

BI Norwegian Business School - campus Oslo

# GRA 19502

Master Thesis

Component of continuous assessment: Thesis Master of Science

Leader characteristics as antecedents and follower outcomes of PGI: the mediating role of LMX

Navn: Marie Mejlænder,  
Thomas Lien  
Nordbæk

Start: 02.03.2017 09.00

Finish: 01.09.2017 12.00

**BI Norwegian Business School**  
**GRA 19502 Master Thesis**

- Leader characteristics as antecedents and  
follower outcomes of PGI: the mediating  
role of LMX-

**Hand-in date:**

01.09.2016

**Supervisor:**

Bård Kuvaas

**Program:**

Master of Science in Leadership and Organizational Psychology

## Table of Contents

|   |           |
|---|-----------|
| <b>ACKNOWLEDGEMENT</b> .....                            | <b>3</b>  |
| <b>ABSTRACT</b> .....                                   | <b>4</b>  |
| <b>1.0 INTRODUCTION</b> .....                           | <b>5</b>  |
| 1.1 CONTRIBUTION AND RESEARCH QUESTION.....             | 8         |
| <b>2.0 THEORY AND HYPOTHESES</b> .....                  | <b>9</b>  |
| 2.1 MINDSET .....                                       | 9         |
| 2.2 SELF-INTEREST AND OTHER-ORIENTATION .....           | 11        |
| 2.2 PGI .....   | 11        |
| 2.3 LMX .....   | 12        |
| 2.2 PGI AND TAKING CHARGE.....                          | 16        |
| <b>3.0 METHOD</b> .....                                 | <b>18</b> |
| 3.1 SAMPLE AND PROCEDURE .....                          | 18        |
| 3.2 MEASURES .....                                      | 19        |
| <b>3.2.1 Mindset</b> .....                              | 19        |
| <b>3.2.2 Self- and other interest</b> .....             | 19        |
| <b>3.2.3 SLMX and ELMX</b> .....                        | 19        |
| <b>3.2.4 Perceiving goals as invariable (PGI)</b> ..... | 20        |
| <b>3.2.5 Taking Charge</b> .....                        | 20        |
| <b>3.2.6 Control variables</b> .....                    | 20        |
| <b>4.0 ANALYSIS</b> .....                               | <b>20</b> |
| 4.1 RESULTS .....                                       | 21        |
| <b>5.0 DISCUSSION</b> .....                             | <b>25</b> |
| <b>6.0 LIMITATIONS AND FUTURE RESEARCH</b> .....        | <b>29</b> |
| <b>7.0 PRACTICAL IMPLICATIONS</b> .....                 | <b>32</b> |
| <b>8.0 CONCLUSION</b> .....                             | <b>33</b> |
| <b>REFERENCES</b> .....                                 | <b>34</b> |
| <b>APPENDIX</b> .....                                   | <b>39</b> |

## **Acknowledgement**

First and foremost, we would like to express our gratitude to our supervisor, professor Bård Kuvaas of the Department of Leadership and Organizational Behaviour at BI Norwegian Business School for the support, motivation, enthusiasm and immense knowledge regarding our master thesis subject. The door to Kuvaas was always open whenever we ran into a trouble spot or had a question about our research. Kuvaas allowed us to make the thesis our own work, but steered us in the right direction whenever he thought it was needed. Additionally, we are thankful for being introduced to the topic of Goal Setting in Performance Management, which we found to be quite intriguing.

Besides our thesis advisor, we would like to thank the participants in our survey, who voluntarily shared their precious time answering the questions of our study. Lastly, we would like to give a big thank you to Irene Mejlænder for helping us with facilitating the data in the study.

## **Abstract**

In this thesis, we intend to make two distinctive contributions to the performance management- and goal setting research of Kuvaas, Buch & Dysvik (2014), Kuvaas and Buch (2016) and Kuvaas and Buch (2017) regarding perceiving goals as invariable (PGI). Firstly, we investigate two new potential antecedents to PGI; leader mindset and leader self- and other interest, and further, the mediating role of leader-member exchanges in the relationship between leader characteristics and follower PGI. Secondly, we investigate whether PGI reduces followers' ability to take charge in the workplace. By employing a cross-sectional design, we have gathered data from leaders and employees in different departments within a big Nordic Bank.

In study 1, we found that LMX mediated the relationship between leader other-interest and follower PGI, such that a high quality of LMX (SLMX) was negatively associated with PGI, and contrary, that a low quality of LMX (ELMX) was positively associated with PGI. In study 2, we found no support for the relationship between PGI and taking charge. Finally, limitations, directions for future research and practical implications are discussed.

## 1.0 Introduction

Due to intense competition, globalization and an explosion of technology in today's working environment, performance management becomes increasingly important for achieving high performance and thus, organizational success (Shahin & Mahbod, 2006, p. 226). Performance management (PM) refers to “a continuous process of identifying, measuring and developing performance in organizations by linking each individual’s performance and objectives to the organization’s overall mission and goals” (Aguinis, 2009, p. 2). Ideally, performance management should aim to develop employees' knowledge, skills, attitudes and motivation to eventually increase work-related performance (Kuvaas, Buch & Dysvik, 2014). However, the traditional way to evaluate employee performance; including a systematic description of an employee’s strengths and weaknesses, historical performance and results or achievements (Aguinis, 2009) has shown to neither motivate the employees or guide future-oriented performance effectively (Lawler, 1994, cited in Buch, Dysvik & Kuvaas, 2016).

Interestingly, research show that PM- systems is most effective when it includes performance-related goal-settings and feedback tailored to each employee instead of predefined times, frequencies or discrete of formal episodes (Buch, Dysvik, & Kuvaas, 2016). Goal setting and feedback have also been proven to improve productivity (Locke and Latham, 2002, cited in Shahin & Mahbod, 2006). Consequently, organizations should deal with goal setting, including setting different key performance indicators (KPIs), in order to streamline their performance management processes (Shahin & Mahbod, 2006). Goal setting is one of the first steps in any performance management process, and is aimed at guiding the organizational efforts and supporting the distribution of resources to eventually achieve organizational success on all levels (Shahin & Mahbod, 2006). Key performance indicators (KPIs) reflect and derive from organizational goals, and is different from goals as they are indicators that measure progress towards and achievement of certain goals. Research suggest that each indicator sat by an organization should be based on specific, measurable, attainable, realistic and time-sensitive criteria (SMART) (Shahin & Mahbod, 2006). A large number of

goal setting research suggest that specific and challenging goals result in a higher task performance than do easy, abstract or moderate attainable goals (Locke and Latham, 1990, cited in Shahin & Mahbod, 2006).

A growing number of studies have also revealed several disadvantages with setting specific and less flexible performance goals, such as unethical behaviour and depletion (Welsh & Ordóñez, 2014). A recent concern is that specific and difficult goals often is perceived as absolute due to its specific and quantitative nature (Buch, Dysvik & Kuvaas, 2016). In regards to this, a recent study found that perceptions of goals as invariable (PGI); the extent to which followers believe that the goals are absolute standards that must be met without exception, is negatively related to work performance. Arguably, perceiving goals as invariable may reduce work performance as it prevents sufficient dynamism and flexibility (Murphy, 2008; Pulakos & O'Leary, 2001, cited in Kuvaas & Buch, 2017). Consequently, successful application of goal setting in performance management requires attention to a number of contingencies, including the follower perceptions of the goals, as well as possible side effects of it (Kuvaas & Buch, 2017, p. 3).

Furthermore, in order for organizations to meet the strategic challenge of maintaining a competitive edge, organizations are fully dependent on the employees to perform the work in an innovative- and change-oriented way, including a willingness to take charge, and thus, to change the status quo and bring forth constructive change (Crant, 2000, Vadera et al., 2013, cited in Dysvik, Kuvaas, & Buch, 2016). Even though prior research has focused on the relationship between PGI and turnover intention, role overload and performance (Kuvaas & Buch, 2016, Kuvaas & Buch, 2017), no research, as we are aware of, has been conducted on taking charge as a side effect of PGI. Based on this, it would be of interest to study taking charge, as a follower outcome of PGI.

Furthermore, a study of Kuvaas & Buch (2017) found that the quality of leader-member exchanges (LMX) affect the extent to which followers perceive goals as invariable. According to Gerstner and Day (1997) "LMX is unique in its adoption of the dyadic relationship at the level of analysis" (p. 827), as opposed to

traditional theories that aims to explain leadership as a function of personal characteristics of the leader, features of the situation or an interaction between the two (Gerstner & Day, 1997). Research also report that traditional PM systems causes conflicts between leader and followers (Lawler, 1994, cited in Buch, Dysvik, & Kuvaas, 2016), which indicates the need to focus on the dyadic relationships in LMX when studying performance management. Additionally, research show that leaders are not able to make accurate assessments when basing the evaluation on subjective assessments and ratings. The main reason for this is that subjective assessments lack information and thus, create so-called cognitive and emotional biases. In other words, the quality of the relationship between the leader who evaluates, and the follower being evaluated are at least as important as the actual performance being evaluated (Buch, Dysvik, & Kuvaas, 2016).

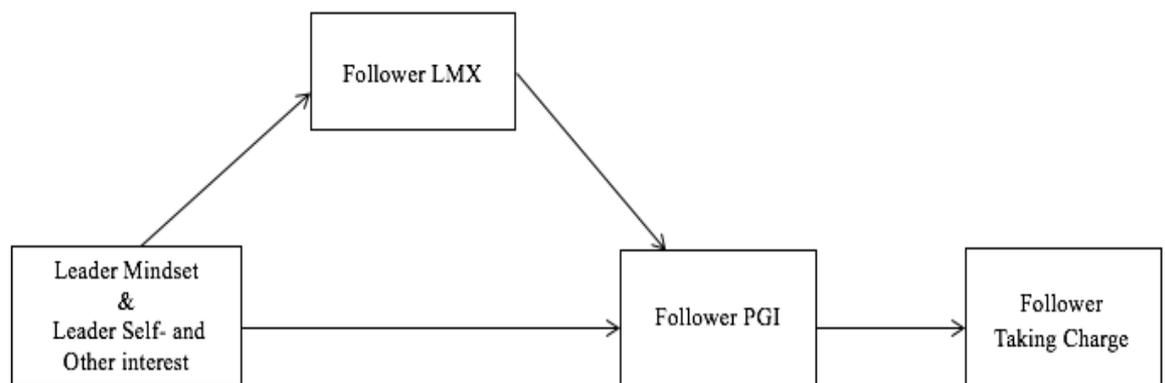
In performance management-research, only a small fraction of research has considered both sides of the dyad. Even though some studies have included leader characteristics, such as leader role ambiguity and self-efficacy in relation to LMX, research on leader characteristics as antecedents to follower PGI has been limited (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012). To the best of our knowledge, there has been scant attention towards the impact of leader's mindset on follower PGI. Dweck (2012) distinguishes between two types of mindsets; fixed and growth; growth mindset is the belief that you can grow and improve your abilities by practice and effort, whilst fixed mindset is the belief that these abilities are predetermined and generally unchangeable (Dweck, 2006).

Additionally, no research that we are aware of have studied self- and other-interest as potentially antecedents to followers' perceptions of goals in PM systems. Self-interest involves information search of individual-level attributes and self-relevant consequences, whereas other-orientation centre information search on group-level attributes and consequences (De Dreu & Nauta, 2009). Taking into account that leadership characteristics has been found to predict LMX, and that the quality of LMX is suggested to affect follower PGI, one can assume that leader mindset and self- and other interest could have the potential to influence follower PGI.

### 1.1 Contribution and Research question

In sum, there has been scant attention in Performance Management research on the concept of PGI. Some research suggests that the quality of LMX influences follower PGI, but the specific relationship between the two concepts is still unclear. Furthermore, only two studies that we are aware of have been conducted on the relationship between PGI and work performance, whereby both studies indicates that PGI reduces work performance. Due to the limited research on PGI, we intend to make two distinctive contributions to performance management- and goal setting research by testing potential antecedents to PGI, and by investigating whether PGI reduces follower taking charge. Firstly, we argue that leader's mindset and leader's self and other-interest, which is found to affect followers' behaviour, can influence followers' perceptions of goals as invariable through LMX. Secondly, and due to the demand for employees to be change-oriented at work, we investigate whether PGI reduces follower's ability to take charge. Interestingly, the study will comprehend both leader- and follower perceptions, which we believe is essential in order to understand the underlying mechanisms affecting followers' performance. For practitioners, insight from our research can be beneficial in regards to HR practises, such as recruitment, training and goal settings in performance management.

#### Conceptual Model



Considering the research model above, we suggest that leader's mindset and leader's self- and other-orientation affect employee perception of goals as

invariable through LMX, which further influences followers' degree of taking charge. Accordingly, we form the research question.

