptive statistics concerning the measures in the pilot + main study, main

study, and pilot study only.

Table 3. Internal consistency reliability coefficients, mean and standard deviation values of the AEF subscales by using both the pilot and main, just the main, and just the pilot data sets

	Pilot + Main Data			Main Data			Pilot Data		
	Reliability	Mean	SD	Reliability	Mean	SD	Reliability	Mean	SD
Task Performance	.90	3.9	.58	**.73**	**4.2**	**.38**	.95	3.7	.68
Contextual Performance	.81	3.6	.75	**.74**	**3.9**	**.58**	.83	3.2	.81
Overall Performance	.90	4.0	.57	**.79**	**4.1**	**.36**	.95	3.5	.66

SD = Standard Deviation. All reliability coefficients were calculated by using the final version of the AEF with 25 items.

As can be seen in Table 3, internal consistency reliability values were

considerably low when they were computed for the main sample compared to

values computed by using the combination of the pilot and main data, and just

for the pilot data. The highest reliability coefficient values for all subscales of

performance were calculated by using just the pilot study. When compared to

task performance and *overall performance,* reliability coefficient values of

contextual performance subscale displayed the least change when it was

calculated for different data sets. Mean and standard deviation values of the

subscales calculated by using the three different data sets showed that the highest means and the lowest standard deviations for all subscales of performance emerged in the main sample. The lowest means and highest standard deviations were found for the pilot sample. These results showed that, in all of these three sets of data performance ratings were in general lenient, and both the pilot and the main samples were quite homogenous. Furthermore, when we compared them, main sample was the most homogenous one. And homogeneity of data (i.e., range restriction) may have caused the reliability coefficients to decrease considerably when they were calculated for the main study. Combining both samples reduced this homogeneity a little bit and gave the values which were moderate compared to the results of the other ones when they were used alone. The possible reasons for the observed differences are discussed in the discussion chapter.

2.2.3 A Cross-Check for the Results of the Factor Analyses

As it was indicated previously, the final version of the AEF at the end of the scale development phase consisted of 66 items. And a pilot study was conducted in order to figure out the final factor structure of this form. After a series of factor analyses, the two-factor solution was found to be more interpretable for the AEF with 25 items (16 under *task performance* and nine under *contextual performance*). In order to verify the emerging factor structure, another check was done in addition to the confirmatory factor analysis. That is, the 66 items of the AEF were given to 10 raters as a rating form with the

59

definitions of task performance and contextual performance without further differentiating the performance dimensions (see Appendix K for the rating form given to the raters for the classification of items into task performance and contextual performance dimensions). All raters were research/teaching assistants in METU (four research assistants, three from Department of Psychology, and one from the President's Office; and six TAs all from the Department of Psychology). The items which were placed under a dimension by at least six out of 10 raters (i.e., at least 60% agreeableness was used as the cutoff) were accepted as the items under that dimension. The raters were asked to read the definition of performance dimensions and each item carefully, to determine which item can be placed under which performance dimension, and to write the number representing dimension which they thought as being related to the item. At the end of the rating process, 44 items were placed under task performance dimension, and 18 were placed under contextual performance dimension. The remaining four items out of the 66 items could not be placed under any of the dimensions as at least 60% agreeableness rate could not be reached for them.

2.2.4 Comparison of the Factor Analyses Results and the Ratings of the Raters

The results of the ratings coming from the raters were then compared with the results of the statistical process. That is, being identified as a task or contextual item based on the results of the factor analyses and being identified

as a task or contextual item based on the ratings of the raters were compared for each item. In this comparison process, only the 25 items (16 task, nine contextual items) remaining at the end of the factor analyses were included. The comparison was done by counting the number of items placed under the same subscale as a result of both analyses. The items placed under the same subscale as a result of both techniques were counted. Results showed that, agreement between these two methods was 94% for the task items, and 89% for the contextual items. Total agreement was 92%. The results of the rater ratings were used as a cross-check for the results of factor analyses, and these high degrees of agreement showed that two sources provided very similar groupings of items, hence the subscales that had emerged from the factor analyses were decided to be taken as a base in the analyses conducted to test hypotheses in the main study.

2.3 Phase III: Main Study

2.3.1 Overview

The purpose of the third phase of the study was to test the proposed hypotheses via collecting data with the previously developed AEF and two other instruments measuring dispositional affectivity (the Positive Affectivity and Negative Affectivity Schedule – PANAS) and job satisfaction (the Minnesota Satisfaction Questionnaire – MSQ). The AEF was filled out by the faculty members with the purpose of evaluating a TA with whom they had worked during the spring semester of 2002. The PANAS and the MSQ were

filled out by the TAs from a wide range of departments. The data were analyzed by matching the TAs and faculty members who worked together during the spring semester of 2002.

2.3.2 Participants

A hundred and three research/teaching assistant (55 female and 48 male) – 103 faculty member (45 female and 58 male) pairs, a total of 206 participants, were included in the sample of the main study. The participants were from the Departments of Physical Education and Sports, Computer Education and Instructional Technology, Educational Sciences, Elementary Education, Secondary Science and Mathematics Education, Foreign Language Education, Political Sciences and Public Administration, International Relations, Business Administration, Biological Sciences, Statistics, Mathematics, Psychology, Environmental Engineering, Industrial Engineering, Aerospace Engineering, Civil Engineering, Geological Engineering, Chemical Engineering, Mining Engineering, Mechanical Engineering, Petroleum Engineering, in METU.

The assistants (named TAs), who participated in the study, had originally been hired for teaching or research positions. However, independent of the positions they had been hired for, all of the participant TAs were involved in tasks supporting teaching activities in their respective departments, such as giving lectures occasionally, scoring exams, supervising projects, etc.

For the TAs mean age was 25.8 and mean work experience was 2.2 years. For the faculty members mean age was 43.7 and mean work experience was 12.9 years. Forty-one of the faculty members were professors, 29 were associate professors, 27 were assistant professors, and six were instructors.

2.3.3 Procedure

In the main study the aim was testing the proposed hypotheses by collecting a set of paired data from the TAs and faculty members who worked together during the spring semester of 2002. From the TAs, job satisfaction and dispositional affectivity data were collected. These two scales were brought together under the name of "Individual Difference Questionnaire (IDQ)" and administered in this format (see Appendix L for the IDQ). Besides providing dispositional affectivity and job satisfaction ratings, in this questionnaire, the TAs were asked to give the name of a faculty member with whom they had worked with in the spring semester of 2002, and by whom they want to be evaluated. As it was stated previously, in the pilot and the main study, the same tool (i.e., AEF) was administered to the faculty members. The only difference was in the instructions of the form. In the pilot study, no names of the TAs were given to the faculty members, but in the main study, the names of the assistants were given. For this reason, on the main study version of the form, the name of the TA being evaluated was written (see Appendix M for the main study version of the AEF). First, the data from the TA were collected and the name of the faculty member by whom the TA wanted to be evaluated was

taken, then the related faculty members were contacted and asked to evaluate the assistant who filled out the IDQ.

The TA participants in the present study were reached via personal contacts. Friends of the researcher, who were also research assistants at different departments, were asked to participate in the study and distribute the questionnaires to their coworkers who were also TAs working in the same department or different departments at METU. For the ones accepting to participate, the questionnaires were put in an envelope and presented to them to be filled. The questionnaires were put in an envelope since their names and the names of the faculty members by whom they wanted to be evaluated were asked on the questionnaires. When they completed the questionnaires, the TAs called the researcher of the study to return them. At this point, since the names of the faculty members were gathered from the TAs, the faculty members were contacted and asked to participate to the study. Their telephone numbers were obtained from the secretary of the department they worked for, and to the ones who were reached by phone the aim of the study was explained on the phone. For those who were not accessible by phone, an e-mail (see Appendix N for the template of the e-mail sent to the faculty members to ask them to participate in the study) explaining the aim of the study and including the name of the assistant that they were asked to evaluate was sent. Then, the AEFs were prepared for each faculty members by writing the names of the TAs for whom they were asked to make evaluations; the AEFs were put in an envelope since they included the names on it. After filling out the form,

the faculty members informed the researcher or the student assistant of the study and by this way the questionnaires were collected back.

2.3.4 The Instruments

2.3.4.1 Job Performance Measure

The AEF, which consisted of 25 items measuring performance of TAs by using a 5 point Behavioral - Observation Scale (Latham & Wexley, 1977) (1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Generally, 5 = Always) was used to collect performance data. For the items, which were not applicable for the job of a specific TA, an option of "not applicable" was put next to each question. The highest score on the scale indicated the highest performance. The AEF involves two performance dimensions (i.e., *task performance and contextual performance*), 16 items under *task performance* and nine items under *contextual performance.* Reliability coefficients for the *task performance, contextual performance* and *overall performance* were .73, .74, and .79, respectively. In this study performance evaluation ratings were taken from the faculty members, and calculated by taking the averages of these ratings.

2.3.4.2 Dispositional Affect Measure

The Positive Affectivity and Negative Affectivity Schedule (PANAS - see Appendix L for the PANAS as the second scale of the IDQ) (Watson, Clark, & Tellegen, 1988) was used to measure affective dispositions of the participants. The PANAS consists of 20 mood related adjectives, 10 measuring Positive Affectivity (PA), and 10 measuring Negative Affectivity (NA). In the PANAS

respondents are expected to indicate to what extent each item describes themselves in general by using a 5-point Likert type scale (1 = Very slightly or Not at all, 2 = A little, 3 = Moderately, 4 = Quite a bit, 5 = Extremely). The PA is measured by averaging the responses given to 10 positive items (e.g., interested, excited, alert) and the NA is measured by averaging the responses given to 10 negative items (e.g., distress, upset, guilty). So the maximum score for the PA is 5 and the minimum score is 1 for both the PA and the NA.

Watson et al. (1988), reported internal consistency reliabilities of the PANAS for the PA and the NA as being .85 and .88, respectively. Test-retest reliabilities with 8-week retest interval were .68 for the PA and, .71 for the NA. Also a significant negative correlation was found between the PA and the NA (r = -.20, p < .01). Gençöz (2000) studied validity and reliability of the PANAS in the Turkish culture. According to the result of this study, the PA and the NA were found to be two independent factors. Cronbach Alpha coefficients were found to be .86 and .83 for the PA and the NA, respectively. Test-retest reliabilities with 3-week retest interval were .54 and .40 for the PA and the NA, respectively. In this study dispositional affectivity measures were taken from the TAs. In this study, reliability coefficients were .88 and .85 for the PA and the NA, respectively.

2.3.4.3 Job Satisfaction Measure

Short form of the Minnesota Satisfaction Questionnaire (MSQ) (Weiss, Dawis, England, & Lofquist, 1967) was used to measure job satisfaction of the

TA participants. The MSQ consists of 20 items and the participants are expected to rate each item on a 5-point scale (1 = Very dissatisfied, 2 = Dissatisfied, 3 = I cannot decide whether I am satisfied or not, 4 =Satisfied, 5 = Very satisfied). Satisfaction level of each participant was measured by averaging responses to all 20 items in the scale, resulting in a maximum satisfaction of 5 and a minimum satisfaction of 1. According to Weiss et al., internal consistency reliability is .90, test retest reliability is .89 after one-week retest period, and .37 after one-year retest period.

Turkish translation of the short form of MSQ was used previously by Tuncel (2000). In that study, internal consistency reliability of the scale was found to be .91. In the present study, reliability coefficient of the MSQ was .87.

CHAPTER 3

RESULTS

3.1 Statistical Analysis of the Main Data

3.1.1 Computation of the Subscales and Reliability Coefficients

Before examining the hypothesized relationships between the variables of the study, first of all subscales were computed for each variable. In computing the scores for the subscales mean ratings were calculated. Descriptive statistics concerning the measures of interest (i.e., job satisfaction and dispositional affectivity [both PA and NA] as individual differences variables; and task performance, contextual performance, and overall performance as subscales of job performance) are presented in Table 4.

Table 4. Descriptive statistics concerning the variables of interest

	1	2	3	4	5	6
1. Job Satisfaction	**.87**					
2. Positive Affectivity (PA)	.53***	**.88**				
3. Negative Affectivity (NA)	-.37***	-.42***	**.85**			
4. Task Performance	.02	.05	.14	**.73**		
5. Contextual Performance	.08	-.16	.12	.30**	**.74**	
6. Overall Performance	.06	-.06	.15	.85***	.75***	**.79**
Mean	3.57	3.65	1.89	4.23	3.86	4.11
SD	.55	.59	.58	.38	.58	.36
Range	2.55	2.90	2.90	1.75	3.22	1.55
Skewness	.33	-.39	.59	-.23	-.86	.15
Kurtosis	-.39	.56	.35	-.17	1.49	-.46

** $p < .01$, *** $p<.001$. Scale values for the scales: Job Satisfaction: 1= Very dissatisfied, 5= Very satisfied; Positive Affectivity: 1 = Very slightly or Not at all, 5 = Extremely; Negative Affectivity: 1 = Very slightly or Not at all, 5 = Extremely; Task Performance, Contextual Performance, Overall Performance: 1 = Never, 5 = Always. Reliabilities are presented at the diagonal.

As the mean values of the variables of interest presented in the Table 4 indicates the participants had relatively high levels of job satisfaction, positive affectivity and low levels of negative affectivity. On performance measures they had quite high ratings on task performance and contextual performance dimension and on the combination of both. Correlation coefficients between job satisfaction–PA; job satisfaction–NA; and PA-NA were in the direction congruent with the previous literature. But the directions of the correlation coefficients between contextual performance–PA; overall performance–PA; contextual performance–NA; task performance–NA; and overall performance–NA were opposite of the ones that can be inferred from the previous literature.

The reasons for this unexpected correlation patterns were investigated, and it was thought that potential suppressor effects might have contributed to the observed patterns of correlations. According to Cohen and Cohen (1983), suppression can be talked about when "the relationship between the independent or casual variables is hiding or suppressing their real relationships with Y, which would be larger or possibly of opposite sign were they not correlated" (p. 95). Depending on this definition, and the correlations presented in Table 4, the following argument could be made for the present study: PA/NA as a predictor was not significantly correlated with any subscale of performance (i.e., the criterion), but it was correlated with job satisfaction (i.e., the other predictor) and as a result PA/NA might add irrelevant variance to job satisfaction and reduced its relationship with performance.

So, it was thought that PA/NA could be suppressing the relationship of job satisfaction with job performance (and also, job satisfaction could be a suppressor in the relationship between PA/NA and performance). One way to explore potential suppressor effects was to examine partial correlations (Tabachnick & Fidel, 1996). For this reason, partial correlations were calculated to control for the separate and combined effects of PA and NA on the job satisfaction–performance relationship. First, PA was controlled in the relationship between job satisfaction and all subscales of performance. Partial correlation coefficients for this analysis are presented in Table 5.

Table 5. Partial correlations of job satisfaction and all subscales of performance after controlling for the irrelevant variance of PA

	1	2	3	4
1. Job Satisfaction	1			
2. Task Performance	-.01	1		
3. Contextual Performance	.20*	.30**	1	
4. Overall Performance	.11	.85***	.75***	1

*p<.05, **p<.01, ***p<.001*

As the above table infers, after controlling for the effects of PA on the relationship between job satisfaction and job performance, the correlation coefficient of the relationship between job satisfaction and contextual performance was found to be significant which was not significant when computed by not controlling the variance coming from PA. The correlation increased from .08 (the correlation coefficient when PA was not controlled– Table 4) to .20. This supports the argument that affectivity suppressed the relationship between job satisfaction and contextual performance in the present study in the way that it became significant. In other words, after removing the affective-mood-related variance, the job satisfaction and contextual performance relationship became significant.

Then the same procedure was followed this time after controlling for the NA. The results were presented in Table 6. According to these results, although controlling the effect of NA on the satisfaction–performance relationship increased the correlation coefficients to some extent, neither of the new correlation coefficients of the relationship between job satisfaction and any dimensions of performance were significant.

Table 6. Partial correlations of job satisfaction and all subscales of performance after controlling for NA

	1	2	3	4
1. Job Satisfaction	1			
2. Task Performance	.08	1		
3. Contextual Performance	.14	.28**	1	
4. Overall Performance	.13	.84***	.75***	1

**p<.01, ***p<.001

The correlation coefficients of the relationships between job satisfaction, task performance, contextual performance, and overall performance after controlling for both PA and NA are presented in the Table 7.

Table 7. Partial correlations of job satisfaction and all subscales of performance after controlling for PA and NA together

	1	2	3	4
1. Job Satisfaction	1			
2. Task Performance	.03	1		
3. Contextual Performance	.22*	.30**	1	
4. Overall Performance	.14	.85***	.75***	1

*p<.05, **p<.01, ***p<.001

According to the results of this analysis, it was again seen that affectivity was probably suppressed the relationship between job satisfaction and contextual performance, correlation coefficient of this relationship increased from .08 to .22 this time. And like it was in the case when just the effect of PA was controlled, this significant suppression affect was seen only for job satisfaction's relationship with contextual performance not for task or overall performance. From the comparison of the results of different partial correlations

computed, it can be argued that when PA and NA was controlled at the same time, the correlation coefficient of the relationship between job satisfaction and contextual performance increased more than that calculated when only PA was controlled. This is because of the addition of the nonsignificant suppressive effect coming from NA to the effect coming from PA.

The suppressive effect of dispositional affectivity was checked since it was thought to be influencing the results of the job satisfaction–job performance relationship. But from another perspective it can be thought that, job satisfaction as a predictor was not significantly correlated with any subscale of job performance, which was the criterion, but it is correlated with PA and NA, and as a result, it might have suppressed the relationship between affectivity and job performance by adding irrelevant variance to PA and NA and reducing their relationships with performance. Now the effect of job satisfaction on this relationship was investigated by computing partial correlations. Results are presented in Table 8.

