

T.C.  
MARMARA ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
İNGİLİZCE İŞLETME ANABİLİM DALI  
ORGANIZATIONAL BEHAVIOR BİLİM DALI

**RELATIONSHIP AMONG PERCEIVED SUFFICIENCY OF ORGANIZATIONAL  
COMMUNICATION, INTERDEPARTMENTAL RELATIONSHIP CLIMATE,  
CAREER OPPORTUNITIES AND WELL-BEING AT WORK**

Yüksek Lisans Tezi

BAŞAK KÜÇÜKYAZICI

İstanbul, 2009

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Danışman: DOÇ. DR. AYŞE ALEV TORUN

İstanbul, 2009



Marmara Üniversitesi  
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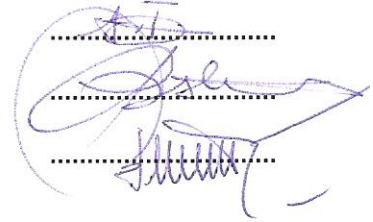
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## TEŐEKKÜR

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## **GENERAL KNOWLEDGE**

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### **ABSTRACT**

#### **RELATIONSHIP AMONG PERCEIVED SUFFICIENCY OF ORGANIZATIONAL COMMUNICATION, INTERDEPARTMENTAL RELATIONSHIP CLIMATE, CAREER OPPORTUNITIES AND WELL-BEING AT WORK**

The main purpose of this study is to explore the variables that are related with well-being at work. It is proposed that perceived sufficiency of organizational communication has a positive contribution on interdepartmental relationship climate and interdepartmental relationship climate has an intervening role between perceived sufficiency of organizational communication and well-being at work. It is also suggested that career opportunities moderates the relationship between interdepartmental relationship climate and well-being at work.

Data is gathered from a sample of 125 employees who work in a retail firm. Multiple and hierarchical regression analyses are used to analyze data. Results showed that perceived sufficiency of organizational communication has a partially positive contribution on interdepartmental relationship climate. And, interdepartmental relationship climate has a partial mediating role between perceived sufficiency of organizational communication and well-being at work. A moderating role of career opportunities on the relationship between interdepartmental relationship climate and well-being at work could not found.

## GENEL BİLGİLER

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### ÖZET

#### **ÖRGÜTSEL İLETİŞİMİN ALGILANAN ETKİNLİĞİ, DEPARTMANLARARASI İLİŞKİ İKLİMİ, KARIYER FIRSATLARI VE İŞYERİNDEKİ ESENLİK ARASINDAKİ İLİŞKİLER**

Bu araştırmanın temel hedefi, iş yerindeki esenlik kavramıyla ilişkili değişkenlerin incelenmesidir. Örgütsel iletişimin algılanan etkinliğinin, departmanlararası ilişki iklimi üzerinde olumlu bir katkısının olduğu, departmanlararası ilişki ikliminin de örgütsel iletişimin algılanan etkinliği ile işyerindeki esenlik arasında aracı bir role sahip olduğu varsayılmıştır. Diğer bir varsayım ise; kariyer fırsatlarının, departmanlararası ilişki iklimi ile iş yerindeki esenlik arasındaki ilişki üzerinde ılımlaştırıcı bir rol oynayacağıdır.

Araştırma, perakende sektöründeki bir şirkette çalışan 125 kişiyle yürütülmüştür. Veriler, çoklu ve hiyerarşik regresyon yöntemiyle analiz edilmiştir. Araştırma sonuçlarına göre; örgütsel iletişimin algılanan etkinliği, departmanlararası ilişki iklimi üzerinde kısmen olumlu bir katkıya sahiptir. Departmanlararası ilişki iklimi de örgütsel iletişimin algılanan etkinliği ile iş yerindeki esenlik arasında kısmen aracı bir rol oynamaktadır. Departmanlar arası ilişki iklimi ile iş yerindeki esenlik ilişkisi üzerinde kariyer fırsatlarının ılımlaştırıcı bir rolü bulunamamıştır.

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## **1.INTRODUCTION**

The last decades have witnessed technological, political, and social changes and developments which create a competitive world between organizations. These changes are difficult for both organizations and employees. As a result of these conditions, human behavior in organizations has started to draw an increasing attention. The topics related to organizational behavior like organizational commitment, relational norms, turnover intention, job satisfaction, mobbing, person's career development, organizational communication, transformational leadership style are being examined by various researchers.

One of the important topics studied by organizational behaviour researchers is well-being. That is because securing the well-being of employees is in the best interests of employers who spend substantial resources for hiring employees, and trying to generate products, profits, and maintain loyal customers (Harter, Schmidt, and Keyes, 2002). Moreover, recent studies have revealed that since the work environment or relationship atmosphere leads to negative or positive emotions on the part of employees, worklife has come to produce a strong impact on the well-being of employees (Diener, 1984) and it is still the challenge for companies. Therefore, the critical question for companies is how the organizations can manage to improve employee well-being.

Studies (Danna and Griffin, 1999) show that well-being is related with variables such as worksetting, personality, occupational stress, relationships at work, organizational structure, communication, and climate. In this study, we will focus on organizational communication, relationship climate, and opportunities of career development in terms of their relationship with well-being at work.

Communication, as simply defined, is the progress of transmitting information and the understanding between two or more people (Bedeian, 1986). It always involves at least two parties, a sender and a receiver. In organizational communication servers, there are three major purposes: (1) it allows members to coordinate actions, (2) it shares information and (3) it satisfies social needs (Cook and Hunsaker, 1996). All these purposes serve for the quality of relationships among people. Relationship quality is obviously influenced since organizational communication consists of various message sending and receiving phenomena affecting formal social units in which individuals work towards common goals (Ünal, 2007). Our

assumption is that employee relationships which are influenced by sufficiency of organizational communication may be instrumental in protecting employee wellness.

As mentioned before, relationships at work and climate are associated with well-being (Danna and Griffin, 1999). Webster's College Dictionary (2009) identified relationship as a continuing attachment or association among persons, groups, and firms. A group of people who have common goals generate departments and departments generate the organizations. The working environment where employees do not share information, see each other as competitors, and only focus on their own departments without any concern for the success of other departments may lead to unhappy and anxious employees. It has already been stressed that the quality of communication in the work environment may contribute to a sense of cooperation among employees which can increase positive emotions felt at work. Consequently, the interdepartmental relationship climate may act as an intervening variable between the perceived sufficiency of organizational communication and well-being at work.

Additionally, nowadays competitive business world does not only affect the companies, but it influences employees as well. Thus, employees expect their companies to provide training and development opportunities to be able to have some competitive advantages. Cartwright and Cooper (1993) report that job insecurity and limited career development opportunities have increasingly become sources of occupational stress with multiple negative outcomes, e.g., job dissatisfaction, negative emotions, poor work performance, etc. As the number of opportunities of career development increases, the positive relationship between good working climate and positive well-being may be increased. Therefore, opportunities of career development is included in this research as the potential moderating factor.

In this study, we examine the relations among perceived sufficiency of organizational communication, interdepartmental relationship climate, opportunities of career development, and well-being at work. The present study is an attempt to establish relationships between four different variables: well-being at work as a dependent variable, perceived sufficiency of organizational communication as an independent variable, interdepartmental relationship climate as an intervening variable, and lastly opportunities of career development as a moderating variable.

## **2. THEORETICAL FRAMEWORK**

We present our literature review in six sections. In the first three sections, the literature on perceived sufficiency of organizational communication, interdepartmental relationship climate, and opportunities of career development are briefly discussed. The fourth section involves the dependent variable of the study, well-being at work. In these sections, a brief definition of the concept will be given along with a summary of the research related to the it. The fifth section covers the relationships among the study variables.

The final section presents the research model and the hypotheses of the study based on a discussion of the relationships among the independent variable (perceived sufficiency of organizational communication), intervening variable (interdepartmental relationship climate), the moderating variable (opportunities of career development), and the dependent variable (well-being at work).

### **2.1. Perceived Sufficiency of Organizational Communication**

#### **2.1.1. Definition of Organizational Communication**

The independent variable of this study is perceived sufficiency of organizational communication. This section begins with the definition of the concept, and then moves on to summarize the related areas of research.

Individual members of groups need to communicate with each other to accomplish their task and conduct social functions, and within organizations, groups need to communicate with other groups (Kraut, Fish, Root, and Chalfonte, 1990). We spend no time without communication. This essential process includes both the transfer and the understanding of meaning (Robbins, 2002).

Tompkins (1984, p.659) defined organizational communication as ‘the study of sending and receiving messages that create and maintain a system of consciously coordinated activities or forces of two or more persons’. Also, communication can be seen as an interaction process between two or more persons. Organizational members’ understanding of vision, purposes, and goals may sometimes be out of synchronization when there is a deficiency in the communication process (Andrews and Herschel, 1996). Thus, interaction between individuals may be harmed.

Another definition was made by Drenth (1998). He defined communication as the sending and receiving of messages by means of symbols and perceived organizational communication as a key element of organizational climate. The latter viewpoint is reflected by Myers and Myers (1982) who defined organizational communication as the central binding force that permits coordination among people and thus allows for organized behavior. Rogers and Rogers (1976, p.101), on the other hand, argued that the behavior of individuals in organizations is best understood from a communication point of view.

During the last decades, organizations have evolved in many respects. Changes confronting organizations and the associated changes in organizational forms have made communication increasingly important for overall organizational functioning. Some of these changes can be exemplified as follows (Baker, 2002, p.364):

- Work is more complex and requires greater coordination and interaction among workers,
- The pace of work is faster,
- Workers are more distributed,
- Simultaneous, distributed work processes are more common,
- Knowledge and innovation are more critical for an organization's competitive advantage,
- Communication technologies and networks have become increasingly essential for an organization's structure and strategy.

Communication is not only a crucial aspect of these recent organizational changes, but effective communication can be seen as the foundation of modern organizations (D'Aprix 1996; Grenier and Metes, 1992; von Krogh, George, and Ikujiro, 2000, Witherspoon, 1997). It is through the communication process that organizations as socially constructed realities are formed (Tseng, 2006).

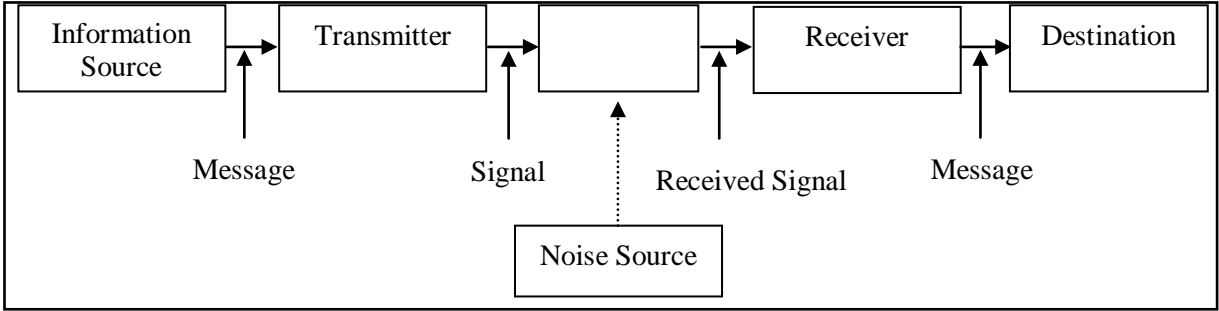
Since this construction is made up of an array of functionalized groups with diverse purposes and goals, it is important to assess the satisfaction of these parties about the quality of communication so as to reveal the effectiveness of interaction.

To understand communication better, four theoretical perspectives explained below: The mechanic, the psychological, the interpretive-symbolic, and the systems-interaction perspective. Since the four perspectives involve different assumptions about communication, they elaborate different suggestions and relationships as being critical to the communication process.

**2.1.1.1. Theoretical Perspectives**

From a mechanic perspective human communication is viewed as a transmission process in which a message travels across space, through a channel from one point to another (Jensen, 2003). The perspective regards the message as a concrete material, which has physical characteristics such as frequency and time (Durgun, 2006). While receiving and sending the message, it proclaims that the communication process will be decelerated when encountered with an interference like sound or noise and as a result of these interferences, communication will be either degraded or broken down (Jensen, 2003).

Shannon, an engineer at Bell Laboratories, portrayed communication as a mechanistic system, as shown in Figure 1. Mechanic approach focuses on to minimize distortions and errors of the message which has a destination. An example of research using this perspective is organizational communication network research, since this approach focuses primarily on the channels that allow communication to flow among individuals (Krone, Jablin, and Putnam, 1987).



