

EXTERNAL DETERMINANTS
AND DAILY OUTCOMES OF SELF-LEADERSHIP

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AND DAILY OUTCOMES OF SELF-LEADERSHIP

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ABSTRACT

External Determinants and Daily Outcomes of Self-leadership

The thesis aims to investigate the determinants and outcomes of self-leadership. First objective is to explore the potential determinants of self-leadership. Another objective is to examine role of daily self-leadership on attitudes and extra-role behaviors such as constructive voice, organizational citizenship behaviors (OCBs), and work engagement among employees. Two studies were conducted regarding the proposed model. Applying a mixed-methods approach, Study 1 consists of qualitative interviews to explore the determinants of self-leadership, while Study 2 utilizes a daily-diary design with 180 employees over 5 consecutive workdays. The findings depending on the multilevel analysis revealed that daily self-leadership has positive direct paths to daily constructive voice, OCBs (OCBI-toward individuals and OCBO-toward the organization), and work engagement. Moreover, daily positive affect has been found to mediate the path between daily self-leadership behaviors and daily constructive voice and OCBs, while daily job crafting (cognitive and relational) has mediated the path between daily self-leadership and individuals' daily work engagement. The qualitative study highlighted the potential role of work design characteristics in explaining self-leadership behaviors, as well as exploring the additional determinants of the self-leading process. Collectively, the results emphasize the importance of daily self-leadership fluctuations in explaining positive daily variations in employee behaviors and attitudes and elucidate the underlying mechanisms.

ÖZET

Öz-Liderliğin Dışsal Tanımlayıcıları ve Günlük Sonuçları

Bu tez, öz-liderlik davranışlarının tanımlayıcı ve sonuçlarını araştırmayı amaçlamaktadır. İlk olarak öz-liderliğin potansiyel tanımlayıcılarını keşfetmek amaçlanmaktadır. İkinci olarak, çalışanların öz-liderlik davranışlarının tutumlar ve örgütsel vatandaşlık davranışları (ÖVD), işe bağlılık ve yapıcı ses gibi ekstra rol davranışları üzerindeki rolünü günlük düzeyde araştırmak amaçlanmaktadır. Tezde önerilen modelle ilgili iki çalışma yürütülmüştür. Karma araştırma yöntemleri uygulanarak ilk çalışmada, öz-liderliğin belirleyicilerini keşfetmek için nitel görüşmeler yapılırken, ikinci çalışmada amacıyla günlük metot tasarımı kullanılmış ve 180 çalışandan 5 iş günü boyunca veri toplanmıştır. Çok düzeyli analizlere dayanan bulgular, çalışanların günlük öz-liderlik davranışlarının, günlük yapıcı ses, örgütsel vatandaşlık davranışları (bireylere yönelik ve organizasyona yönelik) ve işe bağlılığıyla pozitif yönde ilişkili olduğunu ortaya koymuştur. Ayrıca, günlük pozitif duygunun, öz-liderlik davranışları ile yapıcı ses ve örgütsel vatandaşlık arasında aracı değişken rolü üstlenirken, çalışanların günlük iş becerikliliğinin (bilişsel ve ilişkisel) ise öz-liderlik ile bireylerin işe bağlılığı arasında aracı rol oynadığı bulunmuştur. Nitel çalışma, öz-liderlik davranışlarını açıklamada iş özelliklerinin potansiyel rolünü vurgularken, öz-liderlik sürecinin diğer belirleyicilerini de keşfetmiştir. Bir bütün olarak, sonuçlar günlük öz-liderlik dalgalanmalarının çalışan davranışları ve tutumlarındaki günlük değişimleri açıklamadaki önemini vurgulamakta ve bu ilişkilerin altta yatan mekanizmaları ortaya koymaktadır.

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ABBREVIATIONS

SL	Self-leadership
CV	Constructive Voice
JC	Job Crafting
TC	Task Crafting
CC	Cognitive Crafting
RC	Relational Crafting
PA	Positive Affect
WE	Work Engagement
AL	Autocratic Leadership
PP	Proactive Personality
CSE	Core self-evaluation
SDT	Self-determination Theory
COR	Conservation of Resources
OCBs	Organizational Citizenship Behaviors:
OCBI	Organizational citizenship toward individuals
OCBO	Organizational citizenship toward organization:
RMSEA	Root mean square error of approximation
SRMR	Standardized Root Mean Squared Residual
TLI	Tucker-Lewis Index
CFI	Comparative Fit Index
CI	Confidence Interval

CHAPTER 1

INTRODUCTION

While the leadership literature mostly focuses on the influence of the leaders on followers, influencing and motivating oneself has become important in recent years. In 1980, Manz and Smith brought a different view that focuses on individuals who manage, lead, and control their selves. Afterward, Manz (1986) proposed an expanded theory of self-leadership which is a complete view of the self-influence process. Self-leadership is originally about using intrinsic motivation, self-determination, social cognition, and self-regulation to motivate personal fulfillment and goal achievement (Seligman & Csikszentmihalyi, 2014). Briefly, it can be summarized as a choice-based viewpoint of the follower and changing focus from an external to adopt an internal (Mayfield et al., 2021).

Even though organizations have control mechanisms to monitor and guide employee behavior to ensure organizational goals, people have their own beliefs, values, and control systems to punish or reward themselves (Bandura, 1977; Mahoney & Thoresen, 1974). Within the past four decades, self-leadership studies have firmly established their part in management and organizational behavior studies. Also, the change from traditional management to shared leadership caused scholars attention more in researching self-leadership (Norris, 2008). However, it appears that there are still gaps that need to be filled out, especially about the occurrence and the leading outcomes of self-leadership. Therefore, it is vital to understand the trigger points and consequences of individuals' self-influencing and self-leading skills in order to fill the missing parts of the literature and to provide a

thorough perspective on how self-leadership behaviors function together with other dynamics. These missing gaps will be specified within the explanation of the research questions.

Before moving on, it is crucial to specifying the research questions. Self-leadership is a concept that focuses on how individuals are influencing their selves to achieve the necessary self-motivation to act, perform and behave in a desired way (Neck & Manz; 1992). Since self-leadership emphasizes intrinsic motivation and self-regulation of employees, it takes a remarkable place in organizational behavior literature. Studies revealed positive relations between self-leadership and several important outcomes such as work engagement (i.e., Breevaart et al., 2016), job satisfaction, performance (e.g., Prussia et al., 1998; Roberts & Foti, 1998), career success (e.g., Raabe et al., 2007) and productivity (e.g., Birdi et al., 2008). Also, several studies proved that self-leadership is negatively associated with absenteeism and stress/anxiety (e.g., Latham & Frayne, 1989; Saks & Ashforth, 1996). Although studies mostly emphasize direct relations between self-leadership and its outcomes, several studies provide indirect relations (e.g., Prussia et al., 1998; Houghton et al., 2012; Unsworth & Mason, 2012). Nevertheless, there is still a need to examine the mechanisms underneath the relation between self-leadership behaviors and employee outcomes (Houghton et al., 2012; Knotts, 2018), so it is essential to ask ‘how’ questions to explain the appearance of outcomes regarding self-leadership.

Apart from this, everyday experience shows that individuals are not constantly in the same mood to behave in certain ways and even the way of doing work may vary or differ from day to day (Ohly et.al., 2010). That’s why it is essential to take the fluctuations into account in the organizational behavior field. In line with this everyday experience, there is a considerable number of empirical

studies for these fluctuations such as creativity at work, vigor, job crafting, and self-leadership (e.g., Amabile et al., 2005; Xanthopoulou et al., 2009; Müller & Niessen, 2019). However, the relation between the fluctuated behaviors still maintains its covertness. Therefore, one of the key objectives of the thesis is to provide how self-leadership relates to employee outcomes on a daily basis so that the thesis will also contribute to the literature as a daily conducted study.

Work engagement is seen as one of the most possible positive outcomes of self-leadership because it is stated that the more individuals have control over their work the more, they engage in the work (Xanthopoulou et al., 2009; Breevaart et al., 2014c). However, the research regarding the relation between self-leadership and individuals' work engagement is quite narrow. There is small amount of studies (e.g., Gomes et al., 2015; Park et al., 2016; Breevaart et al., 2016) that present the direct relations between these two constructs. Further, the research on mediating mechanisms of this relation is far more restricted. To the best of our knowledge, two studies (e.g., Turan, 2017; Knotts, 2018) have examined the mediation effect between self-leadership and employee work engagement. Since the gap remains within work engagement and also organizations want their employees to engage in the work and sustain this engagement to provide maximum productivity even in unmotivating situations, it is important to examine the relation between self-leadership and work engagement. Additionally, self-leadership is a construct that provides self-motivation both for motivating and unmotivating tasks and has a self-influencing nature (Manz, 1986). This nature may enhance individuals' motivation in a proactive way, which in turn makes individuals go beyond the expected roles. Also, one's self-influence about making a difference and bringing change stimulates taking action beforehand (Parker et al., 2010). For this matter, this study also proposes that

self-leadership can effect extra-role behaviors by making individuals feel go beyond their expected roles in the job. To find out this issue, constructive voice and organizational citizenship behaviors will be examined, as they are considered as prominent extra-role behaviors (Van Dyne & LePine, 1998; Park et al., 2009; Chamberlin et al., 2017). Since today's organizations give importance to employee voice for innovation, adaptation, and improvement (Ng et.al., 2019) it is also vital to comprehend fostering factors of voice. Moreover, besides the provided impact of self-leadership on organizational citizenship behaviors (Park et al., 2009), the studies lack of focusing on voice as an extra-role behavior in a self-leadership context.

In addition to these, especially, in today's dynamic work conditions individuals have to deal with the circumstances on their own, and most of the time they need to lead their selves toward the aimed destination. It brings the need to discover the factors that may potentially be related to individuals' self-leading processes for achieving desired behaviors in the work context. Therefore, considering the elements and the design of the work may bring a better understanding of self-leadership strategies as an external factor. Hence, as it is stated that (Manz, 1986; Goldsby et al., 2021) the work context would have a great positive impact on motivation and self-leading process, the design and characteristics of the work would be an important factor in shaping employees' self-leadership strategies. Also, examining the difference between the old and the new system of working styles may give us a deeper insight regarding self-leadership strategies.

Self-leadership presents a huge potential for application in a competitive environment, especially with organizations that possess dynamic circumstances (Neck & Houghton, 2006). Accordingly, to apply self-leadership in organizations effectively we need to know the driving and facilitating factors of self-leadership as

well as its outcomes. Therefore, another objective of this study is to figure out the external determinants of self-leadership. For instance, Manz (1986) stated that work context would have a great positive effect on performance and motivation, hence, suggested that an organization's atmosphere, corporate culture, and work elements are strong concepts that may trigger self-leadership. However, as these concepts got little attention in self-leadership literature, there is a need for research regarding the factors of work and workplace (e.g., Stewart et al., 2011; Goldsby, et. al., 2021). Although it is found that an empowering climate had an impact on the performance of self-leading project teams (Seibert et al., 2004) researchers emphasized examining this effect at the individual level is critical to comprehend how self-leading individuals respond to work context factors as an external force (Stewart et al., 2011). Accordingly, the way the individuals describe the work characteristics may provide insights into the appearance of self-leading strategies.

Depending on the literature, the study aims to address and answer the following research questions:

What are the external factors that foster or hinder self-leadership? Do the work design characteristics facilitate self-leadership behaviors?

Does self-leadership relate to extra-role behaviors and positive employee outcomes? How does self-leadership effect voice, organizational citizenship behaviors (OCB) and work engagement?

Which mediating mechanisms play a significant role in explaining the effect of self-leadership on employee outcomes? Do positive affect and job crafting explain the relation between self-leadership and outcomes?

Accordingly, the proposed model consists of two parts: determinants and outcomes of self-leadership. In the first part, the aim is to examine external factors

that foster or hinder self-leadership and whether work design facilitates self-leadership behaviors. In the second part, the research seeks answers to questions such as: Does self-leadership relate to extra-role behaviors and positive employee outcomes? How does self-leadership affect voice, organizational citizenship behaviors (OCB), and work engagement? , Which mediating mechanisms play a significant role in explaining the effect of self-leadership on employee outcomes? Do positive affect and job crafting explain the relation between self-leadership and outcomes?. While answering the research questions, the relations between the antecedents and self-leadership will be rooted in the theory of self-determination (Deci & Ryan, 1985). Further, to explain the mediating mechanisms and the relation between self-leadership and employee outcomes (voice, OCB, and work engagement), self-determination and conservation of resources theories (Deci & Ryan, 1985; Hobfoll, 1989) will be drawn upon. These relations will be discussed in the upcoming chapters.

In the second chapter, the literature review and the theoretical background will be explained. Particularly, the concept and foundation of self-leadership will be mentioned. Afterwards, the literature review on determinants and outcomes of self-leadership will be explained as well as the main variables of the study. Lastly, the proposed model of the study will be presented together with the hypotheses of the study. Within the third chapter, the research frame will be explained which consists of Study 1 and Study 2. In the fourth chapter, key findings will be summarized and interpreted. Finally, in the fifth chapter implications, future directions and the limitations of the study will be emphasized before concluding the thesis.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1 Self-leadership concept

Self-leadership captured researchers' attention and still gaining importance in management and organizational behavior literature over the past 30 years (e.g., Manz & Sims, 1987; Stewart et al., 2011; Neck & Manz, 2013; Manz, 2015; Neck et al., 2017; Müller & Niessen, 2019; Goldsby, et. al., 2021). Manz (1986) delineated self-leadership as a thorough perspective on self-influencing that focuses on guiding oneself to perform tasks that are inherently motivating, as well as controlling and managing to accomplish necessary work that lacks natural motivation. More recently, Breevaart and colleagues (2016) defined self-leadership as a self-influencing process in which individuals lead and motivate their selves in order to perform and behave desirably. According to Manz and Neck (1991), self-leadership is specified as:

A self-influence process and set of strategies that primarily address how work is to be performed to help meet standards and objectives that are typically externally set . . . [it] tends to rely on extrinsic motivation and to focus on behavior. (p.17)

Eventually, employees can motivate themselves not only in different or difficult circumstances but also in motivating and unmotivating situations by engaging in self-leadership strategies. These self-leadership strategies consist of three aspects: constructive thought patterns (cognitive strategies), natural reward strategies and behavior-focused strategies, (Manz, 1986; Manz & Neck, 1991).

Behavior-focused strategies: These strategies' key point is to enhance self-awareness and lead behaviors positively to facilitate unlikeable but required tasks

and block behaviors that may cause a negative consequence (Neck & Houghton 2006). Basically, it is a modifying process of behavior to reduce the discrepancy between undesirable and desirable behaviors (Goldsby, et. al., 2021) Behavior focused strategies encompass self-cueing, self-reward, self-goal setting, self-observation and self-punishment (Manz & Neck, 2004). Self-cueing mechanisms can be illustrated with screensavers, lists, motivational posters, and notes that lead an individual to reach goals while providing continuous attention (Neck & Houghton 2006). Self-observation is the first step in changing ineffective behaviors and increases an individual's self-awareness of when and why a person engages in particular behaviors (Mahoney & Arnkoff, 1979). The self-goal setting is basically having specific goals that lead to an employee's behaviors accordingly. Lastly, self-reward includes rewarding one's self with a mental congratulation or a special gift, such as a vacation, when achieving something difficult, whereas self-punishment involves realizing fails and reshaping undesired behaviors (Manz & Sims, 2001; Manz & Neck, 2004).

Natural reward strategies: These strategies create situations so that the person is motivated inherently by the enjoyable sides of the activity. Within the two natural reward strategies, the first strategy involves enhancing the pleasant sides or aspects of an activity, making the action itself intrinsically rewarding (Manz & Neck, 2004). The second one focuses on shifting perspective by diverting attention away from the negative sides or aspects of the activity and directing it towards its naturally rewarding elements (Neck & Houghton, 2006).

Constructive thought pattern (cognitive) strategies: These strategies serve as constructing thoughts and facilitating the usual way of thinking so that the performance will be affected positively (Neck & Manz, 1992). The thought patterns

involve dysfunctional beliefs, mental imagery, and self-talk (Neck & Houghton 2006). First, individuals need to identify and change dysfunctional assumptions or beliefs with more positive and constructive thought processes after understanding their own patterns of thinking (Burns, 1980; Neck & Manz, 1992). Mental imagery is about mentally creating and visualizing a successful performance before it happens. Finally, self-talk is about speaking positively to yourself which in turn provides keeping away from negative thoughts and achieving success. Hence, optimistic self-dialogs and internally talking may lead to avoiding pessimistic thoughts (Seligman, 1991; Manz & Neck, 2004).

Eventually, by engaging in those self-leadership strategies employees may be capable of influencing, motivating, and leading themselves toward a successful performance by reducing discrepancies between desired and undesired behavior. In addition, foundation theories of self-leadership provide a more comprehensive understanding not only about the construct itself but also the related mechanisms.

2.1.1 Conceptual bases of self-leadership

Self-leadership, taking its roots both from psychology and management, holds upon several theories as cornerstones (Neck et al., 2017). To align with the comprehensive understanding of self-leadership as a concept, these foundations will be explained.

Control (cybernetic) theory is one of the basic theories that shape self-leadership and it simply argues that people compare their actual behaviors with the particularized standards or referenced values (Manz, 1986). Control theory is based upon a negative feedback loop and Carver and Scheier (1981) provide an integrative insight about the self-regulating system regarding this loop. According to this loop,

first, there is a perception about actual conditions, then the comparison of this perception with the standards (reference value), afterward, an appearance of the behavior to decrease the differences from standards, and lastly a final impact on the environment (Carver & Scheier, 1982). So, this loop makes it possible for an employee to perceive, monitor, lead, and change his/her behavior within the comparison process between the actual behavior and the references. Individuals can regulate and control themselves thanks to this feedback loop and can manage to achieve desired behaviors. Therefore, this theory is considered as a milestone of self-leadership.

Another foundation that underlies self-leadership is the social cognitive theory (Manz, 1986). Social cognitive takes its roots from the theory of social learning (Bandura, 1977), which argues that individuals learn how to behave by getting clues from their environment. Later on, social learning was integrated into the social cognitive theory (Bandura, 1986) that explains the occurrence of the behavior regarding the triadic reciprocal relation between several influencing factors such as external factors, internal factors, and the behavior itself. Specifically, persons are not just the producers of their environment but also they are the products of it (Bandura, 1999). Accordingly, the reciprocity between personal characteristics, environmental influences, and the behavior itself causes to the occurrence of the actual behavior (Bandura, 1989). Therefore, an individual is not only affected by the environment and dispositional factors but also can affect them in return. For instance, an individual's thoughts, expectations, and beliefs can influence and form the behavior; similarly, the environment can form the behavior through shaping the reaction of the individual (Wood & Bandura, 1989; Bandura, 2001).

Moreover, the theory includes self-regulation, which facilitates regulating individuals' own behaviors depending on the triadic reciprocal of the influence factors (Bandura, 1991). Consequently, the underlying opinion in social cognitive theory is that a person's characteristics, environmental features, and behavior have continuous reciprocity which leads to changes in an individual's behavior. That suggests self-influence is mostly driving human behavior (Bandura, 1989).

Self-determination theory (SDT), as another key foundation of self-leadership is conceptualized as the capability to make choices and have those choices, rather than external reinforcements, drives, or pressures, be the driving factors of one's own actions (Deci & Ryan, 1985). Accordingly, individuals have their own flexibility to choose and act regarding to that choice instead of relying on rules or obligations. So, individuals may choose to control their environment or not. In addition, self-determination suggests that individuals have three main needs, namely, competence, relatedness, and autonomy and it is argued that these needs have to be reached in order to provide the appropriate circumstances for well-being, integration growth, and social development.

Relatedness refers to building safe and satisfying relationships with other people in a social environment; autonomy means having a chance to be able to manage and control one's activities or actions and lastly, competence is seeking to be effective and efficient to achieve outcomes while comprehending the necessities to reach predefined outcomes (Deci et al., 1991; Turan, 2017). Moreover, providing these needs enables individuals to increase their intrinsic motivation and especially engaging with natural reward strategies may satisfy the basic needs (Ryan & Deci, 2007).

SDT differentiates between autonomous and controlled motivations based on the internalization of personal values and external demands. Accordingly, autonomous motivation includes both intrinsic motivation (doing something due to its interesting or enjoyable nature) and integrated regulation (where extrinsic activities are fully assimilated with one's self), whereas, controlled motivation includes external regulation (acting to receive a reward or avoid punishment) and introjected regulation (inner pressures, such as guilt or ego enhancement) (Ryan & Connell, 1989; Deci & Ryan, 2000). For instance, activities driven by autonomous motivation are performed willingly and with a sense of satisfaction, meanwhile, controlled forms of motivation often lead to anxiety and are less likely to result in long-term persistence.

In addition to the conceptual foundations, it is critical to explain the difference between self-leadership and similar concepts, such as self-management, self-regulation, and personality traits to discriminate the construct transparently.

Even though self-leadership gets its roots from self-management and self-regulation (Manz, 1986; Neck & Manz, 1992), these constructs differ from each other. Self-management is basically defined as the process where individuals use various behavioral strategies to control their actions in order to reduce differences from predetermined standards (Neck et al., 2017). However, whereas self-management solely focuses on how these discrepancies can be reduced, self-leadership also emphasizes what needs to be done and why something needs to be done (Manz, 1986; Knotts, 2018). Further, self-regulation is considered as a basic level of self-influence which includes self-reaction, self-evaluation, and self-observation (Kanfer & Ackerman, 1989).

Accordingly, self-leadership becomes dissimilar to these two constructs by highlighting inner sources of behaviors and doing things for the sake of their intrinsic values.

In addition to that, self-leadership has also been proved as a different construct compared to personality traits and motivational concepts such as self-efficacy and achievement needs (Houghton et al., 2004; Furtner & Rauthmann, 2010; Furtner et al., 2015). For instance, as an internal force, personality traits (Big Five) have been found related to self-leadership (Williams, 1997; Furtner & Rauthmann, 2010). Depending on the findings, it can be concluded that self-leadership is a distinct and comprehensive construct that relies on individuals' self-influencing process.

2.2 Core theories of the thesis

Before going further into detailed literature review, it's important to mention the core theories that will be hold to explaining the proposed model, as well as why these theories are relevant to the study. In this study, as the model combines motivational and resource-based mechanisms, theories that capable of explaining those bases would be the most appropriate ones for the model. Thereby, the self-determination and conservation of resources theory will be guiders to elaborate the relational mechanisms between self-leadership, it's determinants and outcomes. Mainly, self-determination theory will be hold upon while explaining the relation between the self-leadership and determinants, as well as its employee outcomes. Meanwhile conservation of resources theory will be the guide while explaining the mediating mechanisms between self-leadership and it's employee outcomes.

Self-determination theory emphasizes the capacity to choose and have these choices determine one's actions, rather than external contingencies or pressures (Deci & Ryan, 1985). It suggests that individuals have the autonomy to make choices and act accordingly, rather than relying solely on rules or obligations. SDT states three main psychological needs: competence, relatedness, and autonomy. Fulfilling the needs creates conditions for well-being, growth, and social development. Relatedness involves building satisfying relationships with others, autonomy refers to having control over one's activities or actions, and competence is the drive to be effective and efficient in achieving outcomes (Deci et al., 1991; Turan, 2017). Meeting these needs enhances intrinsic motivation, and engaging in natural reward strategies can help satisfy these basic needs (Ryan & Deci, 2007).

Originally, Hobfoll (2001) argues that the core principle of COR theory is that persons aim to investigate, maintain, safeguard, and nurture the things they consider as valuable. So, the key point of the COR theory is managing resources. Individuals may gain and lose their resources that seem valuable to them but they always want to sustain existing resources and gather new ones (Hobfoll et al., 2018).

Further, COR theory argues that resources provide intrinsic motivational factors which make it easier to satisfy needs and achievement of goals (Van den Broeck et al., 2008). Thereby, individuals strive to protect and invest resources and expecting to reach positive outcomes (Hobfoll, 1989). Additionally, the worth of resources may differ regarding the person (Halbesleben et al., 2014) and resources can be categorized into various types. Given that, these resources refer to things that an individual values or sees as a means to achieve what they value. This can include tangible objects, personal traits, circumstances/conditions, or forms of energy. Essentially, resources are anything that helps a person attain their desired goals,

characteristics, or states of being. (Hobfoll, 1989). COR theory and these related resources are vital for understanding why an individual engages in a specific behavior or not. Hence, a critical aspect of the theory is the concept of “resource caravans,” which refers to the accumulation and clustering of resources. These caravans are protected and facilitated by “resource caravan passageways,” which are environmental and social mechanisms that help or hinder resource flow. The theory posits that where these caravans and passageways are robust, individuals and communities are more resilient to stress (Hobfoll, 2001).

COR theory also introduces the idea of “loss spirals” and “gain spirals.” Loss spirals occur when an initial source loss leads to further losses, amplifying stress and hindering recovery. Conversely, gain spirals start with resource gains leading to further accumulations, which can bolster resilience against future stressors (Hobfoll, 1989).

Empirical research supports COR theory across various contexts, such as natural disasters, occupational settings, and chronic health conditions. These studies consistently show that resource loss is a more potent predictor of stress responses than the initial stressor itself. This highlights the importance of focusing on resource preservation and enhancement in interventions aimed at reducing stress and promoting mental health (Holmgreen et al., 2017).

Self-determination theory (SDT) and conservation of resources (COR) theory provide strong theoretical foundations for explaining the proposed relations between the self-leadership, the determinants (e.g., work design) and the outcomes (e.g., constructive voice, organizational citizenship behavior, and work engagement) in the proposed model.

SDT is relevant because it's one of the core theories that self-leadership concept grounded on and it emphasizes the importance of meeting core psychological needs for motivation, such as competence, relatedness and autonomy (Ryan & Deci, 2007).

Firstly, SDT is an adequate basis for exploring how work characteristics and design may influence self-leadership strategies, as it emphasizes satisfying the three core needs: autonomy, competence, and relatedness. In the workspace, having autonomy may enhance self-leadership by empowering employees to take charge of their tasks and decisions, fostering intrinsic motivation and proactive behaviors. The need for competence aligns with self-leadership practices like setting challenging goals and engaging in positive self-talk, as employees feel more motivated and effective when they perceive opportunities for growth and achievement. Hence, relatedness, through positive interactions and support from colleagues and supervisors, also bolsters self-leadership by creating an environment of mutual respect and collaboration. SDT's broad applicability across different organizational settings and its focus on intrinsic motivation make it a comprehensive theory to analyze how work design impacts individual self-leadership, making it particularly suitable for understanding the dynamics between organizational contexts and individual processes in the workplace.