Table 8. Partial correlations of PA and NA and all subscales of performance after controlling for job satisfaction

	1	2	3	4	5
1. (PA) Positive Affectivity	1				
2. (NA) Negative Affectivity	-.28**	1			
3. Task Performance	.04	.15	1		
4. Contextual Performance	-.24*	.16	.29**	1	
5. Overall Performance	-.11	.19	.85***	.75***	1

*p<.05, **p<.01, ***p<.001

As the above table shows, the relationships between affectivity and job performance seem to have been suppressed by job satisfaction. But as it was the case in the relationship between job satisfaction and job performance, when the effect of job satisfaction was removed from the relationships, only the relationship between PA and contextual performance became significant, which was not significant before. The correlation increased from -.16 to -.24. But there was no change in the direction of the relationship as it was the case in the results of the partial correlations computed previously in the present study.

Although this result (i.e., ending up with a negative correlation between PA and contextual performance) is opposite of the affectivity–performance relationship literature in general, this study does not seem to be the only one yielding such a result. For example, in their meta-analysis Borman et al. (2001) indicated that there are some studies (e.g., Neuman, & Kickul, 1998; Van Scotter, & Motowidlo, 1996) reported in negative relationship patterns between PA related concepts and contextual performance. The observed negative relationship between PA and contextual performance in the present study is discussed in the discussion section of the present study.

According to the presented results of suppressive effects of PA, NA, and job satisfaction on each other, it can be said that when the variance of PA between the relationship of job satisfaction and job performance is removed, the relationship became significant. Also, when satisfaction related variance is removed from the relationship of PA and contextual performance, this relationship become significant. So, both PA and job satisfaction seem to have

74

suppressed each other in relationship with contextual performance. The relationship between job satisfaction and contextual performance became significant and was still positive ($r = .20$, $p < .05$), and PA-contextual performance relationship became significantly negative ($r = -.24$, $p < .05$). There was no direction change on either relationship, but both of them became significant. After talking about the hypotheses testing results, discussion on these results are presented in Chapter 4.

3.1.2 Hypothesis Testing

The first hypothesis of the present study was that: there is a positive relationship between PA and contextual performance. As it can be inferred from Table 4, the relationship between PA and contextual performance was not significant, so this hypothesis could not be supported. Besides, contrary to what was hypothesized, the direction of the relationship was negative.

In the second hypothesis it was argued that there is a negative relationship between NA and contextual performance. Again Table 4 presents that this hypothesis was not supported since the correlation coefficient showing this relationship was not significant. Likewise the first hypothesis, direction of the relationship was the opposite of what was hypothesized; it was positive this time.

The third hypothesis stated that, PA predicts job satisfaction. A linear regression was performed to test this hypothesis. As Table 9 shows, regression

revealed significant results for this hypothesis. PA significantly predicted job satisfaction, $R^2 = .28$, $F(1,101) = 40.053$, $p < .001$.

Table 9. Regression of job satisfaction on positive affectivity

Variable	B	B	T	R	R^2
PA	.49	.53	6.33**	.53	.28

**p<.001

The fourth hypothesis argued that although job satisfaction is positively related to both contextual and task performance, its relationship is stronger with contextual performance than task performance. Bivariate correlation results suggested that the relationship between both job satisfaction and contextual performance and job satisfaction and task performance were not significant (see Table 4 for the correlations). So this hypothesis was not supported.

In the last hypothesis it was argued that job satisfaction mediates the relationship between dispositional affect and contextual performance. In fact the lack of significant correlation of either PA/NA or job satisfaction with contextual performance (see Table 4 for the correlations) indicated lack of cause-effect relationship between these variables. However, a hierarchical regression was performed to check the existence of this predicted cause-effect relationship. In the first step, the association between job satisfaction and dispositional affectivity was tested. While job satisfaction was entered into equation as the dependent variable, dispositional affectivity was used as the independent variable. In this step, not NA but PA significantly predicted the job

satisfaction R^2 = .31, F (2, 100) = 22,377, p < .001. Results were presented in

the Table 10.

Table 10. Regression of job satisfaction on positive affectivity and negative affectivity

Variables	B	B	t	R	R^2
				.56	.31
PA	.43	.46	5.04**		
NA	-.17	-.18	-1.91		

**p<.001

In the second step, contextual performance was the dependent variable whereas all variables in the first step (job satisfaction, PA, and NA) became independent variables. But in this step the results were not significant (see Table 10). Therefore, analyses could not reveal either the mediating effect of job satisfaction or the direct and indirect effects of the variables on contextual performance.

CHAPTER 4

DISCUSSION

4.1 Overview

The aim of this study was to explore the relationship between dispositional affectivity and job performance under the mediating effects of job satisfaction. In the first phase of the study, a performance evaluation tool (the AEF) was developed after conducting interviews with the TAs and collecting TA related critical incidents from the faculty members from a wide range of departments at METU. Second phase was the pilot study phase in which the factor structure of the AEF was finalized. In the last phase, which is the main study phase, hypotheses of the study were tested and the results were presented. In the following sections, the results of the hypothesis testing process, limitations and strengths of the study, and suggestions for future research are discussed.

4.2 Results of Hypothesis Testing

Only one of the hypotheses, stating that PA predicts job satisfaction, was supported in the present study in congruence with the literature. Supporting the previous studies (e.g., Strumpfer & Danana, 1998; Johnson &

Johnson, 2000; Chan, 2001), a significant correlation between dispositional affectivity and job satisfaction (r = .53) was found in the present study. Supporting Arvey et al.'s (1989) finding, which indicated that about 30% of the variance in job satisfaction could be explained by dispositional factors, the present study indicated that 28% of the variance in job satisfaction can be explained by dispositional positive affect.

A relatively recent study by Brief and Weiss (2002) indicated that affective dispositions influence the extent to which people are satisfied with their jobs. This study also provided evidence for the influence of affectivity on job satisfaction.

Contrary to the expectations, other hypotheses of the present study could not be supported. In the following section, possible reasons for not supporting the hypotheses are presented. First hypothesis was arguing for a positive relationship between high PA and contextual performance. The evidence from the previous literature suggested such a relationship (e.g., George & Brief, 1992; Baron, 1991; Midili & Penner, 1995). For example, Midili and Penner (1995) found mood to be related to co-worker ratings of citizenship performance (i.e., contextual performance), similarly George and Brief (1992) reported that affect is related to helping behavior and PA is a determinant of behaviors like protecting the organization, spreading goodwill, etc. Interestingly, in the present study although the relationship was not significant, it was negative. As it was talked about in the results section of the present study, the nonsignificance problem is removed by controlling the job satisfaction related

variance on the hypothesized relationship. But the direction of the relationship was still in the unexpected way.

Although this result was interesting, the present study does not seem to be the only one reporting a negative relationship between PA and contextual performance. As discussed by Borman et al. (2001), Organ and Ryan (1995) thought that extroversion was a component of PA. Accepting this idea of Organ and Ryan, Borman et al. considered the relationship between extraversion and citizenship performance in their meta-analysis conducted on the personality predictors of citizenship performance, and they reported findings inconsistent across studies and inconsistent with the previous literature in general. According to the results of this meta-analysis, while some studies found positive relationships between these two variables (e.g., McManus & Kelly, 1999; Miller, Grffin, & Hart, 1999), Neuman and Kickul (1998) reported a negative relationship between extroversion and citizenship dimensions of altruism, civic virtue, conscientiousness, courtesy, and sportsmanship (the relationship with the last two ones were not significant). Moreover, Van Scotter and Motowidlo (1996) found a nonsignificant negative correlation between extroversion and job dedication. If the idea that extroversion is a component of PA is accepted, these results might be accepted as supporting the results of the present study.

One plausible explanation for this seemingly counterintuitive finding comes from the self regulation literature. The literature on self-esteem regulation mechanisms may shed some lights on why positive affectivity

correlated negatively with contextual performance. The literature on self-esteem suggests that people tend to employ a number of self esteem regulating mechanisms such as cognitive dissonance reduction, self-affirmation, and social comparison, and these self-esteem mechanisms are infact substitutable for one another. Substitution refers to the transfer of affect from the initial mechanism to the substitute mechanism, and it is likely to take place without conscious awareness of the person (Tesser, 2000). The main idea behind the substitutability of self-esteem regulation mechanisms is that if two behaviors/strategies serve the same goal then they can be substitutable for one another.

Based on the literature on self-regulation and self-esteem regulation mechanisms, it seems plausible to argue that both positive affectivity and contextual performance share a common purpose, which is to enhance/maintain a positive view of self (along with other things). If one is lacking, then the other can be expected to substitute for the absence of the other. In this study, individuals low in paste affectivity were found more likely to engage in contextual behaviors. It seems like they were trying to compensate for their lack of positive affect by engaging in more contextual behaviors.

Another refuted hypothesis was that, there is a negative relationship between high NA and contextual performance. As the same with the previous hypothesis, this hypothesis was formed depending on the supporting evidence from the previous studies investigating the relationship between affectivity and job performance without differentiating between task and contextual

81

performance. And again the direction of the relationship was opposite of the hypothesized one. A possible reason for the observed unexpected relationship again might be the attitudes people form, not directly NA, as Organ and Ryan (1995) stated, and as it was explained for the previous refuted hypothesis on the PA-contextual performance relationship.

The other hypothesis arguing that there would be positive relationship between job satisfaction and both contextual and task performance, but this relationship would be higher with contextual performance was not supported either. In fact, satisfaction and performance relationship was one of the most studied topics in the literature. But the direction of the relationship was not so clear and low correlations were reported for this relationship (e.g., Hochwarter et al., 1999). According to Hochwarter et al., since the relationship between satisfaction and performance is so weak and the direction of the relationship is not clear, studying this relationship without adding some other variables like degree of job fit (Carlson, 1969), pressure to perform (Ewen, 1973), tenure (Norris & Niebuhr, 1984) had almost no consequential value. Hence, it can be argued that the lack of a significant relationship between job satisfaction and contextual performance in the present study may be a result of not including any variables as moderators.

As explained in the results section, another reason for the observed nonsignificant relationship between job satisfaction and contextual performance could be the observed suppressor effects. Because of the mood related variance involved in it, job satisfaction-contextual performance relationship was

not found to be significant, after removing this effect, the relationship became significant. According to these results it can be argued that as the researchers indicated previously, most probably there are other factors effecting the job satisfaction – performance relationship. And in this study this factor was found to be PA, but as a suppressor variable, not as a moderator this time. But an important point in this suppressive effect of PA is that when the effect of PA was removed, job satisfactions relationship became significant only with contextual performance subdimension of job performance. An explanation by Organ and Ryan (1995) might explain the reason of this finding. These authors stated that the relationship between job satisfaction and OCB is stronger than that between satisfaction and in-role performance at least among non management and nonprofessional groups. So, since this relationship was stronger in nature than that with task performance, the probability of it being significant after the removal of the suppressor's effect seem quite meaningful.

The last and the main hypothesis, suggesting a mediating effect of job satisfaction on the relationship between affectivity and contextual performance was not supported either. The discussed reasons for the failure to support the other hypotheses could also be discussed in relation to this hypothesis. Since, in order to get a mediation relationship, first the cause effects relationships should be established between the variables separately. That is, first of all, dispositional affectivity (PA and NA) and job satisfaction should predict contextual performance separately. In order to talk about cause-effect relationship between any variables, there should be a significant degree of

83

correlation between them. In fact, in this study lack of significant correlations between contextual performance and neither of these variables implied lack of mediating relationship from the beginning. So the reason of not finding a significant relationship between these two variables is hidden in the reasons of lack of significance for the hypothesis related to the relationships between affectivity and job performance.

4.3 Limitations of the Study

4.3.1 Pilot Study – Main Study Discrepancy

As it was explained previously, factor analyses were conducted for the sample composed of both the pilot and the main sample since the number of the participants of the pilot sample was not statistically adequate to run factor analyses when it is used alone. When the reliability coefficients were computed for the subscales emerging from these factor analyses, it was seen that there were considerable differences between the values of reliability coefficients when they were computed only for the pilot sample, only for the main sample or for the combination of the pilot and the main samples (these reliability values were presented in Table 3 in the main study statistical analyses section). After observing these differences in the results, it was thought that there must be some differences between these two samples, to figure out these differences, mean and standard deviation scores of each subscale were computed for each sample and for the combination of both samples. As it can be seen from Table 3 there is a considerable difference between the mean and standard deviation

values of the pilot, the main, and the combination of both samples. Reliability coefficients and descriptive values show that the main, sample was highly homogenous. Performance ratings of the participants included in that sample were quite lenient and restricted in range, and these could be among the sources of the observed differences between two samples.

There may be several reasons for these differences and homogeneity of the main sample. Data collection procedure, the scale used on the AEF, and the time period in which the data were collected, and characteristics of the organization may be some of these reasons. These potential reasons are discussed in detail in the following sections.

4.3.1.1 Data Collection Procedure

One explanation for the differences in the reliability coefficients explained for and the descriptive statistics of the pilot and the main samples was thought to be the way the data were collected in two studies (i.e., the pilot and the main). Although the same instrument (i.e., the AEF) was administered to both samples; for the pilot sample, faculty members were asked to evaluate **any** assistant they had worked with during the spring semester of 2002. No names were given to them. Whereas, in the main sample, assistants selected the faculty members who would evaluate their performance. So in the pilot sample the faculty members selected the assistant being evaluated but in the main sample, the assistant selected the person by whom they would be evaluated, and the faculty members knew that the TA whom they were about to

evaluate had been informed about and given consents concerning this evaluation.

Effects of this method bias were thought to be as fallows. First, most probably in the main study, assistants preferred the faculty members with whom they had good personal relationships, or who they liked more and by this way whose probability of giving high ratings was quite high. Performance appraisal is a critical concept because you are evaluated by someone else and no one wants to be evaluated negatively. This tendency might have caused the TAs select the faculty members who would evaluate them more favorably. Moreover, the faculty members had the knowledge that the assistant she/he was evaluating knew that she/he was being evaluated by her/him. So there was no anonymity in the data collection process in the main phase of the study. But in the pilot phase, no one, except the faculty member knew who was the assistant being evaluated. So there was complete anonymity of the responses provided in the pilot phase. These factors seem to have resulted in more lenient ratings with a more restricted range in the main data and made it different from the pilot data. The homogeneity of the data (i.e., data with restricted range) may have deflated the reliability coefficients when they were computed for the main sample.

Another plausible explanation for the lack of significant correlations between job satisfaction, job performance and dispositional affectivity could be the use of multiple sources in data collection in the main study. Using the same source to collect job satisfaction, job performance and dispositional affectivity

86

data might have increased the correlation between the investigated variables significantly. But of course that time, the obtained significant correlations might be an artifact of common method variance (Podsakoff & Organ, 1986).

4.3.1.2 The Time Period in which the Data were Collected

Another factor of having a relatively homogenous sample because of the over lenient performance ratings in the main study may be the time interval in which the data were collected. In the AEF, a Behavioral-Observation Scale (BOS) (Latham & Wexley, 1977) rating format was used. On the BOS, the ratees are rated on the basis of the frequency (1 = never, 2 = seldom, 3 = sometimes, 4 = generally, 5 = always) of the behaviors/characteristics indicated in the performance items. As indicated by Muchinsky (1997), application of BOS is as follows: the ratees are observed by the raters for a period of time, like a month, and then are rated based on this observation. Collection of the performance evaluation data for the main sample was completed within six months. Some of the questionnaires were collected just at the end of the spring term of 2002, but most of them were started to be collected after three months from the end of the term because of the difficulties in finding participants during the summer holiday. This time interval might have caused raters not to remember some of the negative behaviors (which were included as items in the AEF) of the TA they had worked with, or it might have caused some decrease in their negative perception of the behavior, and they might have reflected it in their ratings as higher ratings. The pilot data were, however, collected within a

87

shorter period of time which is nearer to the end of the semester. So, more severe effects of the time interval could be observed for the main data.

4.3.1.3 Characteristics of the Job being Studied and the Organization

At the beginning of the study it was thought that the job of TA was very suitable to be studied in such a research because of its relatively flexible nature. As the job involves many suddenly emerged tasks, which need to completed as quickly as possible, besides the tasks which are planned in advance, and since the technical parts of the job seem quite clear to the person doing them, contextual and task performance distinction was thought to be a feasible one for this job. In fact the scale development phase of the study confirmed this expectation. But the nature of the job as well as the nature of the organization specific factors was thought to be potential factors influencing the over lenient ratings with restricted range in the main study. For example, since there is no established performance appraisal system used in all departments at METU, the participants, both the TA and the faculty members were not used to be involved in such a process. This may have caused faculty members to make their ratings very leniently in the main study, because they might not have felt safe on the topic that the results of the analyses would not be shared with anybody. That is, they might have thought that the performance information obtained from the study could be shared with someone else, perhaps with the person being evaluated. If there was a well-established

tradition of performance evaluation at METU, or if this study was conducted in another workplace with a stable and structured performance evaluation tool, less lenient ratings with a wider range of responses could have been obtained.

4.3.2 Measurement Problems Concerning Contextual Performance

One may argue that instructors are not the real source to evaluate contextual performance of TAs. If the data in the present study were collected from fellow TAs (i.e., coworkers) in addition to or instead of instructors, the pattern of the relationship between the variables investigated might have changed. Because coworkers most probably have more chance to observe all kinds of behaviors at work. They can be in a much better position to evaluate contextual aspects of their peers' performance.

4.4 Strengths of the Present Study

Despite the failure to support the majority of the hypotheses and the other limitations discussed, the present study is believed to have contributed to the literature in some ways. First of all, it is done in a field environment which increases the likelihood of the generalizability of its findings (Goodman & Svyantek, 1999). Besides, this study resulted in a performance evaluation form for TAs which can actually be used in all departments of the university after some minor revisions.

This study is believed to contribute to job satisfaction-job performance literature by identifying suppressor effects of dispositional affectivity in this

relationship. To the knowledge of the author of the present study, in the literature, there was no study arguing for the potential suppressor effect of any variable on the relationship between PA and contextual performance although it was stated that this relationship should be investigated under the effects of moderator variables (e.g., Steers, 1975; Norris & Niebuhr, 1984). Lastly, this study provided support for the established relationship between dispositional affectivity and job satisfaction.