**Figure 1.** Information Theory: Communication as a Mechanistic System

Adapted from Shannon and Weaver (1949)

The psychological perspective focuses on not only the content, but also the context of communication. It focuses on the relational context between the sender and receiver within the larger social/organizational/cultural context (Baker, 2002) and explores specifically how characteristics of individuals affect their communication (Jensen, 2003). Human behavior, cognition, and perception serve as filters in the process of selection of information (Durgun, 2006). For instance, the perception of the message “Be careful” varies with respect to the sender of the message (mother, doctor, boss, rival). Another example of it can be the cognitions of depressed people. They usually maintain pessimistic attitudes towards themselves, others, and the world due to a selection of negative information. They usually set barriers (negative attitudes) which restrict the communication process and this affects the quality of communication.

The interpretive–symbolic perspective distinguishes among symbolic actions which express self-indication (implying actions and interpretations), non-symbolic actions which involve reflexes or automatic responses that do not require interpretation, and social actions which are directly tied to the meanings that individuals construct for events and activities (Jensen, 2003). The interpretive-symbolic perspective is established on the basis of human reactions to one another and the understanding of the actions or the speech of the individual who has received the message (Durgun, 2006). Consequently, according to this theory, the starting point of communication is just how to interpret the message received. Research using the interpretive perspective usually tries to explain communication from the viewpoint of organizational members. According to this perspective, organizational communication consists of patterns of coordinated behaviors that have the capacity to create, maintain, and dissolve organizations (Daft, and Weick, 1984).

Lastly, the systems-interaction perspective concentrates on external behaviors. Jensen (2003) explained systems-interaction perspective as a patterned sequential behavior, including the grouping of sequences of communicative behaviors. In essence, while the mechanistic and psychological perspective define communication as something one does (that is, send/receive messages, perceive activities/objects), the systems-interaction approach treats communication as an act of participation (Fisher, 1978). As Birdwhistell (1959, p. 99) observes; “An individual doesn’t do communication, he becomes a part of communication”. According to the systems-interaction perspective, social interaction is determined by the over repetitive behavior. The over repetition of the behavior and the augmentation of the repeated behavior

degrade ambiguity (Durgun, 2006, p.120). This makes communication predictable beforehand because repeated behaviors are indicators of future behaviors.

Krone et al. (1987) emphasized that none of these perspectives are right or wrong, and communication actually encompasses all of the four perspectives. Each of these perspectives make a potentially unique contribution to an overall understanding of communication in organizations.

After defining organizational communication and explaining development process; purposes of organizational communication, benefits and styles of organizational communication within the organization will be discussed.

#### **2.1.1.2. Aims of Organizational Communication**

Communication keeps the organizations alive and assumes many functions in the organization. The functions served by organizational communication involve facilitation of goal achievement, informing employees and managers about job and working area, motivating employees, and generating a social interaction area. Organizations can be viewed as information processing systems which establish relationships and make organizing possible through communication (Ünal, 2007).

Communication provides information about:

- Organizational goals, and strategies,
- Work and work conditions,
- Career paths for employees,
- New applications and systems.

Employees aspire to obtain perfect, fair, and timely information to do their jobs. As each worker is provided with information about his or her job performance, he/she sets new goals and develops proper behaviors to achieve those goals (Koehler, 1991). An effective communication system is based on a set of well-designed objectives that support the organization's goals and mission (Ünal, 2007) which are transmitted to employees through various channels.

On the other hand, managers need reliable, timely, and accurate information to identify and evaluate alternative choices for decision making or conflict resolution. Without a constant flow of information, managers' decisions will come to a standstill. It is through the communication process that superiors manage to achieve understanding between parties in the organization (Bedeian, 1986).

Also, communication fosters motivation by clarifying to employees what is to be done, how well they are doing, and what can be done to improve performance if it's subpar (Robbins, 2002).

Besides providing information and creating a motivating potential, communication may be seen as an essential mechanism for employees to show their frustrations and feelings of satisfaction and it provides a release for the emotional expression of feelings and for fulfillment of social needs (Robbins, 2002).

### **2.1.1.3. Benefits of Organizational Communication**

In organizations; communication was important and necessary in the past, and in a similar way, it will be important in the future, since it provides several benefits for both individuals and groups. These benefits will be clarified below.

**Producing Empathy:** Empathy involves sharing the perceived emotion of “feeling with” another (Eisenberg and Strayer, 1990). Persons who build empathy, understand other people with opposing views. This potential for realizing others' opinions and feelings is an internal state acquired through communication. It is instrumental in reducing the tension in the work environment and decreasing the odds for conflict. Therefore, in terms of a smoothly operating organizational structure, communication fulfills an important role.

**Contributing to Institutional Identity:** The concept of organizational communication help to define what the organization stands for. It is less obviously related to the particular characteristics of individuals within the organization, but it is more representative of the organization as a whole (Postmes, Tanis, and Wit, 2001). By enhancing distinctiveness, organizational communication can make it easier for people to identify themselves with the organization as an entity (Ashforth, Mael, 1989). Thus, communication facilitates the identification process of the individual with the organization by means of creating a shared identity for all organizational members.

**Enhancing Cooperation:** Communication is an instrument for supplying agreement between employees and departments (Arklan, 2007). Nowadays, specialization is experienced at high levels in organizations, and employees have limited information about issues which are not related to their expertise areas. In such a case, a process that brings different points of view closer together seems essential. Information flow which is crucial for an effective working environment (Gürgen, 997) paves the way for a cooperative atmosphere for employees.

#### **2.1.1.4. Styles of Communication**

Communication can be characterized as formal (horizontal and vertical) and informal.

**2.1.1.4.1. Formal Communication:** Formal communication includes all the instances where the communication has to occur in a set of formal format wherein the style of communication is very formal and official (Manohar, 2008). Recent reviews suggest that formal approaches focus on the configurations resulting from formal authority relationships represented in the organizational hierarchy (Dow, 1988; Jablin, 1987), from differentiation of labor into specialized tasks (Dow, 1988; Jablin, 1987), and from formal mechanisms for coordination of work (Dow, 1988).

Organizational communication establishes a pattern of formal communication channels to carry information vertically and horizontally (Ünal, 2007).

Vertical communication occurs between hierarchically positioned persons and can involve both downward and upward communication flows (Baker, 2002). Downward communication is more widespread than upward communication.

Communication that flows from one level of a group or organization to a lower level is downward communication (Robbins, 2002). Larkin and Larkin (1994) suggest that downward communication is most effective if top managers communicate directly with immediate supervisors and immediate supervisors communicate with their staff. In this style of communication, organization carries information from supervisors to employees. Also, downward communication channels are used by supervisors for the purpose of assigning goals and strategies, informing about policies and procedures, and canalizing employees for intended behaviors.

Upward communication flows from upper hierarchical layers to lower levels. This type of communication provides managers information about current problems, employees' progress toward goals, suggestions for improvement, proposals for innovations, employee grievances and employee surveys, suggestion boxes, face to face encounters, open door policies or required reports (Daft, 1998). Upward communication keeps managers aware of how employees feel about their jobs, co-workers, and the organization in general (Robbins, 2002).

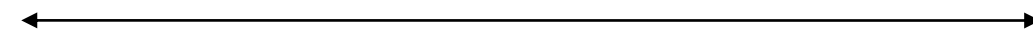
Horizontal communication occurs between peers, work groups, and departments. Andrews and Herschel (1996, p. 147) state that the horizontal direction of communication involves messages between individuals on the same organizational level. These horizontal communications benefit the organization by providing support, establishing coordination, and supplying information that could be useful for vertical channels (Ünal, 2007). Peers or work groups use horizontal communication to coordinate a task, to provide information, or to share problems.

**2.1.1.4.2. Informal Communication Channels:** Informal communication is that which remains when rules and hierarchies, as ways of coordinating activities, are eliminated. It is a communication that is spontaneous, interactive, and rich (Kraut, et.al., 1990). Social gathering, small groups networks, and grapevine are some typical informal communication components.

Management is not formally directed by these channels of communication. However, indirect influences of informal communication are observable. Several researchers noted that informal organizational communication is important for improving employee productivity and performance and for positive organizational outcomes (Argenti, 1998; Clampitt and Downs, 1993).

Formal

Informal



- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| • Scheduled in advance              | • Unscheduled                         |
| • Arranged participants             | • Random participants                 |
| • Participants in role              | • Participants out of role            |
| • Preset agenda                     | • Unarranged agenda                   |
| • One-way                           | • Interactive                         |
| • Impoverished content              | • Rich content                        |
| • Formal language & speech register | • Informal language & speech register |

**Figure 2:** The Formality Dimension of Communication

Figure 2 illustrates several differences between informal communication and formal communication. Coordination by feedback (March and Simon, 1958), through organismic communication networks (Tushman and Nadler, 1978), or by clan mechanisms (Ouchi, 1980) are alternate ways of describing coordination within the limits of informal communication. Information is often exchanged interactively, through meetings and conversations, and courses of action are worked out in the context of the circumstances into which the actions must fit (Kraut, et.al., 1990). On the other hand, formal communication is a type of communication where the coordination is accomplished by adherence to common rules, regulations, and standard operating procedures, through pre-established plans, schedules, and forecasts, and through memos, management information reports, and other standardized communications (Kraut, et.al., 1990).

### **2.1.2. Perceived Sufficiency of Organizational Communication**

As mentioned above, communication is critical for organizations in terms of increasing employees' connections and coordinating organizational functions. Baker (2002) indicated that, today, more and more employees find that an important part of their work is

based on communication. Since service workers outnumber production workers and research and development as well as production processes emphasize greater collaboration and teamwork among workers in different functional groups, communication assumes a quite essential role. All these contributions can only be provided by sufficient organizational communication which rests on a high quality interaction. If the employees are to perceive the organizational communication process as sufficient, they have to be satisfied with it and evaluate it as effective.

In organizational settings, communication satisfaction has been broadly defined as an individual's satisfaction with various aspects of communication in interpersonal, group, and organizational contexts (Crino and White, 1981; Downs and Hazen, 1977; Hecht, 1978). Communication satisfaction has been found to be positively affected by communication openness (Suckow, 1995), communication motive (need for affection), and interaction involvement (Anderson and Martin, 1995); communication norms, frequency, formality (formal mechanism), bidirectionality (feedback), and quality (Mohr and Sohi, 1995); participation in supervisory decision making and higher supervisor receptivity to information and ideas from employees (Wheless, Wheless, and Howard, 1984).

From the perspective of Rockey (1977), effective organizational communication occurs when a sender transmits a message and a receiver responds to the message in a manner which satisfies the sender. Rockey concludes later that: 'Attitudes and relationships have much more influence on communication than do techniques or formats. Regardless of media investments or communicative policies, the personal styles of managers will have the greatest influence upon the quality of organizational communication (1977, p.131).

Thus, the dynamic, interpersonal nature of communication rather than information technology determines the effectiveness of communication. Research shows that effective communication has positive influences on various attitudinal, behavioral, and organizational outcomes such as job satisfaction, organizational commitment, performance, and climate (Ehlers, 2003; Kongchan, 1985; Pincus, 1986; Muchinsky, 1977).

Muchinsky (1977) indicated that certain dimensions of organizational communication were highly related to both a positive organizational climate and job satisfaction. Review of literature shows that open communication has been found to be positively correlated with employees' satisfaction with the organization (Koike, Gudykunst,

Stewart, and Ting-Toomey, 1988). Moreover, research shows that quality of communication in organizations is associated with employees' job satisfaction and motivation (Orpen, 1997).

Welsch and La Van (1981) found communication variables to explain as much as 38 % of the variance in organizational commitment. Clampitt and Downs (1993) on the other hand, indicated that there was a positive relationship between effective organizational communication and productivity.

## **2.2. Interdepartmental Relationship Climate**

From the perspective of Schneider and Hall (1972), perception of climate is shaped as a result of activities, interactions, emotions, and other experiences. According to this point of view, working climate depends on work-related activities and organizational structure. It affects many important outcomes associated with the organization as a whole as well as working individuals (Lawler, 1971).

Tagiuri (1968) defined climate as the relatively enduring quality of the total environment that (a) is experienced by the occupants, (b) influences their behaviors, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the environment. Tagiuri views climate as a property of the organization itself, identifiable by particular characteristics and interpreted by organizational members, that in turn "affects their attitudes and motivation".

Pritchard and Karasick (1973) suggest a different view about climate, conceptualizing it as a result of the behavior of organizational members: organizational climate is a relatively enduring quality of an organization's internal environment distinguishing it from other organizations; (a) which results from behavior and policies of members of organizations, especially top management; (b) which is perceived by members of the organization; (c) which serves as a basis for interpreting the situation; and (d) acts as a source of pressure for directing activity.

Litwin and Stringer (1968) defined climate as direct and indirect perception of environmental characteristics, expectations, and incentives. Reichers and Schneider (1990, p. 5-39) on the other hand, noted that organizational climate refers to the "shared perceptions of organizational policies, practices, and procedures, both formal and informal".

