



**A THEORETICAL AND EMPIRICAL EXAMINATION OF
RELATIONAL IDENTIFICATION: IMPLICATIONS FOR THE
WORKPLACE**

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**IDENTIFICATION RELATIONNELLE DANS LE TRAVAIL:
ÉLÉMENTS, ANTÉCÉDENTS ET CONSÉQUENCES**

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INTRODUCTION

L'identité est connue comme une construction multi-niveaux dans les études organisationnelles (Ravasi & van Rekom, 2003). Cette construction se concentre sur les significations créées et appliquées à une entité (Gecas, 1982), soit cette entité est une entreprise, une personne, une dyade, une groupe, une organisation, une profession ou une communauté (Ashforth, Harrison & Corley, 2008). Van Knippenberg, Van Knippenberg, De Cermer, et Hogg (2005) définissent l'identité comme «La connaissance qu'une personne a de lui-même. Cette connaissance de soi peut couvrir de nombreux domaines; par exemple la connaissance des compétences qu'on a et ne pas avoir, la connaissance de ses attitudes et de ses valeurs et la connaissance de ses goûts et dégoûts, et ce que l'on aspire à devenir. Conformément à cette logique, Brewer et Gardner (1996) indiquent que “l'identité se compose de trois autoreprésentations fondamentales: le soi individuel, le soi relationnelle et le soi collectif”.

Le soi individuel est le concept de soi qui est individualisée et différenciée des autres personnes et c'est l'objet de nombreuses études en psychologie (Gecas, 1982). Le soi relationnel est dérivé des connexions et des role-relations avec des personnes avec lesquelles une relation proche est maintenue (Brewer & Gardner, 1996). Le soi relationnelle se concentre sur les relations interpersonnelles et génère par le service des prestations à d'autres (Brewer et Gardner, 1996). Finalement, le soi collectif correspond à la notion d'identité sociale comme représenté dans la théorie de l'identité sociale, et la théorie de l'auto-catégorisation (Hogg & Abrams, 1988). Brewer et Gardner (1996) soulignent que les relations sont ancrées dans l'identité et dans le même temps, façonnent l'identité. Compte tenu de l'interaction entre deux individus, l'identité relationnelle définit principalement dans la façon dont les individus

répondent à la question: «Qui suis-je dans mes relations avec» et «par rapport à» d'autres personnes? "

L'identification relationnelle est définie comme la mesure dans laquelle les individus se définissent en termes de "rôle relation" avec d'autres personnes en milieu de travail (Sluss & Ashforth, 2007). Exploration d'identité et d'identification relationnelle, dans le milieu de travail élargi notre compréhension de l'identité en ajoutant un nouveau niveau d'analyse: le niveau dyadique (Nkomo et Cox, 1996). Exploration de ce nouveau niveau est particulièrement important parce que la majorité de la recherche précédente, s'oppose l'identification individualiste vis-à-vis de l'identification collective (Sluss et Ashforth, 2007), en négligeant l'identification relationnelle (Sluss et Ashforth, 2007). Par conséquent, il existe plusieurs domaines dans les études d'identification relationnels, qui restent insuffisamment étudié.

Ci-dessous, j'explique la motivation de cette thèse, le but de la thèse, et comment cette thèse contribue à l'état actuel de la recherche d'identification relationnelle.

Motivation de la Thèse

Récemment, la recherche sur l'identification relationnelle a attiré plus d'attention parmi les chercheurs des études organisationnelles. Certaines études ont théorisé autour de la construction de l'identification relationnelle (par exemple Sluss & Ashforth, 2007; Chen, Boucher, & Tapias, 2006), d'autres ont théorisé et testé que l'identification relationnelle avec un superviseur converge vers l'identification organisationnelle (Sluss & Ashforth, 2008; Sluss, Ployhart, Cobb, et Ashforth, 2012).

Cependant, à ma connaissance, l'état actuel de la recherche sur l'identification relationnelle souffre de plusieurs lacunes. Tout d'abord, la recherche actuelle ne

permet pas d'explorer précisément l'identification relationnelle en termes de contenu et donc ne couvre pas toutes les formes possibles d'identification relationnelle. Deuxièmement, il n'explore pas soigneusement théoriquement ou empiriquement, les éléments, les antécédents, et les conséquences de l'identification relationnelle. Troisièmement, il n'examine pas l'impact du contexte interpersonnel et milieu du travail sur l'identification relationnelle. Plus précisément, il n'explore pas comment l'identification relationnelle diffère selon les dyades et les cibles d'identification. Dans les pages suivantes, je vais décrire ces lacunes plus en détails et je vais expliquer comment elles peuvent être traitées.

L'identification relationnelle "est disposée dans une hiérarchie cognitive, allant généralisée à particularisée» (Sluss & Ashforth, 2007; P.10). L'identification relationnelle généralisée est définie comme le sens perçu de l'unité avec le "rôle-relation" indépendamment de l'identité de la cible d'identification. L'identification relationnelle particularisée, est défini comme le sens perçu de l'unité avec un rôle-relation spécifique (par exemple : une l'identification relationnelle avec un superviseur spécifique) (Sluss & Ashforth, 2007).

La recherche précédente a conceptualisé l'identification relationnelle généralisée, et l'identification relationnelle particularisée, fortement interdépendants tels que chacun renforce l'autre (Sluss & Ashforth, 2007; Sluss & Ashforth, 2008). Cependant, en supposant que ces deux formes sont toujours renforcent un peu irréaliste car de rôle des relations avec des personnes différentes peuvent être différents. Par conséquent, une relation particularisée peut contredire une autre l'identification relationnelle particularisée ou l'identification relationnelle généralisée. De plus, en raison de leurs différentes fonctionnalités, l'identification relationnelle particularisée et l'identification relationnelle généralisée sont susceptible de satisfaire

les différents besoins psychologiques, et donc aboutir à des conséquences différents. Ainsi, nous devons explorer plus en détails ces deux formes, leurs antécédents et leurs conséquences.

Les études théoriques d'identification relationnelle suggèrent que l'identification relationnelle est associée aux conséquences telles que l'empathie, la compréhension, la loyauté et la performance (Sluss & Ashforth, 2007). Cependant, les études empiriques d'identification relationnelle, n'ont pas exploré ces conséquences. En outre, nous pouvons douter de l'hypothèse que l'identification avec un “rôle-relation” (l'identification relationnelle généralisée) et l'identification avec une personne en particulier (l'identification relationnelle particularisée), sont associés aux mêmes conséquences. Il est probable que l'identification relationnelle généralisée a des conséquences liés aux rôles tandis que l'identification relationnelle particularisée a des conséquences liés à la personne. Ainsi, la relation entre l'identification relationnelle et ses conséquences doit être étudiée plus profondément.

Pourquoi les individus s'identifient avec d'autres personnes à un moment précis du temps dans le milieu du travail est une autre question importante (Cooper & Thatcher, 2010; Vignoles, Regalia, Manzi, Gollé, et Scabini, 2006). La recherche sur l'identité / l'identification énumère plusieurs motifs d'identification avec les cibles d'identification différents comme un groupe de travail, une organisation et un rôle-relation (Ashforth, 2001; Ashforth et al, 2008; Cooper et Thatcher, 2010; Vignoles et al, 2006). Quelques-uns de ces motifs comprennent le désir d'auto-amélioration, d'auto-expansion, d'auto-cohérence, de la réduction de l'incertitude, l'appartenance personnelle et l'auto-vérification (Ashforth, 2001; Cooper et Thatcher, 2010; Vignoles et al, 2006). Cependant, ce qui motive spécifiquement les individus à s'engager dans l'identification relationnelle est encore à explorer. Dans leur pièce

théorique Cooper et Thatcher (2010) ont établi une liste de motifs potentiels qui sont associés à l'identification relationnelle particularisée avec un collègue. Pourtant, il est toujours nécessaire d'identifier soigneusement les motifs d'identification relationnelle aéré et généralisée séparément, d'examiner les motifs de deux formes et d'explorer ces relations avec des motifs en façon empirique (Cooper & Thatcher, 2010).

Les spécifications du rôle-relation et les spécifications de la cible (tels que l'importance du rôle-relation et la similitude de la cible) semblent influencer le processus d'identification relationnelle (Sluss & Ashforth, 2008). Plus précisément, la relation entre chaque motif d'identification et l'identification relationnelle peut être soumise à ces spécifications.

Finalement, la recherche actuelle se concentre uniquement sur l'identification relationnelle avec un superviseur (Lord, Brown & Freiberg, 1999; Sluss & Ashforth, 2007; Sluss et al, 2012). Par conséquent, il néglige d'autres cibles possibles d'identification relationnelle tel que un collègue, un subordonné ou son membre de l'équipe. L'exploration de tels cas d'identification relationnelle et les comparer en termes de formes, les antécédents et les conséquences avec l'identification relationnelle avec un superviseur semble nécessaire et instructif, pour l'analyse de l'identification relationnelle.

La contribution de la these

Cette thèse contribue à la recherche d'identification relationnelle de plus en plus dans l'organisation de plusieurs façons.

Tout d'abord, grâce à un article théorique suivie de deux études empiriques (qualitatives et quantitatives), il conceptualise et teste l'existence de deux formes distinctes de l'identification relationnelle: généralisées et particularisées.

Deuxièmement, cette thèse propose et démontre que ces deux formes diffèrent dans leurs mécanismes sous-jacents, les antécédents et conséquences. Les résultats augmentent la précision de la conceptualisation et l'opérationnalisation d'identification et offrent de nouvelles possibilités pour la recherche future dans ce domaine de l'identification relationnelle.

Deuxièmement, il conceptualise attentivement et teste les liens entre les quatre motifs d'identification (l'auto-amélioration, l'auto-extension, l'appartenance personnalisé et la réduction de l'incertitude) et les deux formes d'identification relationnelle. Les résultats démontrent que certains motifs sont plus fortement associés à une forme d'identification relationnelle que l'autre forme. Ils montrent également les effets conjoints de motifs d'identification et des caractéristiques de la cible de l'identification sur l'identification relationnelle. En outre, cette thèse prédit et montre que l'identification relationnelle particularisée apporte des conséquences tels que les comportements interpersonnels.

Les résultats de cette thèse contribuent également à la littérature de l'identification relationnelle, car ils soulignent l'importance des préférences individuelles (motifs d'identification) dans le processus d'identification. Ils expliquent également comment les motifs pro-auto peuvent apporter des comportement pro-autre à travers l'identification relationnelle avec un individu (Agnew, Van Lange, Rusbult, et Langston, 1998; Yovetich & Rusbult, 1994). En plus, ils accentuent le rôle essentiel des caractéristiques de la cible d'identification.

Troisièmement, cette thèse tente d'explorer l'identification relationnelle entre les dyades divers et des contextes différents. Il compare l'identification relationnelle, dans les dyades de superviseur-subordonnés et collègue-collègue. Il examine

également l'identification relationnelle entre les membres de l'équipe dans le contexte de l'équipe des étudiants. Les résultats montrent qu'il existe variations dans les motifs d'identification et les caractéristiques de la cible entre les dyades différentes.

Structure de la thèse

Cette thèse est organisée en trois chapitres. Chaque chapitre contient un article sur le thème de l'identification relationnelle. Le premier article propose et discute un modèle conceptuel dans lequel les motifs d'identification comme les antécédents et les caractéristiques interpersonnelles liées aux cibles d'identification comme les modérateurs prédisent conjointement les deux formes d'identification relationnelle. Ensuite, ils se prévoient deux types de résultats interpersonnelles. Le deuxième article examine l'existence et les facteurs prédictifs des deux formes d'identification relationnelle, en utilisant une approche multi-méthode sur des échantillons de professionnels français. Le troisième article examine empiriquement les prédicteurs et les conséquences de l'identification relationnelle dans des équipes d'étudiants.

ESSAI 1

Démêler les deux formes d'identification relationnelle: Implications pour le milieu du travail

RESUME

Dans le premier article de la thèse, nous essayons d'étudier les composants internes d'identification relationnelle et comment ils se rapportent à leurs antécédents et leurs conséquences. Nous examinons d'abord la littérature actuelle d'identification relationnelle et nous mettons en examen les controverses dans cette littérature, les différentes formes d'identification relationnelle et l'impact du lieu de travail. Pour répondre aux questions ci-dessus, on distingue deux formes d'identification relationnelle (l'identification relationnelle généralisée et particularisée) et montrent clairement que ce sont deux formes distinctes et pas deux dimensions interdépendantes de la même construction. En présentant d'un modèle complet, nous suggérons que la séparation de ces deux formes va améliorer notre compréhension de la construction parce que premièrement, ces deux formes ont les conséquences organisationnelles différentes (l'identification relationnelle particularisée a principalement les conséquences centrées sur la personne alors que l'identification relationnelle généralisée a les conséquences centrées sur le rôle-relation). Deuxièmement, les deux formes sont induites des motifs d'identification différents (Cooper et Thatcher, 2010). Finalement, nous examinons comment les facteurs liés à rôle-relation et la cible incidence sur les deux formes d'identification relationnelle.

ESSAI 2

L'identification relationnelle particularisée ou l'identification relationnelle generalisé:

Comment les motifs d'identification influencent les deux formes d'identification relationnelle

RESUME

Le deuxième article de ma thèse explore, opérationnalise et teste les hypothèses abordées dans le premier document de thèse. Dans la première étude qualitative, j'explore les expériences d'identification relationnelles de les professionnels internationaux dans le lieu de travail. J'étudie leurs cibles d'identification, le contenu de relations et les facteurs interpersonnels et contextuels qui ont influencé leur identification. Dans la seconde étude quantitative, j'examine quantitativement comment les quatre motifs d'identification (l'auto-amélioration, l'auto-extension, la réduction de l'incertitude et l'appartenance personnalisé) rapportent différemment à l'identification relationnelle généralisée et particularisée. J'étudie aussi comment les caractéristiques de "rôle-relation" (comme l'importance subjectif de la role-relation) et caractéristiques de la cible (comme la similitude de la cible) modèrent la relation des quatre motifs d'identification et les deux formes d'identification relationnelle. Pour tester ces hypothèses, j'ai développé des échelles pour les deux formes d'identification relationnelle et échelles développées / adaptées pour les quatre motifs d'identification mentionnées ci-dessus. J'ai ensuite testé ces échelles dans une étude pilote en utilisant les données recueillies auprès de 194 professionnels française. Sur la base des résultats du facteur exploratoire et analyses de confirmation, j'ai changé et affiné ces échelles. Il a également été confirmé par les analyses que les deux formes d'identification relationnelle sont deux dimensions distinctes, mais corrélées de la construction. Finalement, j'ai utilisé les échelles raffinés pour examiner comment 181 professionnels français travaillant dans les domaines comme les ventes et le marketing, la comptabilité, la finance et les autres, identifiés avec deux cibles d'identification: leur supérieur hiérarchique direct et l'un de leurs collègues dans le lieu

de travail. J'ai utilisé la modélisation par équations structurelles pour tester les hypothèses ci-dessus.

ESSAI 3

Aider ou ne pas aider: Comment les motifs d'identification et les caractéristiques des membres de l'équipe peuvent prédire comportements d'aide grâce à l'identification relationnelle

RESUME

Alors que le deuxième article de ma thèse explore les antécédents et les modérateurs de l'identification relationnelle, le troisième article explore également des conséquences d'identification relationnelle entre les membres de l'équipe dans les équipes d'étudiants. Grâce à un modèle de médiation modéré, il montre que les différents motifs d'identification ainsi que les certaines caractéristiques du membre de l'équipe peuvent prédire les comportements d'aide vers une autre membre de l'équipe grâce à l'identification relationnelle. Les données ont été recueillies à trois points de temps de 24 équipes d'étudiants dans le cadre d'un semestre universitaire. À l'époque 1, (presque au début de la semestre), j'ai mesuré les mêmes quatre motifs d'identification et des traits de personnalité et des données démographiques. À l'époque 2 (un mois et demi plus tard), j'ai mesuré l'identification relationnelle et les modérateurs tels que perçus habileté de membre de l'équipe, l'admiration perçue, la similarité relationnelle. À l'époque 3 (un mois après le temps 2 et après toutes les activités de l'équipe étaient plus), j'ai de nouveau mesuré l'identification relationnelle avec certaines variables des conséquences interpersonnelles. Les variables de conséquences incluent comportements de citoyenneté interpersonnelles envers les membres de l'équipe et les comportements d'aide.

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THESIS ABSTRACT

This dissertation is organized in three chapters. Each chapter contains a paper around the topic of relational identification. The first paper suggests and discusses a conceptual model in which identification motives -as antecedents- and interpersonal and target characteristics -as moderators- jointly predict the two forms of relational identification: particularized and generalized. The two forms then result in different types of interpersonal outcomes. The second paper consists of two studies that examine the existence and predictors of the two forms of relational identification through a multi-method approach. Study 1 is a qualitative study based on interview data collected from a sample of international professionals and study 2 is quantitative based on survey data collected mainly from French professionals and managers. The third paper explores the predictors and outcomes of relational identification with one's team member in the context of students' teams through collecting survey data at three different points of time. In sum, paper 1, presents a comprehensive model of the two forms of relational identification and its antecedents and outcomes. Paper 2 mainly focuses on the front end of the model exploring the two forms and their antecedents and moderators whereas paper 3 tests the whole model including the antecedents and outcomes but only for particularized relational identification.

Keywords: Relational identification, Particularized relational identification, Generalized relational identification, Identification motives, Role-relationship characteristics, Target characteristics, Helping behaviors

RESUME

Cette thèse est organisée en trois chapitres. Chaque chapitre inclut un article sur le thème de l'identification relationnelle. Le premier document propose un modèle conceptuel . Dans ce modèle, les antécédents (motifs d'identification) et les modérateurs (caractéristiques interpersonnelles et cibles) prédisent conjointement les deux formes d'identification relationnelle : particularisée et généralisée. Les deux formes prévoient deux types de conséquences interpersonnelles. Le deuxième chapitre examine l'existence et les facteurs prédictifs des deux formes d'identification relationnelle. Il utilise une approche multi-méthode et des échantillons de professionnels et de gestionnaires. Le troisième chapitre examine les prédicateurs et les conséquences de l'identification relationnelle avec un autre membre de l'équipe dans un cadre des équipes d'étudiants. En résumé, le premier chapitre présente un modèle complet des deux formes d'identification relationnelle et ses antécédents et les conséquences. Le deuxième chapitre 2 se concentre principalement sur les deux formes et leurs antécédents et les modérateurs tandis que le chapitre 3 teste le modèle complet y compris les antécédents et les conséquences, mais seulement pour le but d'identification relationnelle particularisé.

Les mots clefs: Identification relationnelle, Identification relationnelle particularisée, Identification relationnelle généralisée, motifs d'identification, les caractéristiques interpersonnelles des cibles

INTRODUCTION

L'identité est connue comme une construction multi-niveaux dans les études organisationnelles (Ravasi & van Rekom, 2003). Cette construction se concentre sur les significations créées et appliquées à une entité (Gecas, 1982), soit cette entité est une entreprise, une personne, une dyade, une groupe, une organisation, une profession ou une communauté (Ashforth, Harrison & Corley, 2008). Van Knippenberg, Van Knippenberg, De Cermer, et Hogg (2005) définissent l'identité comme «La connaissance qu'une personne a de lui-même. Cette connaissance de soi peut couvrir de nombreux domaines; par exemple la connaissance des compétences qu'on a et ne pas avoir, la connaissance de ses attitudes et de ses valeurs et la connaissances de ses goûts et dégoûts, et ce que l'on aspire à devenir. Conformément à cette logique, Brewer et Gardner (1996) indiquent que "l'identité se compose de trois auto-représentations fondamentales: le soi individuel, le soi relationnelle et le soi collectif".

Le soi individuel est le concept de soi qui est individualisée et différenciée des autres personnes et c'est l'objet de nombreuses études en psychologie (Gecas, 1982). Le soi relationnelle est dérivé des connexions et des role-relations avec des personnes avec lesquelles une relation proche est maintenue (Brewer & Gardner, 1996). Le soi relationnelle se concentre sur les relations interpersonnelles et génère par le service des prestations à d'autres (Brewer et Gardner, 1996). Finalement, le soi collectif correspond à la notion d'identité sociale comme représenté dans la théorie de l'identité sociale, et la théorie de l'auto-catégorisation (Hogg & Abrams, 1988). Brewer et Gardner (1996) soulignent que les relations sont ancrées dans l'identité et dans le même temps, façonnent l'identité. Compte tenu de l'interaction entre deux individus, l'identité relationnelle définit principalement dans la façon dont les individus répondent à la question: «Qui suis-je dans mes relations avec» et «par rapport à» d'autres personnes? "

L'identification relationnelle est définie comme la mesure dans laquelle les individus se définissent en termes de "rôle relation" avec d'autres personnes en milieu de travail (Sluss & Ashforth, 2007). Exploration d'identité et d'identification relationnelle, dans le milieu de travail élargi notre compréhension de l'identité en ajoutant un nouveau niveau d'analyse: le niveau dyadique (Nkomo et Cox, 1996). Exploration de ce nouveau niveau est particulièrement important parce que la majorité de la recherche précédente, s'oppose l'identification individualiste vis-à-vis de l'identification collective (Sluss et Ashforth, 2007), en négligeant l'identification relationnelle (Sluss et Ashforth, 2007). Par conséquent, il existe plusieurs domaines dans les études d'identification relationnels, qui restent insuffisamment étudié.

Ci-dessous, j'explique la motivation de cette thèse, le but de la thèse, et comment cette thèse contribue à l'état actuel de la recherche d'identification relationnelle.

Motivation de la Thèse

Récemment, la recherche sur l'identification relationnelle a attiré plus d'attention parmi les chercheurs des études organisationnelles. Certaines études ont théorisé autour de la construction de l'identification relationnelle (par exemple Sluss & Ashforth, 2007; Chen, Boucher, & Tapias, 2006), d'autres ont théorisé et testé que l'identification relationnelle avec un superviseur converge vers l'identification organisationnelle (Sluss & Ashforth, 2008; Sluss, Ployhart, Cobb, et Ashforth, 2012).

Cependant, à ma connaissance, l'état actuel de la recherche sur l'identification relationnelle souffre de plusieurs lacunes. Tout d'abord, la recherche actuelle ne permet pas d'explorer précisément l'identification relationnelle en termes de contenu et donc ne couvre pas toutes les formes possibles d'identification relationnelle. Deuxièmement, il n'explore pas soigneusement théoriquement ou empiriquement, les éléments, les antécédents, et les

conséquences de l'identification relationnelle. Troisièmement, il n'examine pas l'impact du contexte interpersonnel et milieu du travail sur l'identification relationnelle. Plus précisément, il n'explore pas comment l'identification relationnelle diffère selon les dyades et les cibles d'identification. Dans les pages suivantes, je vais décrire ces lacunes plus en détails et je vais expliquer comment ils peuvent être adressés.

L'identification relationnelle "est disposée dans une hiérarchie cognitive, allant généralisée à particularisée» (Sluss & Ashforth, 2007; P.10). L'identification relationnelle généralisée, est définie comme le sens perçu de l'unité avec le "rôle-relation" indépendamment de l'identité de la cible d'identification. L'identification relationnelle particularisée, est définie comme le sens perçu de l'unité avec un rôle-relation spécifique (par exemple : une l'identification relationnelle avec un superviseur spécifique) (Sluss & Ashforth, 2007).

La recherche précédente a conceptualisé l'identification relationnelle généralisée, et l'identification relationnelle particularisée, fortement interdépendants tels que chacun renforce l'autre (Sluss & Ashforth, 2007; Sluss & Ashforth, 2008). Cependant, en supposant que ces deux formes sont toujours renforcent un peu irréaliste car le rôle des relations avec des personnes différentes peuvent être différents. Par conséquent, une relation particularisée peut contredire une autre l'identification relationnelle particularisée ou l'identification relationnelle généralisée. De plus, en raison de leurs différentes fonctionnalités, l'identification relationnelle particularisée et l'identification relationnelle généralisée sont susceptibles de satisfaire les différents besoins psychologiques, et donc aboutir à des conséquences différents. Ainsi, nous devons explorer plus en détails ces deux formes, leurs antécédents et leurs conséquences.

L'étude théorique d'identification relationnelle suggère que l'identification relationnelle est associée aux conséquences telles que l'empathie, la compréhension, la

loyauté et la performance (Sluss & Ashforth, 2007). Cependant, l'études empiriques d'identification relationnelle, n'ont pas explorer ces conséquences. En outre, nous pouvons douter de l'hypothèse que l'identification avec un "rôle-relation" (l'identification relationnelle généralisée) et l'identification avec une personne en particulier (l'identification relationnelle particularisée), sont associés aux mêmes conséquences. Il est probable que l'identification relationnelle généralisée a des conséquences liés aux rôles tandis que l'identification relationnelle particularisé a des conséquences liés à la personne. Ainsi, la relation entre l'identification relationnelle et ses conséquences doit être étudié plus profondément.

Pourquoi les individus s'identifient avec d'autres personnes à un moment précis du temps dans le milieu du travail est une autre question importante (Cooper & Thatcher, 2010; Vignoles, Regalia, Manzi, Golledge, et Scabini, 2006). La recherche sur l'identité / l'identification énumère plusieurs motifs d'identification avec les cibles d'identification différents comme un groupe de travail, une organisation et un rôle-relation (Ashforth, 2001; Ashforth et al, 2008;. Cooper et Thatcher, 2010;. Vignoles et al, 2006). Quelques-uns de ces motifs comprennent le désir d'auto-amélioration, d'auto-expansion, d'auto-cohérence, de la réduction de l'incertitude, l'appartenance personnelle et l'auto-vérification (Ashforth, 2001; Cooper et Thatcher, 2010;. Vignoles et al, 2006). Cependant, ce qui motive spécifiquement les individus à s'engager dans l'identification relationnelle est encore à explorer. Dans leur pièce théorique Cooper et Thatcher (2010) ont établi une liste de motifs potentiels qui sont associés à l'identification relationnelle particularisée avec un collègue. Pourtant, il est toujours nécessaire d'identifier soigneusement les motifs d'identification relationnelle earisé et généralisée séparément, d'examiner les motifs de deux formes et d'explorer ces relations avec des motifs en façon empirique (Cooper & Thatcher, 2010).

Les spécifications du rôle-relation et les spécifications de la cible (tels que l'importance de la rôle-relation et la similitude de la cible) semblent influencer le processus

d'identification relationnelle (Sluss & Ashforth, 2008). Plus précisément, la relation entre chaque motif d'identification et l'identification relationnelle peut être soumise à ces spécifications.

Finalement, la recherche actuelle se concentre uniquement sur l'identification relationnelle avec un superviseur (Lord, Brown & Freiberg, 1999; Sluss & Ashforth, 2007;. Sluss et al, 2012). Par conséquent, il néglige d'autres cibles possibles d'identification relationnelle tel que un collègue, un subordonné ou son membre de l'équipe. L'exploration de tels cas d'identification relationnelle et les comparer en termes de formes, les antécédents et les conséquences avec l'identification relationnelle avec un superviseur semble nécessaire et instructif, pour l'examination d'identification relationnelle.

La contribution de la these

Cette thèse contribue à la recherche d'identification relationnelle de plus en plus dans l'organisation de plusieurs façons.

Tout d'abord, grâce à un article théorique suivie de deux études empiriques (qualitatives et quantitatives), il conceptualise et teste l'existence de deux formes distinctes de l'identification relationnelle: généralisées et particularisées. Deuxièmement, cette thèse propose et démontre que ces deux formes diffèrent dans leurs mécanismes sous-jacents, les antecédents et conséquences. Les résultats augmentent la précision de la conceptualisation et l'opérationnalisation d'identification et offrent de nouvelles possibilités pour la recherche future dans ce domaine de l'identification relationnelle.

Deuxièmement, il conceptualise attentivement et teste les liens entre les quatre motifs d'identification (l'auto-amélioration, l'auto-extension, l'appartenance personnalisé et la réduction de l'incertitude) et les deux formes d'identification relationnelle. Les résultats démontrent que certains motifs sont plus fortement associés à une forme d'identification

relationnelle que l'autre forme. Ils montrent également les effets conjoints de motifs d'identification et des caractéristiques de la cible de l'identification sur l'identification relationnelle. En outre, cette thèse prédit et montre que l'identification relationnelle particularisée apporte des conséquences tels que les comportements interpersonnels.

Les résultats de cette thèse contribuent également à la littérature de l'identification relationnelle, car ils soulignent l'importance des préférences individuelles (motifs d'identification) dans le processus d'identification. Ils expliquent également comment les motifs pro-auto peuvent apporter des comportement pro-autre à travers l'identification relationnelle avec un individu (Agnew, Van Lange, Rusbult, et Langston, 1998; Yovetich & Rusbult, 1994). En plus, ils accentuent le rôle essentiel des caractéristiques de la cible d'identification.

Troisièmement, cette thèse tente d'explorer l'identification relationnelle entre les dyades divers et des contextes différents. Il compare l'identification relationnelle, dans le dyades de superviseur-subordonnés et collègue-collègue. Il examine également l'identification relationnelle entre les membres de l'équipe dans le contexte de l'équipe des étudiants. Les résultats montrent qu'il existe variations dans les motifs d'identification et les caractéristiques de la cible entre les dyades différentes.

Structure de la thèse

Cette thèse est organisée en trois chapitres. Chaque chapitre contient un article sur le thème de l'identification relationnelle. Le premier article propose et discute un modèle conceptuel dans lequel les motifs d'identification comme les antécédents et les caractéristiques interpersonnelles liées aux cibles d'identification comme les modérateurs prédisent conjointement les deux formes d'identification relationnelle. Ensuite, ils se prévoient deux types de résultats interpersonnelles. Le deuxième article examine l'existence

et les facteurs prédictifs des deux formes d'identification relationnelle, en utilisant une approche multi-méthode sur des échantillons de professionnels français. Le troisième article examine empiriquement les prédicteurs et les conséquences de l'identification relationnelle dans des équipes d'étudiants.

ESSAI 1

Démêler les deux formes d'identification relationnelle: Implications pour le milieu du travail

RESUME

Dans le premier article de la thèse, nous essayons d'étudier les composants internes d'identification relationnelle et comment ils se rapportent à leurs antécédents et leurs conséquences. Nous examinons d'abord la littérature actuelle d'identification relationnelle et nous mettons en examen les controverses dans cette littérature, les différentes formes d'identification relationnelle et l'impact du lieu de travail. Pour répondre aux questions ci-dessus, on distingue deux formes d'identification relationnelle (l'identification relationnelle généralisé et particularisée) et montrent clairement que ce sont deux formes distinctes et pas deux dimensions interdépendantes de la même construction. En présentant d'un modèle complet, nous suggérons que la séparation de ces deux formes va améliorer notre compréhension de la construction parce que premièrement, ces deux formes ont les conséquences organisationnelles différent (l'identification relationnelle particularisée a principalement les conséquences centrés sur la personne alors que l'identification relationnelle généralisée a les conséquences centrés sur le rôle-relation). Deuxièmement, les deux formes sont induites des motifs d'identification différent (Cooper et Thatcher, 2010). Finalement, nous examinons comment les facteurs liés à rôle-relation et la cible incidence sur les deux formes d'identification relationnelle.