4.5 Suggestions for Future Research

As it was stated in the previous section, lack of anonymity was thought to be a problem affecting the ratings of the raters to be lenient when evaluating performance. In the future studies, one solution to this problem could be learning the names of all faculty members that a TA had worked with during a specified semester, and randomly selecting one of the faculty members the TA had worked with. Since the TAs are not asked to select the faculty member to evaluate his/her performance, leniency in the ratings could be reduced to some extent. Of course the way the TAs being assigned to the faculty members is important in this approach. That is, if the faculty member selects the TAs with whom he/she will work, this may again cause performance ratings to be lenient.

The present study showed that the time interval in which the data were collected should be arranged very carefully. The time lap between two applications may influence the quality of the results like it was thought to happen in the present study. The evaluation forms should be given to and

collected back from the evaluators as soon as possible in order to prevent the effects of the time between to applications. Or a scale with a low probability of being effected by time interval can be used in the future studies.

In the present study no significant bivariate correlations were found between job satisfaction and any dimensions of job performance. In the future studies, their relationship can be investigated under the effects of possible moderator variables. Investigating the effects of such variables, and other kinds of variables such as potential suppressors, affecting this relationship may shed more lights on the nature of this relationship.

Finally, in order to see whether the characteristics of the organization (METU), job (teaching assistantship), and the method used, time period in which the data were collected really affected the results, this study should be replicated in different organizations with different jobs.

REFERENCES

Agho, A. O., & Price, J. L. (1992). Discriminant validity of measures of job satisfaction, positive affectivity and negative affectivity. *Journal of Occupational & Organizational Psychology, 65(1),* 185-197.

Arvey, R. D., Bouchard, T. J., Segal, N. L., & Abraham, L. M. (1989). Job satisfaction: Environmental and genetic components. *Journal of Applied Psychology, 74,* 187-192.

Arvey, R. D, & Murphy, K. R. (1998). Performance evaluation in work settings. *Annual Review of Psychology, 49,* 141-168.

Aquino, K., Grover, S. L., & Allen, D. G. (1999). The effects of negative affectivity, hierarchical status, and self-determination on workplace victimization. *Academy of Management Journal, 42(3),* 260-272.

Barrick, M. R., & Mount M. K. (1993). Autonomy as a Moderator of the Relationship between the Big Five Personality Dimensions and Job Performance. *Journal of Applied Psychology, 78(1),* 111-118.

Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and the good soldier: The relationship between affect and employee "citizenship." *Academy of Management Journal, 26,* 587-595.

Bilgiç, R. (1998). The relationship between job satisfaction and personal characteristics of Turkish workers. *Journal of Psychology, 132,* 549-558.

Borman, W. C. (1978). Exploring upper limits of reliability and validity in performance ratings. *Journal of Applied Psychology, 63,* 135-144.

Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt & W. Borman (Eds.), *Personnel selection in organizations* (pp. 71-98). New York: Jossey-Bass.

Borman, W. C., Penner, L. A., Allen, T. D., & Motowidlo, S. J. (2001). Personality predictors of citizenship performance. *International Journal of Selection and Assessment, 9(1-2),* 52-69.

Brief, A. P., & Motowidlo, S. J. (1986). Prosocial organizational behaviors. *Academy of Management Review, 11(4),* 710-725.

Brief, A. P., & Wiess, H. M. (2002). Organizational Behavior: Affect in the Workplace. *Annual Review of Psychology, 53,* 279-307.

Campbell, J. P. (1990). An overview of the army selection and classification project (Project A). *Personnel Psychology, 43,* 231-239.

Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance. In N. Schmitt, & W. C. Borman (Eds.), *Personnel Selection in Organizations* (pp. 35-70). San Francisco: Jossey-Bass.

Campbell, J. P., Mchenry, J. J., & Wise, L. L. (1990). Modeling job performance in a population of jobs. *Personnel Psychology, 43,* 313-333.

Carlson, R. E. (1969). Degree of job fit as a moderator of the relationship between job performance and job satisfaction. *Personnel Psychology, 22,* 159-170.

Chan, D. (2001). Method effects of positive affectivity, negative affectivity and impression management in self-reports of work attitudes. *Human Performance, 14,* 77-97.

Cherrington, D. J., Reitz, H. J., & Scott, W. E. (1971). Effects of contingent and non-contingent reward on the relationship between satisfaction and task performance. *Journal of Applied Psychology, 55,* 531-536.

Chiu, R. K., & Kosinski, F. A. (1999). The role of affective dispositions in job satisfaction and work strain: Comparing collectivistic and individualist societies. *International Journal of Psychology, 34(1),* 19-28.

Cohen, J., & Cohen, P. (1983). *Applied multiple regression/correlation analysis for the behavioral sciences (2nd edition).* Hillsdale: Lawrence Erlbaum Associated, Publishers.

Coleman, V. I., & Borman, W. C. (2000). Investigating the underlying structure of the citizenship performance domain. *Human Resource Management Review, 10(1),* 25-44.

Connolly, J. J., & Viswesvaran, C. (1998). *Affectivity and Job Satisfaction: A Meta-Analysis.* Paper presented at the thirteenth Annual Conference of the Society for Industrial and Organizational Psychology, Dallas, TX.

Conway J. M. (1996). Additional construct validity evidence for the task-contextual performance distinction. *Human Performance, 9,* 309-329.

Cote, S. (1999). Affect and performance in organizational in organizational settings. *Current Directions in Psychological Science, 8,* 65-68.

Cropanzano, R., James, K., & Konovsky, M. A. (1993). Dispositional affectivity as a predictor of work attitudes and job performance. *Journal of Organizational Behavior, 14,* 595-606.

Davis-Blake, A., & Pfeifer, J. (1989). Just a mirage: The search for dispositional effects in organizational research. *Academy of Management Review, 14,* 385-400.

Dienner, E., & Emmons, R. A. (1985). The independence of positive and negative affect. *Journal of Personality and Social Psychology, 47,* 1105-1117.

Duffy, M. K., Ganster, D. C., & Shaw, J. D. (1998). Positive affectivity and negative outcomes: The role of tenure and job satisfaction. *Journal of Applied Psychology, 83,* 950-959.

Ewen, R. B. (1973). Pressure for production, task difficulty, and the correlation between job satisfaction and job performance. *Journal of Applied Psychology, 58,* 378-380.

Findley, H. M., Giles, W. F., & Mossholder, K., W. (2000). Performance appraisal process and system facts relationship with contextual performance. *Journal of Applied Psychology, 85(4),* 634-640.

Gençöz, T. (2000). Positive and negative affect schedule: A study of validity and reliability. *Türk Psikoloji Dergisi, 15(46),* 27-28.

George, J. M., & Brief, A. P. (1992). Feeling good-doing good: a conceptual analysis of the mood at work-organizational spontaneity relationship. *Psychological Bulletin, 112,* 310-329.

George, J., & Jones, G. (1996). The experience of work under turnover intentions: Interactive effects of value attainment, job satisfaction, and positive mood. *Journal of Applied Psychology, 81,* 318-325.

George, J., & Jones, G. (1997). Experiencing work: Values, attitudes, and mood. *Human Relations, 50,* 393-416.

Goodman, S. A., & Svyantek, D. J. (1999). Person-organization fit and contextual performance: Do shared values matter. *Journal of Vocational Behavior, 55,* 254-275.

Hense, R. L. (2000). *The big five and contextual performance: Expanding person-environment fit theory.* Unpublished doctoral dissertation, University of South Florida, Florida.

Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work.* New York: Willey.

Hochwarter, W. A., Perrewé, Ferris, G. R., & Brymer, R. A. (1999). Job satisfaction and performance: The moderating effects of value attainment and affective disposition. *Journal of Vocational Behavior, 54,* 296-313.

Hochwarter, W. A., & Zellars, K. L. (1999). The interactive role of negative affectivity and job characteristics. *Journal of Applied Social Psychology, 29(10),* 2203-2219.

Hogan, J., & Hogan, R. (1989). How to measure employee reliability. *Journal of Applied Psychology, 74,* 273-279.

Hunthausen, J. M. (2000). *Predictors of task and contextual performance: frame of referenced effects and applicant reaction effects on selection system validity.* Unpublished doctoral dissertation, Portland State University.

Iverson, R. D., Olekalns, M., & Erwin, P. J. (1998). Affectivity, organizational stressors, and absenteeism: A causal model of burnout and its consequences. *Journal of Vocational Behavior, 52,* 1-23.

Jacobs, R., & Solomon, T. (1977). Strategies for enhancing the prediction of job performance from job satisfaction. *Journal of Applied Psychology, 62,* 417-421.

Jenkins, M, & Thomlinson, R. P. (1992). Organizational commitment and job satisfaction as predictors of employee turnover intentions. *Management Research News, 15(10),* 18-22.

Johnson, J. W. (2001). The relative importance of task and contextual performance dimensions to supervisor judgments of overall performance. *Journal of Applied Psychology, 86(5)*, 884-996.

Johnson, G. J., & Johnson, W. R. (2000). Perceived over qualification, positive and negative affectivity, and satisfaction with work. *Journal of Social Behavior & Personality, 15,* 176-187.

Jöroskog, K. G., & Sörbom, D. (1996). *LISREL 8.3 User's reference guide.* Chicago: Scientific Software International, Inc.

Judge, T. A. (1993). Does affective disposition moderate the relationship between job satisfaction and voluntary turnover? *Journal of Applied Psychology, 78(3),* 395-401.

Landy, F. J., & Farr, J. L. (1983). Performance rating. *Psychological Bulletin, 87,* 72-107.

Latham, G. P., & Wexley, K. N. (1977). Behavioral observation scales for performance appraisal. *Personnel Psychology, 30,* 255-268.

Lawler, E. E., & Porter, L. W. (1967). The effect of performance on job satisfaction. *Industrial Relations, 8,* 20-28.

Lee, S. (2000). *Cross-cultural Validity of Personality Traits for Predicting Job Performance of Korean Engineers.* Unpublished doctoral dissertation, The Ohio State University, Ohio.

Levin, I., & Stokes, J. P. (1989). Dispositional approach to job satisfaction: Role of negative affectivity. *Journal of Applied Psychology, 74(5),* 752-758.

McManus, M. A., & Kelly, M. L. (1999). Personality measures and biodata: Evidence regarding their incremental predictive value in the life insurance industry. *Personnel Psychology, 52,* 137-148.

Meyer J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1,* 61-89.

Miles, D. E., Borman, W. E., Spector, P. E., & S. Fox. (2002). Building an integrative model of extra role work behaviors: A comparison of counterproductive work behavior with organizational citizenship behavior. *International Journal of Selection and Assessment, 10,* 51-57.

Miller, R. L., Griffin, M. A., & Hart, P. M. (1999). Personality and organizational health: The role of conscientiousness. *Work and Stress, 13,* 7-19.

Motowidlo, S. J. (2000). Some basic issues related to contextual performance and organizational citizenship behavior in human resource management. *Human Resource Management Review, 10(1),* 115-126.

Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance, 10(2),* 71-83.

Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology, 79(4),* 475-480.

Moyle, P. (1995). The role of negative affectivity in the stress process: Test of alternative models. *Journal of Organizational Behavior, 16,* 647-668.

Muchinsky, P. M. (1997). *Psychology applied to work (5th ed.).* Pacific Grove: Brooks/Cole Publishing Company.

Mughal, S., Walsh, J., & Wilding, J. (1996). Stress and work performance: the role of trait anxiety. *Personality and Individual Differences, 20(6),* 685-691.

Murphy, G., Athanasou, J., & King, N. (2002). Job satisfaction and organizational citizenship behavior: A study of Australian human-service professionals. *Journal of Managerial Psychology, 17(4),* 287-297.

Norris, D. R., & Niebuhr, R. E. (1984). Organizational tenure as a moderator of the job satisfaction-job performance relationship. *Journal of Vocational Behavior, 24,* 169-178.

Organ, D. W. (1997). Organizational citizenship behavior: It's construct clean-up time. *Human Performance, 10(2),* 85-97.

Organ, D. W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology, 48,* 775-802.

Peterson, N. G., Hough, L. M., Dunnette, M. D., Rosse, R. L., Houston, J. S., Toquam, J. L., & Wing, H. (1990). Project A: Specification of the predictor domain and development of new selection/classification tests. *Personnel Psychology, 43,* 247-276.

Petty, M. M., McGee, G. W., & Cavender, J. W. (1984). A meta-analysis of the relationship between job satisfaction and job performance. *Academy of Management Review, 9,* 712-721.

Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and Prospects. *Journal of Management, 12,* 531-544.

Porter, W. L., & Lawler, E. E. (1968). *Managerial attitudes and performance.* Georgetown: Irwin-Dorsey Limited.

Salgado, J. F. (1997). The Five Factor Model of Personality and Job Performance in the European Community. *Journal of Applied Psychology, 82(1),* 30-43.

Schwab, D. P., & Cummings, L. L. (1970). Theories of performance and satisfaction: A review. *Industrial Relations, 9,* 408-430.

Schneider, B. (1987). The people make the place. *Personnel Psychology, 40,* 437-453.

Skarlicki, D. P., Folger, R., & Tesluk P. (1999). Personality as a moderator in the relationship between fairness and retaliation. *Academy of Management Journal, 42(1),* 100-108.

Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology, 68,* 653-663.

Smith, P., Kendall, L., & Hullin, C. (1969). *The measurement of satisfaction in work and retirement.* Chicago: Rand-McNally.

SPSS Inc. (1999). *SPSS Statistical Algorithms.* Chicago: SPSS Inc.

Staw, B. M., & Barsade, S. G. (1993). Affect and managerial performance: A test of the sadder-but-wiser vs. happier-and-smarter hypotheses. *Administrative Science Quarterly, 38,* 304-331.

Staw, B. M., Bell, N. E., & Clausen, J. A. (1986). The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Quarterly, 31,* 56-77.

Staw, B. M., & Ross, J. (1985). Stability in the midst of change: A dispositional Approach to job attitudes. *Journal of Applied Psychology, 70,* 469-480.

Steers, R. M. (1975). Effect of need for achievement on the job performance-job attitude relationship. *Journal of Applied Psychology, 60,* 678-682.

Steers, R. M., Porter, L. W., & Bigley, G. A. (1996). *Motivation and leadership at work. 6th ed.* New York: McGraw-Hill, Inc.

Strumpfer, D. J. W., & Danana, N. (1998). Personality dispositions and job satisfaction. *South African Journal of Psychology, 28,* 92-111.

Tabachnick, B. G., & Fidell, L. S. (1996). *Using multivariate statistics (3rd Ed.).* New York: HarperCollins.

Tesser, A. (2000). On the confluence of self-esteem maintenance mechanisms. *Personality and Social Psychology, 4(4),* 290-299.

Tett, R. P., Jackson, D. N., & Rothstein, M. (1991). Personality measures as predictors of job performance: a meta-analytic review. *Personnel Psychology, 44,* 703-742.

Tuncel, E. (2000). *Moderating effects of conscientiousness, dispositional affect, and collectivism on the job satisfaction-job performance relationship.* Unpublished master's thesis, Middle East Technical University, Ankara, Turkey.

Van Scotter, J. R., & Motowidlo, S. J. (1996). Interpersonal facilitation and job dedication as separate facets of contextual performance. *Journal of Applied Psychology, 81(5),* 525-531.

Visveswaran, C., & Ones, D. S. (2000). Perspectives on models of job performance. *International Journal of Selection and Assessment, 8(4),* 216-226.

Vroom, V. H. (1964). *Work and motivation.* New York: John Willey & Sons Inc.

Waldman, D. A. & Spangler, W. D. (1989). Putting together the pieces: A closer look at the determinants of job performance. *Human Performance, 2(1),* 29-59.

Watson, D. (1988). Intraindividual and interindividual analysis of positive and negative affect: Their relation to health complaints, perceived stress, and daily activities. *Journal of Personality and Social Psychology, 54,* 1020-1030.

Watson, D., & Clark, L. A. (1984). Negative Affectivity: The disposition to experience aversive emotional states. *Psychological Bulletin, 96,* 465-490.

Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology, 54(6),* 1063-1070.

Watson, D., & Slack, K. (1993). General Factors of affective Temperament and their relation to job satisfaction over time. *Organizational Behavior and Human Decision Processes, 54,* 181-202.

Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). *Manual for the Minnesota satisfaction questionnaire.* Minneapolis, MN: University of Minnesota Industrial Relations Center.

Wright, T. A., & Staw, B. M. (1999). Affect and favorable work outcomes: Two longitudinal tests of the happy-productive worker thesis. *Journal of Organizational Behavior, 20(1),* 279-307.

APPENDIX A

JOB ANALYSIS INTERVIEW FORM (JAF)

ODTÜ Araştırma/Öğretim Asistanlığı İş Analizi Formu

Sayın katılımcı,

Orta Doğu Teknik Üniversitesi (ODTÜ) Psikoloji Bölümü'nde yürütülmekte olan bir tez çalışmasının bir parçası olarak, çalışmanın ileri aşamalarında kullanılmak üzere ODTÜ genelinde bir iş analizi yapılmaktadır. Bu analizin amacı, bir **araştırma/öğretim asistanı**nın işinin içerdiği görevler ve bu işi yapabilmek için gerekli olan özellikler ile ilgili bilgi toplamaktır. Aşağıdaki formda bulunan her soru, işinizi tanımamız açısından son derece önemli olduğundan, lütfen her soruyu dikkatle okuyup, aklınıza gelen tüm ayrıntılarıyla cevaplayınız.

Katkılarınız için teşekkür ederiz.