*“Will LMX mediate the relationship between leaders' mindset, self- and other-interest and followers' perception of goals as invariable– and will PGI decrease followers' degree of taking charge?”*

In the following, theory behind and previous findings of the mentioned constructs will be discussed, starting with the concept of leaders' mindset and leaders' self- and other- interest. Based on this, the hypotheses are formed and presented retrospectively.

## **2.0 Theory and Hypotheses**

### **2.1 Mindset**

Dweck (2012) argues that whether people believe that their core qualities are built in and fixed by nature, or that their qualities can be developed through nurture and their own persistent efforts, matters for human behaviour. Even though people are either more open or closed for development, research show that most people holds a mixture of fixed and growth mindsets (Dweck, 2015). Further, because mindset is based on one's own beliefs, and since beliefs can be changed, it is reasonable to assume that mindsets can be changed. Interestingly, Dweck (2015) argue that if individuals completely blocks their fixed mindset, they will surely create false growth mindset. Therefore, individuals must stay in touch with their fixed mindset in order to move closer to a growth mindset.

Moreover, research has shown that when people hold a fixed mindset about their own capabilities, such as intelligence, they tend to avoid challenges as they are afraid to appear unintelligent (Robins & Pals, 2002). On the contrary, people that believe their capabilities is open for development tend to seek challenging learning opportunities and display resilience when facing setbacks. Additionally, Dweck (2012) argues that people can have a fixed or growth mindset about other individuals. A fixed mindset towards others refers to the tendency to form rapid

trait-based judgements, while a growth mindset tends to understand people's behavior in the context of the person and psychological processes such as, needs, beliefs, emotions and goals rather than in terms of traits.

Furthermore, Dweck (2012) states that these mindsets make a difference for success in academics, social relationships, in the workplace, and in emotional and physical health. For instance, Dweck (2015) found that students who believed their intelligence was open for development outperformed those who believed their intelligence was fixed. Additionally, research highlights several benefits of having followers' with growth mindsets in the workplace (Dweck, 2012).

Amongst others, Kray and Haselhuhn (2007) argues that the extent to which followers in negotiation businesses endorse the view that skills can be developed have a facilitative effect on how they perform. More precisely, the study indicate that growth mindset leads to higher willingness to learn and to exert effort to overcome obstacles in the workplace. Moreover, research show that followers holding a growth mindset develop stronger self-efficacy and thus, set themselves more challenging goals across multiple trials (Tabernero & Wood, 1999).

Chase (2010) argues that the internal mindset of individuals towards leadership ability, or their leadership mindset is a crucial component related to their effectiveness and success as a leader, and arguably, their influence on the followers' performance. Leadership mindset refers to the leader's personal beliefs about the precursors of their leadership ability. Hence, leadership would be viewed as an innate quality for a person with a fixed mindset, and as a ability that could be learned and gained through effort and experience for a person with a growth mindset. Chase (2010) argues that adopting to a growth mindset ensures that leadership is viewed as a skill open for development. In other words, leadership is not a skill you are born with, but which you can develop through life. Dweck (2006) argues that how leaders view their abilities profoundly affects their performance and motivation. Consequently, a critical component related to leaders' effectiveness and success lies in leaders reasoning of their leadership abilities, deriving from their growth mindset. Hence, it would be beneficial for leaders to internalize a growth mindset, and shape their self-image as a

transformative leader dedicated to make a difference in the life of others (Chase, 2010).

## **2.2 Self-Interest and Other-Orientation**

Several scholars state that humans, including leaders, are driven by both self-interest and by other motives, such as other-orientation in work settings. Self-concern or interest is known to stimulate information search of individual-level attributes and self-relevant consequences, whereas other-orientation is known to centre information search on group-level attributes and consequences (De Dreu & Nauta, 2009). In accordance with self-determination- and individualism-collectivism theories, it is presumed that individuals view themselves either as independent or as interdependent with others (Deci & Ryan, 1985, cited in De Dreu & Nauta, 2009). The more individuals see themselves as independent the higher their self-concern will be, and contrary, the more individuals see themselves as interdependent the higher their other-orientation will be. However, individuals are not necessarily motivated by either self-interests or by other-orientation, but individuals differ in strength of self-interest motives (self-concern) and in the strength of their other-orientation (De Dreu & Nauta, 2009). Arguably, variation in self-interest is due to individual variables, such as performance orientation and dispositional achievement motivation, whereas variation in other-orientation is due to variables including temperament, socialization, situational demands and constraints. Accordingly, De Dreu & Nauta (2009) argues that variation in self-concern does not affect other motives, including other-orientation, and the other way around.

## **2.2 PGI**

In a PM-system, the goal setting serves as a starting point for the whole process of how performance is measured and assessed (Buch, Dysvik, & Kuvaas, 2016). According to Locke and Latham (2002) goals direct attention toward goal-relevant activities, motivate and energize individuals to work, increases persistence and eventually, lead individuals to discover and use new and relevant knowledge to improve performance (Welsh & Ordóñez, 2014). Research suggest that a self-regulatory perspective on the goal- settings creates positive

performance outcomes because it “enables individuals to discipline themselves by bypassing immediate desires in order to engage in behaviours aimed at long-term satisfaction” (Welsh & Ordóñez, 2014, p. 81). Additionally, goal-setting scholars suggest that consecutive goals set within a period of time lead to undesirable outcomes, including stress, lowered self-esteem, demotivation and hyper-motivation. The latter refers to a visceral state that often creates unacceptable behaviour (Welsh & Ordóñez, 2014). Amongst other, Soman and Cheema (2004) argue that not meeting a goal might lead to worse behaviour than having no goals at all (Welsh & Ordóñez, 2014). Hence, it is important for organizations to find the right balance between setting desirable performance- goals and to motivate the followers to achieve the goals. In accordance with this, Kuvaas, Buch and Dysvik (2014) suggest that organizations should focus on providing freedom for intelligent reviews tailored to the individual situation. In accordance with this, so called invariable goals; goals that are established at the beginning of a performance cycle, may be problematic because other situational and/ or performance-relevant factors that are not associated with goals may influence the goals during the performance cycle (Buch, Dysvik, & Kuvaas, 2016). Hence, “proactive behaviour to adjust the goal would probably be more effective than perceiving the goal as invariable when other priorities than strict goal attainment are believed to be the right thing to do” (Kuvaas, Buch & Dysvik, 2014, p. 2).

### **2.3 LMX**

Leader-Member Exchange Theory, also called LMX or Vertical Dyad Linkage Theory, describes how leaders in groups maintain their position through series of tacit exchange agreements with their members (Dansereau, Graen & Haga, 1975). The concept of LMX has evolved into a useful approach to study the linkages between leadership processes and outcomes. The quality of the relationship between a leader and the follower is predictive of outcomes at the individual, group and organizational levels of analysis. Moreover, dyadic relationship development is grounded in role- and exchange theories (Uhl-Bien, 1995; Liden, Sparrowe, & Wayne, 1997, cited in Gerstner & Day, 1997). Further, LMX theory states that leaders do not develop the same kind of relationships with each follower, but rather vary their approach across followers (Dulebohn et al., 2012).

Research distinguish between low- and high quality LMX. The former refers to economic LMX (ELMX), and are characterized by economic exchange based on formally agreed on terms, such as pay for performance (Blau, 1964, cited in Dulebohn et al., 2012). On the contrary, high quality LMX or social LMX relationships (SLMX) incorporates feelings of mutual obligation and reciprocity, which contribute to a more social relationship in nature (Gouldner, 1960; Liden, Sparrowe, & Wayne, 1997, cited in Dulebohn et al., 2012). Moreover, characteristics, such as loyalty, support, trust, and commitment, encompasses LMX relationships of high quality (Cropanzano & Mitchell, 2005; Uhl-Bien & Maslyn, 2003, cited in Dulebohn et al., 2012). Therefore, it would be more beneficial for leaders to facilitate for social relations of high quality with their followers, rather than economic or low quality relations.

Interestingly, Cropanzano and Mitchell (2005) argues that there are some theoretical vagueness regarding the concept of relationships. On one hand, a relationship may be viewed as the series of interdependent exchanges. On the other hand, it might be viewed as interpersonal attachments that result from a series of interdependent exchanges. The danger of defining one in terms of the other is present when relationships are not distinguished from the transaction process (Cropanzano & Mitchell, 2005). Nevertheless, the relationship between two individuals might be defined based on how they make exchanges, or rather on what benefit that is exchanged. Cropanzano and Mitchell (2005) created a model in social exchanges, which comprehends what types of relationships different transaction may be considered a match or a mismatch. For instance, a social exchange relationship that is paired with an economic transaction can bring forth situations that include both rewards and risks. For instance, “a failure to discharge economic obligations could be seen as betrayal, which would likely result in far greater psychological injury and perhaps permanent damage to the relationship” (Cropanzano & Mitchell, 2005, p. 887). However, social exchange might create greater trust when economic rewards are given (Cropanzano & Mitchell, 2005).

Nevertheless, a substantial body of empirical research have been conducted on both the antecedents in the nature of LMX, and the consequences for performance

(Dulebohn, et al., 2012). Studies show that several factors affect evaluations of followers' performance, namely, the quality of the relationship between manager and follower, first impressions, and the involvement of the leader in the followers' recruitment process (Lefkowitz, 2000; Schoorman, 1988, Stark & Poppler, 2009, cited in Kuvaas & Dysvik, 2016). Dulebohn et al., (2012) found that if leaders reward their followers based on their performance, in addition to inspiring them to perform beyond expectations with transformational leadership, it is conceivable that a constructive relationship will emerge. Hence, the result indicates that the variance in outcomes are explained through the mediating role of LMX. Additionally, the LMX relationship was suggested to be coherent to how leaders and followers interpret their behaviours, leading to the conclusion that LMX relationships are fundamental in organizational life (Dulebohn et al., 2012).

Recent empirical evidence suggests that followers' perceptions of the quality of LMX play a crucial role in how they perceive and respond to HR-practices (Dysvik & Kuvaas, 2012; Gilbert, De Winne, & Sels, 2011; Kuvaas & Dysvik, 2010; Purcell & Hutchinson, 2007, cited in Kuvaas & Buch, 2016). Thus, one might argue that LMX influences how followers view and respond to the goal setting in PM-systems. Moreover, studies have shown that the followers' perception of the quality of LMX relationships affect their overall attitudes and behaviour. For instance, a follower perceiving the LMX relationship as being of high quality will most likely feel an obligation to reciprocate in multiple ways, and thus, perform in a positive manner (Kuvaas & Buch, 2016). In accordance with the social exchange theory, social exchanges are mainly intrinsically rewarding, and thus, social LMX relationships have the potential to satisfy the needs for autonomy, competence, and relatedness (Kuvaas & Buch, 2016, p. 12). The study by Kuvaas and Buch (2016) confirmed a positive relationship between leader self-efficacy and follower ELMX, and contrary, a negative relationship between leader self-efficacy and follower SLMX. Even though little research has been conducted on the specific effects of leader mindset and self- and other-interest on follower LMX, research indicates that leader's encompassing a growth mindset shape their self-image as a transformative leader dedicated to make a difference in the life of others (Chase, 2010), and that other-orientation centre

information search on group-level attributes and consequences (De Dreu & Nauta, 2009). Thereby, one can assume that leaders with a growth mindset and an interest for others are more likely to create social relations (SLMX) with their followers, and contrary, that leader encompassing a fixed mindset and with an interest for themselves are more likely to create economic relations (ELMX) with their followers. Therefore, we hypothesize the following:

*H1: There is a) a positive relationship between leader growth mindset and follower SLMX, and b) a negative relationship between leader growth mindset and follower ELMX.*

*H2: There is a) a positive relationship between leader other-interest and follower SLMX, and b) a negative relationship between leader other-interest and follower ELMX.*

Interestingly, Kuvaas and Buch (2017) suggest that LMX relationships can influence perceptions of performance-related goals in the workplace. SLMX can reduce the extent to which followers believe that goals are absolute or fixed, whereas ELMX are found to increase the perception of goals as absolute (Kuvaas & Buch, 2017). Even though no research has been conducted on the relationship between leader mindset, self- and other interest and LMX, one can assume that these leader characteristics influences the quality of leader-member exchanges (H1 & H2), and further followers' perceptions of goals. Arguably, leader's growth mindset and leaders interest for others might create social relations, which in turn could reduce the extent to which followers believe that goals are absolute. Thereby, we assume that leader's growth mindset and interest for others will have an impact on employee PGI through LMX. More precisely, we expect a negative relationship between leader growth mindset and PGI and that this relationship is mediated by SLMX. Contrary, we anticipate a positive relationship between leader fixed mindset and PGI and that this relationship is mediated by ELMX. In accordance with the above, we also expect a negative relationship between leader other interest and PGI through SLMX, and a positive relationship between leader

self-interest and PGI through ELMX. Based on this, we form the second hypothesis:

*H3: a) SLMX mediates the negative relationship between leader growth mindset and PGI – leader growth mindset is positively related to SLMX, which in turn is negatively associated with PGI, and b) ELMX mediates the positive relationship between leader fixed mindset and PGI – leader fixed mindset is positively associated with ELMX, which in turn is positively associated with PGI.*

*H4: a) SLMX mediates the negative relationship between leader other-interest and PGI – leader other-interest is positively related to SLMX, which in turn is negatively associated with PGI, and b) ELMX mediates the positive relationship between leader self-interest and PGI – leader self-interest is positively associated with ELMX, which in turn is positively associated with PGI.*

## **2.2 PGI and Taking Charge**

Vadera, Pratt and Mishra (2013) states that most jobs today require creative, change-oriented- and proactive behaviour. The latter is defined by Crant (2000) as “taking initiative in improving current circumstances or creating new ones; it involves challenging the status quo rather than passively adapting to present conditions” (p. 436). Thus, proactive behaviour refers to anticipatory actions individuals take to influence themselves or their environments (Grant & Ashford, 2008, cited in Vadera, Pratt, & Mishra, 2013).