Relationship climate is a reflection of how members feel about, and hence respond to the working relationship (Koza and Dant, 2006). It is the barometer for determining how members are apt to respond to each other within the act of interacting, and an acknowledgement that exchange processes between different parties do not exist in a vacuum but within an emotional context or atmosphere (Leonidou, Constantine, and John 2002, p.96).

Koza and Dant (2006) suggested two types relationship climate: climate with a cooperative orientation and climate with a conflictive orientation. Conflictive orientation is defined as the motivational orientation organization members exhibit toward each other when they choose to display open tension, hostility, frustration, and antagonism. This orientation is a demonstration of opposing or unresolved needs, desires, and goals among members (Brown, 1981). Conflict relationships involve stereotyping and include attitudes of low friendliness, low trust, and low respect (Walton and Dutton, 1969).

Cooperative relationship climate, on the other hand, is defined as the motivational orientation organization members exhibit toward each other when they display concern for the welfare of other members as an outcome of past interactions (Koza and Dant, 2006). Research has shown that for most relationships individuals will have to learn to manage both cooperative and conflictive orientations (Dant and Monroe, 1987). And successful relationships involve behaviors that are more cooperative than conflictive (Leonidou et al. 2002).

Austin (1994, p. 51) while describing an academic environment suggests that: "Like institutions, departments and other units have unique cultures characterized by norms, values and behavior patterns, the departmental mission and goals, the leadership style of the department chairperson, the characteristics of the students and faculty, the physical environment, and the relationship of the department or unit to other units and to the institution as a whole are all part of the culture of a department". The institution's or department's culture, as well as morale, attitude, and work ethic, can be linked to feelings of ownership and commitment (McArthur, 2002). Thus, it is understood that an organizational department has idiosyncratic properties associated with several individual and organizational outcomes. So interdepartmental relationships will be discussed below.

Interdepartmental relationship climate reflects how different departments perceive each other in terms of departmental characteristics, values, and emotions. Walton (1966)

developed a theory which also explains the system dynamics of conflict and collaboration in the interdepartmental relationship. Three components of the relationship are considered by Walton (1996) : (a) exchange of information in the joint decision process, (b) structure of interdepartmental interactions and decision making, and (c) attitudes toward the other departments.

In the most general sense, the chain of assumptions underlying Walton's (1996) systems theory of lateral relationships are as follows:

1. Goal competition between participants,
2. Distortions of information, and limitations for interactions,
3. The way information is handled (concealment, indirection etc.) and the way interactions are patterned (circumscribed, rigid, etc.) result in suspicion and hostility.

The theory suggests that the total lateral relationship is influenced by contextual factors. Ways of exchanging information, effects of interaction structure and interunit trust are some of these factors. However, although the process of exchanging information may be the most frequent determinant but it is not the sole starting point. For instance, personality and status may first influence attitudes such as trust and friendliness in which case the pattern of information exchange and interaction structure become a secondary reactions (Walton, 1996).

Another researcher who approaches the issue from the conflictive perspective argues that if two sub-units in an organizational system have differentiated goals and interdependent qualifications, conditions exist for conflict (Bercovitch, 1983). Other contextual factors which affect the interaction structure between departments and create the conditions for interdepartmental conflict include: different attitudes between line and staff units, organizational size (directly related to level of conflict) and standardization (inversely related to conflict), physical or communicational barriers between departments, unequal access to authority, rewards or organizational resources and ambiguity or uncertainty in assigning tasks or rewards to different departments (Walton and Dutton, 1969).

Interdepartmental conflict can be described in terms of the following categories Sherif, (1961, p. 151) :

1. Effects within each department. When departments are in conflictive relationship, individual members tend to bury their differences and display greater loyalty to their department. Departments become more cohesive, more formal in their behaviour and more insistent upon individual conformity and accomplishment of prescribed tasks.

2. Effects between departments. Each department begins to experience perceptual distortions and to develop a strong self-image and a negative stereotype of the other. With the rise of prejudicial attitudes between departments, there is an increase in hostility and a decrease in communication. Each department strives to enhance its own image and performance and to downgrade the other's. Under such conditions a conflict becomes a matter of victory or defeat, winning or losing.

On the other hand, when cooperative climate exists in companies, members of a group are more inclined to working together to share and develop tacit knowledge and try to promote each other's performance and learning (Janz and Prasarnphanich, 2003). Chen and Huang (2007) found that when employees perceive a higher degree of cooperative atmosphere inside the organization, they will be more likely to build up the interactive relationships with other members. And they added that (2007, p.111) "cooperative climate has positive and significant effects on trust, communication, and coordination". In a cooperative climate, what happens to other group members is experienced as something that is directly relevant to one's own standing (Hogg, 2000; Tesser, 1988).

Recently many studies have examined variables related to organizational climate. Examples of such studies include the influence of task activities (Schneider and Hall, 1972), organizational structure (Payne and Pheysey, 1971; Schneider and Bartlett, 1970), and human relations training (Golembiewski, 1970; Hand, Richards, & Slocum, 1973). The results of these studies and many others have been summarized and integrated in articles that offered a theoretical treatise of organizational climate (Hellriegel and Slocum, 1974; James and Jones, 1974; Schneider, 1975).

Several studies (Downey, Hellriegel, Phelps, and Slocum, 1974; Johannesson, 1973; LaFollette and Sims, 1975) have examined the relationships between dimensions of

organizational climate and dimensions of job satisfaction. On the basis of his results, Johannesson (1973) concluded that job satisfaction and organizational climate were redundant concepts, while LaFollette and Sims (1975) felt that the prevailing evidence on this topic did not warrant such a conclusion.

Brown and Leigh (1996) focused on psychological climate. The researchers developed an operational definition of psychological climate that was based on how employees perceive aspects of organizational environment and interpret them in relation to their own well-being. Perceived psychological climate was then related to job involvement, effort, and performance in a path-analytic framework. Results showed that perceptions of a motivating and involving psychological climate were related to job involvement, which in turn was related to effort. When employees perceived the organizational environment positively (i.e., as consistent with their own values and self-interests), they were likely to identify their personal goals with those of the organization and to invest greater effort in pursuing them thus leading to high performance. These results were supported by the research of Shadur, Kienzle, and Rodwell (1999) who demonstrated that organizational climate influenced employees' perceptions of involvement.

A study by Glisson and Hemmelgarn (1999) revealed that organizational climate (including low conflict, cooperation, role clarity, and personalization) is the primary predictor of positive service outcomes and a significant predictor of service quality which implies the positive influence of a favorable climate on performance.

A longitudinal study conducted by Koza and Dant (2006) with data gathered from a total of 282 retailing agents affiliated to a large North American supplier explored the relationship between climate and communication strategies. The results revealed that cooperative versus conflictive relationship climate and bureaucratic versus trust-based governance mechanisms significantly influenced the communication strategies adopted, which in turn determined whether distributive or integrative conflict resolution behaviors were displayed. Further, results of this study showed that the choice of conflict resolution behaviors adopted commensurately influenced relational performance (mutuality, solidarity, and flexibility), and the type of communication strategy (bi-lateral or unilateral communication) adopted affected financial performance.

### **2.3. Opportunities of Career Development**

Traditionally, the term ‘career’ has been understood as a series of upward moves with steady increases in pay, responsibility, rewards, and status (Gürcan, 2006). Gutteridge and Otte (1983) identified career as the sequences of a person’s work-related activities and behaviors and associated attitudes, values, and aspirations over the span of one’s life.

The term ‘career’ has been defined by Leach and Chakiris (1988, p.48 – 54) as follows: “Careers flow from jobs... jobs need not lead anywhere; it is just something a person gets paid for. Careers, on the other hand, are continuous behavioural episodes, leading to a path or ladder that ends, optimally, in some sort of career capstone experience.”

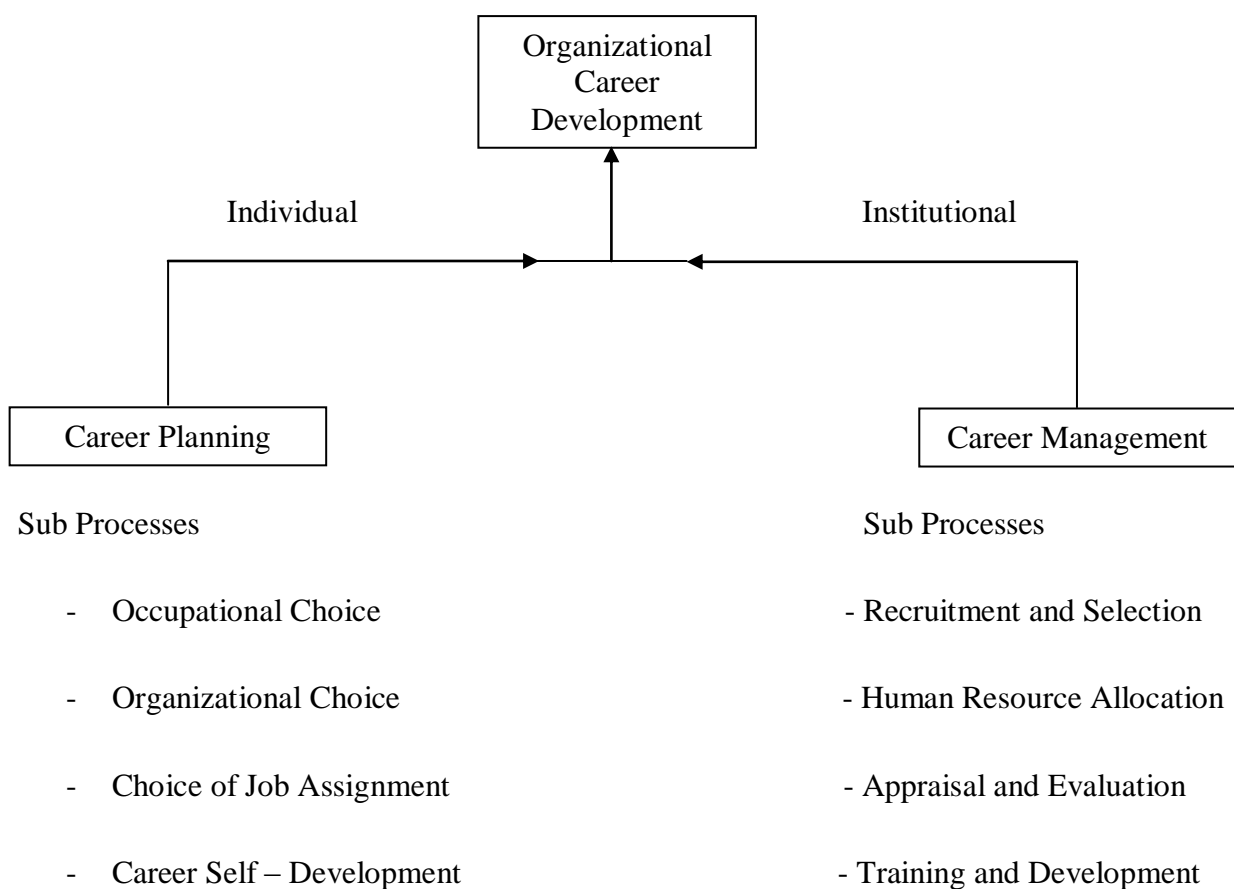
According to Beckhard (1987, p.149-160), there are four distinctive features of this conceptualization that provide the source of its wide acceptance. First, it has a long-term perspective, extending beyond the current satisfaction and performance of employees. Second, the definition focuses on both objective or external aspects of career (activities), as well as on subjective or internal aspects that accompany these activities (experiences). Third, it views career effectiveness from a variety of perspectives, as something that does not consist merely of attaining socially-sanctioned positions or ranks, but also of realizing goals that are personally important to the individual him or herself. Finally, career outcomes are the joint result of individual efforts and of outside forces over which the individual does not have complete control.

Additionally, Beach (1980, p.320) defines the term ‘career’ as “a lifelong sequence of jobs integrated with the attitudes and motives of the person as he or she engages in the work roles”. Werther and Davis (1996, p.310) on the other hand, simply define it as “all the jobs held during one’s working life.”

Career development is defined by Gomez-Mejia, Balkin, and Cardy (2001, pg.294) as ‘an ongoing and formalized effort that focuses on developing enriched and more capable workers.’ Organizational career development results from the interaction of individual career planning and institutional career management processes (Gutteridge and Otte, 1983) as shown in Figure 3. Career planning as an individual process involves personal choices and initiatives of the individual. Career management covers some stages that range from the initial step of

recruitment through training and development of the human resources of the organization. The synthesis of these processes produces career development.

Organization’s responsibilities about career development include clearly communicating the organization’s goals and strategies, creating growth opportunities, and planning and providing training programs for employees. When people know where the organization is headed, they are better able to develop a personal plan to share in that future (Robbins, 2002). From career developmental perspectives; new positions at work should be available for employees and organizations should provide training opportunities for them so that they can develop themselves in terms of professional skills and competencies.