Araş. Gör. Bahar Öz
ODTÜ Psikoloji Bölümü
Tel: 210 51 18
E-posta: ozbahar@metu.edu.tr

Cinsiyet: E __   K__
Doğum yılı: _____
Çalıştığınız bölüm: _____
Ünvanınız: _____   T.A. ___   R.A. ___   Laboratuar ___
Bu bölümdeki çalışma süreniz (yıl ve/veya ay olarak belirtiniz): _____yıl_____ay

1. Bir araştırma/öğretim asistanı olarak temel görevleriniz nelerdir, önem sırasına göre belirtiniz. Bu görevleri ne sıklıkla yapmaktasınız?
2. Sık sık yapmasanız da işinizin bir parçası olan diğer görevleriniz nelerdir?
3. Çalıştığınız bölümde kendi göreviniz olmadığı halde yaptığınız başka işler var mı? Varsa neler?
4. İşinizin en çok sevdiğiniz yönü nedir?
5. İşinizin sevmediğiniz bir yönü var mı? Varsa nedir?

6. İşinizi yaparken kimlerle birebir etkileşim halindesiniz? Hangi konularda?
7. Çalışma saatleriniz nelerdir? Bu saatler dışında da çalıştığınız oluyor mu? Oluyorsa neden?
8. Neden bu işi seçtiniz?
9. Araştırma/Öğretim asistanı olabilmek için sahip olunması gereken özellikler nelerdir?

10. Sizce başarılı bir araştırma/öğretim asistanı kimdir? Bu asistanı başarılı olmayan bir araştırma/öğretim asistanından ayıran özellikler nelerdir?

11. Bir iş arkadaşınızın size **başarılı** bir araştırma/öğretim asistanı olduğunu düşündüren bir davranışını (ya da bir olayı) anlatınız. Bu davranış veya olay size neden arkadaşınızın iyi bir araştırma/öğretim asistanı olduğu izlenimini verdi?

12. Bir iş arkadaşınızın size **başarısız** bir araştırma/öğretim asistanı olduğunu düşündüren bir davranışını (ya da bir olayı) anlatınız. Bu davranış veya olay size neden arkadaşınızın başarısız bir araştırma/öğretim asistanı olduğu izlenimini verdi?

APPENDIX B

THE CRITICAL INCIDENTS FORM (CIF)

ODTÜ Araştırma/Öğretim Asistanlığı Kritik Olay Formu

Sayın Öğretim Üyesi,

Bu çalışma Orta Doğu Teknik Üniversitesi Psikoloji Bölümü'nde yürütülmekte olan bir yüksek lisans tezinin ön aşamasıdır. Bu uygulama sonucunda elde edilecek olan bulguları kullanarak **araştırma/öğretim asistanlığı** işi için kritik olan temel performans boyutlarının belirlenmesi hedeflenmektedir ve bu amaca yönelik olarak üç temel soru sorulmaktadır.

Ön çalışma, asıl uygulamanın temelini oluşturacağı için, **araştırma/öğretim asistanlığı** ile ilgili kritik olaylar bulmayı amaçlayan bu üç temel soruyu, aklınıza gelen tüm ayrıntıları ile cevaplandırmanız ve son sayfadaki ilgili yere formla ilgili yorum ve önerilerinizi yazmanız bizim için çok önemlidir.

Katkılarınız ve vakit ayırdığınız için teşekkür ederiz.

Araş. Gör. Bahar Öz
ODTÜ Psikoloji Bölümü
Tel: 210 51 18
E-posta: ozbahar@metu.edu.tr

Cinsiyet: E __   K__
Doğum yılı: _____
Çalıştığınız bölüm: _____
Ünvanınız: _____
Bu bölümdeki çalışma süreniz (yıl ve/veya ay olarak belirtiniz): ____yıl____ay

1. Geçmişte çalıştığınız veya halen çalışmakta olduğunuz araştırma/öğretim asistanlarının birinin gösterdiği ve size göre <u>yüksek performans</u> göstergesi olan bir davranışı düşünerek lütfen aşağıdaki soruları cevaplandırınız. Eğer böyle bir davranışla karşılaşmadıysanız, lütfen çevrenizde tanık olduğunuz veya başka çalışma arkadaşlarınızdan duyduğunuz davranışları düşünerek cevap veriniz.
a. Durum neydi?
b. Asistanın davranışı neydi?
c. Sonuç ne oldu?
d. Bu davranışı yüksek performans göstergesi olarak nitelendirmenize neden olan faktörler/özellikler nelerdi?

2. Geçmişte çalıştığınız veya halen çalışmakta olduğunuz araştırma/öğretim asistanlarının birinin gösterdiği ve size göre <u>düşük performans</u> göstergesi olan bir davranışı düşünerek lütfen aşağıdaki soruları cevaplandırınız. Eğer böyle bir davranışla karşılaşmadıysanız, lütfen çevrenizde tanık olduğunuz veya başka çalışma arkadaşlarınızdan duyduğunuz davranışları düşünerek cevap veriniz.
a. Durum neydi?
b. Asistanın davranışı neydi?
c. Sonuç ne oldu?
d. Bu davranışı düşük performans göstergesi olarak nitelendirmenize neden olan faktörler/özellikler nelerdi?

3. Sizce yüksek performans gösterdiğini düşündüğünüz ve düşük performans gösterdiğini düşündüğünüz iki araştırma/öğretim asistanı arasındaki en temel farklar nelerdir? Bu iki grup asistanı birbirinden ayıran en az 5 özelliği/davranışı yazınız.
a.
b.
c.
d.
e.
Diğer:

Katkılarınız ve vakit ayırdığınız için tekrar teşekkür ederiz.

APPENDIX C

**LIST OF THE DIMENTIONS AND SUBDIMENTIONS EMERGED FROM
THE CONTENT ANALYSIS OF THE JAF**

Asistanı Olunan Derslerle İlgili Görevler

    - Teknik Görevler

    - Eğitimle İlgili Destekleyici Görevler

    - Sınavlar/Ödevler/Projelerle İlgili Görevler

Araştırma/Projeler ile İlgili Görevler

Genel Bölüm Görevleri

    - Üniversitenin Bölüme Verdiği Genel Görevler

    - Bölüm İçi Genel Görevler (Bölümün [dersler dışında] kendi

içindeki idari, teknik vs. görevler)

Kendi Görevi Olmadığı Halde Yaptığı Görevler

    - Derslerle/öğretim Görevlileri İle İlgili Görevler

    - Bölümle İlgili Görevler

İşin En Çok Sevilen Yönleri

    - Okulla/Bölümle İlgili En Çok Sevilen Yönler

    - İş Olanakları/Özellikleri/Getirdikleri İle İlgili En Çok Sevilen

     Yönler

    - Çalışma Ortamının Özellikleri ile İlgili En Çok Sevilen Yönler

İşin Sevilmeyen Yönleri

    - Dersler/Hocalarla İlgili Sevilmeyen Yönler

    - İşin Yapısıyla İlgili Sevilmeyen Yönler

    - Okul/Bölüm ile İlgili Sevilemeyen Yönler

İletişim Halinde Olunan Kişiler

Çalışma Saatleri

Bu İşi Seçme Nedeni

Asistan Olabilmek İçin Sahip Olunması Gereken Özellikler

Başarılı-Başarısız Asistanın Farkları

Başarılı – Başarısız Asistan Örnekleri
- Başarılı Asistan Örnekleri
- Başarısız Asistan Örnekleri

**THE NAMES AND THE DEFINITIONS OF THE DIMENSIONS EMERGED
FROM THE CONTENT ANALYSES OF THE JAF AND THE CIF WITH
THE ITEMS PLACED UNDER THEM**

ZAMAN YÖNETİMİ: Yapılması gereken işleri önceliklerine göre düzenleyip, yeni
eklenecek olan işlerle ilgili ayarlamaları önceki işlerin yapılışını engellemeycek
şekilde yaparak tüm işlerin zamanında bitmesini sağlamak

- Kendisinden istenilen işi bekletmeden/geciktirmeden yapmak
- Yoğun olduğu zamanlarda bile işlerini tamamlamak
- Aslında kısa sürede yapabileceği bir işi uzun zamana yaymak
- Son ana bıraktığı için, kendisinden istenilen hazırlığı tam olarak
  yapamamak
- Aynı anda birden fazla iş aldığında bile hepsini de zamanında bitirebilmek
- Kendi çalışmalarıyla ilgili işleri de kendisine verilen işleri de aksatmadan
  yapmak
- Acilen çıkan bir işi, o anda yaptığı diğer işlerini organize ederek yapmak
- Verilen işlerinin yapılış sırasını ayarlayabilmek
- Dönem başında, bir dönem boyunca neyi nasıl yapacağını büyük ölçüde
  belirleyebilmek

İŞE BAĞLILIK: Kendini işine ait hissetmek, işini benimsemek, önemsemek ve
ciddiye alarak yapmak

- Kendini işine yeterince vermemek
- İşini sevmek
- İşine saygı duymak
- İşlerine karşı ilgisiz, vurdumduymaz olmak
- Geçici bir iş olduğunu düşündüğü için işine gerekli özeni göstermemek
- İşini sahiplenmek, kendi işi olarak görmek, işini yaparken özveriden
  kaçınmamak
- Mecbur olmadığı halde angarya bir işi de yapmak
- Yaptığı işi bir angarya/külfet olarak görmek
- İşini yakınmadan yapmak
- Kendi çalıştığım öğretim elemanı dışında kimsenin işini yapmam tavrı
  sergilemek
- İşi sadece görevi olduğu için yapmak
- Mesai saatleri dışında asistanlık ile ilgili faaliyetlere zaman ayırmaktan
  kaçınmamak
- Kendisine verilen işleri kendi özel çalışmalarından önde tutmak
- Kendisinden istenenden fazlasını yapması gerektiğinde yapmak ve bundan
  şikayet etmemek

- Mecbur olmadığı zamanlarda bile öğrencilere zaman ayırıp onlarla ilgilenmek

SORUMLULUK: İşini yaparken üzerine aldığı görevlerin ciddiyetinin, yapıldığı ve yapılmadığı durumlardaki sonuçlarının farkında olmak ve bu sonuçları sahiplenebilmek

- Kimseye haber vermeden/yerine kimseyi ayarlamadan görevini yerine getirmemek
- Düzenlenen ofis saatlerinde yerinde bulunmamak
- Yapması gereken bir işi unutmak
- Söz verdiği saatte söz verdiği yerde bulunmayarak işlerin aksamasına sebep olmak
- Yapılan işte bir değişiklik yapılacağı zaman sonuçlarını düşünmeden, bu değişikliği birlikte çalıştığı öğretim elemanına danışmadan yapmak

MOTİVASYON: Verlen işleri yaparken büyük bir gayretle çalışmak ve işi daima daha iyi yapma isteğinde olduğunu göstermek

- İşiyle uğraşmak istememek, yapmamak veya geciktirmek için bahaneler bulmak
- İşini aksatmamak için çalışma süresinin dışında da çalışmak
- İşini özenerek, en iyi şekilde tamamlama şevk ve hevesiyle yapmak
- Öğrencilere yardımcı olmak ve yanlışlarını düzeltmek için uğraşmak
- Daha önce kimsenin yapmayı kabul etmediği bir işi kabul etmek
- Bilimsel araştırma yapmaya istekli olmak
- İşine mümkün olduğu kadar az zaman ve emek harcamayı istemek
- Kendisine görev olarak verilmediği halde yapılacak işler birlikte çalıştığıı öğretim elemanına önceden hatırlatmak veya yapılacak iş olup olmadığını sormak
- Mecbur olmadığı zamanlarda bile öğrencilere vakit ayırıp onlarla ilgilenmek

AKADEMİK YETKİNLİK: İşini yapabilmek için gerekli kuramsal bilgilere ve bu bilgileri kullanmasını sağlayacak becerilere sahip olmak

- Kendisine verilen işleri zor bulmak
- Proje geliştirme özelliğine sahip olmamak
- Çalışması istenilen konudaki bilgi düzeyinin eksik olması
- Çalışma konusunun içeriğine hakim olmamak
- Çalışmalarını yaparken başkasının yardımına ihtiyaç duymak, çalışmayı kendi kendine yönlendirememek
- Verilen işte ne istendiğini çabuk kavramak
- Öğrencilerin derslerle ilgili sorularını kolaylıkla cevaplayabilmek
- Literatürde bulunan bilgileri kendi kendine derleyebilmek, analiz edebilmek ve analiz sonucunda çözüm üretebilmek

KENDİNİ GELİŞTİRME: İşini yapabilmek ve daha da ileriye götürebilmek için kendinden kaynaklanan eksikleri tamamlamak ve hataları düzeltmek

- Görev aldığı dersle ilgili konuda araştırma ve öğrenme çabası göstermek
- Bilmediği konuları öğrenmek, hatalarını ve eksiklerini düzeltmek için ekstra çaba harcamamak
- Çalışma alanıyla ilgili dar bir görüş açısına sahip olmak

- Zorunlu olmadığı halde, önemli olabileceğini düşündüğü bir şeyi araştırmak
- İşini çeşitli kaynaklardan araştırmalar yaparak yapmak
- Karşılaştığı sorunlara çeşitli çözüm yolları bulmak için çalışmak

ULAŞILABİLİR OLMAK / YERİNDE BULUNMAK: Resmen belirlenmiş olan veya çalışmaların gidişine göre sonradan kararlaştırılmış zamanlarda ulaşılabilir olmak.

- Çalışma saatlerinde yerinde bulunmak
- İşe devamda aksaklıklar göstermek
- Düzenlenen ofis saatlerinde ve dersle ilgili faaliyetlere ayrılan zamanda yerinde olmamak

İNSAN İLİŞKİLERİ: Çalışırken etkileşim içinde olduğu insanlara hangi durumlarda nasıl yaklaşması gerektiğini ayarlamak, ilişkilerinde olumlu tavırlar sergileyip, yaptığı işin akışını kolaylaştırıcı, destekleyici, işe katkı sağlayıcı ilişkiler kurmak

- Öğrencilerle uyumlu olmak
- Öğrencilerin sorularını ilgiyle ve sabırla cevaplamak
- Öğrencilerle sürekli diyalog halinde olmak
- İnsanlara empatik yaklaşmak
- Öğretim elemanı-öğrenci arasındaki diyaloğun artmasına yardımcı olmak
- Kime ne şekilde yaklaşacağını ayarlayabilmek, gerekli durumlarda uygun şeklide, kimseyi kırmadan araya girmek
- Öğrencilere kötü, ters ve/veya aşağılayıcı davranmak

ETİK / PROFESYONELLİK: İşini yaparken başkalarını da zor durumda bırakmayacak şekilde, kimsenin hakkına saygısızlık etmeden ve belirlenen çalışma kurallarına uyarak çalışmak

- Kendi kişisel çalışmalarını iş ile ilgili görevlerden daha ön planda tutarak, kendi çıkarları doğrultusunda iş yapmak
- Önceliği kendi işlerine vererek öğretim elemanlarının işlerinin beklenenden geç bitmesine sebep olmak
- Özel yaşamındaki sorunları iş yaşamına yansıtmak
- Bölüm içi gruplaşmalara katılmak
- Diğer çalışma arkadaşları ile paylaşması gereken iş ile ilgili bilgileri paylaşmamak
- İşini yaparken yapması gereken her türlü değerlendirmeyi adil ve objektif yapmak
- En az işi yapıp en çok kazancı elde etme anlayışı ile çalışmak
- İşini yaparken kaprisli davranmak
- Yaptığı hatayla ilgili açık, doğru ve dürüst bir beyanda bulunmamak
- Önceden belirlenen iş bölümünü düzenini bozabilecek davranışlar sergilemek
- Öğretim elemanlarının yürüttüğü işlerde onların fikrini beğenmezse başına buyruk hareket etmek
- Öğrencilere, haksız yere zor durumda kalmalarına sebep olacak şekilde davranmak
- İşi ile ilgili yapacağını söylediği şeyleri yapmamak, verdiği sözleri tutmamak
- İş yapılacağı zaman ortadan kaybolmak
- Sınırlarını bilmeyerek diğer çalışma arkadaşlarının sorumluluk alanlarına girmek

- Sevdiğim iş/sevmediğim iş ayrımı yapmadan verilen tüm işleri özenle yapmak
- Dedikodu yapmak

TAKIM ÇALIŞMASI: Takım halinde çalışılan durumlarda çalıştığı takımın amaçlarını ve kurallarını anlayıp bunlara uygun bir şekilde çalışabilmek, takımın amaçlarına ulaşması için takımdaki diğer insanlarla bir bütün olarak çalışabilmek

- Çalışılan takıma özgü çalışma ruhunu algılamak ve uygulamak
- Takım çalışması sırasında çalışılan takımın hızına uyum sağlayamayarak işlerin sürekli aksamasına neden olmak
- Takımın çalışma tarzına çabuk adapte olmak
- Takım çalışması sırasında fazla hırslı ve iddialı davranmak
- Çalışılan konu ile ilgili elindeki bilgileri takım arkadaşlarıyla paylaşmak
- Çalıştığı takımda kendi üzerine düşen işleri yaptıktan sonra, takım arkadaşlarının da işlerini bitirmelerine yardımcı olmak

TEKNİK DONANIM: İşini yaparken kullanması gereken teknik aletlerin (bilgisayar, laboratuar malzemeleri vb.) kullanımı konusunda yeterli bilgi ve becerilere sahip olmak, bu bilgi ve becerileri gerektiği durumlarda yeterince kullanabilmek

- İşini yaparken kullanması gereken bilgisayar programları hakkında bilgi sahibi olmak etkili bir şekilde kullanabilmek
- İşini yaparken kullanması gereken bilgisayar programlarını etkili bir şekilde kullanabilmek
- İşini yaparken kullanması gereken araçların (laboratuar malzemesi, video, tepegöz vb) nasıl kullanılması gerektiği hakkında bilgi sahibi olmak
- İşini yaparken kullanması gereken araçları (laboratuar malzemesi, video, tepegöz vb) etkili bir şekilde kullanabilmek

GÖNÜLLÜLÜK: İş içinde ortaya çıkan ve ilk başta hiçkimseye ait olmayan görevleri yapmak için istekli olmak, işini yaparken etkileşim içinde olduğu kişilere (öğretim elemanı, araştırma görevlileri, öğrenciler vb.) gerekli durumlarda yardımcı olmak istemek.