Taking charge was introduced by Morrison and Phelps (1999) as a construct to capture the idea that organizations demand followers willing to challenge the status quo to bring about constructive change (Crant, 2000). Morrison and Phelps (1999) defines taking charge as “Voluntary and constructive efforts, by individual followers, intended to effect organizationally functional change with respect to how work is executed within the context of their jobs, work units, or organization” (p. 403). Moreover, Morrison and Phelps (1999) refer to taking charge as an extra role activity that has been neglected to understand what factors motivate followers to challenge the present state of operations, and in

consequence bring about constructive change. Interestingly, Morrison and Phelps (1999) argues that taking charge must be recognized as behaviour that encompass behaviour that deviates from prescribed roles, and consequently, that it may be viewed as threatening by colleagues and supervisors. Hence, followers taking charge by initiating improvements might create tension and disharmony that decrease overall performance. Therefore, one might argue that excessive amounts of taking charge will do more harm than good. However, it seems often hard to distinguish between change-directed behaviour that contributes with something valuable, and behaviour that goes too far and result in the eradication of a well-functioning PM system (Morrison & Phelps, 1999).

Morrison and Phelps (1999) argues that future research should focus on identifying a broader set of predictors. However, more recent research has found different antecedents or predictors of taking charge. For instance, Escribano and Espejo (2010) argues that trust in immediate supervisor, affective commitment, openness to experience and perceived value for innovation are antecedents for taking charge (Vadera, Pratt, & Mishra, 2013), and Chiaburu and Baker (2006) suggest that propensity to trust, supervisor process control, and supervisor's output control predicts taking charge. Based on this, one can assume that other conditions or aspects related to followers' relations to their supervisor (LMX) has an impact on followers' degree of taking charge at work (Vadera, Pratt, & Mishra, 2013).

Furthermore, Kuvaas, Buch, and Dysvik (2014) argues that attainment to specific goals decrease perceived autonomy due to less freedom, and, in turn, work performance. Additionally, research has confirmed a positive relationship between invariable goals and role overload and turnover intention (Kuvaas & Buch, 2017). Hence, proactive behaviour to adjust the goals throughout the performance-evaluation period might create positive performance outcomes (Kuvaas, Buch, & Dysvik, 2014). Kuvaas and Buch (2017) argues that the more a follower perceive goals as invariable, the less she or he will pay attention to other factors that are not associated with the goals, which in turn, reduces the likelihood that these factors are taken into account when performing the work. Further, if an employee finds

that improvisation is necessary or that other priorities than goal attainment are currently more urgent, but still stick to the goal(s), it would most likely be negatively related to work performance (Kuvaas, Buch & Dysvik, 2014, p. 2). Arguably, because taking charge includes extra-role activities, followers will most likely downgrade such activities when perceiving the goals as invariable. Based on this argumentation, we expect that PGI is negatively associated with taking charge. Accordingly, we form the last hypothesis:

*H5: There is a negative relationship between PGI and follower taking charge.*

### **3.0 Method**

In order to investigate the five hypotheses, we have chosen a quantitative approach with a cross-sectional research design (Beach & Pedersen, 2016). A cross-sectional design is defined by Bryman and Bell (2011, p. 53) as; “the collection of data on more than one case (usually quite a lot more than one) and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables (usually many more than two), which are then examined to detect patterns of association”. Furthermore, Bryman and Bell (2011) argue that it is not possible to manipulate the variables in which we are interested in business research, and therefore, most quantitative business research employs a cross-sectional research design rather than an experimental one. However, as we are not able to manipulate variables, conclusions about the causal relationships are difficult to determine. Also, considering a variety of extraneous and confounding variables that exist in a social environment, causality can only be inferred, never proved (Beach & Pedersen, 2016).

#### **3.1 Sample and procedure**

We have collected data from one large Nordic bank that applies specific KPIs as a part of their performance management. A questionnaire was distributed to approximately 1,500 employees, both leaders and followers, through a web-based tool (Qualtrics), which resulted in complete data from 298 workers. The sample contained roughly 35 percent women and 65 percent men, with an average tenure

of 5 years in the company. Furthermore, the data was collected at two different stages. First, we measured self-reported leader growth mindset and self- and other-interest. Secondly, we measured follower social- and economic LMX and degree of taking charge, also through self-report.

### **3.2 Measures**

Study 1 contains two independent variables; leaders' growth mindset and leaders' self- and other-interest, two mediating variable; SLMX and ELMX, and one dependent variable; PGI. Study 2 comprehends one dependent variable; PGI, and one dependent variable; taking charge. Additionally, all of the items was scored on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

#### ***3.2.1 Mindset***

For study 1, leaders' growth mindset was measured using a scale by Dweck (2000). One of the eight sample questions are "To be honest, one cannot really change how competent you are at work".

#### ***3.2.2 Self- and other interest***

Leaders' self- and other- interest were measured by scales validated by De Dreu and Nauta (2009), and Gerbasi and Prentice (2013). Examples of sample items measuring self-interest are: "I am concerned with my own needs and interests" and "I make sure that my interests are safeguarded". Examples of sample items measuring other-interest are: "I am concerned with the needs and interests of my colleagues and employees" and "My colleagues and employees' goals and aspirations are important to me".

#### ***3.2.3 SLMX and ELMX***

In study 1, we used the refined scales from Dysvik, Buch & Kuvaas (2015) to measure both follower SLMX and follower ELMX (Kuvaas & Buch, 2017). Items measuring follower SLMX include: "My relationship with my immediate manager is about mutual sacrifice; sometimes I give more than I receive and

sometimes I receive more than I give”, and a sample item measuring follower ELMX is: “I watch very carefully what I get from my immediate supervisor, relative to what I contribute” (Kuvaas & Buch, 2017).

### ***3.2.4 Perceiving goals as invariable (PGI)***

In study 1 and 2, PGI were measured by using the scale from Kuvaas, Buch and Dysvik (2014), including items such as: “I find targets / KPIs as specific and absolute; and that lack of achievement is not accepted even though I have good reasons for it” (Kuvaas & Buch, 2017).

### ***3.2.5 Taking Charge***

The dependent variable in study 2; taking charge, was assessed by the ten-item scale developed by Morrison and Phelps (1999). A sample question included in the self-report was: “I often try to institute new work methods that are more effective for the company” (Dysvik, Kuvaas, & Buch, 2016).

### ***3.2.6 Control variables***

To rule out potential sociodemographic differences as alternative explanations of the results in both studies, we controlled for leaders` and subordinates` gender (1 = men; 2 = women) (Dysvik, Kuvaas, & Buch, 2016). In relation to PGI, research suggest that more tenured followers expect and feel more entitled to discretion in their work compared to less tenured followers and thus, tenure might affect PGI and the hypothesized relationships (Kuvaas & Buch, 2017). On this basis, we controlled for tenure as an alternative explanation of the result in study 2.

## **4.0 Analysis**

The data was analysed in several steps. Firstly, we performed a factor analysis (principal component analysis). According to Kuvaas, Buch & Dysvik (2014) measuring construct that are conceptually close to each other represents a challenge with respect to item contamination and is a potential threat to discriminant validity (p. 5). To account for this potential shortcoming, we performed a principal component analysis with a promax rotation on all multiple scale items to control for item retention (Coyle-Shapiro, Kessler & Purcell, 2004).

Additionally, when large multivariate data sets are analyzed, it is desirable to reduce their dimensionality (Jolliffe, 2002). In contemplation of avoiding confounded measures of the constructs, we applied a relatively rigid rules-of-thumb and retained only items with a strong loading of 0.50 or higher (Osborne and Costello, 2004, cited in Kuvaas, 2008), a cross-loading of less than 0.35 on other included factors (Kiffin-Petersen and Cordery, 2003, cited in Kuvaas, 2008), and a differentiation of 0.20 or higher between included factors (Van Dyne et al., 1994, cited in Kuvaas, 2008).

Secondly, a regression analysis was applied to test the five hypotheses. The usage of multiple regression requires the assumption that there is no measurement error in the mediator (ELMX and SLMX), which is confirmed by the PCA, and further, that the dependent variable do not cause the mediator (Baron & Kenny, 1986). Furthermore, the three-step procedure acclaimed by Baron & Kenny (1986) was used to test the mediation role of ELMX and SLMX in the relationship between leaders' mindset, leaders' self- and other- interest and PGI. To clarify: "a given variable may be said to function as a mediator to the extent that it accounts for the relation between the predictor and the criterion" (Baron & Kenny, 1986, p. 1176). The first criterion recommended by Baron & Kenny (1986) is that the independent variable(s) must significantly correlate with the mediator (LMX). Further, Baron & Kenny (1986) suggest that the independent variable(s) must be significantly associated with the dependent variable. The third criterion concerns the mediation. Full mediation is indicated if the relationship between the independent variables and the dependent variable disappear after the mediator is entered, and partial mediation is suggested if the relationship between the independent variables and the dependent variable significantly diminish but do not disappear after the mediator is controlled for.

#### **4.1 Results**

The principal component analysis revealed that one of the items measuring leader other-interest had loadings that was too low, that one of the item measuring leader self-interest had a cross-loading on the mindset factor, and that one of the items measuring growth mindset loaded on a separate factor (see Appendix A).

Furthermore, the results indicate that two items of 'PGI' had a loading that was too low to include in the analysis (see Appendix B). These above mentioned items were removed before scales were computed by averaging of the items. The final scales had acceptable reliability estimates with coefficient alphas ranging from 0.66 to 0.92.

In table 1, means, standard deviations, bivariate correlations and coefficient alphas for all multiple item scales are reported. The results from the regression analysis, including control variables, are illustrated in table 2, 3 and 4, and will be described in relation to all hypotheses.

**Table 1: Descriptive statistics, correlations and scale reliabilities**

|                                | M    | SD   | 1     | 2     | 3     | 4     | 5      | 6      | 7      | 8      | 9      | 10     | 11     |
|--------------------------------|------|------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|
| 1 Leader Tenure <sup>a</sup>   | 2.33 | 0.85 | -     |       |       |       |        |        |        |        |        |        |        |
| 2 Leader Gender <sup>b</sup>   | 1.34 | 0.47 | -0.22 | -     |       |       |        |        |        |        |        |        |        |
| 3 Follower Tenure <sup>a</sup> | 2.25 | 0.85 | 0.08  | -0.11 | -     |       |        |        |        |        |        |        |        |
| 4 Follower Gender <sup>b</sup> | 1.41 | 0.49 | 0.03  | -0.06 | -0.15 | -     |        |        |        |        |        |        |        |
| 5 Growth Mindset (GMS)         | 4.99 | 0.38 | -0.14 | -0.32 | 0.003 | -0.03 | (0.77) |        |        |        |        |        |        |
| 6 Other Interest (OI)          | 6.48 | 0.46 | -0.75 | -0.82 | -0.16 | -0.04 | 0.23   | (0.88) |        |        |        |        |        |
| 7 Self Interest (SI)           | 5.17 | 1.02 | -0.40 | 0.08  | -0.07 | -0.03 | 0.24   | 0.29   | (0.87) |        |        |        |        |
| 8 ELMX                         | 4.00 | 1.25 | -0.04 | 0.08  | 0.05  | -0.00 | 0.11   | -0.05  | 0.04   | (0.80) |        |        |        |
| 9 SLMX                         | 6.01 | 0.84 | -0.10 | 0.06  | -0.11 | 0.09  | -0.02  | 0.06   | -0.03  | -0.10  | (0.84) |        |        |
| 10 PGI                         | 3.90 | 1.25 | 0.00  | 0.07  | 0.15  | -0.08 | 0.00   | -0.15  | 0.01   | 0.41   | -0.34  | (0.82) |        |
| 11 Taking Charge (TC)          | 4.75 | 0.90 | -0.10 | 0.06  | -0.10 | -0.04 | 0.10   | 0.16   | 0.00   | -0.07  | 0.19   | -0.04  | (0.91) |

Notes: N= 298; where appropriate, coefficient alphas indicating scale reliabilities are in parentheses. Correlations equal too greater than 0.07

are significant at  $p < 0.05$ , and those equal to or greater than 0.10 are significant at  $p < 0.01$ . <sup>a</sup>0-2 years = 1, 2-5 years = 2 and 5 and more years = 3,

<sup>b</sup>Male= 1 and female = 2.