ESSAI 2

L'identification relationnelle particularisée ou l'identification relationnelle generalisé:

Comment les motifs d'identification influencent les deux formes d'identification relationnelle

RESUME

Le deuxième article de ma thèse explore, opérationnalise et teste les hypothèses abordées dans le premier document de thèse. Dans la première étude qualitative, j'explore les expériences d'identification relationnelles de les professionnels internationaux dans le lieu de travail. J'étudie leurs cibles d'identification, le contenu de relations et les facteurs interpersonnels et contextuels qui ont influencé leur identification. Dans la seconde étude quantitative, j'examine quantitativement comment les quatre motifs d'identification (l'auto-amélioration, l'auto-extension, la réduction de l'incertitude et l'appartenance personnalisé) rapportent différemment à l'identification relationnelle généralisée et particularisée. J'étudie aussi comment les caractéristiques de "rôle-relation" (comme l'importance subjectif de la role-relation) et caractéristiques de la cible (comme la similitude de la cible) modèrent la relation des quatre motifs d'identification et les deux formes d'identification relationnelle. Pour tester ces hypothèses, j'ai développé des échelles pour les deux formes d'identification relationnelle et échelles développées / adaptées pour les quatre motifs d'identification mentionnées ci-dessus. J'ai ensuite testé ces échelles dans une étude pilote en utilisant les données recueillies auprès de 194 professionnels française. Sur la base des résultats du facteur exploratoire et analyses de confirmation, j'ai changé et affiné ces échelles. Il a également été confirmé par les analyses que les deux formes d'identification relationnelle sont deux dimensions distinctes, mais corrélées de la construction. Finalement, j'ai utilisé les échelles raffinés pour examiner comment 181 professionnels français travaillant dans les

domains comme les ventes et le marketing, la comptabilité, la finance et les autres, identifiés avec deux cibles d'identification: leur supérieur hiérarchique direct et l'un de leurs collègues dans le lieu de travail. J'ai utilisé la modélisation par équations structurelles pour tester les hypothèses ci-dessus.

ESSAI 3

Aider ou ne pas aider: Comment les motifs d'identification et les caractéristiques des membres de l'équipe peuvent prédire comportements d'aide grâce à l'identification relationnelle

RESUME

Alors que le deuxième article de ma thèse explore les antécédents et les modérateurs de l'identification relationnelle, le troisième article explore également des conséquences d'identification relationnelle entre les membres de l'équipe dans les équipes d'étudiants. Grâce à un modèle de médiation modéré, il montre que les différents motifs d'identification ainsi que les certaines caractéristiques du membre de l'équipe peuvent prédire les comportements d'aide vers une autre membre de l'équipe grâce à l'identification relationnelle. Les données ont été recueillies à trois points de temps de 24 équipes d'étudiants dans le cadre d'un semestre universitaire. À l'époque 1, (presque au début de la semestre), j'ai mesuré les mêmes quatre motifs d'identification et des traits de personnalité et des données démographiques. À l'époque 2 (un mois et demi plus tard), j'ai mesuré l'identification relationnelle et les modérateurs tels que perçus habileté de membre de l'équipe, l'admiration perçue, la similarité relationnelle. À l'époque 3 (un mois après le temps 2 et après toutes les activités de l'équipe étaient plus), j'ai de nouveau mesuré l'identification relationnelle avec certaines variables des conséquences interpersonnelles. Les variables de conséquences incluent comportements de citoyenneté interpersonnelles envers les membres de l'équipe et les comportements d'aide.

INTRODUCTION

Overview

Identity is known as a multilevel, bridging construct in organizational studies (Ravasi & van Rekom, 2003), focusing on the meanings created and applied to an entity (Gecas, 1982), whether that entity is an individual, a dyad, a group, an organization, a profession or a community (Ashforth, Harrison & Corley, 2008). Van Knippenberg, Van Knippenberg, De Cermer, & Hogg (2005) define identity as “The knowledge a person has about him or herself. This knowledge about the self may cover many different areas; for instance, knowledge of the competencies one has and does not have, knowledge of one’s attitudes and values and knowledge of one’s likes and dislikes, and what one aspires to become.” In line with this logic, Brewer and Gardner (1996) state that identity consists of three fundamental self-representations: the individual self, the relational self and the collective self.

The individual self is the differentiated, individuated self-concept, which is the subject of most studies in psychology (Gecas, 1982). The relational self is derived from connections and role relationships with individuals with whom a close relationship is maintained (Brewer & Gardner, 1996). The relational self focuses on interpersonal relationships and generates by providing benefit to others (Brewer and Gardner, 1996). Finally the collective self corresponds to the concept of social identity as represented in social identity theory and self-categorization theory (Hogg & Abrams, 1988).

Brewer and Gardner (1996) emphasize that relationships are rooted in identity and concurrently shape the identity. When examining the interaction between two individuals, relational identity fundamentally focuses on how the individuals address the question: “Who am I ‘in my relationships with’ and ‘in relation to’ others?” (Milton, 2009, p. 296).

Relational identification is defined as the extent to which individuals define themselves in terms of role relationships with other individuals in the workplace (Sluss & Ashforth, 2007).

Studying relational identity and identification in the workplace extends our understanding of identity adding a new level of analysis: the dyadic level (Nkomo and Cox, 1996). Studying this new level is especially important because the majority of the previous studies of identification oppose individualist vis-à-vis the collective identification (Sluss and Ashforth, 2007), neglecting relational identification. Consequently, there are several areas in relational identification research that remain under examined.

Below, I explain the motivation for this dissertation, the purpose of the dissertation, and how this dissertation contributes to the current state of research in relational identification.

Motivation for the Dissertation

Recently, research on relational identification has attracted more attention among organizational scholars. Some studies have theorized around the relational identification construct (e.g. Sluss & Ashforth, 2007; Chen, Boucher, & Tapias, 2006) others have theorized and tested how relational identification with a supervisor converges to identification with the organization (Sluss & Ashforth, 2008; Sluss, Ployhart, Cobb, & Ashforth, 2012). However, to my knowledge, the current state of research on relational identification suffers from several shortcomings. Firstly, the current research does not precisely explore relational identification in terms of content and thus does not cover all the possible forms of relational identification. Secondly, it does not explore carefully – conceptually or empirically-, the antecedents, correlates and outcomes of relational identification. Thirdly, it does not examine the impact of interpersonal and work context on relational identification. Specifically it does not explore how relational identification differs across different dyads and with various targets of relational identification. In the following pages I will describe these shortcomings further and discuss how this dissertation can address them.

Relational identification “is arranged in a cognitive hierarchy ranging from generalized to particularized relational identification” (Sluss & Ashforth, 2007; P.10). Generalized relational identification is defined as the perceived oneness with the role-relationship regardless of the identity of the target person (e.g. a coworker’s relational identification with the coworker-coworker role independent of who the coworker is). Particularized relational identification is defined as the perceived oneness with a specific role-relationship (relational identification with a specific supervisor in a supervisor-subordinate relationship) (Sluss & Ashforth, 2007).

Previous studies in the field conceptualize generalized and particularized relational identification as strongly interdependent and connected to one another such that each strengthens and reinforces the other (Sluss & Ashforth, 2007; Sluss & Ashforth, 2008). However, assuming that these two forms are always reinforcing is a little bit unrealistic as relationships with different individuals that hold the same role may function differently. Consequently, one particularized relationship may contradict with another particularized relational identification or with the generalized relational identification. Additionally due to their different functionalities the particularized and generalized relational identification likely satisfy different psychological needs and result in different outcomes. Thus there is a need in further exploring these two forms, their antecedents and outcomes.

Conceptual studies of relational identification suggest that relational identification is associated with behavioral outcomes such as empathy, understanding, loyalty and in-role performance (Sluss & Ashforth, 2007). However empirical studies of relational identification have not explored such outcomes. Additionally we can doubt the assumption that identification with a role-relationship (generalized relational identification) and identification with a specific individual (particularized relational identification), are associated with the same outcomes. It is more likely that generalized relational

identification results in role-relationship level outcomes whereas particularized relational identification results in interpersonal outcomes with that specific individual. Thus the relationship between relational identification and its outcomes need further examinations.

Why individuals identify with other individuals at a specific moment of time at work is another important question (Cooper & Thatcher, 2010; Vignoles, Regalia, Manzi, Golledge, & Scabini, 2006). Identity literature enumerates several motives for identification with different identification targets such as a workgroup, an organization and a role-relationship (Ashforth, 2001; Ashforth et al., 2008; Cooper & Thatcher, 2010; Vignoles et al., 2006). A few of these motives include the desire for self-enhancement, self-expansion, self-consistency, uncertainty reduction, belongingness, self-verification and distinctiveness (Ashforth, 2001; Cooper & Thatcher, 2010; Vignoles et al., 2006). However, what specifically motivates individuals to engage in relational identification is yet to be explored. In their theoretical piece Cooper and Thatcher (2010) have identified a list of potential identification motives that are associated with particularized relational identification with one's coworker. Yet there is still a need to carefully identify identification motives of generalized relational identification, examine empirically the motives for the two forms and explore how motives are differently related to them (Cooper & Thatcher, 2010).

It seems inevitable that the characteristics of the interpersonal and work context influence the forms and extent of relational identification (Johns, 2006). Role-relationship and target related specifications (such as role-relationship importance, target similarity, liking, expertness and other characteristics) seem to influence the process of relational identification (Sluss & Ashforth, 2008). Specifically the relationship between each identification motive and relational identification can be contingent on these specifications.

Finally the current research solely focuses on relational identification with one's supervisor or one's leader (Lord, Brown & Freiberg, 1999; Sluss & Ashforth, 2007; Sluss et

al., 2012). Therefore it neglects other possible targets of relational identification such as one's coworker, one's subordinate or one's team member. Exploring such instances of relational identification and comparing them in terms of forms, antecedents and outcomes with relational identification with one's supervisor seems necessary and informative for relational identification research.

Purpose and Contribution of the Dissertation

This dissertation contributes to the growing literature of relational identification in the organization in several ways.

First, through a theoretical piece followed by two empirical studies (one qualitative and one quantitative) it conceptualizes and empirically demonstrates the existence of the two distinct forms of relational identification: generalized and particularized. This dissertation then suggests and demonstrates that these two forms differ in their underlying mechanisms, correlates and their outcomes. The findings increase the accuracy of the conceptualization and operationalization of relational identification and provide further opportunities for future research in this field.

Second, it closely conceptualizes and tests the link between four identification motives (self-enhancement, self-expansion, belongingness and uncertainty reduction) and the two forms of relational identification. The findings demonstrate that certain motives are more strongly associated with one form of relational identification than the other form. They also show the joint effects of identification motives and characteristics of the target of identification (role-relationship and specific target person) on relational identification. Furthermore this dissertation predicts and shows that particularized relational identification results in interpersonal helping behaviors.

The results of the dissertation contribute to the literature of relational identification

because they emphasize the importance of individual preferences (identification motives) in the process of identification. They also explain how seemingly pro-self motives can result in pro-other behavior through relational identification with an individual (Agnew, Van Lange, Rusbult, & Langston, 1998; Yovetich & Rusbult, 1994). Additionally they accentuate the essential role of characteristics of the identification target.

Third, this dissertation attempts to explore relational identification across different dyads and different contexts. It compares relational identification across supervisor-subordinate and coworker-coworker dyads. It also examines relational identification between team members in student team context. The results demonstrate variations in motives and influential target characteristics across different dyads.

Structure of the Dissertation

This dissertation is organized in three chapters. Each chapter contains a paper around the topic of relational identification. The first paper suggests and discusses a conceptual model in which identification motives as antecedents and interpersonal and target characteristics as moderators jointly predict particularized and generalized relational identification which themselves predict two types of interpersonal outcomes. The second paper examines the existence and predictors of the two forms of relational identification through a multi-method approach on samples of working professionals. The third paper explores the predictors and outcomes of relational identification with one's team member in the context of students' teams. The purposes of these three papers are summarized in Figure 1. The details of these studies are discussed below.

First dissertation paper- Untangling the two forms of relational identification:

Implications for the workplace (co-authored with Sherry Thatcher)

In the first paper of the dissertation we attempt to study the inner components of relational identification and how they relate to their antecedents and consequences. We first review the current literature of relational identification and highlight the existing controversies in the definition of the construct, its different forms and the impact of workplace context on the construct. In order to address the issues above we distinguish between the two forms of relational identification (generalized and particularized relational identification) and make clear that they are two distinct forms and not two interrelated dimensions of the same construct. Through presenting an integrative model we suggest that separating these two forms advances our understanding of the construct because firstly, these two forms of identification result in different organizational outcomes (particularized relational identification mainly results in person-focused outcomes whereas generalized relational identification results in task-focused outcomes). Secondly, the two forms are induced by different set of identification motives (Cooper and Thatcher, 2010). Finally we discuss how role-relationship and target related factors impact the two forms of relational identification.

**Second dissertation paper- Particularized person-focused or generalized role-focused:
How identification motives influence the two forms of relational identification**

After addressing the above issues theoretically, I also attempted to tackle them empirically. The second paper of my dissertation explores, operationalizes and tests the hypotheses addressed in the first dissertation paper. In the first qualitative study, I explore working professionals' experiences of relational identification with different targets of identification in the workplace. I investigate their identification targets, contents of relationships and interpersonal and contextual factors that influenced their identification. In the second quantitative study, I quantitatively examine how four identification motives (self-

enhancement, self-expansion, uncertainty reduction and personalized belongingness) relate differently to generalized and particularized relational identification.

I also investigate how the characteristics of “role-relationship” (such as subjective role-importance and similarity) and “target” (such as target expertness, similarity and liking) moderate the relationship of the four identification motives and the two forms of relational identification. For testing these hypotheses, I first developed scales for the two forms of relational identification and developed/adapted scales for the four identification motives mentioned above. I then tested these scales in a pilot study using data collected from 194 working professionals. Based on the results of the exploratory and confirmatory factor analyses I changed and refined these scales. It was also confirmed through the analyses that the two forms of relational identification were two separate –though correlated- dimensions of the construct. In the end, I used the refined the scales to examine how 181 French professionals working in the business field –such as sales and marketing, accounting, finance and others- relationally identified with two identification targets: their direct supervisor and one of their co-workers in the workplace. I used structural equation modelling to test the hypotheses above.

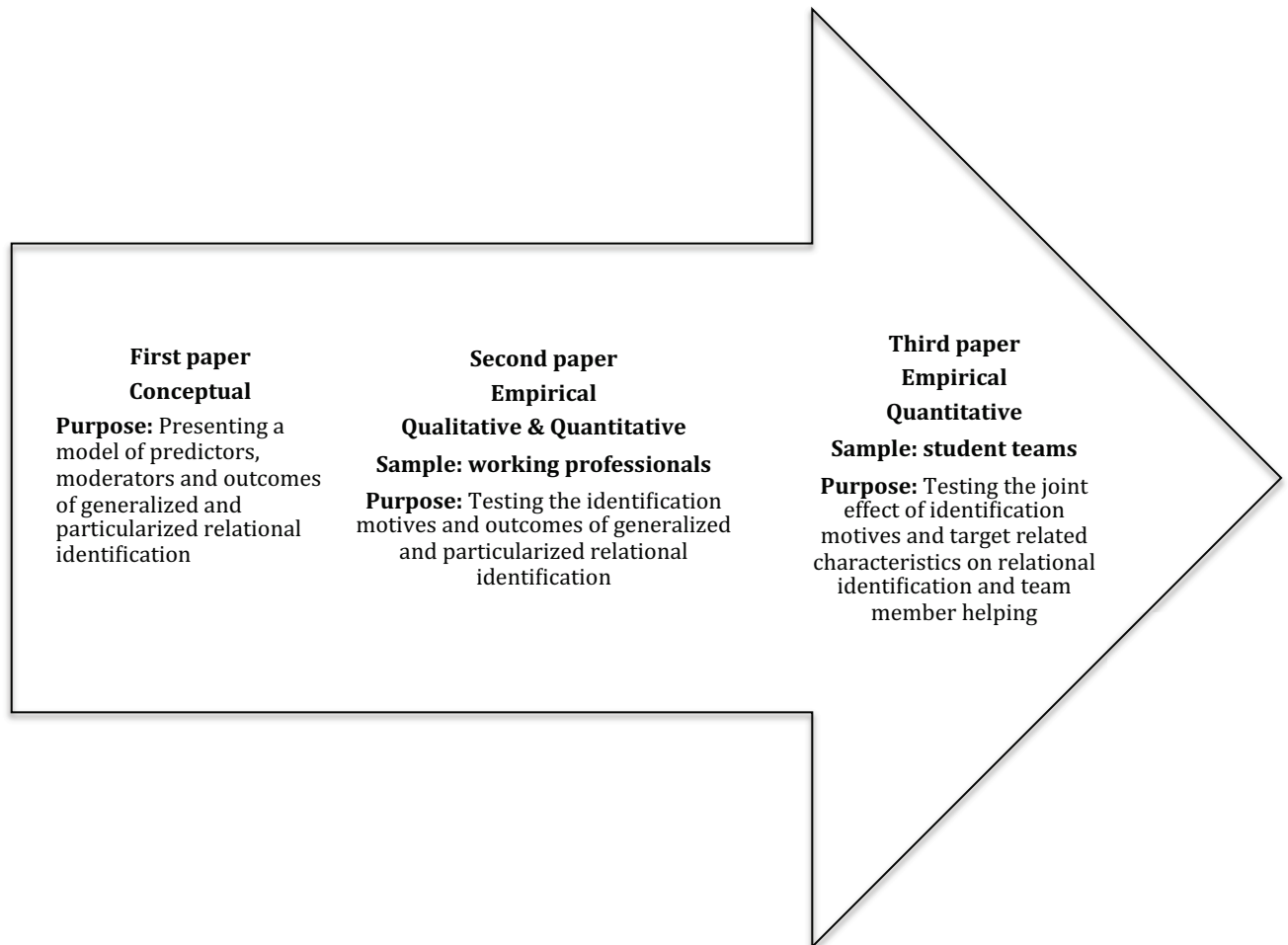
Third dissertation paper- To help or not to help: How identification motives and perception of the team member predict helping behaviors through relational identification

While the second paper of my dissertation explores the antecedents and moderators of relational identification, the third paper also includes outcomes of relational identification among team members in student teams. Through a moderated mediation model it demonstrates that different identification motives together with certain characteristics of the team member predict helping behaviors towards that team member through relational identification. Data was collected at three different points of time from 24 student teams in

the course of an academic semester. At time 1 (almost beginning of the semester), I measured the same four identification motives –listed above- and personality traits along with demographic information. At time 2 (one and a half months later) I measured relational identification and moderators such as perceived team member expertness, liking and similarity. At time 3 (a month after time 2 and after all the team activities were over) I again measured relational identification along with certain interpersonal outcome variables. Outcome variables included interpersonal citizenship behaviours towards team members (Settoon and Mossholder, 2002) and helping (Venkataramani and Dalal, 2007).

FIGURE 1

The Summary of Dissertation Papers



FIRST PAPER

**UNTANGLING THE TWO FORMS OF RELATIONAL IDENTIFICATION:
IMPLICATIONS FOR THE WORKPLACE**

(Co-authored with Sherry Thatcher)

ABSTRACT

The current state of the research on relational identification, the extent to which individuals define themselves in terms of role relationships with other individuals in the workplace, is still murky with respect to its definition, its different forms, and the impact of the interpersonal context on its formation. In order to address the above issues we distinguish between two forms of relational identification: generalized and particularized relational identification. These two forms of relational identification are induced by different identification motives. The interpersonal context such as role-relationships and target-related factors impact the relationship between identification motives and the two forms of relational identification. Distinguishing between these two forms of relational identification is important for both academic and practical knowledge because the different forms result in different organizational outcomes.

Identification, “a process by which people come to define themselves” (Ashforth, Harrison, & Corley, 2008, p. 334), satisfies different human needs and is found to be associated with various individual and organizational outcomes (see Ashforth et al., 2008 for a review). Relational identification, the extent to which individuals define themselves in terms of role relationships with other individuals in the workplace (Sluss & Ashforth, 2007) has received the least attention compared to other types of identification such as organizational, workgroup and social identification (Sluss & Ashforth, 2008). Strong relational identification may result in positive interpersonal outcomes such as empathy, understanding, loyalty, and support towards one’s identification target (Sluss & Ashforth, 2007). It can also have a positive impact on in-role performance (Sluss & Ashforth, 2007). While research acknowledges such benefits, researchers of relational identification have not examined its different forms, and the antecedents and consequences of these different forms.

Although the existing conceptualization of relational identification has allowed researchers guidance in exploring how dyadic relationships influence employees (e.g., Sluss, Ployhart, Cobb, & Ashforth, 2012), the conceptualization is not precise enough to address the different ways in which individuals can define themselves in a given role-relationship. Relational identification varies in a hierarchy from generalized to particularized (Sluss & Ashforth, 2007). Generalized relational identification is defined as the perceived oneness with the role- relationship regardless of the identity of the target person (e.g. a manager’s relational identification with the manager-subordinate role independent of the identity of the subordinate). Particularized relational identification is defined as the perceived oneness with a specific role-relationship (e.g. a coworker’s relational identification with a specific coworker in a coworker-coworker relationship) (Sluss & Ashforth, 2007).

Generalized and particularized relational identification are currently conceptualized as interrelated such that an increase in one form of relational identification results in an increase in the other form of relational identification (Sluss & Ashforth, 2007). However, we believe that there is value in distinguishing between these two forms of relational identification for several reasons. Firstly, the two forms are not always in accordance with each other. A particularized relational identification with a specific individual can conflict with another particularized relational identification or with the generalized relational identification based on the role-relationship. For instance, an employee may identify with coworkers as helpful colleagues in a generalized fashion. However, a particularized relational identification with a specific coworker may be rooted in adversarial interactions. Thus, the assumption that an increase in the number of particularized relational identities around a given-role relationship will make a generalized relational identification more stable and resistant to change (Sluss & Ashforth, 2007) will not always be true.

Secondly, we argue that it is important to distinguish between generalized and particularized relational identification because they result in different outcomes and satisfy different psychological needs. Because generalized relational identification in workplace contexts is not dependent on the identity of the target person, it results in more task-focused outcomes (i.e., task-focused interpersonal citizenship behavior (ICB), task support) whereas a particularized relational identification with a specific individual leads to interpersonal outcomes directed towards that specific individual (i.e., person-focused ICB, respect, loyalty). Furthermore, we argue that identification motives, antecedents of different forms of identification (Ashforth, 2001; Ashforth et al., 2008; Cooper & Thatcher, 2010; Vignoles, Regalia, Manzi, Gollodge, & Scabini, 2006) relate differently to the two forms of relational

identification. Cooper and Thatcher (2010) argue that identification motives lead to differential identifications with various organizational targets. Their theorizing with respect to relational identification is focused specifically on the motives associated with specific coworker relationships and they emphasize that the same motives will not influence a more generalized form of identification with a role-relationship (Cooper & Thatcher, 2010). We extend the theorizing by Cooper and Thatcher (2010) to reflect that individual variations in identification motives differentially impact the extent of particularized and generalized relational identifications. For instance, because the uncertainty reduction motive is mainly associated with lessening ambiguity through self-categorization and group membership (Hogg & Terry, 2000), it is more likely to relate to generalized relational identification whereas the personalized belongingness motive is more likely to relate to particularized relational identification.

Thirdly, despite the importance of relationships in our everyday experiences, they have traditionally been placed in the background of organizational life (cf. Dutton & Ragins, 2007; Gersick, Bartunek, & Dutton, 2000; Kahn, 1998). We believe there is value in investigating how characteristics of the interpersonal context influence the form and extent of relational identification. Although there are many characteristics of the interpersonal context that could be investigated, we limit our focus here to two characteristics: the subjective importance of the role-relationship for the focal individual and the perceived attractiveness of the target person. We use these two characteristics as an illustration of attributes that differentially influence the relationships between identification motives and the two forms of relational identification.

If we do not address the distinction between these two forms of relational identification in a systematic way, we limit the potential theoretic and explanatory value of the relational identification construct. Consequently, we will not be able to accurately predict the drivers and

results of each form of relational identification. A more precise distinction between generalized and particularized relational identification will also help the empirical testing of these forms of relational identification. Moreover, separating these two forms of relational identification acknowledges the specific value that each individual target brings to a relationship and the resulting relational identifications.

Through the development of an integrative model we address the above issues associated with the construct of relational identification. The model explores how generalized and particularized relational identification satisfy different identification motives and result in different outcomes. We then examine the influence of interpersonal relationship characteristics on the relationship between identification motives and the two forms of relational identification.

RELATIONAL IDENTIFICATION: A CLOSER LOOK

Relational Level of Self/Relational Interdependence Self-Construal

To begin, we briefly review the literatures that inform our understanding of relational identification. Historically, most of the studies in identity and identification contrast the individual level vis-à-vis the collective level (Sluss & Ashforth, 2007). For example, Markus and Kitayama (1991) compared independent and interdependent levels of the self, based on the distinction between individualistic and collectivistic cultures. These authors argued that individuals with interdependent self-construals prioritize “connectedness to others” whereas people with independent self-construals prioritize “separateness from others” (Markus & Kitayama, 1991).

Later studies revealed that the interdependent self-construal conceptualized by Markus

and Kitayama (1991) include two forms of interdependence (Baumeister & Sommer, 1997; Cross, Bacon, & Morris, 2000; Gabriel & Gardner, 1999; Kashima, Yamaguchi, Kim, & Choi, 1995). The first form explains collectivism-based interdependence in which the individuals' roles or positions within a group or a social community direct behavior (Gabriel & Gardner, 1999). However, a second form of interdependence, relational interdependence, is necessary because the collectivist (group-based) conception of interdependence does not sufficiently explain interdependence based on dyadic relationships (Cross et al., 2000). Triandis (1989) discovered that even though the collective level of interdependence in the form of group membership is not as important in individualistic cultures, evidence shows that the interpersonal level of interdependence is relevant for Americans, since their self-representations contain several elements of interpersonal relationships such as those reflected in relational identifications.

The definition of relational identification has its roots in Brewer and Gardner's (1996) relational level of self which is distinct from individual and collective levels of self. The relational self is derived from connections and role relationships with individuals with whom a close relationship is maintained (Brewer & Gardner, 1996). Based on the relational level of self, the relational interdependent self-construal is defined as the "tendency to think of oneself in terms of relationships with close others" (Cross et al., 2000, p. 791). In studies in which relational interdependent self-construal is conceptualized and measured as a chronically-accessible trait, individuals with a relational interdependent self-construal were found to be more likely to detect, encode and process stimuli which trigger one's ability to develop relationships with others (Cross & Madson, 1997; Cross & Morris, 2003). Cross et al. (2000) found that for individuals strong in relational independent self-construal, the ability to form and

affirm relationships is a source of positive affect and self-esteem. Likewise, the inability to form and develop relationships with others causes negative emotions such as anxiety and distress (Cross, Gore, & Morris, 2003). Individuals who score high on the relational interdependent self-construal scale are also able to predict people's values and beliefs more accurately (Cross & Morris, 2003) and are more optimistic about people in their first encounters than are individuals who score lower on the scale (Cross & Morris, 2003).

The notion of relational interdependent self-construal is quite similar to the relationist self-concept orientation discussed by Cooper and Thatcher (2010), which is the general tendency to think of oneself in terms of role-relationships. Relationist self-concept orientation has been shown to vary across gender and cultures (Cross & Madson, 1997; Markus & Kitayama, 1991; Triandis, 1989). Empirical research demonstrates that women and people who are socialized in Asian cultures are more likely to define themselves in terms of their close and intimate relationships than men and people who are socialized in individualistic cultures such as United States, Western Europe, Canada and Australia (Chiu & Hong, 2007; Cross & Madson, 1997; Markus & Kitayama, 1991). These differences reflect differences in relational tendencies, which can predict relational identification with different targets (Cooper & Thatcher, 2010).

Whereas the constructs of the relational interdependent self-construal and relationist self-concept orientation assume the chronic accessibility of the relational self, we are more interested in exploring an individual's actual self-definition in a dyadic role-relationship and not the general tendency to define oneself in a role-relationship. Constructs in the literature that describe an individual's identity in an actual dyadic relationship or a role-relationship can enhance our understanding of relational identification and provide a starting point for our model. We describe these constructs below.

Different Conceptualizations of Relational Self and Relational Identification

Above we discussed the relational interdependent self-construal and relationist self-concept orientation, which assume the chronic accessibility of the relational self. Below we discuss related constructs that incorporate interpersonal interaction including *inclusion of others in the self* (IOS) (Aron, Aron, Tudor, & Nelson, 1991; Aron, Aron, & Smollan, 1992; Aron & McLaughlin-Volpe, 2001), *relational self* (Anderson & Chen, 2002; Chen, Boucher, & Tapias, 2006) and *relational identity* (et al., 2008; Sluss & Ashforth, 2007; 2008). Although some of these constructs are defined solely in relation to specific others - such as inclusion of others in the self, others acknowledge that this self- definition can happen either in a specific relationship or in a group of relationships -such as relational self (Chen et al., 2006) and relational identification (Sluss & Ashforth, 2007).

Inclusion of others in the self (IOS) suggests that close relationships involve the incorporation of close others' resources, perspectives, and attributes into the self-concept (Aron et al., 1991). Therefore the closeness of a relationship is positively associated with the inclusion of the close other in the self. The focus of this approach is determined by the amount of overlap between an individual's sense of self and her close other (Aron et al., 1991). In measuring the IOS construct, respondents are asked to first choose their closest other, then respond to a one-item scale. The scale consists of two circles with different degrees of overlap, with the first circle depicting the self and the second circle depicting the closest other (Aron et al., 1992). IOS is used to measure inclusion of one's self with close others such as family members, relationship partners and close friends. Moreover, the evaluation of the inclusion of the self with the close other is an overall evaluation of the relationship and does not take into consideration the context of the relationship. Thus, IOS is more closely related to the particularized form of relational

identification than the generalized form of relational identification.

Chen et al. (2006) defined the relational self as the self that is experienced in relation to the others in one's life. They argue that this definition is the most precise and complete definition since 1) its focus is on one's sense of self, 2) it encompasses both relationship-specific and generalized levels of specificity and 3) it discusses the possibility of activation of identity both chronically and contextually (Chen et al., 2006). Chen et al. (2006) provide evidence for the omnipresent impact of the relational self on people's interpersonal lives as it shapes a wide range of psychological processes and outcomes (Chen et al., 2006). Although this definition is comprehensive and encompasses the self-knowledge of an individual in relation to others, it is too broad to be effectively operationalized. Furthermore, although there is value in comprehensiveness, it is also important to distinguish between the different dimensions of this multifaceted construct.

Sluss and Ashforth (2007) build on the previous social psychological literatures in their development of the constructs of relational identity and identification. Their definition of relational identification focuses on one's actual self-definition in the context of a specific role-relationship such as a manager-subordinate relationship. Relational identification is associated with protecting or enhancing close others and the maintenance of those relationships (Brewer & Gardner, 1996; Hazan & Shaver, 1990). When one relationally identifies with someone, self-worth becomes contingent on the well-being of the other person (Brickson, 2000).

Relational identity scholars have theorized about the relational identification hierarchy (Chen et al., 2006; Sluss & Ashforth, 2007). They introduce two levels of relational identification: particularized relational identification, or identification with a relationship with a specific individual, and generalized relational identification, or the identification with all the

relationships based on a given role (Sluss & Ashforth, 2007). In other words, a particularized relational identification delegates the self in relation to a specific close other, whereas a generalized relational identification is a summary representation of the self in the context of multiple relationships (Chen et al., 2006). Currently these two levels are conceptualized as interrelated and dependent on one another such that an increase in the magnitude of one form results in an increase in the magnitude of the other form (Sluss & Ashforth, 2007).

To conclude, the constructs of relational self and relational identification are similar in that they encompass particularized as well as generalized relationships. Specifically, Sluss and Ashforth's (2007) conceptualization of relational identification has generated great interest in an important type of identification relevant in the workplace. Moving forward, we believe there is value in delineating particularized and generalized relational identification as it will improve both our understanding and operationalization of the relational identification construct.

