

THE RELATIONSHIP BETWEEN MOBBING AND PATERNALISTIC
LEADERSHIP: PERCEPTION OF GENERATION Y'S

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ABSTRACT

THE RELATIONSHIP BETWEEN MOBBING AND PATERNALISTIC LEADERSHIP: PERCEPTION OF GENERATION Y'S

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Leyman introduced the term mobbing as a severe form of harassment in organizations in the 1980's based on research conducted in Sweden (Leymann, 1996). Research trying to explain the causes of bullying has two main focuses: personality of the victim/target and psychosocial work environment (Coyne, Seigne, & Randall, 2000). Research focusing on the victim's personality characteristics is based on the premise that an individual is predisposed to be bullied due to some specific individual attributes. On the other hand, studies focusing on psychosocial work environment suggest that bullying occurs in a generally stressful psychological work environment (Lind, Glaso, Pallesen, & Einarsen, 2009).

The main purpose of the present study was to investigate how mobbing perception influenced job attitudes as critical outcome variables. Moreover, it was hypothesized that job-related and supervisory factors, a psychological work environment factor, could cause experience of mobbing. That is, negative aspects of paternalistic leadership were predicted to cause mobbing perceptions. Job-related factors were proposed to have a moderating effect on this relationship. Lastly, moderating roles of generational cohort and core self-evaluations on mobbing-outcome relationships were tested.

Findings of the study provided support for the negative effect of mobbing on job-related attitudes. Moreover, core self-evaluations moderated the effect of mobbing on organizational commitment and turnover intentions. On the other hand, paternalistic leadership dimensions did not have an influence of mobbing perceptions. Similarly, the job-related factors and generational cohort were not found to moderate the relationship between negative aspects of paternalistic leadership and mobbing perceptions. The results and implications of the study were discussed and limitations of the study were addressed.

Key words: Mobbing, paternalistic leadership, core self-evaluations, Y generation

ÖZ

DUYGUSAL TACİZ VE BABACAN LİDERLİK İLİŞKİSİ: Y JENERASYONU ALGISI

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Okul çocuklarının zararlı davranışlarının isimlendirilmesine ithafen, 1980’lerde İsviçre’de gerçekleştirilen çalışmalara dayanarak, mobing kavramı işyerlerindeki şiddetli taciz şekli olarak Leyman tarafından ortaya atılmıştır (Leymann, 1996). Mobingin nedenlerini açıklamaya çalışan araştırmalar iki ana odağa sahiptir: hedefin/kurbanın kişiliği ve psikososyal iş ortamı (Coyne ve ark., 2000). Hedefin kişilik özelliklerine odaklanan çalışmalar, kişilerin belli bireysel niteliklerinin onları mobinge uğramaya yatkın hale getirdikleri önermesine dayanmaktadır. Diğer yandan, psikososyal çalışma ortamına odaklanan çalışmalar mobingin genel olarak stresli bir psikososyal ortamda ortaya çıkacağını önermektedir.

Bu çalışmanın temel amacı mobing algısının işe yönelik tutumlara olan etkisini incelemektir. Yönetici davranışlarının –bir psikolojik çalışma ortamı değişkeni- mobinge neden olacağı öngörülmüştür. Son olarak, iş özellikleri, nesil ve temel benlik algılarının hipotez edilen ilişkilerdeki düzenleyici etkisi test edilmiştir.

Çalışmanın bulguları mobingin işe yönelik tutumlar üzerinde negatif bir etkisi olduğunu desteklemektedir. Bunun yanında, temel benlik algılarının mobingin işe yönelik tutumlar üzerindeki negatif etkisinde düzenleyici değişken olduğu bulunmuştur. Diğer yandan, babacan liderlik boyutlarının mobing algısı üzerinde bir

etkisi bulunmamıştır. İş özellikleri ve Y jenerasyonu üyeliğinin sadakat bekleme boyutu ve mobing algısı arasındaki ilişkide hipotez edilen düzenleyici etkileri de anlamlı bulunmamıştır. Çalışmanın sonuçları ve öne sürdüğü çıkarımlar tartışılmış, çalışmanın sınırlılıklarına değinilmiştir.

Anahtar kelimeler: Mobbing, babacan liderlik, temel-benlik değerlendirmeleri, Y jenerasyonu

To My Mother and Beloved Emre

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CHAPTER 1

INTRODUCTION

1.1.Overview

Since its introduction by Leymann (1990), mobbing has attracted extensive research attention (e.g., Coyne et al., 2000; Einarsen, Raknes, & Matthiesen, 1994; Hauge, Skogstad, & Einarsen, 2007). This organizational phenomenon has been explored from different perspectives including its dimensions (e.g., Zapf, 1999), actors, namely victims and perpetrators (e.g., Hauge, Skogstad, & Einarsen, 2009), antecedents (e.g., Einarsen, 1999), and consequences (e.g., Hansen, Høgh, Persson, Karlson, Garde, & Orbaek, 2006). Relevant literature suggests that mobbing has effects on a number of work attitudes and health related consequences (e.g., Agervold & Mikkelsen, 2004; Bowling & Beehr, 2006; Hauge et al., 2007). Organizational commitment, turnover intentions, job satisfaction, and absenteeism were outcome variables of interest in the present study. The present study also focused on the potential moderator effect of the mobbing-outcome relationship. That is, core self-evaluations were believed to be the potential moderator of the relationship between mobbing and critical outcome variables.

Apart from the consequences, antecedents of mobbing were also of interest in the present study. There are two main approaches in the search of the antecedents of mobbing: personality of the victim/target and psychosocial work environment (Coyne et al., 2000). The premise of the research focusing on the victim's personality characteristics is that an individual is predisposed to be bullied due to some specific individual attributes. On the other hand, studies focusing on psychosocial work environment suggest that bullying occurs in a generally stressful psychological work environment (Lind et al., 2009). Psychosocial work environment, more specifically paternalistic leadership and job characteristics, was the focus the present study. It was hypothesized that specific forms of paternalistic leadership behaviors could result in mobbing perceptions. This perception would be experienced at higher levels when generation Y members were confronted with paternalistic leadership behaviors

due to their desire for autonomy and individual freedom. In other words, generational membership was expected to moderate the relationship between paternalistic leadership and mobbing perceptions. On the other hand, enriched works measured in terms of core job characteristics were expected to have neutralizing effect on the negative relationship between paternalistic leadership and mobbing perceptions.

1.2. Mobbing: Definitions and Neighboring Concepts

Mobbing was introduced as a severe form of harassment in organizations by Leymann in the 1980's based on his research conducted in Sweden (Leymann, 1996). According to Leymann, mobbing involves "hostile and unethical communication, which is directed in a systematic way by one or a few individuals mainly towards one individual who, due to mobbing, is pushed into a helpless and defenseless position, being held there by means of continuing mobbing activities" (p.168). Mobbing is different from conflict by its high frequency (at least once a week) and duration (at least six months of duration). Leymann argues that hostile activities are used negatively in mobbing cases; however, these activities themselves are not purely negative in nature. Indeed, they can be identified as quite normal interactive behaviors. Their high frequency and duration change the meaning and content of these behaviors, which eventually makes them dangerous communicative weapons in the course of mobbing process.

Based on this conceptualization, Leymann (1996) developed a typology of mobbing behaviors, and divided them into five categories according to their effects on the victim or the target of mobbing: 1) Effects on the victims' communication possibilities (e.g., obstructing communication channels, being silenced, and verbal threats), 2) Effects on the victims' social circumstance (e.g., being isolated in an office/location far away from others, and colleagues' refusal to talk with the victim any longer), 3) Effects on the victims' personal reputation (e.g., gossips about the victim, making fun of a handicap, ethnic heritage, the way victim walks or talks), 4) Effects on the victims' occupational situation (e.g., being provided with no work tasks and/or meaningless ones, degrading), 5) Effects on the victims' physical health (e.g., provision of dangerous work tasks, being threaten or attacked physically). On

the other hand, Einarsen (1999) used broader categories covering different negative acts: work-related and person-related actions. Work-related acts result in difficulty in completing work. Taking responsibilities away is a form of work-related act. On the other hand, the main focus of person-related actions is primarily the target. Socially excluding the individual, spreading rumors or libels about him/her, not considering opinions of the target are some examples of person-related acts.

Different terms are used to refer to more or less the same phenomenon. According to Matthiesen and Einarsen (2010), German-speaking countries, the Netherlands, and some Mediterranean countries adopted the term mobbing following Leymann (1996) whereas English speaking countries, such as the US prefer the term bullying. However, in the US, seemingly synonymous concepts such as “emotional abuse in the workplace” (Keashly, 1998) and “workplace harassment” (Brodsky, 1976) are in use (as cited in Matthiesen & Einarsen). In a recent review study, Aquino and Thau (2009) used the term workplace victimization in order to refer to the same phenomenon. According to the authors, when one or more members of the organization harm an employee’s wellbeing, workplace victimization occurs. Harm to wellbeing means unsatisfaction of psychological and physiological needs such as sense of belonging, being able to trust others, and believing that one is able to predict and control one’s environment.

In order mobbing to occur, a number of criteria have to be met. To illustrate, according to Einarsen (2000), when negative acts (regardless of their nature) are directed towards one or more individuals by again one or more individuals, over a period of time, bullying and/or harassment occurs. Also, the target has to have difficulty in defending him/herself, which implies imbalance of power between the parties. Therefore, the parties should not have equal power, and it should not be one single isolated event in order to call the experience as bullying. Apart from these features, Leyman’s (1990) definition focuses on frequency and length of these negative acts. In order to name the experience as mobbing, one has to be exposed to these acts at least weekly for a period of six months. Moreover, harassment can continue for years by developing gradually through an escalation process.

Taken together, workplace bullying/mobbing can be fully formulated as offending, socially excluding someone, or negatively affecting someone's work. A particular activity has to occur repeatedly and regularly (i.e., weekly) and over a considerable period of time (i.e., about six months) in order to call it bullying (or mobbing). Mobbing is an escalating process, and the person who experiences the activities find himself/herself in an inferior position which make him/her target of systematic negative social acts. If the two conflicting parties have approximately equal 'power' or the conflict is one single, isolated event, this cannot be called bullying (Einarsen, Hoel, Zapf, & Cooper, 2003a, p. 15 as cited in Matthiesen & Einarsen, 2010).

Since its introduction by Leymann (1990), mobbing has attracted extensive research attention (e.g., Coyne et al., 2000; Einarsen et al., 1994; Hauge et al., 2007). This organizational phenomenon has been explored from different perspectives including its dimensions (e.g., Zapf, 1999), actors, namely victims and perpetrators (e.g., Hauge et al., 2009), antecedents (e.g., Einarsen, 1999), and consequences (e.g., Hansen et al., 2006). The present study investigated this phenomenon in terms of its antecedents and consequences. Specifically, paternalistic leadership, a critical component of psychological work environment, was considered to be an antecedent. Core job characteristics and generation Y membership were believed to have a moderating effect on the relationship between paternalistic leadership and mobbing perceptions. Participants' identity statuses were considered as a sign of generation Y membership instead of chronological age. In terms of consequences, organizational commitment, turnover intentions, job satisfaction, and absenteeism were of interest. Core self-evaluations were believed to be potential moderators of the relationship between mobbing perceptions and critical outcome variables. In the following sections, first the literature on the consequences of mobbing is reviewed. Then, the literature on the antecedents, specifically psychosocial work environment components, is briefly reviewed. Following the review of antecedents, identity literature in terms of defining generation Y is provided. Finally, hypotheses of the study are presented.

1.3. Consequences of Mobbing

Mobbing has been found to have effects on work attitudes and health related consequences. To illustrate, in their study that investigated work environment hypothesis, Hauge et al. (2007) found that individuals exposed to mobbing had lowest levels of job satisfaction compared to bystanders or perpetrators. Supporting results came from the meta-analytic study of Bowling and Beehr (2006) on workplace harassment. There was a negative relationship between harassment and job satisfaction. Moreover, negative relationships were found between harassment and positive emotions at work, self-esteem, life satisfaction, and organizational commitment. Turnover intentions were found to be positively related to harassment.

A firm conclusion drawn from the literature is that targets of mobbing are likely to experience a variety of negative health effects as a result of being exposed to systematic and long term verbal, non-physical, and non-sexual negative acts in the workplace (Zapf & Einarsen, 2001). The results of Agervold and Mikkelsen's (2004) study supported that bullying had substantial negative effects on individuals. Individuals who were exposed to negative acts on a daily or weekly basis reported significantly higher levels of psychological stress symptoms, mental fatigue/burnout, and psychosomatic symptoms. Moreover, they had more sick-leave compared to their non-bullied counterparts. According to Bowling and Beehr (2006), generic strains, anxiety, depression, burnout, frustration, negative emotions at work, and physical symptoms were positively related to generic workplace harassment, as well. Hierarchical regression analysis revealed further support for these relationships. Workplace harassment predicted practically significant amounts of variance in burnout, physical symptoms, job satisfaction, organizational commitment, and turnover intentions after controlling for role ambiguity and role conflict. Bullied participants of Hansen et al.'s (2006) study reported more somatization, depression, and anxiety symptoms, too. A recent meta-analysis conducted by Nielsen and Einarsen (2012) on the outcomes of exposure to bullying revealed similar results. In terms of health and well-being outcomes, bullying was found to be positively related with symptoms of both mental health problems in general and its sub-dimensions,

anxiety and depression, symptoms of post-traumatic stress, general strain, somatization, burnout, and physical health problems. Although more moderate than health and well-being outcomes, job-related outcomes have also been associated with mobbing. Specifically, intent to leave, job satisfaction, organizational commitment, and absenteeism were significant correlates of bullying. Nielsen and Einarsen further analyzed their data from 13 studies in order to provide indications of long-term effects or causal directions between variables. They found that exposure to bullying were significantly related to absenteeism and mental health problems.

1.3.1. Core Self-Evaluations as a Potential Moderator of the Relationship Between Mobbing and Outcome Variables

Although the relationships of mobbing with attitudinal variables and psychological outcome variables have been well established, the literature on individual differences variables that are likely to moderate this relationship is still emerging. For example, core self-evaluations are believed to be a critical individual difference factor playing a role in the experience of mobbing. Judge, Locke, and Durham (1997) introduced the term “core evaluations” as an integrating factor in understanding individual bases of job satisfaction. According to the authors, individuals’ fundamental evaluations about themselves, the world and others make up their core evaluations. Individuals’ essential assumptions about their own worth constitute their core self-evaluations. Self-esteem, generalized self-efficacy, emotional stability, and locus of control are the fundamental components of these evaluations (Aquino & Bradfield, 2000).

Supporting the role of core self-evaluations in the experience of mobbing, Bowling, Beehr, Bennett, and Watson (2010) investigated the effects of individual factors on a specific form of workplace victimization namely interpersonal conflict. Victim’s affectivity and core self-evaluations were studied as predictors of interpersonal conflict. According to the authors, individuals with low core self-evaluations may appear as easy targets due to their poor self-view (Bowling et al.). Indeed, core self-evaluations of targets were found to be negatively related to victimization. Moreover, results supported the hypothesis that target’s positive

affectivity and core self-evaluations predicted co-worker and supervisor victimization over time. That is, initial personality variables predicted victimization measured on the second wave after initial victimization, demographic and environmental variables were controlled for, too. Although the focus of the present study was not interpersonal conflict, the findings of Bowling et al.'s study seem to apply to the perceptions of mobbing. According to Leymann (1996), mobbing can be considered as an exaggerated conflict, and in many cases, an initial critical conflict is the starting point of the experience of mobbing. I believe, mobbing can be conceptualized as a work-related stress factor. According to Harris, Harvey, and Kacmar's (2009) findings, social stressors do not impact everyone equally. That is, higher core self-evaluations "buffered" the negative effect of stressors on job-related attitudes. Thus, I expected core self-evaluations to be related with mobbing experience. More specifically, core self-evaluations were considered as factors that determine the degree of impact mobbing has on individuals since core evaluations contain individuals' fundamental evaluations about themselves, the world and others (Judge et al, 1997).

1.4.Antecedents of Mobbing

Trying to explain the causes of mobbing is another stream of research, and it has two main focuses: personality of the victim/target and psychosocial work environment related factors (Coyne et al., 2000). Research focusing on the victim's personality characteristics is based on the premise that some individuals are predisposed to be bullied. It has been suggested that personality determines who is likely to be bullied and explains the mechanisms why these individuals became a target (Lind et al. 2009).

Although not being conclusive, there is some evidence supporting the idea that target's personality has an effect in the process of mobbing. According to literature, conscientiousness and neuroticism seem common personality factors that are related to mobbing (e.g. Coyne et al., 2000; Lind et al., 2009; Samnani & Singh, 2012). Organized, self-disciplined, hardworking, conventional, and moralistic nature of conscientious individuals seem to make them potential targets of mistreatment as

their peers see them annoyingly patronizing (Lind et al., 2009). Neurotic individuals' anxiety, stress, negative attitude towards workplace may trigger potential perpetrators, too. Negative affect, proclivity to experience negative emotions such as anxiety, sadness, fear, and anger, is another characteristic that make individuals appear vulnerable to potential perpetrators (Bowling & Beehr, 2006; Hansen et al., 2006; Samnani & Singh, 2012). Employees high on negative affect may behave in certain ways that can be perceived as violating social norms or threatening others' identities. Then, they become targets of aggression or negative acts in order to enforce norms. Alternatively, they may develop high negative affect as a result of experiencing aggression over a period of time (Hansen et al., 2006).

Different from research focusing on the victim's personality characteristics, studies focusing on psychosocial work environment suggest that bullying occurs in a generally stressful psychological work environment (Lind et al., 2009). For example, research shows that both targets and bystanders are dissatisfied with leadership (Einarsen et al., 1994), they describe a poorly organized work environment with no clear roles and command structures (Leymann, 1996).

Although there is research evidence that certain personality characteristics might relate to being a target of mobbing, individual explanations of mobbing still seem controversial as it means blaming the target (Lind et al., 2009). Moreover, Leymann (1996) claimed that in its early stages mobbing is a sign of conflict about the organization of work tasks. It is the employer's responsibility to manage this conflict in the first instance. If a conflict escalates into mobbing process, it is meaningless to blame an individual's personality for it. Also, he argues that due to mobbing process, an individual could experience a post-traumatic stress syndrome, and his/her personality could change as a symptom of major mental disorder. That is, there are not any personality differences between targets and nontargets of mobbing before mobbing starts, and any observation of personality differences between targets and nontargets must be seen as a result of exposure to mobbing. Lastly, compared to an individual's personality, it is easier to control workplace environment for employers by fixing deficiencies in conflict management or building organizational policies

about conflict situations and mobbing. Taken together, factors related to psychological work environment are of special concern. Two aspects of psychosocial work environment are believed to play especially a critical role in the perception or experience of mobbing. Those are leadership and job characteristics. Hence, in the following section, the role of psychological work environment in the experience of mobbing is reviewed.