**Figure 3:** A Working Model of Organizational Career Development

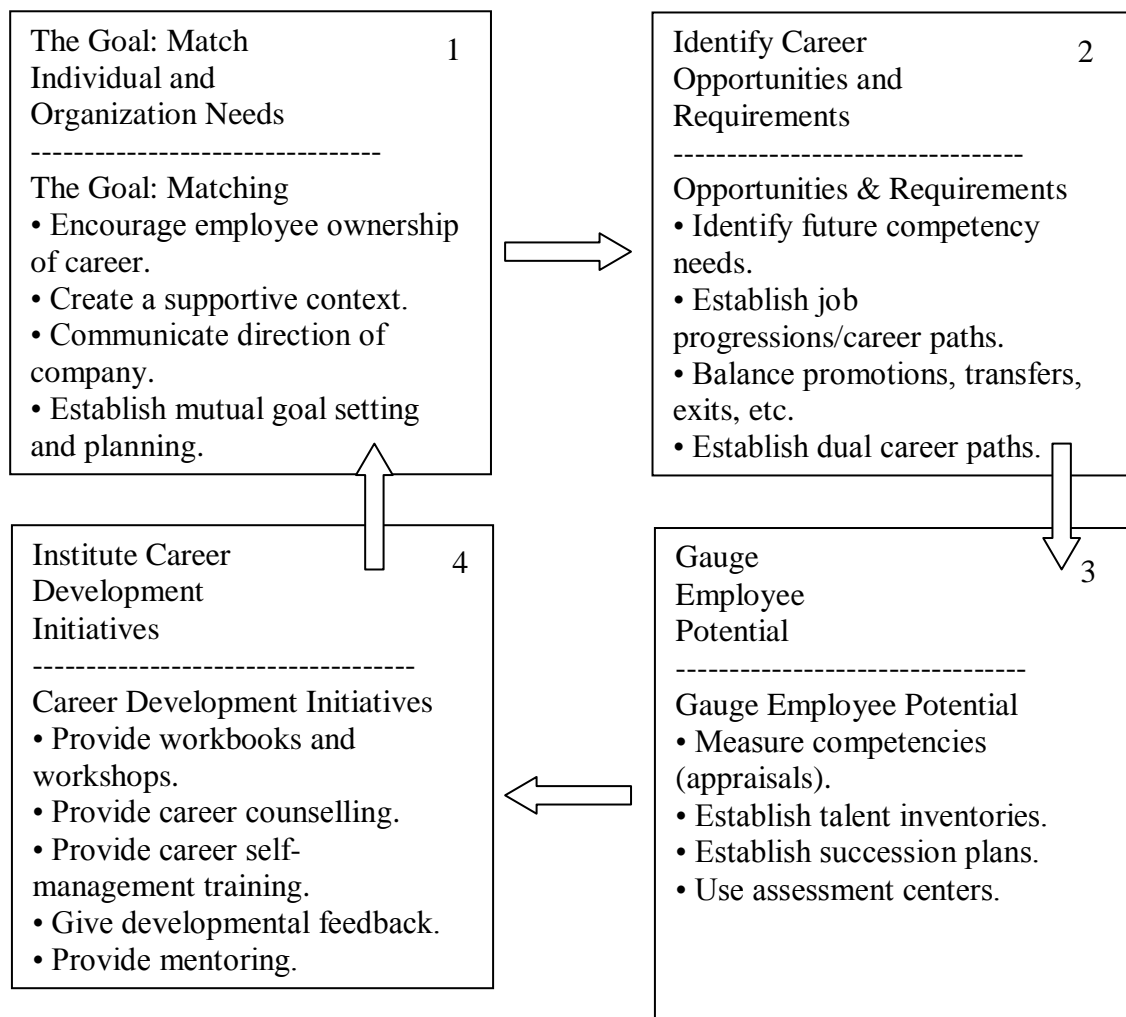
According to Figure 3; career management is the process by which organizations identify a career goal, and engage in career strategies that increase the probability that career goals will be achieved (Greenhaus, 1987). Also career management is concerned with planning and shaping the path, which people take in their career progression within the

organisation (Gürcan, 2006). It is generally applied to the managerial staff and follows an assessment of the needs of the organisation for managers and the preferences of employment needs (Gedikli, 2002).

According to Topaloğlu (2006), career management includes all activities pursued by organizations relating to assistance or guidance to employees in analyzing skills and benefits and planning their career development programs, which is a deliberate management approach to be able to bring out the complete potentials of employees.

Mayo (1991) described career management as the design and implementation of an organizational process which enables the careers of employees to be planned and managed in a way optimizing both the needs of the organization and the preferences and capabilities of employees.

Organizational career management covers various policies and practices conducted to improve the career effectiveness of employees. Career management programs are major applications of organizations implemented to identify employees' expectations from their career, to provide appropriate career opportunities for employees, and to evaluate the outcomes. There are three different aspects in career management: the evaluation of individual performance, assessment of individual needs, abilities and interests, and planning and implementing the developmental activities. In Figure 4, organizational viewpoints and the role of human resource management is shown.



**Figure 4:** Human Resources Management’s Role in Career Management (Snell, 2004)

Career planning on the other hand, is the process through which individual employees identify and implement steps to attain career goals (Milkovich and Boudreau, 1997). Career planning, is a deliberate process for; becoming aware of self, opportunities, constraints, choices, and consequences; identifying career-related goals, and programming work, education, and related developmental experiences to provide the direction, timing, and sequence of steps to attain a specific career goal (Gutteridge and Otte, 1983).

Individual career planning refers to the process of identifying what one wants from one’s career, assessing one’s strengths and weaknesses in relation to these goals, and deciding what steps need to be taken to realize these goals in light of one’s own strengths and weaknesses (Orpen, 1994). It consists of a series of individual decisions for a successful

career, starting from an appraisal of the individual's current status or position or where he/she is at this point in his/her professional career.

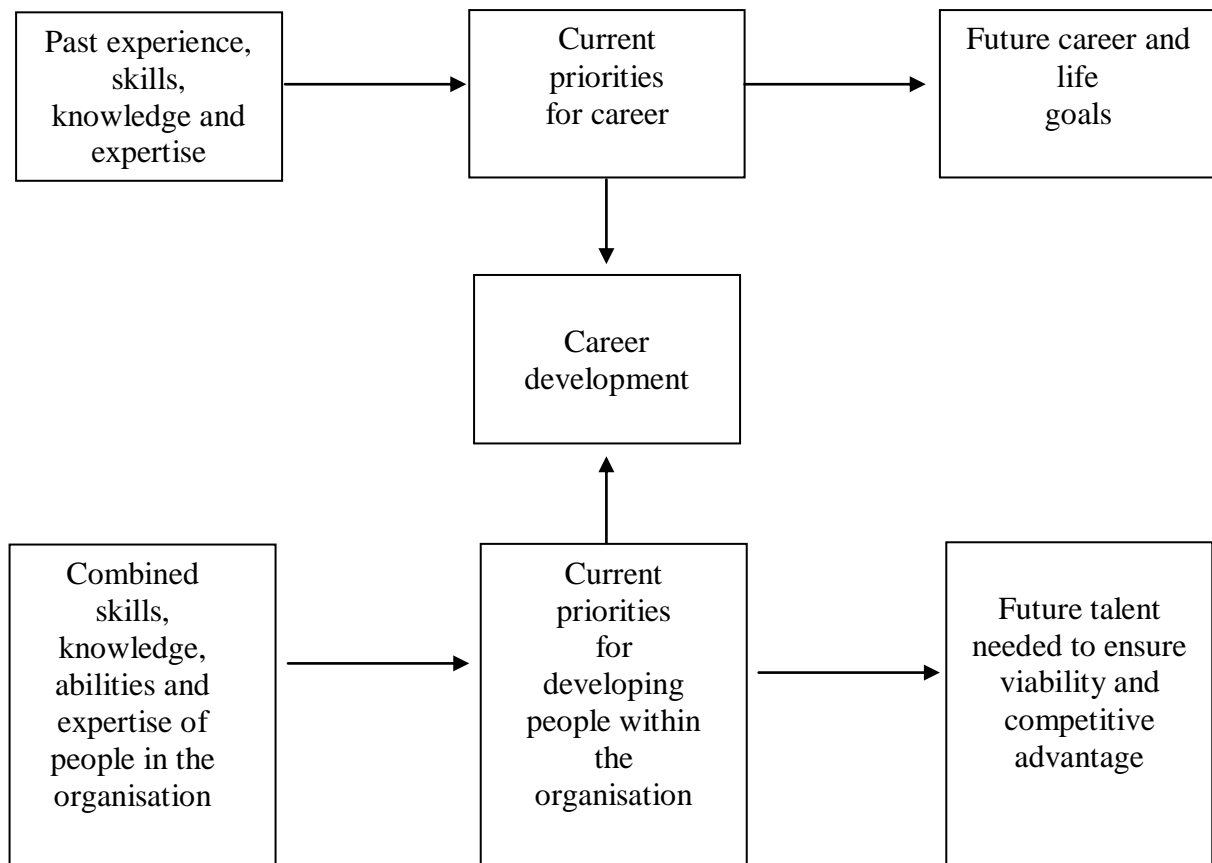
Haywood (1993, p.33-60) identified the conditions for a successful career planning:

1. It is essential that individuals have a clear definition of career planning and development,
2. Individuals must deal with their own self-analysis, including definition of behavior characteristics that could produce a positive or negative impact on career decision making, personality characteristics conducive to positive or negative interpersonal relationships, and basic life values as they impact a particular career, industry, or organization,
3. Individuals should detail things that they want to do versus the things they can do,
4. Individuals must inventory their own business and personal assets,
5. Individuals must determine, in their career planning process, what they can do or what they must do to enhance their career prospects.

If we return to the career development again; the aim of career development may be summarized as “the process of assessing, aligning and balancing organizational and individual needs, capabilities, opportunities, and challenges through multiple approaches and methods. It emphasized the person as an individual who performs, configures, and adapts to various work roles. Its major intervention targets self-assessment and developmental processes that affect individual and organizational abilities to generate optimal matches of people and jobs” Tracey (1991, p.279).

There are several positive results of career development programmes: ensuring that the needed talent will be available, improving the organization's ability for attracting and retaining high-talent employees, securing that minorities and women get opportunities for growth and development, reducing employee frustration, enhancing cultural diversity, and promoting organizational goodwill (Bilgin, 2005).

The purpose of career development is to find an optimal, rather than a perfect fit between the perspectives of the organization and the individual (Gürcan, 2006). In other words, the fundamental issue is to find a satisfactory solution for both parties. In Figure 5, reconciliation of individual and organizational viewpoints and the role of human resource management in this process are portrayed.



**Figure 5:** Reconciling Organizational and Individual Perspectives (King, 2004)

According to Winter and Jackson (1999), opportunities of career development is one of the key practices influencing organizational performance. Therefore, it may be assumed to affect other individual and organizational outcomes such as workplace well-being. With this assumption, it will be investigated as a moderating variable in this study.

Several studies have been conducted on the relationship between career and other work-related variables. Seibert and Kraimer (2001) have studied the relationship between the “Big Five” personality dimensions (neuroticism, conscientiousness, extraversion, agreeableness, and openness) and career success by surveying a sample of 496 employees from a diverse set of occupations and organizations. The results showed that extraversion was

related positively to salary level, promotions, and career satisfaction and that neuroticism was related negatively to career satisfaction. Also, it was seen that agreeableness was related negatively to career satisfaction and openness was related negatively to salary level.

From the individual perspective, it has been shown that career success refers to acquisition of materialistic advancement, power, and satisfaction (Gattiker and Larwood, 1990, 1988; Judge, Cable, Boudreau, and Bretz, 1995; Poole, 1990). Research has revealed that knowledge of career success helps individuals to develop appropriate strategies for career development (Aryee, Chay, and Tan, 1994; Ellis and Heneman, 1990). At the organization level, it became apparent that knowledge of the relationship between personality and career success helps human resource managers to design effective career systems (Aryee, Cha, and Tan, 1994).

A study conducted by Çabuk (2007) showed that career planning has a positive effect on employees' performance. It seems that if employees know how to obtain a career opportunity, they work harder to improve their performance to attain their goals.

Eby, Allen, and Brinley (2005) explored the the relationship between an organization's use of various career management practices and career attitudes. A multisource, cross-level field study using organization-level data from 65 companies and individual-level data from 1.876 employees was realized. A bundle approach was used to categorize 16 career management practices into clusters. Findings indicated that the career management bundle associated with future strategic planning was positively related to satisfaction with the promotion process and negatively related to perceptions of job content plateauing.