Secondly, in the model, it is argued that self-leadership strategies satisfy these needs, which then enhance intrinsic (or autonomous) motivation and lead individuals to positive outcomes. For instance, it is proposed that self-leadership provides a sense of competence and autonomy over one's work which facilitates discretionary behaviors, such as constructive voice behavior and OCBs, where employees feel empowered to speak up and help others. Also, as autonomous motivation is found to

be related to prosocial behaviors (Penner et al., 2005), individuals are expected that they will be more inclined to OCBs through holding self-leadership strategies. Hence, feeling the sense of autonomy and control over the work will lead employees to feel more engaged to their work. So, SDT comprehensively explains why meeting psychological needs through self-leadership promotes these positive behaviors and attitudes.

Further, COR is an adequate theory in explaining the mediating roles of positive affect and job crafting because it focuses on how individuals strive to gain or receive and protect valued resources (Wrzesniewski & Dutton, 2001). The theory argues that people strive for resources that feed psychological energy required for surviving and these resources encompass personal characteristics, objects, conditions or personal energy (Hobfoll, 1989). Meanwhile, job and personal-related resources maintain psychological energy and work motivation (Taris et al., 2010) which facilitate job crafting (Van der Heuvel et al., 2015). In the model, it is argued that self-leadership skills and strategies are themselves valued resources that individuals can invest in to gain positive returns. By acquiring and leveraging self-leadership as a resource, individuals are motivated to engage in extra-role behaviors and attitudes as employee outcomes. COR theory describes this motivational mechanism explicitly throughout its resource-based foundations. For instance, self-leadership strategies provide individuals psychological resources like positive emotions. Continuously, these positive affects become a resource that broaden individuals' minds to act beyond their job and create discretionary behaviors like OCBs and constructive voice. So, COR theory elucidates how these emotional resource gains can then motivate discretionary behaviors like OCBs and voice, basically, individuals utilize positive affect as a source to engage in these extra behaviors. Further, we argue that

applying personal resources from self-leadership, individuals will have the ability to craft their jobs and build more work resources. COR theory provides an explanation on how self-leadership builds personal resources that can be invested into job crafting, which subsequently improves work engagement.

COR explains this process of leveraging initial resources from self-leadership to gain further sources from job crafting that enhance work engagement. Eventually, each step represents utilizing resources to acquire more valued sources.

To summarize, SDT and COR theory provide an adequate backing for the motivational and resource-based mechanisms that are proposed to underlie the relationships in the model. Both theories together offer relevant insights into why self-leadership drives outcomes like voice, OCB, and engagement, as well as why the mediators play their proposed role. Consequently, SDT and COR theories are capable of explaining the proposed relations in the current model by the most logical way, as they are based on the motivational and resource-based foundations. In line with this logic, the self-determination and the conservation of resources theory will be considered as the essence of self-leadership dynamics in terms of its determinants and outcomes.

In order to elaborate the current research more comprehensively, the literature review of the antecedents and outcomes of self-leadership will be explained in detailed in the following sections.

2.3 External antecedents of self-leadership

Self-leadership represents a wide range area of inquiry within the broader context of leadership studies, offering insightful perspectives on the intrinsic and extrinsic

factors that cultivate effective self-regulation and performance at individual and team levels. This part digs into the determinants of self-leadership, to elucidate its multifaceted nature and its implications within organizational settings.

Within the literature, external factors, as well as the internal factors, play key role in determining self-leadership. As internal determinants, studies highlight the importance of intrinsic motivation, thought self-leadership, and emotion regulation in fostering self-leadership. For instance, embedding tasks with natural rewards enhances self-leadership by fostering intrinsic motivation (Manz, 1986; Deci & Ryan, 1985).

Meanwhile, external forces play a crucial role, with empowering style, shared leadership, self-leadership training, and cultural impacts being prominent (Stewart et al., 2011). Empowering leadership and shared leadership, in particular, have been identified as triggers for self-leadership, promoting a sense of autonomy and collective decision-making that enriches the individual's sense of agency and collaborative spirit (Pearce et al., 2003). Hence, factors such as need for autonomy, organizational culture, national culture and rewards were also found to influence the practice and effectiveness of self-leadership strategies (Norris, 2008; Goldsby et al., 2021).

Additionally, at the team level, such as team composition, task characteristics, team cognition, cohesion, and conflict management are integral to fostering a conducive environment for self-leadership. Optimal team composition and a supportive task environment, alongside cohesive and collaborative interactions, underpin the effectiveness of team-level self-leadership (Stewart & Barrick, 2000; Langfred, 2005). Further, external leadership and the broader organizational context, including the structure and culture, significantly influence team self-leadership,

emphasizing the role of external leaders in facilitating team autonomy and alignment with organizational goals (Manz & Sims, 1987).

Before pointing out the gaps in the literature, it is important to mention the concept of substitutes for leadership as identified by Kerr and Jermier (1978). Here it is argued that certain individual, task, and organizational variables can eliminate the influence of hierarchical leadership on employee satisfaction and performance. For instance, high levels of task-related ability, experience, and knowledge allow individuals to perform effectively without relying on directive leadership. Similarly, naturally satisfying tasks and clear, routine work processes can influence self-leadership by providing individuals with internal motivation and a clear understanding of their roles, thus reducing the need for external supervision or guidance. That's why recognizing these substitutes highlights the potential for individuals to thrive in environments where traditional leadership is minimal or absent, thereby supporting self-leadership.

More recently, certain substitutes for leadership, particularly group and work design capacities, significantly predict performance outcomes (Muchiri & Cooksey, 2011). These substitutes can independently enhance or reduce performance based on their presence or absence. Similarly, the substitutes for leadership are found to have positive impact on job performance and satisfaction (Xu et al., 2013).

Scholars point out gaps in the existing evidence regarding the need for more evaluation to understand the impact of external factors and interventions on self-leadership capacities. For instance, it has been stated that cultural variations across societies can impact how self-leadership strategies and practices influence organizational dynamics and outcomes. Hence, it is suggested that examining how

organizational and work contexts influence the self-leadership strategies can enhance the understanding of the concept (Harari et al., 2021; Krampitz et al., 2021).

As seen in the literature, self-leadership emerges as a complex construct influenced by a myriad of internal and external factors not only at the individual levels but also at team level. Mostly, its effectiveness is contingent upon the interplay between personal attributes, leadership styles, and organizational contexts. While self-leadership consistently leads to positive outcomes, self-leadership's effectiveness is more context-dependent in the team level, suggesting a need for further research to explore different levels of self-leadership and its potential consequences. This corpus underscores the importance of fostering self-leadership within organizations to reveal the full potential of individuals and organizations in achieving desired behaviors and performance.

Scholars emphasize future implications and suggestions regarding the external factors of self-leadership. For instance, cross-cultural perspectives, technological advancements, environmental or situational factors, leadership styles and training interventions are considered as preeminent ones (Alves et al., 2006; Stewart et al., 2011). More clearly, it is suggested that future research could benefit from exploring how cultural, environmental and situational factors may serve as external predictors of self-leadership. These factors can include organizational climate, work structure and design, and the physical work environment. It has been emphasized that future studies could explore how these factors either predict or hinder self-leadership behaviors (Goldsby et al., 2021)

Besides, the integration of leadership and digitalization is highlighted regarding importance of the role of digitalized environments (Trenerry et al., 2021). So, it may bring a wider perspective of how digital work places and environments

trigger or prevent self-leadership strategies. This may include the role of remote work or diversified working spaces in fostering self-leadership skills. In addition to these factors, investigating the relations between various leadership and management styles and the improvement of self-leadership behaviors can provide valuable insights.

These emphasized factors and suggestions lead the current research to examine the potential role of the work design. As work design characteristics (Morgeson & Humphery, 2006), hold a comprehensive framework in terms of the work itself and the environment, may provide a holistic understanding of individuals' self-leading strategies. Besides, as the world and working circumstances evolve to remote, hybrid, and newly developed working conditions, the need for considering the design of work has arisen.

Although it has been proven that motivational characteristics make the job more satisfying and motivating (Humphery et al., 2007), the studies are limited in explaining the relation between the aspects of work design and employees' self-leadership strategies. Besides, concerns about new workspaces emphasize the importance of work and physical context in organizational behavior in terms of providing significant implications (Ward & Parker, 2019). Since employees and the way of doing work cannot not be thought apart from each other, it is crucial to consider the design and the environment of work while examining external factors that may facilitate self-leading.

According to literature, it has been found that self-leadership is more impactful for the tasks that are conceptual and for teams that are highly interdependent (Uhl-Bien & Graen, 1998; Stewart & Barrick, 2000; Langfred, 2005). Related to these findings, it is stated that task characteristics have been considered as

a team level factor in self-leadership studies (Stewart et al., 2011). However, design and environment of the work have not been considered within the self-leadership context until now. Especially, social and work environment have been neglected in self-leadership concept. Since the way of doing work is changed remarkably in today's circumstances, it is essential to explore the relation between the characteristics, design and environment of the work, and employees self-leading strategies. Thereby, work design framework will be considered as one of the potential external determinants in terms of understanding the relation between fostering/hindering factors and self-leadership behaviors.

2.3.1 Work design framework

As the world and working circumstances evolve to remote, hybrid and the newly developed working conditions, the need for considering the design of work has arisen. Especially, in today's work conditions employees has to deal the circumstances on their own and most of the time they need to lead their selves toward the desired behaviors. Therefore, considering the work design as an external factor may bring a better understanding about self-leadership strategies. Accordingly, as the literature states that work context would have a great positive effect on motivation and self-regulation process (Manz, 1986; Goldsby et. al., 2021), the design of the work would be an important factor in shaping employees' self-leadership strategies. Also, exploring the effect of the difference between the old and the new system of working styles may give us a deeper insight regarding the self-leadership strategies.

As proposed in the first part of the model, work design is identified as one of the external factors that can facilitate self-leadership. Work design encompasses various aspects, including the content, roles, responsibilities, structure, and organization of tasks, as well as the psychosocial aspects and physical environment of the work (Parker, 2014; Humphery et al., 2007). More clearly, work design is a wide concept which refers not only the content, role, responsibilities, structure and organization of the task but also includes psychosocial aspects and physical environment of the work. It can be explained by the comprehensive framework of Morgeson and Humphery (2006), which has 4 categories that reflect the design of work. They adapted Morgeson and Campion's concept (2003) and divided motivational characteristics into two sub-categories as task and knowledge characteristics, so their framework is formed by four categories. These categories consist of the characteristics, which are called as, social, contextual, task and knowledge.

Firstly, task and knowledge characteristics refer to task and knowledge necessities of work whereas, social characteristics emphasize that the work is done within a wide social environment. Lastly, contextual characteristics include physical and environmental conditions where the work is performed. Each of these categories include specific aspects regarding to the work. For instance, task and knowledge characteristics encompass autonomy, task significance, task variety, job complexity, feedback from job, problem solving, specialization and skill variety, whereas, social characteristics include feedback from others, social support, and interaction outside the organization. Lastly, contextual characteristics are consisted of physical demands, work conditions and equipment use (Humphrey et al., 2007). Task and knowledge characteristics prioritize the specific requirements and knowledge needed

for the work, while social characteristics highlight the social environment in which the work is performed. On the other side, contextual characteristics pertain to the physical and environmental conditions of the work.

Morgeson and Humphrey (2006) found that while the nature of tasks and the knowledge required for a job predicted employee job satisfaction, only the knowledge characteristics were found to be related employee training and compensation needs. On the other hand, social support at work was found to independently influence job satisfaction, regardless of the motivational aspects of the work itself. However, social support did not have a connection to increased requirements for training and compensation. These findings contribute to comprehend work design's impact on employees' attitudes and behaviors, offering insights for future research and practical applications in job design and individual outcomes.

From the self-determination theory (SDT) view, if the work environment meets individuals' main psychological needs for autonomy, relatedness, and competence, it is likely to enhance their development, performance, and motivation (Deci et al., 1991). Therefore, within the proposed model, it is expected that when work design fulfills these basic needs, employees are more likely to exhibit self-leadership behaviors.

Related to work design studies, it has been emphasized that motivational, social and work characteristics are able to explain strong variance in job satisfaction. For instance; whereas physical demands are negatively related to job satisfaction, work conditions are positively associated to job satisfaction and negatively related to stress (Morgeson & Humphrey, 2006; Humphrey et al., 2007; Trivellas et al., 2013). Also, research indicates that the motivating potential of a job is linked to regulation

and inner motivation, as highlighted by Millette and Gagné (2008). Building on this, more recent findings by Güntert (2015) demonstrate that autonomy and task characteristics not only positively correlate with intrinsic motivation and identified regulation but also inversely relate to amotivation.

Consistent with the theory of self-determination (Deci & Ryan, 1985), which argues that autonomy, competence and relatedness are three the core needs in explaining intrinsic motivation, once these needs are satisfied, employees will be motivated, regulate themselves and may engage in self-leadership strategies more (Neck et al., 2017). From this perspective, social, knowledge and task characteristics of work design may provide these basic needs and lead employees to apply self-leadership behaviors. For instance, the opportunity of having autonomy on work scheduling and decision-making can facilitate employees' self-leading process. Similarly, jobs that require having more skill variety, specialization, information processing, task variety and equipment use may satisfy the competence need and lead employees to apply self-leadership behaviors. Hence, it was stated that task variety, task identity, autonomy and feedback cause outcomes such as high internal motivation and satisfaction regarding the work (Hackman & Oldham, 1976). Knowledge characteristics, including job complexity and the required problem-solving, may challenge individuals and make them engage more in self-leadership strategies such as self-observation and self-goal setting in order to deal with the complexity.

The framework's (Morgeson & Humphrey, 2006) social characteristics (e.g., social support, interdependence) and contextual characteristics (e.g., ergonomics, work conditions) can either facilitate or hinder self-leadership. For instance, supportive social environments and conducive work conditions can enhance self-

leadership behaviors by providing the resources and support necessary for self-development and goal achievement. Also, physical and environmental conditions that can either facilitate or restrain the satisfaction of the three basic needs. For instance, poor work conditions can detract from the sense of autonomy and competence, while supportive ergonomics and reasonable physical demands can remove barriers to fulfilling work, allowing for greater focus on intrinsic motivations and relationship-building. In contrast, inadequate work conditions may hinder self-leadership strategies as they do not satisfy the main needs of individuals.

Further, social support and feedback from other may satisfy the need of relatedness which in turn provide an employee to engage in self-leading behaviors more easily. Specifically, the feedback loop described in the framework is critical for self-leadership, as self-leadership involves continuous self-reflection and adjustment based on feedback. Self-leadership strategies, such as self-evaluation and self-reward, are closely tied to the feedback mechanisms from the job itself, allowing individuals to adjust their behavior and strategies to improve their outcomes. In contrast, having an interdependence type of job, which the work depends on others for its completion, may decrease the feeling of having autonomy and hinder employees' self-leadership strategies. Moreover, jobs that require a physical effort may distract and deplete employees' attention, which in turn may hinder self-leading process.

In summary, work design can serve as an important external factor with various elements that can influence self-leadership. As providing an environment that satisfies employees' autonomy, relatedness, and competence needs, work design can facilitate the adoption of self-leadership behaviors by individuals.

2.4 Outcomes of self-leadership and hypothesis development

Over the past three decades, self-leadership has gathered significant attention from researchers and continues to grow in importance within the fields of management and organizational behavior (Manz & Sims, 1987; Stewart, Courtright & Manz, 2011; Manz, 2015; Neck, Manz & Houghton, 2017; Müller & Niessen, 2019; Goldsby, et. al., 2021). Within the research about self-leadership one key recommendation is to explore the impact of daily self-leadership practices on daily individual outcomes (Bakker et al., 2021; Bakker et al., 2023). It is reasonable in a way that incorporating self-leadership behaviors into daily routines, individuals may experience enhanced self-regulation, goal attainment, and overall performance. Additionally, studying the longitudinal effects of daily self-leadership interventions can provide insights into the sustainability and long-term benefits of such practices. In line with the literature suggestions and the changeable nature of individual behaviors the relations in the research model are proposed as daily bases.

Once literature is considered regarding the individual level outcomes of self-leadership, numerous positive outcomes can be mentioned, including enhanced work performance, increased creativity, greater job satisfaction, and career success. For instance, research underscores the efficacy of self-leadership training interventions in improving self-leadership practices, which in turn, elevate individual performance and satisfaction (Frayne & Latham, 1987; Birdi et al., 2008). Also, organizations that promote self-leadership through external support mechanisms tend to have more engaged and effective employees (Goldsby et al., 2021).

In addition to these findings, particular strategies of self-leadership have also been studied throughout the years. Specifically, by using self-talk- the internal conversations one has with oneself - and mental imagery, which involves envisioning

successful outcomes, individuals can better manage their thoughts and emotions to trigger both personal and professional effectiveness (Neck & Manz, 1992). Further, results indicated that employees who held thought self-leadership training, which includes a set of cognitive strategies such as self-talk, mental imagery and thought patterns, show improvements in job satisfaction, mental performance, and positive affect, while experiencing low negative affect. That suggests that thought self-leadership can positively influence employees' cognitive strategies and emotional responses (Neck & Manz, 1996a). Similarly, it was highlighted the importance of self-leadership training programs in organizations, suggesting that such programs can significantly enhance self-efficacy and performance by empowering individuals to manage their self-regulation and motivation (Prussia et al., 1998).

Recently, it was suggested that transformational leadership is highly impactful once employees have a high need or desire for a leader's guidance. Conversely, self-leadership behaviors tend to be more impactful once employees exhibit lower need for leadership from others (Breevart et al., 2016). This highlights the idea that the effectiveness of leadership styles can vary depending on the employees' situational needs and individuals may need to rely more on their selves.

On the other side, the outcomes of team-level self-leadership are more nuanced, with studies reporting both positive and mixed effects. While self-leadership has been linked to improved team productivity, creativity, and quality in some instances, other studies highlight the contingency of these outcomes on factors such as task type and internal team dynamics. Effective team self-leadership is often contingent upon creative tasks and effective internal processes (Stewart & Barrick, 2000; De Dreu & West, 2001).

Overall, self-leadership is found to be associated to several important employee outcomes positively such as, self-efficacy, productivity/quality, job satisfaction, career success, OCB, and work engagement (e.g., Frayne & Geringer, 2000; Prussia et al., 1998; Uhl-Bien and Graen, 1998; Murphy and Ensher, 2001; Turan, 2017; Knotts, 2018). Also, it is found negatively associated to stress/anxiety, emotional exhaustion, and strain (e.g., Saks & Ashforth, 1996; Knotts, 2018; Unsworth & Mason, 2012). Overall, the literature highlights self-leadership as an important individual-level process that can enhance a wide range of positive personal, work, and organizational outcomes through cognitive, motivational, and behavioral self-influence strategies.

Even though the relation between self-leadership and these basic outcome variables have been proven step by step over the past 30 years, there is a need for further examination of its triggering factors and employee outcomes (Stewart et al., 2011; Goldsby et. al., 2021; Harari et al., 2021). Depending on the gaps in the literature in the current research constructive voice and organizational citizenship behaviors are considered as extra-role behavior outcomes of self-leadership, whereas, work engagement is considered as an attitudinal outcome. The concepts and the proposed relations will be elaborated in the following sections.

As it was aforementioned, in order to explain the relations between variables in the model, the theory of self-determination and the conservation of resources will be draw upon. Firstly, direct relations between self-leadership and employee outcomes (i.e., constructive voice, OCBs and work engagement) will be explained by self-determination theory. Secondly, mediating roles (i.e., positive affect and job crafting) will be explained by conservation of resources theory.

2.4.1 Constructive voice

There is common belief that the concept of "voice" was first introduced by Hirschman in 1970, but when considering the idea, we can say that its foundations date back much further. The first person to bring this concept to the forefront in management was Rockefeller. As described in the literature, Rockefeller emphasized the importance of communication between management and workers in his American business and factory. He advocated for workers to express their ideas, offers, suggestions, and complaints and to "speak out," and structured the organization's practices accordingly. As a result, principles were established for workers to operate in a fair, healthy, and suitable environment. Additionally, complaint mechanisms were developed, marking the first official step towards conceptualizing the "voice" (Ünler, 2015).

Organizations, especially in today's competitive business world, tend to rely more on individuals' voice not only for innovation but also to update, adapt and improve themselves. Besides, researchers have realized the cruciality of behaviors that go beyond job descriptions or standard role expectations that tend to benefit organizations (LePine & Van Dyne, 1998; Maynes & Podsakoff, 2014; Li et al, 2017). Since voice is considered and defined as an extra-role behavior it refers speak up behavior of employees which leads to continuous improvement (LePine & Van Dyne, 1998) it became vital for organizations to comprehend the determinants and facilitating factors of voice in order to assess development and adaptation.

Originally, voice is considered as discretionary, proactive and challenging, thereby refers to a change-oriented expressions that tends to take forward the interests of the organization (LePine & Van Dyne, 1998). Voice is delineated as a type of behavior that is challenging/promotive, distinct from merely lodging

complaints with management in the workplace. It involves questioning the current norms and proactively offering constructive suggestions for change, particularly in situations where others might hesitate to express their opinions. The main focus of voice is on 'suggesting ideas,' and it is driven by the belief that 'things could be improved' (Vandewalle et al., 1995). However, the purpose of voice is not just to criticize the existing conditions or other individuals. Voice includes the practices where employees share improving ideas that can contribute to organizational development and change with their managers or colleagues (Morrison, 2011).

Constructive voice represents the voluntarily expression of ideas, opinions and information aimed at impacting functional change in the context of work and organization (Maynes & Podsakoff, 2014). This type of voice involves suggesting improvements, offering ideas for more efficient methods, and proposing solutions to problems in one's work.

Constructive voice, as change-oriented communication aimed at improving organizational outcomes, is a critical element for organizational innovation and adaptation (Ng et al., 2019). Specifically, constructive voice is a voluntary and intentional act of expressing ideas, information, or opinions with the aim of bringing about positive, functional changes that would benefit the organizational work environment (Maynes & Podsakoff, 2014). For instance, suggesting improvements for procedures and offering ideas for more efficient and new methods in work can be exemplify as representational behaviors of constructive voice. Also, these suggestions involve developed and new way of doing something, fixing problems of current methods or procedures and solutions to problems in one's work (Maynes & Podsakoff, 2014). Further, voice is also considered as a self-initiated form of proactivity influenced by an individual's own motivation (Parker & Collins, 2010).

Since it has such a potential for being a preeminent behavior, scholars paid attention and have revealed the various determinants of voice related with the organization such as job conditions, organizational characteristics and personality traits (e.g., Schmitt et al., 2016; Knoll & Redman, 2016; Tangirala et al., 2013). For instance, organizations that include empowerment, feedback orientation and psychological safety foster employees to voice their suggestions and ideas (Kim et al., 2023). Several studies state that voice is inclined to appear when employees have authority regarding their work it enhances ability to endorse their activities and it is suggested that autonomy is positively associated to constructive voice (Liu et al., 2015; Chamberlin et al., 2017). Also, the control beliefs of employees are found to be related to constructive voice (Ng et al., 2019).

Morrison (2014) categorized antecedents of constructive voice within five headings such as contextual factors, beliefs, emotions, schemas, supervisor and leader behavior, dispositions and job/organizational attitudes and perceptions. In line with the proposed model, since self-leadership involves determining what needs to be done and how to do it in order to achieve goals (Manz, 1986), applying self-leadership strategies can provide individuals a greater understanding of their work and enable to gain more ideas about the work itself. From the self-determination theory view, engaging in self-leadership skills may satisfy the need of competence, control and autonomy over the work. When employees feel competent and empowered to exert control over their work, they may perceive that their actions can bring about meaningful changes. In turn, this sense of competence and autonomy may trigger employees to act proactively and offer constructive suggestions to improve their work and the organization. Additionally, satisfying the need for

autonomy and competence with self-leadership skills may lead employees to feel capable of changing and creating a difference in their work by speaking up.

Besides, in the literature, constructive voice is considered as a self-initiated form of proactivity influenced by an individual's own motivation (Parker & Collins, 2010; Parker et al., 2010). With its self-influencing nature, self-leadership can stimulate one's beliefs about bringing change and provoke taking an action, which in turn may facilitate employees' constructive voice. Therefore, the model suggests that self-leadership skills can facilitate employees' constructive voice by satisfying their needs for competence, control, and autonomy, as well as by promoting the belief about their ability to make a difference and bring about positive change in their work context.

Briefly, as self-determination theory (SDT) underscores the main needs for autonomy, competence, and relatedness (Deci & Ryan, 2000), once these needs are supported, people are more autonomously motivated and engaged, rather than externally controlled. It is mentioned in the literature (Parker et al., 2010), that autonomous motivation is positively related to proactive behaviors. Since voice holds proactive foundations, such as constructively speaking up with suggestions and concerns related to the work (Maynes & Podsakoff, 2014), when intrinsically motivated, employees freely express ideas for improvement. The model argues that applying self-leadership strategies, like self-goal setting, self-reward, and self-observation, provides a sense of autonomy and control over work and also enhances the sense of competence. In turn, this autonomous motivation will promote proactive behaviors like changing and making constructive suggestions to improve work and prompting constructive voice on daily basis, as employees feel empowered and self-

driven to speak up. Accordingly, it is expected that employees' daily self-leadership behaviors will be related positively to their daily constructive voice behaviors.

Hypothesis 1: Daily self-leadership is positively related to daily constructive voice.

2.4.2 Organizational citizenship behavior (OCB)

In addition to constructive voice, which is seen as challenging extra-role behavior, organizational citizenship behaviors (OCB) are taken into consideration, as an affiliative/promotive extra-role behavior and a distinct construct (Van Dyne, 1998; Maynes & Podsakoff, 2014). Here, employees demonstrate behaviors aimed at helping, based on a focus on the present time and in response to a non-dynamic environment. Affiliative/promotive behaviors have both individual and organizational benefits (Vandewalle et al., 1995). On the individual level, it consists a sense of 'making a contribution', positive social relationships, and receiving positive feedback. Meanwhile organizationally, it contributes to a positive climate, efficiency/productivity, abundance, and timely production. Although studies mostly emphasize direct relations between self-leadership and its outcomes, only several studies provide indirect relations (e.g., Prussia et al., 1998; Houghton et al., 2012; Unsworth & Mason, 2012). Thereby, there is still a need to examine the underlying mechanisms of the relation between self-leadership behaviors and employee outcomes (Houghton et.al., 2012; Knotts, 2018). It has been shown that self-leadership is positively related to organizational citizenship behaviors (Park et al., 2009), however, the relation between daily fluctuated behaviors regarding self-leading and extra-role behaviors remains scarce.