1.4.1. Psychological Work Environment as an Antecedent of Mobbing

According to work environment hypothesis of mobbing, leadership behavior could be a critical factor in the experience of mobbing (Einarsen et al., 1994). Einarsen and colleagues argue that deficiencies in leadership behavior set a proper ground for bullying to occur by creating stressful and poorly organized work environment. Supporting this view, Hauge et al. (2007) found that destructive forms of leadership, such as tyrannical leadership behavior, and passive and avoidant leadership behavior, laissez-faire leadership, were strongly related to bullying. Similarly, satisfaction with the leader was found to be mainly associated with bullying (Einarsen et al., 1994).

Skogstad, Einarsen, Torsheim, Aasland, and Hetland's (2007) study provided further support for the idea that laissez-faire leadership was not a zero-leadership type. Instead, it was a kind of destructive leadership style as it had relationship with workplace stressors, workplace bullying, and psychological distress. The results showed that role conflict, role ambiguity, and conflicts with coworkers were significant and positive correlates of laissez-faire leadership. Furthermore, these authors found that the effects of laissez-faire leadership on bullying at work were mediated by role conflict, role ambiguity, and conflicts with coworkers.

In another study, Hoel, Glaso, Hetland, Cooper, and Einarsen (2010) investigated the relationship between non-contingent punishment, autocratic leadership, laissez-faire leadership, participative leadership, and bullying. The results showed that all these particular leadership styles were associated with bullying perceptions in different patterns. Specifically, significant paths were present from

both laissez-faire leadership and non-contingent punishment to self-reported experience of bullying.

Similarly, bullied participants differed from their non-bullied colleagues on their ratings of leader's management style (Agervold & Mikkelsen, 2004). That is, they were more likely to report experiencing a more authoritarian and less employee-oriented style. For further investigation, the researchers extracted bullied participants' ratings of management style from the analysis in order to eliminate the effect of their perceptions. Job demands and management style were the only aspects differentiating between affected work departments and others.

All these studies support that there are some specific leadership behaviors under which mobbing occurs. However, above mentioned leadership practices comes from Western based managerial theories. Culture plays an important role on the success of the managerial implications. Supporting this, Aycan, Kanungo, Mendonca, Yu, Deller, Stahl, and Kurshid's (2000) comparative study on human resources practices among ten countries demonstrated that leadership in Eastern countries such as Turkey, Pakistan, and China revealed paternalistic characteristics. Moreover, Fikret-Paşa, Kabasakal, and Bodur (2001) studied the leadership behaviors which were generally accepted and performed in Turkey. According to the results, the most dominant organizational value in Turkey was identified to be collectivist values. Also, these values influenced paternalistic-considerate and laissez-faire leadership behaviors. That is, leader behaviors observed in Turkish organizations show more paternalistic-considerate and laissez-faire characteristics as the dominant culture in those organizations becomes collectivistic. Taken together, paternalistic leadership deserves attention here.

1.4.1.1.Components of Paternalistic Leadership as Antecedent of Mobbing

Paternalistic leadership can be defined as a combination of strong discipline and authority with fatherly benevolence and moral integrity, and it has three important elements: authoritarianism, benevolence, and moral leadership (Cheng, Chou, Wu, Huang, & Farh, 2004). Authoritarianism is about asserting absolute authority and control over subordinates. Moreover, unquestionable obedience from

subordinates is demanded by the leader. The paternalistic leader is concerned about the personal or familial wellbeing of his/her subordinates, which characterizes the benevolence component. Finally, leader's behaviors demonstrating superior personal virtues, self-discipline, and unselfishness refer to the moral leadership aspect (Cheng et al., 2004). Aycan (2006) further operationalized the construct as having five dimensions: 'creating a family atmosphere in the workplace,' 'establishing close and individualized relationships with subordinates,' 'getting involved with non-work domain,' 'loyalty expectation,' and 'maintaining authority.' According to her, creating family atmosphere in the workplace is related to acting like a father to subordinates, giving advices to subordinates in both professional and personal lives like a father. A paternalistic leader forms close relationships with every subordinate one by one, knows each subordinate in person, is concerned with subordinates' welfare, and has a close interest in subordinates' both professional and personal lives, which describes establishing close and individualized relationships with subordinates dimension. Participating to important events such as wedding and funeral ceremonies of his/her subordinates' and their immediate family members, when they need it, providing help and assistance to subordinates are signs of getting involved in the non-work domain. A paternalistic leader expects loyalty and commitment from subordinates. Moreover, he/she expects immediate attendance to an emergency in the company even if it means expensing private lives of subordinates. Lastly, status differences are important for paternalistic leaders, and employees should behave accordingly. Parallel to that, employees should never doubt the authority of a paternalistic leader.

Ertüreten, Cemalcılar, and Aycan (2013) investigated the effects of different leadership styles, namely transactional, transformational, authoritarian, and paternalistic, on organizational attitudes (i.e. job satisfaction, organizational commitment, turnover intentions) of mobbing victims in their study. According to the path analysis results, authoritarian leadership increased the likelihood of mobbing, while transformational and transactional leadership decreased it. In terms of paternalistic leadership, there was a small, overall negative association.

Similarly, Soylu (2011) examined the effects of paternalistic leadership on workplace bullying in the Turkish context. The results showed that bullying was associated differentially with different types/components of paternalistic leadership. Specifically, there was a positive relationship between loyalty seeking paternalism and bullying, while creating family atmosphere at work negatively contributed to bullying. Similar to Ertüreten et al.'s (2013) finding, there was a negative relationship between positive aspects of paternalistic leadership and mobbing. However, unlike the Ertüreten et al. findings, negative aspects of paternalistic leadership increased the likelihood of mobbing.

Although one of these two studies found small, negative effect of paternalistic leadership on mobbing, while the other found positive relationship, it is thought that the difference can be the result of different conceptualizations' of the authors. As stated above, paternalistic leadership is conceptualized as a multifactorial phenomenon in the literature. However, Ertüreten et al. (2013) treated paternalistic leadership as a broad factor, and they did not make specific predictions about different aspects of it. On the contrary, Soylu (2011) investigated the relationship between specific aspects of paternalistic leadership and mobbing. As explained before, there is an inherent duality between control and care in paternalism. I believe that different aspects of paternalistic leadership would result in different consequences due to this inherent duality. Therefore, paternalistic leadership was considered as a multifactorial phenomenon, and different hypotheses need to be formed related to the effects of different aspects of paternalistic leadership on mobbing.

1.4.1.2. Job Characteristics and Mobbing: Job Characteristics as a Moderator

Role conflict, role ambiguity, work control, and work load are other contents of work environment hypothesis (Einarsen et al., 1994). In their study that explored the relationship between bullying at work and work environment quality, Einarsen et al. found that control over work and experiencing role conflict were among the strongest correlates of bullying. That is, individuals desire to have control over their work and clear role definitions. Similarly, targets of workplace bullying perceived

their work environment more negatively with respect to role clarity and meaningfulness of work compared to non-bullied ones (Agervold & Mikkelsen, 2004). The results of Bowling and Beehr's (2006) study on workplace harassment showed that role conflict and role ambiguity had the strongest effect sizes among a number of possible antecedents of victimizing behaviors. Baillien, De Cuyper, and De Witte (2011) investigated the effects of job autonomy and workload on workplace bullying by applying a two-wave design with six-month interval. The results showed a positive relationship between previous workload and being a target. Previous job autonomy, however, was negatively related to being a target.

As Notelaers, DeWitte, and Einarsen (2010) stated, above mentioned working conditions or work related antecedent of mobbing are framed as job characteristics in the literature. Hackman and Oldham (1976) proposed a model that explains the conditions under which individuals will become internally motivated to perform effectively on their jobs. Based on the job characteristics model of work motivation, the overall motivating potential of a job can be computed by using job diagnostic survey. Skill variety, task identity, task significance, autonomy, and feedback are the five dimensions used in the computation. Skill variety examines the degree to which a job requires number of different skills, abilities, or talents. The extent to which job requires completion of whole and identifiable piece of work is related to task identity. A task is significant when the job is important and has an impact on the lives of the other people. Autonomy refers to the degree to which the person is free to schedule the pace of his or her work and examine the procedures to be used. Lastly, feedback refers to the degree which the individual doing a job gets information about the effectiveness of the performance from the results (Hackman & Oldham, 1980).

Empirical evidence suggests that certain job characteristics correlate strongly with mobbing. Individuals desire to have control over their work and clear role definitions as well as meaningful work, and when their work fails to provide the desired autonomy, clarity, and meaningfulness, they became defenseless towards mobbing. It can be argued that if the work/job offers favorable conditions, the individuals can be less likely to experience mobbing. Supporting results came from

Schaubroeck, Walumbwa, Ganster, and Kepes's (2007) study. They argued that enriched jobs would have a neutralizing effect on destructive leader traits namely hostility and negative affectivity. Indeed, their results showed that the negative influence of supervisors characterized by high hostility or high negative affectivity on the well being and attachment of subordinates disappeared when individuals had high job scope. Based on these results, I believe that favorable job characteristics would have similar effects on mobbing. That is, when individuals have potentially motivating jobs, their perception of mobbing would be lower in response to negative aspects of paternalistic leadership.

In addition to job characteristics, I believe generational membership can be a critical factor in the leadership-mobbing relationship. More specifically, I expected generation Y membership to play a moderator role in this relationship. At this point it is important to clarify what makes some a member of given generation. I believe, date of birth is a loose measure of generational membership. Rather than assuming that individuals born after/between a given date/period would be members of a given generation, a value based identification would provide a more precise measure of generational membership. Hence, in the present study I used participants' identity statuses as a way to classify individuals' generational membership. In the following section, identity literature as I related it to generation Y is explained.

1.4.1.3. Generation Y and Identity Statuses: How Are They Connected?

Age diversity exists in almost all organizations in addition to gender and ethnic diversity (Murphy, Jr., Gibson, & Greenwood, 2010), and generation Y is the most recent cohort entering the work force (VanMeter, Grisaffe, Chonko, & Roberts, 2013). According to Mannheim (1953 as cited in Murphy, Jr. et al., 2010), a generation is a cohort of individuals born in a specific period and raised in a similar social and historical context. Therefore, understanding the particular generation, their values and expectations seems to be crucial in making some sense out of their workplace behaviors, perceptions, and attitudes. Before further dwelling on why generational differences may play critical role in workplace behaviors and attitudes, it is important to note that there are disagreements regarding the beginning and

ending years of generations (Murphy, Jr. et al., 2010). The present study's sample was composed of working adults born in and after 1980. Cennamo and Gardner (2008) used "1980 onwards" criterion to identify generation Y membership. However, in the present study, date of birth by itself was not used as an indicator of generational membership. Identity statuses' of the participants were used for further identify individuals as Generation Y members. Below, I explain how I used identity statuses in determining generational membership.

Generation Y is thought to have no long-term commitments due to having been witnessed high rates of divorce and layoffs, and they are believed to have a desire for flexibility in their career (Kaifi, Nafei, Khanfar, & Kaifi, 2012). They seek intellectual challenge, have a desire to succeed, look for people who will increase their professional development, make an effort to create a difference, and evaluate their own success (Eisner, 2005). They also have different values than other generations. Understanding value differences is important as they can cause different attitudes and behaviors in turn. Murphy, Jr. et al. (2010) investigated value differences due to generational differences. They tried to identify value patterns among managers and non-managers in three generational cohorts namely the baby boomers (1946-1964), generation X (1965-1979), and generation Y (1980-2000). They used Rokeach's model which is based on two sets of 18 values; terminal values and instrumental values. Terminal values refer to end states that a person desires to reach. Instrumental values, on the other hand, are desired "modes of conduct" (Rokeach, 1973, as cited in Murphy, Jr. et al., 2010). Their results revealed significant differences between managers and non-managers regarding both terminal values and instrumental values. Moreover, statistically significant differences in terminal and instrumental values of managers from different generational cohorts were found. Lastly, non-managers from different generations held statistically different terminal and instrumental values, as well. More specifically, a comfortable life, family security, health, true friendship, and wisdom were the five most important terminal values of generation Y non-managers. Their five most important instrumental values were ambitious, loving, honest, responsible, and independent.

In their study, Cennamo and Gardner (2008) investigated the difference between three generational groups, baby boomers, generation X, and generation Y, in work values and person-organization values fit. The results showed significant generational differences in terms of individual work values involving status and freedom but not extrinsic, intrinsic, social, and altruism-related values. Specifically, younger generations valued status more than did older groups. For generation Y members, freedom-related items were more important than for generation X members and baby boomers. It is clear that autonomy, opportunities for development, achievement, and integrity are among the motivating factors for members of generation Y.

Although there seems to be general characteristics related to generation Y, Becton, Walker, and Jones-Farmer (2014) warn future researchers to consider individual differences such as ethnicity and national culture that can have within-generation effects. Indeed, Guillot-Soulez and Soulez (2014) categorized young graduates of generation Y into four groups based on their job preferences and concluded that generation Y was not homogeneous. According to these authors, socialization that is linked to microenvironment (e.g. family) can have greater effect on individuals than socialization that is linked to macroenvironment (e.g. historical events). Parallel to that, I believe all individuals who happen to have born after 1980 may not necessarily be typical members of generation Y in terms of the values representing generation Y. Therefore, as stated above, in the present study, participants' age was not considered as a sign of generation Y membership in itself. Rather, identity status, because of its links to values, is used to identify individuals as likely members of generation Y.

1.4.1.3.1. Identity Formation

According to Erikson (1968 as cited in Berzonsky, Cieciuch, Duriez, & Soenens, 2011), identity formation is one of the major developmental challenges that adolescents and young adults face. The identity status model developed by James Marcia (1966) has been the focus of most identity research over the past four decades (e.g., Berzonsky, 2004; Luyckx, Goossens, Soenens, & Beyers, 2006; Luyckx,

Schwartz, Berzonsky, Soenens, Vansteenkiste, Smits, & Goossens, 2008). According to Marcia (1966), identity statuses can be considered as individual styles of coping with the psychosocial task of ego identity formation. Crisis and commitment were the two variables comprising the criteria used to establish identity status. Crisis refers to the adolescents' time spent in choosing among meaningful alternatives; while the degree of personal investment the individual has is referred as commitment. By crossing these two dimensions, four identity statuses were derived: *achievement*, *foreclosure*, *moratorium*, and *diffusion*. A person with achievement identity status has clear commitments after experiencing a crisis period. A person with foreclosure identity status expresses commitments without experiencing a crisis. A person with moratorium identity status is in the crisis period with no or rather vague commitments. Lastly, a person with diffusion identity status lacks commitments; however, he/she may or may not have experienced a crisis period.

Although the identity status model has been used for over 40 years and has inspired hundreds of both theoretical and empirical publications (Luyckx et al., 2008), there are some critics (Luyckx et al., 2008). Some scholars have criticized this status approach as being overly narrow (e.g. van Hoof, 1999), while some others have tried to extend the model by introducing more dynamic views on identity formation (e.g., Bosma & Kunnen, 2001). There are some methodological concerns over how the statuses are derived, as well. The commonly used median-split method is said to have some disadvantages and to allow a theory-based approach instead of data driven results like in cluster analysis (Luyckx, Goossens, Soenens, Beyers, & Vansteenkiste, 2005).

In an attempt to qualitatively refine and quantitatively extend Marcia's (1966) model, Luyckx et al. (2005) proposed a model of identity formation, in which commitment and exploration (crisis) are both unpacked into two components, making four distinct but interrelated identity dimensions: *commitment making*, *identification with commitment*, *exploration in breadth*, and *exploration in depth*. Commitment making means making choices; while identification with commitment refers to the degree of identification with commitments already made. The logic

behind this differentiation is the fact that making commitments does not automatically mean identification with or feeling certain about this commitment (Luyckx et al., 2005). On the other hand, exploration in breadth refers to seeking out information about different alternatives. Gathering information about choices made in order to evaluate them and ascertain maintenance is labeled as exploration in depth. Recently, the fifth dimension, *ruminative exploration*, is added to the model in order to explain the association between identity exploration and anxiety and depression (Luyckx et al., 2008). As being maladaptive subtype of exploration, ruminative exploration is characterized by rumination and psychological distress, and it is referred to becoming “stuck” in the exploration process.

Based on these five identity dimensions, six identity statuses (i.e., clusters) were hypothesized by the researchers (Luyckx et al., 2008) (See Table 1). The achievement cluster is characterized by high scores on all identity dimensions except for a low score on ruminative exploration. The foreclosure cluster is represented by low scores on all exploration dimensions and high scores on both commitment dimensions. Low scores on both commitment dimensions, high scores on exploration in breadth, and low to moderate scores on ruminative exploration are the characteristics of the moratorium cluster. Contrary to the moratorium cluster, the ruminative moratorium is represented by high score on ruminative exploration additionally. Low to moderate scores on all five dimensions characterize the carefree diffusion. Lastly, the diffused diffusion has an additional high score on ruminative exploration. Cluster analysis revealed existence of five clusters: achievement, diffused diffusion, carefree diffusion, ruminative moratorium, and foreclosure (Luyckx et al., 2008). However, instead of moratorium cluster, an undifferentiated cluster emerged with intermediate scores on all dimensions.

Table 1: Proposed patterns of identity statuses in terms of the five identity dimensions

Dimensions	Statuses					
	Achievement	Foreclosure	Moratorium	Ruminative Moratorium	Carefree Diffusion	Diffused Diffusion
Commitment Making	High	High	Low to moderate	Low to moderate	Low	Low
Identification with Commitment	High	High	Low to moderate	Low to moderate	Low	Low
Exploration in Breadth	High	Low	High	High	Low to moderate	Low to moderate
Exploration in Depth	High	Low	Moderate to high	Moderate to high	Low to moderate	Low to moderate
Ruminative Exploration	Low	Low	Low to moderate	High	Low to moderate	High

Source: Luyckx, K., Schwartz, S. J., Berzonsky, M. D., Soenens, B., Vansteenkiste, M., Smits, I., & Goossens, L. (2008)

In the previous sections, it was explained that autonomy, opportunities for development, achievement, and integrity are considered as the most motivating factors by generation Y members. Also, as Luyckx et al. (2008) hypothesized, achievement and moratorium statuses are believed to be high on exploration dimensions. Moreover, moratorium status is characterized by low to moderate scores on commitment dimensions. Therefore, I believe that due to their desire for flexibility and autonomy, generation Y members are likely to have achievement and moratorium identity statuses. To summarize, I believe achievement and moratorium statuses are more likely to represent generation Y cohort due to their flexibility and low commitments. Hence, in the present study I used these two identity statuses to identify generation Y members among my participants.

1.5.The Present Study

Generation Y employees are becoming part of the workforce. Therefore, it is important to adopt leadership practices that meet these employees' individual needs. However, paternalistic leadership, which has been found an effective and preferred style in Turkish organizations, is not promising due to its inherent duality between

care and control (Aycan, 2006). That is, negative aspects of paternalistic leadership are believed to cause mobbing perceptions. Especially the authoritarianism element of paternalism can be thought to be associated with bullying parallel to Soylu's (2011) findings. Moreover, the government has recently started to pronounce mobbing and to include in legislations (Şakar, 2012). In the Turkish Obligations Code that was effectuated on 1st July 2012, employers made accountable for protecting their employees from not only sexual but also psychological harassment. Before that time, victims were referring to Turkish Constitution, Turkish Criminal Code or some related codes (Kadın Erkek Fırsat Eşitliği Komisyonu Yayınları, 2011). Therefore, it became more important to fully understand the phenomenon in order to protect employees and prevent such events before happening.