#### **2.4. Well-Being at Work**

Individual well-being has been among the core concepts of industrial and organizational psychology since its inception (Dreu, Dierendonck, and Best-Waldhober, 2003). Organizational psychologists have accordingly examined a wide variety of individual and organizational variables that influence well-being. Well-being literature reveals that there are two fundamental approaches related to the study of well-being (Ryan and Deci, 2001). The two main approaches are as follows: the subjective approach (subjective well-being), and the objective approach (psychological well-being) (Wang, 2005). Subjective well-being can

be defined as the individual's current evaluation of his/her pleasant and unpleasant affect (Diener and Emmons, 1984) and his/her life satisfaction (Andrews and Withey, 1976). Psychological well-being, on the other hand, is based on objective or outside perspectives, and is more theoretically driven than the subjective approach (Robbins and Kliewer, 2000).

Competence, autonomy, and aspiration are aspects of a person's behavior in relation to the environment (Danna and Griffin, 1999). They often determine the level of an individual's affective well-being, tend to be valued as indicators of good mental health, and are distinguished on both "objective" and "subjective" bases. Objective bases are wealth, health or income (Argyle and Martin, 1991; Kankotan, 2008) and subjective bases are happiness and quality of life (Kankotan, 2008).

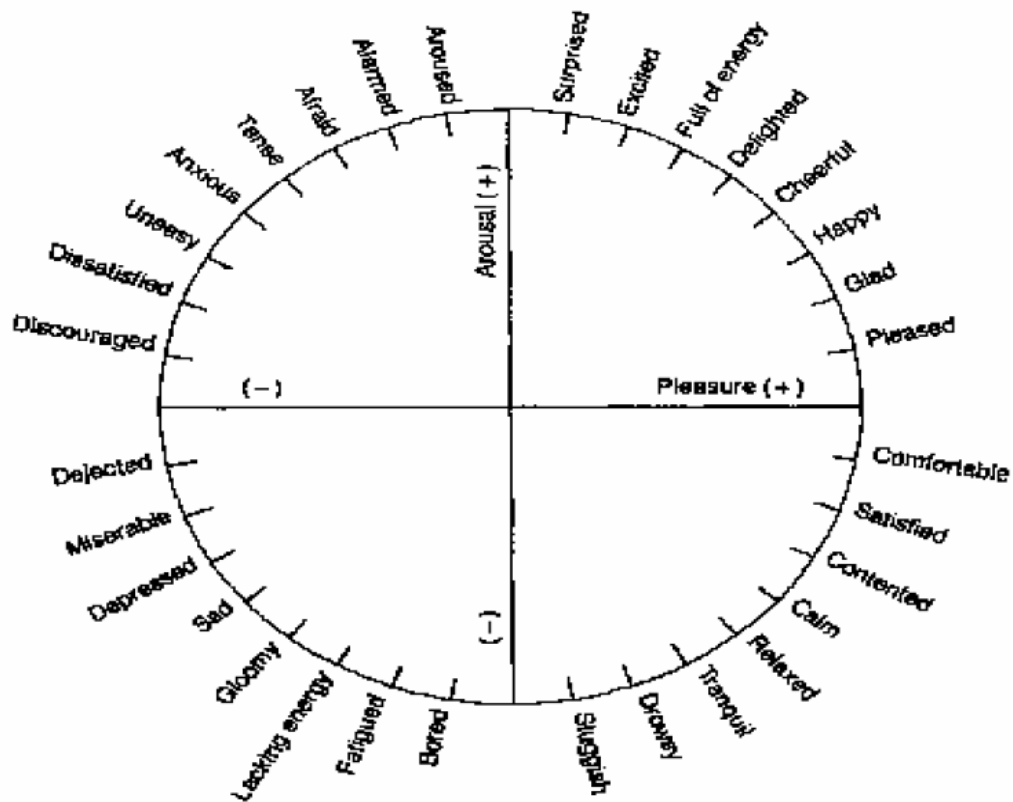
Ryff and Singer (1998) proposed six domains of psychological well-being: autonomy, environmental mastery, positive relationships with others, personal growth, purpose in life, and self-acceptance. Related literature (Kirsten, Roothman, and Wissing, 2003) includes other definitions regarding the nature of psychological well-being, such as good physical health or not experiencing severe symptoms of psychopathology, but an interest in the world; a general attitude of optimism and a sense of coherence as well as affect balance and life satisfaction.

Diener (1984) has used the term "subjective well-being" to describe one's overall experience in life and suggested that it essentially reflects one's self-described happiness. The author (1984) also explained the dynamics surrounding the measurement of subjective well-being. First, well-being has been defined by external criteria as some "ideal condition" that differs across cultures. Second, subjective well-being has been labeled as life satisfaction because in attempts to determine what leads to the positive evaluation of life, researchers have discovered that this subjective form of happiness is a global assessment of the quality of one's life guided by a person's own set of criteria (Danna and Griffin, 1999). Third, it is associated with happiness in such a form that well-being is used to denote a preponderance of positive affect (e.g., being energetic, excited, and enthusiastic) over negative affect (e.g., anger, disgust, guilt, depression) (Tellegen, 1982). Diener (1984) concluded that subjective well-being essentially stresses pleasant emotional experience. Diener and his colleagues (1998) consider subjective well-being as essential for positive well-being and argue that the researchers should turn to people's own reactions in evaluating their well-being as well as turning to psychologists, counselors or other experts in defining well-being.

Studies have been implemented to reveal the meaning of subjective well-being in different cultures. A large scope study was conducted in various countries, including Turkey, aiming at understanding viewpoints related to happiness among college students (Suh, Diener, Oishi, and Triandis, 1998). Results indicated that happiness was rated as the most important value by 69% of the sample while only 6% rated money as more important than happiness. Moreover, life satisfaction was rated as the most important value by 62% of the respondents (Suh et al., 1998). This research reveals the importance given to quality of life by young people in several parts of the globe.

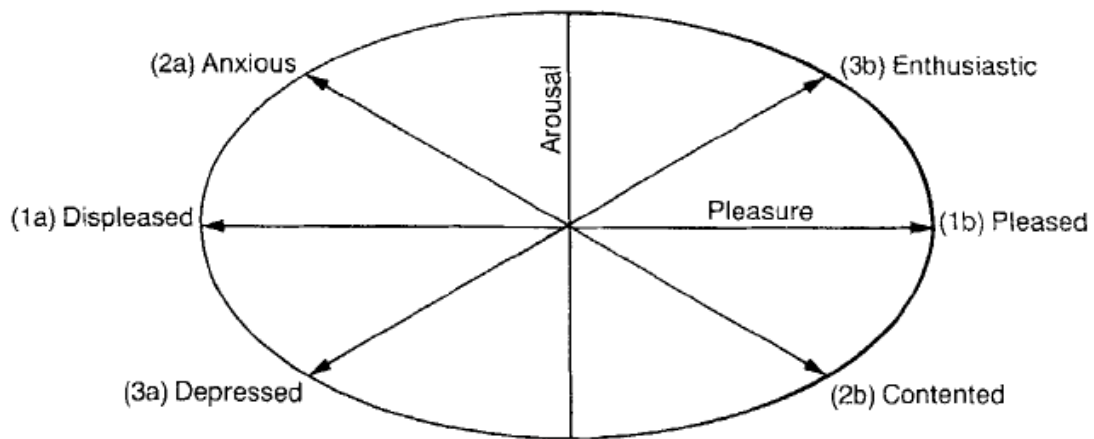
The affective component of well-being which is a part of subjective well-being is mostly measured as a balance of positive and negative emotions (Bradburn, 1969; Watson, 1988). Negative affect is a general dimension including feelings of anger, disgust, guilt, fearfulness, and depression (Watson and Pennebaker, 1989). On the other hand, positive affect consists of emotions such as enjoyment, pleasure, delight, gladness, and contentment (Diener and Emmons, 1984). Tellegen (1982) coined the terms “negative affectivity” (NA) and “positive affectivity” (PA) for these qualities, emphasizing that they represent predispositions to experience the corresponding mood factor. Watson and Pennebaker (1989) suggest that high NA individuals tend to be more introspective, dwell on shortcomings, focus on the negative side of the world, hold a less favorable self-view, and experience significant levels of distress and dissatisfaction in any given situation. On the other hand, people with high levels of positive affectivity develop less conflict at work, have higher well-being, and fewer health complaints (Dreu, Dierendonck, and Best-Waldhober, 2003)

Warr (1987) suggested that affective well-being is treated as two independent dimensions called “pleasure” and “arousal” as shown in Figure 6.



**Figure 6:** A Two-Dimensional View of Affective Well-Being (Warr, 1990).

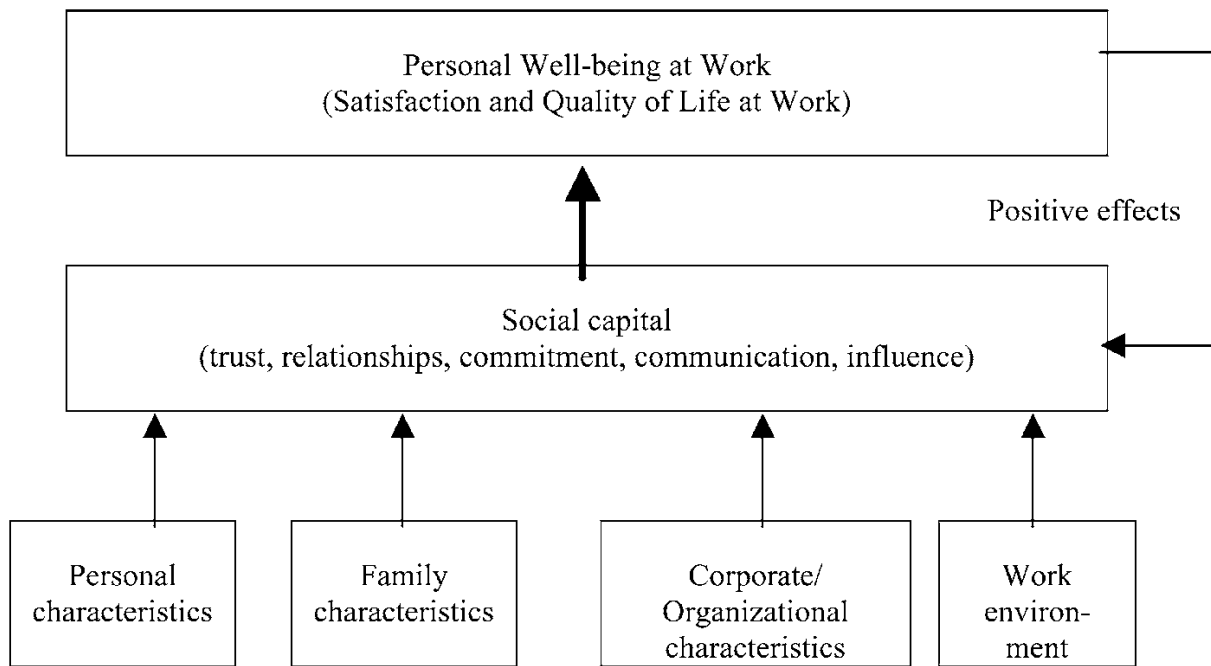
Warr (1990) stated that any form of affective well-being could be described in terms of its location in relation to those separate dimensions and its distance from the mid-point of the figure. Additionally, after explaining that a particular level of pleasure may be accompanied by high or low levels of arousal, and a particular level of arousal may be either pleasurable or unpleasurable, Warr (1990) concluded that in devising primary measures of well-being, decisions have to be taken about the location of key vectors in that two-dimensional space. Warr (1990) presented measures of work-related affective well-being across two axes: anxiety–contentment and depression–enthusiasm.



**Figure 7:** Three Principles Axes for the Measurement of Affective Well-Being (Warr, 1990)

Warr (1990) presented the diagram as an elongated (rather than circular) shape to indicate that pleasure is empirically given more weight than arousal. Experienced pleasure may differ substantially across situations, and these differences are more likely to be reflected in well-being, rather than variations in arousal (Bal, 2008). Thus, Warr measured the components of subjective well-being by two diagonal axes (pleasure and arousal) through scales which use familiar adjectives and equally cover the four quadrants.

Subjective well-being and its dimension - affective well-being was identified above, and we will center on this concept at work. Because we spend much of our time at work and this time covers a wide part of our lives. And an individual's experiences at work, be they are physical, emotional, mental, or social in nature, obviously affect the person while she or he is in the workplace (Danna and Griffin, 1999). Workers spend about one-third of their waking hours at work, and don't necessarily leave the job behind when they leave the work site (Conrad, 1988). Emotions or experiences in the workplace spread through the whole life areas. Increasing positive emotions at work will contribute to a general well-being on the part of the employee.



**Figure 8:** A Model of the Relationships Among Workplace Environment, Social Capital, and Quality of Life at Work (Adapted from Lowe and Schellenberg, 2001, p.6).