TWO FORMS OF RELATIONAL IDENTIFICATION

Social psychological studies on interpersonal relationships and attachment have demonstrated the existence of two different models of self and others in a relationship: global model and relationship-specific model (e.g. Cozzarelli, Hoekstra, & Bylsma, 2000; Klohnen, Weller, Luo, & Choe, 2005; Pierce & Lydon, 2001). Pierce and Lydon (2001) show that generalized and relationship-specific models of the self and others are correlated but not redundant. They also emphasize that making this distinction can be useful in understanding relational experiences such as daily interpersonal and social interactions (Pierce & Lydon, 2001). Organizational behavior scholars have used similar conceptualizations in explaining certain dyadic level behaviors. For example, Kark and Shamir (2002) distinguish between two

types of charismatic relationships between a leader and a follower: personalized and socialized. In the personalized relationship the primary influence mechanism is the followers' personal identification with the charismatic leader and their desire to become like the leader (Howell & Shamir, 2005). In the socialized relationship the primary influence mechanism is the follower's social identification with the values of the group or organization represented by the charismatic leader (Howell & Shamir, 2005).

A similar distinction has been made in recent literature on relational identification where two levels of specificity are described: particularized and generalized (Chen et al., 2006; Cooper & Thatcher, 2010; Sluss & Ashforth, 2007). The conceptualization of generalized and particularized relational identification by Sluss and Ashforth (2007) regards these two types of identification as interrelated such that they reinforce and strengthen each other. Specifically they argue that generalized relational identification precedes particularized relational identification since the personalization of role-relationships happens over time. They explain that when a person initially starts a new role-relationship such as a supervisory role, she generally shapes – mainly based on her expectations- an image of the role-relationship (Sluss & Ashforth, 2007). Later when this person builds personal relationships with her subordinates she forms particularized relational identifications based on each relationship (Sluss & Ashforth, 2007). These multiple particularistic relational identification informs, enrich and strengthen the role-relationship (Sluss & Ashforth, 2007). They argue that once the role incumbents become familiar with each other they can finally “put a face to the role” (p.17).

However, particularized and generalized relational identifications do not always reinforce each other, especially in the short term. First, different particularized identifications can conflict with one another. For example, a manager might have subordinates with different

skills and needs which results in different and sometimes conflicting relational identity content. Whereas the content of relational identification with a particular subordinate might include micro- managing behavior due to the subordinate's low level of skill, the content of identification with another more experienced subordinate might be rooted in trust and autonomy. These two different particularized identifications conflict in that the manager does not have a singular type of relationship with all subordinates. Thus, it is unclear whether the generalized relational identification of "manager" would be strong or weak or have a positive or negative connotation.

Second, one specific particularized relational identification may contradict the generalized relational identification. For instance, an employee may identify with coworkers as helpful colleagues based on a generalized identification. However, a particularized relational identification with a specific coworker may be rooted in their negative interactions. Thus this particularized relational identification contradicts the generalized relational identification felt by this employee towards coworkers. To date, it is unclear how contradictory perceptions of particularized relational identifications impact an individual's generalized relational identification and subsequent outcomes.

Third, Sluss and Ashforth (2007) hypothesize that "the more salient a specific role-relationship is to an individual, the more likely the individual will develop a particularized relational identification" (P. 15). We suggest that this will not always be the case. For instance, if the role-relationship is a salient one it is likely to remain important regardless of the identity of the target person. We take the example of Anne, a newly appointed project manager with twenty subordinates. If this position is subjectively important and situationally relevant to Anne then the role relationships associated with this role are likely to be salient. Due to the number of

her subordinates, it is unlikely that Anne will have the time to develop particularized identification relationships with each of her subordinates. On the other hand, Anne might have a coworker who she also considers a friend. Although the coworker role-relationship might be less salient and important than the manager- subordinate role-relationship, Anne engages in particularized relational identification with that specific coworker due to their history of friendship.

These differences between particularized and generalized relational identification also lead to different outcomes for each form of relational identification. Following Cozzarelli et al. (2000) who explored global and specific mental models of attachment and found that specific models are more strongly associated with relationship-specific outcomes, we also predict that particularized and generalized relational identification result in different outcomes. We discuss these outcomes in detail in the next section.

RELATIONAL IDENTIFICATION OUTCOMES

Certain behavioral outcomes such as empathy, understanding, loyalty and in-role performance are associated in the literature with relational identification (Sluss & Ashforth, 2007). However, greater effort is needed in specifying how the two forms of relational identification relate differently to these outcomes. Sluss and Ashforth (2008) argue that role-relationships serve both task-based and social-psychological needs. We argue that these two forms of identification contribute differently in serving the two aforementioned needs. As particularized relational identification happens in a specific interpersonal relationship (e.g., between manager A and subordinate A; between coworker A and coworker B) it likely serves social-psychological needs. On the other hand, as generalized relational identification refers to

all relationships tied to a certain role – such as being a manager of all subordinates- it should be more focused on serving task-based needs.

Previous studies investigating dyadic relationships posit that different degrees of personalization in a relationship result in different behavioral outcomes (Cozzarelli et al., 2000; Howell & Shamir, 2005). For example, Howell and Shamir (2005) discuss the difference in behaviors of followers who have either a personalized or socialized relationship with charismatic leaders. Followers who form personalized relationships with a charismatic leader tend to idealize and romanticize the leader and overvalue the leader's desirable characteristics (Kark & Shamir, 2002). They consequently become dependent on the leader and show great amounts of positive affect, loyalty, and obedience to the leader (Kark & Shamir, 2002). On the other hand, followers who form socialized relationships with a charismatic leader do so based on the social attraction of the leader and the match between the leaders' stated positions and those of the followers (Howell & Shamir, 2005). Consequently, the outcomes of this generalized form of relational identification reflect the leader as the occupant of the role rather than as a person and take the form of respect and desire to contribute to the organization.

The findings of studies on help-giving in organizations (e.g. Burke, Duncan, & Weir, 1976; DePaulo, Brown, & Greenberg, 1983) have shown a similar distinction between person-focused and task-focused outcomes. One example is interpersonal citizenship behavior (ICB) which includes both task-focused and person-focused dimensions (Settoon & Mossholder, 2002). Person-focused ICB is the consequence of work relationships which are exemplified by strong emotional ties (Settoon & Mossholder, 2002). Settoon and Mossholder (2002) demonstrated in their study that relationship quality characterized by support, trust, perspective-taking and empathic concern is found to be associated with person-focused ICB. Task-focused

ICB on the other hand tends to emulate properties of general work interaction patterns (Settoon & Mossholder, 2002). The aim of providing help in task-focused ICB is problem solving or helping in a work matter deemed appropriate by the role (Anderson & Williams, 1996; Pearce & Gregersen, 1991). Consequently, person-focused ICB is mainly predicted by relationship quality and closeness and task-focused ICB is mainly predicted by structural characteristics of the network and the task such as network centrality and task interdependence (Settoon & Mossholder, 2002).

Using a similar line of reasoning, Sluss and Ashforth (2007) propose that the greater an individual's relational identification, the more empathy, understanding, and loyalty one will have towards one's partner resulting in the display of cooperation, support and altruism towards one's partner. They also mention in-role performance as an outcome of relational identification when all the specific role-relationships are similar (Sluss & Ashforth, 2007). Although they do not distinguish between person-focused and task-focused outcomes and their links to particularized and generalized relational identification, Sluss and Ashforth (2007) suggest that interpersonal outcomes are aimed at a specific person in the focal role-relationship and in-role performance is more role- and work-related. Thus, we formerly propose that particularized relational identification and generalized relational identification influence different types of outcomes as follows:

Proposition 1: Particularized relational identification is positively associated with person-focused outcomes (e.g., person-focused ICB, interpersonal support, respect, loyalty).

Proposition 2: Generalized relational identification is positively associated with task- focused outcomes (e.g., task-focused ICB, task-related support, in-role performance).

ANTECEDENTS AND MODERATORS OF THE TWO FORMS OF RELATIONAL IDENTIFICATION

Earlier we stated that the current conceptualization of relational identification in the literature views generalized and particularized relational identification as two components of the same process and complementary to each other (Sluss & Ashforth, 2008). We have argued that generalized and particularized relational identification should be viewed as separate constructs because they result in different outcomes. Here we further our arguments by showing that these two types of identification are a result of different identification motives (self-enhancement, self- expansion, personalized belongingness, and uncertainty reduction). We then propose two interpersonal contextual features (subjective role importance and perceived target attractiveness) that act as moderators of the relationships between identification motives and forms of relational identification. The summary of our model is presented in Figure 1.

Figure 1 to be inserted around here

Identification Motives

Identification motives are addressed recurrently in identity and identification literature as guiding forces for identification (Ashforth, 2001; Ashforth et al, 2008). Identification motives are defined “as pressures toward certain identity states and away from others” (Vignoles et al.,

2006, p. 309). Individuals can be unaware of motives but motives' impacts on people's identities are observable (Vignoles et al., 2006). Organizational scholars suggest that identification motives direct individuals' choice of identification targets (Ashforth & Mael, 1989; Cooper & Thatcher, 2010; Dutton, Dukerich, & Harquail, 1994). Targets that satisfy identification motives induce positive emotions and become central to one's self-definition (Vignoles et al., 2006). Motives are also important because they encompass an individual's personal tendencies along with their specific preferences when in certain situations, such as the workplace (Cooper & Thatcher, 2010).

A definitive list of identification motives does not exist in the identification literature (Cooper & Thatcher, 2010; Vignoles et al., 2006). In a review of literature on individual self-concepts, social identity and identity threat, Vignoles and colleagues (2006) identified six motives as key to one's identity construction: self-esteem, continuity, distinctiveness, belonging, efficacy and meaning. In their investigation on the relationship between identification motives and interpersonal-, workgroup- and organizational-level identification targets, Cooper and Thatcher (2010) restrict their discussion to six motives: self-enhancement, self-consistency, self-expansion, personalized belongingness, depersonalized belongingness and uncertainty reduction. We restrict our discussion to four motives (self-enhancement, self-expansion, personalized belongingness, and uncertainty reduction) based on two criteria: 1) we focus on the principle motives that have been recognized in the identification literature and that are theoretically associated with relational identification; and 2) we focus on motives that showcase the differential impact motives have on the two forms of relational identification.

Overall, the most cited motives in the identification literature are self-enhancement and uncertainty reduction (Dutton et al., 1994; Hogg, 2001). Self-enhancement is the desire to see

oneself positively in relation to others (Hogg, 2001). Social identity and self-categorization theory state that people identify with a group or a social community in an effort to see themselves in a positive manner. Uncertainty reduction is the wish to decrease uncertainty about one's situation in the social world (Hogg & Terry, 2000), which may be satisfied through group membership (Cooper & Thatcher, 2010). Two other motives that are discussed heavily by dyadic relationship scholars are self-expansion and need for belongingness (Aron & Aron, 2000; Baumeister & Leary, 1995). Self-expansion motivates individuals to identify with groups that will expand their access to resources and perspectives. Interpersonal relationships provide important opportunities for self-expansion motivated identification (Aron & Aron, 2000; Aron & McLaughlin-Volpe, 2001; Aron et al., 1991). The personalized belongingness motive is a desire to form strong, long-lasting interpersonal attachments (Cooper & Thatcher, 2010) and individuals with a strong personalized belongingness motive are more likely than others to remember and incorporate the perspective of others in their identity (Cross & Morris, 2003). These two motives are argued to be related strongly to coworker identification by Cooper and Thatcher (2010) but they also relate to identification with small collectives such as workgroups (Aron & McLaughlin-Volpe, 2001; George & Chattopadhyay, 2005).

Identification Motives and the Two Forms of Relational Identification

Self-enhancement. The self-enhancement motive drives individuals to care for the prestige and distinctiveness of their target of identification (whether the target is an organization, a workgroup or a relationship) (Bartels, Pruyn, De Jong, & Joustra, 2007; Chattopadhyay, George, & Lawrence, 2004; Dutton et al., 1994; Heine, Lehman, Markus, & Kitayama, 1999). Prestige is a key factor in identification with a specific role-relationship. Sluss and Ashforth (2007) suggest that generalized relational identification with a role-

relationship satisfies self- enhancement motives insofar as the role-relationship is perceived to be distinctive and prestigious. In the workplace context, individuals with strong self- enhancement motives are likely to care more for the prestige and distinctiveness associated with a role-relationship.

The self-enhancement identification motive may also drive particularized relational identification as it may be associated with the prestige and importance of the specific target person (Vignoles et al., 2006). For example, a doctoral student driven by the self-enhancement motive will identify with the doctoral student-supervisor relationship with her specific supervisor if she perceives the supervisor to be prestigious and distinctive. Particularized relational identification in this case will increase the doctoral student's self-esteem (Vignoles et al., 2006). But an individual driven by self-enhancement motive might care less about specifications of the target person as long as that person is perceived to be of high status. Thus, although the self- enhancement motive may lead to particularized relational identification it can be satisfied by any prestigious target. Therefore, the self-enhancement motive is more likely associated with generalized relational identification than particularized relational identification.

Proposition 3a: Self-enhancement motivates both generalized and particularized relational identification but is more strongly associated with generalized relational identification.

Self-expansion. The self-expansion motive is strongly associated with the desire to expand one's identity in terms of resources and perspectives (Aron & Aron, 2000; Aron & McLaughlin-Volpe, 2001; Aron et al., 1991). Aron et al. (1991) and Aron and McLaughlin-Volpe (2001) proposed that when people enter close relationships, they start to include their

partners' elements of selves in their selves. This means that to some extent the two individuals in a dyadic relationship share resources, perspectives and identities with one another (Aron & Aron, 2000; Aron & McLaughlin-Volpe, 2001). For instance individuals were found to confuse their traits and what they thought or did with their partners' traits and what their partner thought and did (Aron & McLaughlin-Volpe, 2001; Cross et al., 2003, Cross & Morris, 2003). They also experienced positive/negative feelings as a result of their partners' achievements/failures (Cialdini et al., 1976). Moreover, these feelings and thoughts are experienced more strongly when the relationship is close. Therefore, the self-expansion motive is satisfied through particularized relational identification.

Studies have argued that relationships are not the only means for self-expansion (Cooper & Thatcher, 2010). For example, group memberships can also enable acquisition of new resources and perspectives (Aron & McLaughlin-Volpe, 2001; Cooper & Thatcher, 2010). We suggest that generalized role-relationships also offer opportunities for self-expansion. Sluss and Ashforth (2007) suggest that in relational identification the self expands to include certain facets of the role-relationship. For example in a mentor-mentee role-relationship the mentor role could be associated with thinking of oneself as someone else's sponsor and supporter. These components of role-relationships expand one's sense of self regardless of who the specific mentee is. However, the relationship between self-expansion and generalized relational identification is likely to exist mainly when someone is new to a role. Ibarra (1999) demonstrated that professionals who entered new roles used their peers and supervisors as role models for learning their new role requirements. Therefore, once a role has been established there are few opportunities available for self-expansion through generalized relational identification. Thus, self-expansion is more positively associated with particularized relational

identification than generalized relational identification.

Proposition 3b: Self-expansion motivates both generalized and particularized relational identification but is more strongly associated with particularized relational identification.

Personalized belongingness. Personalized belongingness and attachment to another individual reflect an individual's need for intimacy and proximity and provide individuals with a secure base for support and comfort (Bowlby, 1969). The strength of personalized belongingness motives varies across individuals. Individuals with relational preferences normally put great emphasis on connectedness to others and are motivated to create and maintain relationships (Gelfand, Major, Raver, Nishii, & O'Brien, 2006). As the personalized belongingness motive is more likely to become satisfied through personalized relationships and regular interactions over a long time period (Baumeister & Leary, 1995; Brickson & Brewer, 2001), particularized relational identification is a likely outcome of the personalized belongingness need. Generalized relational identification on the other hand does not require interdependence or involvement in a specific relationship and thus is unlikely to satisfy the personalized belongingness motive. Thus,

Proposition 3c: Personalized belongingness motivates particularized relational identification.

Uncertainty reduction. Uncertainty reduction reflects the aspiration to decrease uncertainty about one's situation in the social world (Hogg & Terry, 2000), which has been traditionally linked to group relationships. Group membership enables a person to define oneself

with the characteristics assigned to the group and see oneself as a prototype of the group (Hogg & Terry, 2000). Identification with a generalized target facilitates the self-defining process via values, interaction styles, goals, and norms typically associated with the role-relationship, (Ashforth, 2001) and thus reduces uncertainty.

Cooper and Thatcher (2010) argued that uncertainty reduction is unlikely to motivate particularized relational identification because each particularized identity offers a different set of standards for the role-relationship. However, we argue that particularized relational identification decreases uncertainty through psychological safety processes. When an individual experiences psychological safety, she feels comfortable enough to know that she can take risks without fear of repercussions (Edmondson, 1999). Psychological safety can be experienced in a relationship which is prototypical of a bigger entity such as the workgroup or the organization. For instance Sluss and Ashforth (2008) argue that through the social influence mechanism supervisors in the supervisor-subordinate relationships provide organizationally-bounded norms, opinions, goals and information which integrate subordinates into the organization. Thus,

Proposition 3d: Uncertainty reduction motivates both generalized and particularized relational identification but is much more strongly associated with generalized relational identification.

The relationships between identification motives and the two forms of relational identification are summarized in Table 1.

Table 1 to be inserted around here

Moderators

The relationship between identification motives and the two forms of relational identification will not remain the same in all situations. Ashforth and Johnson (2001) state that the salience of an identity is dependent on its situational relevance or whether an identity is socially appropriate in a given context. Since two important elements of relational identity are role-based and person-based identities (Sluss & Ashforth, 2007) two important moderators – among others- are subjective role importance and perceived target attractiveness. Here we will describe the moderation impact of each of these two constructs on the relationship between identification motives and generalized and particularized relational identification.

Subjective role importance. Subjective role importance is defined as an individual's perception of the significance of a role-relationship (Sluss & Ashforth, 2008). Role-relationships such as coworker relationships and (immediate) supervisor- subordinate relationships have been shown to be important for individuals in workplace contexts (Sluss & Ashforth, 2008). Some role relationships are more temporary in nature such as a trainer-trainee or consultant-client interactions. The importance of a role-relationship is subjective and may change across individuals and contexts. For example for some service-industry related professions the client-service provider role might be very salient. Since subjective role importance is descriptive of role-relationships, we suggest that subjective role importance will moderate the relationships only between identification motives and generalized relational identification. Below we examine the impact of subjective role importance on the relationship

between each identification motive and generalized relational identification.

Self-enhancement. Individuals with strong self-enhancement motives are very sensitive to prestige and the distinctiveness of their target of identification in general (Dutton et al., 1994). Studies have shown that identification with a high status group satisfies the self-enhancement motive (Chattopadhyay et al., 2004). Roccas (2003) found that identification with a group depended more strongly on the prestige of that group when self-enhancement values were salient. Role theory also suggests that because important role-identities are likely to characterize the self they have a large impact on one's overall self-evaluation and feelings of positive self-esteem (Callero, 1985). Therefore, individuals motivated by self-enhancement might not be happy if they end up in a low status relationship such as a subordinate of a low-ranked manager. We proposed earlier that self-enhancement is associated with both generalized and particularized relational identification but more strongly with generalized relational identification. Subjective role importance is unlikely to impact particularized relational identification since a person with a strong self-enhancement motive who perceives her role-relationship as subjectively important, does so independent of the characteristics of the target person. Thus, subjective role-importance strengthens the relationship between self-enhancement and generalized relational identification but should not have any impact on particularized relational identification.

Proposition 4a: Subjective role importance will influence the relationship between the self-enhancement motive and generalized relational identification, such that a high degree of subjective role-importance strengthens the

relationship between the self-enhancement motive and generalized relational identification.

Self-expansion. The socialization literature has stated that relational identification with one's manager in general provides individuals - especially newcomers - with new information, resources, and perspectives (Ashforth, 2007). The manager is also a lens through which the subordinate sees the organization (Gerstner & Day, 1997) and accumulates information and insights from the organization which become part of her identity (Lord & Brown, 2004). The more role importance an individual assigns to a certain role-relationship, the more the individual relies on that role-relationship for information, resources, and insights and the more she is susceptible to the social influence provided by that role relationship (Sluss & Ashforth, 2008; Sluss et al., 2012). This process occurs regardless of who occupies the position. As role importance is a role-level moderator it should not impact the relationship between the self-expansion motive and particularized relational identification but should strengthen the link between the self-expansion motive and generalized relational identification. Thus,

Proposition 4b: Subjective role importance will influence the relationship between the self-expansion motive and generalized relational identification such that a high degree of subjective role-importance strengthens the relationship between the self-enhancement motive and generalized relational identification.

Uncertainty reduction. When roles are important in an organization, the associated role-relationships are likely to be representative of those found within the organization. These representative role-relationships are likely to strengthen the relationships between

uncertainty reduction and generalized relational identification as the role-relationships increase feelings of psychological safety. Furthermore, the prototypicality of a role-relationship increases its prototype clarity which itself reduces uncertainty (Hogg & Abrams, 1993). Supporting this view, Chattopadhyay, George and Lawrence (2004) found a relationship between uncertainty reduction and group identification when the group profile has high prototypicality and clarity. Because particularized relational identification is contingent on the characteristics of the focal person and not the characteristics of the role-relationship, subjective role importance is unlikely to impact the relationship between uncertainty reduction and particularized relational identification. Therefore,

Proposition 4c: Subjective role importance will influence the relationship between the uncertainty reduction motive and generalized relational identification such that a high degree of subjective role importance strengthens the relationship between uncertainty reduction and generalized relational identification.

Perceived target attractiveness. Kelman (1961), who was among the first researchers to study interpersonal identification, argues that one determinant of identification is the attractiveness of the target person of identification. He describes the attractive referent as an individual who has qualities or characteristics that the individual desires. Perceived target attractiveness is defined as the extent to which individuals find their identification target attractive based on the extent the target satisfies their task-based and psychological needs (Sluss & Ashforth, 2008). There are two main dimensions of the target attractiveness construct: perceived expertness (as defined in Van Der Vegt, Bunderson, & Oosterhof, 2006) and perceived liking. Casciaro and Sousa Lobo

(2008) found that perceived competence of one's coworker and positive affect towards one's coworker together predict relationship quality in task-related networks. A review of the leader-member exchange literature reveals that leader's competence and interpersonal liking are among the characteristics that influence the quality of the relationship between leaders and followers (Gerstner & Day, 1997). Hogg and Terry (1985) also found that interpersonal liking among group members motivates identification among group members and identification with the group.

Since perceived target attractiveness is defined in relation to the characteristics of a specific individual in a role-relationship, we suggest that it has little impact on those relationships associated with generalized relational identification. Below we discuss how the two dimensions of perceived target attractiveness (perceived expertness, perceived interpersonal liking) moderate the relationship between identification motives and particularized relational identification.

Self-enhancement. Researchers have posited and found that if relational identification with a specific individual increases one's positive feelings about oneself, it becomes a central part of one's identity (Cooper & Thatcher, 2010; Vignoles et al., 2006). Earlier we posited that self-enhancement would be associated with particularized relational identification. This relationship is likely to be strengthened when the perceived attractiveness of the target resides in his or her expertness. When an individual with a strong self-enhancement motive believes that the target person represents a viable role model or somebody who will improve the focal person's image, the identification will strengthen (Gibson, 2003; Vignoles et al., 2006). Thus, particularized relational identification with a target is reinforced when the target person is perceived to be an expert by the focal person. Even if the target person is not perceived to be

likable, a perception of expertness will strengthen the relationship between the self-enhancement motive and particularized relational identification. Thus,

Proposition 5a: Perceived target attractiveness (expertness dimension) will influence the relationship between the self-enhancement motive and particularized relational identification, such that perceived target attractiveness strengthens the relationship.

Self-expansion. Aron et al. (1991) suggested that closeness with the target person is positively associated with the perception of similarity with the self and the other person as well as the inclusion of the other's resources and perspectives into one's self view. Resources normally consist of three categories: material resources, knowledge resources and social resources (Aron et al., 2004). In general, individuals with a strong self-expansion motive care about gaining such resources. Because the expertness of the target person is associated with the possession of information-specific knowledge resources (Van Der Vegt et al, 2006) individuals with a self- expansion motive are more likely to identify with such a person. Furthermore, interpersonal liking facilitates the gain of social resources such as support and friendship (Wayne, Shore, Liden, 1997). Therefore,

Proposition 5b: Perceived target attractiveness (both dimensions: expertness and liking) will influence the relationship between the self-expansion motive and particularized relational identification, such that perceived target attractiveness strengthens the relationship.

Personalized belongingness. Baumeister and Leary (1995) posit that the need to belong

is different from the need for mere social contact in that in order to satisfy personalized belongingness needs, a relationship must be desired. Thus, for individuals with a personalized belongingness need, the interpersonal liking dimension of the target attractiveness construct is likely to magnify the relationship between personalized belongingness and particularized relational identification (Baumeister & Leary, 1995). However, the expertness dimension is unlikely to be of importance in the relationship between personalized belongingness and particularized relational identification because it does not fulfill the need to belong.

Proposition 5c: Perceived target attractiveness (interpersonal liking dimension) will influence the relationship between the personalized belongingness motive and particularized relational identification, such that perceived target attractiveness strengthens the relationship.

Uncertainty reduction. Individuals strong in uncertainty reduction tend to identify with organizations and groups where they rely on pre-defined characteristics and prototypes for self-definition (Chattopadhyay et al., 2004). We argued above that uncertainty reduction can result in particularized relational identification through the psychological safety mechanism.

Psychological safety exists where there is trust and mutual respect (Edmondson, 2004).

Interpersonal liking and expertness, the two aspects of perceived target attractiveness, are both likely to engender trust and respect (Mayer, David & Schoorman, 1995). Therefore,

Proposition 5d: Perceived target attractiveness (both dimensions: expertness and liking) will influence the relationship between the uncertainty reduction

motive and particularized relational identification, such that perceived target attractiveness strengthens the relationship.

DISCUSSION AND CONCLUSION

In this paper, we aimed to deepen the current state of knowledge on relational identification by distinguishing between its two forms: generalized and particularized relational identification. We first address the current state of literature on relational identification and illustrate the lack of consensus on the definition and scope of the construct. In order to reconcile the discrepancies in the past literature, we argue that the two forms of relational identification (particularized and generalized) are conceptually distinct, are based on different psychological needs, and result in different outcomes. Thus it is our contention that although particularized and generalized relational identification are related and may influence each other as reflected in Sluss and Ashforth (2007), they should not be treated as a singular construct.

After arguing for the importance of distinguishing between the two forms of relational identification, we explore how four identification motives (self-enhancement, self-expansion, personalized belongingness and uncertainty reduction) link to generalized and particularized relational identification. Lastly, we discuss how subjective role-importance and perceived target attractiveness impact the relationship between the identification motives and the two forms of relational identification.

Theoretical Contributions and Implications for Theory

The arguments in this article contribute to three streams of literature. We discuss our contributions with respect to literature on relational identification, social networks, and group faultlines and diversity.

Relational identification. Previous studies in the field conceptualize generalized and particularized relational identification as strongly interrelated and dependent upon one another such that they always reinforce and strengthen each other. Distinguishing between the two forms of relational identification and exploring the role of identification motives contributes to the current state of the relational identification literature in at least three ways.

First, by closely examining the underlying mechanisms of the two forms of relational identification, it is likely that they result in different outcomes. The focus of particularized relational identification is on a specific relationship and therefore outcomes related to this form of identification (such as interpersonal support and help giving) are targeted towards the person specified in that relationship. On the other hand, generalized relational identification is focused on relationship roles and may consist of relationships with many individuals. Strong identification with a role-based relationship will be associated with certain forms of assistance and support related to the role such as task-related help-giving and other task-focused outcomes. Thus, we suggest that researchers specify the form of relational identification under investigation.

Second, we suggest that the link between particularized relational identification and generalized relational identification is not always reinforcing as relationships with multiple individuals that hold the same role may operate differently. Previous studies (e.g. Cozzarelli et al., 2000; Klohnen et al., 2005; Pierce & Lydon, 2001) have argued that the global and specific aspects of self and other relationships are two separate dimensions and result in different outcomes. They have also argued that in the long-term, specific models may converge to global models. However, we argue that at any given point in time, different identification motives and contextual factors influence individuals to focus on one specific form of relational

identification. Building off of the literature on identification motives we explain the underlying mechanisms through which individuals favor one form of relational identification over the other. Based on our conceptualization, identification motives have differential influences on particularized relational identification and generalized relational identification. For instance uncertainty reduction is more likely to motivate generalized relational identification whereas personalized belongingness is more likely to motivate particularized relational identification.

Our model also emphasizes the importance of generalized relational identification. The few empirical studies of relational identification (e.g. Sluss et al., 2012) measure relational identification with a specific target person and do not capture generalized relational identification. We suggest that measuring generalized relational identification is of importance since it is predicted by different identification motives and results in a different set of outcomes than particularized relational identification. For instance, a newly appointed manager with a number of subordinates is more likely to engage in generalized relational identification. In addition, according to Sluss and Ashforth (2007) generalized relational identification is different from collective identification because in collective identification individuals are viewed as a prototypical member of a group or a social category whereas generalized relational identification is inevitably personalized because of the personal characteristics of the role-incumbents. Thus, in order to accurately understand the outcomes of generalized relational identification it is important to distinguish it, both conceptually and empirically, from particularized relational identification.

Third, specifications of workplace relationships play an important role in understanding how relational identifications are formed and magnified in an organization. Work relationships tend to be less focused on self-disclosure and more concerned with competence than close,

personal relationships (Katz & Kahn, 1987). We know that certain motives in the workplace are more central than they would be in other contexts (e.g., social clubs, marital relationships) (Cooper & Thatcher, 2010). For instance, because competence and resource access are of greater importance in the workplace than in everyday social relationships, self-enhancement and self-expansion motives are very important in work settings. The manifestation of these motives on the two forms of relational identification can be intensified under certain conditions (e.g., subjective role importance, target attractiveness). For example, an individual with a self-enhancement motive may identify with both the generalized and particularized forms of relational identification. When this individual perceives the role-relationship to be important she will have a higher level of generalized relational identification and when she believes her supervisor is attractive because of her expertise she will experience a higher level of particularized relational identification.

Social network literature. Podolny and Baron (1997) in their study on social networks and mobility distinguished between the kind of information and resources individuals exchange when there is a person-to-person tie compared to when there is a position-to-position tie (Podolny & Baron, 1997). They argued that ties that are "position-centered" are induced by organizational structure whereas ties that are "person-centered" are induced by interpersonal attraction and trust (Podolny & Baron, 1997). They consequently conclude that ties based on formal positions are not likely to be maintained after the individuals change position. Following Podolny and Baron's (1997) conceptualization, particularized relational identification can be conceived as a person-to-person tie, and generalized relational identification can be considered to be a person-to-position tie. Based on our model, it is not only the formal organizational position but also the relevant role-relationship that plays an important role in the strength of

person-position ties. Also due to the possibility of multiple identifications the mobility of a formal position is not only dependent on the current formal position but also the existing role-relationship.

For the structuralist wing of researchers in social networks, network proximity and structure are among the main antecedents of strong interpersonal connections (Brass, Galaskiewicz, Greve, & Tsai, 2004). The more recent psychological view of social networks considers personality as one antecedent of interpersonal connections (Brass et al., 2004) but individual motives for engaging in certain relationships in the social network are not considered. Therefore, our conceptualization of how identification motives relate to the two forms of relational identification provides one explanation for a person's choice for a person-to-position versus a person-to-person relationship. Our model simultaneously takes into consideration the impact of individuals' choices and specifications of a relationship.