All in all, the present study is an attempt to contribute to the literature by testing the effect of mobbing on critical outcome variables of job attitudes and performance by examining the moderating role of core self-evaluations. Moreover, whether paternalistic leadership dimensions have an influence on mobbing perceptions is tested with the moderating effect of job characteristics and generation Y membership. Based on this, below hypotheses are formed:

H1: There is a negative relationship between job satisfaction (H1a), organizational commitment (H1b) and exposure to bullying, and a positive relationship between turnover intentions (H1c) and bullying experience.

H2: There is a positive correlation between employees' absenteeism and being exposed to mobbing.

H3: The relationship between mobbing and job satisfaction, organizational commitment, turnover intentions, and absenteeism is moderated by participants' core self-evaluations.

H4: Negative aspects of paternalistic leadership (i.e. loyalty seeking and status authority and hierarchy) are positively related to mobbing,

H5: The relationship between loyalty seeking aspect of paternalistic leadership and mobbing is lower when the subordinate has a potentially motivating job.

H6: The positive relationship between loyalty seeking aspect of paternalistic leadership and mobbing is greater for subordinate with achievement and moratorium identity statuses than participants with foreclosure status.

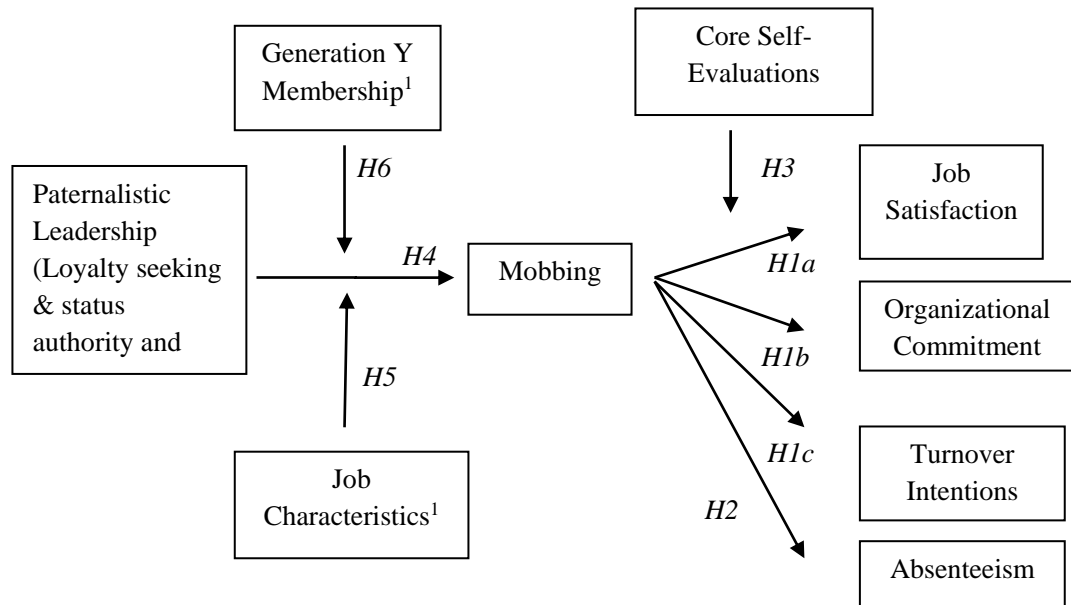


Figure1: *The Study Hypotheses*

Note: ¹ These moderating effects were hypothesized for the loyalty seeking-mobbing relationship only.

CHAPTER 2 METHOD

2.1.Participants

The sample of the study consisted of 175 blue collar and white collar employees working in a food production company operating in fast moving consumer goods sector. The participants held different jobs such as mechanical design engineer, security guard, operator, and maintenance technician. Of the participants, 17% ($N = 29$) held white collar jobs with the remaining in blue collar jobs. One-hundred-and-sixty-nine participants who indicated their gender were male, while there were only three females. Age of the participants ranged from 21 to 44 years, with an average age of 29.53 years ($SD = 3.66$). The average tenure level in the sample ranged from six months to 16 years ($M = 4.6$ years, $SD = 3.56$ years).

One-hundred-and-eighteen of 151 participants approved collection of data from their immediate supervisors, while 24 participants did not answer the question. Forty-six supervisors were contacted after the approval of their subordinates. Their mean age was 41.1 years ($SD = 6.58$), ranging from 32 to 63 years. The average tenure level of the supervisors was 14.4 years ($SD = 7.12$). Forty of the supervisors stated their gender, and only one of them was female.

2.2.Measures

Job Diagnostic Survey. To find the motivational characteristics of participants' jobs, first two parts of the Turkish version of the Job Diagnostic Survey were used. The scale was originally developed by Hackman and Oldham (1975) and translated into Turkish by Bilgiç (1999). Skill variety (SV), task identity (TI), task significance (TS), autonomy (A), feedback (F), and dealing with others (DWO) are the motivational characteristics measured by the instrument. The internal reliability estimate in the current study was .75. The Job Diagnostic Survey is presented in Appendix B. Motivating potential scores (MPS) of their job perceived by the participants were calculated as follows:

$$MPS = \frac{SV + TI + TS}{3} \times A \times F$$

3

Core Self-Evaluations. The Turkish adaption of the 12-item scale developed by Judge, Erez, Bono, and Thoresen (2003) was used in order to measure core self-evaluations. Bayazit and Kisbu (Kisbu, 2006) translated and adapted the scale into Turkish. The items are rated on a 5-point Likert-type scale, ranging from 1 = Strongly disagree to 5 = Strongly agree. “Sometimes, I feel depressed” and “Overall, I am satisfied with myself” are example items. Original test-retest reliability of the scale was reported to be .81 by Judge et al. (2003). The internal reliability estimate of the Turkish version of the scale was reported to be .70 (Kisbu, 2006). In the present study, one item (“I determine what will happen in my life.”) had a very low item-total correlation value. Therefore, this item was dropped from further analysis. The internal consistency of the remaining 11-item scale was 0.69. The average of the 11 items was calculated in order to derive a core self-evaluation score of the participants. The Core Self-Evaluations Scale is presented in Appendix C.

General Satisfaction Questionnaire. A three-item General Satisfaction Questionnaire was used in the study to measure overall satisfaction with the job. The scale was adopted from Hackman and Oldham’s (1975) job diagnostic survey by Bilgiç (1999). The items are rated on a 5-point Likert types scale (1 = Strongly disagree; 5 = Strongly agree). In the present study, since the internal reliability estimate was low ($\alpha = .60$), a decision was made to use one item to measure overall satisfaction with the job (Overall, I am satisfied with this job). The General Satisfaction Questionnaire is presented in Appendix D.

Organizational Commitment Scale. Organizational commitment was measured using the three-component commitment scale developed by Meyer, Allen, and Smith (1993) and translated into Turkish by Wasti (1999). Originally, the scale measures affective, continuance, and normative commitment components, and the items are rated on a 5-point Likert type scale (1 = Strongly disagree; 5 = Strongly agree). Although the original 33 items were administered to the participants, the 9-item, shorter version of the scale adopted by Karakurum (2005) was used in the

present analyses. The short version included items thought to best represent each commitment dimension based on factor loadings under the respective components. The internal consistency of this short, overall commitment scale was 0.84. Average of the items was calculated in order to derive an organizational commitment score of the participants. The Organizational Commitment Scale is presented in Appendix E.

Turnover Intentions Scale. Five-item turnover intentions scale developed by Walsh, Ashford and Hill (1985) and adopted to Turkish by Ok (2007) was used to measure participants' turnover intentions. Participants were asked to rate each item on the basis of their agreement level on a 5-point Likert-type scale (1 = Strongly disagree; 5 = Strongly agree). "I am almost sure that I will leave my current job as soon as I find another one" is an example item on the scale. The internal consistency of the scale was found to be 0.86 in the present study. The average of items was computed in order to derive a turnover intention score of the participants. The Turnover Intentions Scale is presented in Appendix F.

Identity Development Scale. In the present study, rather than simply relying on the birth date, generation Y members were identified based on their pattern of responses in an identity development scale. In other words, an identity development scale was used to identify participants' generational membership based on their value profiles. Dimensions of Identity Development Scale developed by Luyckx et al. (2008) and adapted to Turkish by Morsünbül and Çok (2014) was used (See Appendix G). The scale includes 25 items, five items measuring each one of five identity development dimensions, namely *commitment making*, *identification with commitment*, *exploration in breadth*, *exploration in depth*, and *ruminative exploration*. Participants were asked to rate each item on a 5-point Likert type scale on the basis of their agreement level with each item (1 = Disagree; 5 = Agree). In the present study, the internal consistencies of the dimensions were 0.84 for commitment making, 0.79 for exploration in breadth, 0.83 for ruminative exploration, 0.83 for identification with commitment, and 0.79 for exploration in depth. The total of items was calculated for each dimension. Later, based on the cluster analysis, four identity statuses were identified: achievement, moratorium, foreclosure, and diffusion. For

more detailed information concerning how the identity statuses were identified, see the results section. Due to their high scores on the two exploration dimensions, individuals with achievement and moratorium statuses were considered as generation Y members.

Psychological Harassment at Work Scale. In order to measure exposure to mobbing, the 28-item Psychological Harassment at Work Scale developed by Tınaz, Gök, and Karatuna (2010) was used. In this scale, eleven items measure behaviors towards work; five items measure behaviors damaging reputation; six items measure dismissive behaviors, and lastly six items measure verbal-written-visual attacks. Participants were asked to indicate how often they had been exposed to each behavior on a 4-point frequency scale (1 = Never, 2 = Once, Twice a Month or Seldom, 3 = Once a Week, 4 = Almost Daily). Three items were omitted due to low item-total correlations. The internal consistency of the scale was 0.90 in the present study. The average of items was calculated in order to derive an overall mobbing perception score of the participants. The Psychological Harassment at Work Scale is presented in Appendix H.

Paternalistic Leadership Scale. The 21-item Paternalistic Leadership Scale developed by Aycan (2006) was used to measure this specific style of leadership. In this scale, five items measure family atmosphere at work, four items measure individualized relationships, four items measure involvement in employees' non-work lives, three items measure loyalty expectation, and five items measure status hierarchy and authority dimensions. The items were rated on a 5-point Likert scale (1 = Strongly disagree; 5 = Strongly agree). In order to avoid from single source bias, the questionnaire was adopted so that supervisors of the participants could state how strongly they agree with the listed statements. Reliabilities for loyalty expectation and status hierarchy and authority dimensions were .43 and .54 respectively. Due to low reliabilities, marker items of the dimensions were chosen. "I expect loyalty and deference in exchange for my care and nurturance." was used as the marker of loyalty expectation dimension. "I want to control or to be informed about every work-related activity." And "Despite establishing close relationships with

employees, I keep my distance” were used as markers of status hierarchy and authority dimensions. The internal consistency of the remaining sub-scales were 0.66 for family atmosphere at work, .58 for individualized relationship, .56 for involvement in employees’ non-work lives, and .62 for status hierarchy and authority. The overall reliability for paternalistic leadership scale was .76. The scale is presented in Appendix K.

2.3.Procedure

After receiving the approval from the Human Subjects Ethics Committee of Middle East Technical University, Human Resources Department of the company was informed about the study and the procedure to be followed. Human Resources Department decided in which departments and production units the study could be conducted. White collar employees who were born after 1979 and who had been working at least six months were identified in the chosen departments. All white collar workers (N = 93) meeting these criteria in those departments were asked to participate in the study. Before they filled out the online survey package, they were given the informed consent form. The online questionnaire package included psychological harassment at work scale, identity development scale, job diagnostic survey, core self-evaluations scale, global job satisfaction scale, organizational commitment scale, turnover intentions measure, a demographic information form and a debriefing form.

Blue collar workers from the chosen departments and production units received a paper-and-pencil version of the same package. Employees in those departments were randomly selected by the Human Resources Department based on the same criteria. Questionnaires were delivered to them by the researcher herself and another human resources personnel. A human resources specialist collected the online administered surveys from white collar workers and the paper-and-pencil version of the survey from the blue collar workers. The researcher received data after identities of the participants were concealed and each participant was assigned a number.

All employee participants were asked whether they would give their consent concerning data collection from their supervisors. If yes, they were then asked to write down the name and last name of their immediate supervisor. Using the information provided by employee participants, the same specialist identified the supervisors from whom supervisory data would be collected. These supervisors were administered the paternalistic leadership scale, the demographic information form and the debriefing form. Data from employee participants and supervisor participants were matched by the same HR specialist before the analyses. Employees' sick leave and absenteeism data were collected from the personnel files.

CHAPTER 3

RESULTS

In this chapter, the statistical analyses are presented under four sub headings. Firstly, data screening and cleaning procedures are described. Second, descriptive statistics are presented. Third, the results of hypothesis testing via multiple regression techniques are presented. Lastly, the results of a number of exploratory analyses are provided.

3.1.Data Screening

Prior to analyses, accuracy of data entry, missing values, existence of univariate and multivariate outliers, and assumptions of normality, linearity and homoscedasticity were all examined for employee and supervisor data sets separately. Fifteen cases were identified with missing data points in the employee data set. That is, those cases failed to fill out more than half of the scale in the questionnaire package. Moreover, 32 cases had considerable missing data points from the Job Diagnostic Survey. All 47 cases were omitted from the data set, leaving 175 cases for analyses. Apart from these, there were only 186 (1 %) missing values out of 187250 data points in the employee data set. Twenty six of these missing values were for the demographic questions of age, gender, and tenure. In the supervisor data set, there were 58 (4.8%) missing values out of 1196 data points. Specifically, for 21 paternalistic leadership items, there were 26 missing data points out of 966 data points. For the demographic questions of age, gender, and tenure, a total of 32 values were missing. In order to keep the remaining sample size as high as possible, these missing values were replaced with the item mean.

There were no univariate or multivariate outliers in the data set. The normality and linearity of the measures were examined to meet the assumptions of multivariate analyses. Skewness and kurtosis values revealed that all variables had acceptable distributions in terms of normality. Lastly, scatter plots were examined in order to determine the linearity of the associations between study variables. It was revealed that the linearity assumption was in general met.

3.2.Descriptive Statistics

Descriptive statistics for the study variables, as well as the correlation matrix, and alpha coefficients of the scales are presented in Table 2. As can be seen from the descriptive statistics, participants were exposed to mobbing behaviors relatively less frequently (i.e. seldom on average). On the other hand, their supervisors tended to exhibit paternalistic leadership behaviors. Furthermore, status hierarchy and authority behaviors had the highest mean score ($M = 4.07$) among the paternalistic leadership dimensions.

The mean turnover intention score ($M = 2.38$) was lower than the scale midpoint, while the mean job satisfaction score ($M = 3.09$) was slightly above the scale midpoint. Similarly, the mean organizational commitment ($M = 3.38$) and core self-evaluation score ($M = 3.64$) were higher than the scale midpoints. In general, the standard deviations of the measures ranged between 0.0 and 1.0. Only the standard deviation of the single item job satisfaction measure was 1.16.

Correlations among the study variables were in general in the expected direction. None of the correlations were higher than .80, except for the correlation between supervisor's total tenure and age ($r = .88$) and family atmosphere at work dimension and overall paternalism scale score ($r = .83$). Not surprisingly, there were significant correlations among the dimensions of paternalistic leadership (ranging from .21 to .50). Also, the dimensions of paternalistic leadership had significant correlations with total paternalism scores (ranging from .24 to .83).

Job satisfaction had low to moderate correlations with organizational commitment, turnover intentions, motivating potential score, core self-evaluations, and status hierarchy and authority behaviors (r 's = .44, -.59, .31, .28, -.21, respectively). Similarly, motivating potential of the job had moderate correlations with core self-evaluations and turnover intentions (r 's = .36 and -.21, respectively). Turnover intentions were negatively and significantly correlated with organizational commitment ($r = -.68$) and core self-evaluations ($r = -.32$), and they were positively and significantly correlated with mobbing ($r = .42$) and status hierarchy and authority behaviors (.20). Core self-evaluations were found to be related to family atmosphere

at work ($r = .31$) and individualized relationship ($r = .31$) dimensions of paternalistic leadership and total paternalism ($r = .27$). There were negative and significant correlations between mobbing and organizational commitment ($r = -.23$) and core self-evaluations ($r = -.21$).

For majority of the scales with smaller number of items, internal consistency reliability values were somewhat lower than expected. Specifically, internal consistency reliability values of core self-evaluations, family atmosphere at work, individualized relationship, involvement in employees' non-work lives, and status hierarchy and authority were .69, .66, .58, .56, and .62, respectively. Internal consistency values higher than .70 were found for mobbing (.91), organizational commitment (.84), and turnover intentions (.86) scales. Although internal consistencies of paternalistic leadership dimensions were low, overall reliability of paternalistic leadership was .76. However, since the hypothesized relationships were between dimensions and other study variables, total paternalism scores were not used in the analyses.