In relation to the three criteria of Baron & Kenny (1986), Table 2 indicates that the first criterion recommended by Baron & Kenny (1986), stating that the independent variable(s) must affect the mediator(s) (ELMX and SLMX), was not met for both variables; GM and OI ( $p > 0.05$ ). Thus, H1 and H2 is not supported by the data.

**Table 2: Regression results for ELMX & SLMX**

| Step 1                     | ELMX   | SLMX |
|----------------------------|--------|------|
| Leader Tenure <sup>a</sup> | - 0.17 | 0.07 |
| Leader Gender <sup>b</sup> | 0.07   | 0.12 |
| Growth Mindset (GMS)       | 0.23   | 0.15 |
| Other Interest (OI)        | 0.19   | 0.13 |
| Self Interest (SI)         | 0.08   | 0.06 |

**Notes:** Standardised regression coefficient are shown; n = 298; \* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$ .

<sup>a</sup>0-2 years = 1, 2-5 years = 2 and 5 and more years = 3, <sup>b</sup>Male= 1 and female = 2.

Step 1: correlation between GMS, OI, SI and ELMX, SLMX.

Moreover, Table 3 provide support for the second criterion, stating that the independent variables must be related to the dependent variable, but only for one of the predictors; other-interest (OI;  $\beta = -0.47$ ,  $p < 0.05$ ). In regards to the third criterion recommended by Baron & Kenny (1986), concerning the mediator relationship, Table 3 illustrate that the relationship between leaders' other-interest and PGI significantly diminish when the mediator is controlled for (OI;  $-0.23$   $\beta = -0.11$ ,  $p > 0.05$ ). Thus, the relationship between OI and PGI is not significant when controlling for LMX. Additionally, Table 3 report that ELMX and SLMX both are highly correlated with PGI (ELMX;  $\beta = 0.37$ ,  $p < 0.001$ , SLMX;  $\beta = -0.43$ ,  $p < 0.001$ ). In sum, the results from the regression analysis indicates that SLMX mediates the negative relationship between OI and PGI, and that ELMX mediates the positive relationship between OI and PGI. Hence, the test provides support for H4, and partial mediation for OI. H3, suggesting a relationship between leader's mindset and PGI through LMX, was not supported by the statistics in the full regression model (Table 3).

**Table 3: Regression results for PGI**

|                            | Step 2  | Step 3   |
|----------------------------|---------|----------|
| Leader Tenure <sup>a</sup> | 0.02    | 0.09     |
| Leader Gender <sup>b</sup> | 0.17    | 0.15     |
| Growth Mindset (GMS)       | 0.11    | 0.20     |
| Other Interest (OI)        | - 0.47* | - 0.11   |
| Self-Interest (SI)         | 0.08    | 0.07     |
| ELMX                       |         | 0.37***  |
| SLMX                       |         | -0.43*** |

**Notes:** Standardised regression coefficient are shown; n = 298; \*p< 0.05; \*\*p<0.01; \*\*\*p<0.001.

<sup>a</sup>0-2 years = 1, 2-5 years = 2 and 5 and more years = 3, <sup>b</sup>Male= 1 and female = 2.

Step 2: Correlation between GMS, OI, SI and PGI. Step 3: Correlation between GMS, OI, SI, ELMX, SLMX and PGI.

Finally, and based on the statistics from the regression model in Table 4, H5; suggesting a negative relationship between PGI and follower taking charge, was not supported by the data (TC;  $\beta = -0.03$ ,  $p > 0.05$ ).

**Table 4: Regression results for Taking Charge (TC)**

|                              | Step 4 |
|------------------------------|--------|
| Follower Tenure <sup>a</sup> | 0.07   |
| Follower Gender <sup>b</sup> | 0.12   |
| PGI                          | - 0.03 |

**Notes:** Standardised regression coefficient are shown; n = 298; \*p< 0.05; \*\*p<0.01; \*\*\*p<0.001.

<sup>a</sup>0-2 years = 1, 2-5 years = 2 and 5 and more years = 3, <sup>b</sup>Male= 1 and female = 2. Step 4: Correlation between PGI and TC.

## 5.0 Discussion

In this master thesis, we draw upon research of Kuvaas, Buch & Dysvik (2014), Kuvaas and Buch (2016) and Kuvaas and Buch (2017) regarding perceptions of goals as invariable (PGI), and we intended to make two distinctive contributions to performance management research. Firstly, we examined two new potential antecedents to PGI; leader's mindset and self- and other-interest. Further depth to the relationship between leader characteristics and PGI was added by exploring the mediating role of LMX (ELMX and SLMX). Secondly, we explored whether taking charge function as a follower outcome of PGI. Interestingly, the study offers new insight about the influence of leader characteristics on followers'

perception of goals, which is further shown to influence work related performance.

There are several findings to point out. First of all, the study suggests that leaders driven by an interest for others represent a significant impact on follower perceptions of goals in a performance management system. More precisely, a higher degree of other-interest amongst leaders was found to reduce the extent to which followers perceive goals as invariable, and conversely, a lower degree of other-interest amongst leaders was found to increase the extent to which follower perceive goals as invariable. This finding is to some degree in line with previously mentioned theory on other-orientation. De Dreu and Nauta (2009) argues that individuals driven by other-motives view themselves as interdependent with others, and therefore, will have the potential to influence group-level constructs such as team climate, working relationships and options and beliefs held by others. Arguably, because leaders driven by other-interest view themselves as interdependent rather than independent they will most likely have an effect on the perceptions, meanings and beliefs of their followers, including perceptions of goals in a performance management system. On this basis, one can argue that leaders considering others' needs and interests affect their followers to perceive goals as more flexible rather than invariable (Buch, Dysvik, & Kuvaas, 2016). This finding suggest that other-interest function as an important aspect of leader behaviour to the extent that leaders driven by other-motives have the potential to reduce followers' perceptions of goals as absolute standards, and consequently, to increase work related performance. From a performance management perspective, this finding is interesting, because leader characteristics, such as other-interest, has to date not been explored in relation to follower perceptions of goals, and further, work related performance. In other words, our study adds to the growing body of performance management research in which it connects a new leader characteristics/ antecedent to followers' perceptions of goals as invariable, and potentially, to work performance.

Another finding worth pointing out, is that leaders' self-interest was not significantly related to followers' perceptions of goals as invariable. Taking into

account that leaders other-interest was found to reduce PGI, this finding is to some degree surprising. However, the result is in line with De Dreu & Nauta's (2009) study of self-interest and other-orientation in organizational behaviour, in which they propose that self-concern and other-orientation are orthogonal and independent constructs. Extended literature has also suggested that variation in other-orientation does not necessarily affect the level of self-concern, and the other way around. Thus, someone can be high in other-orientation and high in self-concern, high in one dimension and low in another and low in both dimensions De Dreu and Nauta (2009). Therefore, it makes sense that only one of the two constructs were significant in the present study.

Leader's growth- and fixed mindset was also not significantly related to either LMX and PGI. Based on prior research on growth mindset stating that; leader's growth mindset influences their ability to create strong social relationships, and hence, shape their self-image as transformational dedicated to make a difference in the life of others (Chase, 2010; Dweck, 2012), we expected a significant relationship between leader's mindset, LMX and PGI. On the other side, research point toward other antecedents to leader-member exchanges, such as liking, leader's expectations of subordinates and self-fulfilling prophecy (Wayne, Shore & Liden, 1997). Moreover, previous research on mindset suggest that willingness to learn and self-efficacy are two of many potentially consequences of human mindset (Dweck, 2012; Kray & Haselhuhn, 2007). Based on this, one may argue that leader's mindset; whether their core qualities are either built in and fixed by nature or developed through nurture and their own persistent efforts (Dweck, 2012), has no direct impact on other people's perceptions on work events, and thus, has little to do with followers' perceptions of goals in a performance management system.

The present study has added depth to the understanding of the relationship between leader's other-orientation and follower's PGI by suggesting that the quality of leader-member exchanges function as mediator in this relationship. The findings indicate that SLMX mediates the negative relationship between OI and PGI, and that ELMX mediates the positive relationship between OI and PGI. In

other words, the findings imply that leaders driven by an interest for other people reduces followers' perceptions of goals as being invariable when the leader-member exchange is characterized by ongoing exchanges (SLMX). This result is in line with the finding of Graen and Uhl-Bien (1995) suggesting that social relationships aligns more closely with descriptions of a "partnership", and that such partnership relationships experience a "transformation" from self-interest to a larger interest. Hence, when the relationship is characterized as a partnership, leaders driven by an interest for others will most likely affect their followers to perceive the goals as less invariable in a performance management system. On the other hand, when the relationship is characterized by a more transactional relationship, leaders could influence followers to perceive the goals as more invariable. The current finding is also in line with the study of Dulebohn et al., (2012) suggesting that transactional leader-member relationships tend to form clear perceptions of task requirements for employees, which in turn contribute to follower effort-performance expectancies (Waldman, Bass, & Yammarino, 1990, cited in Dulebohn et al., 2012).

The results of ELMX and SLMX is also supported by previous research and findings on LMX. Amongst other, Kuvaas and Buch (2017) argues that LMX influence perceptions of performance-related goals in the workplace, in which SLMX is found to reduce the extent to which followers believe that goals are absolute, whereas ELMX is found to increase the perception of goals as absolute (Kuvaas & Buch, 2017). In relation to leader characteristics, prior research on LMX suggest that leader's self-efficacy is positively related to ELMX, and negatively related to SLMX. However, contrary to our findings their study did not include other-orientation as a leader characteristics and antecedent to PGI through LMX. Hence, the present study contributes with new insight and theory about both sides of the dyad in performance management, and more precisely, the effect of leader characteristics and leader-member exchanges on followers' perceptions of goals.

Finally, and with respect to taking charge, we found no significant relationship between PGI and taking charge. Taking into consideration that LMX is significantly related to follower outcomes (Kuvaas & Buch, 2016) and that trust in

immediate supervisor, affective commitment, openness to experience and perceived value for innovation are suggested to affect taking charge (Escribano and Espejo, 2010), we expected a significant relationship between PGI and taking charge. Additionally, previous research suggest that employees are more likely to take charge when they perceive top management as open to employee suggestions and to employee-initiated change (Morrison & Phelps, 1999). However, the lack of support for our predictions may reflect the fact that we did not assess other relevant control variables such as organizational cohesiveness and perceived need for change. Arguably, the latter would be relevant to account for since taking charge is about taking responsibility for changing and improving work-related processes (Morrison & Phelps, 1999).

## **6.0 Limitations and future research**

The present study has provided valuable insight about both sides of the dyad in performance management and goal setting, in which leaders driven by other-motives is found to reduce the extent to which followers perceive goals as invariable under the circumstances of social leader-member exchanges. However, the results of the study should be interpreted in the light of its limitations. In the following, the most important limitations are considered, and suggestions for future research are proposed.

One limitation of our study is the sample size. We conducted data from one large Nordic bank with a total sample size of 298 respondents. However, in order to determine the generalizability of the findings we should have conducted data from different types of organizations, both in the private- and public sector, and in several countries (Kuvaas, Buch & Dysvik, 2014).

Another limitation is the cross-sectional nature of the data. Even though regression analysis provides indications of causality, it cannot draw causal inferences or rule out the possibility of reverse causality (Lai & Kapstad, 2009). In order to support for the causality of our findings there is a need for either experimental or longitudinal studies with a full range of control variables (Dysvik, Kuvaas & Buch, 2014). The fact that we did not control for possible antecedents

to follower LMX, PGI and taking charge, other than gender and tenure, makes it even more difficult to support causal claims. Arguably, our findings can be regarded as preliminary evidence providing valuable grounds for further investigation the relationship between leader's other-motives and follower PGI.

Furthermore, the collection of data from the followers were collected in only one step to match as many responses as possible from leaders. In order to measure the three follower variables, LMX, PGI and taking charge, separately, and thus, to reduce common method variance, the collection of data from the followers should have been collected from three points in time.

There are several risks involved when using self-report questionnaires. One risk is that the respondents may answers in a specific way that is considered socially desirable (Adams et al., 2005). However, Ones, Viswesvaran and Reiss (1996) argues that social desirability is not so problematic as generally anticipated. Hence, using self-report may be considered a strength in this thesis, as Conway and Lance (2010) argues that self-report is theoretically considered the most relevant type of measurement. Moreover, evidence suggest that the use of self-report should be of slightest concern (Motl, McAuley and DiStefano, 2005).