OCB, as defined by Organ (1988), represents the discretionary individual behaviors which are not explicitly required by job descriptions or official reward systems but contribute to the effective functioning of the organization. These behaviors are voluntary and are a matter of personal choice, not enforceable requirements. Organ (1988) specified aspects of OCB such as compliance, courtesy, altruism, civic virtue and sportsmanship. Additionally, Williams and Anderson (1991) proposed a two-factor model of OCB, distinguishing between OCBI-organizational behaviors towards individuals- (directly benefit individuals and indirectly to the organization) and OCBO-organizational citizenship behaviors towards organization- (directly benefit the organization as a whole). Here, OCBI, refers actions that directly support specific people and, by extension, indirectly benefit the organization. On the other side, OCBO, consists of actions that broadly contribute the organization as an entire structure (Williams & Anderson, 1991).

Specifically, OCBI behaviors include helping colleagues with their work, providing support to new employees, and taking time to listen to coworkers' concerns. These behaviors are characterized by their interpersonal focus, aiming to assist particular individuals in ways that are not mandated by job roles or explicitly rewarded by the organization. (Lee & Allen, 2002). The underlying theory suggests that OCBI contributes to creating a positive and supportive work environment, fostering interpersonal relationships, and facilitating cooperation among employees. This type of OCB enhances the social and psychological context of work, indirectly contributing to organizational success by improving morale, reducing conflicts, and increasing team cohesion. Meanwhile, OCBO encompasses behaviors that benefit the organization as a whole. These behaviors are less about individual interactions and more about supporting the organization's goals and functioning. Examples can

include adhering to organizational policies even when not being monitored, conserving resources, and participating in organizational activities outside of one's own job requirements. OCBO behaviors are geared towards improving the organizational system, processes, and overall effectiveness. They reflect a loyalty and commitment to the organization, going beyond personal gain or immediate interpersonal benefits. The concept states that OCBO contributes to organizational efficiency by enhancing its capacity to adapt to environmental changes, optimize resource use, and maintain a high level of effectiveness. (William & Anderson, 1991). This dichotomy also highlights the multifaceted nature of motivation in the workplace, indicating that employees engage in OCB for various reasons, including altruistic motives, personal satisfaction, and organizational commitment.

Additionally, it has been emphasized the importance of considering the fluctuations of citizenship behaviors that vary within days. For instance, feelings of gratitude on one day can predict higher levels of citizenship behavior on that same day, which highlights the importance of daily emotional experiences in understanding organizational behavior (Spence et al., 2014). Similarly, OCBs have both beneficial and detrimental impacts on daily well-being, which on the positive side, engaging in OCB was associated with increased positive affect, which in turn improved daily well-being,. However, it also interfered with employees' perceptions of their progress toward work-related goals, which had a negative influence on well-being (Koopman et al., 2016).

Within the literature, scholars highlighted that job satisfaction and organizational commitment are important predictors of OCBs, with job satisfaction being a stronger predictor of OCBO and organizational commitment being a stronger predictor of OCBI (Williams & Anderson, 1991). Further, it suggests that when

individuals feel confident about their capabilities, such as high self-efficacy, they are more willing to engage in behaviors that are not formally recognized by the reward system but contribute to the organizational and social environment (Mansor et al., 2021).

So, it is crucial for organizations to know the triggers of voluntarily presented behaviors, such as extra-role behaviors. Relating self-leadership to OCBs requires an understanding of self-leading strategies effect on both OCBI and OCBO. Thereby, within the scope of this study, OCB will be considered towards the individuals (OCBI) and organization (OCBO).

On one side, self-leadership strategies can significantly relate to OCBI, which are crucial for engaging in behaviors that benefit specific colleagues. For instance, constructive self-talk and visualization skills may improve an individual's ability to handle interpersonal conflicts positively, thereby contributing to a supportive work environment. Additionally, goal-setting and self-reward strategies may motivate individuals to take initiative in helping their colleagues, recognizing that such behaviors, although not formally rewarded, are personally fulfilling and contribute to team cohesion. Through self-leadership, individuals are likely to develop a sense of personal responsibility and intrinsic motivation to go beyond their formal job requirements to assist others, realize cooperation and mutual support.

On the other side, self-influencing nature of self-leadership may lead individuals to engage in OCBOs out of a genuine desire to see the organization succeed. Moreover, by setting personal standards of excellence and utilizing self-observation, employees can independently identify and engage in actions that, while not directly recognized by formal reward systems, contribute to organizational efficiency and effectiveness in general.

Depending on the self-determination theory, once the core needs (autonomy, relatedness and competence) are satisfied, employees' will be motivated intrinsically and this will lead to specific positive outcomes such as effective performance, well-being and organizational citizenship behaviors (Gagne & Deci, 2005). Further, it has been suggested that autonomous motivation has a correlation with prosocial behaviors which also likely to hold OCB (Penner et al., 2005). In line with the self-determination theory, once employees have autonomy, competence and relatedness they may more intend to present helping behaviors towards individuals and the organization, since they engage more in self-leaders strategies. Accordingly, the more employees engage with self-leadership skills the more they will present organizational citizenship behaviors during the workday.

More clearly, SDT proposes that satisfying the core needs for autonomy, competence, and relatedness enhances autonomous motivation, portrayed by a sense of willingness, volition, and self-endorsement of one's actions. This autonomous motivation is found positively associated with OCBs, that benefit coworkers and the organization (Deci & Ryan, 1985; Gagné & Deci, 2005). So, in this study it is argued that once employees autonomously motivated and feel self-driven by applying self-leadership, they are more likely to help others voluntarily, attending non-mandatory meetings and volunteering for extra duties during their workdays.

Hypothesis 2a: Daily self-leadership is positively related to daily OCB towards individuals (OCBI).

Hypothesis 2b: Daily self-leadership is positively related to daily OCB towards organization (OCBO).

2.4.3 Work engagement

Individuals' work engagement in their work is valued by organizations because in the current competitive business life it is not only enough for employees to survive but also, they need to actualize themselves to maintain a successful performance and the feeling of attachment to their work. So, even in demotivating circumstances, it is vital for employees to stay engaged in their work to sustain productivity. Thereby, in this study work engagement is taken into consideration as an attitudinal outcome of self-leadership.

Initially, engagement was introduced by Kahn (1990), who delineated engaged employees as those who are involved emotionally, cognitively and physically in their work roles, whereas, this involvement is characterized by a sense of meaning, safety, and availability at work. Engagement was categorized within two different aspects. One aspect characterizes engagement as contrary to burnout, whereas the other sees engagement as involvement, energy and efficacy (Maslasch & Leiter, 1997). Although this perspective perceives engagement as a positive state of well-being, it is still tied up with burnout (Bakker et al., 2014). On the other side, an alternative viewpoint characterizes engagement as a fulfilling and positive psychological position experienced in relation to one's work, encompassing three key elements: absorption, dedication and vigor (Schaufeli et al., 2002). Originally, vigor refers to individuals' eagerness to put more and persistent effort into their work; whereas dedication consists of being actively involved in work in order to achieve goals. Lastly, absorption represents being deeply engrossed in one's line of work and hardly able to detach from it (Salanova & Schaufeli, 2008). Within the scope of this study, this perspective is held.

More specifically, vigor includes exhibiting high levels of mental toughness and energy at work. It involves a willingness to put in substantial effort towards one's work tasks, as well as persistence and perseverance even when confronted with obstacles or difficulties. It also reflects a dynamic presence and the ability to sustain long working periods with enduring energy. Meanwhile, dedication involves being highly invested and immersed in one's occupational roles. It is identified as experiencing a strong sense of significance, enthusiasm, inspiration, pride, and challenge by one's work activities. Also, it is about feeling inspired and proudly committed to one's tasks and responsibilities. Finally, absorption represents to a state of being fully immersed and happily captivated in one's work to the point where intense concentration occurs. When absorbed, an individual becomes so focused that time appears to pass quickly. They encounter a difficulty for detaching their selves from their work and separating their mind from the tasks at hand. It originally indicates a deep, immersive state where workers are so involved that they lose track of time (Schaufeli & Bakker, 2004).

Engagement is largely valued by organizations as it is seen as a positive and fulfilling state that both contributes to overall job performance and to employee well-being (Malaeb et al., 2023). In the field of study, work engagement has been investigated together with fundamental concepts like job satisfaction, organizational commitment and performance (e.g., Halbesleben & Wheeler, 2008; Alarcon & Edwards, 2011) and found positively related to supervisor support, feedback, fairness, training opportunities and job variety (Demerouti et al., 2001). Similarly, career development, rewarding and organizational identification have been examined as contributors of work engagement (Leiter & Maslach, 1988; Roberts & O'Davenport, 2002). Employees who engage in their work out of a sense of personal

endorsement and willingness tend to find their work more engaging (Bakker et al., 2011; Van den Broeck et al., 2016). Moreover, while engagement is said to be positively associated to intrinsic motivation; autonomy, empowerment and control are shown to be the triggers of engagement (Osborne & Hammoud, 2017). Apart from these findings, both personal and job resources as found to be crucial in predicting work engagement (Knight et al., 2017). Job resources, such as social support, regular feedback, and development opportunities, along with personal resources, particularly positive self-evaluations related to resilience, optimism, self-efficacy, and self-esteem, empower individuals to effectively control and influence their environment (Huang et al., 2015). So that, these factors independently or jointly foster work engagement.

Further, engaged employees inclined to show a greater readiness to help colleagues and a stronger dedication to their work tasks. Also, engagement varies not only between individuals but also within individuals across different situations and over time, influenced by factors like recovery during non-work times and access to resources (Bakker & Albrecht, 2018).

Despite the vast body of research on work engagement in literature, few studies (e.g., Gomes et al., 2015; Breevaart et al., 2016; Park et al., 2016) stated that work engagement is related to self-leadership. For instance, considering the particular needs and contexts of organizations regarding the employees' engagement process has been suggested. Hence, the need for further research is highlighted to explore the mechanisms that have impact on engagement and to identify individual strategies for enhancing work engagement (Knight et al., 2017).

From the self-determination (Ryan & Deci, 2007) view, self-leadership skills that satisfy the three main psychological needs (i.e., autonomy, relatedness,

competence) that enhance intrinsic motivation and, in turn, may contribute to work engagement. It is stated that self-leadership strategies, such as self-reward, self-goal setting, and self-observation provide employees with an enhanced sense of control over their work (Manz, 1986; Neck & Houghton, 2006). By managing their own daily behavior through these self-leading strategies, employees can satisfy their need for autonomy. Thereby, once individuals have the feeling of control over their work, this sense can positively influence their work engagement. Similarly, once employees have a fulfilled sense of competent and having control over some part of their life, for example, engaging natural reward strategies of self-leadership will provide intrinsic motivation which may sustain enhanced work engagement.

Based on this perspective, successfully applying self-leadership strategies can enhance one's felt in competence during the work day, as well as fulfilling the need for autonomy. Therefore, daily engagement in self-leadership strategies is expected to satisfy the basic needs proposed by SDT, fostering autonomous motivation and resulting in higher daily work engagement. Employees who utilize self-leadership strategies daily will feel more self-directed and influenced in their work, promoting greater daily work engagement with absorption, vigor, and dedication.

Hypothesis 3: Daily self-leadership is positively related to daily work engagement.

2.4.4 Mediating mechanisms

In the current research, positive affect and job crafting are hypothesized as mediational mechanisms through the relations between self-leadership and its behavioral and attitudinal outcomes. Within the scope of the research, positive affect

is supposed to mediate the relation between self-leadership and constructive voice and OCBs, as behavioral outcomes. Meanwhile, job crafting is supposed to mediate the relation between self-leadership and individuals' work engagement, as an attitudinal outcome. Even though the direct relations between self-leadership and its outcomes have been mentioned in several studies, mediating mechanisms remain scarce regarding employees' self-leadership strategies and their positive outcomes.

In this section, the role of positive affect and job crafting will be elaborated as mediating mechanisms within the relation between self-leadership and the outcomes. These mediating roles will be elaborated with conservation of resources theory.

2.4.4.1 Mediation role of positive affect between self-leadership and behavioral outcomes

Affect is a broad expression that encapsulates the wide range of feelings and emotions that individuals can experience, whereas, positive affect specifically represents the tendency for some individuals to generally experience positive moods and emotions across various situations. Originally, positive affect was defined as describing people who inclined to be cheerful, energetic, and experience feelings of pleasure or well-being more frequently compared to those who inclined to be sluggish, low-energized or melancholic (Barsade & Gibson, 2007). Thereby, positive affectivity encompasses temporary feelings that can last a whole week or a day. Also, positive affect represents the experience of pleasant emotions and moods which generally characterized as enthusiastic, active, and alert (LaRowe et al., 2024). Within the context of the study, positive affect is considered as less during positive emotions or moods, rather than general dispositional positive affectivity.

Until today, positive emotions have been related to both individual and organizational related outcomes. An extensive meta-analysis provided that experiencing positive emotions and moods have resulted in in favorable workplace outcomes such as better supervisor evaluations, higher income, improved negotiation abilities, and increased discretionary efforts to benefit the organization (Lyubomirsky et al., 2005). Research has demonstrated that experiencing a positive mood enhances decision-making abilities, leading to better and more efficient choices. Specifically, when in a positive mood state, individuals engage in more careful, systematic, and thorough information processing compared to when in a negative mood or being neutral (Isen, 2001). Further, studies mentioned the direct effects of positive affectivity in employee outcomes such as creativity and performance, whereas revealed the mediation role on the relation between the support and creative performance (Amabile et al., 2005; Madjar et al., 2002). Additionally, positive affect was found to be an important indicator in terms being a better leader (Staw & Barsade, 1993). Therefore, positive emotions are paid attention and considered as essential in organizations.

The literature states that the cognitive thought patterns (strategies) of self-leadership create enhanced positive affect, as it was revealed that cognitive self-leadership training caused differences of positive effect levels between the experiment and the control group (Neck & Manz, 1992; Neck and Manz, 1996a). Eventually, changing one's dysfunctional beliefs and thinking patterns into more constructive thought patterns and applying self-leadership strategies within the day can result in enhanced positive affect. So, it is expected that engaging in self-leadership skills may lead employees to have enhanced positive affect. In

continuation of this relation, positive affect is expected to be related with constructive voice.

Further, Chamberlin and colleagues (2017) have revealed that, in their study of meta-analysis on constructive voice, positive affect is capable to explain constructive voice. In addition, it has been found that positive mood, which is representative of positive affective state that people experience, is positively related to constructive voice (Ng et al., 2021). As it was stated in the literature that positive emotions broaden an employees' mindset so they become aware of more possible actions (Fredrickson, 2001), self-leadership behaviors are expected to lead employees to enhanced positive affect, which in turn leads them to constructively speak up.

From the COR perspective, accumulating these self-leadership resources will increase positive affect, and in turn, these emotions provide further personal resources that can be invested into constructive voice behaviors. When individuals accumulate self-leadership resources, they experience an increase in positive affect. Positive affect, as a form of emotional resource, will contribute to an individual's overall resources, making them more resilient and better equipped to cope with stressors. In line with COR theory, having gain of resources, such as positive emotions, creates a buffer against resource loss and facilitates resource gain cycles. Consequently, positive emotions expand individuals' momentary action and thought repertoires and extend the potential actions that people may consider to take.

Hypothesis 4: Daily positive affect mediates the relationship between daily self-leadership and daily constructive voice, such that higher levels of self-leadership lead to higher levels of positive affect, which in turn leads to higher levels of constructive voice.

On the other side, research has revealed that individuals who experience positive moods are the ones who more inclined to exhibit prosocial behaviors that go beyond the expected requirements of their job roles. Specifically, when in a positive mood state, employees are more willing to engage in voluntary actions that are beneficial to others in the workplace, such as helping colleagues with tasks, displaying altruistic behaviors, or taking on extra responsibilities not formally expected of them (George, 1991).

As the COR perspective states that individuals strive to gain, hold and guard valued resources that aid in acquiring additional resources and will seek not lose them, these resources can be circumstances, objects, personal characteristics, and energies (Hobfoll, 1989). The current research model argues that daily self-leadership strategies provide personal resources, such as experiencing more positive emotions –an energetic personal resource. In turn, as positive emotions broaden mindsets facilitating behaviors focused on others (Fredrickson, 2001), greater daily positive affect will lead individuals to show OCBs. Thus, daily self-leadership is expected to enable positive affect, which will lead to both daily OCB toward individuals and the organization.

So, it is expected that engaging in self-leadership skills during the work day will lead employees to have enhanced positive affect. In continuation of this relation, positive affect is expected to be related with organizational citizenship behaviors and mediate the relation between self-leadership and OCBI/OCBO. Particularly, when employees engage in self-leadership during the workday, their enhanced positive affect likely makes them more empathetic and supportive toward their colleagues. This increased empathy and support can manifest as OCBI, where employees voluntarily help their peers, share knowledge, and support their colleagues' personal

issues or work-related problems. These behaviors directly contribute to improving the work environment and enhancing interpersonal relationships within the organization.

Hypothesis 5: Daily positive affect mediates the relation between daily self-leadership and daily OCBI.

Similarly, the positive affect fostered by daily self-leadership extends beyond interpersonal assistance to include behaviors that benefit the organization as a whole. This can include actions such as voluntarily working extra hours, taking initiative beyond the formal requirements of the job, maintaining and promoting the organization's public image, and actively participating in organizational activities. These behaviors, categorized as OCBO, help improve the organization's functioning and efficiency.

Hypothesis 6: Daily positive affect mediates the relation between daily self-leadership and daily OCBO.

2.4.4.2 Mediation role of job crafting between self-leadership and attitudinal outcome

Another key objective of the thesis is to investigate the mediating mechanisms that explain the relationship between self-leadership and individuals' engagement regarding the work. Holding on the conservation of resources theory, the model proposes that job crafting serves as the mediating factor in this relationship.

Job crafting represents the self-initiated changes or adjustments that individuals make to the boundaries and parameters of their job tasks as well as the relationships involved in their work roles (Wrzesniewski & Dutton, 2001). Hence, it

is considered as self-initiated and self-driven behavior which employees tend to apply to form work activities so that those match with their own values and preferences (Hu et al., 2019). Specifically, the job crafting process (Wrzesniewski & Dutton, 2001) involves three possible activities such as relational crafting, task crafting and cognitive crafting. Task crafting represents changing or altering the boundaries of the job itself so that it matches personal preferences more and easier; cognitive crafting represents reworking the extent of one's occupation to emphasize its value and contribution to both the organization and self; lastly, relational crafting refers increasing the qualification of relations of the work network in order to have purposeful connections (Slemp & Vella-Brodrick, 2013). Job crafting is considered crucial for both organizations and individuals (Rogala & Cieslak, 2019) therefore it has been examined and found positively associated with various outcomes such as work meaning, employee well-being and person-job fit, whereas negatively related with boredom (e.g., Puchalska-Kamińska et al., 2019; Tims et al., 2013; Tims et al., 2016; Harju et al., 2016).

Further, job crafting is seen as an essential element for individuals to stay engaged and be found positively associated to work engagement in the day-level (Bakker et al., 2012a; Petrou et al., 2012). Additionally, it has been analyzed the impact of weekly job crafting (i.e., relational) on work outcomes through work engagement. Particularly, employees who engage in expansion-oriented RJC see improvements in their work performance via work engagement, whereas, contraction-oriented RJC tends to decrease work performance due to lower work engagement (Rofcanin et al., 2019).

Mainly, conservation of resources theory argues that persons strive for resources that feed psychological energy required for surviving and these resources

encompass personal characteristics, objects, conditions or personal energy (Hobfoll, 1989). Studies have discovered that job and personal-related resources maintain psychological energy and work motivation, which facilitate job crafting (Taris et al., 2010; Hu et al., 2017c; Heuvel et al., 2015). The resources being discussed are not solely related to one's job, but also consist of overarching psychological resources such as self-efficacy, fulfillment of core needs, and a sense of meaningfulness (Deci & Ryan, 2000; Wrzesniewski & Dutton, 2001). Since self-leadership strategies are considered to provide self-efficacy and able to satisfy the needs for competence and autonomy, it produces intrinsic motivation, (Ryan & Deci, 2007) which in turn may enhance employee's willingness to craft their job.

From the COR perspective, satisfying needs and provided intrinsic motivation are also considered as psychological resources, therefore an employee will seek not lose and maintain those personal resources (Wrzesniewski & Dutton, 2001). It is stated that crafting is essential for employees to provide and sustain resources because it enables the experience of work identity and meaningfulness and this can maintain more psychological energy (Wrzesniewski et al., 2013; Hu et.al., 2019). In return, it has been found that meaningfulness is one of the energy resources which enable employees to engage in their work (Byrne et al., 2016). Accordingly, in order not to lose and sustain those resources employees may engage job crafting process. Further, engaging self-leadership skills (e.g., self-cueing, self-observation, self-talk etc.) may inspire employees about crafting their job more effectively and enhance their ability in crafting.

Consequently, the more individuals engage in self-leadership skills, the more they have personal resources and in turn the more they do craft their job. As a continuation of this relation, job crafting is supposed to relate to work engagement.

Eventually, employees, by crafting their job during the workday, will be more tend to engage in their work owing to the sense of attaching and giving meaning to the work.

More clearly, as self-leadership strategies promote gains in cognitive, motivational, and behavioral resources valued by individuals (Neck & Houghton, 2006; Stewart et al., 2011), daily use of self-leadership allows employees to acquire personal resources that can then be invested toward job crafting, resulting in optimized work demands and additional job resources. In turn, enhanced daily job crafting promotes gains in work engagement, portrayed by vigor, dedication, and absorption (Bakker et al., 2012). So, crafting one's job in line with personal needs and abilities during the workday may enhances the meaningfulness and the motivational potential of work. Therefore, daily self-leadership is expected to provide personal resources that can be utilized for daily job crafting, which in turn leads a greater engagement during the work on a daily basis. Accordingly, employees are expected to stay engaged in work by crafting their jobs. As to be more specific, daily self-leadership behaviors can be seen as a means to build personal resources, such as resilience, optimism and self-efficacy. By engaging the ability of self-lead, employees may increase their resource pool, which they can draw upon in demanding situations.

From this point of view, task crafting can be seen as the process in which individuals modify aspects of their jobs to better fit their skills, strengths, and interests. This could involve altering the scope of their daily job responsibilities, adjusting the approach to their work, or changing their interactions with others at work. Once individuals engage in task crafting, they tailor their work to be more meaningful and match better with personal goals and values, which is facilitated by particular self-leadership strategies. Further, once employees feel that their jobs

reflect their personal strengths and interests, their emotional and cognitive investment in their work increases, so that they may engaged more to the work. Accordingly, it is expected that daily task crafting will play a mediational role between daily self-leadership and work engagement.

Hypothesis 7a: Daily task crafting mediates the relation between daily self-leadership and daily work engagement, such that higher levels of self-leadership will lead to higher levels of task crafting, which in turn will lead to higher levels of work engagement.

On the other side, cognitive crafting can be considered as a process through which individuals alter their perceptions and attitudes towards their jobs. They may change the way they view the importance of their tasks or redefine their job roles in a way that emphasizes different aspects of their work. By presenting daily cognitive crafting, employees can reshape their work identity, find greater purpose, and align their jobs more closely with their personal values and professional aspirations by means of daily self-leading strategies. For instance, by daily constructive self-talk and mental imaging, individuals can effectively alter their perceptions about the significance and meaning of their work. So, self-leadership may empower employees to challenge daily mental models of their jobs and envision more fulfilling roles, which in turn makes employees become more dedicated and absorbed to their work. Accordingly, it is expected that daily cognitive crafting will play a mediational role between daily self-leadership and individuals' engagement regarding the work.

Hypothesis 7b: Daily cognitive crafting mediates the relation between daily self-leadership and daily work engagement, such that higher levels of self-leadership will lead to higher levels of cognitive crafting, which in turn will lead to higher levels of work engagement.

Finally, relational crafting involves employees taking active steps to change their social and interpersonal environment at work. This can include seeking more or less interaction with colleagues, choosing specific colleagues to work on with, or altering their approach to teamwork. By daily relational crafting, employees can shape their social interactions to align more closely with their personal strengths, social needs, and professional goals, leading to improved work relationships and a supportive network. Also, employees can create a supportive network that acts as a social resource, helping to muddle through job stressors and providing emotional and instrumental support. Effective relationships in the workplace are crucial resources that help mitigate the effects of resource loss and contribute to resource gain. By means of daily self-leading strategies, employees may be empowered to initiate and sustain productive interactions, manage conflicts more effectively, and cultivate relationships that are mutually beneficial, which facilitate crafting relations and in turn, make employees dedicate themselves more in the work. Accordingly, it is expected that daily relational crafting will play a mediational role between daily self-leadership and work engagement.

Hypothesis 7c: Daily relational crafting mediates the relation between daily self-leadership and daily work engagement, such that higher levels of self-leadership will lead to higher levels of relational crafting, which in turn will lead to higher levels of work engagement.

The proposed model of the research is shown as below in Figure 1.

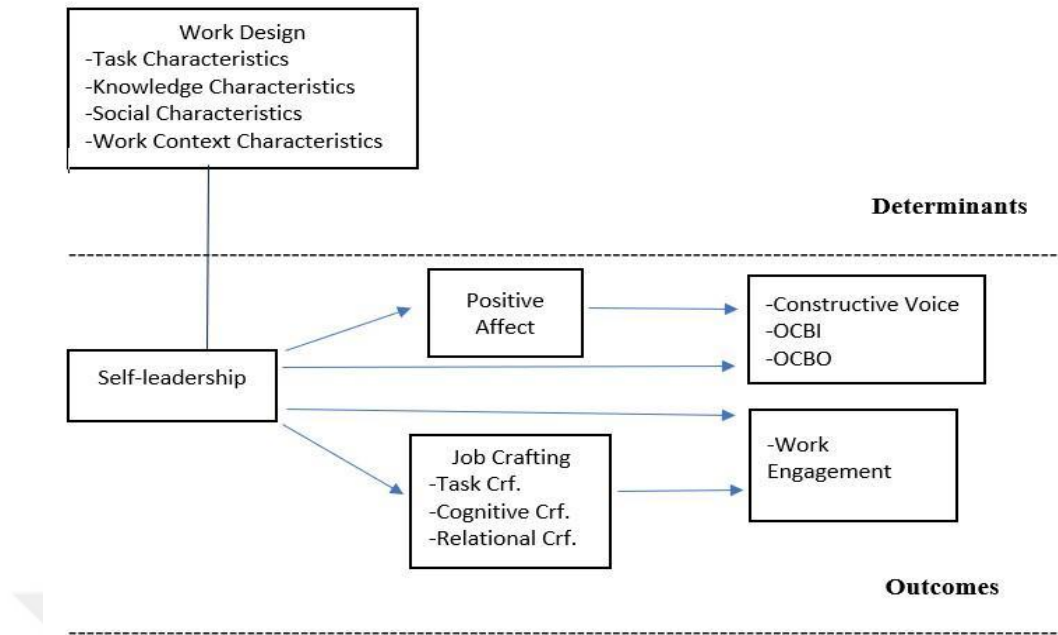


Figure 1. Proposed model

In the next Chapter the research frame of the study will be elaborated comprehensively.