Table 2: Descriptive statistics of mean and standard deviations for the study variables, the correlation matrix of the variables, and alpha coefficients of the scales

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1- Family Atmosphere at Work (N=99)	0.66														
2- Individualized Relationship (N=99)	.42**	0.58													
3- Involvement in Employees' Non-work Lives (N=99)	.50**	.37**	0.56												
4- Loyalty Expectation (N=99)	.09	-.12	.13	-											
5- Status Hierarchy & Authority (N=99)	.21*	-.04	.04	.15	0.62										
6- Paternalism (N=99)	.83**	.65**	.76**	.24*	.34**	0.76									
7-Mobbing	-.17	-.09	-.05	-.13	-.03	-.14	0.91								

Table 2 (continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
8-Job Satisfaction	.06	.07	-.00	-.20	-.21*	-.03	-.13	-							
9-Organisational Commitment	-.03	.09	.04	.03	-.12	.01	-.23**	.44**	0.84						
10 Turnover Intention	.01	-.14	-.05	.04	.20*	-.01	.42**	-.59**	-.68**	0.86					
11-Motivating Potential Score	.05	.19	.03	-.17	-.14	.03	-.12	.31**	.12	-.21**	-				
12-Core Self-Evaluations	.31**	.31**	.16	-.07	-.01	.27**	-.21**	.28**	.03	-.32**	.36**	0.69			
13-Generation (N=77)	.01	-.15	.11	.10	-.03	.00	-.04	-.00	.07	-.07	-.12	-.02	-		
14-Age (Participants)	.06	.15	-.03	-.04	-.05	.05	-.05	.11	.13	-.10	.19*	.03	.10	-	
15-Tenure in the Company (Participants)	-.07	.06	-.23*	-.08	-.05	-.13	.03	.09	.12	-.04	.18*	-.07	.14	.59**	-
16-Tenure on the Job (Participants)	.04	.01	-.05	.05	.01	.01	.11	.04	.05	.01	.21*	-.06	.13	.51**	.74**
17-Total Tenure (Participants)	-.05	.05	-.05	-.02	-.05	-.04	.06	.07	.13	-.01	.18*	-.16*	.06	.56**	.68**

Table 2 (continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
18-Gender (Participants)	.08	.18	.12	-.10	-.09	.11	-.04	.03	.02	.02	-.05	-.06	.02	-.06	-.04
19-Age (Supervisors) (N=99)	.40**	.10	.35**	.12	.12	.38**	-.19	.19	.23*	-.29*	.14	.33**	.12	.16	-.13
20-Tenure in the Company (Supervisors) (N=99)	.14	-.03	-.17	.01	.14	.03	-.06	.06	.00	.01	-.09	-.02	.12	.11	.07
21-Tenure on the Job (Supervisors) (N=99)	.03	-.05	-.05	-.16	-.13	-.07	.05	.12	.09	-.09	-.02	.05	.11	.24*	.07
22-Total Tenure (Supervisors) (N=99)	.43**	.24*	.24*	-.08	.05	.35**	-.21	.19	.19	-.27*	.16	.25*	.15	.23*	.02
Mean	3.87	3.91	3.63	3.77	4.07	3.83	1.29	3.09	3.38	2.38	94.54	3.64	-	29.53	55.53
SD	.43	.48	.51	.78	.61	.32	.34	1.16	.80	.95	49.67	.51	-	3.66	42.77

Table 2 (continued)

	16	17	18	19	20	21	22
16-Tenure on the Job(Participants)	-						
17-Total Tenure (Participants)	.61**	-					
18-Gender (Participants)	-.09	-.07	-				
19-Age (Supervisors) (N=99)	.05	.09	-.07	-			
20-Tenure in the Company (Supervisors) (N=99)	-.06	.11	-.09	.34**	-		
21-Tenure on the Job (Supervisors) (N=99)	.01	.21	-.07	.52**	.80**	-	
22-Total Tenure (Supervisors) (N=99)	.01	.16	-.08	.88**	.55**	.60**	-
Mean	45.82	78.12	-	40.80	149.94	74.44	219.24
SD	39.22	55.96	-	6.26	79.31	74.15	72.23

Note: Core self-evaluations, job satisfaction, organizational commitment, turnover intentions, family atmosphere at work, individualized relationships, involvement in employees' in non-work lives, loyalty expectation, status hierarchy and authority, and paternalism are rated on a 5-point scale (1 = Strongly disagree; 5 = Strongly agree). Mobbing is rated on a 4-point scale (1 = Never, 2 = Once, Twice a Month or Seldom, 3 = Once a Week, 4 = Almost Daily). Generation is formed as a dichotomous variable based on identity statuses (0 = Foreclosure; 1 = Achievement and Moratorium). **Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

3.3.Hypotheses Testing

For testing the hypotheses of the study, a series of regression analyses were conducted. Separate regression analyses were conducted in order to see the effect of mobbing on job satisfaction, organizational commitment, and turnover intentions as proposed in Hypothesis 1. In the analysis for testing the effect of mobbing on job satisfaction, none of the demographical variables were controlled due to insignificant correlations with job satisfaction. Both mobbing and job satisfaction were entered in the equation in Step 1. According to the results, mobbing have only marginally significant influence in predicting job satisfaction ($R^2 = .02$, $F(1, 173) = 2.87$, $p = .09$, $\beta = -.13$, $p = .09$). In the analysis for testing the effect of mobbing on organizational commitment, only age of the supervisor was controlled. Mobbing was entered in the equation in Step 2. According to the results, mobbing had significant prediction power on organizational commitment ($R^2 \Delta = .14$, $F(2, 77) = 9.15$, $p < .001$, $\beta = -.38$, $p < .001$). In the analysis for testing the effect of mobbing on turnover intentions, age and total tenure of the supervisor were controlled. Mobbing was entered in the equation in Step 2. Similarly, mobbing was found to have significant contribution in predicting turnover intentions ($R^2 \Delta = .23$, $F(3, 72) = 10.26$, $p < .001$, $\beta = .49$, $p < .001$). That is, mobbing was significantly and negatively predicting job satisfaction and organizational commitment. On the other, it was a positive predictor of turnover intentions. Overall, Hypothesis 1 was supported. That is, mobbing had the expected impact on the attitudinal outcome variables.

Hypothesis 2 predicted a positive correlation between employees' absenteeism and being exposed to mobbing. However, due to range restriction on absenteeism data, this hypothesis could not be tested.

In order to test whether core self-evaluations had any moderating effect on the relationship between mobbing and the outcome variables of interest as stated by Hypothesis 3, three separate hierarchical regression analyses were run. As suggested by Aiken and West (1991), all of the variables (except for the dependent variable) were centered before entering the analysis. Interaction terms were created by multiplying mobbing with core self-evaluations. In each regression analysis,

mobbing and core self-evaluations were entered at Step 1, while the two-way interaction term was entered at Step 2. It was found that the interaction term between mobbing and core self-evaluations did not contribute significantly to the prediction of job satisfaction ($\beta = -.08, p > .05$). On the other hand, core self-evaluations had moderating effect on the relationship between mobbing and organizational commitment ($R^2 \Delta = .06, F(3, 171) = 6.98, p < .001, \beta = -.25, p < .01$) (See Table 3). Simple slope analysis showed that under high mobbing situations, individuals with high core self-evaluations had lower organizational commitment compared to individuals with low core self-evaluations (See Figure 2). The moderating effect of core self-evaluations on the relationship between mobbing and turnover intentions was significant, too ($R^2 \Delta = .01, F(3, 171) = 18.40, p < .001, \beta = .13, p = .07$) (See Table 4). Simple slope analysis showed that under low mobbing situations, individuals with low core self-evaluations had higher turnover intentions compared to individuals with high core self-evaluations (See Figure 3). Based on the results, Hypothesis 3 was partially supported. That is, core self-evaluations moderated the relationship between mobbing and organizational commitment and turnover intentions.

Table 3: Results from Hierarchical Regression Analyses Showing the Moderation Effect of Core Self-evaluations on the Relationship between Mobbing and Organizational Commitment

Steps	Measurement	Unstandardised Coefficient		Standardised Coefficient	<i>p</i>	<i>F</i>	<i>R</i> ²	<i>R</i> ² Δ
		B	SE	β				
1	—	-	-	-	-	4.86	.05	-
	Constant	3.38	.06	-	.000	-	-	-
	CSE	-.03	.12	-.02	.771	-	-	-
	Mobbing	-.55	.18	-.24	.002	-	-	-
2	—	-	-	-	-	6.98	.11	.06
	Constant	3.35	.06	-	.000	-	-	-
	CSE	.01	.12	.00	.961	-	-	-
	Mobbing	-.71	.18	-.30	.000	-	-	-
	CSE X Mobbing	-.78	.24	-.25	.001	-	-	-

Note: CSE = Core Self-Evaluations

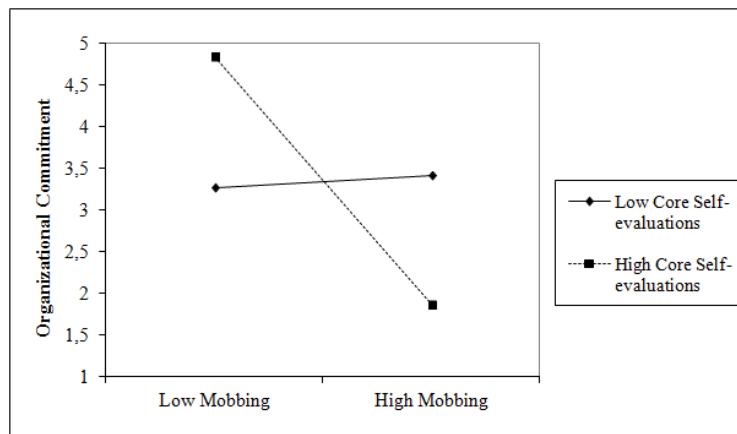


Figure 2: Regression of Organizational Commitment on Mobbing at Levels of Core Self-Evaluations

Table 4: Results from Hierarchical Regression Analyses Showing the Moderation Effect of Core Self-evaluations on the Relationship between Mobbing and Turnover Intentions

Steps	Measurement	Unstandardised Coefficient		Standardised Coefficient	<i>p</i>	<i>F</i>	<i>R</i> ²	<i>R</i> ² Δ
		B	SE	β				
1	—	-	-	-	-	25.65	.23	-
	Constant	2.38	.06	-	.000	-	-	-
	CSE	-.44	.13	-.24	.001	-	-	-
	Mobbing	1.03	.19	.40	.000	-	-	-
2	—	-	-	-	-	18.40	.24	.01
	Constant	2.40	.06	-	.000	-	-	-
	CSE	-.46	.13	-.25	.000	-	-	-
		1.13	.20	.40	.000	-	-	-
	Mobbing	.47	.26	.13	.074	-	-	-
	CSE X Mobbing							

Note: CSE = Core Self-Evaluations

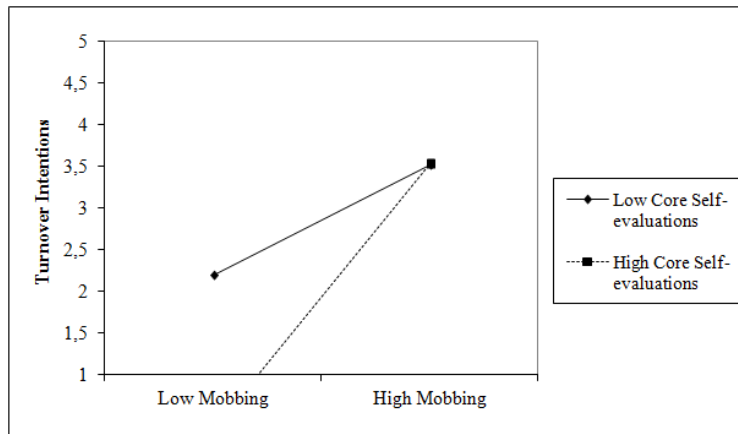


Figure 3: Regression of Turnover Intentions on Mobbing at Levels of Core Self-Evaluations

Another hierarchical regression analyses was conducted to determine whether negative aspects of paternalistic leadership had prediction power on mobbing as proposed by Hypothesis 4. In this regression analysis loyalty expectation and status hierarchy and authority were entered into the regression equation simultaneously in Step 1. These negative aspects of the paternalistic leadership dimensions of loyalty expectation, status hierarchy and authority failed to predict mobbing ($R^2 = .02$ and $F(2, 96) = .82, p > .05$). Therefore, Hypothesis 4 was not supported.

In order to test the moderating effect of motivating potential of the job on the relationship between loyalty expectation aspect of paternalistic leadership and mobbing proposed by Hypothesis 5, a hierarchical regression analysis was conducted. In order to prevent possible multi-collinearity among predictors, all of them were centered before testing as suggested by Aiken and West (1991). Interaction term was created by multiplying loyalty expectation with motivating potential scores. Loyalty expectation and motivating potential score were entered at Step 1, while the two-way interaction term was entered at Step 2. Results indicated that the two-way interaction between loyalty expectation and motivating potential score of the job was not significant ($R^2 = .00, F(3, 95) = 1.28, p > .05$). Therefore, Hypothesis 5 was not supported. That is, motivating potential of the job did not moderate the relationship between loyalty expectation dimension of paternalistic leadership and mobbing.

Hypothesis 6 stated that the positive relationship between loyalty seeking paternalism and mobbing would be greater for subordinates with achievement and moratorium identity statuses. As explained before, identity statuses of the participants were used as a sign of generation Y membership. That is, individuals with achievement and moratorium statuses were considered as generation Y members. According to cluster analysis results, individuals with achievement and moratorium statuses had high scores on exploration in depth and exploration in breadth dimensions. In order to test possible moderating effect of identity statuses (i.e. generation Y), a hierarchical regression analysis was conducted. In order to prevent possible multi-collinearity, predictors were centered before testing as

suggested by Aiken and West (1991). Interaction term was created by multiplying paternalistic leadership dimension with group membership of generation Y. In the regression analysis, loyalty expectation and group membership were entered at Step 1, while the interaction term was entered at Step 2. According to the regression analysis result, the two-way interaction between loyalty expectation dimension and identity statuses was not significant ($F(3, 73) = 2.19, p > .05$). Therefore, Hypothesis 6 proposing a moderating influence of identity statuses on the relationship between loyalty expectation and mobbing was not supported.

3.4. Exploratory Analyses

In addition to hypotheses testing, a series of exploratory analyses were conducted in order to identify additional associations of paternalistic leadership and mobbing with variables of interest.

3.4.1. Frequencies of Individual Mobbing Behaviors

In order to gain further insight on which mobbing behaviors experienced most, descriptive statistics of the mobbing behaviors were examined in detail. For identifying those behaviors that are experienced frequently, mean values for mobbing behaviors were calculated for each single behavior. Table 2 in Appendix M presents the behaviors having the highest and lowest average values in terms of frequency. As can be seen from the table, participants experienced behavior damaging reputation mostly. On the other hand, dismissive behavior had the lowest frequency.

3.4.2. Paternalistic Leadership as an Antecedent of Mobbing

The hypothesis regarding paternalistic leadership was formed considering different aspects of the phenomenon. However, some researchers (e.g., Ertüreten et al., 2013) treat paternalistic leadership as one broad factor. Therefore, total paternalistic leadership score of supervisors were computed, and a hierarchical regression analyses was conducted to determine whether paternalistic leadership as a single factor improved prediction of mobbing beyond that afforded by differences in participants' and supervisors' sex, age, and tenure. In the three step sequential regression analysis gender, age, and tenure of the participants, then gender, age, tenure of the supervisors, and finally total paternalistic leadership scores were

entered into the equation. Results showed that paternalistic leadership had no prediction power of mobbing beyond that afforded by differences in participants' and supervisors' sex, age, and tenure ($R^2 \Delta = .00$ and $F(11, 77) = 1.14, p > .05$).

3.4.3. Mobbing Experience Based on Identity Clusters

Individuals' identity development statuses were determined based on cluster analysis in order to determine whether they were members of generation Y or not. Four clusters emerged: achievement, moratorium, foreclosure, and diffusion. One-way ANOVA was employed in order to measure mean mobbing score differences across the clusters. Results showed that clusters did not differ significantly from each other based on their mobbing scores ($F(3, 171) = 0.31, p > .05$). That is, differences in identity statuses did not lead to differences in mobbing experience.

3.4.4. A Critical Difference between Participants who did and did not Give Consent for Supervisory Data Collection

Participants were asked whether they would give their consent concerning data collection from their supervisors. One-hundred-and-eighteen participants gave their consent by saying Yes to that question. In order to see whether there was a difference between participants who said Yes and who said No, a number of one-way ANOVAs was employed. Results showed that participants who did not give their consent ($N = 33$) concerning data collection from their supervisors experienced mobbing behaviors more frequently ($M = 1.46, SD = 0.49$) compared to participants who gave their consent ($M = 1.25, SD = 0.25$) ($F(1, 149) = 10.86, p < .01$). On the other hand, these two groups of participants did not differ in terms of their turnover intentions ($F(1, 149) = 1.92, p > .05$), job satisfaction ($F(1, 149) = 1.78, p > .05$), and organizational commitment ($F(1, 149) = .08, p > .05$).

3.4.5. Task Significance and Autonomy as Potential Moderators

Rather than using individual job characteristics, motivating potential scores of the jobs were computed and used in the analysis. However, in the literature, core job characteristics themselves were used as variables. Therefore, task significance and autonomy scores were investigated as potential moderators in the relationship between mobbing and loyalty expectation. In order to prevent possible multi-

collinearity among predictors, all of them were centered before testing as suggested by Aiken and West (1991). Interaction term was created by multiplying loyalty expectation with task significance and autonomy scores separately. Loyalty expectation and task significance or autonomy score were entered at Step 1, while the two-way interaction term was entered at Step 2. According to the regression analysis result, the two-way interaction between loyalty expectation and task significance was not significant ($R^2 \Delta = .04$ and $F(3, 95) = 2.29, p > .05$). Similarly, the two-way interaction between loyalty expectation and autonomy was not significant, too ($R^2 \Delta = .00$ and $F(3, 95) = .69, p > .05$).

3.4.6. Core Self-Evaluations as Antecedent of Mobbing

Individuals' essential assumptions about their own worth, core self-evaluations were expected to be the factors that determine the degree of impact mobbing has on individuals. However, in Bowling et al.'s (2010) study, core self-evaluations were directly related to victimization. Therefore, whether core self-evaluations predicted mobbing perception beyond that afforded by differences in participants' and supervisors' sex, age, and tenure was tested by hierarchical regression analysis. In the three step sequential regression analysis gender, age, tenure of the participants, then gender, age, tenure of the supervisors, and finally core self-evaluation scores were entered into the equation. According to the results, core self-evaluations had no prediction power of mobbing beyond that afforded by differences in participants' and supervisors' sex, age, and tenure ($R^2 \Delta = .03$ and $F(10, 78) = 1.63, p > .05$). However, the individual contribution of core self-evaluations in predicting mobbing was marginally significant ($\beta = -.21, p = .08$). That is, individuals with low core self-evaluations experienced mobbing more frequently compared with individuals with high core self-evaluations.

3.4.7. Y Generation Based on Exploration Scores and Mobbing

Individuals' generation Y membership was determined based on their identity statuses. That is, participants with achieved and moratorium statuses were considered as generation Y members as they had high scores on both exploration in depth and exploration breadth dimensions. Exploration dimensions were the common feature of

these identity statuses. Therefore, scores on exploration dimensions were considered as a sign of generation Y membership, and hence a continuous variable was formed. In order to see whether this generation Y variable had a moderating effect on the relationship between loyalty expectation dimension of paternalistic leadership and mobbing, a hierarchical regression analysis was employed. In order to prevent possible multi-collinearity among predictors, loyalty expectation and new generation Y variable were centered before testing as suggested by Aiken and West (1991). Interaction term was created by multiplying loyalty expectation with generation Y variable. Loyalty expectation and generation Y score were entered at Step 1, while the two-way interaction term was entered at Step 2. According to the regression analysis result, the two-way interaction between loyalty expectation and generation Y was not significant ($R^2 \Delta = .01$ and $F(3, 95) = .75, p > .05$).

CHAPTER 4

DISCUSSION

The present study was conducted to examine the effects of leadership on the perceptions of mobbing as well as the effects of mobbing on critical outcome variables of job attitudes and performance. Generation Y membership as well as job characteristics were expected to moderate the leadership-mobbing relationships. Core self-evaluations, on the other hand, were hypothesized to moderate the effects of mobbing on the outcome variables. The findings are discussed within the framework depicted in Figure 1.

4.1. Findings Concerning the Mobbing-Outcome Variables Relationships

Two hypotheses were proposed regarding the effects of mobbing on critical outcome variables of job attitudes and performance/absenteeism. The one related with absenteeism could not be tested due to range restriction in the variable. The hypothesis about the effects of mobbing on job attitudes (i.e., job satisfaction, organizational commitment, and turnover intentions) was in general supported. That is, as mobbing perceptions increased, individuals' job satisfaction levels decreased. Furthermore, mobbing was found to be negatively and significantly related to organizational commitment. That is, greater levels of mobbing perceptions resulted in lower levels of organizational commitment. Lastly, there was a positive and significant relationship between mobbing and turnover intentions. Employees who experienced greater levels of mobbing were more likely to develop turnover intentions.