The Lowe and Schellenberg (2001) model (Figure 8) which focuses on workplace well-being is composed of a three-step model: (1) personal characteristics and the work environment influence the level of social capital achieved; (2) social capital affects positive outcomes at work in regard to satisfaction and wellbeing; and (3) a feedback effect results from satisfaction and well-being generating a positive effect by increasing the social capital of the worker. Personal and workplace characteristics affect social capital, which is the main factor involved in achieving satisfaction and well-being at work, and satisfaction in turn reinforces the workers' levels of social capital (Requena, 2002).

It is assumed that other people at work such as one's colleagues, superiors or subordinates can dramatically affect the way we feel about our work and about ourselves (Van Dierendonck, 2001). Harter, et.al (2002) on the other hand, emphasized that well-being of employees is in the best interest of communities and organizations.

We mentioned before that well-being at work which is a subtitle of emotional experience at work will be explored. The worklife, in general, poses a threat to the well-being of employees. What the companies can do today to improve employee well-being, will in turn help to improve the competitiveness of the companies themselves in the long run. Although

this simple fact is being acknowledged by all, the companies are far from effectively managing employee health (Yıldırımbulut, 2006).

Several studies have been conducted on the relationship of well-being with work-related attitudes and behaviors. Well-being has been found to be positively related with employee productivity (Donald, 2005; Harter, et.al. 2002), performance (Cropanzano and Wright, 2001), customer loyalty, customer satisfaction, and profitability (Harter, et.al. 2002), and negatively related with turnover and absenteeism (Harter, et.al. 2002).

Work-family conflict and work-life balance are also among the variables which have been found to be related with well-being. In a study by Donaldson and Vallone (2001), data collected from two sources (self-reports and co-worker reports) revealed that work-family conflict was a longitudinal predictor of employee's positive well-being. That is, the decrease in work-family conflict was accompanied by an increase in employee well-being. A study by Geurts, Kompier, Houtman, and Roxburgh (2003) on the other hand, showed that work-home interference (WHI) played a significant role in mediating the impact of workload on workers' well-being. WHI fully mediated the relationship of workload with depressive mood and health complaints, and partially mediated the relationship with work-related negative affect. The authors suggest that workload exerts its negative effects on well-being (at least partly) through a process of spillover of negative load-effects that impede recovery during the non-working hours. Finally, a study by Jang (2009) indicated that perceived work-schedule flexibility and work-life balance mediated the relationship between perceived workplace support and employee well-being. It also became clear that a high level of work-life balance was related to a high level of employee well-being.

Research indicates that workplace stress and well-being at work are closely related. Edwards' (1998) cybernetic model of stress, coping, and well-being emphasizes the reciprocal nature of the stress process. Practically, the impact of stress management on employee well-being multiplies itself over time, as increases in well-being and decreases in job stressors mutually reinforce each other (Daniels and Guppy, 1997).

Prottas (2007) investigated the relationships between the behavioral integrity of managers as perceived by employees and employee attitudes (job satisfaction and life satisfaction), well-being (stress and health), and behaviors (absenteeism). The study was conducted using data from the 2002 National Study of the Changing Workforce. The

researcher found that perceived behavioral integrity was positively related to job and life satisfaction and negatively related to stress, poor health, and absenteeism.

## **2.5. Relationships among Study Variables**

Several studies have been conducted on the relationship between communication and climate. A concluding remark by Lawler, Hall, and Oldham (1974, p.153) is: "The communication pattern(s) used by the organization has an immediate impact upon the individual's life within that same organization and may be a vital, yet currently unexplored, aspect of organizational climate". Following this perspective, Muchinsky (1977) implemented a research which focused on organizational communication and its relationship to organizational climate. Findings of this study showed that adequate organizational communication was highly related to a warm organizational climate. Another study which examined this relationship in a school context (Halawah, 2005) also revealed that open communication among the principal and teachers contributed to a safe and secure learning environment.

Well-being on the other hand, provides benefits for people at all levels inside and outside the workplace, and it makes the workplace a more productive, attractive, and socially responsible place to work (<http://www.cipd.co.uk>). Due to these factors, the importance of well-being seems to increase day by day. A study by Dreu, Dierendock, and Dijkstra (2003) indicated that conflict at work leads to poor health and low well-being which points out to the salience of a peaceful climate for employee wellness.

In this study, it is assumed that perceived sufficiency of organizational communication has a positive contribution on interdepartmental relationship climate which is expected to influence well-being at work in a positive way. It is suggested that when perceived organizational communication serves to provide empathy among departments, to inform employees about social and economical issues of the organization, to provide opportunity for identifying with organizational goals and strategies, and to conduct formal and informal interaction in a proficient way interdepartmental relationships will be based more on cooperation than conflict. And the collaboration among the departments is expected to produce an environment where individuals work in a cheerful, optimistic, and enthusiastic manner.

Career opportunities are assumed to have a moderating effect. This variable moderates the relationship between interdepartmental relationship climate and well-being at work. Employees who have high career opportunities may have a high tendency to react positively and have a positive perception about work place. Additionally, they may experience more favorable self-views, experience high levels of welfare, and are happy in many situations. So, employees with high career opportunities may positively perceive the organization. This positive approach is assumed to reflect on the relationship between relationship climate and well-being. That is, when career opportunities are highly accessible, the positive relationship between interdepartmental relationship climate and well-being might become stronger.

## **2.6. Aim of the Research and Hypotheses**

The purpose of the present study is to investigate whether there is a relationship between perceived sufficiency of organizational communication and well-being at work given that interdepartmental relationship climate is an intervening variable. Additionally, it will be examined whether opportunities of career development moderates the relationship between interdepartmental relationship climate and well-being at work.

### **2.6.1. The Relationship Between Perceived Sufficiency of Organizational Communication and Interdepartmental Relationship Climate**

Interdepartmental relationship climate refers to interdepartmental compatibilities or incompatibilities among departments which typically include justice, trust or tension and animosity. It is suggested that increasing communication provides an increase in the preparedness of departments to form relationships on a collaboration basis (Smythe, 2000). On the other hand, communication is critical in organizations for connecting employees and permitting organizations to function (Downs, 1988; Hargie, Dickson, and Tourish, 1999) and barriers to communication reduce the ability of departments to manage situations in which conflictive relationships might arise (Thomas, Walton, and Dutton, 1972). Based on these perspectives; the following hypothesis is developed:

**Hypothesis 1:** Perceived sufficiency of organizational communication positively contributes to interdepartmental relationship climate.

### **2.6.2. Interdepartmental Relationship Climate as an Intervening Variable between Perceived Sufficiency of Organizational Communication and Well-Being at Work**

As mentioned before; the quality of communication influences the climate of departments in organizations (Drenth, 1998; Muchinsky, 1977, Smythe 2000) and consequently, employee well-being is influenced. Studies show that poor organizational communication can lead to a negative relationship climate (Cooper and Cartwright, 1993) which may harm the well-being of employees. Employee relationships offering support and attachment however, have very positive effects on them (Dana and Griffin, 1999). In an organizational setting where employees are not satisfied with the communication system, interdepartmental relationship climate may acquire a conflictive characteristic which may result in an increase in negative emotions experienced by employees. Thus, in line with these assumptions, the second hypothesis has been worded as follows:

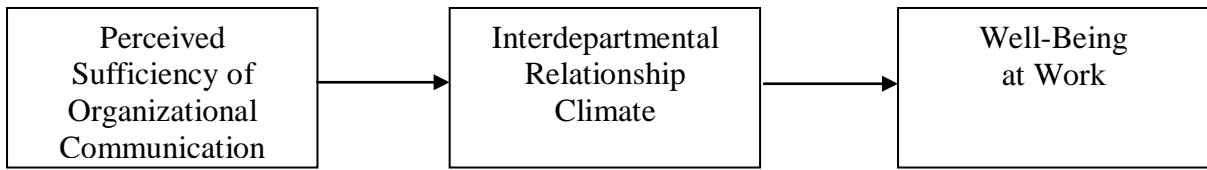
**Hypothesis 2:** Interdepartmental relationship climate mediates the relationship between perceived sufficiency of organizational communication and well-being at work.

### **2.6.3. The Moderating Effect of Opportunities of Career Development on the Relationship between Interdepartmental Relationship Climate and Well-Being at Work**

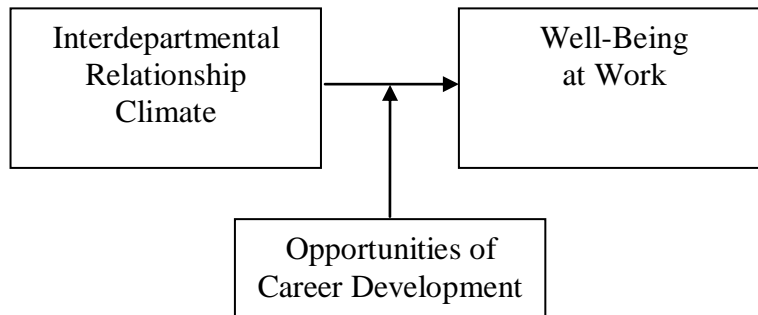
It has been reported that job insecurity and limited opportunities for career development have increasingly become sources of occupational stress with multiple negative outcomes (Cartwright and Cooper, 1993). Therefore, opportunities of career development in terms of training and development applications, promotion and assignment opportunities, and challenges for personal improvement may be expected to increase an individual's positive feelings about the workplace. Even when a conflictive relationship climate exists, such opportunities may be hoped to decrease the negative effects of such a poor climate on workplace well-being. Similarly, cooperative employee relationships in a department coupled with the availability of opportunities for improvement may result in an experienced positive affect. Thus, the following hypothesis is constructed:

**Hypothesis 3:** The positive contribution of a well-perceived interdepartmental relationship climate and on well-being at work will become stronger as opportunities of career development increase.

All hypothesized relationships are depicted in Figure 9 and Figure 10.



**Figure 9:** Model 1



**Figure 10:** Model 2

### 3. METHOD

This section provides information on the sample studied, the instruments used, the procedure applied, and the statistical analyses conducted.

#### 3.1. Sample

Participants are employees who are working in a retail firm. The sample was formed on a convenience basis. In this research the total number of participant was 125. The sample was composed of an almost equal number of women (n=62; 49,6%), and men (n=62; 49,6%), and 1 data was missing. The average age of the participants was 27.58 years with a standard deviation of 4.48 and the range was between 19 and 42.

Of the participants, 33.6% reported that they were married while 66.4% were single, 39.2 % had high school or lower degrees, 50.4% were university graduates, and 10.4% had master degrees.

The mean of total job experience was 7.82 years (range: 1 year - 25 years), and the mean of tenure in the current company was 4.94 years (range: 6 months -14 years). Participants were categorized into three different groups according to their job descriptions: store employees (32%), store managers (41.6%) and head office employees (26.4%).

The details of sample descriptive statistics are tabulated in Tables 1 and 2.

**Table 1. Distributions of gender/marital status/education level/job descriptions**

<b>Variable</b>	<b>Groups</b>	<b>N</b>	<b>Percentage</b>
Gender	Male	62	49.6
	Female	62	49.6
	Missing	1	0.8
	<b>TOTAL</b>	<b>125</b>	<b>100</b>
<hr/>			
Marital Status	Married	42	33.6
	Single	83	66.4
	<b>TOTAL</b>	<b>125</b>	<b>100</b>
<hr/>			
Education Level	High School or Lower Degrees	49	39.2
	University	63	50.4
	Master Degree	13	10.4
	<b>TOTAL</b>	<b>125</b>	<b>100</b>
<hr/>			
Job Descriptions	Store Employees	40	32
	Store Managers	52	41.6
	Head Office	33	26.4
	<b>TOTAL</b>	<b>125</b>	<b>100</b>

**Table 2. Means, standard deviations, and ranges of age/tenure/total experience**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>Range</b>
Age	122	27.58	19 – 42
Tenure	122	4.94	6 months – 14 years
Total Experience	123	7.82	1 year – 25 years

### **3.2. Instruments**

Four different instruments were used in this study: Perceived Sufficiency of Organizational Communication Scale, Interdepartmental Relationship Climate Scale, Well-Being at Work Scale, and Career Development Opportunities Scale. All measures were evaluated on a 6-point interval scale, ranging from strongly disagree (1) to strongly agree (6) and ranging from never (1) to always (6). Original items of Interdepartmental Relationship Climate scale were translated into Turkish and translated back into English by the researcher and checked by professors. Finally, after making the necessary corrections, the items were retranslated into Turkish.