CHAPTER 3

RESEARCH FRAME

To test the proposed model, two different studies were applied. The first study was conducted as qualitative research to examine the potential effect of work design characteristics and other possible external factors on self-leadership. In line with the study, interviews were made to get detailed information and descriptions regarding the work itself and the environment. Making these interviews not only provided a comprehensive knowledge about the potential external determinants but also gave the initial insights about the outcomes of self-leadership. So, this qualitative research can be considered as both exploratory and complementary study.

Afterward, the second study was conducted as daily-diary research to test the hypothesis about the attitudinal and behavioral outcomes of self-leadership. In line with the study, the data was collected on daily basis and multilevel analysis was applied. In this section the research design for the two studies will be explained in detail and the results will be interpreted accordingly.

3.1 Study 1: Qualitative study on external determinants of self-leadership

The first study was conducted to explore the first part of the model and the research questions of the thesis: “What are the external factors that foster or hinder self-leadership behaviors?” and “Do work characteristics facilitate self-leadership behaviors?”. Align with the study, semi-structured interviews were applied to examine the role of work design characteristics and other possible external factors that may effect self-leadership behaviors.

Accordingly, in this part of the research, the interview structure and procedure will be explained and the interpretations will be elaborated.

3.1.1 Methodology

Interview, as type of a qualitative method, is employed when there is a need to get detailed insights regarding the related subject. In line with this methodology, the number of the participants are determined depending on the saturation of the answers (Tayşir, 2019). It is recommended that at least 12-20 individuals should be interviewed in order to get meaningful insights (Guest et al., 2006; Knott et al., 2022).

As to reach out the participants, snowball sampling was applied as a sampling method. Snowball sampling is a commonly used technique by scholars in collecting qualitative data, especially in interviews (e.g., Noy, 2008; Parker, 2014; Woodley & Lockard, 2016). It relies on referrals within networks to reach the participants, where researchers start by identifying a small number of initial participants who meet the research criteria. Basically, these were asked to suggest other people in their networks who may also qualify and be willing to take part. Then the recommended contacts are invited to participate and in turn they refer additional contacts (Parker et al., 2019). By this means, 10 participants were reached.

Since, this method may create a selection bias as researchers leverage their social connections to find the first participants (Noy, 2008), we also worked together with the research company for finding the interviewees to reduce the bias and reached out 5 more participants. So that, we were able to select the participants from a wider network that match the research criteria, such as, at least 1 year of full-time

working with the same company and manager. This sampling method is appropriate because the first selected participant leads us to another subject who is capable of providing detailed answers for our questions. It's essential for us to consider every subject's judgement about the study context, so that we can proceed in a more determined way. In total 15 employees were reached out and interviewed within different sectors. The interview process was lasted for 3 months. Interviews were completed within an hour, whereas the minimum was lasted 40 minutes and the maximum was lasted 70 minutes, approximately. The interview questions can be seen at the end (Appendix A and Appendix B).

Before moving on, the descriptives and general information about the interviewees need to be mentioned. As seen in the Table 1, among 15 participants, there were 8 women and 7 men (53% women and 47% men). Participants were white collar employees from different professions within diverse sectors. Sectors can be sorted as textile, software, manufacturing (e.g. whitegoods, glass, car, medical goods), education, medicine and construction. Also, the professions of participants can be sorted as; human resources specialist, engineer, finance specialist, informatics (IT) specialist, sales specialist, fleet management specialist, and software developer. Further, every participant has been working in their company and with their manager for at least 1 year. Since working style were not restricted, all participants were diverged as, working from office, remote and hybrid working. The percentiles and frequencies regarding the participant descriptives can be seen as below.

Table 1. Sample Descriptives

Descriptives	Frequency	Percentile
Gender		
Women	8	54%
Men	7	46%
Age		
25-30	5	33%
31-35	5	33%
36-40	4	26%
41 and above	1	8%
Sector		
Textile	3	20%
Software	4	26%
Manufacturing	3	20%
Automotive	1	7%
Education	1	7%
Medicine	2	13%
Construction	1	7%
Working Style		
Hybrid	10	67%
Office	3	20%
Remote	2	13%
Years in Company		
1-2 years	3	20%
3-4 years	4	26%
5 and more years	8	54%

Hence, before scheduling the interview date, individuals approved the written ethical agreement and declared their statement of approval. At the beginning of the interview, I summarized the study and gave brief information on the self-leadership concept. Also, I mentioned several self-leadership behaviors to exemplify the concept, so that participants could visualize comprehensively. All the interviews were conducted online, via Zoom and recorded by courtesy of the participants. During the interviews, I also took detailed notes in addition to the recording. In the end, recordings and notes were combined to interpret the results. Interviews were interpreted regarding the research context and the answers were classified to enhance the understanding of results. Accordingly, the interpretation of the interviews will be elaborated in the following part.

3.1.2 Interpretation and results

When conducting the interviews, remarkable insights about the factors that may effect employees' self-leadership behaviors were revealed. Throughout the interview, in addition to the work design characteristics, participants were asked about the key factors, manager/leader characteristics, and different working systems (e.g. remote, hybrid, office) that facilitate or hinder their self-leadership process. These revealed external factors will be explained throughout this part.

During the interviews, firstly, the participants were asked whether they apply self-leadership behaviors or strategies within their jobs. When this question was asked, every participant mentioned that they were not aware that these behaviors they do are called self-leadership strategies or behaviors. So, they responded that they engage in these behaviors or strategies in their work life. Afterwards, I asked about the factors that motivate participants the most within the job, regarding their self-leadership behaviors. Also, which features of their job make it easier or harder for them to motivate or influence their selves.

Accordingly, I had similar responses, which can be classified as recognition, appreciation, learning new things, knowledge sharing, and transparent communication. For instance, the participants have mentioned:

Participant 1: For me, the most important thing to motivate myself is my effort to be seen and recognized.

Participant 2: For me, hearing a thank you or an appreciation sentence from my manager or colleagues would contribute to my self-leadership process the most.

Participant 3: In this sense, one of the most important things for me is my work to be recognized. Also, the organization should care my career development path. Once these are satisfied, I am able to more focused on my self-motivation.

Participant 5: To dedicate myself more to my self-leading process, the connection with my manager and colleagues is important. The communication should be clear, honest, and obvious, so that I know exactly what the person means, otherwise, unclear communication gets me down and I cannot concentrate on motivating myself.

Participant 6: It's so important for me to learn new things regarding the work I do because it allows me more to improve self-leadership strategies.

Participant 8: When I completed a task successfully, it makes me more willing to lead myself effectively in the long run.

Participant 10: Once I know that I 'come in handy', this makes me engage more in my self-motivation process.

Participant 12: After completing a task, to hear sentences like thank you, good job, excellent work, or proud of you makes me feel more engaged with my self-leadership process.

Participant 15: My job teaches me new things and this makes me more concentrated on my self-leading process, as well as motivating myself.

Secondly, as the work design framework has four dimensions in terms of task, knowledge, social, and work context characteristics (Morgeson & Humphrey, 2006), participants were asked detailed questions regarding their jobs. Hence, the interview questions about these characteristics were based upon the work design questionnaire (WDQ), in which, task characteristics include work autonomy, task variety, and significance; knowledge characteristics include skill variety, job complexity, and specialization; and social characteristics being referred to encompass elements like social support received from others, opportunities for

interpersonal interaction, and getting feedback from colleagues or superiors.

Therefore, the responses were classified and presented accordingly.

3.1.2.1 Task characteristics

As work design framework includes task variety, task significance and work autonomy in terms of the task characteristics dimension, the answers regarding these elements were classified accordingly. Accordingly, participants were asked whether their job leaves a room for taking initiative and having autonomy, and if so, whether these factors effect their self-leading process. Participants mentioned:

Participant 1: When I first started the job, taking important decisions was stressing me out. However, afterwards, every decision I made and every point where I could take initiative positively influenced my own motivation. That is, now I can make decisions in this area. Now, in the points where I took initiative, I realized that, actually, yes, this has started to positively influence my self-leading process.

Participant 2: Taking responsibility and making decisions regarding my job leads me more to engage self-leadership behaviors. For instance, I can concentrate more on the desired mission or performance when I have the chance to take that responsibility or decision. Even if the result of that decision is not good, having that autonomy make me more motivated within myself.

Participant 3: It's important that the task is ordered and organized so that it helps me to motivate and lead myself in a desired way.

Participant 4: I think taking initiatives for a task and being in charge for what I do make me more focus to lead myself toward the goal.

Participant 5: Working in tasks that have general and big impact on organization really energize me about my self-motivation. Also, doing several things simultaneously regarding my job help me to improve my own self-leading and self-influencing process.

Participant 6: My job actually quite dynamic and requires a tight follow-up. In this case taking initiatives and reaching an achievement in the end make more focused on my self-leading process. Knowing that the task I completed successfully is an important and significant thing for the company helps me improve my self-leading strategies.

Participant 7: Being able to take initiative in my work and make decisions on many tasks is very important for maintaining my self-motivation process. However, when I have to do monotonous, routine, and highly procedural tasks, I find it restrictive in terms of my self-leadership. So, the task should be significant or have a meaning.

Participant 9: Being able to take initiative or my own decisions during the work leads me to apply a more effective self-leadership process.

Participant 10: I think things need to be certain in work for me to sustain my self-motivation. If the things are not clear and if there is always uncertainty within the task I cannot focus on leading myself.

Participant 12: If I do not have a chance to take initiatives or make decisions about the job, I cannot focus on my self-motivating process. So, the work should provide me some autonomy for me to engage in my self-leadership strategies.

3.1.2.2 Knowledge characteristics

As works design framework consists of skill variety, job complexity, and specialization in terms of the knowledge characteristics dimension. Accordingly, participants were asked whether the job require them to have various skills and do they think this is effective in bringing out their self-leadership behaviors. The answers regarding these factors were presented accordingly.

Participant 1: When I use the various skills that requires my job and see these skills developing, it boosts my motivation regarding leading myself. Hence, I find myself leading my efforts in a more motivated and eager manner towards the next step or the goal I have set.

Participant 2: When I can use my abilities or skills regarding the job, this makes me concentrate more on my self-motivating process. Also, even the task is complicated, as long as I know my role exactly the complexity lets me focus more on my self-leading strategies, to handle the situation.

Participant 6: I think having and using various skills in the task can sometimes be tiring or distracting if you don't control the process. Also, if the job is complex or multilayered, this can restrict your self-influencing path. However, most of the time those skills regarding the work make you more focused on self-leading behaviors.

Participant 7: Using my skills for my job and having to develop these skills through work really nourishes me in focusing more on my self-leading process.

Participant 8: I think using various skills in the job facilitates my self-motivation process. Hence, I think it should be a requirement to have and use different skills within the work which in turn makes it easy to develop the self-leading strategies.

Participant 12: My job requires more than one skill and using those skills makes me achieve more success, so I intend to use more of my self-leadership behaviors.

Participant 14: It's so important for me to use my skills while doing the job. Because I think the more I use and develop my skills the more I engage in my self-leading strategies or process.

Participant 15: I think the more you are required to use your skills for the job, the more you improve self-motivating and leading process.

3.1.2.3 Social characteristics

As work design framework includes social support, interaction, and feedback in terms of the social characteristics dimension. In line with this, participants were asked whether they receive feedback and support from colleagues and supervisor regarding the work. Also, they were asked whether receiving feedback and support regarding the job help them to motivate or influence their selves. Hence, it was asked whether interacting with people within the organization is important, do they think does it effect their self-leading behaviors and if so, how. Based on the answers, these factors were presented accordingly.

Participant 1: Receiving feedback and support about my work, both from my manager and my colleagues, definitely contributes to my ability to motivate myself. Especially receiving feedback is very important for me.

Participant 2: For me receiving feedback from my manager is crucial to lead and motivate myself. Even if it's negative feedback, I want to hear it to monitor myself regarding the job.

Participant 5: I think it effects my self-leading process in a positive way, when there is a social interaction during work, for example, when one of my colleagues offers a coffee and we take a break together.

Participant 6: Me and my colleagues sometimes give each other feedbacks regarding the task we do but it would be much better to receive more feedback or comments during the work. It's because I think the support and constant interaction within the company provide me an appropriate environment to focus my self-motivating process.

Participant 8: I think if the feedback is not so-called and is genuine, it helps me a lot to improve my self-leading strategies. Also, the mutual support we provide in the workplace is essential in this sense, because it makes me feel safe and comfortable so I can focus more on my self-motivation.

Participant 9: I think one of the most important elements for me to maintain self-motivation process is the support and interaction that I received from my colleagues. Also , mutual trust among us helps me in this sense. For example, we give each other friendly feedbacks and warn each other before everyone else, if something not goes well.

Participant 11: I find it so useful receiving support from my colleagues at work. For instance, we give each other feedback, collaborate and interacted during the work day. Also, they ask my opinions and ideas whenever they need. I think all these factors have positive effect and make me more focused on my self-leading process.

Participant 12: I think the interaction and communication with the colleagues is so important for me to focus on my self-motivating process. Especially proceeding

with mutual support through the work lead me to focus more on my self-leadership strategies.

Participant 15: Getting support from my colleagues is very important and also valuable to me. Sometimes, a very small issue can consume one or two days, and during this process, you can feel bad about yourself. However, I believe that when I receive support and interaction from my colleagues, afterwards it positively effects me in terms of my self-motivation process.

3.1.2.4 Work context characteristics

As work design framework includes physical conditions and equipment in terms of the work context characteristics dimension. The participants were asked about the physical characteristics of their work context or environment that encourage them more to practice self-leadership behaviors. Accordingly, the answers regarding these factors were presented.

Participant 1: I believe having my own space while working positively reflects on my self-leadership. Because, it's a space that liberates me and where I have my own dominion. For example, when I don't want to hear any noise I can close my door and stay in my own space. This is definitely an important factor in terms of being able to lead myself towards the job or desired goal.

Participant 5: Physically, our workspace is quite dim, and I would prefer it to be brighter because it sometimes negatively effects me. Additionally, I would prefer if the office furnishings were newer. These factors, for instance, sometimes restrict my ability to maintain my self-motivation. Lastly, I would like have a walking path

as a physical feature because spending time in a natural environment afterwards makes it easier for me to lead myself.

Participant 6: We work in an open office, and this actually negatively effects me because everyone's voices blend together while working, and I think it limits my self-leading process. In this regard, I would prefer to have my own space as a physical condition.

Participant 7: I would prefer to work in an office which has a free-space (leisure area). For example, I would appreciate having spaces where I can spend my breaks in a pleasant or enjoyable way. In turn, I think this would have a very positive impact on my self-leading process.

Participant 9: When considering physical conditions, having my own workspace or separate room is definitely crucial for maintaining and sustaining my self-motivation process.

Participant 10: One of the most important things, regarding my self-leading process, is having a last technology equipment (i.e. laptop, software) while working in terms of physical conditions.

Participant 11: I think it's so important to work in a peaceful and quiet environment so that I can focus more on my self-leading process.

Participant 12: My workspace is sufficiently spacious and not cramped, providing me a personal area, which is very important for maintain my self-motivation. Additionally, having a terrace that we can comfortably use and an area for sports activities would positively impact my self-leading process. Conversely, I think a gloomy and very enclosed work environment would definitely affect me negatively in this regard.

Participant 13: I would prefer a peaceful environment but I think it shouldn't be 'super silent' because I need to hear or interact the people I work with to maintain my own self-leading process.

Participant 14: It is very important for me that the work environment is spacious and provides enough space for me to focus on my self-leading process. For example, I always want to work in an area with large windows. In contrast, a cramped and dark environment would have a very negative effect on me in this regard.

Depending on the results, we may infer that task, knowledge, social, and work context characteristics have the potential to effecting employees' self-leadership behaviors and processes. Especially, task and social characteristics have the highest potential to effect the self-leadership process, since every single participant has mentioned these characteristics in the first place and several times throughout the interview.

In line with the self-determination theory, having fulfilled needs in the workspace, such as, competence, relatedness and sense of autonomy, may facilitate employees to lead their selves towards the desired behaviors. For instance; when employees perceive their tasks as meaningful and are given autonomy in their work, they are more willing to engage in self-leadership behaviors, like goal-setting, self-observation, because they feel competent and capable of influencing outcomes. Similarly, a supportive work context that provides resources, feedback, and reduces hindrances may enhance autonomy, leading to greater engagement in self-leadership behaviors. Finally, employees who experience positive social interactions and support from colleagues and supervisors may feel more encouraged and motivated to

influence their selves towards the desired outcomes and engage in self-leadership strategies.

In addition to the work design, participants were asked questions regarding their managers characteristics, and whether if any characteristics that facilitate or hinder employees' self-leading process. Again, remarkable common responses were given, and the answers were classified as, having an empowering style, possessive attitude, appropriate use of wording, communication style and error tolerant. In addition to these characteristics leaders are expected to be wise and competent regarding the work. This insight matches with the previously held studies which stated that leaders are expected to be integrators and administratively competent (Kabasakal & Bodur, 2007). There is a preference for leaders who can inspire and motivate, with a strong emphasis on integrity and visionary capabilities. Participant responses can be seen below as an example:

Participant 1: When I do something wrong about the job I have been given, especially if I am doing that for the first time, it's important that my manager tolerates that mistake and explains the correct way. This would give me more power to self-leading. The other important aspect is the establishment of open communication. The fact that her door is always open in every sense and on every subject. Whether it's about work or something else entirely, you can communicate about anything without hesitation. These, I can say, are actually the most important aspects that effect me in terms of engaging self-leadership.

Participant 2: I would prefer my manager to apply rewarding/punishing mechanism because I think this would positively effect my own self-leading. Also, of course, I want my manager to tolerate the mistakes and give constructive feedbacks but I should see the hierarchy between us.

Participant 3: Normally, when the feedback is negative, this lets me down but if the wording is soft and the very first sentence regarding that feedback is positive, then I can find the power to lead myself. So, the manner is critical.

Participant 4: If the manager underestimates my work and not appreciates the success I achieved, this effects my self-leading process in a negative way.

Participant 5: Sometimes my manager ignores or ‘ghosting’ my work and this really effects my self-motivation process. I would prefer my manager to be more tolerant and empowering in terms of the work I do. Also, it would be much better to receive constructive feedback with an appropriate communication.

Participant 6: I would definitely want to receive feedback from my manager but the wording is critical. For example; it shouldn’t be like ‘scold’ instead, it should be like ‘guiding’ with a wise manner. This would positively effect my own self-motivation. Additionally, I would like my manager to stand by me and defends me against upper level managers

Participant 7: When it comes to my own self-motivation process, my manager should definitely support and encourage me. Also, the communication between us should be clear and certain. On the other side, the manager should not be a ‘textbook’ person. For example, they should be competent and know how to guide me in particular circumstances.

Participant 9: It’s okay if my manager criticizes me about the job I have done but the words they use are critical. The style should be kind and the feedback should be constructive.

Participant 12: It’s so important whether my manager supports and encourages me. Also, they should defend me or talk on behalf of me when required. These would definitely effect my self-motivation process in a positive manner.

Participant 13: It would certainly effect my self-leading process negatively if my manager were to have a “dogmatic” perspective regarding the job.

Participant 14: If a manager stands with their employees, mine is like that, defends them to the other people in the company and gives the sense of ‘we are on the same boat’ , then this facilitates more my self-leadership process.

Participant 15: I think the attitude of the manager is very important in this regard. For instance, if they were to spoke with me in a scolding manner constantly for every minor issue within the team, it would hinder my self-motivation. For example, if they made demeaning or belittling remarks during meetings, or if they consistently had a critical demeanor, it would negatively affect my self-leading process.

Thirdly, the differences between the working systems (e.g. hybrid, remote, face-to-face) were asked in terms of the potential of effecting employees’ self-leadership process. Participants were asked to consider the old and new work systems (hybrid, remote or face-to-face), and to think which working system would be more appropriate for them to apply self-leadership strategies. When asked participants about their working preferences and which of these working systems facilitate or hinder their self-leadership process, it was appeared that majority of the participants held the idea of working with a hybrid style. Further, they stated that working totally from home or totally from the office would hinder their self-leading behaviors and processes. Hence, they emphasized that social interaction or at least having a dialog with colleagues on a workday, effects and energizes them in terms of their self-leading processes.

Participant 1: We work 1 day from home and 4 days from the office during the week but it would be much better to work at least 2 days from home. However, I

would not prefer to work totally from home or totally from the office. For example, during the period when I was constantly working from home, I wasn't getting more motivated. Because after a point, I start to miss the routine of physically going to the workplace. Having a hybrid model becomes more supportive of me in terms of leading myself.

Participant 2: Actually, going to the office every day negatively effects my own self-motivation. However, working in an office environment or in more crowded places where I interact with people (for example; cafes) positively effects me in this regard. Therefore, hybrid model is my preferred working style in terms of my self-leadership process.

Participant 3: I definitely wouldn't want to be working entirely from home, as I don't think my work is very visible then. Also, being at home all week can be challenging for my self-leading process, because I need to have a certain level of interaction with people. Therefore, I think it's ideal to work face-to-face for three days and from home for two days.

Participant 5: I actually like remote work and I think its suitable for me, but constantly working from home, in my opinion, imposes more responsibility on a person. I believe balancing some days in the office and some days remotely is more positive for my self-leading process. Working not just from home, but sometimes in a calm outdoor setting, a cafe, or a nature-rich environment can be very effective in fostering my own self-motivation.

Participant 7: If I had more job responsibilities, I would actually go to the office more often. However, given the current situation, I believe that hybrid working model is beneficial for maintaining and sustaining my self-motivation process.

Working remotely not just from home, but sometimes from a cafe or a natural environment also positively effects me in this regard.

Participant 12: I think remote working causes the lack of follow-up, so that the balance should be set appropriately. Also, this is not effective in terms of self-leadership. For instance, there must be office days where everyone is present even the working style is hybrid.

Participant 13: Actually, the hybrid work model is very util for maintaining my self-motivation process. I also work more efficiently and enjoyably with this system. For example, since I don't have to go to the office every day, I often save time on commuting, can manage my personal tasks, and keep my life more organized. This supports my self-leadership in the long run.

Participant 15: I work in a remote system and it functions perfect to me in terms of supporting my self-leadership. I do not want to go to the office at all for working because I think it stresses me and I cannot focus on my self-motivation process.

Finally, the participants were asked about the atmosphere within the workspace and its potential to effecting their self-leadership behaviors. The participants were asked what kind of work atmosphere or environment would highlight their self-leadership behaviors and they were asked to describe the atmosphere in which they think they can practice their self-leadership strategies easily. Similarly, they were asked the atmosphere that would hinder their self-leading behaviors. The answers were classified considering the number of participants that have mentioned the same factors in Table 2.

Table 2. Facilitating and Hindering Factors for Self-Leadership

Facilitating Factors	Number of Participants
Sincerity	9
Trustworthiness	3
Respect	6
Social Interaction	14
Hindering Factors	
Mobbing	4
Malicious Intentions	3
Gossip	2
Unfairness	3

Accordingly, the most mentioned characteristics that participants have within their work atmosphere can be classified as sincerity, social interaction, trustworthiness, and respect in the workplace. Those characteristics were said to be the most critical ones that make employees to engage more self-leadership behaviors or the self-leading process. On the other hand, participants indicated that their self-leading process would be effected negatively if they were exposed to mobbing, malicious intentions, gossip, dishonesty, and unfairness.

In this respect, the responses about the facilitating and hindering factors of self-leadership within the work atmosphere can be shown as below:

Participant 1: Entering an office where there's tension among people, where relationships are cold, and individuality is at the forefront definitely affects me negatively in terms of self-leadership. A working environment where I am closely interacting with my colleagues within a sincere atmosphere positively influences me in motivating myself.

Participant 2: In general, interacting with people within the company keeps me engaged in terms of self-leadership behaviors. Being in communication with another person throughout the day and maintaining constant contact improves me in terms of self-leadership, in a more positive sense. Besides, I prefer work

environments where respect is a priority. An atmosphere that definitely values its employees, values me, respects me and my career, and not only considers my contribution to the company but also my own career development, positively influences my self-leadership.”

Participant 3: Working harmoniously together is very important for my self-leadership. For example, mobbing is one of the main reasons I would leave the job if I were to expose to it in my workplace. In addition, I would struggle a lot in an unfair work environment and wouldn't be able to stay there. On the other hand, the pleasure and happiness I experience in my current work environment greatly influence my self-motivation. For example, interacting with my colleagues and being in synergy are very important for me to exert self-influence.

Participant 4: I prefer to work in a calmer atmosphere and environment. Also, working in a more sincere environment facilitates my self-leading and self-motivation. Places with tension and malice are very challenging for me in this sense.

Participant 5: I think interacting with people both inside and outside the office has a positive effect on my self-motivating process. For example, there was a group event last week and we were all together. In such situations, communication becomes more positive and friendly. However, sometimes there are behaviors from the management that involve mobbing, which negatively affects my self-leading process. Also, I can't really maintain my motivation in an environment where everyone is constantly trying to show off or is highly competitive. I can't effectively engage self-leading behaviors in an atmosphere where people wish ill upon each other and try to get ahead. I don't want to feel uneasy about strengthening someone's hand; I prefer to be comfortable. Also, having a fairer workplace would strengthen my self-influence process.

Participant 6: Our work environment is a bit tense and oppressive generally. Because of this, I often feel alert, and these things actually restrict my self-leading process. However, interacting and having a genuine relationship with my own colleagues immediately reflects positively on my self-motivating process. For example, staying interacted while working and having small talks or jokes positively impacts the atmosphere and in turn my self-leadership.

Participant 7: Having friendly or sincere and highly interactive atmosphere positively effects my self-leadership. For example, I like to have small chats instead of immediately starting work as soon as I arrive. Also, taking breaks with my colleagues leads me to motivate myself more effectively. I think these have a very positive effect during the work routine. Additionally, working with people I can trust and in an environment where there is a sense of trust is also very effective in motivating myself.

Participant 8: Currently, there's a very friendly and sincere atmosphere at my workplace. Having this atmosphere and interacting with people within the company helps me better exhibit my self-leadership behaviors. For example, meeting face-to-face and coming together with my colleagues both professionally and socially, make me focus more in terms of motivating myself.