- Görev alanında sayılabilecek ama kendisinden talep edilmeyen, beklenmeyen ve yapmasa da hiçbir şekilde hesabı sorulmayacak bir işi üstüne almak
- Bölümün kendi düzenlediği bazı organizasyonlarda gönüllü çalışmak
- Ekstra görevler için gönüllü olmak
- Kendi işi olmadığı halde, çok yoğun olduğu için sıkışan bir çalışma arkadaşına işlerini yapmasında yardımcı olmak
- Öğrencilerin dersleriyle ilgili konularda elindeki kaynaklardan faydalanmalarını sağlamak
- İşe yeni başlayan veya yeni bir konuda çalışmaya başlayan çalışma arkadaşlarına daha kolay adapte olabilmeleri için yol göstermek

İŞ KALİTESİ: Verilen işi doğru ve eksiksiz bir şekilde, sonucunda kendisinden istenilen sonuçlara veya daha fazlasına ulaşacak şekilde tamamlamak

- Üzerine aldığı bir işi sorunsuz bir şekilde tamamlamak
- İşini geçiştirmek, kolaya kaçarak yapmak
- Kendisinden istenenden daha iyisini yapmak

- İşi tam istendiği şekliyle yapmamak
- Hata olmaması için yaptığı işi kontrol etmek
- Verimli çalışmak, başkalarının da yararlanabileceği türden çalışmalar yapmak
- Öğretim elemanları için yaptığı işleri sadece tamamlamak için, sonucun kalitesini düşünmeden yapmak
- Yaptığı işe tekrar kontrol edilmeyecek kadar güvenilmesi
- Hatasız/eksiksiz iş yapmak

PROBLEM ÇÖZME: Sahip olduğu tüm bilgi, becerileri, yetenek vb. özelliklerini kullanarak işi ile ilgili karşısına çıkan herhangi bir sorun için, o soruna uygun çözüm yolları geliştirebilmek

- Karşılaşılan bir sorun için farklı çözümler üretebilmek
- İşni yaparken bir sorunla karşılaştığında kuralları uygun şekilde esneterek çözüm yolları üretebilmek
- İşini yaparken karşılaştığı sorunlar için uygulanacak çeşitli yöntemlerin sonuçlarını önceden düşünebilip o anki sorun için en uygun olanını seçebilmek
- İşiyle ilgili sorunları birlikte çalıştığı öğretim elemanına söylemeden önce kendi yöntemleriyle çözmeye çalışmamak, sonuç alamazsa öğretim elemanına danışmak
- Bir sorunu çözmek için herhangi bir emek harcamadan, uğraşmadan çözüm için hemen öğretim elemanına gitmek
- İşini yaparken bir sorunla kaşılaştığında panik olmak ve bundan dolayı sorunu kendi kendine çözememek
- İş yapılırken kullanılan teknik ekipmanla ilgili çıkabilecek sorunları kendi başına çözebilmek
- İşi ile ilgili aniden çıkan bir karışıklık veya sorunda hangi değişiklik veya düzenlemelerin hangi yöntemlerle yapılacağına karar verip, gerekli uygulamaları yapabilmek

YARATICILIK: İş yapılırken kullanılan klasik yöntemlerin dışında yeni fikir, uygulama ve çözüm yolları geliştirebilmek; veya varolan yöntemlerde değişiklikler yaparak alternatif çözüm yolları oluşturabilmek

- Kendisinden istenmemesine rağmen iş ile ilgili değişik uygulamalar yapmak, yeni yollar araştırıp kullanmak
- Yeni projeler geliştirebilmek
- Sorunları çözmek için daima alternatif bir plan oluşturabilmek
- Derslerde yaratıcı örnekler sunarak öğrencileri düşünmeye itecek tarzda yönlendirmek
- Dersi anlatırken hazırladığı asetatları aynen okumak, hiç yorum katmamak, konuları birbirine bağlamadan anlatmak

GEÇİMSİZ OLMAK: Kendisinden istenileni yapmayarak veya istenilenin tam tersi davranışlar sergileyerek çalışma ortamının herkes tarafından uyulan ve işlerin devamını sağlayan kurallarına uyumsuzluk göstermek

- "Yapamam/istemiyorum" gerekçesiyle verilen işi reddetmek
- "Daha önemli" işleri olduğunu söyleyerek işi yapmak istememek
- Öğrencilerle yeteri kadar ilgilenmemek, sorunları için geldiklerine yardımcı olmamak

- Görevlendirildiği işleri bilinçli bir şekilde yapmamak
- Çok işim var diye sitem edip işlerle çok fazla ilgilenmemek
- Uyarı ve yönlendirmelere karşı davranışlarında değişiklik göstermemek
- Çalışma arkadaşlarıyla sık sık çatışma yaşamak

DİĞER ÖZELLİKLER: İşi yapmak için sahip olunması gereken özellikler

- Açık fikirli olmak
- Analitik düşünmek
- Kendine güvenmek
- Kendi ile barışık olmak
- İş bitirici olmak
- Özverili olmak
- Güvenilir olmak
- Sabırlı olmak

QUESTIONNAIRE TO FIGURE OUT THE FINAL LIST OF THE AEF ITEMS

Aşağıda, yapılan ön çalışmalar sonucunda tespit edilen ve araştırma görevliliği için kritik olan temel performans boyutları ve bu boyutları temsil eden davranış/özellik örnekleri sunulmaktadır. Lütfen, her bir davranış maddesini inceleyip hangi boyut altında yer aldığını belirleyiniz. Söz konusu davranışın/özelliğin bağlı olduğunu düşündüğünüz boyuta ait olan rakamı bu davranış/özellik maddesinin sonundaki boşluğa yazınız.

Katkılarınız için teşekkür ederiz

Ar. Gör. Bahar Öz

PERFORMANS BOYUTLARI ve TANIMLARI

(1) ZAMAN YÖNETİMİ: Yapılması gereken işleri önceliklerine göre düzenleyip, yeni eklenecek olan işlerle ilgili ayarlamaları önceki işlerin yapılışını engellemeyecek şekilde yaparak tüm işlerin zamanında bitmesini sağlamak.
(2) İŞE BAĞLILIK: Kendini işine ait hissetmek, işini benimsemek, önemsemek ve ciddiye alarak yapmak.
(3) SORUMLULUK: İşini yaparken üzerine aldığı görevlerin ciddiyetinin, yapıldığı ve yapılmadığı durumlardaki sonuçlarının farkında olmak ve bu sonuçları sahiplenebilmek.
(4) MOTİVASYON: Verilen işleri yaparken büyük bir gayretle çalışmak ve işi daima daha iyi yapma isteğinde olduğunu göstererek yapmak.
(5) AKADEMİK YETKİNLİK: İşini yapabilmek için gerekli kuramsal bilgilere ve bu bilgileri kullanmasını sağlayacak becerilere sahip olmak.
(6) KENDİNİ GELİŞTİRME: İşini yapabilmek ve daha da ileriye götürebilmek için kendinden kaynaklanan eksikleri tamamlamak ve hataları düzeltmek.
(7) ULAŞILABİLİR OLMAK / YERİNDE BULUNMAK: Resmen belirlenmiş olan veya çalışmaların gidişine göre sonradan kararlaştırılmış zamanlarda ulaşılabilir olmak.
(8) İNSAN İLİŞKİLERİ: Çalışırken etkileşim içinde olduğu insanlara hangi durumlarda nasıl yaklaşması gerektiğini ayarlamak, ilişkilerinde olumlu tavırlar sergileyip, yaptığı işin akışını kolaylaştırıcı, destekleyici, işe katkı sağlayıcı ilişkiler kurmak.
(9) ETİK / PROFESYONELLİK: İşini yaparken başkalarını da zor durumda bırakmayacak şekilde, kimsenin hakkına saygısızlık etmeden ve belirlenen çalışma kurallarına uyarak çalışmak.

(10) TAKIM ÇALIŞMASI: Takım halinde çalışılan durumlarda çalıştığı takımın amaçlarını ve kurallarını anlayıp bunlara uygun bir şekilde çalışabilmek, takımın amaçlarına ulaşması için takımdaki diğer insanlarla bir bütün olarak çalışabilmek.
(11) TEKNİK DONANIM: İşini yaparken kullanması gereken teknik aletlerin (bilgisayar, laboratuar malzemeleri vb.) kullanımı konusunda yeterli bilgi ve becerilere sahip olmak, bu bilgi ve becerileri gerektiği durumlarda yeterince kullanabilmek.
(12) GÖNÜLLÜLÜK: İş içinde ortaya çıkan ve ilk başta hiç kimseye ait olmayan görevleri yapmak için istekli olmak, işini yaparken etkileşim içinde olduğu kişilere (öğretim elemanı, araştırma görevlileri, öğrenciler vb.) gerekli durumlarda yardımcı olmak istemek.
(13) İŞ KALİTESİ: Verilen işi doğru ve eksiksiz bir şekilde, sonucunda kendisinden istenilen sonuçlara veya daha fazlasına ulaşacak şekilde tamamlamak.
(14) PROBLEM ÇÖZME: Sahip olduğu tüm bilgi, becerileri, yetenek vb. özelliklerini kullanarak işi ile ilgili karşısına çıkan herhangi bir sorun için, o soruna uygun çözüm yolları geliştirebilmek
(15) YARATICILIK: İş yapılırken kullanılan klasik yöntemlerin dışında yeni fikir, uygulama ve çözüm yolları geliştirebilmek; veya varolan yöntemlerde değişiklikler yaparak alternatif çözüm yolları oluşturabilmek.
(16) GEÇİMSİZ OLMAK: Kendisinden istenileni yapmayarak veya istenilenin tam tersi davranışlar sergileyerek çalışma ortamının herkes tarafından uyulan ve işlerin devamını sağlayan kurallarına uyumsuzluk göstermek.
(17) DİĞER ÖZELLİKLER: İşi yapmak için sahip olunması gereken özellikler.

DAVRANIŞ/ÖZELLİK ÖRNEKLERİ	Boyut No
1. Çalışması istenilen konudaki bilgi düzeyinin eksik olması	
2. İşe devamda aksaklıklar göstermek	
3. İşini çeşitli kaynaklardan araştırmalar yaparak yapmak	
4. Öğrencilere kötü, ters ve/veya aşağılayıcı davranmak	
5. Öğretim elemanı-öğrenci arasındaki diyalogun artmasına yardımcı olmak	
6. Sınırlarını bilmeyerek diğer çalışma arkadaşlarının sorumluluk alanlarına girmek	
7. Karşılaştığı sorunlara çeşitli çözüm yolları bulmak için çalışmak	
8. Geçici bir iş olduğunu düşündüğü için işine gerekli özeni göstermemek	
9. Literatürde bulunan bilgileri kendi kendine derleyebilmek, analiz edebilmek ve analiz sonucunda çözüm üretebilmek	
10. Çalışma konusunun içeriğine hakim olmamak	
11. İş bitirici olmak	
12. İşini yakınmadan yapmak	
13. İşini yaparken kullanması gereken bilgisayar programları hakkında bilgi sahibi olmak etkili bir şekilde kullanabilmek	
14. Mecbur olmadığı zamanlarda bile öğrencilere zaman ayırıp onlarla ilgilenmek	
15. Düzenlenen ofis saatlerinde yerinde bulunmamak	
16. Öğretim elemanlarının yürüttüğü işlerde onların fikrini beğenmezse başına buyruk hareket etmek	
17. Aslında kısa sürede yapabileceği bir işi uzun zamana yaymak	
18. Çalıştığı takımda kendi üzerine düşen işleri yaptıktan sonra, takım arkadaşlarının da işlerini bitirmelerine yardımcı olmak	

DAVRANIŞ/ÖZELLİK ÖRNEKLERİ	Boyut No
19. İşe yeni başlayan veya yeni bir konuda çalışmaya başlayan çalışma arkadaşlarına daha kolay adapte olabilmeleri için yol göstermek	
20. İşini aksatmamak için çalışma süresinin dışında da çalışmak	
21. Kendi işi olmadığı halde, çok yoğun olduğu için sıkışan bir çalışma arkadaşına işlerini yapmasında yardımcı olmak	
22. Öğrencilere yardımcı olmak ve yanlışlarını düzeltmek için uğraşmak	
23. Çalışmalarını yaparken başkasının yardımına ihtiyaç duymak, çalışmayı kendi kendine yönlendirememek	
24. Görev aldığı dersle ilgili konuda araştırma ve öğrenme çabası göstermek	
25. İşini sahiplenmek, kendi işi olarak görmek, işini yaparken özveriden kaçınmamak	
26. Diğer çalışma arkadaşları ile paylaşması gereken iş ile ilgili bilgileri paylaşmamak	
27. Kime ne şekilde yaklaşacağını ayarlayabilmek, gerekli durumlarda uygun şeklide, kimseyi kırmadan araya girmek	
28. Öğrencilerle uyumlu olmak	
29. Hatasız/eksiksiz iş yapmak	
30. İşini yaparken bir sorunla karşılaştığında kuralları uygun şekilde esneterek çözüm yolları üretebilmek	
31. Karşılaşılan bir sorun için farklı çözümler üretebilmek	
32. Proje geliştirme özelliğine sahip olmamak	
33. Çalışılan takıma özgü çalışma ruhunu algılamak ve uygulamak	
34. İşini yaparken kaprisli davranmak	
35. En az işi yapıp en çok kazancı elde etme anlayışı ile çalışmak	
36. Kimseye haber vermeden/yerine kimseyi ayarlamadan görevini yerine getirmemek	
37. Özel yaşamındaki sorunları iş yaşamına yansıtmak	
38. Daha önce kimsenin yapmayı kabul etmediği bir işi kabul etmek	
39. Kendisinden istenmemesine rağmen iş ile ilgili değişik uygulamalar yapmak, yeni yollar araştırıp kullanmak	
40. Öğrencilerle sürekli diyalog halinde olmak	
41. Düzenlenen ofis saatlerinde ve dersle ilgili faaliyetlere ayrılan zamanda yerinde olmamak	
42. İşlerine karşı ilgisiz, vurdumduymaz olmak	
43. Çok işim var diye sitem edip işlerle çok fazla ilgilenmemek	
44. İşiyle ilgili sorunları birlikte çalıştığı öğretim elemanına söylemeden önce kendi yöntemleriyle çözmeye çalışmak, sonuç alamazsa öğretim elemanına danışmak	
45. Kendine görev olarak verilmediği halde yapılacak şeyleri önceden öğretim elemanına hatırlatmak veya yapılacak iş olup olmadığını sormak	
46. Öğrencilerin derslerle ilgili sorularını kolaylıkla cevaplayabilmek	
47. Uyarı ve yönlendirmelere karşı davranışlarında değişiklik göstermemek	
48. Zorunlu olmadığı halde, önemli olabileceğini düşündüğü bir şeyi araştırmak	

DAVRANIŞ/ÖZELLİK ÖRNEKLERİ	Boyut No
49. Bölümün kendi düzenlediği bazı organizasyonlarda gönüllü çalışmak	
50. İş yapılırken kullanılan teknik ekipmanla ilgili çıkabilecek sorunları kendi başına çözebilmek	
51. İşi sadece görevi olduğu için yapmak	
52. İşini yaparken kullanması gereken bilgisayar programlarını etkili bir şekilde kullanabilmek	
53. Kendisinden istenenden daha iyisini yapmak	
54. Sorunları çözmek için daima alternatif bir plan oluşturabilmek	
55. Yaptığı hatayla ilgili açık, doğru ve dürüst bir beyanda bulunmamak	
56. Bölüm içi gruplaşmalara katılmak	
57. İşi ile ilgili yapacağını söylediği şeyleri yapmamak, verdiği sözleri tutmamak	
58. Kendini işine yeterince vermemek	
59. Söz verdiği saatte söz verdiği yerde bulunmayarak işlerin aksamasına sebep olmak	
60. Yaptığı işi bir angarya/külfet olarak görmek	
61. Bir sorunu çözmek için herhangi bir emek harcamadan, uğraşmadan çözüm için hemen öğretim elemanına gitmek	
62. Dönem başında, bir dönem boyunca neyi nasıl yapacağını büyük ölçüde belirleyebilmek	
63. İşiyle uğraşmak istememek, yapmamak veya geciktirmek için bahaneler bulmak	
64. Kendisinden istenilen işi bekletmeden/geciktirmeden yapmak	
65. Öğrencilerin sorularını ilgiyle ve sabırla cevaplamak	
66. Üzerine aldığı bir işi sorunsuz bir şekilde tamamlamak	
67. Bilimsel araştırma yapmaya istekli olmak	
68. İşi tam istendiği şekliyle yapmamak	
69. İşini yaparken yapması gereken her türlü değerlendirmeyi adil ve objektif yapmak	
70. Kendisinden istenenden fazlasını yapması gerektiğinde yapmak ve bundan şikayet etmemek	
71. Öğrencilerin dersleriyle ilgili konularda elindeki kaynaklardan faydalanmalarını sağlamak	
72. Takım çalışması sırasında çalışılan takımın hızına uyum sağlayamayarak işlerin sürekli aksamasına neden olmak	
73. Yeni projeler geliştirebilmek	
74. Aynı anda birden fazla iş aldığında bile hepsini de zamanında bitirebilmek	
75. İşi ile ilgili aniden çıkan bir karışıklık veya sorunda hangi değişiklik veya düzenlemelerin hangi yöntemlerle yapılacağına karar verip, gerekli uygulamaları yapabilmek	
76. İşine saygı duymak	
77. Kendine güvenmek	
78. Öğrencilere, haksız yere zor durumda kalmalarına sebep olacak şekilde davranmak	
79. Son ana bıraktığı için, kendisinden istenilen hazırlığı tam olarak yapamamak	
80. Yaptığı işe tekrar kontrol edilmeyecek kadar güvenilmesi	