**3.2.1. Perceived Sufficiency of Organizational Communication Scale:** For measuring perceived sufficiency, Organizational Communication Scale was used. This scale developed by Arklan (2007). The original scale consists of 7 dimensions and 51 items. The subscales which are not related with the purpose of this study were eliminated. In this study, a total of three dimensions and 20 items were used. These dimensions consist of aims of organizational communication (items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), benefits of organizational communication (items 11, 12, 13, 14, 15), and styles of organizational communication (items 16, 17, 18, 19, 20). Item 20 is reverse scored. The instrument is presented in Appendix 1, section 1.

**3.2.2 Interdepartmental Relationship Climate Scale:** Interdepartmental relationship climate was composed by combining items taken from different scales. The first six items were borrowed from a scale developed to measure organizational conflict (Rahim, 1992). The following 7 items belonged to a scale developed to assess cooperative orientation relationship

climate (Dant, 1986). Finally, the last item was developed by the researcher by reviewing the related literature. Items 2, 4, 6, and 14 are reverse scored. The instrument is presented in Appendix 1, section 2. The reliability coefficient was .91 for the Cooperative Orientation Relationship Climate scale (Koza and Dant, 2006) and .81 for the Organizational Conflict Inventory (Gümüşeli, 1994).

**3.2.3 Well-Being at Work Scale:** Well – Being at work Scale was developed by Warr (1990). The scale consists of two dimensions. Anxiety – contentment is the first dimension which includes six items. Warr (1990) stated that the reliability of the dimension was .82. The second dimension which was called depression – enthusiasm, consisted of six items with a reliability coefficient of .85. The instrument was translated to Turkish by Bulutlar (2005). The Cronbach Alpha values for both dimensions of the scale were .80.

Well-being at work scale is presented in Appendix 1, section 3. Items 1 to 6 include anxiety - contentment items and items 7 to 12 comprise depression – enthusiasm items. The adjectives in anxiety - contentment dimension are contented, calm, relaxed, tense, uneasy, and worried. Those in depression – enthusiasm dimension are enthusiastic, optimistic, cheerful, depressed, gloomy, and miserable. Items 4, 5, 6, 10, 11, and 12 are reverse scored.

**3.2.4. Opportunities of Career Development Scale:** The scale has six items. Items 1, 2, 5, and 6 were developed by the researcher based on a literature review. The rest of the items were adapted from other sources including <http://www.humanresources.hrvinet.com/free-sample-employee-satisfaction-survey/> and <http://www.employee-satisfaction.com/sample-survey-items>. The instrument is presented in Appendix 1, section 4.

### **3.3. Procedure**

A questionnaire including the above mentioned scales and demographic questions was distributed to the respondents who participated in the study. The questionnaire consisted of a cover letter, aiming to ensure strict confidentiality by asking respondents not to write their names on the survey forms. 200 surveys were distributed and the response rate was 62,5 % (n=125).

### **3.4. Statistical Analyses**

The collected data was analyzed in the following manner:

1. To determine the internal consistency of the instruments, Cronbach Alpha coefficient was computed.
2. To reveal the factor structure of the instruments, principal components analysis with varimax rotation was used.
3. The relationships among the variables were calculated by Pearson's Product Moment correlation.
4. Multiple regression analysis was conducted to test the main effects of study variables on well-being at work.
5. The moderating effect of opportunities of career development was tested by using hierarchical multiple regression analysis.
6. A three-stage multiple regression was conducted to test the hypothesized effect of the intervening variable (interdepartmental relationship climate).

The SPSS (Statistical Program for Social Sciences) 13.0 for Windows was used in all data analyses.

## **4. FINDINGS**

In this section, first of all, the reliability coefficients and factor analyses of scales will be shown. Then, the correlation matrix of the variables and the results of the regression analyses conducted to test the hypotheses will be demonstrated.

### **4.1. Reliability Analysis Findings of Measures**

The Cronbach alpha scores of the four measures range from .85 to .91. The internal consistency coefficients are shown in Table 3.

**Table 3. The reliability scores for the scales**

Measurement	Cronbach $\alpha$
Perceived Sufficiency of Organizational Communication Scale	.91
Interdepartmental Relationship Climate Scale	.85
Well-Being at Work Scale	.88
Opportunities of Career Development Scale	.88

#### **4.2. Factor Analysis Findings**

In order to find the factor structures of perceived sufficiency of organizational communication, interdepartmental relationship climate, opportunities of career development, and well-being at work measures, factor analysis using principal components analysis method with varimax rotation was conducted for each instrument. At each step, any item with a factor loading less than .50, or which loaded on more than one factor with a .10 or less difference, or loaded singly as a factor, was discarded on a one-item-at-a-time basis. The internal consistencies were calculated by Cronbach Alpha reliability, and the factors with Alpha values of .70 or more were considered as having sufficient reliability.

First of all, 20 items listed under "Perceived Sufficiency of Organizational Communication" were included in the factor analysis. The results indicated that item 20 loaded singly on a factor and the items 1-7-10-12-15 loaded on more than one factor. Consequently, all these items had to be removed. The remaining 14 items loaded on three factors, which explained 64.163 % of total variance. The resulting factors, "**contribution of communication**", "**frequency of communication**", and "**informative basis of communication**" had .903, .767, and .762 Cronbach Alpha reliabilities respectively. These numbers indicate fairly high internal consistencies.

The detailed findings regarding perceived sufficiency of organizational communication scale analysis are presented in Table 4.

**Table 4. Factor analysis and reliability analysis results of perceived sufficiency of organizational communication scale**

<b>Perceived Sufficiency of Organizational Communication Factors</b>	<b>Factor Loadings</b>	<b>Factor Variance %</b>	<b>Cronbach Alpha</b>
<b>Factor 1: Contribution of Communication</b>		<b>31.530</b>	<b>.903</b>
8. Encouraging mutual communication	<b>.829</b>		
9. Representing workplace	<b>.823</b>		
11. Gaining empathy	<b>.789</b>		
13. Creating corporate identity and image	<b>.751</b>		
6. Informing about events and decisions	<b>.745</b>		
5. Providing information to management	<b>.701</b>		
14. Contribution to workplace development	<b>.632</b>		
<b>Factor 2: Frequency of Communication</b>		<b>17.066</b>	<b>.767</b>
18. Frequency of communication flow from employees to managers	<b>.856</b>		
19. Communication frequency among different level of departments and employees	<b>.787</b>		
17. Frequency of communication flow from managers to employees	<b>.649</b>		
16. Communication frequency among peers	<b>.598</b>		
<b>Factor 3: Informative Basis of Communication</b>		<b>15.567</b>	<b>.762</b>
3. Being informed about social and economical issues	<b>.870</b>		
4. Being informed about emotional and conflictive problems	<b>.821</b>		
2. Being informed about job and job related actions	<b>.665</b>		
<b>Total variance explained %</b>		<b>64.163</b>	
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy = .857</b>			
<b>Bartlett's Test of Sphericity = Approx. Chi-Square: 751.393; df:91; sig.: .000.</b>			

The factor analysis of "Interdepartmental Relationship Climate" produced a factor which had a reliability of .544. After discarding the items (7 and 9) of this factor, the factor analysis was re-conducted. The resulting analysis of the interdepartmental relationship climate measure involves two factors, having a total of 12 items, which explain 61.011 % of total variance. The factors, which are named "**cooperative relationship climate**" and "**conflictive relationship climate**", have fairly high internal consistencies, as indicated by the Cronbach Alpha values of .897 and .784 respectively.

The detailed findings regarding interdepartmental relationship climate scale analysis are exhibited in Table 5.

**Table 5. Factor analysis and reliability analysis results of interdepartmental relationship climate**

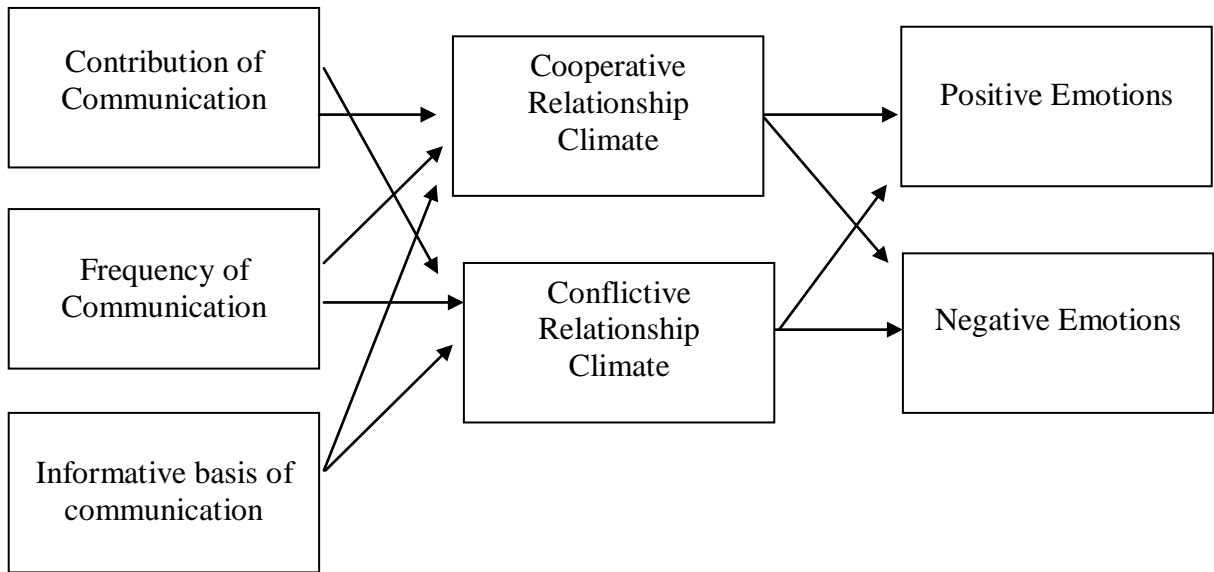
<b>Interdepartmental Relationship Climate Factors</b>	<b>Factor Loadings</b>	<b>Factor Variance %</b>	<b>Cronbach Alpha</b>
<b>Factor 1: Cooperative Relationship Climate</b>		<b>40.035</b>	<b>.897</b>
12. Fair and equitable relationships among deperatments	<b>.831</b>		
13. Relationships based on cooperativeness	<b>.807</b>		
5. Cooperation among departments	<b>.785</b>		
3. Harmonious relationships among departments	<b>.756</b>		
11. Departments can work together well	<b>.742</b>		
8. Departments can count on others to be a team player	<b>.704</b>		
1. Agreement among departments	<b>.694</b>		
10. Neither party makes demands that might harm the other	<b>.689</b>		
<b>Factor 2: Conflictive Relationship Climate</b>		<b>20.976</b>	<b>.784</b>
6. Other departments create problems for my department (R)	<b>.838</b>		
2. Other departments refrain from providing necessary information (R)	<b>.783</b>		
14. Negative emotions exist among my department and other departments (R)	<b>.711</b>		
4. Mutual aid between my department and others is insufficient (R)	<b>.681</b>		
<b>Total variance explained %</b>		<b>61.011</b>	
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy = .850</b>			
<b>Bartlett's Test of Sphericity = Approx. Chi-Square: 744.067; df: 66; sig.: .000.</b>			

The results of the factor analysis of “Well-being at Work” scale revealed that item 4 had a factor loading of .466. Therefore, after discarding item 4, the analysis was conducted again. The remaining 11 items loaded on two factors that explained 62.585% of the variance. These factors include “**positive emotions**” (Alpha= .860) and “**negative emotions**” (Alpha= .860) which have fairly high internal consistencies. The results of the analysis are shown in Table 6.