Participant 9: At my workplace, experiencing injustice or not being properly appreciated by management for the work I do has a very negative impact on my motivation process. However, on the other hand, having social interaction with my colleagues creates a very positive impact. For example, every Friday is an activity day for us, and we eat together and spend time together. I think these kinds of things are very important for the process of self-influencing.

Participant 10: At my workplace, it is very important for me to have respect for others' efforts and ideas regarding my self-motivation process. For example, having my comments taken into consideration and my ideas respected strengthen me in this sense. Additionally, having an atmosphere with genuine communication, especially spending time and interacting with other people in the work place, positively effects me in terms of my self-leading strategies.

Participant 11: Especially to maintain my own self-motivation, I need to be able to have even small talks and interactions with my colleagues. In this sense, having an atmosphere with sincerity and mutual trust is so important to me. On the other side, being in the work place where I am not respected and my ideas are not valued, negatively impacts me in terms of my self-leading process, and I wouldn't even want to be in such an environment.

Participant 12: For me to sustain my self-motivation process, it's important to feel trusted and to be given tasks because of that trust. Additionally, being in an interaction and to communicate with my colleagues in the work environment definitely reflects positively on me. On the other side, being in an environment where people talk behind each other and tell lies, would negatively impact me in terms of my self-leading process in the long run.

Participant 13: For me to maintain and continue my self-motivation process, the most important thing is to be in a work environment where my ideas and thoughts are respected. Especially if I am assigned a task, it is very important for me that there is respect for my ideas and the initiatives I take regarding the task. The opposite kind of environment would have a negative effect on my self-leading process.

Participant 14: I definitely cannot maintain my self-motivation in an environment where there is malice and where people smile at your face but talk

behind your back. For example, at my current workplace, even if there are opposing views, everyone respects each other's opinions. Having a respectful atmosphere is very important in this sense. Additionally, interacting with other people within the company, especially with my colleagues, positively effects my self-leading process in my daily work routine.

Participant 15: Interacting with my colleagues is important for maintaining my self-motivation. Even though I mostly work remotely, social interaction online has a different energy, and we experience work friendships as well. For example, I always make sure to participate in face-to-face activities because they keep me energized and focused regarding my self-leadership process. Additionally, having a warmer and more sincere atmosphere also positively effects me in this sense.

3.1.2.5 Findings on outcomes

The last part of the interview consists of the questions that aim to explore other possible outcomes of self-leadership. Participants were asked how they feel when they engage in self-leadership behaviors during the work. Also, they were asked whether applying self-leadership strategies lead them to engage other behaviors.

Responses from the participants can be seen below:

Participant 1: Especially at the point where I realize I am applying self-leadership; it makes me feel more confident and powerful in my job. Hence, it also pushes me to take more responsibility. It allows me to look at my work with more excitement and passion.

Participant 2: Applying self-leading strategies makes me feel more enthusiastic and willing to search for new things. Also, at the end I think it extends my perspective regarding the job.

Participant 3: I realize that as long as I engage in self-leading behaviors I feel more confident about myself not just about the work but also about my personal life.

Participant 5: I think the more I apply self-leading strategies the more I tend to take responsibility, feel more courageous to get into new things in work. Also, I feel belongingness to work when I use my self-leadership.

Participant 6: Using my self-leadership actually makes me feel more improved and prouder about myself. Additionally, when I apply self-leading strategies, at the end I feel like I achieved something and I see myself as a successful person.

Participant 7: Applying self-leading strategies makes me feel more competent and confident regarding the work. However, I think this may lead to ego or self-love in the end, so it should be carefully controlled.

Participant 9: It (using self-leadership strategies) makes me handle and overcome the situations that I exaggerated in work. Also, it makes me think about ‘what can I suggest and how can I contribute more’ for the work I do.

Participant 10: Through applying self-leadership, it’s nice to see that you can muddle through the tough circumstances and you become stronger against those situations. It also gives you a courage to propose ideas because you already know you won’t mistake.

Participant 12: Leading myself makes me aware more of things about the work, take more responsibility in terms of improving my job.

Participant 14: I think I become more aware of things around me when I use self-leading strategies. It also makes me search for more and new things, so I can say ‘I have my ear to the ground’ owing to this self-influence process.

Participant 15: When I apply or engage in self-leadership, in the end, I feel more valuable and precious. In turn, I think, it makes me feel more dedicated and focused to the work.

Accordingly, eager to learn new things, willingness to take more responsibility about the work, being more aware and feeling more dedicated to work can be inferred as outcomes of self-leading process. Additionally, feeling more confident, powerful and happy are the feelings that can be concluded from participant responses.

Depending on these results, it is appeared that the responses provide supporting insights for the proposed outcomes of the model, such as voice, organizational citizenship behavior and engagement. Further, these interviews provided a detailed information on other possible outcomes regarding employees’ self-leadership behaviors. Thereby, conducting the first study not only revealed a knowledge about the external factors that have a strong potential to impact self-leadership behaviors, but also provided initial insights about the outcomes in the proposed model.

3.2 Study 2: Daily analysis on individual outcomes of self-leadership

The second study was conducted to find answers to the research questions: “Does self-leadership relate to extra-role behaviors and positive employee outcomes?” , “How does self-leadership effect voice, organizational citizenship behaviors (OCBs)

and work engagement?” , “Which mediating mechanisms play a significant role in explaining the effect of self-leadership on employee outcomes?” and “Do positive affect and job crafting explain the relation between self-leadership and outcomes?”. Within this part, the daily-diary methodology will be explained, the data analysis will be applied and the results will be interpreted together with the hypothesis testing.

3.2.1 Daily-diary methodology

The daily diary method involves repeatedly collecting data from individuals about their real-life experiences, behaviors, and circumstances over a short period, ranging from a few days to several weeks or months. Participants provide this information close to the actual moments being studied, allowing researchers to capture data from natural settings in or near real-time. Further, sampling strategy is specified by the properties of the variables of interest which can be event-based or time-based sampling and for ongoing experiences (e.g., emotions, self-leading, crafting) it is appropriate to use time-based sampling which is to be used in this study (Lischetzke, 2014).

This methodology provides the advantage of taking situational context into account when examining cognition, feelings, and behavior (Reis & Gable, 2000). More clearly, the daily-diary study makes it possible to observe changing variables in detail and how specific behaviors turn into other behaviors within a short period (Ohly et al., 2010). Since this method provides capturing the representations of real-time and close-to-real-time experiences, it gives the chance of examining self-leadership and its outcomes' experience versions. For instance; the variables in the proposed model can vary within days, for example, employees may engage self-

leadership skills (e.g., self-talk, positive thinking etc.), feel positive emotions, craft their job and engage their work over a short time of period.

Briefly, the advantage of diary studies over traditional cross-sectional or longitudinal survey studies is the utility of capturing short-term fluctuations and dynamics in employees' experiences, behaviors, attitudes and performance within their natural work contexts (Lischetzke, 2014). These studies can investigate both within-person and between-person relations. Studies that examine between-person differences focus on how individuals differ from each other on stable constructs like personalities or chronic work characteristics whereas, diary studies that examine within-person processes focus on analyzing how a person's experiences, behaviors, or performance fluctuate from moment to moment or day to day (Ohly et al., 2010). Besides, it is argued that within-person relationships (e.g., the relation between daily mood and daily performance) can be stronger than between-person relationships, providing a more accurate understanding of psychological processes. Within the scope of the study, we argue the proposed relations on a within-person basis, that is, we are not talking about the personal differences of individuals, but making an inference from their daily fluctuations for 5 days. Accordingly, within the scope of our hypotheses, we are discussing within-person basis, because we are examining how these constructs fluctuate within individuals, and in turn how they effect each other.

Further, in the current study 180 people observed over 5 working days with the same measurements. It is called repeated measure, which means the same participants are measured at multiple points in time. This technic is mostly used in daily studies and utilized to detect changes in variables across different conditions or times (Lischetzke, 2014). Depending on this, the model variables are group-mean

centered as they have been measured on daily basis, whereas, control variables such as proactive personality and core self-evaluation were grand-mean centered. Person-mean centering is suggested in this method, which involves centering the daily measured variables around each person's mean across days. This allows for the interpretation of pure within-person effects, removing all between-person variance (Ohly et al., 2010).

In addition to the method's utility, it is recommended that self-leadership need to be examined more by longitudinal study (Goldsby et al., 2021). Even though several studies have revealed the relations on daily basis regarding self-leadership, work engagement and job crafting relations (Breevaart et al., 2014c; Müller & Niessen, 2019; Rofcanin et al., 2019), the need for capturing daily fluctuations maintains its importance.

So, applying this methodology will provide a deeper understanding of self-leadership functioning and the dynamics with its outcomes on daily basis.

3.2.2 Measures and pilot study

As it is recommended that daily assessment shouldn't be longer than 7-10 minutes, abbreviated or shortened scales were preferred in the survey (Reis & Gable, 2000). In line with the daily methodology, the wording of the original scale items was adapted accordingly. Participants were asked to think on their workday while answering the questions about the daily level variables, such as self-leadership, constructive voice, work engagement, OCBs, positive affect, job crafting, autocratic leadership (control variable). For instance, the items were adapted as: "Today I ...", "Today I felt..." and "Today my manager/leader...". Meanwhile control variables, such as proactive

personality and core self-evaluation were asked as the original items. All variables were measured with 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Self-leadership was daily measured daily by using the Abbreviated Self-Leadership Questionnaire (ASLQ) originally established by Houghton and colleagues (2012), which includes 9 items. The scale was adapted into Turkish context by Tabak, Sigri, and Türköz, (2013). Sample items: “Today I established specific goals for my own performance”, “Today I visualized myself successfully performing a task before I do it.”

Constructive Voice was daily measured daily by using the measure developed by Mayes and Podsakoff (2014) which consists of 5 items. The scale was adapted into Turkish context by Çankır (2016). Sample item: “Today I spoke up with recommendations about how to fix work-related problems.”, “Today I made suggestions about how to improve work methods or practices”.

Work Engagement was daily measured with Utrecht Work Engagement Scale (UWES) that established by Schaufeli, Bakker and Salanova (2006), and consists of 9 items. The scale was adapted to Turkish context by Turgut (2011). Sample item: “Today when I got up in the morning, I felt like going to work.”, “Today I was immersed in my work.”

Organizational Citizenship Behavior (OCB) was daily measured daily with the scale of 16 items which developed by Lee and Allen (2002). Scale was adapted to Turkish context by İplik, İplik and Efeoğlu (2014). Sample items: “Today I took action to protect the organization from potential problems.”, “Today I helped others who have been absent.”.

Job Crafting was measured daily with the scale of 15 items which was established by Slemp and Vella-Brodrick (2013). The scale was adapted to Turkish context by Kerse (2017). Sample items: “Today I chose to take on additional tasks at work.”, “Today I reminded myself about the significance my work has for the success of the organization.”, “Today I made an effort to get to know people well at work.”

Positive Affect was measured daily with 10 items from Positive and Negative Affect Schedule (PANAS) that developed by Watson and colleagues (1988), which consists of 20 items, in total. The scale was adapted to Turkish context by Gençöz (2000). Sample items: “Today I felt enthusiastic.”, “Today I felt determined.” The scale was measured with 5-point Likert, ranges from 1(very slightly or not at all) to 5(extremely), as presented in the original article.

Leader’s Autocracy was measured as a control variable daily with 5 items from the CLIO scale, which is established by De Hoogh and colleagues (2004). Sample items are: “Today my manager was bossy and orders subordinates around.”, “Today my manager did not tolerate dissent once he/she has made a decision.”

Core-Self Evaluation (CSE) was measured as a control variable with the scale of 12 items which was established by Judge et al. (2003). The scale was adapted to Turkish context by Costigan, Gürbüz and Sigri (2018). Sample items: “When I try, I generally succeed.”, “Sometimes I do not feel in control of my work.”

Proactive Personality was measured as a control variable with the shortened scale of 10 items, which was originally established by Bateman and Crant (1993), and adapted as a short version by Seibert, Crant and Kraimer (1999). The scale was adapted into Turkish context by Akın, Abacı, Kaya, and Arıcı (2011).

Sample items: “ I excel at identifying opportunities.” , “I am always looking for better ways to do things.”

In the proposed model, self-leadership is an independent variable, voice, and OCB are extra-role behavior outcomes, whereas work engagement is an attitudinal outcome. Meanwhile, positive affect and job crafting are proposed as mediating mechanisms. Even though these variables have been adapted into the Turkish concept before, the scales were translated into Turkish particularly for the study by considering these adaptations. The translations were sent to a professional linguist for a re-translation. Afterward, the two translations were compared and the items were refined accordingly. Before collecting the real data, pilot study was applied to check the scales' validity and reliability. The pilot study was conducted with 37 employees from diverse sectors in Istanbul. The results indicated that the scales have sufficient reliability values compared to the original versions. Accordingly, the reliability and KMO test of the scales can be seen below in Table 3.

Table 3. KMO and Cronbach's Alpha Values for the Pilot Study

Scale	KMO and Barlett	Sig.	Cronbach's Alpha
Self-leadership	.704	< .001	.863
Job Crafting	.792	< .001	.901
Positive Affect	.845	< .001	.945
OCB	.739	< .001	.927
Voice	.864	< .001	.962
Work Engagement	.843	< .001	.925
Autocratic Leadership	.826	< .001	.921
Core self-evaluation	.651	< .001	.584
Proactive Personality	.845	< .001	.917

Depending on the results, the scales have similar validity and reliability values with the original measures of self-leadership, positive affect, job crafting, work engagement, OCB, voice, autocratic leadership, and proactive personality (Houghton et al., 2012; Watson et al., 1988; Slemp & Vella-Brodrick, 2013; Schaufeli et al.,

2006; Lee & Allen, 2002; Maynes & Podsakoff, 2014; De Hoogh et al., 2004; Seibert et al., 1999) except the core self-evaluation (Judge et al., 2003) scale, which has lower level of Alpha value compared to the original measure. Thereby, this scale was reviewed before collecting the real data.

In addition to the factor and reliability analysis, correlation analysis was also made to see the relations among the variables. Depending on the results, self-leadership has significant correlations with positive affect, job crafting, OCB, constructive voice, and work engagement. All correlations between variables are significant at .01 and .05 levels. Also, since the Skewness and Kurtosis values fall into the range of ± 1.0 , we may assume that the data is normally distributed (Hair et al., 2013). Accordingly, parametric tests and Pearson correlation were applied to see the relations among variables.

3.2.3 Sampling and data collection procedure

Since the methodology itself is quite challenging, professional guidance was needed throughout the data process. Thereby, the data were collected in a collaboration with the research company. Accordingly, as we are limited to the network of the research company, our sampling method is determined as convenience sampling. The convenience sampling is known as a kind of non-probability sampling and usually preferred for its appropriateness for reaching out the participants (Etikan et al, 2016). It is also referable by researchers for assessing the availability and willingness at the given time in addition to locational proximity and accessibility of the subjects (Dörnyei, 2007; Given Lisa, 2008).

There were several criteria for the sample. As it's important to know well the organization and work, participants were the ones who have been working in the company and with the same manager or leader at least for 1 year. In addition, the type of work contract was taken into account as a full-time job to assess the exact work hours and the time an employee spends within the organization. Considering these criteria, the data was collected from Istanbul, Izmir and Ankara, as they are considered as the most diversified cities in Turkey in terms of population, individuals and working sectors. Therefore, the heterogeneity and representativeness of the cities is able to provide a sufficient data for the current study. The sampling frame includes white-collar employees from the private sector and as the sector variety is important to get diverse data from individuals who apply self-leadership strategies within different sectors and companies, in the current research the sector was not restricted. All variables were collected from the employees, however, to increase the methodological power and reduce the self-report bias (Donalson & Grant-Vallone, 2002), constructive voice and OCB data were also collected from the managers/leaders of employees. Additionally, the whole study was sent to the ethical committee for the approval before collecting the data, thereby, employees signed the online consent form before participating the study. With this form they were informed about the study and their rights regarding the privacy issues. Additionally, to assess generalizability and statistical power in daily-diary methodology, it is recommended that at least 100 people have to be reached as a sample and 5 days at a daily level (Ohly et al., 2010).

Within the study 180 individuals were reached out as a sample and the data were collected for 5 consecutive workdays with a survey. By means of this, 900 observations have been collected (N= 900). Meanwhile, 45 managers were asked to

answer questions considering their subordinates, on daily basis. Regarding the structure of the daily-diary study, the survey was collected at the end of each work day and employees were asked to answer the questions considering their work day. Similarly, the managers or leaders were asked to complete the survey for their subordinates, at the end of each working day. The survey includes demographics, control variables as well as the independent, dependent and the mediating variables. Particularly, employees were asked to answer age, gender, education, years in company/sector/profession, proactive personality and core self-evaluation at one time, whereas, they were asked to answer self-leadership, constructive voice, OCBs, work engagement, positive affect and job crafting for 5 workdays. They also answered interaction level with their manager and autocratic behavior of the manager on daily basis. Meanwhile, managers were also asked to answer gender, age and education. Also, they were asked to complete constructive voice and OCBs of their employees on daily basis. The surveys can be seen at the end (Appendix C, Appendix D, Appendix E and Appendix F).

Data collection process was lasted approximately 1,5 months, including the distribution, collection and the delivery of the survey. Particularly, the field team of the research company reached to participants and their managers face to face at the first day to explain the study and the procedures. Then the participants received the survey and complete it online for 5 consecutive workdays. Every day participants were kindly reminded to complete the survey. Respondents who fill out the survey for 5 workdays were given a small incentive to appreciate their participation. After achieving the required number of participants, data collection was ended and the responses were sent to us.

3.2.4 Data analysis

In this section the descriptives and the initial analysis of the data will be presented.

While conducting the data process and analyzing the data SPSS and Mplus software were employed. Accordingly, sample descriptives, validity and reliability, data analysis and hypothesis testing were elaborated.

3.2.4.1 Sample descriptives

In total, 180 white-collar employees and 45 managers participated in the study. There were no missing data, so all the responses were included in the analysis. General characteristics of the data can be seen in Table 4. Gender was asked as an open-ended question. Among the participants, there are 78 women (43.3%) and 102 men (56.7%). Age was asked as an open-ended question and the age of the participants differs from 20 years to 58 years, whereas the majority are between 26-45 years (81.6%). Meanwhile, the majority of the education is consisted of 104 university graduated individuals (57.8%) whereas, there are 67 high school (37.2%) and 9 master's degree graduated individuals (5%). Among the respondents, 89 employees work in Istanbul (49.4%), whereas 51 of them work in Izmir (28.3%) and 40 of them work in Ankara (22.2%). As we did not restrict the sector, there are various sectors in the study such as, manufacturing, construction, information and technology-IT, tourism, education, banking, trade, textile.

Additionally, 83 of the participants work in the company for 5 years and above (46.1%), whereas, 62 of them for 3-4 years (34.4) and 35 of them for 1-2 years (19.4%). Among the respondents, 114 of them have an experience in the sector for 5 at least years, whereas as 47 of them for 3-4 years and 19 of them for 1-2 years.

Lastly, among the participants, 116 of them have an experience in the profession for 5 at least years, whereas as 45 of them for 3-4 years and 19 of them for 1-2 years.

Table 4. Descriptives of The Sample

Descriptive	Category	Percentile	Frequency
Gender	Women	43.3%	78
	Male	56.7%	102
Age	20-25	6.1%	11
	26-35	35.5%	64
	36-45	46.1%	83
	46-60	12.2%	22
Education	High School	37.2%	67
	University	57.8%	104
	Masters	5%	9
City	Istanbul	49.4%	89
	Izmir	28.3%	51
	Ankara	22.2%	40
Sector	Manufacturing	10.5%	19
	Construction	23.8%	43
	IT	6.6%	12
	Tourism	5%	9
	Education	11.1%	20
	Banking	6.1%	11
	Trade	16.1%	29
	Textile	4.4%	8
Tenure in Company	1-2 years	19.4%	35
	3-4 years	34.4%	62
	5 and above	46.1%	83
Tenure in Profession	1-2 years	10.6%	19
	3-4 years	25%	45
	5 and above	64.4%	116
Tenure in Sector	1-2 years	10.6%	19
	3-4 years	26.1%	47
	5 and above	63.3%	114

3.2.4.2 Validity and reliability

To assess the validity of the constructs, relevant analyses were conducted. Firstly, exploratory factor analysis (EFA) was applied to purify the items and to check for the item loadings. Afterwards, reliability test was conducted. This analysis procedure was applied thorough principal component extraction with SPSS. Accordingly, daily measured variables such as, self-leadership, constructive voice, organizational

citizenship behaviors (OCBs), work engagement, positive affect and job crafting scales were tested to EFA and reliability. As being measured on daily basis for 5 days, reliability value was calculated separately for each day and the average value was shown. Additionally, control variables such as, proactive personality, core self-evaluation and autocratic leadership, were also tested.

Abbreviated self-leadership (SL) scale (9-item) represents three aspects of self-leadership, such as behavioral, cognitive and task oriented strategies. However, it is not recommended to use these scale aspects separately in studies, rather the scale can be considered as an overall measurement (Houghton et al., 2012). The reason why of using the abbreviated version of self-leadership is that it will be considered as an overall construct in this study. Another reason is that the first version of the scale includes 35 items, which takes quite long time to answer. So, following the recommendations about daily studies (Reis & Gable, 2000), abbreviated version was preferred in the study. By means of this, we were able to control the timing while filling the daily surveys.

In our case, EFA results show unidimensional structure regarding self-leadership and considered as unidimensional construct. Depending on the results, all factor loadings are above .60 which indicates a good fit (Hair et al., 1998), so that all items represent well the self-leadership construct. Also, KMO and Barlett test indicate .850 at $p < .001$ significance level. Further, as self-leadership was measured for 5 days, the reliability was tested considering each day separately and the average value was calculated. Accordingly, the average Cronbach's Alpha was calculated for 5 days which indicated .833 for self-leadership scale.

Constructive voice (CV) scale (5-item) is a 1-factor measurement (Maynes & Podsakoff, 2014). Align with the literature, the EFA results show all items are loaded

on single factor and all the item loadings are above .75 for constructive voice scale. Also, KMO and Barlett test indicate .839 at $p < .001$ significance level. Further, the average Cronbach's Alpha indicates .822 for 5 days.

Work engagement (WE) scale (9-item) represents three aspects such as vigor, dedication and absorption (Schaufeli et al., 2006). In our case, except two items, all items were loaded under one factor, so the EFA results showed unidimensional structure regarding work engagement. The two items (WE1 and WE4) have low loadings (below .50) (Hair et al, 2014) and they were excluded from the analysis. Accordingly, work engagement is measured with 7 items in the study and all item loading are above .60. Also, KMO and Barlett test indicate .833 at $p < .001$ significance level. Further, the average Cronbach's Alpha indicated .778 for 5 days.

Positive affect (PA) was measured by 10-items from PANAS scale and presented as one factor (Watson et al.,1988). In line with the literature, in our case all items were loaded under one factor, so the EFA results indicated unidimensional structure for positive affect. However, three items (PA1, PA2 and PA4) have low loadings (below .50) and they were excluded from the analysis. Accordingly, positive affect was measured with 7 items in the study. Also, KMO and Barlett test indicate .790 at $p < .001$ significance level. Further, the average Cronbach's Alpha indicated .754 for 5 days.

Organizational citizenship behaviors were measured with 16 items (Lee & Allen, 2002). These items represent two dimensions such as organizational behavior towards individuals (OCBI) and towards the organization (OCBO). Align with the literature the EFA results showed 2-factor structure, with 8-items for each dimension. However, due to the cross-loading three items, 2 items from OCBI (OCBI5, OCBI8) and 1 item from OCBO (OCBO10) were excluded from the analysis, in total.

Accordingly, OCBs were measured with 13 items. Particularly, OCBI was measured with 6 items whereas, OCBO was measured with 7 items in the study. All item loadings are above .60. Since it is stated that these two aspects can be used separately in the studies (Lee & Allen, 2002), they are considered as OCBI and OCBO in the current study. Further, the KMO value indicated .935 at $p < .001$ significance level whereas the average Cronbach's Alpha indicates .908. In addition to that, the separate alpha values were also checked for OCBI (.833) and OCBO (.865), which stated sufficient Cronbach's Alpha for reliability.

Job crafting was measured with 15-items (Slemp & Vella-Brodrick, 2013). These items represent three dimensions which are task crafting (TC), cognitive crafting (CC) and relational crafting (RC). Align with the literature the EFA results showed 3-factor structure, with 5-items for each dimension. As it is stated in the literature, these three aspects can be treated separately in the studies (Slemp & Vella-Brodrick, 2013). Align with the scope of the study, they are considered as task, cognitive and relational crafting. Further, the KMO value indicated .937 at $p < .001$ level whereas the average Cronbach's Alpha indicated .927. In addition to that, the separate alpha values were also checked for task crafting (.828), cognitive crafting (.816) and relational crafting (.856), which also provide sufficient Cronbach's Alpha for reliability. Additionally, control variables such as autocratic leadership, proactive personality and core self-evaluation were tested to EFA and reliability.

Autocratic leadership was measured on daily basis with 5 items (De Hoogh et al., 2004). Align with the literature, the EFA results show all the items are loaded on a single factor and all the item loadings are above .85 for leader's autocracy scale. Further, the average Cronbach's Alpha indicates .931 for 5 days whereas KMO Barlett value is .903 at $p < .001$ significance level.

Proactive personality was measured at one time, as a control variable with 10 items (Bateman & Crant, 1993) and adapted as a short version by Seibert and colleagues (1999). It was developed as a unidimensional scale but the first results indicated 2-factor structure with cross-loaded items. Thereby, the cross-loaded items (PP2, PP3 and PP4) were excluded and the scale appeared as unidimensional scale. All factor loadings are above .60, whereas Cronbach's Alpha indicates .795 and KMO Barlett test is .817 at $p < .001$ significance level.