DAVRANIŞ/ÖZELLİK ÖRNEKLERİ	Boyut No
81. Dersi anlatırken hazırladığı asetatları aynen okumak, hiç yorum katmamak, konuları birbirine bağlamadan anlatmak	
82. Kendisine verilen işleri zor bulmak	
83. Önceden belirlenen iş bölümünü düzenini bozabilecek davranışlar sergilemek	
84. Bilmediği konuları öğrenmek, hatalarını ve eksiklerini düzeltmek için ekstra çaba harcamamak	
85. İşine mümkün olduğu kadar az zaman ve emek harcamayı istemek	
86. Kendi kişisel çalışmalarını iş ile ilgili görevlerden daha ön planda tutarak, kendi çıkarları doğrultusunda iş yapmak	
87. Takım çalışması sırasında fazla hırslı ve iddialı davranmak	
88. Yoğun olduğu zamanlarda bile işlerini tamamlamak	
89. Analitik düşünmek	
90. İş yapılacağı zaman ortadan kaybolmak	
91. İşini geçiştirmek, kolaya kaçarak yapmak	
92. Kendi ile barışık olmak	
93. Öğretim elemanları için yaptığı işleri sadece tamamlamak için, sonucun kalitesini düşünmeden yapmak	
94. Yapması gereken bir işi unutmak	
95. Dedikodu yapmak	
96. Ekstra görevler için gönüllü olmak	
97. Kendisine verilen işleri kendi özel çalışmalarından önde tutmak	
98. İşini özenerek, en iyi şekilde tamamlama şevk ve hevesiyle yapmak	
99. Kendi çalıştığım öğretim elemanı dışında kimsenin işini yapmam tavrı sergilemek	
100. Mesai saatleri dışında asistanlık ile ilgili faaliyetlere zaman ayırmaktan kaçınmamak	
101. Sevdiğim iş/sevmediğim iş ayrımı yapmadan verilen tüm işleri özenle yapmak	
102. "Yapamam/istemiyorum" gerekçesiyle verilen işi reddetmek	
103. Çalışma saatlerinde yerinde bulunmak	
104. Görevlendirildiği işleri bilinçli bir şekilde yapmamak	
105. İşini yaparken bir sorunla karşılaştığında panik olmak ve bundan dolayı sorunu kendi kendine çözememek	
106. Mecbur olmadığı zamanlarda bile öğrencilere vakit ayırıp onlarla ilgilenmek	
107. Verilen işte ne istendiğini çabuk kavramak	
108. Görev alanında sayılabilecek ama kendisinden talep edilmeyen, beklenmeyen ve yapmasa da hiçbir şekilde hesabı sorulmayacak bir işi üstüne almak	
109. İşini yaparken karşılaştığı sorunlar için uygulanacak çeşitli yöntemlerin sonuçlarını önceden düşünebilip o anki sorun için en uygun olanını seçebilmek	
110. Verilen işlerinin yapılış sırasını ayarlayabilmek	
111. Acilen çıkan bir işi, o anda yaptığı diğer işlerini organize ederek yapmak	
112. Çalışma alanıyla ilgili dar bir görüş açısına sahip olmak	
113. Hata olmaması için yaptığı işi kontrol etmek	

DAVRANIŞ/ÖZELLİK ÖRNEKLERİ	Boyut No
114. İşini yaparken kullanması gereken araçları (laboratuar malzemesi, video, tepegöz vb) etkili bir şekilde kullanabilmek	
115. Kendi çalışmalarıyla ilgili işleri de kendisine verilen işleri de aksatmadan yapmak	
116. Mecbur olmadığı halde angarya bir işi de yapmak	
117. Sabırlı olmak	
118. Derslerde yaratıcı örnekler sunarak öğrencileri düşünmeye itecek tarzda yönlendirmek	
119. Öğrencilerle yeteri kadar ilgilenmemek, sorunları için geldiklerine yardımcı olmamak	
120. Önceliği kendi işlerine vererek öğretim elemanlarının işlerinin beklenenden geç bitmesine sebep olmak	
121. Çalışma arkadaşlarıyla sık sık çatışma yaşamak	
122. Güvenilir olmak	
123. İnsanlara empatik yaklaşmak	
124. İşini yaparken kullanması gereken araçların (laboratuar malzemesi, video, tepegöz vb) nasıl kullanılması gerektiği hakkında bilgi sahibi olmak	
125. Verimli çalışmak, başkalarının da yararlanabileceği türden çalışmalar yapmak	
126. Açık fikirli olmak	
127. Çalışılan konu ile ilgili elindeki bilgileri takım arkadaşlarıyla paylaşmak	
128. İşini sevmek	
129. Yapılan işte bir değişiklik yapılacağı zaman sonuçlarını düşünmeden, bu değişikliği birlikte çalıştığı öğretim elemanına danışmadan yapmak	
130. "Daha önemli" işleri olduğunu söyleyerek işi yapmak istememek	
131. Özverili olmak	
132. Takımın çalışma tarzına çabuk adapte olmak	

APPENDIX F

PILOT STUDY VERSION OF THE AEF

ODTÜ ARAŞTIRMA GÖREVLİSİ

PERFORMANS DEĞERLENDİRME FORMU

Bu araştırmanın amacı, ODTÜ'de **araştırma görevlilerinin performans değerlendirmesinde** kullanılmak üzere çok boyutlu bir değerlendirme aracı geliştirmek ve geliştirilen bu araç aracılığıyla yapılan değerlendirmeleri bazı temel bireysel niteliklerle karşılaştırmaktır. Aşağıda bu amaçla hazırlanmış ve araştırma görevliliği işi için kritik olan temel davranış maddeleri içeren bir değerlendirme formu bulunmaktadır. Sizden istenilen **son 3-4 aydır (2002-2003 bahar dönemi boyunca)** birlikte çalıştığınız bir araştırma görevlisini bu formu kullanarak değerlendirmenizdir.

Bu çalışmanın sonuçları sadece araştırmacı tarafından görülecek ve araştırma amacı dışında kullanılmayacaktır. Değerlendirmelerinizi olabildiğince objektif ve eksiksiz bir şekilde yapacağınızı umar, katkılarınız için çok teşekkür ederiz.

Araş. Gör. Bahar Öz
ODTÜ Psikoloji Bölümü
Tel: 210 51 18
E-posta: ozbahar@metu.edu.tr

Cinsiyetiniz: _____ Kadın _____ Erkek   **Doğum yılınız:** _____

Çalıştığınız bölüm: _____   **Unvanınız:** _____

Bu bölümdeki çalışma süreniz (yıl ve/veya ay olarak belirtiniz): _____

❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖

Aşağıda araştırma görevliliği için kritik olan temel davranışlar sunulmuştur. Lütfen performansını değerlendireceğiniz araştırma görevlisinin belirtilen her bir davranışı sergileme sıklığını aşağıdaki 5 basamaklı ölçek üzerinde belirtiniz.

Eğer herhangi bir maddede ifade edilen davranış, değerlendireceğiniz araştırma görevlisi ile son 3-4 aylık çalışma süreniz boyunca yaptığınız işlerle ilgili değilse "uygun değil" seçeneğini işaretleyiniz.

Örnek: Eğer araştırma görevlisi yapması gereken bir işi **genellikle** unutuyorsa, aşağıda gösterildiği gibi yapmanız gereken, ölçekte **4** rakamını daire içine almaktır.

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman		Uygun Değil
1. Yapması gereken bir işi unutmak	1	2	3	(4)	5		

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman		Uygun Değil
1. Öğretim elemanı için yaptığı işleri sadece taamlamak için, sonucun kalitesini düşünmeden yapmak	1	2	3	4	5		
2. İşini yaparken bir sorunla karşılaştığında panik olmak ve bundan dolayı sorunu kendi kendine çözememek	1	2	3	4	5		
3. İşi ile ilgili yapacağını söylediği şeyleri yapmamak, verdiği sözleri tutmamak	1	2	3	4	5		
4. İş yapılırken kullanılan teknik ekipmanla ilgili çıkabilecek sorunları kendi başına çözebilmek	1	2	3	4	5		
5. İşiyle ilgili sorunları birlikte çalıştığı öğretim elemanına söylemeden önce kendi yöntemleriyle çözmeye çalışmak, sonuç alamazsa öğretim elemanına danışmak	1	2	3	4	5		
6. Çalışılan konu ile ilgili elindeki bilgileri birlikte çalıştığı arkadaşlarıyla paylaşmak	1	2	3	4	5		
7. Yapması gereken bir işi unutmak	1	2	3	4	5		
8. Uyarı ve yönlendirmelere karşı davranışlarında değişiklik göstermemek	1	2	3	4	5		
9. İşini özenerek ve hevesle yapmak	1	2	3	4	5		
10. Bir sorunu çözmek için herhangi bir emek harcamadan, çözüm için hemen öğretim elemanına gitmek	1	2	3	4	5		
11. İşe devamda aksaklıklar göstermek	1	2	3	4	5		

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman	Uygun Değil
12. Kısa sürede yapabileceği bir işi uzun zamana yaymak	1	2	3	4	5	
13. Zorunlu olmadığı halde, önemli olabileceğini düşündüğü bir şeyi/konuyu araştırmak	1	2	3	4	5	
14. Daha önce kimsenin yapmayı kabul etmediği bir işi kabul etmek	1	2	3	4	5	
15. Son ana bıraktığı için, kendisinden istenilen hazırlığı tam olarak yapamamak	1	2	3	4	5	
16. Kendi işi olmadığı halde, çok yoğun olduğu için sıkışan bir çalışma arkadaşına işlerini yapmasında yardımcı olmak	1	2	3	4	5	
17. İşini yaparken bir sorunla karşılaştığında kuralları uygun şekilde esneterek çözüm yolları üretebilmek	1	2	3	4	5	
18. Öğrencilere kötü, ters ve/veya aşağılayıcı davranmak	1	2	3	4	5	
19. Ekstra görevler için gönüllü olmak	1	2	3	4	5	
20. Önceliği kendi işlerine vererek öğretim elemanlarının işlerinin beklenenden geç bitmesine sebep olmak	1	2	3	4	5	
21. Çalışma konusunun içeriğine hakim olmamak	1	2	3	4	5	
22. Grup halinde çalışma tarzına çabuk adapte olmak	1	2	3	4	5	
23. Aynı anda birden fazla iş aldığı durumlarda bütün işleri zamanında bitirebilmek	1	2	3	4	5	
24. Çalışma saatlerinde yerinde bulunmak	1	2	3	4	5	
25. İşini yaparken kullanması gereken bilgisayar programlarını etkili bir şekilde kullanabilmek	1	2	3	4	5	
26. Dönem başında, bir dönem boyunca neyi nasıl yapacağını büyük ölçüde belirleyebilmek	1	2	3	4	5	
27. Hata olmaması için yaptığı işi kontrol etmek	1	2	3	4	5	
28. Çalışmalarını yaparken başkasının yardımına ihtiyaç duymak, çalışmayı kendi kendine yönlendirememek	1	2	3	4	5	

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman	Uygun Değil
29. Öğrencilerle uyumlu olmak	1	2	3	4	5	
30. Sevdiğim iş/sevmediğim iş ayrımı yapmadan verilen tüm işleri özenle yapmak	1	2	3	4	5	
31. Kimseye haber vermeden/yerine kimseyi ayarlamadan görevini yerine getirmemek	1	2	3	4	5	
32. İşini yaparken kullanması gereken araçların (laboratuar malzemesi, video, tepegöz vb.) nasıl kullanılması gerektiği hakkında bilgi sahibi olmak ve bunları etkili bir şekilde kullanabilmek	1	2	3	4	5	
33. Düzenlenen ofis saatlerinde ve dersle ilgili faaliyetlere ayrılan zamanda yerinde olmamak	1	2	3	4	5	
34. Verilen işlerinin öncelik sırasını ayarlayabilmek	1	2	3	4	5	
35. Öğrencilerin sorularını ilgiyle ve sabırla cevaplamak	1	2	3	4	5	
36. Öğrencilerle sürekli diyalog halinde olmak	1	2	3	4	5	
37. Sınırlarını bilmeyerek diğer çalışma arkadaşlarının sorumluluk alanlarına girmek	1	2	3	4	5	
38. Görev alanında sayılabilecek ama kendisinden talep edilmeyen, beklenmeyen ve yapmasa da hiçbir şekilde hesabı sorulmayacak bir işi üstüne almak	1	2	3	4	5	
39. Karşılaştığı sorunlara çeşitli çözüm yolları bulmak için çalışmak	1	2	3	4	5	
40. İşini yaparken kullanması gereken bilgisayar programları hakkında bilgi sahibi olmak ve bu programları etkili bir şekilde kullanabilmek	1	2	3	4	5	
41. İşini yaparken yapması gereken her türlü değerlendirmeyi adil ve objektif yapmak	1	2	3	4	5	
42. Çalışması istenilen konudaki bilgi düzeyinin eksik olması	1	2	3	4	5	
43. İşini yaparken gerekli araçları (laboratuar malzemesi, video, tepegöz vb.) kullanırken yardıma ihtiyaç duymak	1	2	3	4	5	

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman		Uygun Değil
44. İşini çeşitli kaynaklardan araştırmalar yaparak yapmak	1	2	3	4	5		
45. Kime ne şekilde yaklaşacağını ayarlayabilmek, gerekli durumlarda uygun şeklide, kimseyi kırmadan araya girmek	1	2	3	4	5		
46. İşine mümkün olduğu kadar az zaman ve emek harcamayı istemek	1	2	3	4	5		
47. İşini yaparken karşılaştığı sorunlar için uygulanacak çeşitli yöntemlerin sonuçlarını önceden düşünebilip o anki sorun için en uygun yöntemi seçebilmek	1	2	3	4	5		
48. Literatürde bulunan bilgileri kendi kendine derleyebilmek, analiz edebilmek ve analiz sonucunda çözüm üretebilmek	1	2	3	4	5		
49. Hatasız/eksiksiz iş yapmak	1	2	3	4	5		
50. İşini yaparken kaprisli davranmak	1	2	3	4	5		
51. Öğrencilerin derslerle ilgili sorularını kolaylıkla cevaplayabilmek	1	2	3	4	5		
52. Grup çalışması sırasında fazla hırslı ve iddialı davranmak	1	2	3	4	5		
53. Mecbur olmadığı zamanlarda bile öğrencilere vakit ayırıp onlarla ilgilenmek	1	2	3	4	5		
54. Öğretim elemanı-öğrenci arasındaki diyaloğun artmasına yardımcı olmak	1	2	3	4	5		
55. İşi tam istendiği şekliyle yapmamak	1	2	3	4	5		
56. Bölümün kendi düzenlediği bazı organizasyonlarda gönüllü çalışmak	1	2	3	4	5		
57. Birlikte çalıştığı grubun hızına uyum sağlayamayarak işlerin sürekli aksamasına neden olmak	1	2	3	4	5		
58. İnsanlara empatik yaklaşmak	1	2	3	4	5		
59. Ekip halinde çalışılan durumlarda, ekibe özgü çalışma ruhunu algılamak ve uygulamak	1	2	3	4	5		
60. Bilmediği konuları öğrenmek, hatalarını ve eksiklerini düzeltmek için ekstra çaba harcamamak	1	2	3	4	5		
61. En az işi yapıp en çok kazancı elde etme anlayışı ile çalışmak	1	2	3	4	5		
62. Yaptığı işe tekrar kontrol edilmeyecek kadar güvenilmesi	1	2	3	4	5		

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman		Uygun Değil
63. Çalışma arkadaşlarıyla sık sık çatışma yaşamak	1	2	3	4	5		
64. Acilen çıkan bir işi, o anda yaptığı diğer işlerini organize ederek yapmak	1	2	3	4	5		
65. Görev aldığı konu ile ilgili araştırma ve öğrenme çabası göstermek	1	2	3	4	5		
66. İşi ile ilgili aniden çıkan bir karışıklık veya sorunda hangi değişiklik veya düzenlemelerin hangi yöntemlerle yapılacağına karar verip, gerekli uygulamaları yapabilmek	1	2	3	4	5		

**ITEMS ELIMINATED AS A RESULT OF THE FACTOR ANALYSIS
CONDUCTED FOR THE 65-ITEM AEF**

ITEM	Factor 1	Factor 2	Reason for Elimination		
			Cross Loading	Conceptual Irrelevance	Low Loadings
(58)*nsanlara empatik yaklaşmak	.757			√	
(50)İşini yaparken kaprisli davranmak	.734			√	
(42)Çalışması istenilen konudaki bilgi düzeyinin eksik olması	.672	.490	√	√	
(45)Kime ne şekilde yaklaşacağını ayarlayabilmek, gerekli durumlarda uygun şekilde, kimseyi kırmadan araya girmek	.670			√	
(35)Öğrencilerin sorularını ilgiyle ve sabırla cevaplamak	.664	.489	√	√	
(29)Öğrencilerle uyumlu olmak	.648			√	
(47)İşini yaparken karşılaştığı sorunlar için uygulanacak çeşitli yöntemlerin sonuçlarını önceden düşünebilip o anki sorun için en uygun yöntemi seçebilmek	.648	.459	√		
(18)Öğrencilere kötü, ters ve/veya aşağılayıcı davranmak	.630			√	

| | | | Reason for Elimination | | |
ITEM	Factor 1	Factor 2	Cross Loading	Conceptual Irrelevance	Low Loadings
(59)Ekip halinde çalışılan durumlarda, ekibe özgü çalışma ruhunu algılamak ve uygulamak	.587	.439	√		
(22)Grup çalışma tarzına çabuk adapte olmak	.576	.382	√	√	
(56)Bölümün kendi düzenlediği bazı organizasyonlarda gönüllü çalışmak	.566			√	
(51)Öğrencilerin derslerle ilgili sorularını kolaylıkla cevaplayabilmek	.558	.375	√		
(3)İşi ile ilgili yapacağını soylediği şeyleri yapmamak, verdiği sözleri tutmamak	.552	.371	√	√	
(63)Çalışma arkadaşlarıyla sık sık çatışma yaşamak	.552			√	
(28)Çalışmalarını yaparken başkasının yardımına ihtiyaç duymak, çalışmayı kendi kendine yönlendirememek	.549	.357	√	√	
(65)Görev aldığı konu ile ilgili araştırma ve öğrenme çabası göstermek	.531	.503	√	√	
(62)Yaptığı işe tekrar kontrol edilmeyecek kadar güvenilmesi	.494	.442	√	√	
(61)En az işi yapıp en çok kazancı elde etme anlayışı ile çalışmak	.472			√	
(10)Bir sorunu çözmek için herhangi bir emek harcamadan, çözüm için hemen öğretim elemanına gitmek					√