It is important to note that compared to the effects of mobbing on organizational commitment and turnover intentions, the effects of mobbing on job satisfaction was not impressively strong, it was only marginally significant. A plausible explanation for this finding could be related to the relative dispositional nature of job satisfaction variable. According to Arvey, Bouchard, Jr, Segal, and Abraham (1989), almost 30% of the observed variance in general job satisfaction was the result of genetic factors. Moreover, job satisfaction levels of individuals

were found to be relatively stable over time and across situations (Staw & Ross, 1985). That is, satisfaction measures over a five-year time period had significant intercorrelations, and there was a significant consistency between the measures. Furthermore, although being decreased, there were still substantial intercorrelations among satisfaction measures when individuals changed their occupation and/or employer. In the light of these findings, it is possible to argue that, compared to other job-related attitudes, job satisfaction may be more immune to environmental factors, both facilitators and inhibitors. Hence as an environmental inhibitor, mobbing may have a weaker effect on job satisfaction than on the other attitudinal variables.

Mobbing's expected effects on organizational commitment and turnover intentions were supported by the results. As Hauge, Skogstad, and Einarsen (2010) explain, employees may experience stress from time to time; however, this is part of being employed and expected. But, perceiving oneself as being treated unequally and aggressively is emotionally upsetting, and this can result in developing a sense of cynicism about one's workplace and employer. When such cynicism has been developed, it is possible that the person's desire to stay with the organization is going to diminish (Hauge, Skogstad, & Einarsen). Alternatively, targeted employees can think that the organization is responsible for the occurrence and frequency of mobbing due to lack of protective conditions that could help them to manage the situation (Nielsen & Einarsen, 2012). Therefore, they can become angry with the organization itself and blame the organization for not protecting its employees. The inability to handle with such treatment can lead to prolonged discomfort. As a result, absence of organizational commitment and intention to leave the job can develop (Nielsen & Einarsen).

Hypothesis 3, stating that core self-evaluations would moderate the relationships of mobbing with attitudinal outcomes, was partially supported. For individuals with high positive core self-evaluations, as perceptions of mobbing increased, organizational commitment decreased and turnover intentions increased. For those with relatively low levels of core self evaluations, however, organizational commitment levels were quite stable regardless of mobbing perception levels. On the

other hand, turnover intentions increased as mobbing perceptions increased. The pattern of response given by individuals with high positive core self-evaluations can be explained by referring to coping literature. According to the meta analysis study of Kammeyer-Mueller, Judge, and Scott (2009), core self evaluations were associated with less avoidance coping. Instead, higher core self-evaluations were associated with more problem-solving coping. In light of these findings, it can be argued that lowered commitment and increased turnover intentions of participants with high core self evaluations may be an adaptive, problem focused response to the problem (i.e., mobbing). Individuals with low core self evaluations, on the other hand, may be using less effective coping strategies in response to mobbing. Self-verification theory (Swann, 1983) can be another plausible explanation for these findings. According to Swann, people look for environments and interactions that help them to protect their self views. However, being subjected to mobbing is likely to be a threat to positive self-image of those with high core self-evaluations. Therefore, the mobbing experience may result in low levels of organizational commitment and high levels of turnover intentions as a response to this cognitive dissonance for individuals with positive core self evaluations.

4.2. Findings Concerning the Paternalistic Leadership-Mobbing Relationships

The negative aspects of paternalistic leadership (i.e. loyalty seeking and status authority and hierarchy) were hypothesized to be related with mobbing. However, regression analyses revealed that the negative aspects of paternalistic leadership did not have prediction power of mobbing. One reason for not finding any effects of negative paternalistic leadership on the perception of mobbing may be the self-elimination of participants with considerable mobbing experience. That is, in the current study, participants were asked whether they would give their consent concerning data collection from their supervisors. Exploratory analyses revealed that thirty three participants who did not give their consent for data collection from their supervisors experienced higher levels of mobbing ($M = 1.46$, $SD = 0.49$) than those who gave their consent ($M = 1.25$, $SD = 0.25$). Since they did not give their consent, leadership data of their supervisors could not be included in the analyses. Hence,

paternalistic leadership may have failed to have an influence on mobbing in this study, probably because those experiencing mobbing from their supervisor had been self-excluded from the study.

Another plausible explanation for not finding the effect of paternalistic leadership on mobbing could be the features of national culture. The literature on paternalistic leadership suggests that in cultures high on collectivism and power distance like Turkey, the behaviors of paternalistic leader are considered positively (Aycan, 2006). Consideration of paternalistic leadership as an effective leadership strategy in collectivistic cultures could have led these insignificant findings regarding the effect of paternalistic leadership on mobbing.

The results did not support Hypothesis 5 either, which predicted a positive moderation effect of core job characteristics on the relationship between loyalty expectation aspect of paternalistic leadership and mobbing. One plausible explanation could be the nature of participants' jobs. That is, majority of the participants held blue collar jobs, and the mean motivating potential score was quite low ($M = 94.54$, $SD = 49.67$). It is known that enriched jobs provide opportunities to neutralize the effects of negative work experiences such as destructive leader traits (i.e. hostility and negative affectivity) (Schaubroeck et al., 2007). However, when blue collar employees are confronted with negative experiences such as mobbing, their jobs may fall short in providing sources required to cope such negative experiences.

Hypothesis 6 proposed a moderation effect of generation Y on the relationship between loyalty expectation aspect of paternalistic leadership and mobbing. However, results did not support the hypothesis. All the participants were chronologically generation Y members. Their identity statuses were used as a further classification measure. However, this classification was largely theoretical in nature. This theoretical classification may not have been precise enough to identify generation Y membership. Alternatively, generational differences may not be even present among individuals as Wong, Gardiner, Lang, and Coulon (2008) argue. According to these authors, the differences between generations are not in line with

popular belief, and these differences are almost negligible in terms of practical interpretation.

4.3. Practical Implications of the Study Findings

The results of the study supported the view that as mobbing decreases, one's attachment to the organization as well as intentions to stay with the organization increase. It is well established in the literature that organizational commitment is a critical outcome variable for work organizations and is related to other important outcome variables, such as turnover intentions, absenteeism, and job performance (e.g. Cohen, 1993; Mathieu & Zajac, 1990; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). According to Staw (1980), turnover, which may be a result of lack of commitment, results in substantial selection and recruitment costs, training and development costs, operational disruption, and low morale among other employees. Rayner and Keashly's (2005) estimated replacement cost in an organization with 1000 employees to be around \$750000 (as cited in Matthiesen and Einarsen, 2010). Therefore, the message of the present study is a straightforward one. That is, work organizations should try to prevent mobbing to occur. Since lack of organizational policies could result in frustration on the side of mobbing victims (e.g. Nielsen & Einarsen, 2012), organizational policies and training aimed to prevent victimization should be well developed and administered.

Moreover, above effects were found to be especially greater when the potential targets had high core self-evaluations. Core self-evaluation and performance relationship is well established in the literature. Four core self-evaluation traits (i.e. self-esteem, generalized self-efficacy, emotional stability, and locus of control) were linked to job performance in Judge and Bono's (2001) meta-analytic study. According to the results, the average correlation was .23. This is exactly the same amount of validity that conscientiousness has in predicting job performance (Barrick & Mount, 1991). Therefore, core self-evaluations stand as an important dispositional trait in predicting job performance alongside conscientiousness (Bono & Judge, 2003). Therefore, organizations might monitor

those high in core self-evaluations to prevent them from becoming victims, and coaching might be provided to those low in core self-evaluations.

4.4. Limitations, Strengths, and Suggestions for Future Research

It is important to acknowledge a number of limitations of the current study. First of all, in the present study, a self-report measure of mobbing was used. Such self perception based data are likely to be biased. Future research should benefit from different data sources, such as observers and organizational reports, in measuring mobbing experience. Secondly, in the present study, to eliminate common-method bias problem, paternalistic leadership data were obtained from supervisors only. However, some employees, who happened to be more likely targets of mobbing, refused to give their consent for supervisory data collection. This selective elimination of certain supervisors may have contributed to failure to support the link between mobbing and negative paternalistic leadership. As a solution, future research may benefit from collecting leadership data from subordinates themselves.

Thirdly, all of the participants were chronologically generation Y members in the current study. In order to see whether chronological differences exist, future research could include different generation members in the sample. Lastly, as being cross-sectional, the current study has limited value with regard to understand cause and effect relationships between variables. Therefore, future research should use longitudinal designs.

Besides these limitations, the present study has some particular strengths. As mentioned above, by obtaining paternalistic leadership data from supervisors, single source bias was prevented. Moreover, most of the participants were blue collar workers, which is not quite common in mobbing research. Third, apart from chronological age, an alternative method of measuring generational membership (i.e. identity statuses) was explored in the present study. Lastly, the moderating effect of core self-evaluations on the relationship between mobbing and outcome variables was tested, and some supporting results were obtained.

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APPENDICES
A. Informed Consent Form for Employees

Sayın katılımcı,

Bu anket, Orta Doğu Teknik Üniversitesi Psikoloji Bölümü Endüstri ve Örgüt Psikolojisi alanı Yüksek Lisans öğrencisi Gizem Suzan Şahin tarafından Prof. Dr. Canan Sümer'in danışmanlığında yürütülen bitirme tezi çalışması kapsamında hazırlanmıştır. Çalışmanın amacı, iş yerinde yönetici davranışları ve çalışanların tutumlarını etkileyen faktörler hakkında bilgi edinmektir.

Çalışmaya katılım tamamıyla gönüllülük temelindedir. Çalışmaya katılabilmeniz için bağlı olduğunuz yöneticinizle en az 6 aydır çalışıyor olmanız gerekmektedir. Sizden, çalışan ve yönetici yanıtlarını eşleştirebilmek için kimlik belirleyici bazı bilgiler istenecektir. Bu kapsamda, anketin son bölümünde, bağlı bulunduğunuz yöneticiyi belirtmeniz beklenmektedir. Yöneticinizden, kendi yöneticilik davranışlarına yönelik değerlendirmeler yapması istenecektir. Bu çalışmadan elde edilecek bilgiler, araştırmacılar tarafından sadece bilimsel araştırma amaçlı kullanılacaktır. Vereceğiniz cevaplar kesinlikle gizli tutulacak ve başkalarıyla paylaşılmayacaktır.

Anketin cevaplandırılmasında süre sınırlaması yoktur; anketin doldurulması yaklaşık 45 dakika sürmektedir. Lütfen, tüm açıklamaları ve soruları dikkatlice okuyarak cevaplandırınız.

Katkılarınız ve yardımlarınız için şimdiden teşekkür ederiz.

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Tez Danışmanı

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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B. Job Diagnostic Survey

Birinci Bölüm

Bu bölümün, işinizi mümkün olduğunca açık bir biçimde tanımlanmanız istenmektedir. Tanımlamalarınızı olabildiğince doğru yapmaya çalışınız.

Aşağıda bir örnek verilmiştir.

A- Bu iş, ne dereceye kadar mekanik araçlarla çalışmayı gerektiriyor?

1 2 3 4 5 6 7

Çok az; bu iş hemen
hemen hiç bir
mekanik araçla
uğraşmayı
gerektirmez

Çok fazla; bu iş
sürekli olarak
mekanik araçlarla
uğraşmayı
gerektirir

İşi en iyi tanımlayan rakamı daire içine alınız. Bu işte sürekli olarak makinalarla uğraşılıyor ama, aynı zamanda bir parça masa işi de varsa, yukarıdaki örnekte olduğu gibi 6 rakamını daire içine alabilirsiniz.

Şimdi sayfayı çevirip, anketi cevaplandırmaya başlayınız.

1- İşiniz, ne dereceye kadar, başka insanlarla (iş takipçileri, müşteriler veya aynı kuruluştaki işle ilgili diğer kişiler) ilişkide bulunarak çalışmayı gerektirmektedir?

1 2 3 4 5 6 7

Çok az; işimi
yapmak için
başkaları ile ilişkide
bulunmak pek
gerekli değil.

Orta derecede;
diğer kişilerle biraz
ilişkide bulunmak
gerekli

Çok fazla; insanlarla
ilişkide bulunmak
bu işin temel ve
önemli bir parçası.

2- İşiniz, ne dereceye kadar, çalışmaların nasıl yapılacağı konusunda sizin kendi kendinize kararlar vermenize müsaade eder?

1 2 3 4 5 6 7

Çok az; bu iş kişiye
nasıl ve ne zaman
çalışılacağı
konusunda hemen
hemen hiç karar
verme imkanı
tanımaz.

Orta derecede;
birçok şey standart
hale getirildiğinden
iş yapanın kontrolü
altında değil, ama
işle ilgili bazı
kararlar alınmasına
imkan tanır.

Çok fazla; işte ne
zaman ve nasıl
çalışılacağı
konusundaki karar
tamamen işi
yapanın
sorumluluğu
altındadır.

3- İşiniz, ne ölçüde tam ve tanımlanabilir bir bütünün parçasını yapmayı kapsar? Yani, yaptığınız şey belirli bir başı ve sonu olan bütün bir iş mi? Yoksa, başkaları veya otomatik makineler tarafından bitirilen bir işin sadece küçük bir parçası mıdır?

1 2 3 4 5 6 7

İş bir bütünün son
derece ufak bir
parçasıdır.
Çabaların sonu
ürünün veya
servisin son halinde
görülmez.

İş bir bütünün orta
büyüklükte bir
parçasıdır. Katkıları
son çıktıda
görülebilir.

İş başından sonuna
kadar bitirilen bir
bütünü kapsar.
Çalışmalar
kolaylıkla ürünün
veya servisin son
halinde görülür.

4- İşinizde ne kadar bir çeşitlilik söz konusudur? Yani, işiniz çeşitli beceri ve yetenekleri kullanarak birçok değişik şeyler yapmayı ne ölçüde gerektirir?

1 2 3 4 5 6 7

Çok az; iş sürekli olarak aynı rutin şeyleri tekrar tekrar yapmayı gerektirir.

Orta derece çeşitlilik

Çok fazla; iş birçok değişik beceri ve yetenekleri kullanarak birçok şey yapmayı gerektirir.

5- Genel olarak, işiniz ne derece önemli yay anlamlıdır? Yani, yaptığınız işin sonucu, başkalarının hayatlarını veya durumlarını önemli derecede etkiler mi?

1 2 3 4 5 6 7

Çok anlamlı değil; çalışmaların sonucunun diğer insanlar üzerinde fazla bir etkisi yoktur.

Orta derecede anlamlı ve önemlidir.

Çok fazla; çalışmaların sonucunun diğer insanlar üzerinde çok önemli yönde etkisi vardır.

6- Yöneticiler ve iş arkadaşlarınız ne ölçüde işteki başarınız konusunda size bilgi verirler?

1 2 3 4 5 6 7

Çok az; insanlar işin ne kadar iyi yapıldığı konusunda ipucu vermezler.

Orta derece de; bazen işin iyi yapıldığı yapılmadığı hakkında bilgi verir Bazen vermezler.

Çok fazla; yöneticiler veya iş arkadaşları işin iyi yapıldığı konusunda sürekli ipucu verirler.

7- İşin kendisini yapmanız ne ölçüde işinizdeki performansınız hakkında bilgi vermektedir? Yani, işin kendisi, amirlerinizin veya mesai arkadaşlarınızın sağlayabileceği bilgiden ayrı olarak, başarılı olduğunuz konusunda ne kadar ipucu sağlar?

1..... 2 3 4 5 6 7

Çok az; iş o şekilde düzenlenmiştir ki, işi yapan nasıl yaptığı konusunda bir bilgiye sahip olmadan sonsuza kadar çalışır.

Orta derecede; bazen işi yapmak işi yapana performansla ilgili bilgi sağlar.

Çok fazla; işin düzenleniş biçimi işin nasıl yapıldığı hakkında sürekli bilgi verir.

İkinci Bölüm

Bu bölümde, herhangi bir işi tanımlamak için kullanılabilen bir dizi ifadeler sıralanmıştır. Sizden, her ifadenin işinizin doğru ya da doğru olmayan bir tanımı olduğunu belirtmeniz istenmiştir. Her ifadenin, işinizin ne derece doğru bir tanımı olduğuna karar verirken işi sevip sevmediğinize bakmaksızın değerlendirmelerinizi yapmanız gerekmektedir.

Verilen ifade işin ne derece doğru bir tanımıdır.

1.....2.....3.....4.....5.....6.....7

Çok Oldukça Biraz Emin Biraz Oldukça Çok
Yanlış Yanlış Yanlış Değil Doğru Doğru Doğru

1.	Bu iş, bir dizi karmaşık ve yüksek düzeyde beceriler kullanmayı gerektirir.
2.	Bu iş, işi yapanın başkalarıyla fazlaca iş birliği içinde çalışmasını gerektirir.
3.	Bu iş, bütün bir parçayı başından sonuna kadar yapmaya olanak tanımayacak biçimde düzenlenmiştir.
4.	Sadece işimin gerektirdiklerini yapmak, bana başarı düzeyimi belirlemek açısından birçok olanak tanır.
5.	Bu iş oldukça basit ve tekrarlanan bir niteliktedir.
6.	Bu iş, başkaları tarafından denetlenmeksizin veya diğer insanlarla konuşmadan, tek başına çalışan biri tarafından yeterli bir düzeyde yapılabilir.
7.	Bu işte, yöneticiler ve iş arkadaşlarım çalışmalarımı ne derece iyi yaptığımı konusunda hiçbir zaman bilgi sağlamazlar
8.	Bu iş, çalışmaların iyi yapılıp yapılmamasından dolayı birçok kişinin etkilendiği bir iştir.
9.	Bu iş, kişisel inisiyatifimi veya yargımı kullanmaya asla imkan tanımaz.
10.	Yöneticiler, işimin nasıl yapılması gerektiği konusundaki düşüncelerini bana sık sık bildirirler.
11.	Bu iş, başladığım bir iş parçasını tamamen bitirmeme olanak sağlar.
12.	İşin kendisi, ne derece başarılı olduğum konusunda bana çok az ipucu sağlar.
13.	Bu iş, çalışmalarımı nasıl yapacağım konusunda bana oldukça fazla bağımsızlık ve özgürlük tanır.
14.	Bu iş, daha geniş bir çerçeve içinde, çok önemli ve anlamlı değildir.

C. Core Self-Evaluations Scale

Lütfen, aşağıdaki ifadelerden her birine ne ölçüde katıldığınızı belirtiniz.

1 Hiç Katılmıyorum	2 Katılmıyorum	3 Biraz Katılıyorum	4 Katılıyorum	5 Kesinlikle Katılıyorum
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1. Hayatta hak ettiğim başarıyı yakaladığıma eminim.	1	2	3	4	5
2. Bazen kendimi depresyonda hissedirim.	1	2	3	4	5
3. Uğraştığım zaman genelde başarıyorum.	1	2	3	4	5
4. Bazen başarısız olduğumda kendimi değersiz hissedirim.	1	2	3	4	5
5. İşleri başarıyla tamamlarım.	1	2	3	4	5
6. Bazen kendimi işime hâkim hissetmem.	1	2	3	4	5
7. Genel olarak, kendimden memnunum.	1	2	3	4	5
8. Yeteneklerimle ilgili şüphe duyarım	1	2	3	4	5
9. Hayatımda ne olacağını ben belirlerim.	1	2	3	4	5
10. Meslek yaşamımdaki başarımın kontrolünün elimde olmadığını hissedirim.	1	2	3	4	5
11. Sorunlarımın çoğuyla başa çıkabilirim.	1	2	3	4	5
12. Bazı zamanlar var ki her şey bana karamsar ve ümitsiz görünür.	1	2	3	4	5

D. General Satisfaction Questionnaire

Aşağıdaki ifadelerden her biri için, verilen 5 basamaklı ölçeği kullanarak her ifadeye ne oranda katıldığınızı belirleyiniz ve uygun rakamı daire içine alınız.