Similarly, core self-evaluation was measured at one time as a control variable, with 12 items (Judge et al., 2003). As his construct is seen as an overall adjustment or evaluation about one's self, including 4 core traits (i.e., neuroticism, self-efficacy, locus of control, self-esteem), the scale was considered as unidimensional measurement in the study. Accordingly, these traits were averaged into one-factor and no items were excluded the analysis since all item loadings were above .60. Meanwhile, Cronbach's Alpha indicates .840 and KMO Barlett test is .886 at $p < .001$ significance level. The reliability and the KMO values of the scales are shown below in Table 5:

Table 5. Reliability and KMO Barlet Test Results of The Variables

Scale	KMO/ Barlett	Cronbach's Alpha	Purified items
Self-leadership	.850	α : 0,833	9-items
Constructive Voice	.839	α : 0,822	5-items
Work Engagement	.833	α : 0,778	7-items
OCB	.935	α : 0,908	13-items
Positive Affect	.790	α : 0,754	7-items
Job Crafting	.937	α : 0,927	15-items
Proactive Personality	.817	α : 0,795	7-items
Core self-evaluation	.886	α : 0,840	12-items
Autocratic Leadership	.903	α : 0,931	5-items

After conducting the initial EFA and reliability tests, confirmatory factor analysis (CFA) was applied with Mplus software. Since all the scales have multi-item structure it is appropriate to apply CFA for the proposed measurement model. Firstly, the validity of the constructs was checked. Secondly, alternative models were tested to check the model fit regarding the proposed measurement model of the current study. By doing this, it is ensured whether the items loaded to the particular factors as they are expected and the proposed model fit the data.

As CFA is also necessary to assess the validity of the constructs, nomological validity, discriminant validity and convergent validity should be tested, in addition to the reliability (Tayşir, 2019). Although the reliability was provided by calculating the Cronbach's Alpha value, it is not solely enough to guarantee the construct validity.

Construct validity shows the wellness of the test in measuring the concept that it's supposed to measure and includes convergent, discriminant and nomological validity (Westen & Rosenthal, 2003). Convergent validity represents to the degree whether the items correlate well with other measures of the same construct. On the contrary, discriminant validity refers to degree whether the items differ from the concepts or measurements that are supposed to be unrelated are actually unrelated. It ensures that distinct constructs are not inadvertently measuring the same thing. Lastly nomological validity refers to the relationships and patterns observed among different constructs align with the proposed theoretical framework. (Tayşir, 2019). In the scope of the study, nomological validity is ensured, as all the expected correlations are presented between the model constructs in Table 6.

Table 6. Correlations Between Constructs

Construct	1	2	3	4	5	6	7	8	9	10	11
(1)SL	1										
(2)PA	.345*	1									
(3)JC	.541*	.347*	1								
(4)TC	.469*	.277*	.879*	1							
(5)CC	.463*	.322*	.869*	.659*	1						
(6)RC	.477*	.307*	.858*	.612*	.623*	1					
(7)WE	.416*	.349*	.500*	.419*	.451*	.435*	1				
(8)CV	.389*	.316*	.462*	.388*	.397*	.420*	.356*	1			
(9)OCBI	.470*	.270*	.613*	.546*	.517*	.531*	.381*	.438*	1		
(10)OCBO	.494*	.303*	.621*	.529*	.539*	.552*	.447*	.448*	.636*	1	
(11)OCB	.533*	.317*	.682*	.594*	.584*	.599*	.459*	.490*	.899*	.910*	1

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

As to be sure assessing the validity and reliability of the variables, in addition to conducting averaged variance extracted (AVE) and composite reliability (CR) were also checked. Firstly, composite reliability represents measuring the internal consistency of the indicators that form a construct, similar to Cronbach's Alpha but considered as less biased. The cut-off value should be at least .70 but also preferably above .80 (Hair et al., 2014). Depending on the results all variables have CR values above .80. Particularly, self-leadership (.876), positive affect (.831), constructive voice (.881), OCBO (.902), OCBI (.881), work engagement (.846), task crafting (.884), cognitive crafting (.874) and relational crafting (.904). Secondly, the AVE measures the average variance that a construct shares with its indicators. It helps in assessing the convergent validity of a construct (Fornell & Larcker, 1981). In the current study, all constructs have acceptable AVE values (above .50), so that the model constructs can be presented as convergently valid.

Confirmatory factor analysis originally assesses the degree of shared variance-covariance among observed variables that are grouped to form a factor or theoretical construct (Schumacker & Lomax, 2004) and defines how well the data aligns with the intended factor structure. It also establishes the relationships between

observed and latent variables by specifying how each observed variable correlates with a specific factor. Furthermore, it is advised to use multiple fit indices to thoroughly evaluate the adequacy of the model fit (Geiser, 2012).

The chi-square test of model fit evaluates the hypothesized model relative to the data. In evaluating model fit using the chi-square statistic, a common guideline is that if a chi-square to degrees of freedom ratio (χ^2/df) between 2 and 3 is generally considered an adequate fit, while a ratio close to 1 indicates an excellent fit (Hair et al., 2013). The chi-square likelihood ratio statistic, widely recognized in the literature, is an important metric in this evaluation. However, other fit indices are also considered to comprehensively assess the model fit. Fit indices such as the CFI (Comparative Fit Index) and the TLI (Tucker-Lewis Index), compare the hypothesized model against a baseline model to determine improvement in fit. Originally, they are considered as incremental fit indices and they evaluate the relative enhancement in fit that the hypothesized model provides over a less restricted reference model (Tucker & Lewis, 1973; Bentler, 1992). The CFI and TLI values are standardized, ranging from zero to 1.00, where values that close to 1.00 indicate a better fit to the data. Accordingly, once CFI and TLI values greater than .90 it is considered an indicative of a good fit (Bryne, 2012).

Another fit indices consist the Root Mean Square Error of Approximation (RMSEA), as well as the Standardized Root Mean Square Residual (SRMR), which categorized as absolute fit indices (Bryne, 2012). Unlike the CFI and TLI, these fit indices directly estimate how well the hypothesized model aligns with the observed data without referencing another model. Lower values are preferable for absolute fit indices, with values approaching zero indicating a better fit (Hair et al., 2013). Typically, RMSEA values below .05 and similarly low SRMR values are considered

indicative of good model fit (Browne et al., 2002). These fit indices were evaluated during the comparison of alternative measurement models.

Align with the literature, the key indicators of model fit such as Chi-Square/degrees of freedom (χ^2/df), CFI, TLI, as well as RMSEA and SRMR will be evaluated. Once these indicators show the optimum values, we can assume that the model fits good with the data. As aforementioned, χ^2/df should be lower than 3, CFI and TLI should be at least .90 , whereas RMSEA and SMR should be lower than 0.05 in order to reach a good model fit (Hair et al.,2013).

First of all, all variable items were combined into one single factor. Results showed poor fit as seen from the values; χ^2/df : 4.80 , CFA: .72 , TLI: .71 , RMSEA: .065 , SRMR: .061. Secondly, 4-factor model was run, in which all outcome variables such as, constructive voice, OCB and work engagement were loaded into one factor whereas the independent and mediator variables were loaded separately. Again, the model did not show a good fit as seen from the values; χ^2/df : 3.69 , CFI: .82 , TLI: .81 , RMSEA: .055 , SRMR: .051. After that 5-factor model was run, in which constructive voice and OCB were loaded into a single factor, whereas the other variables were loaded separately. As a result, the values appeared as; χ^2/df : 3.35 , CFI: .84 , TLI: .83 , RMSEA: .051 , SRMR: .047. Here, it is seen that the model still did not reach the optimum thresholds. Thereby, 6-factor model was run, in which all the variables were determined as discriminant factors, without separating the subdimensions of OCB and job crafting. Even the model fits much better (χ^2/df : 2.62 CFI: .88 , TLI: .88 , RMSEA: .042 , SRMR: .041) it was not good enough to move on to the hypothesis testing, as CFI and TLI still need improvement.

Lastly, 9-factor model was run, in which all the items were loaded on their original factors, as well as the sub-dimensions of OCBs (i.e., OCBI and OCBO) and

job crafting (i.e., relational crafting, task crafting and cognitive crafting). Together with this, the model indicated the best fit (χ^2/df : 2.37 , CFI: .905 , TLI: .900 , RMSEA: .039 , SRMR: .040). Depending on these results, the proposed model of the study has the best fit with the data, which includes 9 factors that all measured on daily basis. Further, it can be interpreted that all variables in the model are distinct from each other and can be treated as separate factors, which supports the discriminant validity. The comparison of the alternative models can be seen below in Table 7.

Table 7. CFA Results of Measurement Models

Model	χ^2/df	CFI	TLI	RMSEA	SRMR
Single-factor model	4.80	.72	.71	.065	.061
Four-factor model	3.69	.82	.81	.055	.051
Five-factor model	3.35	.84	.83	.051	.047
Six-factor model	2.62	.88	.88	.042	.041
Nine-factor model	2.35	.90	.90	.039	.040

3.2.4.3 Descriptive statistics and control variables

To see the correlations among the variables correlation analysis was applied. Based on the Skewness and Kurtosis tests in Table 8, it can be assumed that the variables are normally distributed, as the values range within -2 and +2 (George & Mallery, 2010), so Pearson correlation was applied.

Table 8. Normality of the Data

Variable	Skewness	Kurtosis
Self-Leadership	-0.502	-0.061
Constructive Voice	-0.769	0.529
Positive Affect	-0.483	0.075
Work Engagement	-0.973	1.859
OCB	-0.895	0.723
Proactive Personality	-0.791	-0.145
Core Self-evaluation	-0.195	-1.248
Job Crafting	-0.834	0.467
Autocratic Leadership	0.847	0.378

Depending on the results in Table 9, it can be concluded that self-leadership is significantly correlated to mediator and outcome variables at the 0.001 significance level, as expected. So, it can be inferred that self-leadership is correlated to job crafting, positive affect, constructive voice, OCBs and work engagement. Meanwhile, positive affect is positively correlated to constructive voice and OCBs, whereas job crafting is positively correlated to work engagement. Based on these initial results, it is logical to expect that these constructs move together by means of the correlations.

Table 9. Means, Standard Deviations and Correlations

Variable	Mean	S.D	1	2	3	4	5	6	7	8	9
1 SL	3.52	0.68	1								
2 PA	4.11	0.51	.345*	1							
3 TC.	3.44	0.87	.469*	.277*	1						
4 CC	3.32	0.83	.463*	.322*	.659*	1					
5 RC	3.22	0.93	.477*	.307*	.612*	.623*	1				
6 WE	3.74	0.58	.416*	.349*	.419*	.451*	.435*	1			
7 CV	3.45	0.74	.389*	.316*	.388*	.397*	.420*	.356*	1		
8 OCBI	3.35	0.84	.470*	.270*	.546*	.517*	.531*	.381*	.438*	1	
9OCBO	3.32	0.79	.494*	.303*	.529*	.539*	.552*	.447*	.448*	.636*	1

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

As aforementioned, the questions about extra-role behaviors were also asked to managers, however, they were not able to complete the survey regarding their subordinates for 5 work days, instead, they provided answers for 2 or 3 days. Thereby, the correlation was checked between the answers of managers and employees to see whether the answers match. As seen below in Table 10, the evaluations of both employees and managers regarding constructive voice and OCBs are significantly correlated.

Table 10. Correlation Between Manager and Employee Responses

	CVemployee	CVmanager
CVemployee	1	.356*
CVmanager	.356*	1
	OCBIemp.	OCBImanag.
OCBIemployee	1	.453*
OCBImanager	.453*	1
	OCBOemployee	OCBOmanager.
OCBOemployee	1	.436*
OCBOmanager	.436*	1

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

In concern to the demographic characteristics, gender, age, and education are taken into consideration, since the demographic diversity, particularly gender, may demonstrate differences in perceiving voice opportunities (Hatipoglu & Inelmen, 2017). Further, relying on the study on control variables (Bernerth et al., 2018) job and organizational tenure, which were found related to voice behavior (McClean et al., 2013), would be appropriate to control within the study. Also, employees' tenure in the organization may hold great importance regarding the voice, since individuals

who spent more time within the enterprise can feel more comfortable to speak up (Hatipoğlu & İnelmen, 2018). In addition to this, work experience (in professional work life), will be another control variable to be sure that the employee already has a basic knowledge about that profession and is aware of their capabilities, and boundaries in terms of that profession. Further, the daily interactions between employees and their managers were also asked, as it is important to know that they interact with each other during the workday at the optimum level. In our case the mean of the interaction with managers indicates (Table 11) a good level on daily basis (mean=3.2), which means employees have daily interactions with their managers.

Here, it is important to control the employees' proactive personality and core self-evaluations, since it is stated that individuals with high proactive personality and core self-evaluations are expected to show more speak up behaviors (Wu & Li, 2017). As it is seen in the Table 11, proactive personalities (mean=3.7) and core self-evaluations (mean=3.6) of the participants are above 3.5, whereas the age ranges between 20 to 58 (mean=37.5). Hence it is also essential to check the leader's autocracy, as it was stated that authoritarian style of managers is negatively associated with employees' voice (Peng & Chen, 2022). As it is seen in Table 11, the autocracy of the managers' is quite low (mean=1.8).

Table 11: Means and Standard Deviation for Control variables

Variable	Mean	(S.D)	Minimum	Maximum
Age	37.5	7.74	20	58
Manager Interaction	3.2	1.192	1	5
Autocratic Leadership	1.8	0.78	1	4.6
Proactive Personality	3.71	0.49	2.5	4.7
Core Self-Evaluation	3.61	0.62	2.8	5

Accordingly, after elaborating the control variables, data analysis and hypothesis testing were applied for further analysis.

3.2.5 Multilevel analysis

Considering the nested data structure of the research (days nested within individuals), Multilevel Structural Equation Modeling (MSEM) approach was applied. This approach offers an effective analysis for both the within-person (daily variations) and between-person (differences between individuals) effects. Moreover, it integrates random effects to capture individual differences in intercepts and slopes, offering insights about how individuals vary in their own routines (Hox, 2002).

Hence, as daily data collection results in a hierarchical structure where days (Level-1 / within person) are nested within individuals (Level-2 / between person), MSEM allows for understanding the dynamics of daily behaviors by capturing the variances within persons. Further, as the proposed model has mediators, applying MSEM would be the most appropriate modeling, as it provides both direct and indirect effects between the variables throughout the paths. So, the MSEM was applied for path analysis to test the hypotheses. Accordingly, the results will be elaborated in this section.

3.2.5.1 Strategy of analyzing the data

As aforementioned, multilevel SEM was used as the strategy of analysis. Multilevel analysis was necessary due to the non-independency of daily observations (Preacher et al., 2010). As a software, Mplus was employed to apply multilevel structural equation modeling (MSEM) with the Bayesian type as an estimation. As all the variables in the measurement model are at the within-person (day) level, between-

person (second level) results were not included. To test the hypotheses, the procedures outlined by Mathieu and Taylor (2007) were followed for examining the mediational relations in multilevel contexts. Means that ensuring all required paths were included in the model for the mediational analysis (i.e., from independent variable to the mediator, from mediator to the outcome, and direct paths from independent variable to the outcomes). Hence, the paths should be significant in order to mention an indirect effect via mediators. So that the both direct and indirect relations were analyzed and the indirect effects of self-leadership via the mediating variables were interpreted depending on the confidence intervals (CI) at 95% level (lower 2.5% - upper 2.5%).

The study model is interested in daily level variables that fluctuate within individuals. In accordance with the recommendation (Ohly et al., 2010), the variables that have been measured within daily basis such as, self-leadership, positive affect, job crafting, constructive voice, OCBs and work engagement were group-mean centered before the multilevel analysis. So that the focus remained on the day-level relationships among the study variables, as the study model is interested in. This method ensures that the within-person relations are distinct from individual differences, thus ruling out other explanations like variations in individual response styles or personality traits (Scott & Judge, 2006).

Before moving on to the hypotheses testing, intraclass correlation was applied, in order to assure that the data is appropriate for the multilevel analysis. Depending on the results, it was confirmed that the data and the variables are appropriate for the multilevel analysis. Results indicate remarkable variances regarding the variables: Self-leadership (32%), constructive voice (25%), work engagement (21%), OCBI (31%), OCBO (37%), positive affect (22%), task crafting

(23%), cognitive crafting (31%) and relational crafting (37%). As the constructs show variations within the days, it can be concluded that the data is suitable for multilevel analysis.

In the following part, firstly the direct effects of self-leadership will be evaluated. Afterwards, the indirect effects of self-leadership throughout the mediators will be evaluated.

3.2.6 Hypotheses testing and findings

Hypothesis 1 proposes that daily self-leadership is positively associated to daily constructive voice. Depending on the results, H1 is supported. Particularly, the direct path from self-leadership to constructive voice is significant with the estimation of 0.207 at $p < .001$ level ($SD = 0.020$, and 95% $CI = 0.166-0.247$), indicating that on days when individuals engage in higher levels of self-leadership, they are more likely to exhibit constructive voice behaviors.

Hypothesis 2a proposes that daily self-leadership is positively associated to daily OCB towards individuals (OCBI). Depending on the results, H2a is supported. Particularly, the direct path from self-leadership to OCBI is significant with the estimate of 0.362 at $p < .001$ level. ($SD = 0.027$, and 95% $CI = 0.309- 0.414$). This strongly supports H2a, confirming that the more individuals exhibit self-leadership behaviors during the workday, the more they are engaged in OCBI. Meanwhile, Hypothesis 2b proposes that daily self-leadership is positively related to daily OCB towards organization (OCBO). Depending on the results, H2b is supported. Particularly, the direct path of self-leadership on OCB towards the organization is significant with the estimation of 0.398 at $p < .001$ level. ($SD = 0.028$, and 95% $CI =$

0.344- 0.451). This, shows that the more individuals engage in self-leadership behaviors during the workday, the more they are inclined to show organizational citizenship behaviors toward the organization.

Hypothesis 6 proposed that daily self-leadership is positively associated to daily work engagement. Depending on the results, H6 is supported. Particularly, the direct path from self-leadership to work engagement is significant with an estimate of 0.161, at $p < .001$ level ($SD = 0.023$, and $95\% CI = 0.115 - 0.206$). This finding represents that individuals show higher levels of work engagement on days when they use their self-leadership strategies.

In order to interpret the hypothesis regarding the mediators, every path between the variables should be evaluated. Accordingly, the paths and the indirect effects were evaluated.

Hypothesis 3 proposes that daily positive affect mediates the relation between daily self-leadership and daily constructive voice. Depending on the results, H3 is supported. Particularly, the path from self-leadership to positive affect is significant with the estimation of 0.218 at $p < .001$ level ($95\% CI = 0.179 - 0.257$). Also, the path from positive affect to constructive voice is significant with the estimation of 0.188 at $p < .001$ level ($95\% CI = 0.125- 0.251$). As the both paths are significant and the CI levels of the paths do not overlap zero, it can be inferred that daily positive affect has a mediating role between daily self-leadership and constructive voice.

Hypothesis 4 proposes that daily positive affect mediates the relation between daily self-leadership and daily OCBI. Depending on the results, H4 is supported. Firstly, the path from self-leadership to positive affect is significant as aforementioned. Also, the path from positive affect to OCBI is significant with the estimation of 0.143 at $p < .001$ level ($95\% CI = 0.061-0.228$). Finally, indirect path

from self-leadership to OCBI via positive affect is significant with the estimation of 0.031 at $p < .001$ level (95% CI = 0.013-0.051). As the paths are significant and the CI levels of the paths do not overlap zero, it can be inferred that daily positive affect has a mediation role between daily self-leadership and OCBI. Further, Hypothesis 5 proposes that daily positive affect mediates the relation between daily self-leadership and daily OCBO. Depending on the results, H5 is also supported. In addition to the significant path from self-leadership to positive affect, the path from positive affect to OCBO is significant with the estimation value of 0.174 at $p < .001$ level (95% CI = 0.086 - 0.260). Finally, indirect path from self-leadership to OCBO via positive affect is significant with the estimation of 0.038 at $p < .001$ level (95% CI = 0.019-0.059). Accordingly, it can be inferred that daily positive affect has a mediation role between daily self-leadership and OCBO.

Hypothesis 7a proposes that daily task crafting mediates the relation between daily self-leadership and daily work engagement. Depending on the results H7a is not supported. Although the path from self-leadership to task crafting is significant with the estimation value of 0.364 at $p < .001$ level (95% CI = 0.319 - 0.409), the path from task crafting to work engagement does not provide sufficient evidence for a mediation. Particularly, as the CI level includes zero within the range -0.006 and 0.128, the path cannot be considered as significant. As the condition requires that the both paths should not overlap zero, the hypothesis was rejected. Also, the indirect path from self-leadership to work engagement via task crafting appeared as non-significant, as the CI level includes zero (95% CI = -0.002 - 0.047). This indicates that daily task crafting of individuals does not have a mediation role between daily self-leadership and individuals' work engagement.

Hypothesis 7b proposes that daily cognitive crafting mediates the relation between daily self-leadership and individuals' daily work engagement. Depending on the results, H7b is supported. Particularly, the path from self-leadership to cognitive crafting is significant with the estimation of 0.321 at $p < .001$ level (95% CI = 0.281 - 0.361). Also, the path from cognitive crafting to work engagement is significant with the estimation of 0.152 at $p < .001$ level (95% CI = 0.076- 0.226). Finally, indirect path from self-leadership to work engagement via cognitive crafting is significant with the estimation of 0.035 at $p < .001$ level (95% CI = 0.024-0.075). As the both paths are significant and the CI levels of the paths do not overlap zero, it can be inferred that daily cognitive crafting has a mediating role between daily self-leadership and individuals' work engagement.

Finally, Hypothesis 7c proposes that daily relational crafting mediates the relation between daily self-leadership and daily work engagement. Depending on the results, H7c is supported. Particularly, the path from self-leadership to relational crafting is significant with the estimation of 0.351 at $p < .001$ level (95% CI = 0.308- 0.394). Also, the path from relational crafting to work engagement is significant with the estimation of 0.101 at $p < .001$ level (95% CI = 0.032- 0.171). Finally, indirect path from self-leadership to work engagement via relational crafting is significant with the estimation of 0.040 at $p < .001$ level (95% CI = 0.011-0.061). As the paths are significant and the CI levels of the paths do not overlap zero, it can be inferred that daily relational crafting has a mediating role between daily self-leadership and individuals' work engagement.

Detailed results including the estimation coefficients and the confidence interval levels regarding the direct and indirect paths of self-leadership can be seen below in Table 12.

Table 12. Results of Multilevel Path Analysis

Path Description	Estimate	(S.D.)	95% CI Lower	95% CI Upper	p
Self-Leadership → PA	0.218	0.020	0.179	0.257	.000**
Positive Affect → CV	0.188	0.033	0.125	0.251	.000**
Self-Leadership→PA→CV	0.041	0.008	0.026	0.058	.000**
Self-Leadership → CV	0.207	0.020	0.166	0.247	.000**
Self-Leadership → OCBI	0.362	0.027	0.309	0.414	.000**
Self-Leadership → OCBO	0.398	0.028	0.344	0.451	.000**
Positive Affect → OCBI	0.143	0.042	0.061	0.228	.000**
Positive Affect → OCBO	0.174	0.044	0.086	0.260	.000**
Self-Leadership→PA→OCBI	0.031	0.010	0.013	0.051	.000*
Self-Leadership→PA→OCBO	0.038	0.010	0.019	0.059	.000**
Self-Leadership → TC	0.364	0.023	0.319	0.409	.000**
Task Crafting → WE	0.062	0.034	-0.006	0.128	.036
Self-Leadership→TC→WE	0.022	0.012	-0.002	0.047	.036
Self-Leadership → CC	0.321	0.021	0.281	0.361	.000**
Cognitive Crafting → WE	0.152	0.039	0.076	0.226	.000**
Self-Leadership→CC→WE	0.040	0.013	0.024	0.075	.000**
Self-Leadership → RC	0.351	0.022	0.307	0.394	.000**
Relational Crafting → WE	0.104	0.036	0.034	0.173	.003*
Self-Leadership→RC→WE	0.035	0.013	0.011	0.061	.003*

*** Significant at $p < 0.01$ level. * Significant at $p < 0.05$ level.*

CHAPTER 4

SUMMARY OF KEY FINDINGS

The key findings from the two studies that conducted to investigate the determinants and outcomes of self-leadership behaviors among employees will be presented and evaluated in this chapter. In the first study qualitative approach was used to explore the potential external factors that foster or hinder self-leadership, including work design characteristics and other contextual elements. In the second study daily-diary methodology was used to investigate the relations between self-leadership and behavioral and attitudinal outcomes, such as constructive voice, organizational citizenship behaviors (OCBs), and work engagement, together with a particular focus on the mediational roles of positive affect and job crafting.

Regarding the Study 1, participants mentioned several work design characteristics as potential antecedents of self-leadership. It was revealed that task characteristics, such as, task variety, autonomy, and significance, were perceived as facilitating self-leadership by allowing employees to take initiative and make decisions. Similarly, knowledge characteristics, such as skill variety and job complexity, were also seen as conducive to self-leadership, as they enabled employees to use and develop their strategies or behaviors. Further, social characteristics, including feedback, interaction and social support from supervisors/managers and colleagues, were emphasized as crucial for triggering self-leadership behaviors. Finally, favorable work context characteristics, such as adequate physical conditions and equipment, were perceived as supportive of self-leadership practices. For instance, using the last technology devices or equipment

while working as well as having comfortable physical conditions were perceived as facilitating factors of self-leading strategies.

Additionally, other possible external factors were also investigated during the interviews. Particularly, participants emphasized the importance of manager/leader characteristics in shaping their self-leadership behaviors. For instance, an empowering leadership style, appropriate use of language, open communication, and error tolerance were identified as prominent factors in facilitating self-leadership. Conversely, an oppressive or autocratic attitude from managers was seen as hindering factor for employees' to present self-leading behaviors. For instance, the use of inappropriate wording and intolerance to the errors were perceived as prominent hindering factors in terms of showing self-leadership behaviors.

Apart from that, the majority of the participants favored a hybrid working system, combining remote and office-based work, as they believed it facilitated social interaction and dialogue with colleagues, which in turn energized and supported their self-leadership processes. Overall, the remote or office-based working systems were perceived as less conducive to self-leadership comparing to the hybrid working system.

Finally, it was revealed that a work atmosphere characterized by sincerity, trustworthiness, respect, and social interaction was seen as facilitating self-leadership behaviors. In contrast, factors such as mobbing, malicious intentions, gossip, and unfairness were identified as hindrances to self-leadership. For instance, within the environment that holds tension, individuals cannot focus on influencing or motivating themselves so that they cannot engage in presenting self-leadership behaviors.

Regarding to the key findings of Study 2, in which participants completed surveys for five consecutive workdays, highlight the importance of the daily self-leading behaviors in terms of positive employee outcomes.

As to interpret the findings on both direct and indirect paths from daily self-leadership to daily outcomes, multilevel analyses was applied. It was revealed that significant direct paths of daily self-leadership on constructive voice (H1 supported), OCB towards individuals (OCBI; H2a supported), OCB towards the organization (OCBO; H2b supported), and work engagement (H6 supported). These findings indicate that on days when employees engaged in higher levels of self-leadership behaviors, they were more likely to present constructive voice, OCBs both towards individuals and the organization, and higher levels of work engagement. Additionally, the mediating mechanisms were also tested through indirect paths. As a result, it was revealed that daily positive affect was found to mediate the relations between daily self-leadership and daily extra-role behaviors, particularly constructive voice (H3 supported), OCBI (H4 supported), and OCBO (H5 supported). By means of this, it is concluded that on days when employees engage in higher self-leadership, they experience positive affect, which in turn facilitates their constructive voice and OCB behaviors.