ITEM	Factor 1	Factor 2	Reason for Elimination		
			Cross Loading	Conceptual Irrelevance	Low Loadings
(4)İş yapılırken kullanılan teknik ekipmanla ilgili çıkabilecek sorunları kendi başına çözebilmek		.810		√	
(1)Öğretim elemanları için yaptığı işleri sadece tamamlamak için, sonucun kalitesini düşünmeden yapmak	.604	.615	√	√	
(53)Mecbur olmadığı zamanlarda bile öğrencilere vakit ayırıp onlarla ilgilenmek	.452	.547	√	√	
(5)İşiyle ilgili sorunları birlikte çalıştığı öğretim elemanına öylemeden önce kendi yöntemleriyle çözmeye çalışmak, sonuç alamazsa öğretim elemanına danışmak					√

Note: *(...) indicated the item number of that item in the original AEF
Items are ordered according to their loadings

APPENDIX H

ITEMS ELIMINATED AS A RESULT OF THE FACTOR ANALYSIS CONDUCTED FOR THE 30 ITEMS PLACED UNDER TASK PROFICIENCY SUBDIMENSION

| | | | Reason for Elimination | |
ITEM	Factor 1	Factor 2	Cross Loading	Low Loadings
(21)*Çalışma konusunun içeriğine hakim olmamak	.561	.460	√	
(24)Çalışma saatlerinde yerinde bulunmak				√
(55)İşi tam istendiği şekliyle yapmamak	.403	.469	√	

Note: *(...) indicated the item number of that item in the original AEF

Items are ordered according to their loadings

FACTOR STRUCTURE OF THE TASK PERFORMANCE SUBSCALE OF THE AEF

ITEMS	TPR	MPD
(48)*Literatürde bulunan bilgileri kendi kendine derleyebilmek, analiz edebilmek ve analiz sonucunda çözüm üretebilmek	.769	
(49)Hatasız/eksiksiz iş yapmak	.708	
(27)Hata olmaması için yaptığı işi kontrol etmek	.694	
(66)İşi ile ilgili aniden çıkan bir karışıklık veya sorunda hangi değişiklik veya düzenlemelerin hangi yöntemlerle yapılacağına karar verip, gerekli uygulamaları yapabilmek	.640	
(26)Dönem başında, bir dönem boyunca neyi nasıl yapacağını büyük ölçüde belirleyebilmek	.604	
(34)Verilen işlerinin öncelik sırasını ayarlayabilmek	.603	
(44)İşini çeşitli kaynaklardan araştırmalar yaparak yapmak	.572	
(2)İşini yaparken bir sorunla karşılaştığında panik olmak ve bundan dolayı sorunu kendi kendine çözememek	.569	
(36)Öğrencilerle sürekli diyalog halinde olmak	.548	
(40)İşini yaparken kullanması gereken bilgisayar programları hakkında bilgi sahibi olmak ve bu programları etkili bir şekilde kullanabilmek	.544	
(64)Acilen çıkan bir işi, o anda yaptığı diğer işlerini organize ederek yapmak	.515	
(39)Karşılaştığı sorunlara çeşitli çözüm yolları bulmak için çalışmak	.511	
(32)İşini yaparken kullanması gereken araçların (laboratuar malzemesi, video, tepegöz vb.) nasıl kullanılması gerektiği hakkında bilgi sahibi olmak ve bunları etkili bir şekilde kullanabilmek	.509	
(54)Öğretim elemanı-öğrenci arasındaki diyaloğun artmasına yardımcı olmak	.474	

ITEMS	TPR	MPD
(23)Aynı anda birden fazla iş aldığı durumlarda bütün işleri zamanında bitirebilme	.442	
(31)Kimseye haber vermeden/yerine kimseyi ayarlamadan görevini yerine getirmemek		.738
(8)Uyarı ve yönlendirmelere karşı davranışlarında değişiklik göstermemek		.715
(57)Birlikte çalıştığı grubun hızına uyum sağlayamayarak işlerin sürekli aksamasına neden olmak		.703
(20)Önceliği kendi işlerine vererek öğretim elemanlarının işlerinin beklenenden geç bitmesine sebep olmak		.689
(46)İşine mümkün olduğu kadar az zaman ve emek harcamayı istemek		.643
(33)Düzenlenen ofis saatlerinde ve dersle ilgili faaliyetlere ayrılan zamanda yerinde olmamak		.630
(12)Kısa sürede yapabileceği bir işi uzun zamana yaymak		.622
(30)Sevdiğim iş/sevmediğim iş ayrımı yapmadan verilen tüm işleri özenle yapmak		.584
(7)Yapması gereken bir işi unutmak		.581
(11)İşe devamda aksaklıklar göstermek		.541
(15)Son ana bıraktığı için, kendisinden istenilen hazırlığı tam olarak yapamamak		.515
(43)İşini yaparken gerekli araçları (laboratuar malzemesi, video, tepegöz vb.) kullanırken yardıma ihtiyaç duymak		.513

Note: Items were sorted according to their loadings, (...)* indicates the item number of that item in the AEF. TPR: Task Proficiency, MPD: Maintaining Personal Discipline

APPENDIX J

ITEMS ELIMINATED AS A RESULT OF THE FACTOR ANALYSIS CONDUCTED FOR THE 39-ITEM AEF

ITEM	Factor 1	Factor 2	Reliability*	Reason for Elimination		
				Cross Loading	Conceptual Irrelevance	Low Loadings
(46)**İşine mümkün olduğu kadar az zaman ve emek harcamayı istemek	0.686	0.369		√	√	
(8)Uyarı ve yönlendirmelere karşı davranışlarında değişiklik göstermemek	0,670				√	
(49)Hatasız, eksiksiz iş yapmak	0.587		√			
(36)Öğrencilerele sürekli dialog halinde olmak	0.533				√	
(63)Çalışma arkadaşlarıyla sık sık çatışma yaşamak	0.489				√	
(27)Hata olmaması için yaptığı işi kontrol etmek	0.488	0.477		√	√	
(40)İşini yaparken kullanması gereken bilgisayar programları hakkında bilgi sahibi olmak ve bu programları etkili bir şekilde kullanabilmek	0,433	0,407		√	√	

ITEM	Factor 1	Factor 2	Reliability*	Reason for Elimination		
				Cross Loading	Conceptual Irrelevance	Low Loadings
(2)İşini yaparken bir sorunla karşılaştığında panik olmak ve bundan dolayı sorunu kendi kendine çözememek	.422	.380		√	√	
(26)Dönem başında bir dönem boyunca neyi nasıl yapacağını büyük ölçüde belirleyebilmek	.421	.353		√		
(11)İşe devamda aksaklıklar göstermek	.356		√			
(43)İşini yaparken gerekli araçları (laboratuar malzemesi, video, tepegöz vb.) kullanırken yardıma ihtiyaç duymak						√
(17)İşini yaparken bir sorunla karşılaştığında kuralları uygun şekilde esneterek çözüm yolları üretebilmek		.717	√			
(41) İşini yaparken yapması gereken her türlü değerlendirmeyi adil ve objektif yapmak		.601			√	
(34)Verilen işlerin öncelik sırasını ayarlayabilmek	.422	.529		√	√	

Note: * Shows the items eliminataed because of reducing reliability coefficients of the scale.
* *(...) indicates the item number of that item in the original AEF.
Items are ordered according to their loadings.

APPENDIX K

RATING FORM FOR THE TASK PERFORMANCE-CONTEXTUAL PERFORMANCE DIFFERENTIATION

Aşağıda, iki temel performans boyutunun tanımlarıyla birlikte, yapılan önçalışmalar sonunda tespit edilen ve araştırma görevliliği için kritik olan temel davranışlar/özellikler sunulmaktadır. Lütfen, öncelikle verilen performans boyutu tanımlarını dikkatle okuyunuz. Daha sonra ise, her bir davranış/özellik maddesini inceleyip hangi performans boyutunun altında yer aldığını belirleyiniz ve ilgili boyuta ait kutucuğu işaretleyiniz.
Katkılarınız için çok teşekkür ederiz.

Ar. Gör. Bahar Öz

Görev Performansı: Görev tanımında yer alan ve iş için gerekli teknik bilgi, beceri ve yeteneklerin kullanımını gerektiren temel görev ve aktivitelerin ne denli yetkin bir şekilde yapıldığıdır.
Ortamsal Performans: Görev tanımında yer almayan, zorunluluktan çok gönüllülük temelinde yapılan ve dolaylı olarak görev performansını destekleyen davranış ve tutumlardır (örn., yardımsever [işbirliğine yatkın] tutum ve davranışlar, kurum aidiyeti, ekstra çaba harcama, isteklilik).

	Görev Performansı	Ortamsal Performans
1. Öğretim elemanı için yaptığı işleri sadece taamlamak için, sonucun kalitesini düşünmeden yapmak		
2. İşini yaparken bir sorunla karşılaştığında panik olmak ve bundan dolayı sorunu kendi kendine çözememek		
3. İşi ile ilgili yapacağını söylediği şeyleri yapmamak, verdiği sözleri tutmamak		
4. İş yapılırken kullanılan teknik ekipmanla ilgili çıkabilecek sorunları kendi başına çözebilmek		

139

	Görev Performansı	Ortamsal Performans
5. İşiyle ilgili sorunları birlikte çalıştığı öğretim elemanına söylemeden önce kendi yöntemleriyle çözmeye çalışmak, sonuç alamazsa öğretim elemanına danışmak		
6. Çalışılan konu ile ilgili elindeki bilgileri birlikte çalıştığı arkadaşlarıyla paylaşmak		
7. Yapması gereken bir işi unutmak		
8. Uyarı ve yönlendirmelere karşı davranışlarında değişiklik göstermemek		
9. İşini özenerek ve hevesle yapmak		
10. Bir sorunu çözmek için herhangi bir emek harcamadan, çözüm için hemen öğretim elemanına gitmek		
11. İşe devamda aksaklıklar göstermek		
12. Kısa sürede yapabileceği bir işi uzun zamana yaymak		
13. Zorunlu olmadığı halde, önemli olabileceğini düşündüğü bir şeyi/konuyu araştırmak		
14. Daha önce kimsenin yapmayı kabul etmediği bir işi kabul etmek		
15. Son ana bıraktığı için, kendisinden istenilen hazırlığı tam olarak yapamamak		
16. Kendi işi olmadığı halde, çok yoğun olduğu için sıkışan bir çalışma arkadaşına işlerini yapmasında yardımcı olmak		
17. İşini yaparken bir sorunla karşılaştığında kuralları uygun şekilde esneterek çözüm yolları üretebilmek		
18. Öğrencilere kötü, ters ve/veya aşağılayıcı davranmak		
19. Ekstra görevler için gönüllü olmak		
20. Önceliği kendi işlerine vererek öğretim elemanlarının işlerinin beklenenden geç bitmesine sebep olmak		
21. Çalışma konusunun içeriğine hakim olmamak		
22. Grup halinde çalışma tarzına çabuk adapte olmak		
23. Aynı anda birden fazla iş aldığı durumlarda bütün işleri zamanında bitirebilmek		
24. Çalışma saatlerinde yerinde bulunmak		
25. İşini yaparken kullanması gereken bilgisayar programlarını etkili bir şekilde kullanabilmek		
26. Dönem başında, bir dönem boyunca neyi nasıl yapacağını büyük ölçüde belirleyebilmek		
27. Hata olmaması için yaptığı işi kontrol etmek		
28. Çalışmalarını yaparken başkasının yardımına ihtiyaç duymak, çalışmayı kendi kendine yönlendirememek		
29. Öğrencilerle uyumlu olmak		

	Görev Performansı	Ortamsal Performans
30. Sevdiğim iş/sevmediğim iş ayrımı yapmadan verilen tüm işleri özenle yapmak		
31. Kimseye haber vermeden/yerine kimseyi ayarlamadan görevini yerine getirmemek		
32. İşini yaparken kullanması gereken araçların (laboratuar malzemesi, video, tepegöz vb.) nasıl kullanılması gerektiği hakkında bilgi sahibi olmak ve bunları etkili bir şekilde kullanabilmek		
33. Düzenlenen ofis saatlerinde ve dersle ilgili faaliyetlere ayrılan zamanda yerinde olmamak		
34. Verilen işlerinin öncelik sırasını ayarlayabilmek		
35. Öğrencilerin sorularını ilgiyle ve sabırla cevaplamak		
36. Öğrencilerle sürekli diyalog halinde olmak		
37. Sınırlarını bilmeyerek diğer çalışma arkadaşlarının sorumluluk alanlarına girmek		
38. Görev alanında sayılabilecek ama kendisinden talep edilmeyen, beklenmeyen ve yapmasa da hiçbir şekilde hesabı sorulmayacak bir işi üstüne almak		
39. Karşılaştığı sorunlara çeşitli çözüm yolları bulmak için çalışmak		
40. İşini yaparken kullanması gereken bilgisayar programları hakkında bilgi sahibi olmak ve bu programları etkili bir şekilde kullanabilmek		
41. İşini yaparken yapması gereken her türlü değerlendirmeyi adil ve objektif yapmak		
42. Çalışması istenilen konudaki bilgi düzeyinin eksik olması		
43. İşini yaparken gerekli araçları (laboratuar malzemesi, video, tepegöz vb.) kullanırken yardıma ihtiyaç duymak		
44. İşini çeşitli kaynaklardan araştırmalar yaparak yapmak		
45. Kime ne şekilde yaklaşacağını ayarlayabilmek, gerekli durumlarda uygun şeklide, kimseyi kırmadan araya girmek		
46. İşine mümkün olduğu kadar az zaman ve emek harcamayı istemek		
47. İşini yaparken karşılaştığı sorunlar için uygulanacak çeşitli yöntemlerin sonuçlarını önceden düşünebilip o anki sorun için en uygun yöntemi seçebilmek		
48. Literatürde bulunan bilgileri kendi kendine derleyebilmek, analiz edebilmek ve analiz sonucunda çözüm üretebilmek		

	Görev Performansı	Ortamsal Performans
49. Hatasız/eksiksiz iş yapmak		
50. İşini yaparken kaprisli davranmak		
51. Öğrencilerin derslerle ilgili sorularını kolaylıkla cevaplayabilmek		
52. Grup çalışması sırasında fazla hırslı ve iddialı davranmak		
53. Mecbur olmadığı zamanlarda bile öğrencilere vakit ayırıp onlarla ilgilenmek		
54. Öğretim elemanı-öğrenci arasındaki diyaloğun artmasına yardımcı olmak		
55. İşi tam istendiği şekliyle yapmamak		
56. Bölümün kendi düzenlediği bazı organizasyonlarda gönüllü çalışmak		
57. Birlikte çalıştığı grubun hızına uyum sağlayamayarak işlerin sürekli aksamasına neden olmak		
58. İnsanlara empatik yaklaşmak		
59. Ekip halinde çalışılan durumlarda, ekibe özgü çalışma ruhunu algılamak ve uygulamak		
60. Bilmediği konuları öğrenmek, hatalarını ve eksiklerini düzeltmek için ekstra çaba harcamamak		
61. En az işi yapıp en çok kazancı elde etme anlayışı ile çalışmak		
62. Yaptığı işe tekrar kontrol edilmeyecek kadar güvenilmesi		
63. Çalışma arkadaşlarıyla sık sık çatışma yaşamak		
64. Acilen çıkan bir işi, o anda yaptığı diğer işlerini organize ederek yapmak		
65. Görev aldığı konu ile ilgili araştırma ve öğrenme çabası göstermek		
66. İşi ile ilgili aniden çıkan bir karışıklık veya sorunda hangi değişiklik veya düzenlemelerin hangi yöntemlerle yapılacağına karar verip, gerekli uygulamaları yapabilmek		

INDIVIDUAL DIFFERENCES QUESTIONNAIRE (IDQ)

ARAŞTIRMA GÖREVLİLİĞİ BİREYSEL FARKLILIKLAR ANKETİ

Bu araştırmanın amacı, ODTÜ'de araştırma görevlilerinin performans değerlendirmesinde kullanılmak üzere çok boyutlu bir değerlendirme aracı geliştirmek ve geliştirilen bu araç aracılığıyla yapılan değerlendirmeleri bazı temel bireysel niteliklerle karşılaştırmaktır. Bu amaçla size kişilerin davranış, tutum ve duygularını değerlendirmeye yönelik iki ayrı anket verilmiştir. **Araştırmanın diğer bir parçası olarak da son 3-4 aydır (2002-2003 bahar dönemi boyunca) birlikte çalıştığınız bir öğretim elemanına sizin onayınızla, çalıştığınız bu 3-4 aylık dönem için sizi değerlendirmesi amacıyla bir performans değerlendirme formu verilecektir.**

Bu araştırmada sizden istenilen, anketlerdeki her bir maddeyi, verilen ölçekleri kullanarak olabildiğince eksiksiz bir şekilde doldurulmanızdır. Hiçbir maddenin doğru veya yanlış cevabı yoktur, önemli olan tüm soruları ne olması gerektiğine göre değil, sizin gerçekten ne düşündüğünüze göre cevaplamanızdır.

Katkılarınız için çok teşekkür ederiz.