Group faultlines and diversity literature. Our arguments also contribute to the field of group faultlines and diversity (Bell, Villado, Lukasik, Belau, & Briggs, 2011; Thatcher & Patel, 2012). With respect to the faultlines literature, researchers have argued that self-categorization on attributes related to demographic similarities result in faultlines – hypothetical dividing lines along one or more attributes that result in relatively homogeneous subgroups (Lau & Murnighan, 1998). Faultlines have been found to have negative consequences for teams (Thatcher & Patel, 2011) and relational identification may give us some guidance with respect to understanding the negative relationship between faultlines and outcomes. Distinguishing between generalized and particularized relational identification as well as understanding identification motives may provide us with some insight into the formation and activation of faultlines. For example, faultline-based subgroups may develop as a result of generalized

relational identification (with team member role-relationships) driven by the uncertainty reduction motive (subgroups may represent an environment of like-minded individuals). Faultlines could become activated as a series of dyadic particularized relational identifications from within the subgroup. To marginalize the negative effects of faultlines, leaders could focus on encouraging particularized relational identifications between individuals in different subgroups by highlighting the benefits associated with the self-enhancement and self-expansion motives. Likewise, diversity researchers may wish to investigate the potential for particularized relational identifications across diverse team members by tapping into the self-enhancement and self-expansion motives.

Directions for Future Research

Empirical research is needed to test the relationships proposed in this paper. One approach would be to use survey data to test the relationships between the identification motives, the two forms of relational identification, the outcomes and the moderators. Assessing newcomers at their point of entry into the organization and at regular intervals over their first few years of employment would provide insight into the creation and evolution of relational identification in its various forms. There are a number of other ways that our theorizing could motivate future research.

In this paper, we conceptualize identification motives as encompassing individuals' fixed preferences. However, organizational structures and cultures could also impact the outcomes of individual's identification motives. Brickson (2000) suggests that organizations can impact individuals' identity preferences through policies such as training, rewarding and performance appraisals. For example, in an organization where individuality is supported through rewarding individual performance and encouraging competition, motives such as self-

enhancement might become more important to individuals (Gelfand et al., 2006). Based on this previous research and our earlier theorizing, we would expect that in such organizations we would see individuals experiencing more generalized relational identification. On the other hand, in an organization in which interpersonal relationships are encouraged (such as in industries that have apprenticeship or close mentor-mentee structures) motives such as self-expansion and personalized belongingness become salient. Consequently, in such organizations, instances of particularized relational identification may become more common. Therefore, future research could investigate how these organizational structures and cultures influence the forms of relational identification found in organizations.

Research also informs us that in an organization with a dense and inter-related relationship network and dyad-based task and reward structure, the quality and frequency of interactions among coworkers are higher than in other contexts (Brickson, 2000). These findings lead us to believe that there is merit in exploring the impact of organizational characteristics such as hierarchy and demographical segregations on the different forms of relational identification. Other work or job contexts, such as increased task interdependence, could also impact the two forms of relational identification since it increases interactions with other people and makes their role relationships important (Eberly, Holey, Johnson, & Mitchell, 2011).

We focused on specifying the relationship between four identification motives (self-enhancement, self-expansion, personalized belongingness and uncertainty reduction) and two forms of relational identification. There are other identification motives that may have an impact on the two forms of relational identification. For example, self-consistency might be an identification motive of interest in future studies. Self-consistency reflects the need for

coherence in the self across time and situation (Swann, Pelham, & Crull, 1989). This desire leads individuals to identify with targets of identification which mirror their personal and individual attributes (Dutton et al., 1994). Self-consistency likely motivates both generalized and particularized relational identification as individuals with a self-consistency motive are likely to seek out role-relationships and particular interactions that verify who they think they are in a particular work environment. Similarly, other identification motives such as distinctiveness could be the subject of future theorizing.

In this paper we only addressed one role-relationship moderator (subjective role importance) and one target-related moderator (perceived target attractiveness) -moderators which we believe are particularly relevant when investigating the relationships between the identification motives and the two forms of relational identification. However there are other role-related and target-related moderators that could be investigated in future studies. Other potential role-related moderators of interest are role-ambiguity, one's degree of uncertainty with respect to the expectation of a role-relationship, (Netemeyer, Johnston, & Burton, 1990; Rizzo, House, & Lirtzman, 1970) and role breadth, how broadly individuals define their roles (Morgeson, Delaney-Klinger, & Hemingway, 2005). High levels of role ambiguity, for example, may weaken the relationship between the uncertainty reduction motive and generalized relational identification as individuals will have difficulty defining themselves with respect to a role- relationship when there is ambiguity (Hogg & Terry, 2000). Role breadth, on the other hand, may strengthen the relationship between the self-expansion motive and generalized relational identification, as the focal individual may view multiple relationships with respect to his or her various roles.

Some target-related specifications such as reputation and status, access to information

and resources, belongingness to in-groups, and similarity to others should also be explored. Similarity to others may be a moderator for the particularized relational identification relationships driven by the personal belongingness and uncertainty reduction identification motives whereas reputation may be particularly important to particularized relational identification driven by self-enhancement motives.

In our theorizing, we assumed that individuals only identify with one target (one specific person or one role-relationship). However, individuals often identify with multiple individuals or role-relationships simultaneously. Further research could explore how relational identifications with multiple targets influence the quality and strength of each of the relational identifications. For example, one could be both a supervisor for a group of subordinates and herself a subordinate of her manager. Moreover one can experience different levels of identification concurrently. For instance, at the same time that individuals are working together and experiencing particularized relational identification with a coworker, they may also be experiencing workgroup and organizational identification at the collective levels (Ashforth et al., 2008; Sluss & Ashforth, 2008). Therefore future research could be conducted to investigate how multiple forms and levels of identification influence each other.

Practical Implications

Our model and discussion can provide guidance to organizations that wish to encourage certain types of relational identification and the associated consequences. Primarily, our model suggests that the two forms of relational identification are associated with different outcomes. Particularized relational identification is mainly associated with dyadic level and person-focused outcomes whereas generalized relational identification is associated with task-focused outcomes. Organizations focusing on performance and task-based outcomes could encourage generalized

relational identification through a number of policies that highlight role-relationship importance and enriching role-relationships. Adding breadth to roles and increasing role clarity can be accomplished by providing feedback on roles and encouraging fairness. In team-based organizations, team leaders should be encouraged to stress role-relationships by praising and rewarding team members equally based on the overall help they provide with respect to the task. On the other hand if an organization wants to encourage close interpersonal relationships because there is value in the relationship quality - for example, in mentor-mentee relationships or for newcomers who are dependent on their manager - it should highlight the attractiveness of working with a target individual through advertising the target's expertise and interpersonal skills.

Secondly, our model suggests that both forms of relational identification may be driven by a number of different identification motives. Thus, it may behoove managers to determine the identification motives that are most important to their employees. This information can be used by managers as they determine the proper incentives for development of certain types of identification. For instance, a manager of an employee primarily driven by self-expansion motives can highlight the importance of generalized relational identification with a role that provides new possibilities for expansion.

CONCLUSION

Relational identification is a rather new construct in the identity and identification literature. We suggest that to enhance our understanding of this construct and its antecedents and outcomes we should conceptualize the two forms of relational identification (particularized and generalized) separately. This separation enables a more fine-grained understanding of the

relationships between particular identification motives and a specific form of relational identification. Furthermore, each form of relational identification results in different types of outcomes. We also explore a few of the role-relationship and person-specific moderators of these two forms of relational identification. Finally, untangling the relational identification construct provides clarity to researchers and managers who wish to take advantage of this important identification form in workplace context.

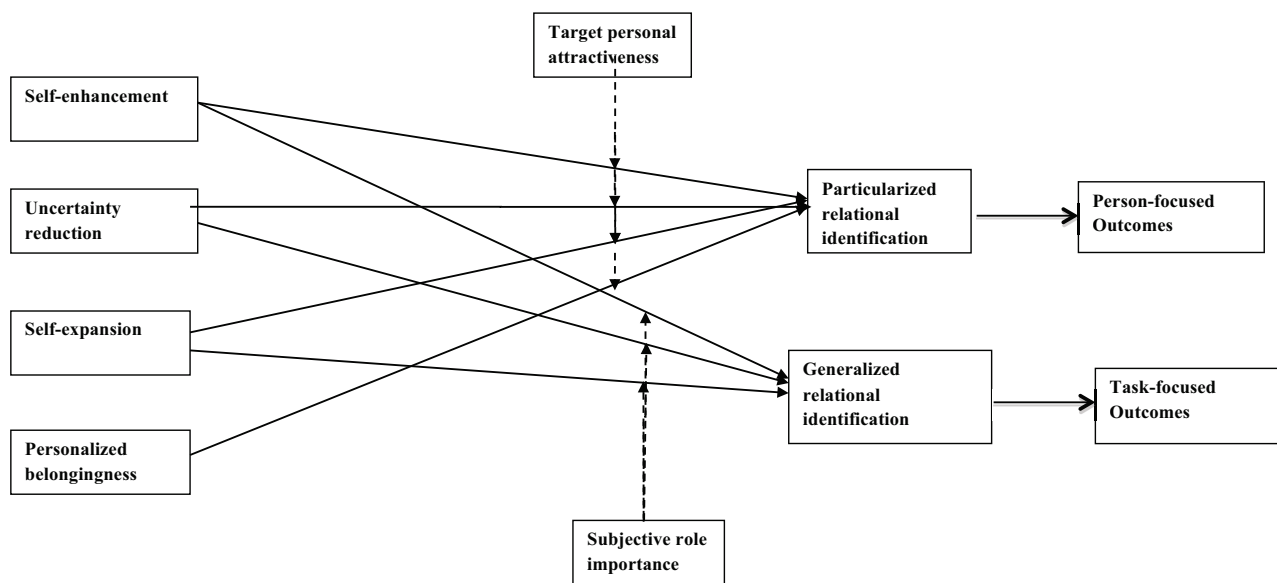
TABLE 1

Identification Motives and the Two Forms of Relational Identification

Identification target	Self-enhancement	Self-expansion	Personalized belongingness	Uncertainty reduction
Generalized	++	+		++
Particularized	+	++	++	+

FIGURE 1

Antecedents and Moderators of the Two Forms of Relational Identification



SECOND PAPER

PARTICULARIZED PERSON-FOCUSED OR GENERALIZED ROLE FOCUSED: HOW IDENTIFICATION MOTIVES PREDICT THE TWO FORMS OF RELATIONAL IDENTIFICATION IN THE WORKPLACE

ABSTRACT

This paper explores the antecedents and moderators of the two forms of relational identification: particularized and generalized. Unlike the previous studies that conceptualize these two forms as very interrelated and dependent, this paper consists of two empirical studies and both demonstrate that there is value in separating these two forms since their content and predictors are different. Study 1, an exploratory study based on qualitative data collected from interviews with 31 professional individuals, shows that relational identification can happen in two forms and these two forms differ across supervisor-subordinate and coworker-coworker dyads. Additionally it explores possible contextual factors (moderators) that impact how motives predict these two forms of identification. Study 2, a quantitative study using survey data collected from 181 French professionals (mostly managers, the graduates of a big French business school), attempts to test the hypotheses suggested in the first paper of the dissertation on how identification motives (and their specific moderators) predict the two forms of relational identification with one's supervisor and one's coworker. Moreover based on suggestions of study 1, it also examines how the relationship between motives and the two forms of relational identification differed had the target person been one's supervisor or coworker. Finally as post-hoc analyses, study 2 explores potential moderators for the relationship between identification motives and the two forms of relational identification for both supervisor-subordinate and coworker-coworker dyads.

Relational identification is a more recent and therefore a less developed construct than other types of identification such as organizational, professional and workgroup identification (Sluss & Ashforth, 2007, Sluss, Ployhart, Cobb & Ashforth, 2012). Traditionally, identity research has drawn from social identity theory to address the question that how individuals define or locate themselves in the organizations (eg. Ashforth & Johnson, 2001; Ashforth & Mael, 1996; Haslam, van Knippenberg, Platow, & Ellemers, 2003; Hogg & Terry, 2001; Pratt, 1998). This view has impacted research on dyadic relationships in the workplace because it indicates that individuals interact with others based on their belongingness to the same/different groups or social categories in addition to the salience of the identity of that group or social category (Hogg, 2001; Tajfel, 1974).

Recent works on relational aspects of the organizations suggest that researchers should explore more carefully how individuals define themselves in role-relationships (Brewer & Gardner, 1996; Flynn, 2005; Sluss & Ashforth, 2007, Sluss et al., 2012). Brewer and Gardner (1996) emphasize that relationships are rooted in identity and concurrently shape the identity. However, content, drivers and outcomes of relational identification have not been carefully examined. Specifically, to my knowledge, very few studies have explored relational identification empirically (e.g. Sluss et al., 2012). Additionally, these studies only measure one form of relational identification (identification with a specific target), which is normally one's supervisor or one's leader. They address questions such as how relational identification converges to organizational identification (Sluss et al., 2012) or how a follower's relational identity influences outcomes in the relationship of a leader and a follower (Lord, Brown & Freiberg, 1999). This approach can limit our understanding and our interpretation of the empirical results since it restricts the definition to only one form of

relational identification and explores only certain forms of dyads. Thus there is a need to expand the scope of the definition of relational identification used in empirical studies to encompass the two forms. Researchers should also broaden the types of research questions addressed in the studies to include drivers and motivators of relational identification.

I explained and theorized in the first paper of the dissertation that the two forms of relational identification are distinct and differ in their content, drivers and outcomes. Generalized relational identification is defined as the perceived oneness with the role-relationship regardless of the identity of the target person (as of now will be referred to as GRI) (Cooper & Thatcher, 2010; Sluss & Ashforth, 2007). Particularized relational identification is defined as the perceived oneness with a specific role- relationship (as of now referred to as PRI) (Cooper & Thatcher, 2010; Sluss & Ashforth, 2007). As discussed in the first paper, the points of distinctions of these two forms raise the need of exploring them separately.

The current paper aims at 1) expanding the theoretical framework of the first paper of the dissertation and 2) empirically testing hypotheses on drivers of the two forms of relational identification (PRI and GRI). In order to expand the theoretical model suggested in the first paper of the dissertation I conducted an exploratory qualitative study (Study 1) to explore the existence of the two forms of relational identification and the impact of interpersonal and work context on them. This investigation seemed necessary because the two forms of relational identification have not been empirically studied before. Additionally, information on the impactful and important interpersonal and contextual factors can only be gained through asking about actual experiences of professional individuals.

Study 1 provides support for the existence of the two forms of relational identification. While in the theory paper I have not hypothesized differences in forms and drivers of relational identification across different dyads, results of study 1 suggests that the

content and drivers of GRI and PRI differed when the target of identification was one's supervisor compared to when it was one's coworker. Furthermore it suggests that the importance and relevance of these two forms differed across these two different dyads. Therefore it implies that these differences should be studied further through quantitative empirical analysis. Additionally, in the first paper of the dissertation I have only examined two moderators of the relationship between identification motives and the two forms of relational identification: subjective role-importance and perceived target attractiveness. However, the list of the moderators does not limit to these two. Study 1 also provides a list of additional potential moderators such as perceived similarity with the target, group level similarity with the role-relationship occupants and others. Furthermore it also provides suggestions for including potential controls such as relationship duration, personality differences, and self-concept orientations.

Study 2 tests a list of hypotheses derived from the theoretical framework of the first paper of the dissertation along with additional hypotheses derived from study 1. It specifically tests how four identification motives (self-enhancement, self-expansion, uncertainty reduction and personalized belongingness) relate differently to generalized and particularized relational identification through a survey of 181 French professionals. The study also examines how the relationship between motives and the two forms of relational identification differed had the target person been one's supervisor or coworker. Finally as post-hoc analyses, study 2 explores potential moderators for the relationship between identification motives and the two forms of relational identification for both supervisor-subordinate and coworker-coworker dyads.

STUDY 1

I decided to conduct a qualitative study before engaging in any quantitative examination of relational identification and its two forms since there is a lack of substantial body of literature especially concerning the two forms of relational identification. As stated above this study aims at exploring the existence of the two forms, their differences across various role-relationships and the impact of interpersonal and work context on them. The purpose of this study is not theory building as such but providing insight on the two forms of relational identification as well as on further areas to explore around the construct. Specifically the components of the relational identification construct have not been studied carefully in the workplace. I broadly attempted to explore the following research questions to acquire more information about the construct: 1) Who are employees' relational identification target in the workplace? 2) In which ways individuals identify with another individual in the workplace? 3) How individuals perceive the impact of organizational and work context on these relationships?

Sample

The main aim of this study is to provide insights on relational identification and different aspects of it that the individuals have experienced during the course of their career. Thus one condition for sample of the study was having at least several years of work experience. Additionally I pursued a theoretical sampling (Glaser & Strauss, 1967) attempting to increase variation in the sample in terms of backgrounds, gender, years of work experience, occupations, industry sector and national culture. Most of the respondents were pursuing an MBA degree at a big French Business School at the time of the study but they had at least 3 years of work experience. I first conducted a pilot study interviewing five individuals with an average of 11 years of work experience. After refining and adjusting the semi-structured interview protocol I interviewed the rest of the sample.

In all, I interviewed 31 individuals (15 female and 16 male) from diverse cultures and working backgrounds. The average age of the interviewees was 30.1 and they had on average 7.2 years of work experience. The participants came from various working background such as law, accounting and auditing, finance, management consulting, computer software engineering, electrical engineering, public relations, cosmetic and fashion industry and tourism management. The sample was also culturally diverse including people from at least nine different nationalities such as French, Indian, American, Chinese, Japanese, Brazilian, German, Greek, Australian and others. Some of the individuals in this sample had managerial experience while others were rather new to the workplace. I used secondary materials for acquiring more information about interviewees' backgrounds.

Procedure

In order to address the research questions listed above, a semi-structured interview protocol was designed. Interview questions were mainly generated based on the literature on relational identification, the theoretical background presented in the first paper of the dissertation and the research questions that this study attempts to address. I started the interview with broad questions such as: In general, how important do you find the relationships you experienced at work and why? And then I asked more specific but indirect questions such as: Could you name the relationships that have been the most engaging ones and have impacted you the most over the course of your career? For each relationship, who was the other side? Could you explain the specifications of these relationships? How these relationships impacted the way you defined yourself? How your experience of these relationships varied across companies and countries. Depending on how each interview was progressing I asked other questions related to the above areas. All the interviewees were given a short description of the study in the beginning of the interview. At the end of the

interview, I asked about the demographic information (some demographic information was also available in the school's CV books). The interviews lasted between 45 to 70 minutes. They were digitally recorded and then transcribed.

Data analysis. For each content area (based on each research questions) statements with similar underlying meaning were selected and grouped into the related themes (Glaser, 1992; Krippendorff, 2004; Weber, 1990). Then similar dimensions were put together to shape the meta-themes.

Results

In order to obtain information about actual cases of relational identification and their specification I asked the participants to name the relationships that have been the most engaging and have impacted them most throughout the working years. These relationships were the ones, which have also impacted the way they defined themselves. These relationships could be with anybody at work. I asked them to explain who the target was. I then requested them to describe those relationships and their outcomes.

Forms and targets of relational identification. Analyzing the interview data I realized that when interviewees were talking about their identification targets they either referred to a specific individual (e.g. a specific supervisor) implying PRI or a role-relationship (e.g. my coworkers) implying GRI. Also when the respondents were describing who the target was they mainly referred to three categories: supervisors (mostly direct bosses), coworkers and subordinates. Some of the interviewees, all working in tourism management and hotel industry, also named their clients as their target of identification. They largely referred to their clients/guests as a group that allow them define they role at work (serving and providing for the guests). They did not name a specific relationship target among their guests. But since this finding was only specific to the respondents working in

this sector (not to all the respondents) it was not included in the result section. The quote below is a representative of such references:

“If you consider hotel as your house, people are coming to your house and in a sense for you. Because relationships with your colleagues o.k. they are usually difficult. But relationships with the guests could be very interesting. I like relationship with the guests. I think that my most important responsibility is to serve the guest, despite the fact that some guests sometimes really upset you.”

Targets of identification. Role-relationship with one’s direct supervisor was the most frequent relationship that interviewees mentioned. Respondents mostly talked about specific instances of relationships with their supervisors. Almost half of the interviewees talked about at least one close and impactful relationship with a specific supervisor. Moreover data concerning relationship with one’s supervisor demonstrated more richness and more variety than any other relationship targets.

Some examples of the quotes are brought below. A woman working in public relations explained her relationship with her supervisor as following:

“My supervisor in Australia was somehow like my mom. Because she was pretty the same age of my mom...I was also like a daughter to her...It was good because I felt that I could tell her anything and she also shared lots of things with me.”

However, not all the experiences with one’s supervisor were positive. Respondents also talked about personal instances of dis-identification with a specific supervisor. The following quote demonstrates such a phenomenon.

“In my last company that I was there for three years I had a woman as a supervisor who managed very well her path to the top and getting what she wants. She was a good mentor for me but she didn’t have the personality that I do. She was a little bit aggressive. She was very political and strategic. She knew what she wanted and she got it. But at the same time I knew I do not want to be like her.”

When interviewees referred to their coworkers they mentioned instances of specific relationships less often and instead referred to them as a group. Out of 31 interviewees only 4

of them spoke about specific relationships with their coworkers at work. Other interviewees thought of coworkers as a group and talked about the overall experience of role-relationships with coworkers even when they were asked about a specific relationship. The two quotes below demonstrate perceiving coworkers as generalized targets of relational identification.

“I feel good when I pick my friends at work. Because we spent 12 hours together each day. I like to see myself in relationship with my co-workers because the most important thing about my job was the friendship that I had there. Workplace for me is a place to socialize. I’m a girl, I like to chat...”

“Some of the people I worked with became my friends. Some of them because we were spending a long period of night together and it was quiet so we started talking and we became friends. Some others because we were almost the same age and we started to see each other outside of the workplace and we became friends.”

However, a few interviewees (4 out of 31) described a specific role-relationship with a specific coworker. Such relationships were mainly rooted in friendship and socializing together and lasted even after individuals were not coworkers anymore.

“I had this friend in my second bank. And we were close friends. We went out together. Of course you go out for lunch but even for parties and travel and even years after I left my job we were still friends. She invited me to her wedding.”

The same pattern was observed when target was respondents’ subordinate. Out of 31 interviewees only 2 individuals expressed having specific relationship with their subordinates. Others often regarded their subordinate as one target group. One of the interviewees stated that because in one company her subordinates were very young, she felt that they need her to care more about them. Therefore she felt that she is acting like their parents.

“In China after seven years of work experience I had very young subordinates. They were born in 80s or even 90s. So I had to teach them how to perform. I also had to tell them about the international environment, because in China they are more focused on local market. I was doing lots of brainstorming and mentoring and coaching. Before I expected that the teams are individuals and perform individually. Before I acted like a manager that treat everyone the same. - when I was working in Hong Kong- I assigned tasks and then looked at the results for evaluation. But in China I had the feeling that I am the mother of my subordinates. It depends on if the subordinates are mature or not. But my subordinates were local Chinese and they didn’t have overseas experience. So I had to be their parents.”

Outcomes of (the two forms) of Relational Identification. Although the outcomes of relational identification vary across individuals one can observe that generally stronger relational identification with a specific target is associated with stronger interpersonal outcomes. The quotes below demonstrate some of the interpersonal outcomes that follow strong identification with one's supervisor.

"...So she would trust me to do the job when they were not there. I liked her to be there because you receive advice on everything ...So that's why I said she was my mentor because she gave me a lot of time and I could learn things from her that people learn usually by themselves. Actually in time I became like her."

"I also involved him in my personal decisions. For example I wanted to move to another apartment and I asked him about it. I felt comfortable to call him and ask them even about the decisions that by rule I didn't need to ask him but I felt close to him to an extent that I wanted to know his opinion even in the decisions that I was supposed to take by myself."

"It was good because I felt that I could tell her anything and she also shared lots of things with me."

Where individuals talked about identification with a group of target/ role-relationship, the outcomes were not specific to that specific interpersonal relationship but served a broader need. These quotes demonstrate the outcome of relational identification with coworker-coworker role-relationship.

"Also if you express negative emotions at work with talking to coworkers and etc. it is cool, because you don't take it home, to your spouse and somebody else outside the work. "

"You are working all the time with a high stress so being in good relationships with people who are working with helps you to enjoy your job. It helps you to work without thinking that you are working. "

The following quote also shows the overall outcome of identifying with a group of subordinates as the target of identification.

"I would have helped the interns that I saw them wandering around and in the first view it may seem like a waste of time which doesn't add anything to you... So these kinds of interactions, going with them to lunch; to coffee, also at the work level helping them and explaining them that this is the case, this is how it works. This makes me happy."

From these quotes we can infer that not only PRI and GRI are two distinct forms of

identification but they result in different outcomes. While outcomes of PRI included specific interpersonal outcomes which were particular to that specific relationship such as sharing emotions and thoughts with the target person, involving the other person in decision making, interpersonal helping etc., GRI was found to be associated with overall outcomes (not relationship-specific) such as releasing negative emotion, overall job satisfaction and happiness and providing overall task-related help.

Factors predicting relational identification. Although individual's preferences and the type of dyad influence relational identification to a great extent, they are not the sole players. Other work and contextual factors could influence/strengthen relational identification experience. Based on the results of the analysis I categorized these factors in three general categories: interpersonal factors, target-related factors and work / organizational-related factors.

Respondents mentioned the following interpersonal attributes would strengthen relational identification: trust, similarity in work style/personality, similarity in demographic attributes (such as age, gender and ethnicity), liking, friendship and mutual understanding. The second category of factors included target-related specifications. These specifications included (target's) readiness to help, honesty, desire for motivating others, maturity and desire for guiding others. Finally the last category of factors consists of work-related and organizational impactful factor. The length of time relationship partners spent together at work, balanced settings in terms of demographics (gender, age, ethnicity), stable work groups (as opposed to constantly changing ones), non-competitive environment (as opposed to competitive environment) and non-hierarchical organizational structure (as opposed to centralized and hierarchical ones) emerged as work-related and organizational factors that

enhance close relationships at work. Sample quotes for each of these factors is available in Table 1.

Discussion

This study offers guidance for further investigation of relational identification. Takeaways of this study can be categorized in three areas: 1) The existence of two distinct forms of relational identification and their consequent different outcomes, 2) The differences in the two forms, across supervisor-subordinate and coworker-coworker dyads, 3) The impact of the interpersonal and work context on the two forms of relational identification.

The existence of two distinct forms of relational identification. As discussed in the first paper of the dissertation, previous conceptualization of relational identification theorized the two forms of relational identification as very interrelated in a way that an increase in the strength of one increases the strength of the other. But the results of this study demonstrated that the two forms of relational identification could exist independently. Additionally at a specific moment of time and for certain targets individuals usually refer only to one of the two forms. The results also show that different outcomes were associated with the two forms of relational identification. While PRI is mainly associated with interpersonal level outcomes GRI is associated with more general and task-related outcomes.

Particularized and generalized relational identification across supervisor-subordinate and coworker-coworker relationship. Based on the results of the qualitative study I could come up with several conclusions regarding relational identification across the supervisor-subordinate and coworker-coworker dyads. Firstly nearly half of the interviewees mentioned that they have identified at least with one of their supervisors through the course of their career. Among these participants most of them had experienced relational identification with more one specific supervisors. There were fewer respondents who

described instances of relational identification with subordinates and coworkers. But many of the respondents talked about identification with a group of coworker or subordinates. Only a few among them (less than five) talked about instances of relational identification with a specific coworker or subordinate. Additionally the outcomes of relational identification with the supervisor were more diverse and more specific to the interpersonal relationship than identification with other targets of identification. Furthermore, among the supervisors more frequent instances of particularized relational identification were reported whereas among the coworkers more frequent instances of generalized relational identification were reported.

These findings are compatible with findings of research on relational identification, leadership and socialization in the organization that suggest subordinate-supervisor relationship is one of the most important relationship in the workplace (Ashforth, Sluss & Harrison, 2007; Higgins & Thomas, 2001; Liden, Sparrow & Wayne, 1997). Sluss and Ashforth (2008) suggest that the subordinate-manager relationship is highly salient for the subordinates due to reliance of subordinate on the supervisors for task-related advice, resource allocation, performance feedback and rewards. Additionally, Lord, Brown and Freiburg (1999) argue that the subordinate see the whole work experience through the lens of the supervisor.

On the other hand coworkers are found to be sources for friendship and support (Kram & Isabella, 1985; Sias & Cahill, 1998). They also provide career-enhancing functions such as information processing, career strategizing and job-related feedback (Kram & Isabella, 1985). Kram and Isabella (1998) identified three types of relationships with peers along a continuum: information peer, collegial peer and special peer. The functionalities of these peers vary as the individuals go through different career stages. But it seems that these functions are not specific to one coworker but they can be served by a group of coworkers.

Thus I propose that in all, identification motives are more probable to motivate both PRI and GRI when the target of identification is one's supervisor. But since GRI is a more relevant form of identification when the target is one's coworker, identification motives more likely predict GRI across the coworker-coworker dyads.

Moderators. Based on the list of moderators introduced in Table 1 I included other target related and interpersonal-related moderators in addition to the ones that were theorized in the first paper of the dissertation (target attractiveness –expertness and liking- for PRI and subjective role-importance for PRI) in my quantitative study. These moderators are similarity and received task help for PRI and group level similarity for GRI.

STUDY 2

Based on the theoretical argumentation in the first paper of the dissertation and findings of study 1, I made a list of hypotheses to test how different identification motives predict generalized and particularized relational identification for supervisor-subordinate and coworker-coworker dyads. The hypotheses are listed in Table 2. These hypotheses tested direct relationships between identification motives and PRI and GRI for the two types of dyads. They also tested if one motive is more strongly connected to one form of identification as oppose to the other one. After testing all the hypotheses separately for supervisors and coworkers as the target of relational identification, I also compared how the significant link between identification motives and the two forms of relational identification differed when the target is one's supervisor compared to when the target it one's coworker.

Also as a supplementary analysis I explored some potential moderators of the relationship between identification motives and the two forms of relational identification. The moderators were chosen based on the theoretical arguments in the first paper of the

dissertation and the list of influential interpersonal factors created in study 1. I mainly focused on interpersonal/ target related factors since my sample (alumni of a business school) did not vary enough across industry sectors.

Sample

A cross-sectional self-report survey was sent to approximately 1500 alumni of a large French Business School. The survey was sent through email and in an online format. Almost two weeks after the first survey a reminder was sent. 181 complete surveys were received (~almost 13% response rate). Because the majority of the population was French-speaking the survey was translated to French. The survey was translated by a PhD in social psychology who was familiar with the topic and attempted to translate the items as they were in the English version. The questions were checked in both languages for making sure that they conveyed the same meaning. 53.3% of the respondents were male while 46.7% were female. The average respondents' age was 38.48 with a maximum of 70 and minimum of 23. 1% had college degree, 93% had Masters degree, and 6 % had a PhD. 19.6% were single/never married and 76.2% were married or living with a significant others. They had on average 15.1 years of work experience. The majority of the population held managerial positions.

Measures

Distinct scales that measure PRI and GRI have not been previously developed. The existing relational identification scale only measures identification with a specific target (i.e. PRI). I adapted the scale to develop a measure for GRI.

Particularized Relational identification. I used a four-item scale developed by Sluss, et al. (2012) to assess particularized relational identification. The items were: “My relationship with my current supervisor/specific coworker is important to my self-image at work”; “My relationship with my current supervisor/ specific coworker is an important part of who I am”;

“When someone criticizes my relationship with my current supervisor/ specific coworker, it feels like a personal insult”; “My relationship with my current supervisor/ specific coworker is vital to the kind of person I am”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. Respondents answered these questions separately for their supervisor and a coworker they chose. The Cronbach’s alpha for PRI with one’s supervisor was .81 and with one’s coworker was .87.

Generalized Relational identification. I used the four-item scale developed by Sluss et al. (2012) to assess PRI and adapted it for GRI. The items were: “My relationship with my supervisors/coworkers is important to my self-image at work.” “My relationship with my supervisors/coworkers is an important part of who I am.” “When someone criticizes my relationship with my supervisors/coworkers, it feels like a personal insult.” “My relationship with my supervisors/coworkers is vital to the kind of person I am.” Respondents rated each item from 1= strongly disagree to 7= strongly agree. As described previously, respondents answered these questions both for their supervisors and coworkers (I controlled for coworker closeness). The Cronbach’s alpha for generalized relational identification with supervisor was .84 and with coworker was .83.