In the present study, we conducted self-reporting measurements of LMX and taking charge from the followers' perspective. However, single source bias arises when overlapping variability is due to data collected from a single source (Campbell & Fiske, 1959). In accordance with this, Scandura & Schriesheim (1994) suggest that: "LMX should always be measured from both leader and member perspectives" (Gerstner & Day, 1997, p. 836). Additionally, Scandura & Schriesheim (1994) argues that LMX should be examined using longitudinal designs (Gerstner & Day, 1997). Thus, similar to the argument of Gerstner and Day (1997, p. 836), "the lack of consistency with which the LMX construct is operationalized, makes it difficult to argue that all measures are associated with an identical core construct". Therefore, it would be preferable to include leaders' perspective in the measurements of LMX and taking charge to avoid common source bias, and to minimize the social desirability bias that might significantly

distort self-reports of taking charge (Morrison & Phelps, 1999). Nevertheless, more research is certainly needed to explain the degree to which single-source bias magnify the correlation between LMX and performance outcomes (Gerstner & Day, 1997).

Beyond using better research designs, an interesting avenue for future research could be to investigate different leader characteristics, other than mindset and self- and other-orientation, that could be potential antecedents to followers' perception of goals as invariable. Prosocial motivation is one example of a leader characteristic that could be interesting to study in relation to follower PGI. This is also in accordance with previous research, stating that; "relational qualities of immediate supervisor strongly influence employees' perceptions of human resource (HR) practices (Kuvaas, Buch & Dysvik, 2014, p. 9). Additionally, in order to reduce common source bias and to avoid potential risks involved when using self-report questionnaires, future research should measure both leaders' and followers' perceptions of leader characteristics as antecedents to PGI.

Another direction for future research could be to investigate and potentially discover more antecedents of PGI. For instance, Bandura (1977) found that self-efficacy influences goal settings and self-evaluative reactions. However, it would be intriguing to investigate whether follower self-efficacy influences their perceptions of goals. Additionally, it has been suggested that supervisors are integral in shaping employees' efficacy beliefs (Eden, 1990, cited in Tierney & Farmer 2002). Further, "supervisors are a potential vehicle for two experiences that Bandura (1986) suggested to play a key role in determining self-efficacy; vicarious learning, or "modelling," and verbal persuasion" (Tierney & Farmer 2002, p. 1139). Arguably, as prior research suggest leader's role in followers' self-efficacy it would be interesting to investigate whether LMX mediates the relationship between follower self-efficacy and followers' PGI.

Finally, future research could focus on studying other performance related outcomes of PGI. Even though prior research has looked at role overload, turnover intention and work performance as consequences of perceiving goals as

invariable (Kuvaas & Buch, 2017), the present study did only include taking charge as a follower outcome of PGI. Thus, to obtain more knowledge of the causal relationship between leader characteristics and the impact of PGI on work related performance, future research should include more performance variables.

## **7.0 Practical implications**

Supplementary to existing theory, the findings of the present study offer implications for practice in organizations. The study contributes with evidence for how leaders driven by other-motives reduces followers' perceptions of goals as being invariable through high quality leader-member exchanges. Taking into consideration that PGI is found to reduce work-related performance (Buch, Dysvik, & Kuvaas, 2016), organizations should expect positive effects of having leaders driven by other-orientations, and from creating social and ongoing leader-member exchanges.

The present study highlights the importance of having leaders that are driven by other-motives, which can have implications for organizational activities, such as human resource management, and thus, recruitment and training of leaders. However, prior research suggest that other-orientation is trait-based and enduring (De Dreu & Nauta, 2009), and thus, other-orientation might be difficult or even impossible to change and develop. Therefore, the focus should be on recruiting leaders scoring high on the dimension of other-orientation, rather than trying to develop other-interest among existing leaders. Clearly, more research is needed to settle this issue (De Dreu & Nauta, 2009).

Furthermore, the present study suggest that LMX mediates the relationship between other-interest and PGI, and thus, continuous work for leaders to endeavour in behaviours that increase the quality of LMX is favourable. For instance, assigning followers responsibility on important tasks and providing increased support is found to cultivate a social exchange relationship with the followers (Dulebohn et al., 2012). Moreover, the research of Dulebohn et al., (2012) suggests that training leaders in behaviors such as empowerment, provide direction and support, and engage in mentoring behaviors may be an effective way

to improve the quality of LMX. However, training leaders to develop and maintain high-quality relationships with their followers may seem as a challenging task taking into consideration that personality traits, which are fixed, is related to social behaviours (Dulebohn et al., 2012). For instance, agreeableness has been found to correlate positively with cooperation and helping behaviors (Graziano, Habashi, Sheese, & Tobin, 2007, cited in Dulebohn et al., 2012) which is argued to be fundamental in social exchange relationships (Gouldner, 1960). On the other hand, neurotic individuals were found in another study to be less inclined in establishing long-term relationships that require commitment, trust, and social skills (Bernierth et al., 2007, cited in Dulebohn et al., 2012). In sum, few studies have attempted to find out how to “train” managers to develop LMX relationships of high quality, and thus, more studies in this field would be favourable for both LMX practice and theory.

## **8.0 Conclusion**

In this master thesis, we contribute to performance management- and goal setting research and theory by integrating concepts of leader characteristics, leader-member exchange, PGI and performance outcomes, that have, to the best of our knowledge, only been studied separately. By studying both sides of the dyad, the study contributes with a profound understanding of both leader- and follower perceptions in a performance management system. Interestingly, the present study has revealed another potential antecedent to perceptions of goals as invariable, namely; leader’ other-interest. However, in order to develop a fully integrated model of LMX, PGI and performance outcomes, future research should include other antecedents and more follower outcomes to PGI. In sum, a useful takeaway for organizational practitioners is to focus on recruiting leaders driven by other-motives and to develop social leader-member exchanges in order to reduce the extent to which followers perceive the goals as invariable, and eventually to increase performance.

## References

- Adams, S. A., Matthews, C. E., Ebbeling, C. B., Moore, C. G., Cunningham, J. E., Fulton, J., & Hebert, J. R. (2005). The effect of social desirability and social approval on self-reports of physical activity. *American journal of epidemiology*, *161*(4), 389-398.
- Aguinis, H. (2009). *Performance Management* (2. utgave). Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, *84*(2), 191.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, *51*(6), 1173.
- Beach, D., & Pedersen, R. B. (2016). *Causal Case Study Methods: Foundations and Guidelines for Comparing, Matching, and Tracing*. University of Michigan Press.
- Buckingham, M. & Goodall, A. (2015). Reinventing performance management, *Harvard Business Review* 93 (4): 40- 46
- Buch, R., Dysvik, A. & Kuvaas, B. (2016). *Produktiv motivasjon i arbeidslivet* (1. utgave). Cappelen Damm AS.
- Bryman, A., & Bell, E. (2011). *Business Research Methods*. sl: Oxford University Press.
- Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological bulletin*, *56*(2), 81.
- Chase, M. A. (2010). Should coaches believe in innate ability? The importance of leadership mindset. *Quest*, *62*(3), 296-307.
- Chiaburu, D. S., & Baker, V. L. (2006). Extra-role behaviors challenging the status-quo: Validity and antecedents of taking charge behaviors. *Journal of Managerial Psychology*, *21*(7), 620-637.
- Conway, J. M., & Lance, C. E. (2010). What reviewers should expect from authors regarding common method bias in organizational research. *Journal of Business and Psychology*, *25*(3), 325-334.

- Coyle-Shapiro, J. A. M., Kessler, I., & Purcell, J. (2004). Exploring organizationally directed citizenship behaviour: reciprocity or 'it's my job'?. *Journal of management studies*, *41*(1), 85-106.
- Crant, J. M. (2000). Proactive behavior in organizations. *Journal of management*, *26*(3), 435-462.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of management*, *31*(6), 874-900.
- Dansereau, F., Graen, G., & Haga, W. J. (1975). A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process. *Organizational behavior and human performance*, *13*(1), 46-78.
- De Dreu, C. K., & Nauta, A. (2009). Self-interest and other-orientation in organizational behavior: implications for job performance, prosocial behavior, and personal initiative. *Journal of Applied Psychology*, *94*(4), 913.
- Dysvik, A., Buch, R., & Kuvaas, B. (2015). Knowledge donating and knowledge collecting: The moderating roles of social and economic LMX. *Leadership & Organization Development Journal*, *36*(1), 35-53.
- Dysvik, A., Kuvaas, B., & Buch, R. (2016). Perceived investment in follower development and taking charge. *Journal of Managerial Psychology*, *31*(1), 50-60.
- Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., & Ferris, G. R. (2012). A meta-analysis of antecedents and consequences of leader-member exchange integrating the past with an eye toward the future. *Journal of Management*, *38*(6), 1715-1759.
- Durante, R., & Ainsworth, B. E. (1996). The recall of physical activity: using a cognitive model of the question-answering process. *Medicine & Science in Sports & Exercise*.
- Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Psychology Press.
- Dweck, C. (2006). *Mindset: The new psychology of success*. Random House.

- Dweck, C. S. (2012). Mindsets and human nature: Promoting change in the Middle East, the schoolyard, the racial divide, and willpower. *American Psychologist*, 67(8), 614.
- Dweck, C. (2015). Carol Dweck Revisits the 'Growth Mindset'. *Education Week*.
- Escribano, P., & Espejo, A. (2010, August). SUPPORTING OR CHALLENGING THE STATUS-QUO: ANTECEDENTS OF OCB AND TAKING CHARGE BEHAVIORS. In *Academy of Management Proceedings* (Vol. 2010, No. 1, pp. 1-6). Academy of Management.
- Gerbasi, M. E., & Prentice, D. A. (2013). The Self-and Other-Interest Inventory. *Journal of Personality and Social Psychology*, 105(3), 495.
- Gerstner, C. R., & Day, D. V. (1997). Meta-Analytic review of leader-member exchange theory: Correlates and construct issues. *Journal of applied psychology*, 82(6), 827.
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The leadership quarterly*, 6(2), 219-247.
- Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. *American sociological review*, 161-178.
- Jolliffe, I. (2002). *Principal component analysis*. John Wiley & Sons, Ltd.
- Kray, L. J., & Haselhuhn, M. P. (2007). Implicit negotiation beliefs and performance: experimental and longitudinal evidence. *Journal of personality and social psychology*, 93(1), 49.
- Kuvaas, B. (2008). A test of hypotheses derived from self-determination theory among public sector employees. *Employee relations*, 31(1), 39-56.
- Kuvaas, M., Buch, R & Dysvik, A. (2014). Performance management. Perceiving goals as invariable and implications for perceived job autonomy and work performance, *Human Resource Management* 55(3): 401- 412.
- Kuvaas, B., & Buch, R. (2016, January). Why do Some Followers Perceive Goals as More Invariable than Others?. In *Academy of Management Proceedings* (Vol. 2016, No. 1, p. 10591). Academy of Management.

- Kuvaas, B. & Buch, R. (2016). *Leader Self-Efficacy and Role Ambiguity and Follower Leader-Member Exchange*. Presented at the annual meeting of the Academy of Management, Irvine, CA.
- Kuvaas, B. & Buch, R. (2017). *Leader-Member Exchange Relationships and Follower Outcomes: The Mediating Role of Perceiving Goals as Invariable*. *Human Resource Management*
- Kuvaas, M. & Dysvik, A. (2016). *Lønnsomhet gjennom menneskelige ressurser. Evidensbasert HRM (3. utgave)*. Oslo
- Lai, L., & Kapstad, J. C. (2009). Perceived competence mobilization: an explorative study of predictors and impact on turnover intentions. *The International Journal of Human Resource Management*, 20(9), 1985-1998.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American psychologist*, 57(9), 705.
- Morrison, E. W., & Phelps, C. C. (1999). Taking charge at work: Extra Role efforts to initiate workplace change. *Academy of management Journal*, 42(4), 403-419.
- Motl, R. W., McAuley, E., & DiStefano, C. (2005). Is social desirability associated with self-reported physical activity?. *Preventive medicine*, 40(6), 735-739.
- Ones, D. S., Viswesvaran, C., & Reiss, A. D. (1996). Role of social desirability in personality testing for personnel selection: The red herring.
- Robins, R. W., & Pals, J. L. (2002). Implicit self-theories in the academic domain: Implications for goal orientation, attributions, affect, and self-esteem change. *Self and Identity*, 1(4), 313-336.
- Scandura, T. A., & Schriesheim, C. A. (1994). Leader-member exchange and supervisor career mentoring as complementary constructs in leadership research. *Academy of management Journal*, 37(6), 1588-1602.
- Shahin, A. & Mahbod, M. A. (2006). Prioritization of key performance indicators - An integration of analytical hierarchy process and goal setting. *International Journal of Productivity and Performance Management*, 56(3), 226-240.