Together with these findings, the mediation role of job crafting was found to be varied, in terms of its dimensions such as relational, cognitive and task crafting. It was revealed that daily cognitive crafting (H7b supported) and relational crafting (H7c supported) mediate the relation between daily self-leadership and individuals' work engagement. However, daily task crafting was found to be insignificant in terms of its mediating role (H7a not supported) , as the path from task crafting to work engagement was not found to be significant. This may be explained through the

nature of task crafting, which may not necessarily associate with intrinsic motivation or emotional connection with one's work, which are key drivers of work engagement. So, simply modifying or crafting the tasks may not directly translate into feeling more engaged or dedicated in one's work on daily basis.

These findings indicates that on days, once employees engaged in higher self-leadership, they were more likely to cognitively and relationally craft their jobs, which subsequently facilitate their work engagement.

Based on the path analysis results of Study 2, all hypotheses are supported except the Hypothesis 7a, which indicated that self- leadership has not an indirect effect on work engagement via task crafting. The summary of the hypothesis evaluation can be seen below in Table 13.

Table 13. The Summary of Hypotheses

H1: Daily self-leadership is positively related to daily constructive voice	Supported
H2a: Daily self-leadership is positively related to daily OCB towards individuals (OCBI).	Supported
H2b: Daily self-leadership is positively related to daily OCB towards organization (OCBO).	Supported
H3: Daily positive affect mediates the relation between daily self-leadership and daily constructive voice.	Supported
H4: Daily positive affect mediates the relation between daily self-leadership and daily OCBI.	Supported
H5: Daily positive affect mediates the relation between daily self-leadership and daily OCBO.	Supported
H6: Daily self-leadership is positively related to daily work engagement.	Supported
H7a: Daily task crafting mediates the relation between daily self-leadership and daily work engagement.	Not supported
H7b: Daily cognitive crafting mediates the relation between daily self-leadership and daily work engagement.	Supported
H7c: Daily relational crafting mediates the relation between daily self-leadership and daily work engagement.	Supported

Overall, the findings from the present studies contribute to the expanding body of knowledge on individuals' self-leadership and its implications for employee attitudes and behaviors.



CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Implications

The thesis contributes to the literature for several reasons. Firstly, examining both the external triggering/hindering factors and outcomes of self-leadership provides a more extensive understanding of its functioning nature. Within the scope of the Study 1, the research highlights the role of work design characteristics and leadership styles in advancing self-leadership behaviors. Providing employees with autonomy, task significance, skill variety, supportive leadership, and a positive work environment can enhance their self-leadership capabilities over time.

Secondly, within the scope of the Study 2, figuring out the mediating mechanisms of the relation between the self-leadership and its outcomes fill the gap in the literature, since there have been future direction suggestions about it in review studies (e.g., Stewart et al., 2011; Goldsby et. al., 2021). Moreover, integrating conservation of resources theory with self-determination theory, as one of the foundations of self-leadership, in explaining the mediating role of job crafting, will be a great contribution to both literatures. Meanwhile, examining the relation between self-leadership and constructive voice will be also another contribution to the voice literature since there is no studies about this relation. Since job crafting has not been studied in the perspective of self-leadership strategies integrating job crafting with self-leadership will be another contribution in providing a different perspective.

Finally, conducting the diary study method will be giving us clues and a wider understanding in the functioning of self-leadership strategies. By applying daily diary methodology, it highlights how self-leadership strategies fluctuate on a daily basis and influence employees' day-to-day constructive voice, organizational citizenship behaviors (OCBs), and work engagement. This daily approach highlights the dynamic nature of self-leadership and its key role in driving positive within-person variations in employee behaviors and attitudes. Similarly, on days when individuals engage in more self-leadership, they experience enhanced positive emotions, which in turn lead them to speak up constructively and go beyond expected roles by presenting OCBs. Additionally, self-leadership enables employees to craft their jobs relationally and cognitively on a daily basis, fostering greater work engagement.

Furthermore, applying a mixed-methods approach (i.e., interviews and daily-diary study) is crucial as it allows for a more comprehensive exploration of self-leadership. By integrating both qualitative and quantitative data, the study can capture the nuanced experiences of employees and the statistical significance of the findings. This approach ensures that the research is not only robust but also reflective of the complex realities of work environment dynamics. It also enables the triangulation of data, which enhances the credibility of the results, offering a richer and more detailed understanding of how various factors influence self-leadership.

Apart from that, recently the results indicated that self-leadership has a direct effect and indirectly influence on job crafting via autonomous motivation (Liu et al., 2023). Align with the literature the current study found that self-leadership behaviors lead individuals to craft their jobs more as indicating a positive relation. However, the most powerful mediating role was held by cognitive crafting among the types of

job crafting. This suggests the importance of cognitive mechanisms in psychological process of individuals, regarding the functioning of the self-leading behaviors.

Further, the findings offer practical guidance for organizations aiming to promote positive employee behaviors and attitudes. By implementing interventions that develop self-leadership strategies, such as self-observation, constructive thought strategies and self-goal setting, organizations can develop a more proactive and engaged workforce. Additionally, organizations may focus on optimizing work design by allowing autonomy, providing meaningful tasks, and fostering supportive leadership and positive workplace climates. Such efforts can enhance employees' self-leadership and, consequently, their constructive voice, citizenship behaviors, and work engagement.

Moreover, it is important to discuss managerial implications as well. Regarding the findings on Study 1, by providing employees with autonomy, task significance, skill variety, empowering leadership, and a positive work environment, organizations can facilitate the development of self-leadership capabilities. Managers may focus on creating a work atmosphere that nurtures these characteristics, as they directly contribute to employees' ability to self-influence, motivate themselves, and engage in proactive behaviors. Also, as Study 2 highlighted the importance of daily self-leadership behaviors in promoting positive employee outcomes such as constructive voice, OCBs, and work engagement, managers can encourage employees to engage in self-leadership by providing training programs that emphasize self-leadership skills, such as self-goal setting, self-observation, and self-reward. Additionally, fostering a supportive environment where employees feel comfortable voicing their opinions and contributing beyond their formal job requirements is essential for leveraging the benefits of self-leadership.

Based on these implications, there may be some practices which can be applied by human resources management of organizations. For instance, implementing training sessions focused on self-leadership skills can teach employees how to set personal goals, monitor their own progress, and reward themselves for achievements. Specifically, role-playing and scenario-based training can be effective in helping employees practice self-leadership strategies. Additionally, offering flexible work arrangements, such as remote or hybrid work models, to satisfy employees' needs for autonomy and control over their work environment. Flexibility in work arrangements may facilitate self-leadership by allowing employees to manage their work in a way that best suits their personal and professional goals. Apart from these, encouraging managers to adopt supportive leadership styles which include providing regular feedback, recognizing and rewarding self-leadership behaviors, can make employees to engage more self-leading process.

Finally, aiming to create a positive work environment that supports self-leadership through physical and social elements. For instance, ensuring the workplace is ergonomically designed and that employees have access to the necessary tools and resources, promoting a culture of collaboration, open communication, respect, and support among colleagues can foster a conducive atmosphere for self-leadership.

5.2 Limitations and future directions

While the thesis provides valuable insights into the determinants and outcomes of self-leadership, several limitations should be mentioned. Study 1 (qualitative study)

relies on a relatively small sample size and a snowball sampling method, potentially limiting the generalizability of the qualitative findings.

Although Study 1 investigated the potential role of work design characteristics as an external factor, future studies may examine the direct effects of the work characteristics as predictors of individuals' self-leadership behaviors. For instance, variety and characteristics of the tasks can be examined for different professions in terms of effecting employees' self-leading process. Also, the interaction within individuals during the workday may be considered as a facilitating factor for individuals' self-influencing process, since the majority of participants emphasized its importance. Since interview results indicated that interaction, sincerity and trust within the atmosphere are seen as crucial factors in effecting employees' self-leadership behaviors, they can be considered and analyzed as predictors with causality effects. Regarding to this, organizational climate can be taken into account, so that it may be possible to search self-leadership within diverse climate of the organizations.

In Study 2 (daily-diary study), although a large and diverse sample was reached out, the use of a convenience sampling approach may have affected the representativeness of the findings, since the sample was restricted to the participants who were available for the study. Additionally, the daily diary methodology, while offering advantages in capturing real-time experiences, may have been susceptible to carryover effects. This refers that participants' experience in earlier conditions might influence their behavior in later conditions and includes fatigue, boredom, or learning effects over the five-day period.

In the current study, extra-role behaviors (constructive voice and OCBs) were asked to both managers and employees on daily basis. However, the data from the

managers regarding their employees could not be collected for five full days. Even though both evaluations were significantly correlated, the self-report data, which consists of employees' own answers regarding their selves, was used in the end. Due to the self-report nature of the data this may have introduced bias, such as retrospective recall biases. Thereby, future research could address these limitations by employing more rigorous sampling techniques and triangulating data sources, such as conducting observations or collecting data from multiple raters (e.g., peers, colleagues and subordinates) in addition to the self-reports. Apart from that, applying longitudinal studies or daily studies within longer periods (e.g., 10 days or longer) could also provide insights into the potential long-term effects of self-leadership on employee outcomes. Also, weekly analysis could be conducted regarding the outcomes of self-leadership, since the intra-class variances may differ more and the constructs might be captured with more nuances.

Furthermore, future studies could explore additional conditions and mediational factors that may impact the relations among self-leadership and its outcomes. For example, individual differences in personality traits, goal orientations, or self-efficacy beliefs may moderate the effectiveness of self-leadership strategies. Besides, future research on self-leadership may consider the potential moderating role of tenure in the company, sector, and profession in shaping the relationship between self-leadership and its outcomes. As majority of the employees are tenured at least 5 years within the company, sector and profession in the study, it would be valuable to examine whether the benefits of self-leadership are more presented among long-tenured employees compared to those with shorter tenure. Especially the comparison between short and long tenured employees may provide deeper insights on the effectiveness of self-leading strategies. For instance, exploring how tenure in

profession moderates the relationship between self-leadership and outcomes such as innovative behaviors and resilience to stress, would be insightful to determine whether the advantages of self-leadership are more significant among those with extensive professional experience. Similarly, investigating how tenure in sector moderates the influence of self-leadership on outcomes like career success, professional development, and adaptability to industry changes may reveal whether self-leadership behaviors yield different results for industry veterans compared to newcomers.

Organizational factors, such as culture, leadership styles or job characteristics, could also be examined as potential moderators. Aligned with this, the between-person effects can also be examined in terms of gaining more insights on the difference between the individuals regarding the way of using self-leading strategies and its effects. Apart from that, since the task crafting did not yield a significant path to work engagement on daily basis, this may refer to a more complex and non-linear relation and can be examined through potential curvilinear effects. Here, it may be essential to explore the impact of job crafting interventions on work attitudes. Investigating how specific job crafting interventions can bolster positive employee outcomes would provide valuable insights. As it was concluded from Study 2 that cognitive and relational crafting have mediating role between daily self-leadership and engagement, it is important to examine crafting interventions on daily basis as well. By this means, daily interventions can lead to daily employee outcomes which in turn enhanced daily performance.

Apart from these, while this study highlights the importance of managerial or leader support, the role of co-worker support in facilitating self-leadership needs exploration. As interviews indicated that social interactions within the workplace is

crucial for employees, future research may investigate how peer relationships and support networks influence self-leadership behaviors. Understanding the dynamics of co-worker support can provide insights into creating a more collaborative and supportive work environment that enhances self-leadership across all levels of the organization.

Another direction for future research may be the examination of family support and its influence on self-leadership. Given the blurring of boundaries between work and personal life, understanding how family support influences an individual's ability to lead themselves at work is crucial. For instance, research can explore how family dynamics, such as emotional support and work-life balance, contribute to or hinder self-leadership behaviors, potentially offering strategies for organizations to support employees in achieving a better work-life integration.

The other domain for future research could be to investigate the potential reciprocal or cyclical relations between self-leadership and its outcomes. For instance, engaging in constructive voice or OCBs may bolster self-leadership behaviors, by creating a positive feedback loop that strengthens these processes over time.

Additionally, future research could explore the specific strategies and techniques used by employees to engage in self-leadership and examine their relative effectiveness in different contexts or for different outcomes. Understanding the variations of self-leadership practices could inform the development of targeted interventions or training programs aimed at enhancing self-leadership skills and strategies among employees.

Finally, cross-cultural studies could offer insights into the potential cultural variations in the perceived antecedents and outcomes of self-leadership behaviors.

For instance, the comparison between the collectivist and individualist cultures may provide deeper insights about the functioning of self-leadership strategies within distinct contexts. Such research might contribute to comprehend more self-leadership as a global phenomenon and inform culturally sensitive practices for fostering self-leadership in diverse organizational settings.

By addressing the limitations and exploring the ways for future research outlined above, researchers can further advance the grasping of self-leadership process and its potential to enhance individual and organizational effectiveness.

5.3 Conclusion

Drawing upon the theories, self-determination and conservation of resources, the thesis aims to explore the external determinants and daily outcomes of self-leadership strategies among employees, contributing to our understanding of this self-influencing process and its implications for individual effectiveness. Through a mixed-methods view, combining quantitative and qualitative studies, this thesis made an effort to provide a throughout examination of the factors that foster or hinder self-leadership, as well as its consequences in the form of attitudinal and behavioral outcomes. The qualitative insights from Study 1 and the quantitative findings from Study 2 complement each other in understanding the determinants and outcomes of self-leadership behaviors among employees.

The findings from Study 1, informed by self-determination theory, highlighted the various external factors that may facilitate or hinder the core needs of relatedness, competence and autonomy as the key drivers of self-influenced behaviors. The study revealed the potential influence of diverse external factors,

particularly work design characteristics, manager/leader characteristics, working systems, and work atmosphere/environment, on employees' self-leadership practices. These qualitative insights underscored the importance of providing employees with autonomy, social support, skill variety, task significance, and favorable physical conditions to facilitate self-leadership behaviors. Additionally, the findings emphasized the role of managers for creating an empowering and supportive work climate through their leadership style, communication, and developing a sincere and respectful work atmosphere.

On the other side, the findings of Study 2 were revealed by applying daily diary methodology which investigate the relationships between self-leadership and outcomes such as constructive voice, organizational citizenship behaviors (OCBs), and work engagement. The quantitative findings revealed significant direct paths from daily self-leadership to these outcomes, indicating that on days when employees engaged in higher levels of self-leadership behaviors, they were more likely to exhibit extra-role behaviors, such as constructive voice and OCBs (both towards individuals and the organization), and enhanced levels of work engagement. Moreover, the study identified positive affect and certain dimensions of job crafting (cognitive and relational crafting) as mediating mechanisms underlying these relationships. Specifically, on days when employees engaged in self-leadership behaviors, they encounter more positive affect, which in turn make them to behave beyond their jobs. Additionally, self-leadership was associated with cognitive and relational job crafting, wherein employees altered the way they viewed their jobs and their interactions with others, ultimately leading to enhanced engagement.

Specifically, the mediating roles of positive affect and job crafting dimensions (cognitive and relational crafting) were elaborated as the mechanisms

through which self-leadership fosters the accumulation and preservation of personal resources on daily basis. Hence, self-leadership behaviors facilitated the experience of positive emotions, which in turn enabled the investment of personal resources into extra-role behaviors, such as constructive voice and OCBs. Additionally, self-leadership was associated with cognitive and relational job crafting, wherein employees change their job perceptions and interactions, ultimately leading to enhanced work engagement, which is portrayed by a high level of personal resources.

In a collaboration, these findings emphasize the value of self-leadership as a self-motivating process that not only fulfills the main needs of relatedness, competence, and autonomy but also facilitates the accumulation and preservation of personal resources, ultimately contributing to positive outcomes for both employees and organizations. By engaging in self-leadership behaviors through supportive work environments and leadership practices, organizations can create a virtuous cycle of resource gain, enabling employees to proactively invest their resources into constructive voice, OCBs, and enhanced work engagement.

In the future, self-leadership will likely be seen not merely as a complementary skill but as a core competency essential for personal and organizational success. The evolving work environment, characterized by decentralization and technological advancements, requires that individuals possess the capacity to lead their own performance, set personal goals, and maintain high levels of motivation without constant external supervision. This change is highlighted by the gathering pace of digital tools and remote working places, which require employees to take more control of their work processes and outcomes.

The importance of self-leadership, especially during the pandemic, highlights its critical role in maintaining productivity and well-being when individuals are physically isolated from their social environment. The ability to self-influence, stay motivated, and adapt to changing circumstances has been essential for many employees working from home. Eventually, self-leadership strategies, such as goal setting, self-reward, and constructive self-talk, might have helped individuals handle the challenges of remote work, maintain their engagement, and continue to contribute effectively to their organizations.

Despite the cruciality of self-leadership, the need for traditional leaders remains its significance, because leaders play a crucial role in setting the vision, fostering a supportive culture, and providing the resources and feedback necessary for employees' self-leadership to develop. They also serve as role models, demonstrating self-leadership behaviors that can inspire and guide their teams. The future of leadership concept will likely involve a balance where leaders act more as facilitators and enablers of self-leadership rather than direct guiders. We can exemplify this with the substitutes for leadership, which identifies factors that can eliminate the necessity for traditional leadership, such as high levels of individual ability, inner task motivation, and supportive organizational structures (Dionne et al., 2005). These substitutes actually align closely with the principles of self-leadership by fostering environments where individuals can act autonomously. For instance, tasks that are intrinsically motivating or provide immediate feedback can enhance self-leadership by enabling individuals to self-influence effectively. Similarly, organizational practices such as formalization and cohesive work groups can create conditions where self-leadership appears, as individuals are provided with clear guidelines and supportive colleague networks that reduce the need for direct

supervision. By recognizing and leveraging these substitutes, organizations can build a culture of self-leadership, empowering employees to take initiative and lead their own performance.

This emphasizes the potential for self-leadership to thrive in environments where traditional leadership is minimized, highlighting the importance of fostering autonomy, competence, and intrinsic motivation. Future research may continue to explore these interactions, examining how different substitutes for leadership can support or hinder the development of self-leadership skills across various contexts and organizational levels.

Further, self-leadership plays a crucial role in addressing loneliness within the workplace, particularly in the context of remote or hybrid work environments. Loneliness at work can arise due to a lack of social interaction and support, leading to decreased job satisfaction and productivity. Self-leadership strategies, such as self-goal setting, self-reward, and constructive self-talk, empower individuals to maintain their motivation and engagement despite physical isolation. Self-leading can lead to proactive behaviors, such as seeking virtual connections and participating in online communities, which can enhance social support and reduce the impact of isolation. Thus, self-leadership not only helps individuals manage their tasks effectively but also support psychological well-being by mitigating the emotional challenges associated with workplace loneliness. Overall, the concept of self-leadership will likely to integrate into new dimensions brought by technological and societal changes. For instance, as artificial intelligence and automation transform job roles, the ability to continuously learn and adapt may become a crucial aspect of self-leadership.

Furthermore, the integration of work-life balance and mental health considerations into self-leadership frameworks will be essential, given the heightened awareness of these issues in contemporary work environments.

In conclusion, the present research has intended to advance our understanding of self-leadership by shedding light on its determinants and outcomes within the organizational context, explained by self-determination and conservation of resources theories. By recognizing the importance of self-leadership and fostering an environment conducive to its development, individuals can improve their potential of their self-leading skills, promoting behaviors beyond job descriptions, engagement, and citizenship behaviors that ultimately contribute to organizational and individual well-being, effectiveness, and sustainability.



T.C.
BOĞAZİÇİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler İnsan Araştırmaları Etik Kurulu (Sbinarek)



Sayı : E-84391427-050.01.04-146803
Konu : 2023-30 Kayıt Numaralı Başvurunuz
Hakkında

25.09.2023

Sayın Prof. Dr. Hayat KABASAKAL

"ANTECEDENTS AND OUTCOMES OF SELF-LEADERSHIP (ÖZ-LİDERLİĞİN TANIMLAYICILARI VE SONUÇLARI)" başlıklı projeniz ile Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler İnsan Araştırmaları Etik Kurulu (SBİNAREK)'e yaptığınız 2023-30 kayıt numaralı başvurunuz 18.09.2023 tarih ve 2023/07 sayılı kurul toplantısında incelenmiş ve projenize etik onay verilmesi uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya on-line olarak katılımıyla ve oybirliği ile alınmıştır. Onay mektubu tüm üyeler adına Komisyon Başkanı tarafından e-imzalanmıştır. Bilgilerinizi rica ederiz.

Saygılarımızla,

Dr. Öğr. Üyesi Işıl Erduyan
Kurul Başkanı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : 0ME5-90T0-0U7U Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/bogazici-universitesi-ebys>



APPENDIX A

INTERVIEWS QUESTIONS (ENGLISH)

Dear Participant, the Department of Business Administration at Boğaziçi University is conducting a scientific research project on self-leadership. The aim of this study is to investigate the factors that lead to the development of self-leadership behaviors in individuals and the outcomes of these behaviors. Before you decide to participate in the study, we would like to inform you about the project. If you agree to participate, we will conduct an interview with you that includes 10-15 questions aimed at exploring the external factors influencing self-leadership and the outcomes of self-leadership. The interview will last approximately 1 hour, will be conducted online, and will be recorded with your consent, which will also be obtained verbally. Participants who do not wish to open their cameras can participate in the interview using audio only. As a token of appreciation, you will receive a market coupon for your participation.

This research is conducted for scientific purposes, and the confidentiality of participant information is paramount. The data provided will not be shared with others and will only be used in the analysis process within the scope of the study. Interview data may be used anonymously in the study during the interpretation of research findings if necessary. Participation in this research is entirely voluntary. If you choose to participate, you have the right to withdraw your consent at any stage of the study without providing any reason. If you require additional information about the research project and your rights, please contact the ethics committee at Boğaziçi University.

After reading this information, if you agree to participate in this research project, you can send your consent via email. Thank you for taking the time to consider this request.

Questions
1. Do you engage in these behaviors/strategies? To what extent do you do so?
2. What are the things related to your work that motivate you?
3. / Which characteristics of your job make it easier or harder for you to motivate yourself?
4. Does your job give you the opportunity to take initiative and make decisions? Do you think this motivates your self-leadership? How?
5. Does your job require you to have a variety of skills? Do you think this influences the emergence of your self-leadership behaviors? How?
6. Do you receive feedback and support related to your job? Do you think this is related to your ability to motivate yourself? How?
7. Do you think interacting with people within the company affects your self-leadership behaviors? How?
8. What qualities do you think a leader would need to either enhance or restrict your self-leadership?
9. Considering the old and new work systems (hybrid and face-to-face), which type of working system do you think is more suitable for you to apply your self-leadership?
10. What kind of work environment do you think would bring out your self-leadership? Can you describe the work environment where you think you can most comfortably apply your self-leadership?
11. What kind of work environment would encourage you more to practice self-leadership behaviors or restrict you in this regard?
12. How do you think flexible working conditions affect your self-leadership behaviors?
13. Does engaging in self-leadership behaviors make you feel?
14. Does engaging in self-leadership behaviors encourage you to other positive or negative behaviors? How?

APPENDIX B

INTERVIEWS QUESTIONS (TURKISH)

Sayın Katılımcı, Boğaziçi Üniversitesi İşletme Bölümü öz-liderlik ile ilgili bilimsel bir araştırma projesi yürütmektedir. Bu çalışmanın amacı bireylerde öz-liderlik davranışlarının oluşmasını sağlayan faktörleri ve öz-liderlik davranışlarının sonuçlarını araştırmaktır. Araştırmaya katılma kararınızdan önce çalışma hakkında sizi bilgilendirmek istiyoruz. Bu araştırmaya katılmayı kabul ettiğiniz takdirde, öz-liderliğe etki eden dış faktörlerin keşfedilmesine ve öz-liderliğin sonuçlarına yönelik, 10-15 adet soru içeren bir mülakat yapacağız. Mülakat yaklaşık 1 saat sürecek olup, online olarak yapılacaktır ve katılımcının onayı doğrultusunda kaydedilecektir. Buna dair onay sizden ayrıca sözlü olarak alınacaktır. İstemeyen katılımcıların kameralarını açmadan, yalnızca sesli olarak mülakata katılması mümkün olacaktır. Mülakata katılmanız sonucunda sizlere market kuponu verilecektir.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Sağlanacak olan veriler kesinlikle diğer kişilerle paylaşılmayacaktır ve yalnızca çalışma kapsamındaki analiz sürecinde kullanılacaktır. Mülakat verileri araştırma bulgularının yorumlanması aşamasında, gerekli olursa, isimsiz şekilde çalışmada kullanılabilecektir. Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Araştırma projesi ve haklarınız konusunda ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi etik kurul ile iletişime geçebilirsiniz.

Bu bilgileri okuduktan sonra eğer bu araştırma projesine katılmayı kabul ediyorsanız, onayınızı mail yoluyla iletebilirsiniz. Değerli vaktinizi ayırdığınız için teşekkür ederiz.

Sorular
1. Bu davranışları/stratejileri yapıyor musunuz, ne ölçüde yapıyorsunuz?
2. İşle ilgili sizi motive eden şeyler nelerdir?
3. Yaptığınız işle ilgili hangi özellikler kendinizi motive etmenizi kolaylaştırıyor ya da zorlaştırıyor?
4. İşiniz size inisiyatif alma ve karar verme şansı tanıyor mu? Bunun öz-liderliğiniz anlamında sizi motive ettiğini düşünüyor musunuz? Nasıl?
5. İşiniz gereği çeşitli yeteneklere sahip olmanız gerekiyor mu? Bunun öz-liderlik davranışlarınızın ortaya çıkmasında etkili olduğunu düşünüyor musunuz? Nasıl?
6. İşinizle ilgili geribildirim ve destek alıyor musunuz? Bunun kendinizi motive etmenizle ilgisi olduğunu düşünüyor musunuz? Nasıl?
7. Şirket içindeki kişilerle etkileşimde bulunmanızın öz-liderlik davranışlarınız üzerinde etkili olduğunu düşünüyor musunuz? Nasıl?
8. Sizce hangi özelliklere sahip bir lider sizin öz-liderliğinizi geliştirmenize ya da kısıtlamanıza sebep olacaktır?
9. Eski ve yeni çalışma (hibrit ve yüz yüze) sistemini düşündüğünüzde, nasıl bir çalışma sisteminin öz-liderliğinizi uygulayabilmek açısından size daha uygun olduğunu düşünüyorsunuz? /
10. Nasıl bir çalışma ortamının öz liderliğinizi ön plana çıkaracağını düşünüyorsunuz? Öz- liderliğinizi en rahat uygulayabileceğinizi düşündüğünüz çalışma ortamını anlatır mısınız?
11. Nasıl bir çalışma ortamı sizi öz-liderlik davranışlarını uygulamaya daha çok teşvik eder ya da bu anlamda sizi kısıtlar?
12. Esnek çalışma koşullarının öz-liderlik davranışlarınızı nasıl etkilediğini düşünüyorsunuz?
13. Öz-liderlik davranışlarında bulunmak size nasıl hissettiriyor?
14. Öz-liderlik davranışlarında bulunmak sizi olumlu ya da olumsuz başka davranışlara teşvik ediyor mu? Nasıl?