Araş. Gör. Bahar Öz
ODTÜ Psikoloji Bölümü
Tel: 210 51 18
E-posta: ozbahar@metu.edu.tr

Adınız, soyadınız: **Cinsiyetiniz:** ___ Kadın ___ Erkek
_____

Doğum yılınız: _____   **Çalıştığınız bölüm:** _____

Bu bölümdeki çalışma süreniz (yıl ve/veya ay olarak belirtiniz):_____

Son 3-4 aydır (2002-2003 bahar dönemi boyunca) birlikte çalıştığınız ve performansınızı değerlendirmesini onayladığınız öğretim elemanının adı ve soyadı: _____

Bu bölümde sizden işinizle ilgili bazı değerlendirmeler yapmanızı istiyoruz. Aşağıda verilen her bir maddede işinizin bir yönü ele alınmıştır. Kendinize **"işimin bu yönünden ne kadar tatmin oluyorum"** sorusunu sorunuz ve cevabınızı verilen ölçeği kullanarak belirtiniz. İşinizin söz konusu yönünden ne kadar tatmin olduğunuzu her maddenin sonundaki ölçekte size uygun rakamı işaretleyerek belirtiniz.

1 = Hiç tatmin etmiyor
2 = Pek tatmin etmiyor
3 = Ne ediyor ne etmiyor
4 = Oldukça tatmin ediyor
5 = Çok tatmin ediyor

	Hiç tatmin etmiyor	Pek tatmin etmiyor	Ne ediyor ne etmiyor	Oldukça tatmin ediyor	Çok tatmin ediyor
1. Sürekli meşgul olabilme fırsatı					
2. Kendi kendime çalışma fırsatı					
3. Zaman zaman farklı şeyler yapma şansı					
4. Toplumda bir yer edinme olanağı					
5. Üstlerimin elemanlarına karşı davranış tarzı					
6. Üstlerimin karar verme konusundaki yeterliliği					
7. Vicdanıma ters düşmeyen şeyleri yapabilme olanağı					
8. Sürekli bir işe sahip olma (iş güvenliği) şansı					
9. Başka insanlar için bir şeyler yapabilme şansı					
10. Başka insanlara ne yapacaklarını söyleme fırsatı					
11. Yeteneklerimi kullanabilme olanağı					
12. Kurum politikasının uygulamaya konulma tarzı					
13. Yaptığım işe karşılık aldığım ücret					

	Hiç tatmin etmiyor	Pek tatmin etmiyor	Ne ediyor ne etmiyor	Oldukça tatmin ediyor	Çok tatmin ediyor
14. Bu işte ilerleme şansım					
15. Kendi kararımı verme özgürlüğü					
16. İş yaparken kendi yöntemlerimi deneme şansı					
17. Çalışma koşulları					
18. Çalışma arkadaşlarımın birbirleriyle anlaşması					
19. Yaptığım işten dolayı aldığım övgü					
20. İşimden elde ettiğim başarı duygusu					

Aşağıda farklı duygusal durumları niteleyen sözcükler bulunmaktadır. Lütfen, her bir sözcüğü okuyarak verilen ölçekte en uygun gördüğünüz seçeneği daire içine alınız. Bunu yaparken kendinizi **"genel olarak"** nasıl hissettiğinizi, diğer bir deyişle, her bir duyguyu ne ölçüde yaşadığınızı düşününüz.

Örnek: Kendinizi **genel olarak** oldukça **canlı** bir insan olarak görüyorsanız, soruyu cevaplarken ölçek üzerindeki **"oldukça fazla"** seçeneğini işaretlemeniz gerekmektedir.

	Çok az	Biraz	Orta düzeyde	Oldukça fazla	Aşırı derecede
1. Canlı	1	2	3	(4)	5

	Çok az	Biraz	Orta düzeyde	Oldukça fazla	Aşırı derecede
1. Hevesli	1	2	3	4	5
2. Sıkıntılı	1	2	3	4	5
3. Heyecan dolu	1	2	3	4	5
4. Morali bozuk	1	2	3	4	5
5. Güçlü	1	2	3	4	5
6. Suçlu	1	2	3	4	5
7. Ürkek	1	2	3	4	5
8. Düşmanca	1	2	3	4	5
9. Şevkli	1	2	3	4	5
10. Gururlu	1	2	3	4	5

	Çok az	Biraz	Orta düzeyde	Oldukça fazla	Aşırı derecede
11.Huzursuz-tetikte	1	2	3	4	5
12. Canlı	1	2	3	4	5
13.Kendinden utanan	1	2	3	4	5
14. İstekli	1	2	3	4	5
15. Gergin	1	2	3	4	5
16. Kararlı	1	2	3	4	5
17. İlgili	1	2	3	4	5
18. Sinirli	1	2	3	4	5
19. Aktif	1	2	3	4	5
20. Korkmuş	1	2	3	4	5

MAIN STUDY VERSION OF THE AEF

ODTÜ ARAŞTIRMA GÖREVLİSİ
PERFORMANS DEĞERLENDİRME FORMU

Bu araştırmanın amacı, ODTÜ'de **araştırma görevlilerinin performans değerlendirmesinde** kullanılmak üzere çok boyutlu bir değerlendirme aracı geliştirmek ve geliştirilen bu araç aracılığıyla yapılan değerlendirmeleri bazı temel bireysel niteliklerle karşılaştırmaktır. Aşağıda bu amaçla hazırlanmış ve araştırma görevliliği işi için kritik olan temel davranış maddeleri içeren bir değerlendirme formu bulunmaktadır. Sizden istenilen **son 3-4 aydır** birlikte çalıştığınız .... bu formu kullanarak değerlendirmenizdir.

Performansını değerlendireceğiniz araştırma görevlisiyle önceden görüşülmüş ve bu araştırma görevlisinden performansının sizin tarafınızdan değerlendirilmesine yönelik bir onay alınmıştır.

Bu çalışmanın sonuçları sadece araştırmacı tarafından görülecek ve araştırma amacı dışında kullanılmayacaktır. Değerlendirmelerinizi olabildiğince objektif ve eksiksik bir şekilde yapacağınızı umar, katkılarınız için çok teşekkür ederiz.

Araş. Gör. Bahar Öz
ODTÜ Psikoloji Bölümü
Tel: 210 51 18
E-posta: ozbahar@metu.edu.tr

Cinsiyetiniz: _____ Kadın _____ Erkek **Doğum yılınız:** _____

Çalıştığınız bölüm: _____ **Unvanınız:** _____

Bu bölümdeki çalışma süreniz (yıl ve/veya ay olarak belirtiniz): _____

❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖

Aşağıda araştırma görevliliği için kritik olan temel davranışlar sunulmuştur. Lütfen performansını değerlendireceğiniz araştırma görevlisinin belirtilen her bir davranışı sergileme sıklığını aşağıdaki 5 basamaklı ölçek üzerinde belirtiniz.

Eğer herhangi bir maddede ifade edilen davranış, değerlendireceğiniz araştırma görevlisi ile son 3-4 aylık çalışma süreniz boyunca yaptığınız işlerle ilgili değilse "uygun değil" seçeneğini işaretleyiniz.

Örnek: Eğer araştırma görevlisi yapması gereken bir işi **genellikle** unutuyorsa, aşağıda gösterildiği gibi yapmanız gereken, ölçekte **4** rakamını daire içine almaktır.

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman		Uygun Değil
1. Yapması gereken bir işi unutmak	1	2	3	(4)	5		

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman		Uygun Değil
1. Öğretim elemanı için yaptığı işleri sadece taamlamak için, sonucun kalitesini düşünmeden yapmak	1	2	3	4	5		
2. İşini yaparken bir sorunla karşılaştığında panik olmak ve bundan dolayı sorunu kendi kendine çözememek	1	2	3	4	5		
3. İşi ile ilgili yapacağını söylediği şeyleri yapmamak, verdiği sözleri tutmamak	1	2	3	4	5		
4. İş yapılırken kullanılan teknik ekipmanla ilgili çıkabilecek sorunları kendi başına çözebilmek	1	2	3	4	5		
5. İşiyle ilgili sorunları birlikte çalıştığı öğretim elemanına söylemeden önce kendi yöntemleriyle çözmeye çalışmak, sonuç alamazsa öğretim elemanına danışmak	1	2	3	4	5		
6. Çalışılan konu ile ilgili elindeki bilgileri birlikte çalıştığı arkadaşlarıyla paylaşmak	1	2	3	4	5		
7. Yapması gereken bir işi unutmak	1	2	3	4	5		
8. Uyarı ve yönlendirmelere karşı davranışlarında değişiklik göstermemek	1	2	3	4	5		
9. İşini özenerek ve hevesle yapmak	1	2	3	4	5		

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman		Uygun Değil
10. Bir sorunu çözmek için herhangi bir emek harcamadan, çözüm için hemen öğretim elemanına gitmek	1	2	3	4	5		
11. İşe devamda aksaklıklar göstermek	1	2	3	4	5		
12. Kısa sürede yapabileceği bir işi uzun zamana yaymak	1	2	3	4	5		
13. Zorunlu olmadığı halde, önemli olabileceğini düşündüğü bir şeyi/konuyu araştırmak	1	2	3	4	5		
14. Daha önce kimsenin yapmayı kabul etmediği bir işi kabul etmek	1	2	3	4	5		
15. Son ana bıraktığı için, kendisinden istenilen hazırlığı tam olarak yapamamak	1	2	3	4	5		
16. Kendi işi olmadığı halde, çok yoğun olduğu için sıkışan bir çalışma arkadaşına işlerini yapmasında yardımcı olmak	1	2	3	4	5		
17. İşini yaparken bir sorunla karşılaştığında kuralları uygun şekilde esneterek çözüm yolları üretebilmek	1	2	3	4	5		
18. Öğrencilere kötü, ters ve/veya aşağılayıcı davranmak	1	2	3	4	5		
19. Ekstra görevler için gönüllü olmak	1	2	3	4	5		
20. Önceliği kendi işlerine vererek öğretim elemanlarının işlerinin beklenenden geç bitmesine sebep olmak	1	2	3	4	5		
21. Çalışma konusunun içeriğine hakim olmamak	1	2	3	4	5		
22. Grup halinde çalışma tarzına çabuk adapte olmak	1	2	3	4	5		
23. Aynı anda birden fazla iş aldığı durumlarda bütün işleri zamanında bitirebilmek	1	2	3	4	5		
24. Çalışma saatlerinde yerinde bulunmak	1	2	3	4	5		
25. İşini yaparken kullanması gereken bilgisayar programlarını etkili bir şekilde kullanabilmek	1	2	3	4	5		
26. Dönem başında, bir dönem boyunca neyi nasıl yapacağını büyük ölçüde belirleyebilmek	1	2	3	4	5		
27. Hata olmaması için yaptığı işi kontrol etmek	1	2	3	4	5		

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman		Uygun Değil
28. Çalışmalarını yaparken başkasının yardımına ihtiyaç duymak, çalışmayı kendi kendine yönlendirememek	1	2	3	4	5		
29. Öğrencilerle uyumlu olmak	1	2	3	4	5		
30. Sevdiğim iş/sevmediğim iş ayrımı yapmadan verilen tüm işleri özenle yapmak	1	2	3	4	5		
31. Kimseye haber vermeden/yerine kimseyi ayarlamadan görevini yerine getirmemek	1	2	3	4	5		
32. İşini yaparken kullanması gereken araçların (laboratuar malzemesi, video, tepegöz vb.) nasıl kullanılması gerektiği hakkında bilgi sahibi olmak ve bunları etkili bir şekilde kullanabilmek	1	2	3	4	5		
33. Düzenlenen ofis saatlerinde ve dersle ilgili faaliyetlere ayrılan zamanda yerinde olmamak	1	2	3	4	5		
34. Verilen işlerinin öncelik sırasını ayarlayabilmek	1	2	3	4	5		
35. Öğrencilerin sorularını ilgiyle ve sabırla cevaplamak	1	2	3	4	5		
36. Öğrencilerle sürekli diyalog halinde olmak	1	2	3	4	5		
37. Sınırlarını bilmeyerek diğer çalışma arkadaşlarının sorumluluk alanlarına girmek	1	2	3	4	5		
38. Görev alanında sayılabilecek ama kendisinden talep edilmeyen, beklenmeyen ve yapmasa da hiçbir şekilde hesabı sorulmayacak bir işi üstüne almak	1	2	3	4	5		
39. Karşılaştığı sorunlara çeşitli çözüm yolları bulmak için çalışmak	1	2	3	4	5		
40. İşini yaparken kullanması gereken bilgisayar programları hakkında bilgi sahibi olmak ve bu programları etkili bir şekilde kullanabilmek	1	2	3	4	5		
41. İşini yaparken yapması gereken her türlü değerlendirmeyi adil ve objektif yapmak	1	2	3	4	5		
42. Çalışması istenilen konudaki bilgi düzeyinin eksik olması	1	2	3	4	5		

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman		Uygun Değil
43. İşini yaparken gerekli araçları (laboratuar malzemesi, video, tepegöz vb.) kullanırken yardıma ihtiyaç duymak	1	2	3	4	5		
44. İşini çeşitli kaynaklardan araştırmalar yaparak yapmak	1	2	3	4	5		
45. Kime ne şekilde yaklaşacağını ayarlayabilmek, gerekli durumlarda uygun şeklide, kimseyi kırmadan araya girmek	1	2	3	4	5		
46. İşine mümkün olduğu kadar az zaman ve emek harcamayı istemek	1	2	3	4	5		
47. İşini yaparken karşılaştığı sorunlar için uygulanacak çeşitli yöntemlerin sonuçlarını önceden düşünebilip o anki sorun için en uygun yöntemi seçebilmek	1	2	3	4	5		
48. Literatürde bulunan bilgileri kendi kendine derleyebilmek, analiz edebilmek ve analiz sonucunda çözüm üretebilmek	1	2	3	4	5		
49. Hatasız/eksiksiz iş yapmak	1	2	3	4	5		
50. İşini yaparken kaprisli davranmak	1	2	3	4	5		
51. Öğrencilerin derslerle ilgili sorularını kolaylıkla cevaplayabilmek	1	2	3	4	5		
52. Grup çalışması sırasında fazla hırslı ve iddialı davranmak	1	2	3	4	5		
53. Mecbur olmadığı zamanlarda bile öğrencilere vakit ayırıp onlarla ilgilenmek	1	2	3	4	5		
54. Öğretim elemanı-öğrenci arasındaki diyaloğun artmasına yardımcı olmak	1	2	3	4	5		
55. İşi tam istendiği şekliyle yapmamak	1	2	3	4	5		
56. Bölümün kendi düzenlediği bazı organizasyonlarda gönüllü çalışmak	1	2	3	4	5		
57. Birlikte çalıştığı grubun hızına uyum sağlayamayarak işlerin sürekli aksamasına neden olmak	1	2	3	4	5		
58. İnsanlara empatik yaklaşmak	1	2	3	4	5		
59. Ekip halinde çalışılan durumlarda, ekibe özgü çalışma ruhunu algılamak ve uygulamak	1	2	3	4	5		
60. Bilmediği konuları öğrenmek, hatalarını ve eksiklerini düzeltmek için ekstra çaba harcamamak	1	2	3	4	5		

	Hiçbir Zaman	Nadiren	Zaman Zaman	Genellikle	Her Zaman		Uygun Değil
61. En az işi yapıp en çok kazancı elde etme anlayışı ile çalışmak	1	2	3	4	5		
62. Yaptığı işe tekrar kontrol edilmeyecek kadar güvenilmesi	1	2	3	4	5		
63. Çalışma arkadaşlarıyla sık sık çatışma yaşamak	1	2	3	4	5		
64. Acilen çıkan bir işi, o anda yaptığı diğer işlerini organize ederek yapmak	1	2	3	4	5		
65. Görev aldığı konu ile ilgili araştırma ve öğrenme çabası göstermek	1	2	3	4	5		
66. İşi ile ilgili aniden çıkan bir karışıklık veya sorunda hangi değişiklik veya düzenlemelerin hangi yöntemlerle yapılacağına karar verip, gerekli uygulamaları yapabilmek	1	2	3	4	5		

APPENDIX N

TEMPLATE OF THE E-MAIL SENT TO THE FACULTY MEMBERS

Merhaba hocam,

Ben psikoloji bölümü araştırma görevlilerinden Bahar Öz. Yüksek lisans tez çalışmamın bir parçası olarak ODTÜ'de araştırma görevlilerinin performans değerlendirmesinde kullanılmak üzere performans değerlendirme formu geliştirdim. Bu aşamada, 2002-2003 bahar dönemi boyunca (geçtiğimiz dönem) birlikte çalışan araştırma görevlileri ve öğretim üyeleriyle ODTÜ genelinde bir çalışma yapıyorum. Geçen dönem birlikte çalıştığınız asistanınız .... 'e bir anket verdim ve onun verisini değerlendirmeye katabilmem için sizden alacağım performans değerlendirme verisine de ihtiyacım var; çünkü ancak asistan ve öğretim üyesinden gelen verileri birleştirerek analiz yapabiliyorum. Çalışma için ODTÜ genelinde öğretim üyelerine proje anketörümüz tarafından geçen dönem birlikte çalıştıkları araştırma görevlilerini değerlendirmek üzere bir değerlendirme formu dağıtılmaya başlanmıştır. Size de yukarıda ismi belirtilen araştırma görevlisini değerlendirebileceğiniz bir form ulaştırılacaktır.Zaman ayırıp bu formu doldurabilirseniz çok seviniriz. Katkılarınız için şimdiden çok teşekkür eder, saygılar sunarım.

Not: Performansını değerlendirmeniz istenilen araştırma görevlisi ile önceden görüşülmüş ve sizin tarafınızdan değerlendirilmesine yönelik bir onay alınmıştır. Çalışmanın sonuçları sadece araştırmacı tarafından görülecek ve araştırma amacı dışında kullanılmayacaktır.

Tekrar teşekkür ederim, iyi çalışmalar.

Araş. Gör. Bahar Öz

****
Bahar Öz
Research Assistant / Araştırma Görevlisi
Department of Psychology / Psikoloji Bölümü
METU / ODTÜ
Ankara – Türkiye

Phone / Tel: +90 312 210 5118
E-mail / E-posta: ozbahar@metu.edu.tr
Fax / Faks: +90 312 210 1288