- Soman, D., & Cheema, A. (2004). When goals are counterproductive: The effects of violation of a behavioral goal on subsequent performance. *Journal of Consumer Research*, 31(1), 52-62.
- Tabernero, C., & Wood, R. E. (1999). Implicit theories versus the social construal of ability in self-regulation and performance on a complex task. *Organizational behavior and human decision processes*, 78(2), 104-127.
- Tierney, P., & Farmer, S. M. (2002). Creative self-efficacy: Its potential antecedents and relationship to creative performance. *Academy of Management journal*, 45(6), 1137-1148.
- Vadera, A. K., Pratt, M. G., & Mishra, P. (2013). Constructive deviance in organizations integrating and moving forward. *Journal of Management*, 0149206313475816.
- Wayne, S. J., Shore, L. M., & Liden, R. C. (1997). Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management journal*, 40(1), 82-111.
- Welsh, D.T. & Ordóñez, L.D. (2014). The dark side of consecutive high performance goals. Linking goal setting, depletion and unethical behavior, *Organizational Behavior and Human Decision Processes*.

## Appendix

### A) Principal Component Analysis (Leaders)

| Items  | 1     | 2     | 3     | 4    |
|--|-------|-------|-------|------|
| I consider the wishes and goals of my colleagues and employees as important <b>(OI)</b>                            | 0.98  |       |       |      |
| My colleagues and employee's goals and aspirations are important to me <b>(OI)</b>                                 | 0.91  |       |       |      |
| I am concerned with the needs and interests of my colleagues <b>(OI)</b>   | 0.81  |       |       |      |
| I try to help my colleagues and employees by telling others about their successes <b>(OI)</b>                      | 0.71  |       |       |      |
| I ensure that my colleagues and employee's interests are taken care of <b>(OI)</b>                                 | 0.69  |       |       |      |
| I consider my own wishes and goals as important <b>(SI)</b>  |       | 0.94  |       |      |
| I am concerned with my own needs and interests <b>(SI)</b>   |       | 0.93  |       |      |
| I make sure my interests are taken care of <b>(SI)</b>   |       | 0.77  |       |      |
| My personal goals and aspirations are important to me <b>(SI)</b>  |       | 0.71  |       |      |
| I try to make sure that others know my successes <b>(SI)</b>   |       | 0.63  |       |      |
| I believe that one can learn new things at work, but you cannot really change the basic job-abilities <b>(GMS)</b> |       |       | 0.80  |      |
| I believe that one can greatly develop even basic job-related skills <b>(GMS)</b>                                  |       |       | 0.79  |      |
| No matter how skillful you are in the workplace, you can always develop your job-abiding skills a lot <b>(GMS)</b> |       |       | 0.51  |      |
| No matter who you are, you can greatly develop your skills in a workplace context <b>(GMS)</b>                     |       |       |       | 0.93 |
| You can greatly increase your competence in the workplace context <b>(GMS)</b>                                     |       |       |       | 0.59 |
| Initial Eigenvalues  | 4.91  | 3.24  | 2.17  | 1.26 |
| Pct. of variance   | 28.87 | 19.03 | 12.74 | 7.42 |
| Coefficient alphas for final scales  | 0.88  | 0.87  | 0.77  | n.a. |

**Notes:** Factor loadings less than 0.30 are not shown. OI = Other-interest; SI = Self-interest; GMS = Growth mindset

**B) Principal Component Analysis (Followers)**

| <b>Items</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--|----------|----------|----------|----------|----------|
| I often try to solve important problems for the organization <b>(TC)</b>   | 0.84     |          |          |          |          |
| I often try to introduce new forms of organizing, new technology or procedures to improve the efficiency of the organization <b>(TC)</b> | 0.83     |          |          | 0.42     |          |
| I often try to correct inadequate or incomplete provisions or practices <b>(TC)</b>  | 0.83     |          |          | 0.48     |          |
| I often try to remove redundant or unnecessary procedures <b>(TC)</b>  | 0.80     |          |          |          |          |
| I often come up with constructive suggestions on how things should be done better in the organization <b>(TC)</b>                        | 0.74     |          |          | 0.41     |          |
| I often try to redo organizational rules or regulations that are unproductive or inhibit productivity <b>(TC)</b>                        | 0.70     |          |          |          |          |
| My relationship with my immediate leader is based on mutual trust <b>(SLMX)</b>  |          | 0.86     |          |          |          |
| I try to help protect my immediate leaders because I trust he or she will take good care of me <b>(SLMX)</b>                             |          | 0.82     |          |          |          |
| I think that the effort I put into work today will be beneficial for my relationship with my immediate leader <b>(SLMX)</b>              |          | 0.80     |          |          |          |
| My closest leader has invested a lot in me <b>(SLMX)</b>   |          | 0.76     |          |          |          |
| I feel that I cannot prioritize other conditions than reaching the goals even if the situation would demand it <b>(PGI)</b>              |          |          | 0.86     |          |          |
| I feel that lack of goal achievement is not accepted even though I have good reasons for it <b>(PGI)</b>                                 |          |          | 0.80     |          |          |
| I feel that they give little room to focus on other important aspects of the job than what is being measured <b>(PGI)</b>                |          |          | 0.74     |          |          |
| I feel that that I cannot freely improvise and do things differently from what appears from the goals / balance score card <b>(PGI)</b>  |          |          | 0.73     |          | 0.43     |

|  |       |       |       |      |      |
|--|-------|-------|-------|------|------|
| I often try to improve ways to do things for my group or department (TC)   | 0.53  |       |       | 0.87 |      |
| I often try to change the way to do the job to make it more effective (TC)   | 0.50  |       |       | 0.84 |      |
| I often try to use improved ways to do the job (TC)  | 0.46  |       |       | 0.79 |      |
| I often try to introduce new ways to do the job that is more effective for the organization (TC)                     | 0.62  |       |       | 0.77 |      |
| I do what my closest leader requires of me, mainly because he or she is my formal boss (ELMX)                        |       |       |       |      | 0.86 |
| My relationship with my immediate leader is mainly based on authority that he or she has authority to decide (ELMX)  |       |       | 0.42  |      | 0.80 |
| The best description of the relationship with my immediate manager is that I do what I am told to do (ELMX)          |       |       |       |      | 0.75 |
| The only thing I really expect from my immediate leader is that he or she fulfils his formal role as a leader (ELMX) |       |       |       |      | 0.67 |
| Initial Eigenvalues  | 6.12  | 3.98  | 2.83  | 1.42 | 1.33 |
| Pct. of variance   | 25.53 | 16.57 | 11.80 | 5.92 | 5.60 |
| Coefficient alphas for final scales  | 0.91  | 0.84  | 0.82  | n.a. | 0.80 |

**Notes:** Factor loadings less than 0.30 are not shown. ELMX = Economic Leader-Member Exchange; SLMX = Social Leader-Member Exchange; PGI = Perceiving goals as invariable; TC = Taking charge

### C) Preliminary Master Thesis Report

**BI Norwegian Business School –  
Preliminary Master Thesis Report**

**- The impact of leader mindset and  
PGI on follower taking charge: The  
mediating role of LMX -**

**Hand-in date:**

16.01.2017

**Supervisor:**

Bård Kuvaas

**Examination code and name:**

GRA 19502 Preliminary Thesis 2<sup>nd</sup> part

**Program:**

Master of Science in Leadership and Organizational Psychology

---

## Table of Contents

|   |           |
|---|-----------|
| <b>Abstract.....</b>                                | <b>ii</b> |
| <b>1.0 Introduction.....</b>                        | <b>1</b>  |
| <b>2.0 Contribution and Research question.....</b>  | <b>3</b>  |
| <b>3.0 Theory and Hypotheses.....</b>               | <b>4</b>  |
| <i>3.1 Leader Mindset.....</i>                      | <i>4</i>  |
| <i>3.2 Perciving goals as invariable.....</i>       | <i>6</i>  |
| <i>3.3 Leader- member exchange.....</i>             | <i>7</i>  |
| <i>3.4 Taking Charge.....</i>                       | <i>10</i> |
| <b>4.0 Method and plan for data-collection.....</b> | <b>11</b> |
| <i>4.1 Sample and procedure.....</i>                | <i>12</i> |
| <i>4.2 Measures.....</i>                            | <i>12</i> |
| <b>5.0 Progression and time schedule.....</b>       | <b>14</b> |
| <b>References.....</b>                              | <b>15</b> |

**Abstract**

This preliminary thesis report guides the reader through the scope, aim and process of our study. The thesis intends to make two distinctive contributions to the performance management research of Kuvaas and Buch (2016) regarding Leader-Member Exchange relationships, perceiving goals as invariable (PGI) and follower outcomes. Firstly, the thesis investigates a new potential antecedent to PGI; namely leader mindset, and secondly, the relationship between PGI and follower taking charge, as a distinctive performance variable. In study 1, we examine the relationship between leader growth mindset and PGI, mediated by LMX, and in the study 2, we explore the relationship between PGI and taking charge. Employing a cross-sectional design, we plan to gather data from several large Norwegian companies within diverse industries. Consequently, we outline a time schedule for further progression.

## 1.0 Introduction

Performance management refers to “a continuous process of identifying, measuring and developing performance in organizations by linking each individual’s performance and objectives to the organization’s overall mission and goals” (Aguinis, 2009, p. 2). The traditional way to evaluate employee performance is through performance appraisal; the systematic description of an employee’s strengths and weaknesses, historical performance and results or achievements (Aguinis, 2009). Hence, performance appraisal includes activities that are not connected to one another or to day-to-day activities (Kuvaas, Buch, & Dysvik, 2014). In practice, each employee receives a summative numerical scores of their performance, which further lays the foundation for decisions regarding the employee's salary, training and development, talent identification, promotion and resignation (Buch, Dysvik, & Kuvaas, 2016). However, traditional performance appraisal has shown to neither motivate the employees or to guide future-oriented performance effectively, and some researchers even argue that performance appraisal should be banned entirely (Lawler, 1994, cited in Kuvaas, & Buch 2016b).

Arguably, performance management should aim to develop employees' knowledge, skills, attitudes and motivation to eventually increase work-related performance (Buch, Dysvik, & Kuvaas, 2016). Research show that PM- systems is most effective when it does not contain predefined times, frequencies or discrete of formal episodes, but that includes performance-related goal-settings and feedback tailored to each employee (Buch, Dysvik, & Kuvaas, 2016). Amongst others, Deloitte has implemented a simplified PM- system, characterized by high speed, agility, one-size-fits-one and constant learning adapted to a talent-dependent business (Buckingham & Goodall, 2015). Hence, in order for organizations to meet the strategic challenge of maintaining a competitive edge, organizations are fully dependent on the employees to perform the work in an innovative- and change-oriented way, including a willingness to take charge (Vadera et al., 2013, cited in Dysvik, Kuvaas, & Buch, 2016). Employee s’ degree of taking charge has been identified as a construct to understand employees’

willingness to change the status quo and bring forth constructive change (Crant, 2000).

Studies report that traditional appraisal systems causes conflicts between leader and followers (Lawler, 1994). This indicates the need to focus on the dyadic relationships in leader-member exchange (LMX) (Dweck, 2012). According to Gerstner and Day (1997) LMX is “unique in its adoption of the dyadic relationship as the level of analysis” (p. 827), as opposed to traditional theories that aims to explain leadership as a function of personal characteristics of the leader, features of the situation, or an interaction between the two (Gerstner & Day, 1997). Additionally, research show that leaders are not able to make accurate assessments when basing the evaluation on subjective assessments and ratings. The main reason for this is that subjective assessments lack information and thus, create so-called cognitive and emotional biases. In other words, the quality of the relationship between the leader who evaluates and the follower being evaluated are at least as important as the actual performance being evaluated (Buch, Dysvik, & Kuvaas, 2016).

In performance management-research, only a small fraction of research has considered both sides of the dyad. Even though some studies have included leader characteristics in relation to LMX, research on leader characteristics and follower LMX has been limited (Kuvaas & Buch, 2016a). Additionally, there has been scant attention towards the impact of leader mindset on follower LMX. Dweck (2012) distinguishes between two types of mindsets; fixed and growth. The growth mindset is the belief that you can grow and improve your abilities by practice and effort, whilst someone with a fixed mindset believes these abilities are predetermined and generally unchangeable (Dweck, 2006). Since other leadership variables, including role ambiguity and self-efficacy, has been found to predict LMX, one can assume that leader mindset also could influence follower LMX.