Cevaplar 1 = “Hiç katılmıyorum” ve 5 = “Tamamen katılıyorum” arasında değişmektedir.

- (1) Hiç Katılmıyorum
- (2) Katılmıyorum
- (3) Biraz Katılıyorum
- (4) Katılıyorum
- (5) Kesinlikle Katılıyorum

	Hiç Katılmıyorum	Katılmıyorum	Biraz Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
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1. Genel olarak konuşmak gerekirse, bu iş beni çok tatmin ediyor.	1	2	3	4	5
2. Bu işte yaptığım çalışmalar, genel olarak, beni tatmin ediyor.	1	2	3	4	5
3. Bu işte çalışanların çoğu işlerinden tatmin olmaktadır.	1	2	3	4	5

E. Organizational Commitment Scale

Aşağıdaki ifadeler, kişilerin çalıştıkları kuruluşlar hakkında çeşitli duygu ve düşüncelerini yansıtmaktadır. Aşağıda sunulan 9 ifadeye, şu anda çalıştığınız kurum açısından ne ölçüde katıldığınızı verilen ölçek üzerinde uygun rakamı daire içine alarak belirtiniz.

1 Hiç Katılmıyorum	2 Katılmıyorum	3 Kararsızım	4 Katılıyorum	5 Tamamen Katılıyorum	
1. Bu kuruma karşı güçlü bir aidiyet hissim yok.	1	2	3	4	5
2. Kendimi bu kuruma duygusal olarak bağlı hissetmiyorum.	1	2	3	4	5
3. Bu kurumun bir çalışanı olmanın gurur verici olduğunu düşünüyorum.	1	2	3	4	5
4. Şu anda bu kurumdan ayrılacak olsam hayatım büyük ölçüde alt üst olur.	1	2	3	4	5
5. Yeni bir işyerine alışmak benim için zor olurdu.	1	2	3	4	5
6. Başka bir işyerinin buradan daha iyi olacağını garantisi yok, burayı hiç olmazsa biliyorum.	1	2	3	4	5
7. Bu işyerinden ayrılıp burada kurduğum kişisel ilişkileri bozmam doğru olmaz.	1	2	3	4	5
8. Bu kuruma sadakat göstermenin görevim olduğunu düşünüyorum.	1	2	3	4	5
9. Bu kurumdan şimdi ayrılısam kendimi suçlu hissederim.	1	2	3	4	5

F. Turnover Intentions Scale

Aşağıda, çalıştığınız işletme hakkında bazı ifadeler bulunmaktadır. Lütfen okuduğunuz ifadeye aşağıdaki ölçeği kullanarak ne derecede katıldığınızı belirtiniz.

1 Hiç Katılmıyorum	2 Katılmıyorum	3 Biraz Katılıyorum	4 Katılıyorum	5 Kesinlikle Katılıyorum
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1. Büyük bir olasılıkla önümüzdeki yıl içinde bu işten ayrılacağım (emeklilik vb. dışındaki nedenler yüzünden).	1	2	3	4	5
2. Sık sık bu işi bırakmayı düşünürüm.	1	2	3	4	5
3. Başka bir kurumda başka bir iş arıyorum.	1	2	3	4	5
4. Başka bir iş bulur bulmaz bu kurumdaki işimden ayrılacağım.	1	2	3	4	5
5. Bu işteki insanların çoğu, sık sık işlerinden çıkmayı düşünürler.	1	2	3	4	5

G. Identity Development Scale

Aşağıda sizin kendinizi tanımlamanıza ilişkin 25 ifade bulunmaktadır. Lütfen her bir ifadenin sizi ne kadar tanımladığını, ifadenin yanında verilen kutucuğu işaretleyerek belirtiniz. Her ifade için yalnızca bir kutucuğu işaretleyiniz.

1 Kesinlikle katılmıyorum	2 Katılmıyorum	3 Ne katılmıyorum/Ne Katılıyorum	4 Katılıyorum	5 Kesinlikle katılıyorum
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1. Yaşamımda izleyeceğim yöne karar verdim.	1	2	3	4	5
2. Gelecekte yapacaklarımla ilgili planlarım var.	1	2	3	4	5
3. Yaşamımda hangi yolu izleyeceğimi biliyorum.	1	2	3	4	5
4. Gelecekte yapacaklarıma ilişkin düşüncem var.	1	2	3	4	5
5. Yaşamımda ne yapacağım konusunda seçimimi yaptım.	1	2	3	4	5
6. Yaşamımda izleyebileceğim farklı yollar hakkında etkin biçimde düşünürüm.	1	2	3	4	5
7. Gelecekte yapabileceğim farklı şeyler hakkında düşünürüm.	1	2	3	4	5
8. Bana uyabilecek birtakım farklı yaşam biçimlerini göz önünde bulunduruyorum.	1	2	3	4	5
9. İzleyebileceğim farklı amaçlar hakkında düşünürüm.	1	2	3	4	5
10. Benim için iyi olabilecek farklı yaşam biçimleri hakkında düşünüyorum.	1	2	3	4	5
11. Yaşamda gerçekten elde etmek istediklerim konusunda kuşkularım var.	1	2	3	4	5
12. Gelecekte yapmak istediklerim konusunda endişeliyim.	1	2	3	4	5
13. Yaşamımda izlemek istediğim yönü arayıp duruyorum.	1	2	3	4	5
14. Yaşamımın ne yönde olması gerektiğini merak edip duruyorum.	1	2	3	4	5
15. Yaşamımda izleyeceğim yönü düşünmemek benim için zor.	1	2	3	4	5
16. Gelecekle ilgili planlarım, gerçek ilgi ve değerlerimle örtüşüyor.	1	2	3	4	5
17. Gelecekle ilgili planlarım bana güven veriyor.	1	2	3	4	5

1 Kesinlikle katılmıyorum	2 Katılmıyorum	3 Ne katılmıyorum/Ne Katılıyorum	4 Katılıyorum	5 Kesinlikle katılıyorum
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18. Gelecekle ilgili planlarımın olması, kendime güven duymamı sağlıyor.	1	2	3	4	5
19. Yaşamıma vermek istediğim yönün bana gerçekten uygun olacağını hissediyorum.	1	2	3	4	5
20. Gelecekle ilgili planlarımın benim için doğru olduğundan eminim.	1	2	3	4	5
21. Gelecek için yaptığım planlar üzerine düşünürüm.	1	2	3	4	5
22. Gelecekle ilgili yapmış olduğum planlar hakkında başkalarıyla konuşurum.	1	2	3	4	5
23. Yaşamım için belirlediğim hedeflerin bana gerçekten uyup uymadığını düşünürüm.	1	2	3	4	5
24. Yaşamımda izlemeyi planladığım belli yön hakkında başkalarının ne düşündüğünü anlamaya çalışırım.	1	2	3	4	5
25. Gelecek planlarımın gerçekten ne istediğimle uyup uyumadığını düşünürüm.	1	2	3	4	5

H. Psychological Harassment at Work Scale

Aşağıda, işyerinde karşılaşılabilecek durumlarla ilgili ifadeler bulunmaktadır. Lütfen aşağıdaki ölçeği kullanarak bu davranışlarla karşılaşma sıklığınızı belirtiniz.

1 Hiçbir Zaman	2 Ayda Bir, İki Defa veya Nadiren	3 Haftada Bir Defa	4 Hemen Hemen Her Gün	
1. Olumsuz mimik ve bakışlar yöneltiliyor.	1	2	3	4
2. Özel yaşamımla ilgili konuşulmasını istemediğim hassas konular açığa çıkarılıyor.	1	2	3	4
3. Benimle herkesin önünde aşağılayıcı bir üslupla konuşuluyor.	1	2	3	4
4. Dış görünüşümle, hal ve hareketlerimle veya kusurlarımla alay ediliyor.	1	2	3	4
5. Özel yaşamımla alay ediliyor.	1	2	3	4
6. İşyerimde yaşanan her türlü problemin sorumlusu tutuluyorum.	1	2	3	4
7. İşyerinde sanki yokmuşum gibi davranılıyor.	1	2	3	4
8. İşyerinin kutlamalarına benim dışımda herkes çağrılıyor.	1	2	3	4
9. Başarılarım, başkalarınca sahipleniliyor.	1	2	3	4
10. İş arkadaşlarım benimle birlikte çalışmaktan, aynı projede yer almaktan kaçınıyor.	1	2	3	4
11. İş arkadaşlarımdan ayrı bir bölümde çalışmaya zorlanıyorum.	1	2	3	4
12. Yaptığım her iş ince ince izleniyor.	1	2	3	4
13. Mesleki becerilerimin altında veya özsaygıma zarar veren işler yapmam isteniyor.	1	2	3	4
14. Yaptığım her iş eleştiriliyor, hatalarım tekrar tekrar yüzüme vuruluyor.	1	2	3	4
15. İşimle ilgili yanlış bilgi veriliyor veya saklanıyor.	1	2	3	4

1 Hiçbir Zaman	2 Ayda Bir, İki Defa veya Nadiren	3 Haftada Bir Defa	4 Hemen Hemen Her Gün
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16. Soru ve taleplerim yanıtsız bırakılıyor.	1	2	3	4
17. Yetiştirilmesi imkansız, mantıksız görev ve hedefler veriliyor.	1	2	3	4
18. İşle ilgili konularda söz hakkı verilmiyor veya sözüm kesiliyor.	1	2	3	4
19. Sorumluluklarım daraltılıyor veya elimden alınıyor.	1	2	3	4
20. İşle ilgili öneri ve görüşlerim reddediliyor.	1	2	3	4
21. Benimle bağırılıp çağırılarak veya kaba bir tarzda konuşuluyor.	1	2	3	4
22. İşe ilişkin kararlarım sorgulanıyor.	1	2	3	4
23. Özel yaşamıma ilişkin hakaret boyutuna varan eleştiriler yapılıyor.	1	2	3	4
24. Siyasi ve dini görüşlerim nedeniyle sözlü veya sözsüz saldırılara hedef oluyorum.	1	2	3	4
25. Ofis içinde veya dışındayken gereksiz telefon çağrıları ile rahatsız ediliyorum.	1	2	3	4
26. Cinsel içerikli söz ve bakışlar yöneltiliyor.	1	2	3	4
27. Tehditkar söz veya davranışlar yöneltiliyor.	1	2	3	4
28. E-postama veya ofisime aşağılayıcı, hakaret içeren resim veya yazılar gönderiliyor.	1	2	3	4

Lütfen aşağıdaki tanım doğrultusunda kendinizi psikolojik taciz mağduru olarak düşünüp düşünmediğinizi belirtiniz:

Psikolojik taciz, işyerinde bir veya daha fazla kişinin, genellikle bir diğer kişiye sistematik ve uzun süreli saldırgan davranışlar yönelttiği ve hedef kişinin bu davranışlar karşısında kendini savunmasız hissettiği bir süreci ifade etmektedir. Bu süreç içerisinde yöneltilen saldırgan davranışların veya düşmanca iletişimin, işyerinde psikolojik taciz olarak isimlendirilmesi için, söz konusu davranışların ya da iletişimin sürekli ve düzenli olarak ve belirli bir süre yöneltilmesi gerekmektedir. Tek seferlik yaşanan bir tartışma ya da anlaşmazlık, işyerinde psikolojik taciz kapsamında değerlendirilmemektedir.

1	2	3	4
Kesinlikle	Biraz	Oldukça	Kesinlikle
Düşünmüyorum	Düşünüyorum	Düşünüyorum	Düşünüyorum

I. Demographical Information (Employees)

1. Yaşınız: _____
2. Cinsiyetiniz: ____ Kadın ____ Erkek
3. Ne kadar süredir bu kurumda çalışmaktasınız? ____ yıl ____ ay
4. Ne kadar süredir bu pozisyonda çalışmaktasınız? ____ yıl ____ ay
5. Toplam çalışma süreniz: ____ yıl ____ ay

Daha önce belirtildiği gibi, çalışan ve yönetici yanıtlarını eşleştirebilmek için kimlik belirleyici bilgiler istenmektedir. Bu kapsamda, bağlı bulunduğunuz yöneticiyi belirtmeniz beklenmektedir.

Yöneticimden de veri toplanmasını onaylıyorum. _____Evet _____Hayır

Bağlı olduğunuz yöneticinizin adı: _____

Çalıştığınız Bölüm: _____

Unvanınız: _____

J. Informed Consent Form for Supervisors

Sayın katılımcı,

Bu anket, Orta Doğu Teknik Üniversitesi Psikoloji Bölümü Endüstri ve Örgüt Psikolojisi alanı Yüksek Lisans öğrencisi Gizem Suzan Şahin tarafından Prof. Dr. Canan Sümer'in danışmanlığında yürütülen bitirme tezi çalışması kapsamında hazırlanmıştır. Çalışmanın amacı, iş yerinde yönetici davranışları ve çalışanların tutumlarını etkileyen faktörler hakkında bilgi edinmektir.

Çalışmaya katılım tamamıyla gönüllülük temelindedir. Çalışmaya katılabilmeniz için, en az 6 aydır size bağlı çalışanlarınızın olması gerekmektedir. Sizden, çalışan ve yönetici yanıtlarını eşleştirebilmek için kimlik belirleyici bazı bilgiler istenecektir. Bu kapsamda, anketin son bölümünde, unvanınız ve çalışıyor olduğunuz bölümün bilgilerini belirtmeniz beklenmektedir. Çalışan yanıtları, ayrı olarak uygulanacak bir anket formu aracılığı ile elde edilecektir. Bu çalışmadan elde edilecek bilgiler, araştırmacılar tarafından sadece bilimsel araştırma amaçlı kullanılacaktır. Vereceğiniz cevaplar kesinlikle gizli tutulacak ve başkalarıyla paylaşılmayacaktır.

Anketin cevaplandırılmasında süre sınırlaması yoktur; anketin doldurulması yaklaşık 15 dakika sürmektedir. Lütfen, tüm açıklamaları ve soruları dikkatlice okuyarak cevaplandırınız.

Katkılarınız ve yardımlarınız için şimdiden teşekkür ederiz.

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Prof. Dr. Canan Sümer
ODTÜ Psikoloji Bölümü
Tez Danışmanı

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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K. Paternalistic Leadership Scale

Aşağıda, iş hayatında yöneticilerin sergilediği davranışlarla ilgili tanımlar yer almaktadır. Lütfen, size doğrudan bağlı olan çalışanlarınızı düşünerek davranışlarınızla ilgili görüşlerinizi ilgili kutucuğu işaretleyerek belirtin. Her bir davranışı ayrı olarak düşünün ve çalışanlarınız hakkındaki görüşlerinizin belirtilen davranış konusundaki değerlendirmelerinizi yanıtmasına izin vermeyin.

1 Hiç Katılmıyorum	2 Katılmıyorum	3 Ne Katılıyorum Ne Katılmıyorum	4 Katılıyorum	5 Tamamen Katılıyorum	
1. Çalışanlarıma karşı bir aile büyüğü (baba/anne veya ağabey, abla) gibi davranırım.	1	2	3	4	5
2. Çalışanlarıma bir aile büyüğü gibi öğüt veririm.	1	2	3	4	5
3. İşyerinde aile ortamı yaratmaya önem veririm.	1	2	3	4	5
4. Ebeveynin çocuğundan sorumlu olması gibi, her çalışanımdan kendimi sorumlu hissedirim.	1	2	3	4	5
5. Çalışanlarımı dışarıdan gelen eleştirilere karşı korurum.	1	2	3	4	5
6. Çalışanlarımla bire bir ilişki kurmak benim için çok önemlidir.	1	2	3	4	5
7. Çalışanlarımı yakından (örn. kişisel sorunlar, aile yaşantısı vs.) tanımaya önem veririm.	1	2	3	4	5
8. Çalışanlarımla ilişkilerimde duygusal tepkiler gösteririm; sevinç, üzüntü, kızgınlık gibi duygularımı dışa vururum.	1	2	3	4	5
9. Çalışanlarımın gelişimini yakından takip ederim.	1	2	3	4	5
10. Gerektiğinde, çalışanlarım adına, onaylarını almaksızın bir şeyler yapmaktan çekinmem.	1	2	3	4	5
11. İhtiyaçları olduğu zaman, çalışanlarıma iş dışı konularda (örn. ev kurma, çocuk okutma sağlık vs.) yardım etmeye hazırım.	1	2	3	4	5

1 Hiç Katılmıyorum	2 Katılmıyorum	3 Ne Katılıyorum Ne Katılmıyorum	4 Katılıyorum	5 Tamamen Katılıyorum
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12. Çalışanlarımın özel günlerine (örn. nikah, cenaze, mezuniyet vs.) katılım.	1	2	3	4	5
13. Çalışanlarımdan birinin özel hayatında yaşadığı problemlerde (örn; eşler arası problemlerde) arabuluculuk yapmaya hazırım.	1	2	3	4	5
14. Çalışanlarıma gösterdiğim ilgi ve alakaya karşılık, onlardan bağlılık ve sadakat beklerim.	1	2	3	4	5
15. Çalışanlarımla ilgili kararlar alırken (örn. terfi, işten çıkartma), performans en önemli kriter değildir.	1	2	3	4	5
16. Çalışanlarımda sadakate, performansa verdiğimden daha fazla önem veririm.	1	2	3	4	5
17. Çalışanlarıma karşı tatlı-sertimdir.	1	2	3	4	5
18. Çalışanlarım için neyin en iyi olduğunu bilirim.	1	2	3	4	5
19. İşle ilgili konularda çalışanlarımın fikrini sorarım, ama son kararı kendim veririm.	1	2	3	4	5
20. İşle ilgili her konunun kontrolüm altında ve bilgim dahilinde olmasını isterim.	1	2	3	4	5
21. Çalışanlarımla yakın ilişki kurmama rağmen aradaki mesafeyi de korurum.	1	2	3	4	5

L. Demographical Information (Supervisors)

1. Çalıştığınız Bölüm: _____
2. Unvanınız: _____
3. Yaşınız: _____
4. Cinsiyetiniz: ____ Kadın ____ Erkek
5. Ne kadar süredir bu kurumda çalışmaktasınız? ____ yıl ____ ay
6. Ne kadar süredir bu pozisyonda yöneticilik yapmaktasınız? ____ yıl ____ ay
7. Toplam çalışma süreniz: ____ yıl ____ ay

M. Debriefing Form

Bu çalışma daha önce de belirtildiği gibi Orta Doğu Teknik Üniversitesi Psikoloji Bölümü Endüstri ve Örgüt Psikolojisi alanı Yüksek Lisans öğrencisi Gizem Suzan Şahin tarafından Prof. Dr. Canan Sümer'in danışmanlığında yürütülen bitirme tezi çalışmasıdır. Çalışmada temel olarak, duygusal taciz (mobbing, yıldırma) algılarının işe yönelik tutumlara ve performansa etkisi incelenecektir.