Before sending out the surveys to the main target population the scales above were pretested on a sample of 194 working professionals. 57% of the respondents were male while 43% were female. The average age of the respondents was 32.28 with a maximum of 75 and minimum of 19. 31% of the sample have completed high school diploma, 56% had a college degree, 10% had a Masters degree, and 3 % had another certifications (e.g. associate degrees). 44% were single and 48% were married or living with a significant other. They were all located in the United States with less than 5% being non-American.

I computed Chronbach’s alpha for these measures and they were all over .7. Specifically I wanted to test that the two-factor model works well for measuring two different

dimensions. I ran principal component analysis including the 8 items developed above for particularized and generalized relational identification once with supervisors as the target and the other time with coworker as the target. For the supervisors as the target of identification the extracted eigenvalues, and percentage of variance explained by the factors (67%) along with the break in the scree plot, suggested a two-factor solution model for both groups of target. Items loaded on factors as expected in the measurement theory (except for the third item of particularized relational identification) with loadings above .59 (average = .75) and with no cross loading above .55 (average = .27). For the coworkers as the target of identification the extracted eigenvalues, and percentage of variance explained by the factors (80%) along with the break in the scree plot, suggested a two-factor solution model for both groups of target. Items loaded on factors as expected in the measurement theory with loadings above .79(average = .84) and with no cross loading above .41 (average = .30). The results are summarized in Table 3.

Convergent and discriminant validity. I also conducted confirmatory factor analysis to further examine the convergent and discriminant validity of the measurement model for an individual's supervisors and coworkers separately. I examined the fit of the two-factor model through structural equation modeling (SEM) using Amos. The goodness of fit of statistics for supervisors (with the correlated error terms) were as follows: $\chi^2= 37.219$, $df= 14$, $\chi^2/df = 2.65$, CFI = .898, RMSEA = .093. The goodness of fit statistics for coworkers (with the correlated error terms) were as follows: $\chi^2= 20.528$, $df= 15$, $\chi^2/df = 1.369$, CFI = .974, RMSEA = .044. In both cases the goodness of fit statistics were much better for the two-factor model compared to a one factor one. For the supervisors the goodness of fit for the single factor model were: $\chi^2= 105.584$, $df= 16$, $\chi^2/df = 6.599$, CFI = .606, RMSEA = .17. For the coworkers they were $\chi^2= 90.550$, $df= 20$, $\chi^2/df = 5.659$, CFI = .653, RMSEA = .155. The chi-square test confirmed that the two-factor model is working better in both cases.

Independent variables

Self-enhancement motive. I used a six-item scale developed by Cooper and Thatcher (2012) to assess self-enhancement motive. Some exemplary items were: “I typically believe that I am able to do things as well as, if not better than, most people” and “I seek opportunities to advance my reputation” and “I like to be involved in activities with talented people”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .71.

Self-expansion motive. I adapted the fourteen-item scale of Lewandowski & Aron (2002) measuring self-expansion in intimate relationship for relationships at work. Some exemplary items of this scale consist of: “Being with others in my workplace results in my having new experiences” and “I feel a greater awareness of things because of others in my workplace” and “Others in my workplace increase my ability to accomplish new things”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .87.

Uncertainty reduction motive. For this measure, I modified the twelve-item personal need for structure scale (Thompson et al, 2001) based on (Neuberg & Newsom, 1993). After the exploratory and confirmatory factor analysis conducted in the pilot test I removed two items to improve the scale. So for this study a ten-item version was used. Some examples of items are: “It upsets me to go into a situation without knowing what I can expect from it” and “I become uncomfortable when the rules in a situation are not clear”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .75.

Belongingness motive. I used the ten-item version of the Leary et al. (2005) need to belong scale. Some sample items are: “I do not like being alone” and “I need to feel that there

are people I can turn to in times of need”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .81.

Moderators

Perceived similarity to the target. Perceived similarity was measured with a two-item scale of similarity developed by Turban and Jones (1988). Respondents rated each item from 1= strongly disagree to 7= strongly agree. Items consisted of “My supervisor/coworker and I see things in much the same way” and “My supervisor/coworker and I are similar in terms of our outlook, perspective, and values”. The Cronbach’s alpha for one’s supervisor was .86 and for one’s coworker was .87.

Perceived liking towards the target. Perceived liking was measured with a three-item scale of liking developed by Wayne and Ferris (1990). Items included “I like my supervisor/coworker very much” and I think “my supervisor/coworker” would make a good friend”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for the supervisor was .88 and for the coworker was .86.

Perceived expertness of the target. Perceived expertness of the target (supervisor/coworker) was measured using an adapted scale from Van der Vegt and colleagues’ perceived expertness scale (2006). Respondents were asked to “Evaluate your supervisor/coworker against your previous supervisors/previous coworkers on the following competencies: intellectual/academic ability, creative ability, social skills, leadership ability, practical understanding, and discipline.” The Cronbach’s alpha was .87 for the supervisor and .84 for the coworker.

Perceived similarity with the coworkers in general. I adapted the items from the two-item scale of similarity developed by Turban and Jones (1988) to apply to the whole group of coworkers. The items are: “I feel that my general attitudes and beliefs are similar to

those of my coworkers as a whole.” and “I feel that the overall character of my coworkers represents who I am.” The scale was anchored by 1=strongly agree and 7=strongly disagree. The Cronbach’s alpha for this scale was .79.

Target received task help. Task help from the target of identification was adapted from Anderson and Williams’ (1996) measure of helping behavior. We only included questions focused on task help for this study. Items included “My supervisor/coworker shared his/her knowledge with me” and “My supervisor/coworker gave me facts that have helped me perform my assignment.” The scale was anchored by 1=strongly disagree and 7=strongly agree. The Cronbach’s alpha for this scale was .95 for the supervisors and .91 for the coworkers.

Control variables. I measured demographic variables including age, gender, race; marital status, years of work experience, the Big Five personality variables; self-esteem; relationship duration with the target, target’s demographics such as gender, age, current position, daily communication time (Graziano, 2007; Raver, Ehrhart, & Chadwick, 2012; ten Brummelhuis, et al. 2009). The Big Five personality variables were measured using Gosling, Rentfrow, and Swann’s (2003) brief measure of the Big-Five personality. Becker (2005) recommends the inclusion of only significant control variables in the model. In the result section I explain further the significant controls for each model.

Results

I report the results of this study in two sections. In the first section after reporting the tests for discriminant and convergent validity, I report the results of how the identification motives relate to PRI and GRI. In the second section I use path analysis to first demonstrate how identification motives relate differently to PRI and GRI across supervisor-subordinate dyads. I then repeat the comparison across coworker-coworker dyads. Secondly, I

demonstrate how identification motives relate differently to PRI across supervisor-subordinate and coworker-coworker dyads. I then repeat the analysis for GRI. Finally I explore the significant moderators for PRI and GRI.

Discriminant and Convergent Validity. I first ran principal component analysis including the 8 items reported above for particularized and generalized relational identification once with supervisors as the target and the other time with coworker as the target (Varimax rotation).

When the supervisors were the target of identification the extracted eigenvalues, and percentage of variance explained by the factors (67.7%) along with the break in the scree plot, suggested a two-factor solution model with the same items that were used to measure PRI and GRI. Items loaded on factors as expected in the measurement theory (except for the third item of particularized relational identification) with loadings above .56 (average =0.75) and with no cross-loading above .53 (average = .27). I then conducted confirmatory factor analysis to further examine the convergent and discriminant validity of the measurement model for an individual's supervisor and coworkers separately. I examined the fit of the two-factor model through structural equations models (SEM) using Amos. The goodness of fit statistics for supervisors (with the correlated error terms) were as follows: $\chi^2 = 30.49$, $df = 13$, $\chi^2/df = 2.34$, CFI = .978, RMSEA = .086 where the correlation between the two factors is .62¹.

For the coworkers as the target of identification the extracted eigenvalues, and percentage of variance explained by the factors (70%) along with the break in the scree plot, suggested a two-factor solution model for both groups of target. Items loaded on factors as expected in the measurement theory with loadings above .74 (average = .81) and with no

¹ Following Hu and Bentler (1999), Jackson and colleagues (2009), and Kline (2005), I consider model fit to be good if the comparative fit index (CFI) is greater than .90 (greater than .95 is excellent), the root-mean-square error of approximation (RMSEA) is less than .08 (less than .06 is excellent).

cross-loading above .32 (average = .2). The goodness of fit statistics for coworkers (with the correlated error terms) were as follows: $\chi^2=13.7$, $df= 13$, $\chi^2/df = 1.05$, CFI = .999, RMSEA = 0.017, where the correlation between the two factors is .54. In both cases the goodness of fit statistics was much better for the two-factor model compared to a one factor one. For the supervisors the goodness of fit for the single factor model were: $\chi^2=170.15$, $df= 14$, $\chi^2/df = 12.153$, CFI = .80, RMSEA = .25. For the coworkers they were $\chi^2=152.157$, $df= 14$, $\chi^2/df = 10.868$, CFI = .819, RMSEA = .234. The chi-square test confirmed that the two-factor model is the best model for both supervisor-subordinate and coworker-coworker dyads. The results are summarized in Table 3.

I also ran CFA for all the identification motives as independent variables. The goodness of fit statistics demonstrated that a five-factor model works best. These statistics were as follows: ($\chi^2=1726.399$, $df= 924$, $\chi^2/df = 1.907$, RMSEA = .071). To prevent the model from getting too complicated I used the mean of items for each identification motive.

Main Hypotheses

Antecedents of particularized and generalized relational identification across supervisor-subordinate dyads- Means, standard deviations, and correlations of variables for supervisor-subordinate dyads are summarized in Table 4. The model tested is shown in Figure 1. It contained particularized (PRI) and generalized relational identification (GRI) with one's supervisor as the dependent variables.

I analyzed the data using structural equations modeling (Maximum likelihood estimation) using Amos19. Since structural equation modeling takes into account measurement errors it is a useful method in measuring latent constructs. PRI and GRI were my latent constructs. For measuring identification motives I used the means of the items for each motive. After specifying a measurement model I specified the structural model.

Following Becker (2005), I only included the significant control variables. Neuroticism was a significant control variable for belongingness motive ($\beta = -.21$, $P < .01$). Openness to experience was significantly related to uncertainty reduction motive ($\beta = -.25$, $P < .001$). Supervisor age was a significant control but only for PRI ($\beta = -.15$, $P < .05$). Relationship duration with one's supervisor was also a significant control only for PRI ($\beta = .14$, $P < .05$). Supervisor gender was also a significant control but only for GRI ($\beta = -.12$, $P < .05$).

The model fit indices for the hypothesized model indicated good overall fit ($\chi^2 = 179.174$, $df = 101$; CFI = .92; RMSEA = .066, NFI = .837). In contrast to the prediction of hypothesis 1a self-enhancement motive did not impact PRI with one's supervisor ($\beta = .02$). But as predicted, the relationship between the self-enhancement motive and GRI with one's supervisor was positive ($\beta = .19$, $p < .05$), supporting hypothesis 1b. The self-expansion motive, satisfied both particularized ($\beta = .15$, $p < .1$) and generalized relational identification ($\beta = .13$, $p < .1$), therefore supporting hypotheses H2a and H2b. As predicted in hypothesis 3a and 3b, the belongingness motive was positively associated with both particularized ($\beta = .17$, $p < .05$), and generalized relational identification ($\beta = .2$, $p < .001$). Finally results demonstrated that uncertainty reduction motive also was positively related to both particularized ($\beta = .17$, $p < .05$) and generalized relational identification with one's supervisor ($\beta = .26$, $p < .001$), supporting hypotheses H4a and H4b. The results are summarized in Table 5.

Antecedents of particularized and generalized relational identification across coworker-coworker dyads- Means, standard deviations, and correlations for all variables in this study are summarized in Table 6. It contained PRI and GRI with one's coworker as the dependent variables.

Same as above I analyzed the data using structural equations modeling (Maximum likelihood estimation) using Amos19. Again following Becker (2005), I only included the significant control variables. Openness to experience was a significant control for uncertainty

reduction motive ($-.25, P < .05$). Coworker current position ($.16, P < .05$) and coworker closeness ($.44, P < .001$) were significant controls but only for PRI with one's coworker.

The model fit indices for the hypothesized model indicated good overall fit ($\chi^2 = 125.6, df = 73; CFI = .944; RMSEA = .063, NFI = .88$). In contrast to the prediction of hypothesis 9a self-enhancement motive did not impact particularized relational identification with one's coworker positively ($\beta = -.08$). Also contrary to the prediction in hypothesis 9b, the relationship between the self-enhancement motive and generalized relational identification with one's coworker was not significant ($\beta = .08$). The self-expansion motive, in contrast to the prediction in hypothesis 10a was not significantly related to particularized relational identification ($\beta = .076$) but it was significantly associated with generalized relational identification ($\beta = .15, p < .1$), therefore supporting hypotheses H10b. As predicted in hypothesis 11a and 11b, the belongingness motive was positively associated with both particularized ($\beta = .17, p < .05$), and generalized relational identification ($\beta = .25, p < .01$) with one's coworker. Finally results demonstrated that hypothesis 12a predicting that uncertainty reduction motive was positively related to particularized relational identification ($\beta = .09$) was not supported but uncertainty reduction was found to be positively correlated with generalized relational identification with one's s coworker ($\beta = .15, p < .1$), supporting hypotheses H12b. The results are summarized in Table 7.

Hypotheses 4-8 and 13-16, are aiming to test whether each of the four identification motives was more strongly related to either PRI or GRI. To test these hypotheses, I first looked at the significant links between identification motives and PRI and GRI for each of the supervisor-subordinate and coworker-coworker dyads. I then used equality constraints in the path analysis model where the paths from the motives to both forms of relational identification were significant. I wanted to evaluate whether the paths from the predictors to hypothesized dependent variables were stronger or equal in one case as opposed to the other.

The change in chi-square was used to test the statistical significance of the change in fit of the model.

Differences in predictors of PRI and GRI in supervisor-subordinate dyads. For understanding the how identification motives predict supervisor PRI and GRI differently I first checked the significant relationships. The results above demonstrated that self-enhancement motive did not motivate PRI with the supervisor whereas it predicted GRI with the supervisor, thus supporting H5. The other three motives predicted both PRI and GRI with the supervisor. For testing the remaining hypotheses I compared the two models. In the first model the path from each motive to PRI and the same path to GRI were constrained to be equal and in the second models these paths were estimated freely. Then I computed the differences in the chi-square between the two cases. The chi-square was equal to 9.89 with $df=4$ (4 paths were constrained in the constrained model). P-value for this chi-square difference was .04. Thus I can accept that the two models are significantly different and the unconstrained model. The unconstrained model was a better one in terms of fit index. Then I then ran the path analysis separately for each path. The results demonstrated that self-expansion motive and belongingness motive equally predicted PRI and GRI unlike the prediction of hypotheses 6 and 7. Uncertainty reduction was more strongly related to GRI than it is related to PRI.

Differences in predictors of PRI and GRI in coworker-coworker dyads. I followed the same procedure explained above. For coworker-coworker dyads only belongingness motive, predicted both PRI and GRI with the coworker. Self-enhancement motive was associated with neither PRI nor GRI, thus rejecting the prediction of H13. H14 predicted that belongingness motive would be more strongly associated with PRI. The path analyses test showed that the link from belongingness motive to the two forms of identification was not significantly different rejecting H14 (The chi-square difference was

equal to 4.3 with $df=4$, $p\text{-value}=.37$). Unlike the prediction of H15, self-expansion motive was only positively associated with GRI. H16 was supported because uncertainty reduction only predicted GRI and not PRI.

Differences in PRI across supervisor-subordinate and coworker-coworker dyads

- For understanding the differences between how motives link differently to PRI for supervisor-subordinate and coworker-coworker dyads I first checked the significant results. In the supervisor-subordinate dyad, uncertainty reduction and belongingness motives predicted PRI whereas in coworker-coworker dyads only belongingness predicted PRI. To test whether the relationships between motives and the two forms differ across the two dyads I ran two models. A model in which the path from each motive to PRI was constrained to be equal across supervisor-subordinate and coworker-coworker dyads and a model where these paths were estimated freely. Then I computed the chi-square differences between the two cases. The chi-square was equal to 3.68 with $df=4$, $P\text{-value} = .45$. Thus the two models are not significantly different. Which means the differences in how motives predict the two forms is not that big across supervisor-subordinate dyads compared to coworker-coworker dyads.

Differences in GRI across supervisor-subordinate and coworker-coworker dyads. The results of the analyses showed that in supervisor-subordinate dyad all the four motives predicted GRI. In coworker-coworker dyad except self-enhancement motive the other three motives predicted GRI. For understanding the differences between how motives link to GRI differently for supervisor-subordinate and coworker-coworker dyads I ran two models: A model where the path from each motive to GRI were constrained to be equal across supervisor-subordinate and coworker-coworker dyads and a model where these paths were estimated freely. Then I computed the chi-square differences between the two cases. The chi-square was equal to 12.12 with $df=4$ (4 paths were constrained in the constrained model). $P\text{-}$

value for this chi-square difference was .02. Thus we can accept that the two models are significantly different and the unconstrained model (where the paths are considered to be different) is the better one. I then ran the path analysis separately for each path from each motive to each form of identification (I imposed the equality constrained only at one path each time). Running the analyses for the four paths, the path from self-enhancement and uncertainty reduction to the two forms was significantly different which means uncertainty reduction is a stronger predictor of GRI in supervisor-subordinate dyad compared to coworker-coworker dyad. Self-enhancement is only predictor of GRI in supervisor-subordinate dyads and not in coworker-coworker dyads.

Supplemental Analysis (Interactions)

As a post-hoc supplemental analysis I explored a few target-related and role-relationship specifications as potential moderators between the identification motives and the two forms of relational identification. The target-related moderators include perceived liking towards the target, perceived similarity to the target, received task-help from the target and perceived expertness of the target (moderators for PRI). The role-relationship related moderators included were perceived role-importance and group-level similarity (moderators for GRI). Taking into consideration all the antecedents and moderators in the model for the supervisor-subordinate dyads the following interaction terms were significant. The interaction of supervisor liking and the belongingness motive with supervisor PRI as DV (.15, $P < .005$) (See FIGURE 1); and the interaction of self-expansion and supervisor role importance with supervisor GRI as DV (-.11, $P < .05$) (See FIGURE 2).

Taking into consideration all the antecedents and moderators in the model for the coworker-coworker dyads the following interaction terms were significant. The interaction of coworker liking and the belongingness motive with coworker PRI as DV (.13, $P < .05$) (See

FIGURE 3); the interaction of coworker task help and the belongingness motive with coworker PRI as DV (-.15, $P < .05$) (See FIGURE 4); the interaction of coworker general similarity and the belongingness motive with coworker GRI as DV (.13, $P < .05$) (See FIGURE 5).

Common Method Bias

Because data used to measure the independent and the dependent variable were collected from the same respondent, common method bias was a concern. To assure that the results were not affected by this bias I used the CFA marker technique (Williams & Anderson, 1994; Williams, Cote, & Buckley, 2003; Williams, Hartman, & Cavazotte, 2010). CFA marker technique uses a marker variable that is not theoretically correlated with other variables in the study. Therefore, any correlation between this variable and other variables in the study would reflect common method variance.

I used the following item as the marker variable: "Relationships shape the way we experience our lives in substantial ways. They help us to feel a sense of attachment to others. They persuade us to advance in our lives and careers, and develop both our personal and professional skills. Please note that the purpose of this question is to ensure that instructions are read carefully. So please ignore the following question and write "None" in the box marked "other, please specify". With whom do you have the closest relationship outside of workplace? (1) My father, (2) My mother, (3) My partner or spouse (4) Another family member, (5) A friend outside work, (6) A friend at work, (7) Other, please specify." I generated a binary variable based on the answers to this question, with 1 coding whether the participant was attentive and responded correctly, and 0 otherwise. This variable was used as a marker variable (Richardson, Simmering, & Sturman, 2009), since theoretically it was not related to any variables in the study.

To check for common method bias I connected the marker variable to all the other variables in the model and allowed the loadings to be freely estimated. The fit indices were as follows for the supervisor-subordinate dyad: $\chi^2 = 243.05$, $df = 141$, $\chi^2 / df = 1.724$, CFI = .89, RMSEA = .06. I then tested the same model, but constrained the item loadings to zero. This model had indices of fit that were virtually identical to the model described above ($\chi^2 = 235.4$, $df = 135$, $\chi^2 / df = 1.74$, CFI = .892, RMSEA = .06). The fit indices were as follows for the coworker-coworker dyad: $\chi^2 = 149$, $df = 88$, $\chi^2 / df = 1.69$, CFI = .9, RMSEA = .06. I then tested the same model, but constrained the item loadings to zero. This model had indices of fit that were virtually identical to the previous one ($\chi^2 = 147$, $df = 85$, $\chi^2 / df = 1.74$, CFI = .9, RMSEA = .06). The extremely small change in the model fit for both supervisor-subordinate and coworker-coworker dyads revealed that common method variance was not an issue in our sample (Richardson, Simmering, & Sturman, 2009).

Discussion

The literature on relational identity and identification has conceptualized the two forms of relational identification (particularized and generalized relational identification) as closely interdependent elements of an overarching construct. However, the results of this study on a sample of French professionals/managers demonstrated that these two forms are distinct and have different correlates and predictors. These results have implications for both theory and practice.

Theoretical Contribution. The results of confirmatory factor analysis revealed that a two-factor model in which PRI and GRI are measured as separate constructs works the best. The distinctiveness of these two forms allows us to explore their different specifications and correlates. Specifically because usually at a specific moment of time and in a specific dyad one forms of relational identification is more relevant, treating the two forms separately helps

us to predict which form is more probable at a specific moment of time in a specific dyad once we identify the predictors.

This study is also among the first studies that empirically examine the link between identification motives and the two forms of relational identification. Relating identification motives to relational identification is important because it demonstrates that relational identification follows different motives (Cooper & Thatcher, 2010). The findings of the study also demonstrated that identification motives relate differently to the two forms of relational identification. In supervisor-subordinate dyads belongingness motive and uncertainty reduction motive motivated PRI with the specific supervisor whereas all the four identification motives motivated GRI. In coworker-coworker dyads only belongingness motive motivated PRI with one's specific coworker whereas self-expansion, belongingness and uncertainty reduction motivated GRI with one's coworker.

These above results also argue that GRI is more likely to follow diverse identification motives; hence they suggest the importance of GRI. This finding is specifically important because scarce empirical research on relational identification has specifically focused on PRI with a specific person at work (e.g. Sluss et al., 2012) and has not examined GRI. Thus this study contributes to the literature of relational identification by studying GRI and its predictors and correlates and demonstrating that it is relevant in the workplace context.

Relationships between identification motives and the two forms of relational identification vary across different types of dyads at work. Specifically PRI with the supervisor was motivated by both uncertainty reduction and belongingness motives whereas PRI with one's coworker was motivated only by belongingness motive. These findings are compatible with research of newcomer's socialization in the organization that predicts that the newcomer's relationship with the supervisor can reduce her amount of uncertainty and

consequently anxiety in the early days of work in the new organization (Ashforth & Saks, 1996; Ashforth, Saks & Lee, 1998; Saks & Ashforth, 1996, 1997).

Additionally only one of the predicted identification motives (belongingness motive), predicted PRI with the specific coworker whereas three identification motives predicted GRI with the coworker. This finding suggests that other than the cases of strong belongingness needs other motives do not persuade an employee to engage in PRI with the coworker. This finding also suggests that instances of PRI with the coworker are less frequent than instances of PRI with one's supervisor. Again this finding is compatible with findings of STUDY 1, suggesting that coworkers are mainly sources for friendship and support whereas supervisors provide their employees with many other things such as insights to the organization, work-related knowledge, support and friendship (Sluss & Ashforth, 2008; Sluss et al., 2012). The result also indicate that for the coworker-coworker dyads identification motives mainly result in GRI which allow us to conclude that GRI is a more relevant form of relational identification for coworker-coworker dyads. This seems an eligible conclusion because employees often rely on a group of coworkers for satisfying their needs instead of one specific coworker. On the other hand immediate supervisors play a more important role as an interface between the organization and the employees (Sluss & Ashforth, 2008).

Finally this study investigated some of the interpersonal and contextual factors that moderated the relationship between identification motives and the two forms of relational identification. Several moderators were found to significantly impact the link between motives and PRI and GRI. Specifically two of the interaction terms were not in the predicted direction (as predicted in the first paper of the dissertation). Supervisor role-importance negatively interacted with self-expansion motive to predict GRI. One possible explanation could be that individuals with strong self-expansion need do not care that much for role-importance and try to self-expand with any role-relationship. On the other hand individuals

with lower degrees of self-expansion motive care much more about subjective role-importance. Likewise coworker task-help interacted negatively with belongingness motive to predict coworker PRI. This interaction could also be explained by the higher needs of individuals with low belongingness motive for task-help compared to lower needs of individuals with high belongingness motive. This is in line with Cross & Morris (2003) explanation that in distant relationships individuals with strong belongingness motive do not care much for the characteristics of the other person whereas individuals with weaker belongingness motive care much more about closeness of the relationship and other characteristic of the target person.

Limitations and direction for future research. This paper only focuses on antecedents and the moderators of the two forms of relational identification. The future studies can also explore the outcomes of these two forms. This study also collects all the data from the respondents themselves. The future studies can also collect information on the relational identification and the outcomes from the target of the identification. They can also explore if the two parties identify equally strong or not. Additionally future studies can quantitatively examine the impact of organizational context specifications (as found in study 1) on relational identification.

Practical implications. The findings of this study have implications for understanding behaviors in the workplace. The extent and forms of the employees' relational identification depend on identification motives, types of dyads and the specifications of the interpersonal context. Relational identification with one's supervisor or coworker results in loyalty, commitment and in-role performance towards that target (Sluss & Ashforth, 2007). For encouraging specific form or type of relational identification managers should pay attention to individual's main identification motives and perceived characteristics of the identification target and the role-relationship. Also in certain situations they might want to

encourage certain form of identification. For example, managers can encourage identification with a specific supervisor specifically if they focus on belongingness and uncertainty reduction needs of employees.

TABLE 1

Factors Facilitating Relational Identification in the Workplace

Interpersonal factors	Sample statement
Trust	<ul style="list-style-type: none">• But the main thing in our relationship was trust
Similarity in work style or personality	<ul style="list-style-type: none">• We were very similar in thoughts, feeling, work style, etc.
Similarity in demographics such as age/ gender/ethnicity	<ul style="list-style-type: none">• I had also a coworker who is now a close friend of mine. Because we both had the same nationality even though we joined the company at different time period.
Liking	<ul style="list-style-type: none">• Once I accepted a job proposal because I liked the guy who was interviewing me and he was supposed to be my supervisor. We later became very close.
Friendship	<ul style="list-style-type: none">• With my direct boss at my first jobs we really got along really well we were not only subordinate and superiors we were also friends outside the office.
Mutual understanding	<ul style="list-style-type: none">• My second boss was a guy who I had a very good relationship with because I understood him a lot.
Target related factors	
Readiness to help	<ul style="list-style-type: none">• She spent lots of time coaching me and teaching me and giving me general advices about my career path.
Honesty	<ul style="list-style-type: none">• And even though she was my boss she was completely honest with me. Whenever she had something she was honest and came and told me.
Desire for motivating others	<ul style="list-style-type: none">• He really believed in my potentials he motivated me to go further and start to engage in more difficult task.

Maturity

- Only now that I can look back and understand that I was always working in small companies that did not have visions anyway and people were not experienced. So I could not build relationship with them.

Desire for guiding others

- He was my guide

Work-related/Organizational Factors

Time spent together

- Because they gave me a lot of time and I could learn things from them that people learn usually by themselves.
- In the Airline we company we were all young and the same age. So we had very close friendship relationship.
- The problem was in the accounting firm at that time –I guess it is still quite the same- there were not lots of female. But you do not have any one to bond with and look up to and cannot see who you will become in years

Balanced settings in terms of demographics (gender/age/ethnicity) representation

Stable workgroups (vs. changing ones)

- Also there we worked every three or four weeks in a team so we changed bosses a lot so I didn't have a boss for a long time to identify with.
- Consulting company was a very competitive place. No-one was friend with others.