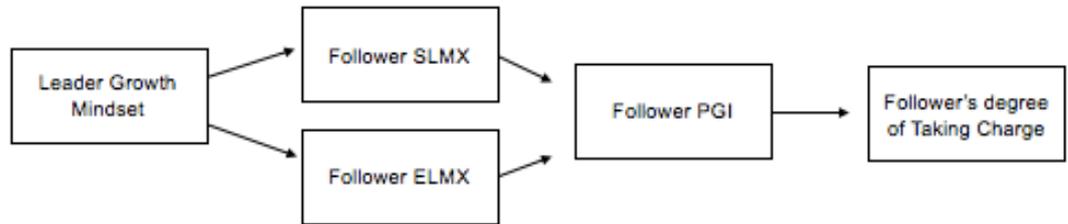
Furthermore, some research has been conducted on the link between follower LMX and performance outcomes. Interestingly, a study suggest that LMX affect follower’s performance through followers’ perception of goals (Kuvaas & Buch, 2016b). Because traditional performance management/ appraisal is disconnected from day-to-day activities that determine performance

---

effectiveness there is a need for proactive behavior to adjust to the goals when conducting PM (Buch, Dysvik, & Kuvaas, 2016). Hence, application of goal settings in performance management requires attention toward the follower perceptions of the goals, as well as possible side effects of it. In accordance with this, a growing number of studies have revealed several disadvantages with setting specific and difficult goals, including unethical behavior (Welsh & Ordóñez, 2014). A recent study did confirm that perceptions of goals as invariable (PGI); the extent to which followers believe that the goals are absolute standards, was negatively related to work performance. The same study did also indicate that follower LMX was related to work performance through PGI (Kuvaas & Buch, 2016b). However, only two studies have been conducted on the relationship between PGI and work performance, whereby both studies did indicate that PGI can reduce work performance. Due to the limited research on PGI, this thesis investigates both possible antecedents and consequences of PGI. Firstly, we argue that leader mindset, which is found to influence follower's behavior (Chase, 2010), could influence the follower perceptions of goals. Secondly, and due to the demand for employees to be change-oriented at work, we investigate whether PGI has an effect on follower taking charge.

## **2.0 Contribution and Research question**

We intend to make two distinctive contributions to performance management- and goal setting research by testing a new potential antecedent to PGI; namely leader mindset, and by investigating whether PGI reduces follower taking charge. For practitioners, insight from our research could be beneficial in regards to the goal settings in performance management. Interestingly, the study will comprehend both leader- and follower perceptions, which we believe is essential for understanding the underlying mechanisms affecting follower's performance and taking charge.



Considering the research model above, we suggest that leader's mindset affect employee's perception of goals as invariable through LMX, which further influences follower's degree of taking charge. Accordingly, we form the research question:

*“Will LMX mediate the relationship between leaders' mindset and employees' perception of goals as invariable– and will PGI decrease employee taking charge?”*

In the following, theory and previous findings of the mentioned constructs will be discussed, starting with the concept of leader mindset. Based on this, the hypotheses are formed and presented retrospectively.

### **3.0 Theory and Hypotheses**

#### ***3.1 Leader Mindset***

Dweck (2012) argues that whether people believe that their core qualities are built in and fixed by nature, or that their qualities can be developed through nurture and their own persistent efforts, matters for human behavior. Even though people are either more open or closed for development, research show that most people holds a mixture of fixed and growth mindsets (Dweck, 2015). Further, because mindset is based on one's own beliefs, and since beliefs can be changed, it is reasonable to assume that mindsets can be changed. Interestingly, Dweck (2015) argue that if individual completely blocks their fixed mindset, they will surely create false growth mindset. Therefore, individuals must stay in touch with their fixed mindset in order to move closer to a growth mindset.

Moreover, research has shown that when people hold a fixed mindset about their own capabilities, such as intelligence, they tend to avoid challenges as they are afraid to appear unintelligent (Robin & Pals, 2002). On the contrary, people that believe their capabilities is open for development tend to seek challenging learning opportunities and display resilience when facing setbacks. Additionally, Dweck (2012) argues that people can have a fixed or growth mindset about other individuals. A fixed mindset towards others refers to the tendency to form rapid trait-based judgements, while a growth mindset tends to understand people's behavior in the context of the person and psychological processes such as, needs, beliefs, emotions and goals rather than in terms of traits.

Furthermore, Dweck (2012) states that these mindsets make a difference for success in academics, social relationships, in the workplace, and in emotional and physical health. For instance, Dweck (2015) found that students who believed their intelligence was open for development outperformed those who believed their intelligence was fixed. Additionally, research highlights several benefits of having follower's with growth mindsets in the workplace (Dweck, 2012). Amongst others, Kray and Haselhuhn (2007) found that the extent to which follower's in negotiation businesses endorse the view that skills can be developed have a facilitative effect on how they perform. More precisely, the study indicate that growth mindset leads to higher willingness to learn and to exert effort to overcome obstacles in the workplace. Moreover, research show that follower's holding a growth mindset develop stronger self-efficacy and thus, set themselves more challenging goals across multiple trials (Tabernero & Wood, 1999).

Moreover, Chase (2010) argues that the internal mindset of individuals towards leadership ability, or their leadership mindset is a crucial component related to their effectiveness and success as a leader, and arguably, their influence on the follower's performance. Leadership mindset refers to the leader's personal beliefs about the precursors of their leadership ability. Hence, leadership would be viewed as an innate quality for a person with a fixed mindset, and as a ability that could be learned and gained through effort and experience for a person with a growth mindset. Chase (2010) argues that adopting to a growth mindset ensures that leadership is viewed as a skill open for development. In other words, that leadership is not a skill you are born with, but which you can develop through life.

---

Dweck's research points in the direction of how leaders view their abilities profoundly affects their performance and motivation (Dweck, 2006).

Consequently, a critical component related to leaders' effectiveness and success lies in leaders reasoning of their leadership abilities, more specifically, that it derives from their growth mindset. Hence, it would be beneficial for leaders to internalize a growth mindset, and shape their self-image as a transformative leader dedicated to make a difference in the life of others (Chase, 2010).

### ***3.2 Perceiving goals as invariable***

In a PM-system, the goal setting serves as a starting point for the whole process of how performance is measured and assessed (Buch, Dysvik, & Kuvaas, 2016).

According to Locke and Latham (2002) goals direct attention toward goal-relevant activities, motivate and energize individuals to work, increases persistence and eventually, lead individuals to discover and use new and relevant knowledge to improve performance (Welsh & Ordóñez, 2014). Research suggest that adding a self-regulatory perspective to the goal- settings creates positive performance outcomes because it “enables individuals to discipline themselves by bypassing immediate desires in order to engage in behaviors aimed at long-term satisfaction” (Welsh & Ordóñez, 2014, p. 81). Additionally, goal-setting scholars suggest that consecutive goals set within a period of time lead to undesirable outcomes, including stress, lowered self-esteem, demotivation and hyper-motivation. The latter refers to a visceral state that leads unacceptable behavior (Welsh & Ordóñez, 2014). Amongst other, Soman and Cheema (2004) argue that not meeting a goal might lead to worse behavior than having no goals at all (Welsh & Ordóñez, 2014). Hence, it is important for organization to find the right balance between setting desirable performance- goals and to motivate the followers to achieve the goals. Kuvaas, Buch, and Dysvik (2014) suggest that organizations should focus on providing freedom for intelligent reviews tailored to the individual situation. Henceforth, so called invariable goals; goals that are established at the beginning of a performance cycle, may be problematic because other situational and/ or performance-relevant factors that are not associated with goals may influence the goals during the performance cycle (Buch, Dysvik, & Kuvaas, 2016).

### ***3.3 Leader- member exchange***

The concept of Leader-member exchange (LMX) have evolved into a useful approach to study linkages between leadership processes and outcomes. The quality of the relationship between a leader and the follower is predictive of outcomes at the individual, group and organizational levels of analysis. Moreover, dyadic relationship development is grounded in role and exchange theories (Uhl-Bien, 1995; Liden, Sparrowe, & Wayne, 1997, cited in Gerstner & Day, 1997). However, LMX theory states that leaders do not develop the same kind of relationships with each follower, but rather vary their approach across followers (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012).

Research distinguish between low- and high quality LMX. The former refers to economic LMX (ELMX), and are characterized by economic exchange based on formally agreed on terms, such as pay for performance (Blau, 1964, cited in Dulebohn et al. ,2012). On the contrary, high LMX or social LMX relationships (SLMX) incorporates feelings of mutual obligation and reciprocity, which contribute a more social relationship in nature (Gouldner, 1960; Liden, Sparrowe, & Wayne, 1997, cited in Dulebohn et al., 2012). Moreover, characteristics, such as loyalty, support, trust, and commitment, encompasses LMX relationships of high quality (Cropanzano & Mitchell, 2005; Uhl-Bien & Maslyn, 2003, cited in Dulebohn et al., 2012). Hence, one might argue that it would be more beneficial for leaders to facilitate for social relations of high quality with their followers, rather than economic or low quality relations.

Interestingly, Cropanzano and Mitchell (2003) argues that there appears to be some theoretical vagueness regarding the concept of relationships. On one hand, a relationship may be viewed as the series of interdependent exchanges. On the other hand, it might be viewed as interpersonal attachments that result from a series of interdependent exchanges. The danger of defining one terms of the other is present when relationships are not distinguished from the transaction process (Cropanzano & Mitchell, 2003). Nevertheless, two persons might be understood to be 'related' based on how they make exchanges, or rather on what benefit that is exchanged. Cropanzano and Mitchell (2003) created a model of transactions and relationships in social exchanges, which comprehends in what types of

---

relationships different transaction may be considered a match or a mismatch. An example here would be when a social exchange relationship is paired with an economic transaction, which may bring forth situations that include both rewards and risks. For instance, “a failure to discharge economic obligations could be seen as betrayal, which would likely result in far greater psychological injury and perhaps permanent damage to the relationship” (Cropanzano & Mitchell, 2003, p. 887). However, advantages related to social exchange relation could be greater trust when economic rewards are given.

Nevertheless, a substantial body of empirical research have been conducted on both antecedents and performance-related outcomes of LMX (Dulebohn, et al., 2012). Studies show that several factors affect evaluations of follower’s performance, namely, the quality of the relationship between manager and follower, first impressions, and the involvement of the leader in the follower’s recruitment process (Lefkowitz, 2000; Schoorman, 1988, Stark & Poppler, 2009, cited in Dysvik & Kuvaas, 2016). Dulebohn et al. (2012), found that if leaders are seen as rewarding followers based on their performance, in addition to inspiring them to perform beyond expectations with transformational leadership, it is conceivable that a constructive relationship will emerge. Hence, results indicate that the variance in outcomes was explained through the mediating role of LMX. Additionally, the LMX relationship was found to be relevant to how leaders and followers interpret their behaviors, leading to the conclusion that LMX relationships may be fundamental in organizational life (Dulebohn et al., 2012). Recent empirical evidence suggests that followers’ perceptions of the quality of the LMX play a crucial role in how they perceive and respond to HR-practices (Dysvik & Kuvaas, 2012; Gilbert, De Winne, & Sels, 2011; Kuvaas & Dysvik, 2010; Purcell & Hutchinson, 2007, cited in Kuvaas & Buch, 2016a). Thus, one might argue that LMX influences how followers view and respond to the goal setting in PM-systems.

Moreover, studies have shown that the followers’ perception of the quality of LMX relationships affect their overall attitudes and behavior. For instance, a follower perceiving the LMX relationship as being of high quality will most likely feel an obligation to reciprocate in multiple ways, and thus, perform in a positive manner (Kuvaas & Buch, 2016a). In accordance with the social exchange theory,

---

social exchanges are mainly intrinsically rewarding, and thus, social LMX relationships have the potential to satisfy the needs for autonomy, competence, and relatedness (Kuvaas & Buch, 2016a, p. 12). The study by Kuvaas and Buch (2016a) indicates a positive relationship between leader self-efficacy and follower ELMX, and contrary, a negative relationship between leader self-efficacy and follower SLMX. Even though little research has been conducted on the specific effect of leader mindset on follower LMX, research indicates that leader's encompassing a growth mindset shape their self-image as a transformative leader dedicated to make a difference in the life of others (Chase, 2010). Thereby, one can assume that leaders with a growth mindset are more likely to create social relations with their followers (SLMX), and contrary, that leader encompassing a fixed mindset are more likely to create economic relations with their followers (ELMX). Therefore, we hypothesize the following:

*H1: There is a) a positive relationship between leader growth mindset and follower SLMX, and b) a negative relationship between leader growth mindset and follower ELMX.*

Interestingly, Kuvaas and Buch (2016b) suggest that LMX relationships can influence perceptions of performance-related goals in the workplace. SLMX relationships characterized by ongoing exchanges based on a diffuse future obligation to reciprocate can reduce the extent to which followers believe that goals are absolute, whereas ELMX, relationships are found to increase the perception of goals as absolute (Kuvaas & Buch, 2016b). Thus, research findings indicate that LMX affect employee perception of goals. Based on this research finding, leader's growth mindset could influence the quality of LMX, and possibly, create social relations, which in turn could reduce the extent to which followers believe that goals are absolute or fixed. Thereby, we assume that leader's growth mindset will have an impact on employee PGI through LMX. More precisely, we expect that SLMX mediates a negative relationship between leader growth mindset and PGI. Contrary, we anticipate that ELMX mediates a positive relationship between leader growth mindset and PGI. Based on this, we form the second hypothesis:

*H2: a) SLMX mediates the negative relationship between leader growth mindset and PGI - leader growth mindset is positively related to SLMX, which in turn is negatively associated with PGI, and b) ELMX mediates the positive relationship between leader growth mindset and PGI - leader growth mindset is negatively associated with ELMX, which in turn is positively associated with PGI.*

### **3.4 Taking Charge**

Vadera, Pratt and Mishra (2013) states that most jobs today require creative and change-oriented behavior and expressing voice, in regard to how followers perform their work. These jobs entail proactive behaviors, which is defined by Crant (2000) as “*taking initiative in improving current circumstances or creating new ones; it involves challenging the status quo rather than passively adapting to present conditions*” (p. 436). Thus, proactive behaviors refer to anticipatory actions that followers take intended to influence themselves or their environments (Grant & Ashford, 2008, cited in Vadera, Pratt, & Mishra, 2013). Taking charge was introduced by Morrison and Phelps (1999) as a construct to capture the idea that organizations demand followers willing to challenge the status quo to bring about constructive change (Crant, 2000). Morrison and Phelps (1999) defined taking charge as “*Voluntary and constructive efforts, by individual followers, intended to effect organizationally functional change with respect to how work is executed within the context of their jobs, work units, or organization*” (p. 403).