Mobbing literatürü, psikolojik çalışma ortamını oluşturan işle ilgili faktörler ve yönetici davranışlarının psikolojik taciz algısına neden olduğunu göstermiştir. Bu bulgular temelinde, babacan liderliğin bağlılık ve itaat bekleme boyutuyla çalışanların duygusal taciz algıları arasında sistematik bir ilişki olması beklenmektedir. Algılanan psikolojik tacizin de çalışanların iş doyumu, örgütsel bağlılığı, işten ayrılma niyetleri, istirahat izni ve devamsızlık oranlarında farklılıklara neden olacağı beklenmektedir. Belirtilen ilişkilerin, çalışanın Y jenerasyonu üyesi olduğu durumlarda, Y jenerasyonu üyesi çalışanların motive etme potansiyeli yüksek işlere sahip olduğu durumlarda ve çalışanların temel benlik-değerlendirmelerinin düşük olduğu durumlarda daha güçlü olması beklenmektedir. Bu ilişkileri ortaya koyabilmek amacıyla, katılımcı olan çalışanların işyerinde psikolojik taciz, kimlik gelişiminin boyutları, iş tanısı, temel benlik-değerlendirmesi, iş doyumu, örgütsel bağlılık ve işten ayrılma niyeti ölçeklerini; yöneticilerin ise babacan liderlik ölçeğini cevaplamaları istenmiştir.

Bu çalışmadan alınacak ilk verilerin Ağustos 2014 sonunda elde edilmesi amaçlanmaktadır. Elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Çalışmanın sonuçlarını öğrenmek ya da bu araştırma hakkında daha fazla bilgi almak için aşağıdaki isimlere başvurabilirsiniz. Bu araştırmaya katıldığınız için tekrar teşekkür ederiz.

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M. Individual Mobbing Behaviors and Descriptive Statistics

Mobbing Behaviors	Mean	Std. Dev.
Olumsuz mimik ve bakışlar yöneltiliyor.	2.08	1.05
Yaptığım her iş ince ince izleniyor.	1.85	1.03
Başarılarım, başkalarınca sahipleniliyor.	1.49	0.85
Yetiştirilmesi imkansız, mantıksız görev ve hedefler veriliyor.	1.42	0.71
İşe ilişkin kararlarım sorgulanıyor.	1.41	0.61
Soru ve taleplerim yanıtsız bırakılıyor.	1.40	0.65
İşle ilgili konularda söz hakkı verilmiyor veya sözüm kesiliyor.	1.37	0.68
İşle ilgili öneri ve görüşlerim reddediliyor.	1.32	0.59
Benimle herkesin önünde aşağılayıcı bir üslupla konuşuluyor.	1.29	0.61
Sorumluluklarım daraltılıyor veya elimden alınıyor.	1.29	0.62
Benimle bağırılıp çağırılarak veya kaba bir tarzda konuşuluyor.	1.26	0.60
İşyerimde yaşanan her türlü problemin sorumlusu tutuluyorum.	1.25	0.56
İşimle ilgili yanlış bilgi veriliyor veya saklanıyor.	1.24	0.54
İşyerinde sanki yokmuşum gibi davranılıyor.	1.23	0.60
İş arkadaşlarımdan ayrı bir bölümde çalışmaya zorlanıyorum.	1.21	0.60
Özel yaşamımla ilgili konuşulmasını istemediğim hassas konular açığa çıkarılıyor.	1.19	0.53
Yaptığım her iş eleştiriliyor, hatalarım tekrar tekrar yüzüme vuruluyor.	1.19	0.52
Tehditkar söz veya davranışlar yöneltiliyor.	1.19	0.47
Dış görünüşümle, hal ve hareketlerimle veya kusurlarımla alay ediliyor.	1.16	0.48
Mesleki becerilerimin altında veya özsaygıma zarar veren işler yapmam isteniyor.	1.14	0.44
İşyerinin kutlamalarına benim dışımda herkes çağırılıyor.	1.13	0.53
Özel yaşamımla alay ediliyor.	1.09	0.38
Siyasi ve dini görüşlerim nedeniyle sözlü veya sözsüz saldırılara hedef oluyorum.	1.07	0.38
Özel yaşamıma ilişkin hakaret boyutuna varan eleştiriler yapılıyor.	1.06	0.30
İş arkadaşlarım benimle birlikte çalışmaktan, aynı projede yer almaktan kaçınıyor.	1.03	0.21

N. Tezin Türkçe Özeti

“Bir veya birkaç kişi tarafından genellikle mobing nedeniyle savunmasız bir duruma sokulmuş ve devam eden mobing aktiviteleri nedeniyle bu durumda kalan bir kişiye yöneltilmiş düşmanca ve etik dışı iletişim” olarak tanımlanan “*mobing*” ya da “*iş yerinde psikolojik taciz*” (Leymann, 1996, p.168), endüstri ve örgüt psikolojisi yazınında giderek ilgi çeken bir kavram olmuştur. Leymann’a göre, bir davranışın/muamelenin mobing olarak nitelendirilebilmesi için en az haftada bir kez olması ve en az altı ay süreyle devam etmesi gerekmektedir.

Mobingin işe yönelik tutumlar ve sağlıkla ilgili sonuçları olduğu bulunmuştur. Mobing, iş doyumunu, hayat doyumunu, işten ayrılma niyeti ve öz-saygı üzerinde olumsuz bir etkiye sahiptir (ör. Bowling ve Beehr, 2006; Hauge ve ark., 2007). Mobing kurbanlarının sistematik ve uzun süreli, fiziksel ve cinsel olmayan olumsuz davranışların sonucu olarak bir dizi olumsuz sağlık sonuçlarına sahip olduğu bulunmuştur (Zapf ve Einarsen, 2001). Mobing kurbanlarının anlamlı olarak daha fazla stres semptomları, zihinsel yorgunluk ve psikosomatik semptomlar rapor ettiği bulunmuştur (Agervold ve Mikkelsen, 2004). Ayrıca, bu kişiler, mobinge maruz kalmayan emsallerine göre daha fazla rapor almışlardır. Bowling ve Beehr’in (2006) çalışma sonuçları da gerginlik, kaygı, depresyon, tükenme, mahrumiyet, olumsuz duygular ve fiziksel semptomların işyerinde tacizle ilgili olduğunu desteklemektedir.

İlgili yazında mobingin etkileri ya da sonuçları kadar, öncülleri de ilgi görmektedir. Örneğin, bağlamsal bir değişken olarak liderlik stili ya da yaklaşımlarının mobing ile ilişkili olacağı beklenmektedir. Türk kültürü bağlamında iş kurumlarında etkili ve tercih edilen bir tarz olduğu belirlenen babacan liderlik tarzının, muhtemelen özündeki ilgi ve kontrol ikililiği (Aycan, 2006) nedeniyle, mobing ile ilişkili olacağı söylenebilir. Bu argümanı destekler nitelikte Soylu (2011), babacan liderliğin özellikle sadakat bekleme boyutunun mobing ile ilişkili olabileceğini tespit etmiştir. Bu tez çalışması, babacan liderlik davranışlarının

mobing algıları üzerindeki etkisini ve bu algıların da işe yönelik tutumlara olan etkisini incelemeyi amaçlamaktadır.

Mobing-Sonuç Değişkenleri İlişkisinde Potansiyel Düzenleyici Değişken Olarak Temel Benlik Değerlendirmeleri

Mobingin işe yönelik tutumlar ve psikolojik sonuçlar ile ilişkisi belirlenmiş olsa da bazı kişisel farklılıkların bu ilişkide düzenleyici olacağı düşünülmektedir. Örneğin, temel benlik değerlendirmelerinin, mobing deneyiminde kritik bir bireysel farklılık olduğuna inanılmaktadır. Bowling, Beehr, Bennett ve Watson'ın (2010) bireysel faktörlerin kişiler arası çatışma üzerindeki etkilerini incelediği çalışmaları destekleyici sonuçlar sunmaktadır. Sonuçlar kurbanların temel benlik değerlendirmelerinin çatışmaya maruz kalmakla negatif ilişkisi olduğunu göstermektedir. Bu çalışmanın amacı kişiler arası çatışma olmasa da Bowling ve arkadaşlarının çalışmalarının mobing algılarına uygulanabileceği düşünülebilir. Bu nedenle, temel benlik algılarının mobing sürecinde etkisi olacağını düşünüyorum. Spesifik olarak, temel benlik değerlendirmeleri, mobingin bireyler üzerindeki etkisinin derecesini belirleyen faktör olarak düşünülmektedir.

Mobingin Öncülleri

Mobingin nedenlerini açıklamaya çalışan araştırmalar iki ana odağa sahiptir: hedefin/kurbanın kişiliği ve psikososyal iş ortamı (Coyne et al., 2000). Hedefin kişilik özelliklerine odaklanan çalışmalar, kişilerin belli bireysel niteliklerinin onları mobinge uğramaya yatkın hale getirdikleri önermesine dayanmaktadır. Diğer yandan, psikososyal çalışma ortamına odaklanan çalışmalar mobingin genel olarak stresli bir psikososyal ortamda ortaya çıkacağını önermektedir (Coyne ve ark., 2000). Psikolojik çalışma ortamına ilişkin faktörler bu çalışmanın ilgi konusudur.

Mobingin Öncülü Olarak Algılanan Liderlik

Einarsen ve arkadaşları (1994), liderlik davranışlarının ya da stilinin, mobinge maruz kalmada kritik bir rol oynayabileceğini ileri sürmektedirler. Bu yazarlara göre liderlik davranışlarındaki eksiklik, stresli ve iyi organize edilmemiş bir çalışma ortamı yaratarak mobingin oluşması için uygun ortam yaratır. Zorba liderlik (tyrannical leadership), serbest bırakıcı liderlik (laissez-faire leadership) ve de pasif

ve kaçınmalı liderlik mobing ile ilişkili bulunan liderlik davranışları arasındadır (ör. Hauge ve ark., 2007; Hoel, Glaso, Hetland, Cooper ve Einarsen, 2010; Skogstad, Einarsen, Torsheim, Aasland, ve Hetland, 2007). Ancak, bu liderlik davranışları Batı temelli liderlik kuramlarına dayanmaktadır. Kültürün, yöneticilik uygulamalarının başarısını belirlemede önemli bir rol oynadığı bilinmektedir. Bu nedenle, Türkiye, Pakistan ve Çin gibi Doğu ülkelerinde gözlenen babacan liderlik (Aycan, Kanungo, Mendonca, Yu, Deller, Stahl, ve Kurshid, 2000), örgütsel davranış ve tepkileri anlamında dikkate değer bir liderlik tipidir.

Mobingin Öncülleri Olarak Babacan Liderlik Bileşenleri

Ertüreten, Cemalcılar ve Aycan (2013) farklı liderlik tarzlarının –etkileşimsel, dönüşümsel, otoriter ve babacan- kurumsal tutumlar üzerindeki etkisini araştırmıştır. Sonuçlara göre, otoriter liderlik mobing ihtimalini artırırken etkileşimsel ve dönüşümsel liderlik bu ihtimali düşürmüştür. Babacan liderlik açısından ise zayıf, negatif bir ilişki bulunmuştur. Benzer şekilde, Soylu (2011) babacan liderliğin mobing üzerindeki etkisini araştırmıştır. Sonuçlar, farklı babacan liderlik bileşenlerinin mobing ile farklı ilişkileri olduğunu göstermiştir. Sadakat bekleme boyutu ile mobing arasında pozitif bir ilişki bulunurken iş yerinde aile ortamı yaratma boyutu mobing ile negatif ilişkili bulunmuştur. Ertüren ve arkadaşlarının (2013) bulgularına paralel olarak, babacan liderliğin olumlu bileşenleri ile mobing arasında negatif bir ilişki bulunmuştur. Ancak, Ertüreten ve arkadaşlarının bulgularından farklı olarak, babacan liderliğin olumsuz bileşenleri mobing ihtimalini artırmıştır.

Yukarıda değinilen çalışmaların farklı bulgulara ulaşmalarının nedeninin yazarların babacan liderlik olgusunu farklı kavramsallaştırmaları olduğu düşünülmektedir. Babacan liderlik ilgili yazında çok boyutlu bir olgu olarak kavramsallaştırılmaktadır. Ancak, Ertüreten ve arkadaşları (2013) babacan liderliği tek boyutlu olarak ele almış ve farklı bileşenleri ile ilgili tahminlerde bulunmamışlardır. Diğer yandan, Soylu (2011) babacan liderliğin farklı bileşenleri ile mobing arasındaki ilişkileri incelemiştir. Daha önce açıklandığı gibi babacan liderliğin doğasında kontrol ve ilgi arasında bir ikilik vardır. Bu ikilik nedeniyle

babacan liderliğin farklı bileşenlerinin farklı sonuçlara neden olacağına inanmaktayım. Bu nedenle, bu tez çalışmasında babacan liderlik çok boyutlu olarak ele alınmıştır ve farklı bileşenleri ile ilgili farklı hipotezler oluşturulmuştur.

Liderlik-Mobing İlişkisinde Düzenleyici Bir Değişken Olarak İş Özellikleri

Einarsen ve arkadaşlarının (1994) mobing ve iş ortamı kalitesi arasındaki ilişkiyi inceledikleri çalışmalarında, iş üzerindeki kontrol ve rol karmaşası değişkenlerinin mobing algısı ile kuvvetli ilişkileri olduğu bulunmuştur. İş üzerindeki kontrol azaldıkça ve de rol karmaşası arttıkça mobing algısı da artmaktadır. Benzer şekilde, mobing kurbanları rol açıklığı ve iş anlamlılığı açısından iş ortamlarını daha olumsuz değerlendirmektedir (Agervold ve Mikkelsen, 2004). Bowling ve Beehr'in (2006) iş yeri tacizi üzerine yaptıkları çalışmada da rol karmaşası ve rol belirsizliği mobing üzerinde en güçlü etkiye sahip değişkenler olarak tespit edilmiştir.

Notelaers, DeWitte ve Einarsen'in (2010) belirttiği gibi yukarıda değinilen çalışma koşulları ilgili yazında iş özellikleri olarak tanımlanmaktadır. Görgül sonuçlar belli iş özelliklerinin mobing ile ilişkili olduğunu göstermektedir. Bireyler işleri üzerinde kontrol sahibi olmayı, açık rol tanımları ve anlamlı işlere sahip olmayı istemektedir; ancak işleri istenen otonomi, açıklık ve anlamlılığı sağlamadığında mobinge karşı savunmasız hale gelirler. Eğer işleri olumlu koşulları sağlarsa, bireylerin mobing yaşama olasılığının daha düşük olacağı iddia edilebilir. Schaubroeck, Walumbwa, Ganster ve Kepes'in (2007) çalışması destekleyici bulgular sunmaktadır. Kişiler zenginleştirilmiş işlere sahip olduklarında yöneticilerinin olumsuz özelliklerinin iyi olma ve bağlılık üzerindeki etkisi yok olmuştur. Bu bulgulara dayanarak, olumlu iş özelliklerinin mobing üzerinde benzer etkiye sahip olacağını düşünmekteyim. Yani, kişiler motivasyon potansiyeli yüksek işlere sahip olduklarında, mobing algıları düşük olacaktır.

Liderlik-Mobing İlişkisinde Düzenleyici Bir Değişken Olarak Y Jenerasyonu Değerleri

Cinsiyet ve etnik çeşitliliğe ek olarak yaş çeşitliliği hemen hemen her organizasyonda mevcuttur (Murphy, Jr., Gibson ve Greenwood, 2010) ve Y

jenerasyonu iş gücüne katılan en güncel gruptur (VanMeter, Grisaffe, Chonko ve Roberts, 2013). Y jenerasyonu ile ilgili genel özelliklerin olduğu görülse de Becton, Walker ve Jones-Farmer (2014) etnik köken ve ulusal kültür gibi jenerasyon-içi etkilere sahip olabilecek bireysel farklılıkları göz önünde bulundurmaları konusunda araştırmacıları uyarmaktadır. Gerçekten de Guillot-Soulez ve Soulez (2014) yeni mezunları iş tercihlerine göre dört gruba ayırmış ve Y jenerasyonunun homojen bir grup olmadığı sonucuna varmışlardır. Yazarlara göre, mikroortam ile ilgili sosyal entegrasyon (örn. aile) makroortam ile ilgili sosyal entegrasyondan (örn. tarihsel olaylar) daha büyük etkiye sahip olabilir. Bu doğrultuda, 1980 sonrası doğan tüm bireylerin Y jenerasyonunun taşıdığı değerler göz önüne alındığında tipik bir Y jenerasyonu üyesi olmayacağını düşünmekteyim. Bu nedenle, bu çalışmada liderlik-mobing ilişkisinde jenerasyon etkisi incelenirken doğum yılı yerine kimlik statüleri Y jenerasyonu göstergesi olarak kullanılmıştır.

Kimlik Oluşumu

James Marcia (1966) tarafından geliştirilen kimlik statüsü modeli, son kırk yılda kimlik yazınının odağı olmuştur (ör. Berzonsky, 2004; Luyckx, Goossens, Soenens ve Beyers, 2006; Luyckx, Schwartz, Berzonsky, Soenens, Vansteenkiste, Smits ve Goossens, 2008). Seçeneklerin araştırılması (crisis) ve içsel yatırım (commitment) kimlik statüleri belirlenirken kullanılan iki önemli kriterdir. Bu kriterler kullanılarak dört statü oluşturulmaktadır: *başarılı*, *askıya alınmış*, *ipoteekli*, *dağınık*. Marcia'nın (1966) modelini geliştirmek üzere Luyckx ve arkadaşları (2005) seçeneklerin araştırılması ve içsel yatırımda bulunma boyutlarını iki bileşene ayırdıkları bir kimlik oluşumu modeli önermişlerdir. Böylece birbirinden ayrı ancak ilişkili dört kimlik boyutu oluşmuştur: *içsel yatırımda bulunma*, *içsel yatırımla özdeşleşme*, *seçeneklerin derinlemesine araştırılması* ve *seçeneklerin genişlemesine araştırılması*. Son zamanlarda, beşinci boyut olan *seçeneklerin saplantılı araştırılması* boyutu modele eklenmiştir (Luyckx ve ark., 2008). Bu beş kimlik boyutu doğrultusunda altı kimlik statüsü öne sürülmüştür: *başarılı*, *ipoteekli*, *askıya alınmış*, *kaygısız dağınık*, *dağılmış dağınık* ve *farklılaşmamış*.

Luyckx ve arkadaşlarının (2008) hipotez ettiği gibi başarılı ve askıya alınmış kimlik statülerinin seçeneklerin araştırılması boyutlarında yüksek olacağı düşünülmektedir. Ayrıca, askıya alınmış statü de içsel yatırımda bulunma boyutlarında düşük puanlarla ilişkilidir. Bu nedenle, Y jenerasyonu üyelerinin esneklik ve otonomi beklentileri nedeniyle başarılı ve askıya alınmış statülere sahip olacakları düşünülmektedir.