Non- Competitive (vs. competitive) environment

TABLE 2

The List of Hypotheses

	Sign	PRI	GRI
Main effects (For supervisor)			
H1- Self-enhancement (Supervisors)	+	H1a	H1b
H2- Self-expansion (Supervisors)	+	H2a	H2b
H3- Belongingness (Supervisors)	+	H3a	H3b
H4- Uncertainty reduction (Supervisors)	+	H4a	H4b
Comparison hypotheses			
H5- Self-enhancement is more strongly related to GRI than PRI	+		
H6- Self-expansion is more strongly related to PRI than GRI	+		
H7- Belongingness is more strongly related to PRI than GRI	+		
H8- Uncertainty reduction is more strongly related to GRI than PRI	+		
Main effects (For coworkers)			
H9- Self-enhancement (Coworkers)	+	H9a	H9b
H10- Self-expansion (Coworkers)	+	H10a	H10b
H11- Belongingness (Coworkers)	+	H11a	H11b
H12- Uncertainty reduction (Coworkers)	+	H12a	H12b
Comparison hypotheses			
H13- Self-enhancement is more strongly related to GRI than PRI	+		
H14- Self-expansion is more strongly related to PRI than GRI	+		
H15- Belongingness is more strongly related to PRI than GRI	+		
H16- Uncertainty reduction is more strongly related to GRI than PRI	+		

TABLE 3

Exploratory Factor Analysis and Factor Loadings of the Items Measuring the Two Forms of Relational Identification

Items/ Supervisor PRI	Pilot study	Main study
My relationship with (current supervisor's name) is important to my self-image at work.	.728	.649
My relationship (current supervisor's name) is an important part of who I am.	.891	.765
When someone criticizes my relationship with (current supervisor's name), it feels like a personal insult.	.809	.570
My relationship with (current supervisor's name) is vital to the kind of person I am.	.857	.815
Items/ Supervisor GRI	Pilot study	Main study
My relationship with my supervisors is important to my self-image at work.	.741	.729
My relationship with my supervisors is an important part of who I am.	.925	.870
When someone criticizes my relationship with my supervisors, it feels like a personal insult.	.839	.684
My relationship with my supervisors is vital to the kind of person I am.	.912	.742
Items/ Coworker PRI	Pilot study	Main study
My relationship with (current coworker's name) is important to my self-image at work.	.805	.573
My relationship (current coworker's name) is an important part of who I am.	.881	.749
When someone criticizes my relationship with (current coworker's name), it feels like a personal insult.	.768	.834
My relationship with (current coworker's name) is vital to the kind of person I am.	.944	.939
Items/ Coworker GRI	Pilot study	Main study
My relationship with my coworkers is important to my self-image at work.	.822	.608
My relationship with my coworkers is an important part of who I am.	.926	.750
When someone criticizes my relationship with my coworkers, it feels like a personal insult.	.842	.797
My relationship with my coworkers is vital to the kind of person I am.	.950	.817

TABLE 4

Means, Standard Deviations and Correlations for Relational Identification With The Supervisor

	Mean	S.D.	1	2	3	4	5	6	7	8	9	10	11
1- Self-enhancement	5.56	.66	1										
2- Belongingness	4.32	.47	.33**	1									
3- Uncertainty Reduction	4.08	.63	.09	.084	1								
4- Self-expansion	5.11	.65	.30**	.23**	-.05	1							
5- Neuroticism	4.95	1.32	.101	-.03	.19*	.13	1						
6- Openness to experience	5.82	.94	.27**	.12	-.25**	.28**	-.11	1					
7- Supervisor Gender	M=139	F=49	.07	.10	.06	.03	-.01	-.06	1				
8- Sup Age	44.21	8.31	.03	-.08	.09	-.10	.17*	.14	-.14	1			
9- Relationship duration	2.99	1.90	-.03	-.04	.03	-.18*	-.04	-.03	-.01	.21**	1		
10- PRI with supervisor	3.52	1.30	.13	.23**	.16*	.14	-.01	-.03	.05	-.16*	.07	1	
11- GRI with supervisor	4.03	1.26	.27**	.29**	.24**	.18*	.02	.04	-.06	-.04	-.01	.61**	1

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

N=181

TABLE 5

SEM results- Antecedents of PRI and GRI with the supervisor

	PRI	GRI
Self-enhancement	.016	.19*
Belongingness	.17**	.2**
Uncertainty Reduction	.17*	.26***
Self-expansion	.15*	.13*
Supervisor Gender	.001	-.12*
Sup Age	-.15*	-.021
Relationship duration	.14*	-.001

*N=181, * $p < .05$; ** $p < .01$, *** $P < .001$*

DV: PRI and GRI with the supervisor

TABLE 6

Means, Standard Deviations and Correlations for Relational Identification With The Coworker

	Mean	S. D	1	2	3	4	5	6	7	8	9
Self enhancement	5.56	.66	1								
Belongingness	4.32	.47	.331**	1							
Uncertainty Reduction	4.08	.63	.093	.084	1						
Self-expansion	5.11	.65	.296**	.229**	-.054	1					
Openness to experience	5.82	.94	.269**	.119	-.252**	.276**	1				
Coworker closeness	4.72	1.35	-.050	-.054	-.183*	.239**	.009	1			
Coworker current position	2.87	.65	.015	.106	.040	-.063	-.021	.035	1		
Coworker PRI	3.22	1.34	-.008	.152*	.011	.174*	-.030	.427**	.175*	1	
Coworker GRI	4.29	1.25	.245**	.289**	.136	.235**	.009	.017	.111	.468**	1

N= 181, Note: * $p < .05$, ** $p < .01$, *** $p < .001$

TABLE 7

SEM results- Antecedents of PRI and GRI with the Coworker

	PRI	GRI
Self-enhancement	-.082	.08
Belongingness	.17**	.25**
Uncertainty Reduction	.09	.15*
Self-expansion	.08	.15*
Coworker closeness	.45***	.016
Coworker current position	.12*	.09

N=181, * p<.05; ** p<.01, ***P<.001

DV: PRI and GRI with the coworker

TABLE 8

Results of the Hypotheses

Identification motives/ Forms of RI	Sign	PRI	GRI
Main effects (For supervisor)			
H1- Self-enhancement (Supervisors)	+	H1a (N.S)	H1b (S)
H2- Self-expansion (Supervisors)	+	H2a (N.S)	H2b (S)
H3- Belongingness (Supervisors)	+	H3a (S)	H3b (S)
H4- Uncertainty reduction (Supervisors)	+	H4a (S)	H4b (S)
Comparison hypotheses (For supervisor)			
H5- Self-enhancement is more strongly related to GRI than PRI	+	Supported	
H6- Self-expansion is more strongly related to PRI than GRI	+	Not Supported	
H7- Belongingness is more strongly related to PRI than GRI	+	Not Supported	
H8- Uncertainty reduction is more strongly related to GRI than PRI	+	Not Supported	
Main effects (For coworkers)			
H9- Self-enhancement (Coworkers)	+	H9a (N.S)	H9b (N.S)
H10- Self-expansion (Coworkers)	+	H10a (N.S)	H10b (S)
H11- Belongingness (Coworkers)	+	H11a (S)	H11b (S)
H12- Uncertainty reduction (Coworkers)	+	H12a (N.S)	H12b (S)
Comparison hypotheses (For coworkers)			
H13- Self-enhancement is more strongly related to GRI than PRI	+	Not Supported	
H14- Self-expansion is more strongly related to PRI than GRI	+	Not Supported	
H15- Belongingness is more strongly related to PRI than GRI	+	Not Supported	
H16- Uncertainty reduction is more strongly related to GRI than PRI	+	Supported	

S: Supported / N.S.: Not Supported

FIGURE 1

THE INTERACTION OF BELONGINGNESS MOTIVE AND PERCEIVED SUPERVISOR LIKING ON SUPERVISOR PRI

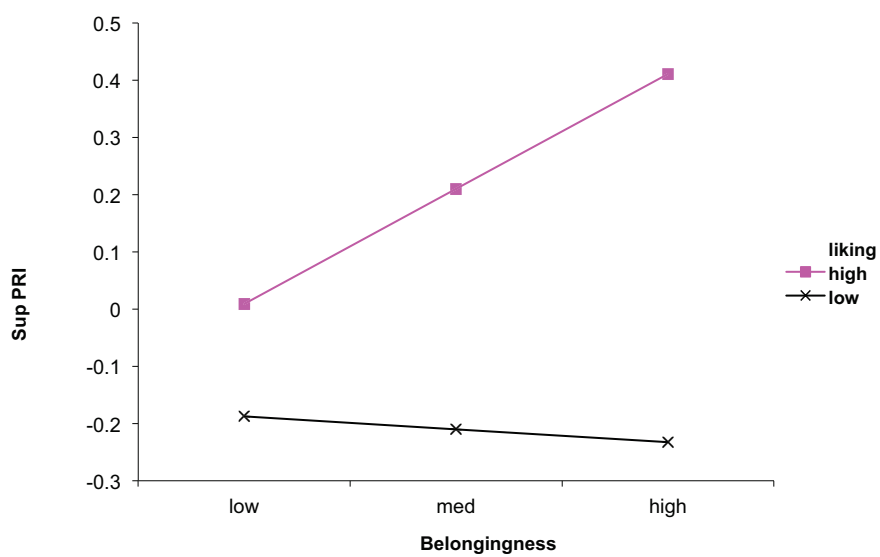


FIGURE 2

THE INTERACTION OF SELF-EXPANSION MOTIVE AND PERCEIVED ROLE-IMPORTANCE ON SUPERVISOR GRI

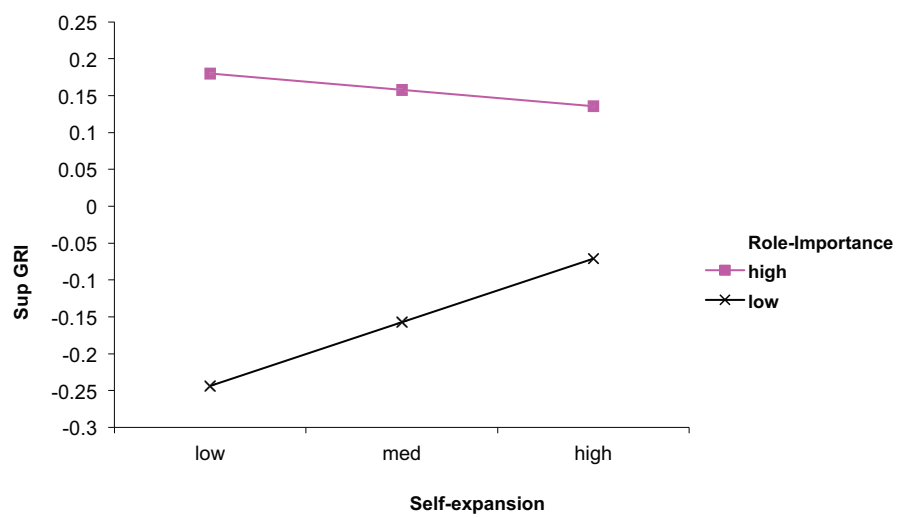


FIGURE 3

THE INTERACTION OF BELONGINGNESS MOTIVE AND PERCEIVED COWORKER LIKING ON COWORKER PRI

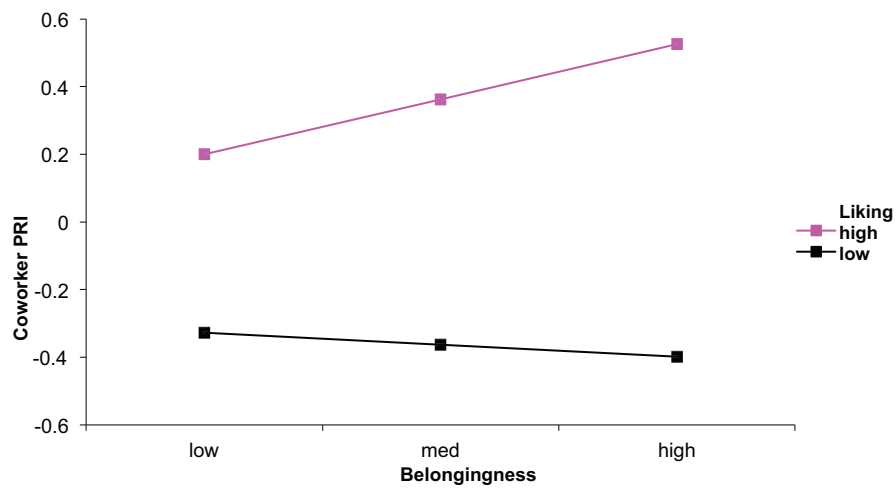


FIGURE 4

THE INTERACTION OF BELONGINGNESS MOTIVE AND COWORKER TASK HELP ON COWORKER PRI

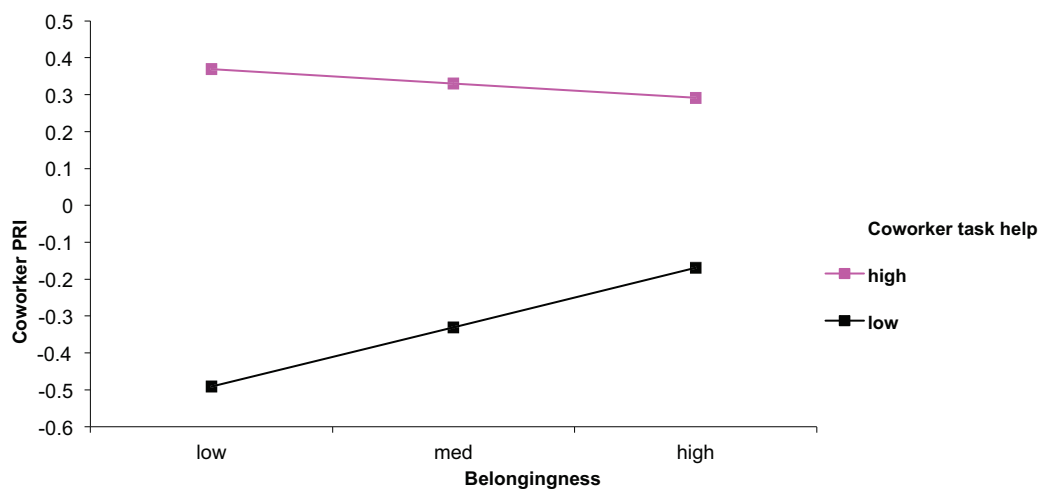
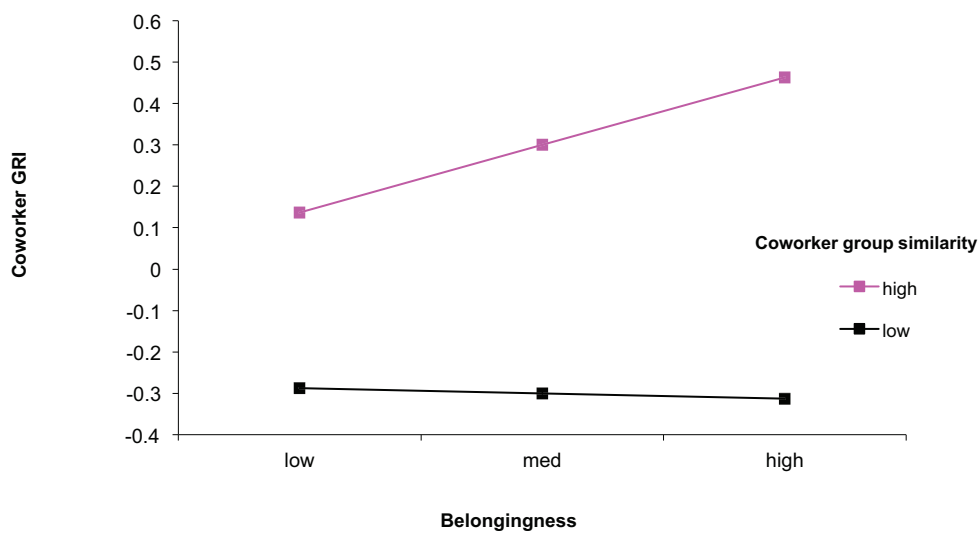


FIGURE 5

THE INTERACTION OF BELONGINGNESS MOTIVE AND COWORKER GROUP SIMILARITY ON COWORKER GRI



PAPER 3

TO HELP OR NOT TO HELP: HOW IDENTIFICATION MOTIVES AND PERCEPTIONS OF TEAM MEMBER PREDICT HELPING BEHAVIOR THROUGH RELATIONAL IDENTIFICATION

ABSTRACT

I explore how individuals with both pro-self and pro-others tendencies engage in interpersonal helping behaviors. I suggest that the path to helping a team member passes through relational identification with that team member. I test and find support for a model that suggests identification motives and characteristics of the target person jointly predict relational identification and through it influence interpersonal helping. The model is tested on a sample of student teams throughout a whole semester. Data was collected at three different points of time from both the students and their team members –their targets of identification-.

The literature on help giving and interpersonal citizenship behavior has substantially investigated the antecedents of interpersonal helping. These antecedents range from individuals' personality (Kamdar & Van Dyne, 2007) to relationship qualities (Settoon & Mossholder, 2002; Venkataramani & Dalal, 2007) and to contextual factors such as network centrality, organizational position and task-interdependence (Settoon & Mossholder, 2002). However, questions rise about deeper motives of help giving specifically when in some situations individuals relinquish their immediate personal and professional self-interest and instead proceed to help their colleague or team member. One common context of this situation is when despite of restricted resources in terms of time and resources they dedicate these limited resources to help their colleague and team member instead of minding their own self-interest.

Several explanations come to mind for this question. First, although much of the organizational literature assumes that individuals will consistently take actions solely based on their individual desires, individuals likely differ in the extent to which their immediate self-interest guide their decisions and behavior (Meglino & Korsgaard, 2004). Research suggests that individuals vary in their self-concept orientations, the extent to which they view themselves more as a separate individuals, as a relationship partners or as a member of a group or other social entities (Brewer & Chen, 2007; Cross & Madson, 1997; Gabriel & Gardner, 1999; Markus & Kitayama, 1991). Individuals with relationist and collectivist self-concept orientations are more likely to engage in helping others (Cross & Madson, 1997; Markus & Kitayama, 1991). However, even people who were primarily motivated based on individualist self-concept orientations were observed to engage in help giving (Balliet, Parks, & Joireman, 2009; Wagner 1995). But the underlying mechanisms of how theses tendencies result in other-serving behaviors are still unknown. I suggest that one possible explanation could be that the path through helping passes through relational

identification with one's colleague or team member.

Relational identification is defined as self-definition in the context of a role-relationship. The target of identification could include one's supervisor, coworker or team member. Relational identification is associated with protecting and caring for the target of identification (Brewer & Gardner, 1996; Hazan & Shaver, 1990). Some behavioral outcomes such as empathy, understanding, loyalty and in-role performance have been theorized to be associated with relational identification (Sluss & Ashforth, 2007). When one relationally identifies with another individual, normally she sees herself and the relationship partner as one unit that encompasses the focal individual's sense of self and the one of the partner (Agnew et al., 1998; Aron & Aron, 1992). Consequently, based on transformation of motivation process (Yovetich & Rusbult, 1994), self-interests shifts and includes other-interests as well. Consequently, self-worth becomes contingent on the well being of the other person (Brickson, 2000).

Individuals do not identify with another individual for the same reason. While some individuals identify with another one in order to self-enhance (Dutton, Dukerich, & Harquail, 1994), others mainly want to satisfy the need for self-expansion (Aron & Aron, 1992). Another groups of individuals mainly are motivated to identify based on belongingness motive (Baumeister & Leary, 1995), whereas others aim to reduce uncertainty (Hogg & Terry, 2000). These identification motives help to explain why individuals act upon what it seems to be other's interest while they mainly satisfy their own personal needs (Cooper & Thatcher, 2010).

Identification motives also help us to understand the importance of interpersonal contexts. Previous research demonstrated that individual differences and the characteristics of identification targets jointly impact the strength of identification (Riketta, 2008; Vignoles, Regalia, Manzi, Golledge, & Scabini, 2006). Therefore I want to suggest that identification

motives and perception of team member characteristics together predict relational identification with the team member. However individuals motivated by different identification motives might care for different characteristics of the team member. For instance, individuals motivated by self-enhancement motive might care more for expertness of their target whereas individuals motivated by uncertainty reduction motive might care more for similarity of the target person.

In conclusion, this study aims at examining how identification motives (noting individual differences) and perception of the target of identification jointly influence helping and interpersonal citizenship behavior through relational identification with the team member. This study contributes to the literature in a number of ways. First, it explores the deeper motivators of interpersonal helping specifically when resources are short. Relational identification with the team member transforms the self-serving motives to other-serving outcomes. Thus it explains how behaviors that seem to be based on the other-interest are in fact initiated based on self-serving motives. Second, this study investigates the different paths through which individuals with different identification motives identify relationally with the team member. Thus it shows that even individuals with individualist tendencies find a path to identify relationally with one's team member and consequently engage in interpersonal helping. Third, this study also examines the perceptions of team member characteristics that interactively predict relational identification. Certain perceptions of team member characteristics might be more relevant for certain motives. Therefore this study in general contributes to the growing literature of relational identification exploring empirically the antecedents and outcomes of this construct.

THEORY AND HYPOTHESES

Certain predictors have been theorized to be associated with relational identification. The literature of relational identification has identified so far self-concept orientations and identification motives as the main predictors (Cooper and Thatcher, 2010). Three types of self-concept orientations (individualist, relationist and collectivist) were predicted to motivate relational identification -both directly and indirectly through identification motives- (Cooper and Thatcher, 2010). Among self-concept orientations only relationist self-concept orientation predicts relational identification directly. However, several identification motives have been conceptualized to be associated with relational identification with one's coworker (Cooper and Thatcher, 2010). In the sections below I explore relevant motives and their association with relational identification.

Identification Motives and Relational Identification with a Team Member

Identification motives, defined as “pressures toward certain identity states and away from others”, (Vignoles et al., 2006, p. 309) are referred to as guiding forces for identification (Ashforth, 2001; Ashforth et al, 2008). Previous studies suggest that individuals identify with identification targets whose characteristics satisfy their identification motives (Dukerich et al., 2002; Mael & Ashforth, 1992; Riketta, 2008; Vignoles et al., 2006). These identification targets become central in individual's identity and identification with them produces positive emotions (Vignoles et al., 2006). In a conceptual study Cooper and Thatcher (2010) identified self-concept orientation and identification motives as main drivers of identification with different targets (Cooper and Thatcher, 2010).

However, it's difficult to narrow down the long list of identification motives. Cooper and Thatcher (2010) theorized how six identification motives are associated with

identification with different targets including coworker, work-group and organizational identification. In their framework, four identification motives were more strongly associated with coworker identification. These four identification motives are: self-enhancement, self-expansion, personalized belongingness and self-consistency. However, I also suggest that uncertainty reduction can impact relational identification with one's team member through processes such as psychological safety (Edmondson, 2004).

Cooper and Thatcher (2010) also theorized that some of these motives are more strongly associated with certain types of self-concept orientations. For instance self-enhancement motive is more strongly associated with individualist self-concept orientation whereas self-expansion and (personalized) belongingness motives are more strongly associated with relationist self-concept orientation and uncertainty reduction motive is more strongly associated with collectivist self-concept orientation (Cooper and Thatcher, 2010). This conceptualization provide us with an insight on how and through which processes even motives that are associated with individualist self-concept orientation can lead to relational identification with one's team member. The important factor here is the perception of team member characteristics. I primarily focus on different target person's characteristics that are relevant for each situation and each specific identification motive. Below I examine the influence of the interactive relationships between each identification motive and a related team member characteristic on relational identification with the team member.

Self-enhancement motive and perceived team member expertness. The self-enhancement motive is defined as “the desire to perceive oneself favorably relative to others” (Ashforth, 2001; P.62). According to social identity and self-categorization identification with a group or a social community normally help people to see themselves in a positive manner (Hogg and Terry, 2000). In general, this desire motivates identification with targets that allow individuals to see themselves in a positive light (Dutton, et al., 1994) such as

organizations that are perceived as prestigious and attractive (Dukerich, et al., 2002; Mael & Ashforth, 1992) and relationships that boost self-esteem (Vignoles, et al., 2006). In the context of interpersonal relationships, this motive drives individuals to value prestige and distinctiveness of the target individual (Bartels, Pruyn, De Jong, & Joustra, 2007; Chattopadhyay, George, & Lawrence, 2004; Dutton et al., 1994; Heine, Lehman, Markus, & Kitayama, 1999). One proxy for measuring the target's person prestige and distinctiveness in a team setting is her perceived expertness.

Perceived expertness is defined as the extent to which a team member possesses valued competencies (Van Der Vegt, et al., 2006). In a team context perceived expertness can be perceived as a quality that makes target individuals distinct and prestigious. Individuals motivated by self-enhancement are more likely to focus on relationships with the team members they see as being competent and consequently define themselves in terms of such relationships. In the same line, they are less likely to attend to and define themselves in terms of relationships with team members who do not possess these positive qualities.

Thus, I predict:

Hypothesis 1: The self-enhancement motive and perceptions of team member expertness interactively influence relational identification with one's team member. The relationship between self-enhancement motive and team member identification is positive when perceived team member expertness is high.

Self-expansion and perceived team member connectedness. Self-expansion motive inspires individuals to identify with individuals, interpersonal relationships or groups that will increase their access to resources and perspectives. Aron et al. (1991, 1992) and Aron and McLaughlin-Volpe (2001) proposed that when people enter close relationships, they start

to include their partners in their selves- the cognitive processing of each operates to some extents as if the partner's resources, perspectives and identities, along with one's own are accessed and are affected by the outcomes of any action one might take. Cross and Morris (2003) discovered that individuals with strong relational preferences are more likely than others to remember and incorporate the perspective of others in their identity.

Drawing from this work, I suggest that the influence of the self-expansion on team member identification may depend on perceptions of connectedness, the feeling of interpersonal closeness in relationships (Lee & Robbins, 1995). For someone strong in self-expansion a feeling of connectedness to another individual likely makes it easier for them to trust and therefore incorporate the other person's elements of self in her own. More precisely, stronger feelings of connectedness and belongingness to a specific individual motivate them to identify more strongly with that specific individual at an interpersonal level (Sluss & Ashforth, 2007).

Hypothesis 2: The self-expansion motive and the perception of connectedness with a team member interactively affect relational identification with the team member. The relationship between uncertainty reduction and team member identification is positive when connectedness with the team member is high.

Belongingness motive and perceived team member liking. Belongingness motive reflects a need to form strong interpersonal attachments, which provides individuals with a secure based of support (Bowlby, 1969). Research demonstrates that the strength of this motive differs across individuals (Gabriel and Gardner, 1999). This motive is associated with giving importance to connectedness to others and creating and maintaining relationships (Gelfand, Smith, Raver, & Nishii, 2006), thus it can be satisfied through identification with

one's team member. Though perceived characteristics of team members can impact the relationship between this motive and relational identification. One of these characteristics is the extent the individual finds the team member likeable.

Baumeister and Leary (1995) posit that the need to belong is different from the need for mere social contact in that in order to satisfy personalized belongingness needs, a relationship must be desired. Leader-member exchange literature reveals that interpersonal liking is among the characteristics that influence the quality of the relationship between leaders and followers (Gerstner & Day, 1997). Hogg and Terry (1985) also found that interpersonal liking among team members motivates identification both among team members and with the team itself. Thus, for individuals with a personalized belongingness need, interpersonal liking is likely to magnify the relationship between personalized belongingness and particularized relational identification (Baumeister & Leary, 1995).

Hypothesis 3: The belongingness motive and perception of liking a team member interactively affect relational identification with one's team member. The relationship between the belongingness motive and team member identification is positive when perceived interpersonal liking towards the team member is high.

Uncertainty reduction and perceived team member similarity. Uncertainty reduction is the wish to decrease uncertainty about one's situation in the social world (Hogg & Terry, 2000) and is mostly satisfied through group membership (Cooper and Thatcher, 2010). Group membership enables a person to define himself with the characteristics assigned to the group and see oneself as a prototype of the group (Hogg & Terry, 2000). Generally it is suggested that relational identification with one specific person is unlikely to decrease the whole uncertainty of the workplace (Cooper and Thatcher, 2010). However, one

process, through which identification with another individual reduces uncertainty, is psychological safety. If the target person possesses certain characteristics, which aid the focal individual to feel psychologically safe, uncertainty reduction motive satisfies (Edmondson, 2004).

Psychological safety exists in an environment where there is trust and mutual respect (Edmondson, 2004). Perceived similarity with the target person seems to help development of mutual trust and respect and enhance relationship quality (Schaubroeck & Lam, 2002). Also some studies in the field of communication demonstrate that uncertainty reduces and the relationship quality increases when the relationship partner is perceived to be similar (Gudykunst, 1985; Parks & Adelman, 1983).

Hypothesis 4: The uncertainty reduction motive and the perception of similarity from a team member interactively affect team member identification. The relationship between uncertainty reduction and team member identification is positive when similarity from the team member is high.

Consequences of Relational Identification: Interpersonal Citizenship Behavior/ Helping

Interpersonal citizenship and helping behaviors are considered extra-role behaviors because they reflect a desire on the part of individuals to provide assistance to others when they are not formally required to do so (Settoon & Mossholder, 2002; Grant, Dutton, & Rosso, 2008). Not only these behaviors have implications for performance and effectiveness in teams and organizations (Bachrach, Powell, Collins, & Richey, 2006; Nielson, Hrivnak, & Shaw, 2009; Organ, 1988), they were also found to be negatively related to undesired outcomes such as turnover in the organization (Mossholder, Settoon, & Henagan, 2005). However, helping one's team member is not always an obvious choice (Flynn, 2003). Specifically in a limited time frame interpersonal helping behaviors may require an

individual to forgo an activity that is more personally beneficial or sacrifice job performance (Flynn, 2003; Shih & Chen, 2010). Thus, I need to explain why individuals engage in helping behaviors at the stake of their own self-interest and under which conditions.

Cognitive interdependence theory. Previous studies of help giving have mostly seen it as an exchange process based on reciprocity –people usually feel obliged to help people who have helped them (Cialdini et al., 1973; Cook & Emerson, 1984; Flynn, 2003; Gouldner, 1960). However, other explanations can be drawn based on our knowledge of team and interpersonal identification/interdependence literature. Team identification literature suggests that when individuals identify strongly with their team, they will perceive that there is not much difference between their own welfare and that of the group (Brewer & Cramer, 1986; De Cremer & Van Vugt, 1999; Van Vugt, 2001). Consequently, they will spend much more time in helping the group and their fellow group members (Janssen & Huang, 2008).

In the same line the literature on close dyadic relationships attempts to understand how the context of committed relationships influences individuals to prioritize the interests of their partner over those of their own. These behaviors could be best explained by cognitive interdependence theory (Agnew et al., 1998). Cognitive interdependence theory bases its argument on a process called *transformation of motivation* (Yovetich & Rusbult, 1994, Rusbult & Van Lange, 2003; Van Lange, et al. 1997). Transformation of motivation theory portray a process leading individuals to relinquish their immediate self-interest and instead act upon broader concerns such as strategic considerations, long-term goals or the desire to promote the well-being of both self and others at the same time (Yovetich & Rusbult, 1994).

Drawing from the transformation of motivation process cognitive interdependence theory argues that when individuals become gradually more committed to a relationship, they start to see themselves as a part of a collective unit that includes the partner and consequently they think of their partners as part of the self. Following this logic, the term cognitive

interdependence is defined in this theory as “the pluralistic, collective mental representation of the self-in-relationship” (Agnew et al., 1998, p. 941). Cognitive interdependence increases the accessibility of the partner and relationship in one’s self-concept and subsequently results in pro-relationship motivation and behavior.

A parallel explanation for how a shift in motivation from self-interest to other-interest happens is suggested by Aron and Aron’s (1992) model of the inclusion of other in the self. Aron and Aron (1986) associate closeness of a relationship with the degree of overlap between an individual’s and her partner’s sense of self. The closer the relationship, the more the self expands to include the partner as one of its own components (e.g., Aron & Aron, 1986; Aron, Aron, & Smollan, 1992; Aron, Aron, Tudor, & Nelson, 1991). Consequently, that expanded version of self, guides behaviors such as decision making regarding self and others, allocating resources and helping (Aron, Aron, Tudor, & Nelson, 1991).

In conclusion, the theories discussed above suggest that transformation of motivation follows the experience of perceiving another person as part of the self. Consequently, the other-interest is experienced as self-interest (Agnew et al., 1998). I draw from this work to understand how relational identification with a team member relationship influences interpersonal citizenship and helping behaviors.

Relational identification with one’s team member and helping. Identification with a target- whether the target is an organization, a group or a relationship- results in including that target in the self-definition (Pratt, 1998; Sluss & Ashforth, 2007). Through transformation of motivation process, identification with a targets results in helping behavior towards that target. Research on organizational identification suggests that identification with the organization motivates helping behaviors towards other organizational members (De Cremer & Van Knippenberg, 2005). Likewise, identification with a team increases team member helping (Janssen & Huang, 2008). For example, individuals with individualistic

value orientations were more likely to contribute to a group in a social dilemma when they identified more strongly with that group (De Cremer & Van Vugt, 1999).

At the interpersonal level, researchers have conceptualized that relational identification with a coworker increases interpersonal helping and citizenship behaviors (Flynn, 2005; Sluss & Ashforth, 2007). The findings of a number of empirical studies also demonstrate that relational attachments increase the likelihood of helping behavior. Quality of exchange relationship with one's supervisor or coworker (Anderson and Williams, 1996) and friendship strength with a colleague predicted increased helping (Bowler & Brass, 2006). Studies have also found that commitment to a relationship increases likelihood to sacrifice for that relationship partner (Van Lange, et al, 1997). Additionally, when individuals are primed with a pro-social value (as opposed to pro-self value) they are more likely to help their team member/colleague (Utz, 2004; Vos & van der Zee, 2011). Drawing from all this work, I predict:

Hypothesis 5: Relational identification with one's team member is positively associated with the likelihood of helping and interpersonal citizenship behaviors towards that team member.

Mediated moderation model. Drawing from the earlier arguments, identification motives and perceptions of a team member characteristics together predict relational identification with a team member (hypotheses 1-4), which itself positively influences the likelihood of helping/interpersonal citizenship behaviors (hypothesis 5). Together, these hypotheses suggest a conditional indirect relationship (Preacher, Rucker, & Hayes, 2007) between the four identification motives and helping/interpersonal citizenship behavior. Thus, I suggest the following hypotheses:

Hypothesis 6: Self-enhancement motive and perceived team member expertness interactively and indirectly predict likelihood of helping/interpersonal citizenship behavior towards the team member. Specifically, when perceptions of expertness are high, there will be a positive indirect effect of self-enhancement motive on the likelihood of helping/interpersonal citizenship behavior, through relational identification with the team member.

Hypothesis 7: Self-expansion motive and perceived connectedness with the team member interactively and indirectly predict likelihood of helping/interpersonal citizenship behavior towards the team member. Specifically, when perceptions of connectedness with the team member are high, there will be a positive indirect effect of self-expansion motive on the likelihood of helping/interpersonal citizenship behavior, through relational identification with the team member.