Moreover, Morrison and Phelps (1999) refers to taking charge as an extra role activity that has been neglected to understand what factors motivate followers to challenge the present state of operations, and in consequence bring about constructive change. Interestingly, Morrison and Phelps (1999) argues that taking charge must be recognized as behavior that encompass behavior that deviates from prescribed roles, and consequently, that it may be viewed as threatening by colleagues and supervisors. Hence, followers taking charge by initiating improvements might create tension and disharmony that decrease overall performance. Therefore, one might argue that excessive amounts of taking charge will do more harm than good. However, it seems often hard to distinguish between change-directed behavior that contributes something valuable, and

behavior that goes too far and result in the eradication of a well-functioning PM system (Morrison & Phelps, 1999).

Morrison and Phelps (1999) argues that future research should focus on identifying a broader set of predictors. However, more recent research on this field have found different antecedents or predictors of taking charge. For instance, Escribano and Espejo (2010) suggest that trust in immediate supervisor, affective commitment, openness to experience and perceived value for innovation as antecedents for taking charge (Vadera, Pratt, & Mishra, 2013). Moreover, Chiaburu and Baker (2006) found propensity to trust, supervisor process control, and supervisor's output control. Based on this, one can assume that other conditions or aspects related to followers' relations to their supervisor (LMX) has an impact on followers' degree of taking charge at work (Vadera, Pratt, & Mishra, 2013).

Furthermore, Kuvaas, Buch, and Dysvik (2014) suggest that invariable goals are negatively related to work performance through its negative relationship with job autonomy. Hence, attainment to specific goals decreases perceived autonomy due to less freedom, and, in turn, work performance. Additionally, research has confirmed a positive relationship between invariable goals and role overload and turnover intention (Kuvaas & Buch, 2016b). Hence, proactive behavior to adjust the goals throughout the performance-evaluation period might create positive performance outcomes (Kuvaas, Buch, & Dysvik, 2014). Kuvaas and Buch (2016b) argues that the more a follower perceive goals as invariable, the less she or he will pay attention to other factors that are not associated with the goals, which in turn, reduces the likelihood that these factors are taken into account when performing the work. Arguably, because taking charge includes extra-role activities, followers will most likely downgrade such activities when perceiving the goals as invariable. Based on this argumentation, we expect that PGI is negatively associated with taking charge. Accordingly, we form the last hypothesis:

*H3: There is a negative relationship between PGI and follower taking charge.*

## **4.0 Method and plan for data-collection**

In order to investigate the three hypotheses, we have chosen a quantitative approach with a cross-sectional research design (Beach & Pedersen, 2016). A cross-sectional design is defined in Bryman and Bell (2011) as; *“the collection of data on more than one case (usually quite a lot more than one) and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables (usually many more than two), which are then examined to detect patterns of association (p. 53).*

Furthermore, Bryman and Bell (2011) argue that it is not possible to manipulate the variables in which we are interested in business research, and therefore, most quantitative business research employs a cross-sectional research design rather than an experimental one. However, as we are not able to manipulate variables, conclusions about the causal relationships are difficult to determine. Also, considering a variety of extraneous and confounding variables that exist in a social environment. Hence, causality can only be inferred, never proved (Beach & Pedersen, 2016).

### ***4.1 Sample and procedure***

We are planning to gather data from several large Norwegian companies from diverse industries. At this point we have approached several corporations, and received acceptance to distribute our questionnaire in eight of these. However, it is not yet clear how many followers that will receive the questionnaires, as resources in the organizations are scant. Nevertheless, we aim to get a minimum of 250 respondents, including both leaders and subordinates. Furthermore, our plan is to collect data at three different stages. First, we intend to measure self-reported leader growth mindset. Secondly, we will measure follower social- and economic LMX also through self-reports. Thirdly, in order to capture a broader perspective on follower taking charge, we will collect data from both leaders and subordinates by using the same scale. All of the questionnaires will be developed by using the online survey software, Qualtrics.

## ***4.2 Measures***

In study 1, there will be one independent variable; Leader growth mindset, two mediating variable; SLMX and ELMX, and one dependent variable; PGI. In study 2, there is one dependent variable; PGI, and one dependent variable; follower taking charge. Additionally, all of the items will be scored on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

### *Growth mindset*

For study 1, we intent to measure leaders' growth mindset using a scale by Dweck, C. S. (2000). One of the eighth sample questions is "To be honest, one cannot really change how competent you are at work".

### *SLMX/ ELMX*

In study 1, we intend to use the refined scales from Dysvik et al. (2015) to measure both follower SLMX and follower ELMX (Kuvaas & Buch, 2016b). Items measuring follower SLMX include: "My relationship with my immediate manager is about mutual sacrifice; sometimes I give more than I receive and sometimes I receive more than I give", and a sample item measuring follower ELMX is: "I watch very carefully what I get from my immediate supervisor, relative to what I contribute" (Kuvaas & Buch, 2016b).

### *Perceiving goals as invariable (PGI)*

In study 1 and 2, PGI will be measured by using the scale by Kuvaas et al. (2014), including items such as: "I find targets / KPIs as specific and absolute; and that lack of achievement is not accepted even though I have good reasons for it" (Kuvaas & Buch, 2016b).

### *Taking Charge*

To measure the dependent variable in study 2; taking charge, we intent to use the ten-item scale developed by Morrison and Phelps (1999). One of the 10 items included in the manager-ratings on followers' degree on taking charge is: "This person often tries to bring about improved procedures for the work unit or department", and a sample question included in the self-report is: "I often try to

institute new work methods that are more effective for the company” (Dysvik, Kuvaas, & Buch, 2016).

### *Control variables*

To rule out potential sociodemographic differences as alternative explanations of the results in both studies, we intend to control for leaders' and subordinates' age (measured on an ordinal scale from 1 = 20-29 years of age to 5 = more than 60 years of age) and gender (1 = men; 2 = women) (Dysvik, Kuvaas, & Buch, 2016). In relation to PGI, research suggest that more tenured followers expect and feel more entitled to discretion in their work compared to less tenured followers, and thus, tenure can decrease PGI (Kuvaas & Buch, 2016b). On this basis, we aim to control for tenure as an alternative explanation of the result in study 2.

## **5.0 Progression and time schedule**

At this point, we have contacted several companies and received positive response from seven of them. We plan to clarify which companies that will participate in our study, and finalize our measurement tools by the end of January. Further on, the data collection will be executed in February. If we have achieved a satisfactory response rate by the end of February, we will start the data analysis in March and the discussion part in April/ May. To accommodate for unexpected circumstances and possible changes that may occur during the process, we plan to complete the thesis in July. Thus, our proposed time schedule is presented below.

|                 |                                     |
|-----------------|-------------------------------------|
| <b>January</b>  | Finalize measurements and sample    |
| <b>February</b> | Data collection                     |
| <b>March</b>    | Data analysis & results             |
| <b>April</b>    | Data analysis, results & discussion |
| <b>May</b>      | Complete discussion                 |
| <b>June</b>     | Review and final changes            |
| <b>July</b>     | Deliver thesis 1st of July          |

## References

- Aguinis, H. (2009). *Performance Management* (2. utgave). Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Beach, D., & Pedersen, R. B. (2016). *Causal Case Study Methods: Foundations and Guidelines for Comparing, Matching, and Tracing*. University of Michigan Press.
- Buckingham, M. & Goodall, A. (2015). Reinventing performance management, *Harvard Business Review* 93 (4): 40- 46
- Buch, R., Dysvik, A. & Kuvaas, B. (2016). *Produktiv motivasjon i arbeidslivet* (1. utgave). Cappelen Damm AS.
- Burns, J. M. (1978). *leadership*. NY.
- Bryman, A., & Bell, E. (2011). *Business Research Methods*. sl: Oxford University Press.
- Chase, M. A. (2010). Should coaches believe in innate ability? The importance of leadership mindset. *Quest*, 62(3), 296-307.
- Chiaburu, D. S., & Baker, V. L. (2006). Extra-role behaviors challenging the status-quo: Validity and antecedents of taking charge behaviors. *Journal of Managerial Psychology*, 21(7), 620-637.
- Collins, J. C. (2001). *Good to great: Why some companies make the leap... and others don't*. Random House.
- Crant, J. M. (2000). Proactive behavior in organizations. *Journal of management*, 26(3), 435-462.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of management*, 31(6), 874-900.
- Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., & Ferris, G. R. (2012). A meta-analysis of antecedents and consequences of leader-member exchange integrating the past with an eye toward the future. *Journal of Management*, 38(6), 1715-1759.
- Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Psychology Press.
- Dweck, C. (2006). *Mindset: The new psychology of success*. Random House.

- Dweck, C. S. (2012). Mindsets and human nature: Promoting change in the Middle East, the schoolyard, the racial divide, and willpower. *American Psychologist*, 67(8), 614.
- Dweck, C. (2015). Carol Dweck Revisits the 'Growth Mindset'. *Education Week*.
- Dysvik, A., Kuvaas, B., & Buch, R. (2016). Perceived investment in follower development and taking charge. *Journal of Managerial Psychology*, 31(1), 50-60.
- Gerstner, C. R., & Day, D. V. (1997). Meta-Analytic review of leader-member exchange theory: Correlates and construct issues. *Journal of applied psychology*, 82(6), 827.
- Heslin, P. A., & VandeWalle, D. (2008). Managers' implicit assumptions about personnel. *Current Directions in Psychological Science*, 17(3), 219-223.
- Kray, L. J., & Haselhuhn, M. P. (2007). Implicit negotiation beliefs and performance: experimental and longitudinal evidence. *Journal of personality and social psychology*, 93(1), 49.
- Kuvaas, M., Buch, R & Dysvik, A. (2014). Performance management. Perceiving goals as invariable and implications for perceived job autonomy and work performance, *Human Resource Management* 55(3): 401- 412.
- Kuvaas, B. & Buch, R. (2016a). *Leader Self-Efficacy and Role Ambiguity and Follower Leader-Member Exchange*. Manuscript submitted for publication.
- Kuvaas, B. & Buch, R. (2016b). *Leader-Member Exchange Relationships and Follower Outcomes: The Mediating Role of Perceiving Goals as Invariable*. Manuscript submitted for publication.
- Kuvaas, M. & Dysvik, A. (2016). Lønnsomhet gjennom menneskelige ressurser. *Evidensbasert HRM* (3. utgave). Oslo
- Lawler, E.E.I. (1994). Performance Management. The next generation, *Compensation and Benefits Review* 26: 16-19.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American psychologist*, 57(9), 705.

- Morrison, E. W., & Phelps, C. C. (1999). Taking charge at work: Extrarole efforts to initiate workplace change. *Academy of management Journal*, 42(4), 403-419.
- Robins, R. W., & Pals, J. L. (2002). Implicit self-theories in the academic domain: Implications for goal orientation, attributions, affect, and self-esteem change. *Self and Identity*, 1(4), 313-336.
- Tabernero, C., & Wood, R. E. (1999). Implicit theories versus the social construal of ability in self-regulation and performance on a complex task. *Organizational behavior and human decision processes*, 78(2), 104-127.
- Vadera, A. K., Pratt, M. G., & Mishra, P. (2013). Constructive deviance in organizations integrating and moving forward. *Journal of Management*, 0149206313475816.
- Welsh, D.T. & Ordóñez, L.D. (2014). The dark side of consecutive high performance goals. Linking goal setting, depletion and unethical behavior, *Organizational Behavior and Human Decision Processes*.