Çalışmanın Amacı ve Beklenen Sonuçlar

Bu çalışmada, mobingin potansiyel öncüsü olarak sadakat bekleme (babacan liderlik), mobingin sonucu olarak da iş tutumları incelenmiştir. Liderlik-tutum ilişkisinde, temel benlik değerlendirmeleri; liderlik-mobbing ilişkisinde ise hem Y jenerasyonu hem de iş özelliklerinin düzenleyici rolleri hipotez edilmiştir.

Çalışma kapsamında test edilen denenceler aşağıdadır:

1. Mobing ile iş doyumu (negatif), örgütsel bağlılık (negatif) ve işten ayrılma niyeti (pozitif) arasında bir ilişki vardır.
2. Mobing ile çalışanların işe devamsızlık oranları arasında pozitif bir ilişki vardır (eksik veri nedeni ile test edilememiştir).
3. Mobingle iş doyumu, örgütsel bağlılık, işten ayrılma niyeti arasındaki ilişkilerde temel benlik değerlendirmeleri düzenleyici bir rol oynamaktadır.
4. Babacan liderliğin negatif boyutları ile mobing arasında pozitif bir ilişki vardır.
5. Babacan liderliğin sadakat bekleme boyutu ve mobing arasındaki ilişki, motivasyon potansiyeli yüksek iş algısı durumunda daha zayıftır.
6. Babacan liderliğin sadakat bekleme boyutu ve mobing arasındaki ilişki, Y jenerasyonunu temsil ettiği düşünülen kimlik statülerine sahip kişiler (başarılı ve askıya alınmış kimlik statüsüne sahip çalışanlar) için, Y jenerasyonunun tipik temsilcisi olmayan (ipotekli statüye sahip) kişilere oranla daha güçlüdür.

Yöntem

Katılımcılar

Çalışma kapsamında hızlı tüketim malları sektöründe gıda üretimi yapmakta olan bir firmada çalışan 175 mavi ve beyaz yakalı çalışandan veri toplanmıştır.

Katılımcılar mekanik tasarım mühendisi, güvenlik görevlisi, operatör ve bakım teknisyeni gibi çeşitli işlerde çalışmaktadırlar. Katılımcıların %17'si beyaz yaka işlere sahiptir. Cinsiyetini belirten katılımcıların yüz altmış dokuzu erkeklerden oluşmaktadır ve sadece üç katılımcı kadındır. Katılımcıların ortalama yaşı 29.53 ($SS = 3.66$) ve firmadaki iş deneyimi ortalaması 4.6'dır ($SS = 3.56$).

Yüz elli bir katılımcının 118'i ilk yöneticilerinden veri alınmasını onaylarken, 24 çalışan bu soruya cevap vermemiştir. Astlarının onayı sonrasında 46 yönetici ile iletişime geçilmiştir. Yöneticilerin ortalama yaşı 41.1 ($SS = 6.58$), firmadaki iş deneyimi ortalamaları 14.4'dür ($SS = 7.12$). Kırk yönetici cinsiyetini belirtmiştir ve bunların sadece 1'i kadındır.

Kullanılan Ölçüm Araçları

Çalışanlara uygulanan anket paketinde iş tanısı (Bilgiç, 1999), temel benlik değerlendirmesi (Kisbu, 2006), iş doyumu (Bilgiç, 1999), örgütsel bağlılık (Wasti, 1999), işten ayrılma niyeti (Ok, 2007), kimlik gelişimi (Morsünbül ve Çok, 2014) ve işyerinde psikolojik taciz (Tınaz, Gök ve Karatuna, 2010) değişkenlerini ölçmek üzere yaygın kullanılan Likert tipi ölçekler kullanılmıştır. Dört basamaklı olan işyerinde psikolojik taciz ölçeği ile yedi basamaklı iş tanısı ölçeği dışındaki tüm ölçekler beş basamaklı Likert ölçeği üzerinden yanıtlanmıştır. Anket paketi ayrıca, demografik soruların yer aldığı bir formu ve katılım sonrası bilgi formunu da içermektedir. Amir anket paketi ise, babacan liderlik ölçeği (Aycan, 2006), demografik bilgi formu ve katılım sonrası bilgi formundan oluşmaktadır.

Bulgular

Betimleyici İstatistikler

Katılımcıların işten ayrılma niyetleri ortalaması (2.38) ölçek orta noktasının altında iken, iş doyumu ortalaması (3.09) ölçek orta noktasının biraz üzerinde olarak tespit edilmiştir. Benzer şekilde, örgütsel bağlılık ortalaması (3.38) ve temel benlik değerlendirmeleri ortalaması (3.64) da ölçek orta noktasının üzerindedir. Genel olarak ölçeklerin standart sapma değerleri 0.00 ile 1.0 arasındadır. Sadece tek bir madde ile ölçülen iş doyumu için standart sapma 1.16 olarak bulunmuştur.

Çalışmada yer alan değişkenler arasındaki korelasyonların yönleri genel olarak beklenen doğrultuda bulunmuştur. Yöneticilerin toplam iş deneyimi ve yaşları arasındaki korelasyon ile ($r = .88$) iş yerinde aile ortamı oluşturma ve genel babacan liderlik skoru arasındaki korelasyon ($r = .83$) dışındaki değerler .80'in altındadır.

Çalışmada kullanılan ölçeklerin büyük çoğunluğunun güvenirlik katsayısı .70'in altındadır. Mobing, örgütsel bağlılık ve işten ayrılma niyeti ölçeklerinin güvenirlik katsayılarının ise .70'in üzerinde olduğu tespit edilmiştir (sırasıyla. 91, .84 ve .86).

Denencelerin Test Edilmesi

Mobingin iş doyumu, örgütsel bağlılık ve işten ayrılma niyeti üzerindeki etkisini tespit etmek üzere ayrı ayrı regresyon analizleri yapılmıştır. Mobingin iş doyumu üzerindeki etkisinin incelendiği analizde hiçbir demografik değişken kontrol edilmemiştir. Mobingin iş doyumu üzerinde marjinal bir etkiye sahip olduğu bulunmuştur ($R^2 = .02$, $F(1, 173) = 2.87$, $p = .09$, $\beta = -.13$, $p = .09$). Mobingin örgütsel bağlılık üzerindeki etkisinin test edildiği analizde sadece yöneticinin yaşı kontrol edilmiş olup mobing değişkeni ikinci aşamada analize katılmıştır. Sonuçlar mobingin örgütsel bağlılık üzerinde anlamlı bir etkiye sahip olduğunu göstermiştir ($R^2 \Delta = .14$, $F(2, 77) = 9.15$, $p < .001$, $\beta = -.38$, $p < .001$). Son olarak, mobing ve işten ayrılma niyeti arasındaki ilişkinin test edildiği analizde yöneticilerin yaş ve toplam iş deneyimi değişkenleri kontrol edilmiş olup mobing değişkeni ikinci aşamada analize katılmıştır. Sonuçlara göre mobing işten ayrılma niyetini anlamlı şekilde öngörmektedir ($R^2 \Delta = .23$, $F(3, 72) = 10.26$, $p < .001$, $\beta = .49$, $p < .001$).

Temel benlik değerlendirmelerinin mobing ve sonuç değişkenleri arasındaki ilişkideki düzenleyici etkisini test etmek amacıyla bir dizi hiyerarşik/düzenleyici regresyon analizi yürütülmüştür. Moderasyon etkisini test etmek amacıyla temel benlik değerlendirmeleri ve mobingin çarpımı alınarak etkileşim değişkenleri yaratılmıştır. Regresyonun ilk aşamasında temel benlik değerlendirmeleri ve mobing değişkenleri bağımsız değişkenler olarak regresyona dahil edilmiştir. İkinci aşamada ise, etkileşim değişkeni regresyona katılmıştır. Etkileşim değişkeni, örgütsel bağlılık

ve işten ayrılma niyetini istatistiksel olarak anlamlı düzeyde yordamıştır (sırasıyla $R^2 \Delta = .06$, $F(3, 171) = 6.98$, $p < .001$, $\beta = -.25$, $p < .01$ ve $R^2 \Delta = .01$, $F(3, 171) = 18.40$, $p < .001$, $\beta = .13$, $p = .07$). Eğitim analizi, mobingin yüksek olduğu durumlarda pozitif temel benlik değerlendirmelerine sahip bireylerin örgütsel bağlılığının, negatif temel benlik değerlendirmelerine sahip bireylere göre daha düşük olduğunu göstermiştir. Mobingin düşük olduğu durumlarda, negatif temel benlik değerlendirmelerine sahip bireylerin işten ayrılma niyeti pozitif temel benlik değerlendirmelerine sahip bireylerden daha düşüktür.

Babacan liderliğin negatif bileşenlerinin mobingi yordama üzerindeki etkisini test etmek için regresyon analizi yürütülmüştür. Sadakat bekleme ve otoriteyi koruma değişkenleri aynı anda analize dahil edilmiştir. Ancak, babacan liderliğin bu negatif boyutları mobingi yordamada etkili bulunmamıştır ($R^2 = .02$, $F(2, 96) = .82$, $p > .05$).

Katılımcılarının işlerinin motivasyon potansiyelinin düzenleyici etkisini test etmek amacıyla hiyerarşik regresyon analizi yürütülmüştür. Moderasyon etkisini test etmek amacıyla sadakat bekleme ve motivasyon potansiyeli skorlarının çarpımı alınarak etkileşim değişkeni yaratılmıştır. Regresyonun ilk aşamasında sadakat bekleme ve motivasyon potansiyeli skorları bağımsız değişkenler olarak regresyona dahil edilmiştir. İkinci aşamada ise, etkileşim değişkeni regresyona katılmıştır. Sonuçlar, etkileşim değişkeninin mobingi istatistiksel olarak anlamlı düzeyde yordamadığını göstermiştir ($R^2 = .00$, $F(3, 95) = 1.28$, $p > .05$).

Y jenerasyonu üyeliğinin sadakat bekleme ve mobing arasındaki ilişkideki düzenleyici etkisini test etmek üzere hiyerarşik regresyon analizi yürütülmüştür. Başarılı ve askıya alınmış kimlik statüsüne sahip katılımcılar, Y jenerasyonu üyesi olarak değerlendirilmiştir. Moderasyon etkisini test etmek amacıyla Y jenerasyonu üyeliği değişkeni ile sadakat bekleme değişkenleri çarpılarak etkileşim değişkeni oluşturulmuştur. Sadakat bekleme ve grup üyeliği değişkenleri bağımsız değişkenler olarak ilk aşamada regresyona dahil edilmiştir. İkinci aşamada ise, etkileşim değişkeni regresyona katılmıştır. Sonuçlar, etkileşim değişkeninin mobingi

istatistiksel olarak anlamlı düzeyde yordamadığını göstermiştir ($F(3, 73) = 2.19, p > .05$).

Tartışma

Bu çalışmada, liderliğin mobing algıları üzerindeki etkisi ve mobingin işe yönelik tutumlar üzerindeki etkisi incelenmiş, özellikle mobing-sonuçlar ilişkisini destekleyici bulgular elde edilmiştir. Y jenerasyonu üyeliği ve iş özelliklerinin, liderlik-mobing ilişkisi üzerinde düzenleyici etkisi olacağı öngörülmüş ancak bu ilişkiyi destekleyici bulgular elde edilmemiştir. Diğer yandan, temel benlik değerlendirmelerinin mobing-sonuçlar ilişkisi üzerindeki düzenleyici etkisini destekleyen bulgular elde edilmiştir.

Mobingin örgütsel bağlılık ve işten ayrılma niyeti üzerindeki etkisi görece kuvvetli iken, iş doyumu üzerindeki etkisinin sadece marjinal bir etki olduğu bulunmuştur. İş doyumu değişkeninin görece yapısal doğası, gözlenen bu zayıf etki için bir açıklama olabilir. Arvey, Bouchard, Jr, Segal ve Abraham'a (1989) göre, iş doyumu değişkeninde gözlenen varyansın yaklaşık %30'u genetik faktörlerin sonucudur. Bu bağlamda, iş doyumunun diğer işe yönelik tutumlara nazaran çevresel faktörlere, destekleyici ya da engelleyici, karşı bağımsızlığı olduğu düşünülebilir. Bu nedenle çevresel bir engelleyici olarak mobing iş doyumu üzerinde daha zayıf bir etkiye sahip olabilir. Belirtildiği gibi, mobingin örgütsel bağlılık ve işten ayrılma niyeti üzerindeki etkisini destekleyici bulgular elde edilmiştir. Hauge, Skogstad ve Einarsen'in (2010) belirttiği gibi çalışanlar zaman zaman stres yaşayabilir; ancak bu çalışıyor olmanın bir parçasıdır ve beklenen bir durumdur. Fakat, farklı ve agresifçe davranılmak üzücüdür ve bu durum kişinin iş yeri ve işvereni hakkında sinizm geliştirmesine neden olabilir. Bunun sonucunda da kişinin işverenine olan bağlılığı ile işte bulunma isteğinin etkilenmesi olağandır.

Temel benlik değerlendirmelerinin, mobingin örgütsel bağlılık ve işten ayrılma niyeti üzerindeki etkisinde düzenleyici rolünü destekler bulgular elde edilmiştir. Mobing algısı arttıkça, olumlu temel benlik değerlendirmelerine sahip kişilerin örgütsel bağlılıkları düşmüş, işten ayrılma niyetleri artmıştır. Olumsuz temel benlik değerlendirmelerine sahip bireylerin örgütsel bağlılık düzeyleri ise mobing

algısından bağımsız olarak görece sabit kalmıştır. İşten ayrılma niyetleri ise mobing algısıyla birlikte artmıştır. Temel benlik değerlendirmelerinin gözlenen düzenleyici etkisini anlamada, başa çıkma yazınından yararlanılabilir. Kammeyer-Mueller, Judge ve Scott'un (2009) meta-analiz çalışmasına göre, olumlu temel benlik değerlendirmeleri problem odaklı başa çıkma ile ilişkilidir. Bu bağlamda, olumlu temel benlik değerlendirmelerine sahip katılımcıların azalan bağıllık ve artan işten ayrılma niyeti, problem (mobing) odaklı bir tepki olarak nitelendirilebilir.

Babacan liderliğin negatif bileşenlerinin, mobing üzerinde yordayıcı bir etkiye sahip olmadığı görülmüştür. Kayda değer şekilde mobinge maruz kalan çalışanların çalışmadan elenmiş olması bu bulgulara neden olmuş olabilir. Bu çalışmada, yöneticilerden veri alınması konusunda katılımcılara danışılmıştır. Açımlayıcı analizler, yöneticilerinden veri alınmasını onaylamayan katılımcıların veri alınmasını onaylayan katılımcılara göre anlamlı olarak daha fazla mobinge maruz kaldığını göstermiştir. Babacan liderlik-mobing arasında bir ilişki bulunamamasının bir sebebi, mobing mağduru katılımcıların seçici öz-elemeleri ile açıklanabilir.

İş özelliklerinin babacan liderliğin olumsuz bileşenleri ve mobing arasındaki ilişkide düzenleyici etkisi desteklenmemiştir. Katılımcıların işlerinin doğası bu bulgulara bir açıklama olabilir. Katılımcıların çoğu mavi yaka işlere sahiptir ve işlerinin ortalama motivasyon potansiyeli oldukça düşüktür. Bu nedenle, işlerinin mobingle başa çıkmak için gerekli kaynakları sağlamadığı düşünülebilir.

Y jenerasyonunun babacan liderlik ve mobing arasındaki ilişkideki düzenleyici etkisi de desteklenmemiştir. Daha önce belirtildiği gibi, tüm katılımcılar kronolojik olarak Y jenerasyonu üyesidir; ancak katılımcıları ayırtmak için kimlik statüleri kullanılmıştır. Fakat bu ayırttırma tamamen teoriktir ve gerçek Y jenerasyonu üyelerini ayırttırmada yeterli olmamış olabilir.

Deneyimlenen mobingin örgütsel bağıllık ve işten ayrılma niyeti üzerindeki etkisine yönelik bulguların kurumlar açısından önemli çıkarımları bulunmaktadır. Örgütsel bağıllık, işten ayrılma niyeti, devamsızlık ve performans ile ilişkili olarak bulunmuştur (ör. Cohen, 1993; Mathieu ve Zajac, 1990; Meyer, Stanley, Herscovitch

ve Topolnytsky, 2002). Benzer şekilde, işten ayrılmanın kurumlar üzerinde negatif etkileri bulunmaktadır. Staw'a (1980) göre işten ayrılma seçme ve yerleştirme maliyetinden çalışanlar arasında düşük morale kadar birçok etkiye sahiptir. Bu nedenle, mağduriyeti önleyici kurumsal politikalar ve eğitim faaliyetleri geliştirilebilir. Mobing ve işe yönelik tutumlar arasındaki bu ilişki olumlu temel benlik değerlendirmelerine sahip çalışanlar için daha güçlüdür. Temel benlik değerlendirmeleri ve performans ilişkisini destekleyen bulgular bulunmaktadır. Hatta, temel benlik değerlendirmeleri sorumluluk yanında performansı yordayan en önemli yapısal özelliklerdendir (Bono ve Judge, 2003). Bu nedenle, kurumlar olumlu temel benlik değerlendirmesine sahip çalışanların mobinge maruz kalmasını önlemek için bu çalışanları gözleyebilir, temel benlik değerlendirmesi düşük olan çalışanlara ise koçluk desteği sağlayabilir.

Bu çalışma bazı sınırlılıklara sahiptir. Mobing verilerinin çalışanların kendisinden alınması önemli bir yöntemsel kısıt olarak düşünülebilir. Gelecekteki çalışmalar mobinge şahit olanlar ve/ya vaka kayıtları gibi daha az sübjektif olması beklenen veri kaynaklarını kullanabilir. Bu çalışmada babacan liderlik verisi, tek kaynak yanlılığına neden olmamak için yöneticilerden alınmıştır. Gelecekteki çalışmalarda, yöneticilerin yanı sıra, çalışanlardan da liderlik algısı verisi toplanabilir. Bu çalışmanın tüm katılımcıları kronolojik olarak Y jenerasyonu üyesidir. Gelecekteki çalışmalar kronolojik farkların olup olmadığını test etmek için farklı jenerasyon üyelerini çalışmaya dahil edebilir. Son olarak, kesitsel bir çalışma olduğundan, bu çalışma değişkenler arasındaki neden-sonuç ilişkisini anlamada kısıtlı öneme sahiptir. Bu nedenle gelecekte boylamsal çalışmalar yapılabilir.

Yürütülen bu çalışma, mobingin ne gibi etkiler doğurduğuna ve bu etkilerin hangi koşullarda farklılaştığına yönelik bilgiler sağlamıştır. Çalışmanın bulguları yönetsel uygulamalar ve gelecekteki araştırmalara yönelik katkılar sunmaktadır.

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YAZARIN

Soyadı : Şahin

Adı : Gizem Suzan

Bölümü : Endüstri ve Örgüt Psikolojisi

TEZİN ADI (İngilizce) : THE RELATIONSHIP BETWEEN MOBBING AND
PATERALISTIC LEADERSHIP: PERCEPTION OF GENERATION Y'S

TEZİN TÜRÜ : Yüksek Lisans

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