Hypothesis 8: Belongingness motive and perceived interpersonal liking towards the team member interactively and indirectly predict likelihood of helping/interpersonal citizenship behavior towards the team member. Specifically, when perceptions of interpersonal liking towards the team member are high, there will be a positive indirect effect of belongingness motive on the likelihood of helping/interpersonal citizenship behavior, through relational identification with the team member.

Hypothesis 9: Uncertainty reduction motive and perceived similarity with the team member interactively and indirectly predict likelihood of helping/interpersonal citizenship behavior towards the team member. Specifically, when perceptions of

similarity with the team member are high, there will be a positive indirect effect of uncertainty reduction motive on the likelihood of helping/interpersonal citizenship behavior, through relational identification with the team member.

The model based on these hypotheses is depicted in Figure 1.

Figure 1 to be inserted around here

METHODS

Sample and Procedure

In order to test the above hypotheses, I conducted a longitudinal study collecting data from students of M.Sc. program in management at a large French business school. Survey participants were members of student teams involved in intensive, semester-long team projects. The team size varied between four to six team members. A round robin design was used in which each student answered a series of questions about themselves and a series of questions about each of his/her team members. Three surveys were administered at three different time periods. The first survey measured demographic variables and identification motives. The second survey measured relational identification with the team member and perceptions of team member characteristics. The third survey measured relational identification with the team member for the second time along with helping behavior and interpersonal citizenship behavior (ICB). The data on perception of helping behavior and team member performance were collected from every team member of each focal person. Survey one was administered on the third week of the trimester, survey two was administered

three weeks later on the sixth week of the trimester and survey three was administered four weeks later on the tenth week of the trimester when all the team activities were finished.

Students were offered the opportunity to complete the surveys in exchange for credit in their courses. They were also allowed to choose another activity instead of participation in the surveys. In all, 119 students participated in the study among those 112 completed all three surveys. This means that only seven individuals were excluded from the analysis. This low number, lower the chance that the response of those who were included in the final sample differed from the response of those who didn't complete all three surveys. 54.5 percent of the respondents were female, with an average age of 23.2, and ages ranging from 21 to 29. In terms of nationality 76 percent were French, 10 percent were Moroccan, 4.5 percent were Chinese and the remaining 9.5 percent were from different nationalities such as German, American, Indian, Belgian and others. 28.6 percent of the respondents have earned another Masters degree before starting this program. Because our outcome variables were contingent on each specific dyads, I chose dyads as the unit of analysis of this study. After matching the outcomes rated by team members of each focal person, 328 dyads were achieved.

In this study, I collected data on the antecedent and moderator variables from the focal person and part of the outcome data from the every team member of the focal person to reduce the common method variance. Additionally, as discussed above data on antecedents, moderators/mediator and outcomes were collected at three different points of time.

According to Podsakoff, MacKenzie, Lee and Podsakoff (2003) separation of collected data by time is also a procedural remedy for reducing common method variance. Finally, the majority of the hypotheses in this study (except hypothesis 5) include a moderation analysis that based on Aiken and West (1991) argument will not be affected that much by common method bias.

Measures

Independent variables: Self-enhancement motive. I used a six-item scale developed by Cooper & Thatcher (2012) to assess self-enhancement motive. Some exemplary items were: “I typically believe that I am able to do things as well as, if not better than, most people” and “I seek opportunities to advance my reputation” and “I like to be involved in activities with talented people”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .71.

Self-expansion motive. I adapted the fourteen-item scale of Lewandowski & Aron, (2002) measuring self-expansion in intimate relationship for relationships at work. Some exemplary items of this scale consist of: “Being with others in my workplace results in my having new experience” and “I feel a greater awareness of things because of others in my workplace” and “Others in my workplace increase my ability to accomplish new things”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .90.

Belongingness motive. I used the ten-item version of the Leary et al. (2005) need to belong scale. Some sample items are: “I do not like being alone” and “I need to feel that there are people I can turn to in times of need”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .79.

Uncertainty reduction motive. I used a modified 10-item version of (Neuberg et al., 1993) based on the results of the pilot study explained in the second paper of this dissertation. Some examples of items are: “It upsets me to go into a situation without knowing what I can expect from it” and “I become uncomfortable when the rules in a situation are not clear”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .88.

Perceived expertness of the team member. Perceived expertness of the team member was measured using an adapted scale from Van der Vegt and colleagues' perceived expertness scale (2006). Respondents were asked to "Compare this team member to other students of the same age in the business school on the following competencies: intellectual/academic ability, creative ability, social skills, leadership ability, practical understanding, and discipline." The Cronbach's alpha was .85.

Perceived connectedness with the team member. Connectedness in the team was measured using items adapted from the social connectedness scale from Lee and Robins (1995). Items were adapted to focus on connectedness with a particular team member. The scale items included "When I am with this team member, I don't feel that I really belong." and "I don't feel I interact with this team member." The scale was anchored by 1=strongly agree and 7=strongly disagree. The Cronbach's alpha was .96.

Perceived similarity to the target. Perceived similarity was measured with a two-item scale of similarity developed by Turban and Jones (1988). One sample item was: Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach's alpha for this measure was .89.

Perceived liking of the target. Perceived liking was measured with a three-item scale of liking developed by Wayne and Ferris (1990). One sample item was "I like my team member very much". Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach's alpha for this measure was .89.

Relational identification. I used a four-item scale developed by Sluss, et al. (2012) to assess relational identification and adapted it for relational identification with the team member. The items were as follows: "My relationship with this team member is important to my self-image at school; My relationship with this team member is an important part of who I am; When someone criticizes my relationship with this team member, it feels like a

personal insult; My relationship with this team member is vital to the kind of person I am.”

Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for relational identification with one’s team member was .95.

Dependent variable: Perception of interpersonal team member helping- I used both self-report and other-report measures to collect data on interpersonal helping behaviors. Measures were adapted for this study based on Venkataramani & Dalal (2007). The questions were as follows: For self-report measure: “In the last three months, how frequently have *you* helped this person, in any way?” For other-report measure (collected from every team member): “In the last three months, how frequently do you think *this person* has helped you, in any way?” I chose the “three month” framework because the students have been working in teams for three months from the beginning of the trimester. Participants answered these questions using a frequency scale ranging from 1 (*never in the last three months*) to 7 (*on daily basis*).

Dependent variable: Interpersonal citizenship behavior- I also used 14-item self-report version of Interpersonal citizenship behavior (ICB) developed by Settoon and Mossholder (2002). This scale consists of two subscales: person-focused ICB and task-focused ICB. Some sample items are as follows: “I take a personal interest in this team member” (person-focused). “I make an extra effort to understand the problems faced by this team member” (person-focused). “I assist this team member with heavy workloads even though it is not part of the job” (task-focused). “I take on extra responsibilities in order to help this team member when things get demanding at school.” (task-focused). The Cronbach’s alpha for the ICB scale was .96.

Controls. I measured demographic variables including age, gender, race; scholastic variables including class level, major, and expected grade; the Big Five personality variables; self-esteem; and hours devoted to outside commitments since they may all influence

responses to helping a team member in a student project team (Graziano, Habashi, Sheen, & Tobin, 2007; Raver, Ehrhart, & Chadwick, 2012; ten Brummelhuis, et al. 2009). The Big Five personality variables were measured using Gosling, Rentfrow, and Swann's (2003) brief measure of the Big-Five personality. Additionally, I measured individualist, relationist and collectivist self-concept orientations because according to the model of Cooper and Thatcher (2010) they are associated with both identification motives and relational identification. I used RIC scale developed by Kashmia and Hardie (2000). Becker (2005) recommends the inclusion of only significant control variables in the model. Thus, I only included gender, neuroticism, conscientiousness, relationist and collective self-concept orientation in the final model.

ANALYSIS AND RESULTS

This study included two levels of clustering. Firstly individuals were clustered in teams and secondly each individual answered to a series of questions about all of their team members. Consequently I could not assume that responses were independent (Kenny et al, 2002). One way to tackle this issue is using generalized estimating equations (GEE), which takes into account the similarity within team clusters when calculating standard errors and regression parameters to examine the direct and moderating relationships among the variables (Hanley, Negassa, Edwards, & Forrester, 2003). Studies suggest that GEE is more reliable than alternative methods of analysis such as hierarchical linear modeling (HLM) when the data consists of many small clusters (Hanley, Negassa, Edwards, & Forrester, 2003). Research also suggests that GEE is more appropriate when the group size varies (Clarke & Wheaton, 2007). I ran GEE taking into account both levels of clustering mentioned above. Also considering the round robin design of the study and because the students rated dependent variables for several other students I conducted some supplementary analyses to

check for group level effects (Bliese, 2000). The Anova test (one-way analysis of variance) showed no differences in the dependent variable across team members (Bliese, 2000).

In order to test the moderation hypothesis, following Cohen, Cohen, West and Aiken (2003), I centered variables used in interactions. Table 1 demonstrates the correlations and descriptive statistics for each of the variables in the study. Table 2 contains the results of the GEE analysis with relational identification measured at time 3 (controlling for relational identification at time 2) as a dependent variable, and Table 3 contains the results of the analysis with the perception of team member helping (team-member report) and interpersonal citizenship behavior (self-report) as dependent variables. I also used the tests introduced by Preacher and Hayes (2008) to test the moderation mediation hypotheses.

Insert Table 1 about here

Hypothesis 1 predicted that the interaction between the self-enhancement motive and perceived expertness of the team member would impact relational identification with one's team member. This hypothesis was supported ($\beta = .26, p < .01$). As predicted, the relationship between the self-enhancement motive and relational identification with the team member strengthened when team member perceived expertness was evaluated high than when it was evaluated low (see Figure 2). The effect of the interaction between the self-expansion motive and perceived connectedness was also significant ($\beta = -.1, p < .1$). However, in contrast to the prediction in hypothesis 2, the self-expansion motive was negatively associated with team member identification under high connectedness (see Figure 2). The interaction between belongingness motive and perceived liking towards the team member was not significant ($\beta = .02, p < .01$) and thus the relationship predicted in hypothesis 3 was not supported. Finally, uncertainty reduction motive and perceived similarity to the team member predicted

relational identification with the team member, thus hypothesis 4 was supported as predicted ($\beta = -.1$, $p < .01$) (see Figure 2). Regarding our mediation hypothesis (hypothesis 5) relational identification with the team member was found to be positively related to both other-report ($\beta = .12$, $p < .1$) and self-report measures ($\beta = .34$, $p < .01$) of helping and citizenship behaviors.

I followed Preacher and Hayes (2008) approach to test the remaining four hypotheses. To address the clustering format of the data, I used the appropriate clustering syntax suggested by Preacher and Hayes (2008) to test the moderation mediation hypothesis. I utilized bootstrapping with 1000 samples to place 95% confidence intervals around the estimates of the indirect effect. I first tested the four hypotheses assuming the perception of helping rated by one's team member as the dependent variable. Results suggested that the conditional indirect effect of self-enhancement motive and perceived expertness on perception of team member helping was significant through team member relational identification (coefficient=0.034; 95% CI= [.0014, .0924]), supporting hypothesis 6. For hypothesis 7, while the results supported a conditional indirect effect of the self-expansion motive and perceived connectedness to the team member (coefficient=-.0182; 95% CI= [-.0529, -.0011]), as described in the above section, the interaction between the self-expansion motive and perceived connectedness to the team member had a negative sign rather than a positive one as predicted. The conditional indirect effect of belongingness motive and liking was not found to be significant, thus hypothesis 8 was not supported (coefficient=.016; 95% CI= [-.0038, .0620]). Finally, results supported the conditional indirect effect of the uncertainty reduction and similarity with the team member (coefficient=.015; 95% CI= [.0026, .0429]) thus supporting hypothesis 9.

I tested the same four hypotheses with the self-reported interpersonal citizenship behavior as dependent variable and found the following results. Results suggested that the conditional indirect effect of self-enhancement motive and perceived expertness on

perception of team member helping was significant through team member relational identification (coefficient=0.08; 95% CI= [.0202, .1856]), supporting hypothesis 6. For hypothesis 7, while the results supported a conditional indirect effect of the self-expansion motive and perceived connectedness to the team member (coefficient=-.047; 95% CI= [-.1038,-.0010]), as described in the above section, the interaction between the self-expansion motive and perceived connectedness to the team member had a negative sign rather than the positive one which was predicted. The conditional indirect effect of belongingness motive and liking was not found to be significant, thus hypothesis 8 was not supported (coefficient=0.041; 95% CI= [-.0111, .1079]). Finally, results supported the conditional indirect effect of the uncertainty reduction and similarity with the team member (coefficient=0.037; 95% CI= [.0079, .0684]) thus supporting hypothesis 9.

Insert Tables 2 and 3 and Figure 2 about here

DISCUSSION

The literature on help giving and interpersonal citizenship behavior has substantially investigated the antecedents of interpersonal helping. These antecedents range from personality (Kamdar and Van Dyne, 2007) to relationship qualities (Settoon & Mossholder, 2002; Venkataramani & Dalal, 2007) and contextual factors such as network centrality, organizational position and task-interdependence (Settoon & Mossholder, 2002). However, the question is still ongoing with respect to deeper motives of interpersonal helping specifically when an individual needs to relinquish an activity that is more personally or professionally beneficial to help another individual (Flynn, 2003). I attempt to address these underlying motives via presenting a model that explains how identification motives and team

member characteristics combined predict helping behaviors through relational identification with one's team member.

Theoretical Implications

Predictors of interpersonal helping and citizenship behaviors. I theorized and demonstrated that how relational identification with one's team member triggers other-interest in one's mind and result in helping behaviors towards the team member. The results of the study hold for both team member- rated and self-rated measures of helping. Drawing on cognitive interdependence theory (Agnew et al., 1998) I show that the path to helping passes through relational identification with one's team member. When one relationally identifies with the team member the team member and the self are viewed as one unique unit. Thus one's self-interest and other-interest will not be exactly distinguishable and consequently helping the team member will be perceived as serving oneself.

The transformation of motivation through relational identification is specifically important because the findings of this study show that even motives such as self-enhancement that seems to be primarily self-serving might be driver of helping behaviors when it motivates relational identification contingent on the perception of expertness of the team member. Differently said helping can be an outcome of both self-serving and other-serving motives. These findings seems to be specifically relevant for today's organizations in which limited resources such as time forces individuals to forgo their personal and professional interests to help another colleague or team member.

Relational identification. This study also contributes to the rather new and developing field of relational identification in several ways. First, it empirically examines previous theoretical models suggesting the links between relational identification and identification motives as its antecedents and interpersonal helping behaviors as its consequence (Cooper and Thatcher, 2010; Sluss and Ashforth, 2007). Focusing on the

antecedents of relational identification with one's team member this study demonstrates that individuals identify relationally with one's team member based on different identification motives. More precisely, this study empirically examines how four identification motives (self-enhancement, self-expansion, belongingness and uncertainty reduction) relate to relational identification with one's team member.

Second, this study argues –and empirically demonstrates- that identification motives, predict relational identification interactively with perception of team member characteristics. However based on their desired identification motives individuals consider various characteristics of their team member as important for relational identification. The results of the study showed that self-enhancement related to team member identification when team members were seen as experts, self-expansion related to team member identification when team members were seen as distant, and uncertainty reduction related to team member identification when the team member was perceived to be similar. Belongingness motive interaction with liking did not relate significantly to relational identification as predicted.

The relationship between the self-expansion and relational identification with a team member depended on the perception of connectedness with the team member as predicted. However, unlike the prediction the relationship was actually more positive under low connectedness, rather than under high connectedness. This surprising finding may be explained by the difference between the low and high degree of desire for self-expansion. Normally individuals include the elements of identity of very close others into their self and consequently can predict their responses, values and beliefs (Aron et al., 2001). However, very strong self-expansion motive can motivate the individuals to absorb resources, information and elements of identities of the individuals who are not that close as well. Differently said individuals with a strong self-expansion motive will self-expand even in distant relationships whereas individuals with moderate and low degrees of self-expansion

will self-expand only in close relationships. This finding is consistent with Cross and Morris's (2003) study of new roommate relationships. They found that in the case of a new roommate relationships the individuals who were more relational - cared more for self-expansion- were better able to predict the roommate's values and beliefs (Cross & Morris, 2003).

Practical Implications

The results of this study also provide suggestions for understanding and managing behaviors in teams. In certain teams such as team with interdependent tasks helping the team member is more closely associated with performance (Bachrach, et al., 2006). When individuals relationally identify with team members, they are more likely to help and support their team members, even when they face restricted resources. As discussed in the paper, relational identification with the team member depends both on their identification motives and their perceptions of team member characteristics. Therefore managers should pay attention to drivers of relational identification with one's team member. They should also attempt to identify the motivation of their team members while engaging in identification processes with other team members.

In teams that include members that are motivated mainly by self-enhancement motive -primarily individuals with individualistic orientations- manager may pay special attention to team composition in terms of member expertness, with not much variation in expertness levels (Van der Vegt, et al., 2006). Managers can include individuals driven by self-expansion and belongingness motives in teams that are divided to subdivisions. Based on their concern for belongingness and connectedness they might act as bridges and build relationships with individuals who are not well integrated. Finally, individuals motivated by uncertainty reduction motive should be placed in teams where there is the possibility of finding some grounds of similarity with other team members.

Limitations and Future Directions

I used a sample of student teams in this study that may limit generalizability of the results to teams in the organizations. However, as part of their course work the students were required to work together, coordinate their work and produce joint outputs in analytical tasks such as in case studies and group presentations. These activities might have made their teamwork somewhat similar to that performed in work settings. On the other hand the different nature of reward system in academia and real workplace might limit generalizability of our study.

In this study I only explored particularized relational identification with one's team member. Future studies can explore antecedents and outcomes of generalized relational identification (Sluss and Ashforth, 2007) with team member-team member role-relationship and compare it to the particularized one. Also I only examined four identification motives as direct predictors of relational identification and indirect predictors of interpersonal and helping behaviors. However, the list of identification motives is not limited to these four motives (See Cooper and Thatcher, 2010; Vignoles et al., 2006). Future studies can explore other identification motives such as self-consistency, depersonalized belongingness, distinctiveness and others as suggested in previous studies (See also Cooper and Thatcher, 2010; Vignoles et al., 2006). Finally, I only limited our analysis in this study to the dyadic level. Future studies can measure team level identification and team outcomes as well and test both relational and team identification at the same time.

PAPER 3

TO HELP OR NOT TO HELP: HOW IDENTIFICATION MOTIVES AND PERCEPTIONS OF TEAM MEMBER PREDICT HELPING BEHAVIOR THROUGH RELATIONAL IDENTIFICATION

ABSTRACT

I explore how individuals with both pro-self and pro-others tendencies engage in interpersonal helping behaviors. I suggest that the path to helping a team member passes through relational identification with that team member. I test and find support for a model that suggests identification motives and characteristics of the target person jointly predict relational identification and through it influence interpersonal helping. The model is tested on a sample of student teams throughout a whole semester. Data was collected at three different points of time from both the students and their team members –their targets of identification-.

The literature on help giving and interpersonal citizenship behavior has substantially investigated the antecedents of interpersonal helping. These antecedents range from individuals' personality (Kamdar & Van Dyne, 2007) to relationship qualities (Settoon & Mossholder, 2002; Venkataramani & Dalal, 2007) and to contextual factors such as network centrality, organizational position and task-interdependence (Settoon & Mossholder, 2002). However, questions rise about deeper motives of help giving specifically when in some situations individuals relinquish their immediate personal and professional self-interest and instead proceed to help their colleague or team member. One common context of this situation is when despite of restricted resources in terms of time and resources they dedicate these limited resources to help their colleague and team member instead of minding their own self-interest.

Several explanations come to mind for this question. First, although much of the organizational literature assumes that individuals will consistently take actions solely based on their individual desires, individuals likely differ in the extent to which their immediate self-interest guide their decisions and behavior (Meglino & Korsgaard, 2004). Research suggests that individuals vary in their self-concept orientations, the extent to which they view themselves more as a separate individuals, as a relationship partners or as a member of a group or other social entities (Brewer & Chen, 2007; Cross & Madson, 1997; Gabriel & Gardner, 1999; Markus & Kitayama, 1991). Individuals with relationist and collectivist self-concept orientations are more likely to engage in helping others (Cross & Madson, 1997; Markus & Kitayama, 1991). However, even people who were primarily motivated based on individualist self-concept orientations were observed to engage in help giving (Balliet, Parks, & Joireman, 2009; Wagner 1995). But the underlying mechanisms of how theses tendencies result in other-serving behaviors are still unknown. I suggest that one possible explanation could be that the path through helping passes through relational

identification with one's colleague or team member.

Relational identification is defined as self-definition in the context of a role-relationship. The target of identification could include one's supervisor, coworker or team member. Relational identification is associated with protecting and caring for the target of identification (Brewer & Gardner, 1996; Hazan & Shaver, 1990). Some behavioral outcomes such as empathy, understanding, loyalty and in-role performance have been theorized to be associated with relational identification (Sluss & Ashforth, 2007). When one relationally identifies with another individual, normally she sees herself and the relationship partner as one unit that encompasses the focal individual's sense of self and the one of the partner (Agnew et al., 1998; Aron & Aron, 1992). Consequently, based on transformation of motivation process (Yovetich & Rusbult, 1994), self-interests shifts and includes other-interests as well. Consequently, self-worth becomes contingent on the well being of the other person (Brickson, 2000).

Individuals do not identify with another individual for the same reason. While some individuals identify with another one in order to self-enhance (Dutton, Dukerich, & Harquail, 1994), others mainly want to satisfy the need for self-expansion (Aron & Aron, 1992). Another groups of individuals mainly are motivated to identify based on belongingness motive (Baumeister & Leary, 1995), whereas others aim to reduce uncertainty (Hogg & Terry, 2000). These identification motives help to explain why individuals act upon what it seems to be other's interest while they mainly satisfy their own personal needs (Cooper & Thatcher, 2010).

Identification motives also help us to understand the importance of interpersonal contexts. Previous research demonstrated that individual differences and the characteristics of identification targets jointly impact the strength of identification (Riketta, 2008; Vignoles, Regalia, Manzi, Golledge, & Scabini, 2006). Therefore I want to suggest that identification

motives and perception of team member characteristics together predict relational identification with the team member. However individuals motivated by different identification motives might care for different characteristics of the team member. For instance, individuals motivated by self-enhancement motive might care more for expertness of their target whereas individuals motivated by uncertainty reduction motive might care more for similarity of the target person.

In conclusion, this study aims at examining how identification motives (noting individual differences) and perception of the target of identification jointly influence helping and interpersonal citizenship behavior through relational identification with the team member. This study contributes to the literature in a number of ways. First, it explores the deeper motivators of interpersonal helping specifically when resources are short. Relational identification with the team member transforms the self-serving motives to other-serving outcomes. Thus it explains how behaviors that seem to be based on the other-interest are in fact initiated based on self-serving motives. Second, this study investigates the different paths through which individuals with different identification motives identify relationally with the team member. Thus it shows that even individuals with individualist tendencies find a path to identify relationally with one's team member and consequently engage in interpersonal helping. Third, this study also examines the perceptions of team member characteristics that interactively predict relational identification. Certain perceptions of team member characteristics might be more relevant for certain motives. Therefore this study in general contributes to the growing literature of relational identification exploring empirically the antecedents and outcomes of this construct.

THEORY AND HYPOTHESES

Certain predictors have been theorized to be associated with relational identification. The literature of relational identification has identified so far self-concept orientations and identification motives as the main predictors (Cooper and Thatcher, 2010). Three types of self-concept orientations (individualist, relationist and collectivist) were predicted to motivate relational identification -both directly and indirectly through identification motives- (Cooper and Thatcher, 2010). Among self-concept orientations only relationist self-concept orientation predicts relational identification directly. However, several identification motives have been conceptualized to be associated with relational identification with one's coworker (Cooper and Thatcher, 2010). In the sections below I explore relevant motives and their association with relational identification.

Identification Motives and Relational Identification with a Team Member

Identification motives, defined as “pressures toward certain identity states and away from others”, (Vignoles et al., 2006, p. 309) are referred to as guiding forces for identification (Ashforth, 2001; Ashforth et al, 2008). Previous studies suggest that individuals identify with identification targets whose characteristics satisfy their identification motives (Dukerich et al., 2002; Mael & Ashforth, 1992; Riketta, 2008; Vignoles et al., 2006). These identification targets become central in individual's identity and identification with them produces positive emotions (Vignoles et al., 2006). In a conceptual study Cooper and Thatcher (2010) identified self-concept orientation and identification motives as main drivers of identification with different targets (Cooper and Thatcher, 2010).

However, it's difficult to narrow down the long list of identification motives. Cooper and Thatcher (2010) theorized how six identification motives are associated with

identification with different targets including coworker, work-group and organizational identification. In their framework, four identification motives were more strongly associated with coworker identification. These four identification motives are: self-enhancement, self-expansion, personalized belongingness and self-consistency. However, I also suggest that uncertainty reduction can impact relational identification with one's team member through processes such as psychological safety (Edmondson, 2004).

Cooper and Thatcher (2010) also theorized that some of these motives are more strongly associated with certain types of self-concept orientations. For instance self-enhancement motive is more strongly associated with individualist self-concept orientation whereas self-expansion and (personalized) belongingness motives are more strongly associated with relationist self-concept orientation and uncertainty reduction motive is more strongly associated with collectivist self-concept orientation (Cooper and Thatcher, 2010). This conceptualization provide us with an insight on how and through which processes even motives that are associated with individualist self-concept orientation can lead to relational identification with one's team member. The important factor here is the perception of team member characteristics. I primarily focus on different target person's characteristics that are relevant for each situation and each specific identification motive. Below I examine the influence of the interactive relationships between each identification motive and a related team member characteristic on relational identification with the team member.

Self-enhancement motive and perceived team member expertness. The self-enhancement motive is defined as “the desire to perceive oneself favorably relative to others” (Ashforth, 2001; P.62). According to social identity and self-categorization identification with a group or a social community normally help people to see themselves in a positive manner (Hogg and Terry, 2000). In general, this desire motivates identification with targets that allow individuals to see themselves in a positive light (Dutton, et al., 1994) such as

organizations that are perceived as prestigious and attractive (Dukerich, et al., 2002; Mael & Ashforth, 1992) and relationships that boost self-esteem (Vignoles, et al., 2006). In the context of interpersonal relationships, this motive drives individuals to value prestige and distinctiveness of the target individual (Bartels, Pruyn, De Jong, & Joustra, 2007; Chattopadhyay, George, & Lawrence, 2004; Dutton et al., 1994; Heine, Lehman, Markus, & Kitayama, 1999). One proxy for measuring the target's person prestige and distinctiveness in a team setting is her perceived expertness.

Perceived expertness is defined as the extent to which a team member possesses valued competencies (Van Der Vegt, et al., 2006). In a team context perceived expertness can be perceived as a quality that makes target individuals distinct and prestigious. Individuals motivated by self-enhancement are more likely to focus on relationships with the team members they see as being competent and consequently define themselves in terms of such relationships. In the same line, they are less likely to attend to and define themselves in terms of relationships with team members who do not possess these positive qualities.

Thus, I predict:

Hypothesis 1: The self-enhancement motive and perceptions of team member expertness interactively influence relational identification with one's team member. The relationship between self-enhancement motive and team member identification is positive when perceived team member expertness is high.

Self-expansion and perceived team member connectedness. Self-expansion motive inspires individuals to identify with individuals, interpersonal relationships or groups that will increase their access to resources and perspectives. Aron et al. (1991, 1992) and Aron and McLaughlin-Volpe (2001) proposed that when people enter close relationships, they start

to include their partners in their selves- the cognitive processing of each operates to some extents as if the partner's resources, perspectives and identities, along with one's own are accessed and are affected by the outcomes of any action one might take. Cross and Morris (2003) discovered that individuals with strong relational preferences are more likely than others to remember and incorporate the perspective of others in their identity.

Drawing from this work, I suggest that the influence of the self-expansion on team member identification may depend on perceptions of connectedness, the feeling of interpersonal closeness in relationships (Lee & Robbins, 1995). For someone strong in self-expansion a feeling of connectedness to another individual likely makes it easier for them to trust and therefore incorporate the other person's elements of self in her own. More precisely, stronger feelings of connectedness and belongingness to a specific individual motivate them to identify more strongly with that specific individual at an interpersonal level (Sluss & Ashforth, 2007).

Hypothesis 2: The self-expansion motive and the perception of connectedness with a team member interactively affect relational identification with the team member. The relationship between uncertainty reduction and team member identification is positive when connectedness with the team member is high.

Belongingness motive and perceived team member liking. Belongingness motive reflects a need to form strong interpersonal attachments, which provides individuals with a secure based of support (Bowlby, 1969). Research demonstrates that the strength of this motive differs across individuals (Gabriel and Gardner, 1999). This motive is associated with giving importance to connectedness to others and creating and maintaining relationships (Gelfand, Smith, Raver, & Nishii, 2006), thus it can be satisfied through identification with

one's team member. Though perceived characteristics of team members can impact the relationship between this motive and relational identification. One of these characteristics is the extent the individual finds the team member likeable.

Baumeister and Leary (1995) posit that the need to belong is different from the need for mere social contact in that in order to satisfy personalized belongingness needs, a relationship must be desired. Leader-member exchange literature reveals that interpersonal liking is among the characteristics that influence the quality of the relationship between leaders and followers (Gerstner & Day, 1997). Hogg and Terry (1985) also found that interpersonal liking among team members motivates identification both among team members and with the team itself. Thus, for individuals with a personalized belongingness need, interpersonal liking is likely to magnify the relationship between personalized belongingness and particularized relational identification (Baumeister & Leary, 1995).

Hypothesis 3: The belongingness motive and perception of liking a team member interactively affect relational identification with one's team member. The relationship between the belongingness motive and team member identification is positive when perceived interpersonal liking towards the team member is high.

Uncertainty reduction and perceived team member similarity. Uncertainty reduction is the wish to decrease uncertainty about one's situation in the social world (Hogg & Terry, 2000) and is mostly satisfied through group membership (Cooper and Thatcher, 2010). Group membership enables a person to define himself with the characteristics assigned to the group and see oneself as a prototype of the group (Hogg & Terry, 2000). Generally it is suggested that relational identification with one specific person is unlikely to decrease the whole uncertainty of the workplace (Cooper and Thatcher, 2010). However, one

process, through which identification with another individual reduces uncertainty, is psychological safety. If the target person possesses certain characteristics, which aid the focal individual to feel psychologically safe, uncertainty reduction motive satisfies (Edmondson, 2004).

Psychological safety exists in an environment where there is trust and mutual respect (Edmondson, 2004). Perceived similarity with the target person seems to help development of mutual trust and respect and enhance relationship quality (Schaubroeck & Lam, 2002). Also some studies in the field of communication demonstrate that uncertainty reduces and the relationship quality increases when the relationship partner is perceived to be similar (Gudykunst, 1985; Parks & Adelman, 1983).

Hypothesis 4: The uncertainty reduction motive and the perception of similarity from a team member interactively affect team member identification. The relationship between uncertainty reduction and team member identification is positive when similarity from the team member is high.

Consequences of Relational Identification: Interpersonal Citizenship Behavior/ Helping

Interpersonal citizenship and helping behaviors are considered extra-role behaviors because they reflect a desire on the part of individuals to provide assistance to others when they are not formally required to do so (Settoon & Mossholder, 2002; Grant, Dutton, & Rosso, 2008). Not only these behaviors have implications for performance and effectiveness in teams and organizations (Bachrach, Powell, Collins, & Richey, 2006; Nielson, Hrivnak, & Shaw, 2009; Organ, 1988), they were also found to be negatively related to undesired outcomes such as turnover in the organization (Mossholder, Settoon, & Henagan, 2005). However, helping one's team member is not always an obvious choice (Flynn, 2003). Specifically in a limited time frame interpersonal helping behaviors may require an

individual to forgo an activity that is more personally beneficial or sacrifice job performance (Flynn, 2003; Shih & Chen, 2010). Thus, I need to explain why individuals engage in helping behaviors at the stake of their own self-interest and under which conditions.