APPENDIX C

EMPLOYEE SURVEY (ENGLISH)

Dear Participant, the Department of Business Administration at Boğaziçi University is conducting a scientific research project on self-leadership. The aim of this study is to investigate the factors that lead to the development of self-leadership behaviors in individuals and the outcomes of these behaviors. Before you decide to participate in the study, we would like to inform you about the project.

If you agree to participate, we will ask you to complete a survey at the end of each workday for five consecutive workdays. This survey will provide data to determine the daily outcomes of employees' leadership behaviors and to test the research hypotheses. The survey will be completed online and will take approximately 10 minutes each day. At the end of the five days, provided that you have completed all the surveys, you will receive a market coupon. This research is conducted for scientific purposes, and the confidentiality of participant information is paramount. No names or surnames will be requested in the survey. The data provided will not be shared with others and will only be used in the analysis process within the scope of the study. Participation in this research is entirely voluntary. If you choose to participate, you have the right to withdraw your consent at any stage of the study without providing any reason. If you require additional information about the research project and your rights, please contact the ethics committee at Boğaziçi University. After reading this information, if you agree to participate in this research project, please check the box indicating, "I fully understand the scope and purpose of

the study and the responsibilities I voluntarily undertake. I accept.” Thank you for taking the time to consider this request.

PART 1

Your working status: Full-time Part-time
Your education: High School University Master's Degree PhD
Your gender:
Your age:
The sector you work in:
How many years have you been working at this company?
1-2 years 3-4 years Over 5 years
How many years have you been working in this sector?
1-2 years 3-4 years Over 5 years
How many years have you been working in this profession?
1-2 years 3-4 years Over 5 years
How many years have you been working with your current manager?
1-2 years 3-4 years Over 5 years
City: İstanbul İzmir Ankara

PART 2

Please indicate your work mode today:

* From the office * Remotely

What level of interaction did you have with your manager today?

1 (almost none) - 5 (quite a lot)

PART 3

* Please answer the following questions considering your workday today.

Self-Leadership Scale

"Today I ..."

1 (strongly disagree)- 5 (strongly agree)

1. established specific goals for my own performance
2. made a point to keep track of how well I'm doing at work
3. worked toward specific goals I have set for myself
4. visualized myself successfully performing a task before I do it
5. pictured in my mind a successful performance before I actually do a task
6. rewarded myself with something I like, when I have successfully completed a task
7. talked to myself (out loud or in my head) to work through difficult situations
8. tried to mentally evaluate the accuracy of my own beliefs about situations I had problems with
9. thought about my own beliefs and assumptions whenever I encountered a difficult situation

Positive Affect Scale

"Today I felt..." 1 (almost none)- 5 (quite a lot)

1. Attentive
2. interested
3. alert
4. excited
5. enthusiastic
6. inspired
7. proud

8. determined

9. strong

10. active

Job crafting scale

"Today I... " *1 (strongly disagree)- 5 (strongly agree)*

1. Chose to take on additional tasks at work.
2. Introduced new approaches to improve my work
3. Changed the scope or types of tasks that I completed at work
4. Introduced new work tasks that I think better suit my skills or interests
5. Gave preference to work tasks that suit my skills or interests
6. Thought about how my job gives my life purpose
7. Reminded myself about the significance my work has for the success of the organization
8. Reminded myself of the importance of my work for the broader community
9. Thought about the ways in which my work positively impacts my life
10. Reflected on the role my job has for my overall well-being
11. Organized or attend work related social functions
12. Made an effort to get to know people well at work
13. Organized special events in the workplace (e.g., celebrating a co-worker's birthday)
14. Chose to mentor new employees (officially or unofficially)
15. Made friends with people at work who have similar skills or interests

Utrecht Work Engagement Scale (UWES)

"Today... " *1 (strongly disagree)- 5 (strongly agree)*

1. I felt strong and vigorous at my job.

- ### Organizational Citizenship Behavior Scale

1. Helped others who have been absent.
2. Willingly gave my time to help others who have work-related problems.
3. Adjusted my work schedule to accommodate other employees' requests for time off.
4. Went out of the way to make newer employees feel welcome in the work group.
5. Showed genuine concern and courtesy toward coworkers, even under the most trying business or personal situations.
6. Gave up time to help others who have work or nonwork problems.
7. Assisted others with their duties.
8. Shared personal property with others to help their work.
9. Attended functions that are not required but that help the organizational image.
10. Kept up with developments in the organization.
11. Defended the organization when other employees criticize it.
12. Showed pride when representing the organization in public.
13. Offered ideas to improve the functioning of the organization.

14. Expressed loyalty toward the organization.
15. Took action to protect the organization from potential problems.
16. Demonstrated concern about the image of the organization.

Constructive Voice Scale

"Today I... " 1 (strongly disagree)- 5 (strongly agree)

1. Made suggestions about how to do things in new or more effective ways at work.
2. Suggested changes to work projects in order to make them better.
3. Spoke up with recommendations about how to fix work-related problems.
4. Made suggestions about how to improve work methods or practices.
5. Proposed ideas for new or more effective work methods.

PART 4

* Please answer considering your leader's/manager's behavior today.

Leader's Autocracy- CLIO

"Today my manager..." 1 (strongly disagree)- 5 (strongly agree)

1. was bossy and orders subordinates around
2. Made sure that his/her own interests are always met
3. did not tolerate dissent once he/she has made a decision
4. Acted hard when necessary
5. Believed that in the end she/he is the one who should be the boss

PART 5

* Please answer based on how much the statements reflect you in general.

Core-Self Evaluation Scale (CSE)

1 (strongly disagree)- 5 (strongly agree)

1. I am confident I get the success I deserve in life.
2. Sometimes I feel depressed.*
3. When I try, I generally succeed.
4. Sometimes when I fail, I feel worthless.*
5. I complete tasks successfully.
6. Sometimes I do not feel in control of my work.*
7. Overall, I am satisfied with myself.
8. I am filled with doubts about my competence.*
9. I determine what will happen in my life.
10. I do not feel in control of my success in my career.*
11. I am capable of coping with most of my problems.
12. There are times when things look pretty bleak and hopeless to me.*

Proactive Personality Scale

1 (strongly disagree)- 5 (strongly agree)

1. I am constantly on the lookout for new ways to improve my life
2. Wherever I have been, I have been a powerful force for constructive change
3. Nothing is more exciting than seeing my ideas turn into reality
4. If I see something I don't like, I fix it
5. No matter what the odds, if I believe in something I will make it happen
6. I love being a champion for my ideas, even against others' opposition
7. I excel at identifying opportunities
8. I am always looking for better ways to do things
9. If I believe in an idea, no obstacle will prevent me from making it happen
10. I can spot a good opportunity long before others can

APPENDIX D

EMLOYEE SURVEY (TURKISH)

Sayın Katılımcı, Boğaziçi Üniversitesi İşletme Bölümü öz-liderlik ile ilgili bilimsel bir araştırma projesi yürütmektedir. Bu çalışmanın amacı bireylerde öz-liderlik davranışlarının oluşmasını sağlayan faktörleri ve öz-liderlik davranışlarının sonuçlarını araştırmaktır. Araştırmaya katılma kararınızdan önce çalışma hakkında sizi bilgilendirmek istiyoruz. Bu araştırmaya katılmayı kabul ettiğiniz takdirde, arka arkaya 5 iş günü boyunca, her iş gününün sonunda olacak şekilde bir anket doldurmanızı rica edeceğiz. Bu anket çalışanların liderlik davranışlarının sonuçlarını günlük bazda belirlemek ve araştırma hipotezlerini test edebilmek adına veri sağlayacaktır. Anket online olarak doldurulacak ve günlük yaklaşık 10 dakikanızı alacaktır. Anketi eksiksiz dolduracağınız 5 günün sonunda ise market kuponu kazanmış olacaksınız. Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Anket içerisinde isim soy isim istenmemektedir. Sağlanacak olan veriler kesinlikle diğer kişilerle paylaşılmayacaktır ve yalnızca çalışma kapsamındaki analiz sürecinde kullanılacaktır. Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Araştırma projesi ve haklarınız konusunda ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi etik kurul ile iletişime geçebilirsiniz.

Bu bilgileri okuduktan sonra eğer bu araştırma projesine katılmayı kabul ediyorsanız, lütfen “Katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Kabul ediyorum.” alanını işaretleyiniz. Değerli vaktinizi ayırdığınız için teşekkür ederiz.

1. BÖLÜM

Çalışma durumunuz: Tam zamanlı Yarı-zamanlı
Eğitiminiz: Lise Üniversite Yüksek Lisans Doktora
Cinsiyetiniz:
Yaşınız:
Çalıştığınız sektör:
Kaç yıldır bu şirkette çalışıyorsunuz?
1-2 yıl 3-4 yıl 5 yıl ve üzeri
Kaç yıldır bu sektörde çalışıyorsunuz?
1-2 yıl 3-4 yıl 5 yıl ve üzeri
Kaç yıldır bu meslekte çalışıyorsunuz?
1-2 yıl 3-4 yıl 5 yıl ve üzeri
Kaç yıldır şu anki yöneticinizle birlikte çalışıyorsunuz?
1-2 yıl 3-4 yıl 5 yıl ve üzeri
Çalıştığınız Şehir İstanbul İzmir Ankara

2. BÖLÜM

Lütfen bugünkü çalışma şeklinizi belirtiniz:

*Ofisten *Uzaktan

Bugün yöneticinizle hangi seviyede etkileşimde bulundunuz?

1 (neredeyse hiç) - 5 (oldukça fazla)

3. BÖLÜM

*Lütfen aşağıdaki soruları bugünkü iş gününüzü düşünerek cevaplayınız:

Öz-liderlik Ölçeği

“Bugün...” 1 (hiç katılmıyorum)- 5 (tamamen katılıyorum)

1. Kendi performansım için belirli hedefler oluşturdum.
2. İşimi ne kadar iyi yaptığımı takip etmeye özen gösterdim.
3. Kendim için belirlediğim hedeflere yönelik çalıştım.
4. Bir işi yapmadan önce, o işi başarılı şekilde yerine getirdiğimi gözümde canlandırımdım.
5. Bir işi gerçekte (fiilen) yapmadan önce, başarılı olduğumu kafamda/zihnimde canlandırımdım.
6. Bir işi başarıyla tamamladığımda, kendimi sevdiğim bir şeyle ödüllendirdim.
7. durumları çözebilmek için kendi kendime (yüksek sesle veya sessizce/içimden) konuştum.
8. Bir sorun yaşadığımda, o durum hakkındaki inanışlarımın doğruluğunu zihinsel olarak kendi içimde değerlendirmeye çalıştım.
9. Zor bir durumla karşılaştığımda kendi inanış ve varsayımlarım üzerine düşündüm.

Pozitif Duygu Ölçeği

“Bugün.... hissettim” 1 (neredeyse hiç)- 5 (oldukça fazla)

1. Dikkatli
2. İlgili
3. Uyanık-Tetikte
4. Heyecanlı
5. Hevesli
6. İlham dolu

7. Gururlu

8. Kararlı

9. Güçlü

10. Aktif

İş Becerikliliği Ölçeği

“Bugün...” 1 (hiç katılmıyorum)- 5 (tamamen katılıyorum)

1. İşimde ek görevler üstlenmeyi tercih ettim.
2. Yaptığım işi geliştirmek için yeni yaklaşımlar uygulamaya koydum.
3. Yaptığım işin kapsamını veya şeklini değiştirdim.
4. Yeteneklerime veya ilgi alanlarıma daha uygun olduğunu düşündüğüm yeni iş görevlerini uygulamaya koydum.
5. Yeteneklerime veya ilgi alanlarıma uygun olan iş görevlerine öncelik verdim.
6. İşimin hayatıma nasıl anlam kattığı hakkında düşündüm.
7. Yaptığım işin örgüt başarısındaki önemini kendime hatırlattım.
8. Yaptığım işin toplumun geneli için olan önemini kendime hatırlattım.
9. İşimin hayatıma olumlu yöndeki etkilerini düşündüm.
10. İşimin genel mutluluğumda/refahımda oynadığı rolü düşündüm.
11. İşle ilgili sosyal faaliyetler organize ettim veya bu faaliyetlere katıldım.
12. İşteki insanları daha iyi tanımaya gayret ettim.
13. Çalıştığım yerde, bir iş arkadaşımın doğum günü kutlaması gibi, özel etkinlikler organize ettim.
14. İşe yeni başlayan çalışanlara, resmi veya resmi olmayan şekilde mentorluk/danışmanlık yapmayı seçtim.
15. Benimle benzer yetenekleri veya ilgi alanları olan kişilerle arkadaşlık kurdum.

İşe Bağlılık Ölçeği

“Bugün...”

1 (hiç katılmıyorum)- 5 (tamamen katılıyorum)

1. İşimde kendimi güçlü ve dinç hissettim.
2. İşimi yaparken enerji doluydum.
3. Sabah kalktığımda işe gitmek için istekliydim.
4. Yaptığım işle gurur duydum.
5. İşimi hevesle yaptım
6. İşim bana ilham verdi.
7. Çalışırken yaptığım işe yoğunlaşıp, dalıp gittim.
8. Çalışırken yaptığım işe kendimi kaptırdım.
9. Yoğun bir şekilde çalışırken kendimi mutlu hissettim.

Örgütsel Vatandaşlık Ölçeği

“Bugün...”

1 (hiç katılmıyorum)- 5 (tamamen katılıyorum)

1. İşe gelmeyen çalışanların işlerine yardımcı oldum.
2. İşle ilgili sorun yaşayan çalışanlara yardımcı olmak için gönüllü olarak vakit ayırdım.
3. Kendi çalışma programımı, diğer çalışanların izin isteklerine uyacak şekilde ayarladım.
4. İşe yeni başlayanların kendilerini yabancı hissetmemeleri için çaba harcadım.
5. İşle ilgili veya kişisel sorun yaşadığım durumlarda bile, çalışma arkadaşlarıma içten bir ilgi ve nezaket gösterdim.
6. İşle ilgili olan veya işle ilgili olmayan sorunlar yaşayan diğer çalışanlara yardımcı olmak için vakit ayırdım.
7. Diğer çalışanlara işlerini yapmalarında yardımcı oldum.

8. Diğer çalışanlara işlerinde yardımcı olmak için kişisel eşyalarımı onlarla paylaştım.
9. İş yükümlülüğümün bir parçası olmayan ama işletmenin imajını destekleyen faaliyetlere katıldım.
10. İşletmedeki gelişmelere uyum sağladım.
11. Diğer çalışanlar işletmeyi eleştirdiğinde işletmeyi savundum.
12. Toplumda işletmemi temsil ederken gurur duydum.
13. İşletmenin işleyişini geliştirmek için öneriler sundum.
14. İşletmeye karşı sadakat gösterdim.
15. İşletmeyi potansiyel sorunlardan korumak için gerekenleri yaptım.
16. İşletmenin imajıyla ilgili gerekli hassasiyeti gösterdim.

Yapıcı Ses Ölçeği

“Bugün işte...” 1 (hiç katılmıyorum)- 5 (tamamen katılıyorum)

1. İşlerin yeni ve daha etkili şekilde nasıl yapılabileceğiyle ilgili önerilerde bulundum.
2. Yapılan işleri daha iyi hale getirmek için değişiklikler önerdim.
3. İşle ilgili sorunların nasıl çözüleceğiyle ilgili öneriler dile getirdim.
4. İş yöntem ve uygulamalarının gelişmesiyle ilgili önerilerde bulundum.
5. Yeni ve daha etkili iş yöntemleriyle ilgili fikirler önerdim.

4. BÖLÜM

*Lütfen liderinizi/yöneticinizin bugünkü davranışlarını düşünerek cevaplayınız.

Otokratik Liderlik Ölçeği

“Bugün yöneticim...” 1 (hiç katılmıyorum)- 5 (tamamen katılıyorum)

1. Patron gibi davrandı ve emirler verdi
2. Kendi faydalarını gözetti.
3. Verdiği kararlara karşı çıkılmasına tolerans göstermedi.
4. Gerektiğinde sert davrandı
5. Nihayetinde patron olması gereken kişinin kendisi olduğunu düşündü.

5. BÖLÜM

*Lütfen ifadeleri genelde sizi ne kadar yansıttıklarına göre cevaplayınız.

Öz-benlik Değerlendirme Ölçeği

1 (hiç katılmıyorum)-

5 (tamamen katılıyorum)

1. Hayatta hakkettiğim başarıyı yakaladığımdan eminim.
2. Bazen kendimi depresif hissedirim.*
3. Bir şey için çabaladığımda, genelde başarıyorum.
4. Bazen başarısız olduğumda, kendimi değersiz hissedirim.*
5. İşlerimi başarıyla tamamlarım.
6. Bazen kendimi işime hâkim hissetmiyorum.*
7. Genel olarak kendimden memnunum.
8. Yeteneklerimle ilgili şüphe doluyum.*
9. Hayatımda ne olacağını ben belirlerim.
10. Mesleki başarımdaki kontrolün elimde olmadığını hissediyorum.*
11. Sorunlarımın çoğuyla başa çıkabilirim.
12. Bazı zamanlar her şey bana umutsuz ve karamsar görünür. *

Proaktif Kişilik Ölçeği

1 (hiç katılmıyorum)- 5 (tamamen katılıyorum)

1. Sürekli olarak hayatımı geliřtirmenin yeni yollarını arıyorum.
2. Nerede olursam olayım, yapıcı deęiřim için güçlü bir etki olmuřumdur.
3. Fikirlerimin gerçeęe dönüşmesinden daha heyecan verici bir řey yok.
4. Hořuma gitmeyen bir řey görürsem, düzeltirim.
5. İhtimaller ne olursa olsun, bir řeye inanırsam onu gerçekleştiririm.
6. Başkalarının karřı çıkmasına raęmen fikirlerimin savunucusu olmayı severim.
7. Fırsatları tanımak konusunda mükemmelimdir.
8. Her zaman işleri daha iyi yapmanın yollarını ararım.
9. Bir fikre inanıyorsam, hiçbir engel beni onu gerçekleřtirmekten alıkoyamaz.
10. İyi bir fırsatı dięerlerinden çok önce fark edebilirim.

APPENDIX E

MANAGER SURVEY (ENGLISH)

Dear Participant, the Department of Business Administration at Boğaziçi University is conducting a scientific research project on self-leadership. The aim of this study is to investigate the factors that lead to the development of self-leadership behaviors in individuals and the outcomes of these behaviors. Before you decide to participate in the study, we would like to inform you about the project. If you agree to participate, we will ask you to complete a survey at the end of each workday for five consecutive workdays. This survey will provide data to determine the daily outcomes of employees' leadership behaviors and to test the research hypotheses. The survey will be completed online and will take approximately 10 minutes each day. At the end of the five days, provided that you have completed all the surveys, you will receive a market coupon. This research is conducted for scientific purposes, and the confidentiality of participant information is paramount. No names or surnames will be requested in the survey. The data provided will not be shared with others and will only be used in the analysis process within the scope of the study. Participation in this research is entirely voluntary. If you choose to participate, you have the right to withdraw your consent at any stage of the study without providing any reason. If you require additional information about the research project and your rights, please contact the ethics committee at Boğaziçi University. If you agree to participate in this research project, please check the box indicating, "I fully understand the scope and purpose of the study and the responsibilities I voluntarily undertake. I accept." Thank you for taking the time to consider this request.

PART 1

Your working status:

* Full-time * Part-time

Your education:

*High School * University * Master's Degree * PhD

Your gender:

Your age:

The sector you work in:

How many years have you been working at this company?

*1-2 years *3-4 years *Over 5 years

How many years have you been working in this sector?

*1-2 years *3-4 years *Over 5 years

How many years have you been working in this profession?

*1-2 years * 3-4 years *Over 5 years

PART 2

* Please answer the following questions considering your employee's workday today.

OCB Scale

"Today this employee..." 1 (strongly disagree)- 5 (strongly agree)

1. Helped others who have been absent..
2. Willingly gave my time to help others who have work-related problems.
3. Adjusted my work schedule to accommodate other employees' requests for time off.
4. Went out of the way to make newer employees feel welcome in the work group.

5. Showed genuine concern and courtesy toward coworkers, even under the most trying business or personal situations.
6. Gave up time to help others who have work or nonwork problems.
7. Assisted others with their duties.
8. Shared personal property with others to help their work.
9. Attended functions that are not required but that help the organizational image.
10. Kept up with developments in the organization.
11. Defended the organization when other employees criticize it.
12. Showed pride when representing the organization in public.
13. Offered ideas to improve the functioning of the organization.
14. Expressed loyalty toward the organization.
15. Took action to protect the organization from potential problems.
16. Demonstrated concern about the image of the organization.

Constructive Voice Scale

"Today this employee..." 1 (strongly disagree)- 5 (strongly agree)

1. Made suggestions about how to do things in new or more effective ways at work.
2. Suggested changes to work projects in order to make them better.
3. Spoke up with recommendations about how to fix work-related problems.
4. Made suggestions about how to improve work methods or practices.
5. Proposed ideas for new or more effective work methods.

APPENDIX F

MANAGER SURVEY (TURKISH)

Sayın Katılımcı, Boğaziçi Üniversitesi İşletme Bölümü öz-liderlik ile ilgili bilimsel bir araştırma projesi yürütmektedir. Bu çalışmanın amacı bireylerde öz-liderlik davranışlarının oluşmasını sağlayan faktörleri ve öz-liderlik davranışlarının sonuçlarını araştırmaktır. Araştırmaya katılma kararınızdan önce çalışma hakkında sizi bilgilendirmek istiyoruz. Bu araştırmaya katılmayı kabul ettiğiniz takdirde, arka arkaya 5 iş günü boyunca, her iş gününün sonunda olacak şekilde bir anket doldurmanızı rica edeceğiz. Bu anket çalışanların liderlik davranışlarının sonuçlarını günlük bazda belirlemek ve araştırma hipotezlerini test edebilmek adına veri sağlayacaktır. Anket online olarak doldurulacak ve günlük yaklaşık 10 dakikanızı alacaktır. Anketi eksiksiz dolduracağınız 5 günün sonunda ise market kuponu kazanmış olacaksınız. Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Anket içerisinde isim soy isim istenmemektedir. Sağlanacak olan veriler kesinlikle diğer kişilerle paylaşılmayacaktır ve yalnızca çalışma kapsamındaki analiz sürecinde kullanılacaktır. Eğer bu araştırma projesine katılmayı kabul ediyorsanız, lütfen “Katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Kabul ediyorum.” alanını işaretleyiniz. Değerli vaktinizi ayırdığınız için teşekkür ederiz.

1.BÖLÜM

Çalışma durumunuz:

*Tam zamanlı *Yarı-zamanlı

Eğitiminiz:

*Lise * Üniversite *Yüksek Lisans *Doktora

Cinsiyetiniz:

Yaşınız:

Çalıştığınız sektör:

Kaç yıldır bu şirkette çalışıyorsunuz?

1-2 yıl *3-4 yıl *5 yıl ve üzeri

Kaç yıldır bu sektörde çalışıyorsunuz?

*1-2 yıl *3-4 yıl *5 yıl ve üzeri

Kaç yıldır bu meslekte çalışıyorsunuz?

*1-2 yıl * 3-4 yıl *5 yıl ve üzeri

2.BÖLÜM

*Lütfen aşağıdaki soruları çalışanınızın bugünkü iş gününüzü düşünerek cevaplayınız.

Örgütsel Vatandaşlık Ölçeği

“Bugün bu çalışan...” 1 (hiç katılmıyorum)- 5 (tamamen katılıyorum)

1. İşe gelmeyen çalışanların işlerine yardımcı oldu.
2. İşle ilgili sorun yaşayan çalışanlara yardımcı olmak için gönüllü olarak vakit ayırdı.

3. Kendi çalışma programını, diğer çalışanların izin isteklerine uyacak şekilde ayarladı.
4. İşe yeni başlayanların kendilerini yabancı hissetmemeleri için çaba harcadı.
5. İşle ilgili veya kişisel sorun yaşadığı durumlarda bile, çalışma arkadaşlarına içten bir ilgi ve nezaket gösterdi.
6. İşle ilgili olan veya işle ilgili olmayan sorunlar yaşayan diğer çalışanlara yardımcı olmak için vakit ayırdı.
7. Diğer çalışanlara işlerini yapmalarında yardımcı oldu.
8. Diğer çalışanlara işlerinde yardımcı olmak için kişisel eşyalarını onlarla paylaştı.
9. İş yükümlülüğünün bir parçası olmayan ama işletmenin imajını destekleyen faaliyetlere katıldı.
10. İşletmedeki gelişmelere uyum sağladı.
11. Diğer çalışanlar işletmeyi eleştirdiğinde işletmeyi savundu.
12. Toplumda işletmeyi temsil ederken gurur duydu.
13. İşletmenin işleyişini geliştirmek için öneriler sundu.
14. İşletmeye karşı sadakat gösterdi.
15. İşletmeyi potansiyel sorunlardan korumak için gerekenleri yaptı.
16. İşletmenin imajıyla ilgili gerekli hassasiyeti gösterdi.

Yapıcı Ses Ölçeği

“Bugün bu çalışan...” 1 (hiç katılmıyorum)- 5 (tamamen katılıyorum)

1. İşlerin yeni ve daha etkili şekilde nasıl yapılabileceğiyle ilgili önerilerde bulundu.
2. Yapılan işleri daha iyi hale getirmek için değişiklikler önerdi.
3. İşle ilgili sorunların nasıl çözüleceğiyle ilgili öneriler dile getirdi.
4. İş yöntem ve uygulamalarının gelişmesiyle ilgili önerilerde bulundu.
5. Yeni ve daha etkili iş yöntemleriyle ilgili fikirler önerdi.

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