Cognitive interdependence theory. Previous studies of help giving have mostly seen it as an exchange process based on reciprocity –people usually feel obliged to help people who have helped them (Cialdini et al., 1973; Cook & Emerson, 1984; Flynn, 2003; Gouldner, 1960). However, other explanations can be drawn based on our knowledge of team and interpersonal identification/interdependence literature. Team identification literature suggests that when individuals identify strongly with their team, they will perceive that there is not much difference between their own welfare and that of the group (Brewer & Cramer, 1986; De Cremer & Van Vugt, 1999; Van Vugt, 2001). Consequently, they will spend much more time in helping the group and their fellow group members (Janssen & Huang, 2008).

In the same line the literature on close dyadic relationships attempts to understand how the context of committed relationships influences individuals to prioritize the interests of their partner over those of their own. These behaviors could be best explained by cognitive interdependence theory (Agnew et al., 1998). Cognitive interdependence theory bases its argument on a process called *transformation of motivation* (Yovetich & Rusbult, 1994, Rusbult & Van Lange, 2003; Van Lange, et al. 1997). Transformation of motivation theory portray a process leading individuals to relinquish their immediate self-interest and instead act upon broader concerns such as strategic considerations, long-term goals or the desire to promote the well-being of both self and others at the same time (Yovetich & Rusbult, 1994).

Drawing from the transformation of motivation process cognitive interdependence theory argues that when individuals become gradually more committed to a relationship, they start to see themselves as a part of a collective unit that includes the partner and consequently they think of their partners as part of the self. Following this logic, the term cognitive

interdependence is defined in this theory as “the pluralistic, collective mental representation of the self-in-relationship” (Agnew et al., 1998, p. 941). Cognitive interdependence increases the accessibility of the partner and relationship in one’s self-concept and subsequently results in pro-relationship motivation and behavior.

A parallel explanation for how a shift in motivation from self-interest to other-interest happens is suggested by Aron and Aron’s (1992) model of the inclusion of other in the self. Aron and Aron (1986) associate closeness of a relationship with the degree of overlap between an individual’s and her partner’s sense of self. The closer the relationship, the more the self expands to include the partner as one of its own components (e.g., Aron & Aron, 1986; Aron, Aron, & Smollan, 1992; Aron, Aron, Tudor, & Nelson, 1991). Consequently, that expanded version of self, guides behaviors such as decision making regarding self and others, allocating resources and helping (Aron, Aron, Tudor, & Nelson, 1991).

In conclusion, the theories discussed above suggest that transformation of motivation follows the experience of perceiving another person as part of the self. Consequently, the other-interest is experienced as self-interest (Agnew et al., 1998). I draw from this work to understand how relational identification with a team member relationship influences interpersonal citizenship and helping behaviors.

Relational identification with one’s team member and helping. Identification with a target- whether the target is an organization, a group or a relationship- results in including that target in the self-definition (Pratt, 1998; Sluss & Ashforth, 2007). Through transformation of motivation process, identification with a targets results in helping behavior towards that target. Research on organizational identification suggests that identification with the organization motivates helping behaviors towards other organizational members (De Cremer & Van Knippenberg, 2005). Likewise, identification with a team increases team member helping (Janssen & Huang, 2008). For example, individuals with individualistic

value orientations were more likely to contribute to a group in a social dilemma when they identified more strongly with that group (De Cremer & Van Vugt, 1999).

At the interpersonal level, researchers have conceptualized that relational identification with a coworker increases interpersonal helping and citizenship behaviors (Flynn, 2005; Sluss & Ashforth, 2007). The findings of a number of empirical studies also demonstrate that relational attachments increase the likelihood of helping behavior. Quality of exchange relationship with one's supervisor or coworker (Anderson and Williams, 1996) and friendship strength with a colleague predicted increased helping (Bowler & Brass, 2006). Studies have also found that commitment to a relationship increases likelihood to sacrifice for that relationship partner (Van Lange, et al, 1997). Additionally, when individuals are primed with a pro-social value (as opposed to pro-self value) they are more likely to help their team member/colleague (Utz, 2004; Vos & van der Zee, 2011). Drawing from all this work, I predict:

Hypothesis 5: Relational identification with one's team member is positively associated with the likelihood of helping and interpersonal citizenship behaviors towards that team member.

Mediated moderation model. Drawing from the earlier arguments, identification motives and perceptions of a team member characteristics together predict relational identification with a team member (hypotheses 1-4), which itself positively influences the likelihood of helping/interpersonal citizenship behaviors (hypothesis 5). Together, these hypotheses suggest a conditional indirect relationship (Preacher, Rucker, & Hayes, 2007) between the four identification motives and helping/interpersonal citizenship behavior. Thus, I suggest the following hypotheses:

Hypothesis 6: Self-enhancement motive and perceived team member expertness interactively and indirectly predict likelihood of helping/interpersonal citizenship behavior towards the team member. Specifically, when perceptions of expertness are high, there will be a positive indirect effect of self-enhancement motive on the likelihood of helping/interpersonal citizenship behavior, through relational identification with the team member.

Hypothesis 7: Self-expansion motive and perceived connectedness with the team member interactively and indirectly predict likelihood of helping/interpersonal citizenship behavior towards the team member. Specifically, when perceptions of connectedness with the team member are high, there will be a positive indirect effect of self-expansion motive on the likelihood of helping/interpersonal citizenship behavior, through relational identification with the team member.

Hypothesis 8: Belongingness motive and perceived interpersonal liking towards the team member interactively and indirectly predict likelihood of helping/interpersonal citizenship behavior towards the team member. Specifically, when perceptions of interpersonal liking towards the team member are high, there will be a positive indirect effect of belongingness motive on the likelihood of helping/interpersonal citizenship behavior, through relational identification with the team member.

Hypothesis 9: Uncertainty reduction motive and perceived similarity with the team member interactively and indirectly predict likelihood of helping/interpersonal citizenship behavior towards the team member. Specifically, when perceptions of

similarity with the team member are high, there will be a positive indirect effect of uncertainty reduction motive on the likelihood of helping/interpersonal citizenship behavior, through relational identification with the team member.

The model based on these hypotheses is depicted in Figure 1.

Figure 1 to be inserted around here

METHODS

Sample and Procedure

In order to test the above hypotheses, I conducted a longitudinal study collecting data from students of M.Sc. program in management at a large French business school. Survey participants were members of student teams involved in intensive, semester-long team projects. The team size varied between four to six team members. A round robin design was used in which each student answered a series of questions about themselves and a series of questions about each of his/her team members. Three surveys were administered at three different time periods. The first survey measured demographic variables and identification motives. The second survey measured relational identification with the team member and perceptions of team member characteristics. The third survey measured relational identification with the team member for the second time along with helping behavior and interpersonal citizenship behavior (ICB). The data on perception of helping behavior and team member performance were collected from every team member of each focal person. Survey one was administered on the third week of the trimester, survey two was administered

three weeks later on the sixth week of the trimester and survey three was administered four weeks later on the tenth week of the trimester when all the team activities were finished.

Students were offered the opportunity to complete the surveys in exchange for credit in their courses. They were also allowed to choose another activity instead of participation in the surveys. In all, 119 students participated in the study among those 112 completed all three surveys. This means that only seven individuals were excluded from the analysis. This low number, lower the chance that the response of those who were included in the final sample differed from the response of those who didn't complete all three surveys. 54.5 percent of the respondents were female, with an average age of 23.2, and ages ranging from 21 to 29. In terms of nationality 76 percent were French, 10 percent were Moroccan, 4.5 percent were Chinese and the remaining 9.5 percent were from different nationalities such as German, American, Indian, Belgian and others. 28.6 percent of the respondents have earned another Masters degree before starting this program. Because our outcome variables were contingent on each specific dyads, I chose dyads as the unit of analysis of this study. After matching the outcomes rated by team members of each focal person, 328 dyads were achieved.

In this study, I collected data on the antecedent and moderator variables from the focal person and part of the outcome data from the every team member of the focal person to reduce the common method variance. Additionally, as discussed above data on antecedents, moderators/mediator and outcomes were collected at three different points of time. According to Podsakoff, MacKenzie, Lee and Podsakoff (2003) separation of collected data by time is also a procedural remedy for reducing common method variance. Finally, the majority of the hypotheses in this study (except hypothesis 5) include a moderation analysis that based on Aiken and West (1991) argument will not be affected that much by common method bias.

Measures

Independent variables: Self-enhancement motive. I used a six-item scale developed by Cooper & Thatcher (2012) to assess self-enhancement motive. Some exemplary items were: “I typically believe that I am able to do things as well as, if not better than, most people” and “I seek opportunities to advance my reputation” and “I like to be involved in activities with talented people”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .71.

Self-expansion motive. I adapted the fourteen-item scale of Lewandowski & Aron, (2002) measuring self-expansion in intimate relationship for relationships at work. Some exemplary items of this scale consist of: “Being with others in my workplace results in my having new experience” and “I feel a greater awareness of things because of others in my workplace” and “Others in my workplace increase my ability to accomplish new things”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .90.

Belongingness motive. I used the ten-item version of the Leary et al. (2005) need to belong scale. Some sample items are: “I do not like being alone” and “I need to feel that there are people I can turn to in times of need”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .79.

Uncertainty reduction motive. I used a modified 10-item version of (Neuberg et al., 1993) based on the results of the pilot study explained in the second paper of this dissertation. Some examples of items are: “It upsets me to go into a situation without knowing what I can expect from it” and “I become uncomfortable when the rules in a situation are not clear”. Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for this scale was .88.

Perceived expertness of the team member. Perceived expertness of the team member was measured using an adapted scale from Van der Vegt and colleagues' perceived expertness scale (2006). Respondents were asked to "Compare this team member to other students of the same age in the business school on the following competencies: intellectual/academic ability, creative ability, social skills, leadership ability, practical understanding, and discipline." The Cronbach's alpha was .85.

Perceived connectedness with the team member. Connectedness in the team was measured using items adapted from the social connectedness scale from Lee and Robins (1995). Items were adapted to focus on connectedness with a particular team member. The scale items included "When I am with this team member, I don't feel that I really belong." and "I don't feel I interact with this team member." The scale was anchored by 1=strongly agree and 7=strongly disagree. The Cronbach's alpha was .96.

Perceived similarity to the target. Perceived similarity was measured with a two-item scale of similarity developed by Turban and Jones (1988). One sample item was: Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach's alpha for this measure was .89.

Perceived liking of the target. Perceived liking was measured with a three-item scale of liking developed by Wayne and Ferris (1990). One sample item was "I like my team member very much". Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach's alpha for this measure was .89.

Relational identification. I used a four-item scale developed by Sluss, et al. (2012) to assess relational identification and adapted it for relational identification with the team member. The items were as follows: "My relationship with this team member is important to my self-image at school; My relationship with this team member is an important part of who I am; When someone criticizes my relationship with this team member, it feels like a

personal insult; My relationship with this team member is vital to the kind of person I am.”

Respondents rated each item from 1= strongly disagree to 7= strongly agree. The Cronbach’s alpha for relational identification with one’s team member was .95.

Dependent variable: Perception of interpersonal team member helping- I used both self-report and other-report measures to collect data on interpersonal helping behaviors. Measures were adapted for this study based on Venkataramani & Dalal (2007). The questions were as follows: For self-report measure: “In the last three months, how frequently have *you* helped this person, in any way?” For other-report measure (collected from every team member): “In the last three months, how frequently do you think *this person* has helped you, in any way?” I chose the “three month” framework because the students have been working in teams for three months from the beginning of the trimester. Participants answered these questions using a frequency scale ranging from 1 (*never in the last three months*) to 7 (*on daily basis*).

Dependent variable: Interpersonal citizenship behavior- I also used 14-item self-report version of Interpersonal citizenship behavior (ICB) developed by Settoon and Mossholder (2002). This scale consists of two subscales: person-focused ICB and task-focused ICB. Some sample items are as follows: “I take a personal interest in this team member” (person-focused). “I make an extra effort to understand the problems faced by this team member” (person-focused). “I assist this team member with heavy workloads even though it is not part of the job” (task-focused). “I take on extra responsibilities in order to help this team member when things get demanding at school.” (task-focused). The Cronbach’s alpha for the ICB scale was .96.

Controls. I measured demographic variables including age, gender, race; scholastic variables including class level, major, and expected grade; the Big Five personality variables; self-esteem; and hours devoted to outside commitments since they may all influence

responses to helping a team member in a student project team (Graziano, Habashi, Sheen, & Tobin, 2007; Raver, Ehrhart, & Chadwick, 2012; ten Brummelhuis, et al. 2009). The Big Five personality variables were measured using Gosling, Rentfrow, and Swann's (2003) brief measure of the Big-Five personality. Additionally, I measured individualist, relationist and collectivist self-concept orientations because according to the model of Cooper and Thatcher (2010) they are associated with both identification motives and relational identification. I used RIC scale developed by Kashmia and Hardie (2000). Becker (2005) recommends the inclusion of only significant control variables in the model. Thus, I only included gender, neuroticism, conscientiousness, relationist and collective self-concept orientation in the final model.

ANALYSIS AND RESULTS

This study included two levels of clustering. Firstly individuals were clustered in teams and secondly each individual answered to a series of questions about all of their team members. Consequently I could not assume that responses were independent (Kenny et al, 2002). One way to tackle this issue is using generalized estimating equations (GEE), which takes into account the similarity within team clusters when calculating standard errors and regression parameters to examine the direct and moderating relationships among the variables (Hanley, Negassa, Edwards, & Forrester, 2003). Studies suggest that GEE is more reliable than alternative methods of analysis such as hierarchical linear modeling (HLM) when the data consists of many small clusters (Hanley, Negassa, Edwards, & Forrester, 2003). Research also suggests that GEE is more appropriate when the group size varies (Clarke & Wheaton, 2007). I ran GEE taking into account both levels of clustering mentioned above. Also considering the round robin design of the study and because the students rated dependent variables for several other students I conducted some supplementary analyses to

check for group level effects (Bliese, 2000). The Anova test (one-way analysis of variance) showed no differences in the dependent variable across team members (Bliese, 2000).

In order to test the moderation hypothesis, following Cohen, Cohen, West and Aiken (2003), I centered variables used in interactions. Table 1 demonstrates the correlations and descriptive statistics for each of the variables in the study. Table 2 contains the results of the GEE analysis with relational identification measured at time 3 (controlling for relational identification at time 2) as a dependent variable, and Table 3 contains the results of the analysis with the perception of team member helping (team-member report) and interpersonal citizenship behavior (self-report) as dependent variables. I also used the tests introduced by Preacher and Hayes (2008) to test the moderation mediation hypotheses.

Insert Table 1 about here

Hypothesis 1 predicted that the interaction between the self-enhancement motive and perceived expertness of the team member would impact relational identification with one's team member. This hypothesis was supported ($\beta = .26, p < .01$). As predicted, the relationship between the self-enhancement motive and relational identification with the team member strengthened when team member perceived expertness was evaluated high than when it was evaluated low (see Figure 2). The effect of the interaction between the self-expansion motive and perceived connectedness was also significant ($\beta = -.1, p < .1$). However, in contrast to the prediction in hypothesis 2, the self-expansion motive was negatively associated with team member identification under high connectedness (see Figure 2). The interaction between belongingness motive and perceived liking towards the team member was not significant ($\beta = .02, p < .01$) and thus the relationship predicted in hypothesis 3 was not supported. Finally, uncertainty reduction motive and perceived similarity to the team member predicted

relational identification with the team member, thus hypothesis 4 was supported as predicted ($\beta = -.1$, $p < .01$) (see Figure 2). Regarding our mediation hypothesis (hypothesis 5) relational identification with the team member was found to be positively related to both other-report ($\beta = .12$, $p < .1$) and self-report measures ($\beta = .34$, $p < .01$) of helping and citizenship behaviors.

I followed Preacher and Hayes (2008) approach to test the remaining four hypotheses. To address the clustering format of the data, I used the appropriate clustering syntax suggested by Preacher and Hayes (2008) to test the moderation mediation hypothesis. I utilized bootstrapping with 1000 samples to place 95% confidence intervals around the estimates of the indirect effect. I first tested the four hypotheses assuming the perception of helping rated by one's team member as the dependent variable. Results suggested that the conditional indirect effect of self-enhancement motive and perceived expertness on perception of team member helping was significant through team member relational identification (coefficient=0.034; 95% CI= [.0014, .0924]), supporting hypothesis 6. For hypothesis 7, while the results supported a conditional indirect effect of the self-expansion motive and perceived connectedness to the team member (coefficient=-.0182; 95% CI= [-.0529, -.0011]), as described in the above section, the interaction between the self-expansion motive and perceived connectedness to the team member had a negative sign rather than a positive one as predicted. The conditional indirect effect of belongingness motive and liking was not found to be significant, thus hypothesis 8 was not supported (coefficient=.016; 95% CI= [-.0038, .0620]). Finally, results supported the conditional indirect effect of the uncertainty reduction and similarity with the team member (coefficient=.015; 95% CI= [.0026, .0429]) thus supporting hypothesis 9.

I tested the same four hypotheses with the self-reported interpersonal citizenship behavior as dependent variable and found the following results. Results suggested that the conditional indirect effect of self-enhancement motive and perceived expertness on

perception of team member helping was significant through team member relational identification (coefficient=0.08; 95% CI= [.0202, .1856]), supporting hypothesis 6. For hypothesis 7, while the results supported a conditional indirect effect of the self-expansion motive and perceived connectedness to the team member (coefficient=-.047; 95% CI= [-.1038,-.0010]), as described in the above section, the interaction between the self-expansion motive and perceived connectedness to the team member had a negative sign rather than the positive one which was predicted. The conditional indirect effect of belongingness motive and liking was not found to be significant, thus hypothesis 8 was not supported (coefficient=0.041; 95% CI= [-.0111, .1079]). Finally, results supported the conditional indirect effect of the uncertainty reduction and similarity with the team member (coefficient=0.037; 95% CI= [.0079, .0684]) thus supporting hypothesis 9.

Insert Tables 2 and 3 and Figure 2 about here

DISCUSSION

The literature on help giving and interpersonal citizenship behavior has substantially investigated the antecedents of interpersonal helping. These antecedents range from personality (Kamdar and Van Dyne, 2007) to relationship qualities (Settoon & Mossholder, 2002; Venkataramani & Dalal, 2007) and contextual factors such as network centrality, organizational position and task-interdependence (Settoon & Mossholder, 2002). However, the question is still ongoing with respect to deeper motives of interpersonal helping specifically when an individual needs to relinquish an activity that is more personally or professionally beneficial to help another individual (Flynn, 2003). I attempt to address these underlying motives via presenting a model that explains how identification motives and team

member characteristics combined predict helping behaviors through relational identification with one's team member.

Theoretical Implications

Predictors of interpersonal helping and citizenship behaviors. I theorized and demonstrated that how relational identification with one's team member triggers other-interest in one's mind and result in helping behaviors towards the team member. The results of the study hold for both team member- rated and self-rated measures of helping. Drawing on cognitive interdependence theory (Agnew et al., 1998) I show that the path to helping passes through relational identification with one's team member. When one relationally identifies with the team member the team member and the self are viewed as one unique unit. Thus one's self-interest and other-interest will not be exactly distinguishable and consequently helping the team member will be perceived as serving oneself.

The transformation of motivation through relational identification is specifically important because the findings of this study show that even motives such as self-enhancement that seems to be primarily self-serving might be driver of helping behaviors when it motivates relational identification contingent on the perception of expertness of the team member. Differently said helping can be an outcome of both self-serving and other-serving motives. These findings seems to be specifically relevant for today's organizations in which limited resources such as time forces individuals to forgo their personal and professional interests to help another colleague or team member.

Relational identification. This study also contributes to the rather new and developing field of relational identification in several ways. First, it empirically examines previous theoretical models suggesting the links between relational identification and identification motives as its antecedents and interpersonal helping behaviors as its consequence (Cooper and Thatcher, 2010; Sluss and Ashforth, 2007). Focusing on the

antecedents of relational identification with one's team member this study demonstrates that individuals identify relationally with one's team member based on different identification motives. More precisely, this study empirically examines how four identification motives (self-enhancement, self-expansion, belongingness and uncertainty reduction) relate to relational identification with one's team member.

Second, this study argues –and empirically demonstrates- that identification motives, predict relational identification interactively with perception of team member characteristics. However based on their desired identification motives individuals consider various characteristics of their team member as important for relational identification. The results of the study showed that self-enhancement related to team member identification when team members were seen as experts, self-expansion related to team member identification when team members were seen as distant, and uncertainty reduction related to team member identification when the team member was perceived to be similar. Belongingness motive interaction with liking did not relate significantly to relational identification as predicted.

The relationship between the self-expansion and relational identification with a team member depended on the perception of connectedness with the team member as predicted. However, unlike the prediction the relationship was actually more positive under low connectedness, rather than under high connectedness. This surprising finding may be explained by the difference between the low and high degree of desire for self-expansion. Normally individuals include the elements of identity of very close others into their self and consequently can predict their responses, values and beliefs (Aron et al., 2001). However, very strong self-expansion motive can motivate the individuals to absorb resources, information and elements of identities of the individuals who are not that close as well. Differently said individuals with a strong self-expansion motive will self-expand even in distant relationships whereas individuals with moderate and low degrees of self-expansion

will self-expand only in close relationships. This finding is consistent with Cross and Morris's (2003) study of new roommate relationships. They found that in the case of a new roommate relationships the individuals who were more relational - cared more for self-expansion- were better able to predict the roommate's values and beliefs (Cross & Morris, 2003).

Practical Implications

The results of this study also provide suggestions for understanding and managing behaviors in teams. In certain teams such as team with interdependent tasks helping the team member is more closely associated with performance (Bachrach, et al., 2006). When individuals relationally identify with team members, they are more likely to help and support their team members, even when they face restricted resources. As discussed in the paper, relational identification with the team member depends both on their identification motives and their perceptions of team member characteristics. Therefore managers should pay attention to drivers of relational identification with one's team member. They should also attempt to identify the motivation of their team members while engaging in identification processes with other team members.

In teams that include members that are motivated mainly by self-enhancement motive -primarily individuals with individualistic orientations- manager may pay special attention to team composition in terms of member expertness, with not much variation in expertness levels (Van der Vegt, et al., 2006). Managers can include individuals driven by self-expansion and belongingness motives in teams that are divided to subdivisions. Based on their concern for belongingness and connectedness they might act as bridges and build relationships with individuals who are not well integrated. Finally, individuals motivated by uncertainty reduction motive should be placed in teams where there is the possibility of finding some grounds of similarity with other team members.

Limitations and Future Directions

I used a sample of student teams in this study that may limit generalizability of the results to teams in the organizations. However, as part of their course work the students were required to work together, coordinate their work and produce joint outputs in analytical tasks such as in case studies and group presentations. These activities might have made their teamwork somewhat similar to that performed in work settings. On the other hand the different nature of reward system in academia and real workplace might limit generalizability of our study.

In this study I only explored particularized relational identification with one's team member. Future studies can explore antecedents and outcomes of generalized relational identification (Sluss and Ashforth, 2007) with team member-team member role-relationship and compare it to the particularized one. Also I only examined four identification motives as direct predictors of relational identification and indirect predictors of interpersonal and helping behaviors. However, the list of identification motives is not limited to these four motives (See Cooper and Thatcher, 2010; Vignoles et al., 2006). Future studies can explore other identification motives such as self-consistency, depersonalized belongingness, distinctiveness and others as suggested in previous studies (See also Cooper and thatcher, 2010; Vignoles et al., 2006). Finally, I only limited our analysis in this study to the dyadic level. Future studies can measure team level identification and team outcomes as well and test both relational and team identification at the same time.

The Integrative Model of Identification Motives and Team Member Perceptions as Predictors of Interpersonal Helping Behavior through Relational Identification with the Team Member



FIGURE 2

The Interaction of Identification Motives and Team Member Characteristics to as Predict Relational Identification

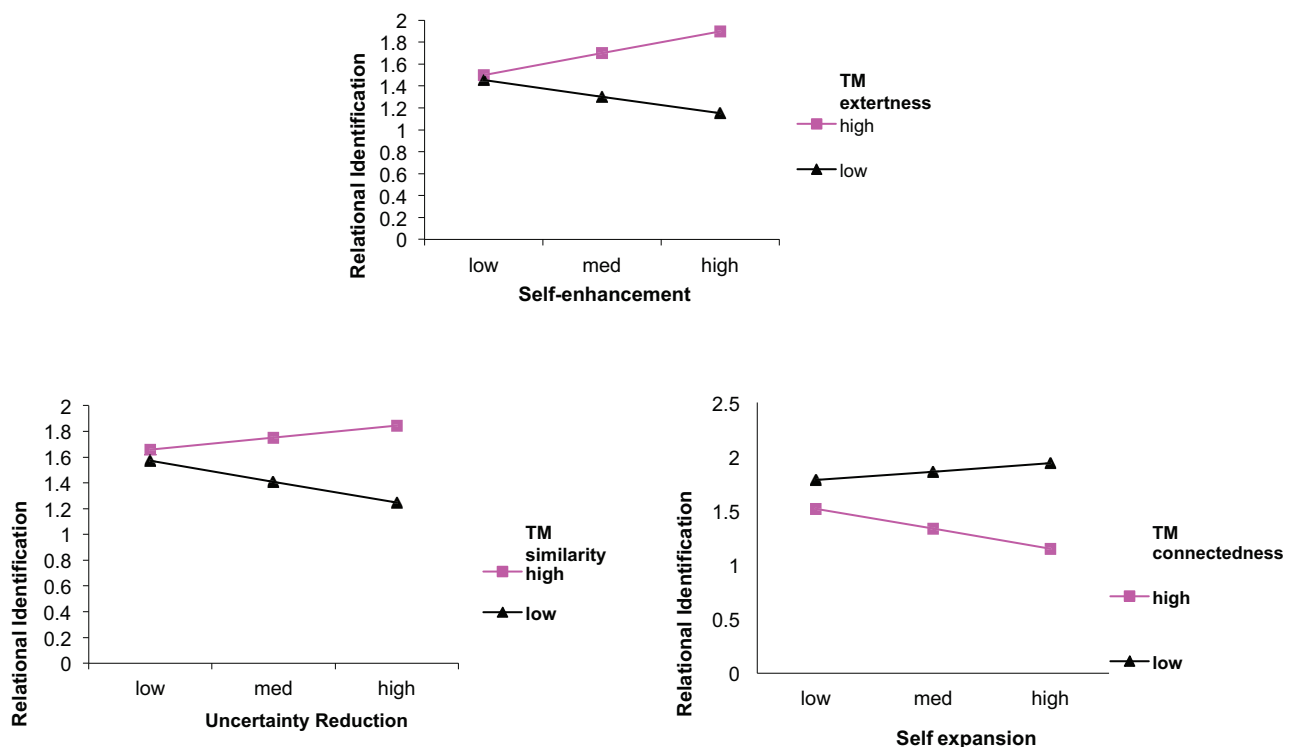


TABLE 1

Means, Standard Deviations and Correlations of the Variables Included in the Model

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
neuroticism	4.42	1.64	1															
conscientiousness	4.65	1.48	-.1	1														
collectivist self concept orientation	5.57	0.68	-.11*	.20**	1													
individualist self concept orientation	5.00	0.78	.05	-.03	.53**	1												
gender (0: women, 1: men)		0.5	.39**	-.04	-.09	.09	1											
relational Identification Time 2	2.94	1.47	-.06	.05	.01	.07	.12*	1										
self-enhancement	5.56	0.76	.22**	.01	.02	.05	.18**	0.04	1									
self-expansion	4.99	0.77	.01	.11*	.46**	.42**	.13*	0.04	.14*	1								
personalized Belongingness	4.57	0.86	-.23**	.08	.37**	.32**	-.24**	0.09	-0.01	.37**	1							
uncertainty Reduction	3.6	1.02	-.27**	.39**	.11*	-.04	-.20**	0.02	0.01	-.15**	.24**	1						
perceived team member expertness	5.0	0.98	-.03	-.06	.03	-.02	0.03	.27**	0.03	.13*	-.16**	-.16**	1					
perceived Liking towards TM	5.06	1.11	-.01	.04	.135*	.13*	-0.07	.50**	-0.05	.12*	-0.01	-0.09	.56**	1				
perceived similarity with the TM	4.32	1.26	.05	.02	.06	-.03	-0.02	.40**	0.04	0.08	0.05	-.12*	.42**	.60**	1			
perceived connectedness with the TM	3.09	1.3	.1	.05	-.14*	-.12*	.14*	-.43**	0.08	-.19**	-0.09	.19**	-.51**	-.76**	-.57**	1		
relational Identification Time 3	3.51	1.61	-.04	-.19**	-.02	.21**	.13*	.65**	0.04	0.02	.16**	-0.03	.32**	.46**	.36**	-.41**	1	
perception of helping-TM rated	3.3	1.6	-.1	-.02	0.05	0.01	-.14*	.20**	-0.09	-0.08	0.02	-0.03	.13*	.28**	.29**	-.25**	.21**	1
interpersonal citizenship behavior- S. rated	4.99	1.1	-.05	-.09	.11*	.28**	-.13*	.30**	-0.03	.16**	0.1	-0.08	.34**	.52**	.38**	-.48**	.54**	.15*

* $p < .05$; ** $p < .01$

TABLE 2

Results of GEE Analysis: Effect of Identification Motives and Team Member Perception on Relational identification with the Team Member

Variables	β
Neuroticism	-.05
Conscientiousness	-.18**
Relationist self concept orientation	-.29**
Collectivist self concept orientation	.48**
Gender (0: women, 1: men)	-.4**
Relational Identification Time 2	.56***
Self-enhancement	.06
Self-expansion	-.32**
Personalized Belongingness	.31**
Uncertainty Reduction	.07
Perceived expertness of the team member	.17*
Perceived connectedness to the team member	-.02
Perceived Liking towards the team member	.18*
Perceived similarity with the team member	.05
Self-enhancement X Expertness	.26**
Self-expansion X Connectedness	-.1*
Belongingness X Liking	.02
Uncertainty reduction X Similarity	.1**

n=328, **p*<.05; ***p*<.01

DV: Relational Identification with the Team Member Time 3

TABLE 3

Results of GEE Analysis: Moderation Mediation Model with Perception of Team Member Helping and Interpersonal Citizenship Behavior as Dependent Variables

Variables	Perception of helping (Team member report)	Interpersonal citizenship behavior (Self-report)
Neuroticism	-0.08	0.01
Conscientiousness	-0.01	-0.01
Relationist self concept orientation	0.23	-0.09
Collectivist self concept orientation	-0.02	0.23**
Gender (0: women, 1: men)	0.34*	0.45**
Relational Identification Time 2	0.03	-0.14**
Self-enhancement	-0.09	-0.02
Self-expansion	-0.25*	0.17
Personalized Belongingness	-0.07	-0.12*
Uncertainty Reduction	-0.11	0.01
Perceived expertness of the team member	-0.07	0.02
Perceived connectedness to the team member	0.03	-0.06
Perceived Liking towards the team member	0.19	0.22
Perceived similarity with the team member	0.25**	0.09*
Self-enhancement X Expertness	-0.06	-0.03
Self-expansion X Connectedness	-0.07	0.01
Belongingness X Liking	0.15*	0.06
Uncertainty reduction X Similarity	-0.09	-0.03
Relational Identification- Time 3	0.12*	0.34**

n=328, * $p < .05$; ** $p < .01$

DV: Perception of helping (team member report) / Interpersonal citizenship behavior (self-report)

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