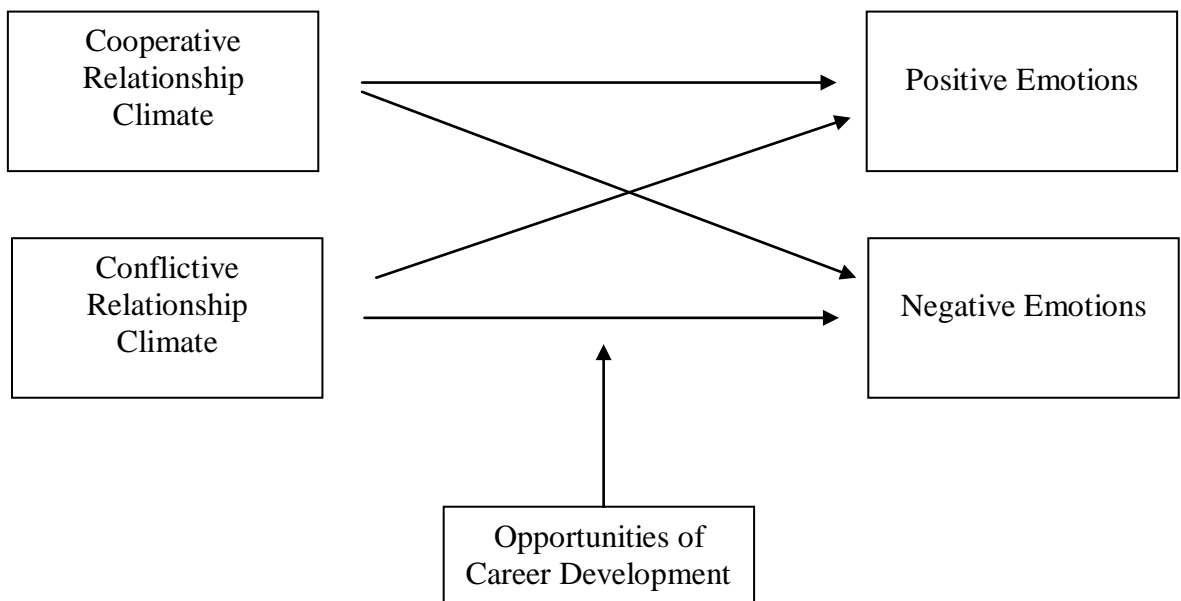
**Table 6. Factor analysis and reliability analysis results of well-being at work**

<b>Well-Being at Work Factors</b>	<b>Factor Loadings</b>	<b>Factor Variance %</b>	<b>Cronbach Alpha</b>
<b>Factor 1: Positive Emotions</b>		<b>33.196</b>	<b>.860</b>
9. Cheerful	<b>.828</b>		
3. Relaxed	<b>.743</b>		
8. Optimistic	<b>.742</b>		
1. Contented	<b>.720</b>		
2. Calm	<b>.713</b>		
7. Enthusiastic	<b>.702</b>		
<b>Factor 2: Negative Emotions</b>		<b>29.389</b>	<b>.860</b>
11. Gloomy (R)	<b>.814</b>		
10. Depressed (R)	<b>.811</b>		
6. Worried (R)	<b>.766</b>		
5. Uneasy (R)	<b>.747</b>		
12. Miserable (R)	<b>.707</b>		
<b>Total variance explained %</b>		<b>62.585</b>	
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy = .857</b>			
<b>Bartlett's Test of Sphericity = Approx. Chi-Square: 695.157; df: 55; sig.: .000.</b>			

Following the factor analyses, Model 1 and Model 2 are reconstructed as follows:



**Figure 11:** Model 1 Revised



**Figure 12:** Model 2 Revised

Final scale analysis is concerned with “Opportunities of Career Development” scale. Six items of this scale were conveniently loaded on only one factor. So, opportunities of career development development had an explanatory power of 100 %, having a Cronbach Alpha of .880. Scale Kaiser-Meyer-Olkin Measure of Sampling Adequacy = .868, Bartlett's Test of Sphericity = Approx. Chi-Square: 370.505; df: 15; sig.: .000.

### 4.3. Correlation Matrix of the Variables

The correlation matrix was calculated after the factor analysis had been conducted. The results are displayed in Table 7 which shows the means, standard deviations, and correlation coefficients among the variables. In general, all significant correlation coefficients imply low to moderate relationships, ranging from .204 ( $p < .05$ ) to .564 ( $p < .01$ ), and they are all in the anticipated direction.

As expected, contribution of communication was found to have significant positive correlations with cooperative relationship climate ( $r = .514$ ), opportunities of career development ( $r = .474$ ), positive emotions ( $r = .537$ ), conflictive relationship climate ( $r = .220$ ), and negative emotions ( $r = .302$ ). Frequency of communication displayed positive correlations with cooperative relationship climate ( $r = .367$ ), opportunities of career development ( $r = .288$ ), positive emotions ( $r = .351$ ), and negative emotions ( $r = .207$ ). The other factor of perceived sufficiency of organizational communication, informative basis of communication displayed positive correlations with cooperative relationship climate ( $r = .477$ ), opportunities of career development ( $r = .402$ ), positive emotions ( $r = .411$ ), and conflictive relationship climate ( $r = .204$ ).

Cooperative relationship climate was positively related with opportunities of career development ( $r = .475$ ), positive emotions ( $r = .564$ ), and negative emotions ( $r = .223$ ). Conflictive relationship climate had significant positive correlations with positive emotions ( $r = .268$ ), and negative emotions ( $r = .236$ ).

The opportunities of career development variable had positive correlations with positive emotions ( $r = .531$ ) and negative emotions ( $r = .348$ ).

**Table 7. Descriptive Statistics and Correlation Matrix of the Variables**

Scale	N	Mean	St. Dev.	1	2	3	4	5	6	7	8
1 Contribution of communication	116	4.8793	.79653	1							
2 Frequency of communication	122	4.5164	.86647	.444**	1						
3 Informative basis of communication	120	4.7833	.85629	.525**	.269**	1					
4 Cooperative relationship climate	124	4.4688	.88397	.514*	.367**	.477**	1				
5 Conflictive relationship climate***	123	3.4207	1.07282	.220*	.147	.204*	.409**	1			
6 Opportunities of career development	122	4.5027	1.05235	.474**	.288**	.402**	.475**	.176	1		
7 Positive Emotions	123	4.2778	.95687	.537**	.351**	.411**	.564**	.268**	.531**	1	
8 Negative Emotions***	124	2.0710	.86229	.302**	.207*	.163	.223*	.236**	.348**	.532**	1

\* Correlation is significant at the .05 level (2-tailed).

\*\* Correlation is significant at the .01 level (2-tailed).

\*\*\* Items of conflictive relationship climate and negative emotions factors are reverse scored so that higher scores indicate a positive climate and positive well-being.

Note: All variables are scored on a scale of 1 to 6

#### 4.4. Multiple Regression Analyses

First, multiple regressions, one for each factor of the interdepartmental relationship climate were conducted for the purpose of testing the first hypothesis of the study. For testing the second hypothesis, a three\_stage multiple regression analysis was implemented. Then, a number of hierarchical multiple regression analyses were conducted, one for each interaction term of the independent and moderator variable, in order to test the third hypothesis.

The multiple regression results are demonstrated in Table 8 and Table 9.

**Table 8. Results of multiple regression analysis for testing the main effect of perceived sufficiency of organizational communication on cooperative relationship climate**

<b>Dependent variable:</b> Cooperative relationship climate			
<b>Independent variables</b>	<b>Beta</b>	<b>T</b>	<b>P</b>
Contribution of communication	.249	2.502	.014
Frequency of communication	.222	2.480	.015
Informative basis of communication	.262	2.816	.006
<b>R<sup>2</sup>= .333 Adjusted R<sup>2</sup>= .314 F value = 17.616 p= .000</b>			

For the dependent variable “**cooperative relationship climate**”, the multiple regression results displayed a significant positive effect of all factors of perceived sufficiency of organizational communication and the explained variance was 33%.

For the dependent variable “**conflictive relationship climate**”, no significant contribution of perceived sufficiency of organizational communication was found.

Thus, Hypothesis 1 of the present study, stating: “Perceived sufficiency of organizational communication positively contributes to interdepartmental relationship climate” has found partial support.

In order to test the intervening effect of interdepartmental relationship climate, a three stage multiple regression analysis was conducted (Caliguiri, Hyland, Joshi & Bross, 1998). In

this analysis, first the effect of the independent variable (perceived sufficiency of organizational communication) on the intervening variable is examined. If the result is significant, the effect of the independent variable on the dependent variable is analyzed in the second step; the third step is carried out if the results are significant. In the third step, the independent variable and the intervening variable are entered into the model together. If the intervening variable predicts the dependent variable significantly, and the significance value of the independent variable drops to insignificance or the significance is decreased, then the intervening effect is accepted.

In this study, the results of the first step of the three\_stage multiple regression analysis had already been obtained while testing Hypothesis 1. The results of the tests showed complete significance (see Table 8) for cooperative relationship climate of interdepartmental relationship variable. Following this result, the second step of the analysis could be continued with all perceived sufficiency of organizational communication factors.

The conducted analyses showed significant relationships with positive emotions which was a factor of well-being. For negative emotions; analyses showed insignificant relationships. The third step of the analysis was conducted with the independent variables (perceived sufficiency of organizational communication factors), cooperative relationship climate as the intervening variable, and positive emotions as the dependent variable. The results showed that the level of significance for contribution of communication did not change. Frequency of communication and informative basis of communication still displayed significant values, however, the level of significance was decreased. Therefore, it can be concluded that cooperative relationship climate has a partial intervening effect between these two factors of communication and positive emotions. Thus, Hypothesis 2 is partially supported. The results are demonstrated in Table 9.

**Table 9. Results of multiple regression analysis for testing the intervening effect of cooperative relationship climate on positive emotions**

<b>Dependent variable: Positive emotions</b>			
	<b>Beta</b>	<b>T</b>	<b>P</b>
Contribution of communication	.537	6.735	.000
Contribution of communication	.361	4.134	.000
Cooperative relationship climate	.345	3.953	.000
<b>1. R<sup>2</sup>= .288 Adjusted R<sup>2</sup>= .282 F value = 45.365 p= .000</b>			
<b>2. R<sup>2</sup>= .376 Adjusted R<sup>2</sup>= .365 F value = 33.455 p= .000 Sig. F change = .000</b>			
Frequency of communication	.351	4.076	.000
Frequency of communication	.173	2.151	.034
Cooperative relationship climate	.495	6.144	.000
<b>1. R<sup>2</sup>= .123 Adjusted R<sup>2</sup>= .116 F value = 16.618 p= .000</b>			
<b>2. R<sup>2</sup>= .337 Adjusted R<sup>2</sup>= .326 F value = 29.772 p= .000 Sig. F change = .000</b>			
Informative basis of communication	.411	4.850	.000
Informative basis of communication	.188	2.171	.032
Cooperative relationship climate	.465	5.372	.000
<b>1. R<sup>2</sup>= .169 Adjusted R<sup>2</sup>= .161 F value = 23.523 p= .000</b>			
<b>2. R<sup>2</sup>= .335 Adjusted R<sup>2</sup>= .324 F value = 29.014 p= .000 Sig. F change = .000</b>			

On the other hand, analysis for conflictive relationship climate could not be conducted since as reported before, the results of the tests of Hypothesis 1 showed complete insignificance.

In order to test the moderating effect of opportunities of career development on the relationship between interdepartmental relationship climate and well-being at work hierarchical regression analyses were conducted. These analyses were implemented to test Hypothesis 3 which asserted that the degree of positive contribution of interdepartmental relationship climate on well-being at work would increase as the opportunities of career development increased (see Figure 10 and Figure 12).

In hierarchical regressions; independent, moderator, and interaction terms, which are calculated by multiplying an independent and a moderator variable, are entered into regression equations. A significant change in the variance explained by the regression step and a significant beta coefficient for an interaction term constitutes a moderating effect (Grandey, Fisk, and Steiner, 2005). But before entering the variables into the hierarchical regressions, in order to avoid Variance Inflation Factor (VIF) (Bowerman and O'Connell, 1997; Hair, Anderson, Tatham & Black, 1998) the variables were centered and each variable was transformed into a new centered variable by subtracting the mean of the variable from every single score (Aiken and West, 1991). In the present study, the procedure summarized above is applied before conducting hierarchical multiple regressions.

In the first step of each hierarchical regression, an independent variable (cooperative interdepartmental relationship climate or conflictive interdepartmental relationship climate factor) was entered, followed by a moderating variable (opportunities of career development) in the second step. In the final step, the interaction term of the two variables, i.e. "cooperative interdepartmental relationship climate x opportunities of career development" or "conflictive interdepartmental relationship climate x opportunities of career development" was entered. The findings showed that the interaction terms had an insignificant moderating effect. Thus, Hypothesis 3 is rejected.

## **5. CONCLUSION**

As the final section, the findings of the study will be aggregated in the following discussion. In the last section, some limitations of the study will be stated and recommendations for further research will be suggested.

### **5.1. Discussion**

The aim of this research was to investigate the relationship between perceived sufficiency of organizational communication and well-being at work. Interdepartmental relationship climate was expected to intervene in this relationship while opportunities of career development was regarded as a moderator between interdepartmental relationship climate and well-being at work.

The results indicated that perceived sufficiency of organizational communication has a positive contribution on cooperative interdepartmental relationship climate. Hence, showing empathy to other workers, contributing to institutional identity, developing the capability to represent the corporation, using communication channels efficiently, and being well informed about organizational goals, strategies, and work-related issues have significant relations with fair, equal, collaborative, and cooperative relations among departments. The results imply that improving the sufficiency of organizational communication may contribute to a better organizational climate in terms of interdepartmental relationships.

It was also seen that cooperative interdepartmental relationship climate partially mediated the relationship between two communication factors (i.e. frequency of communication and informative basis of communication) and positive emotions factor of well-being at work. Freely flowing information and supplying adequate knowledge base appeared to facilitate the cooperation among departments which consequently led to an increase in positive emotions.

As mentioned above; if different department members have fair and equitable relationships, work together well, support each other and feel each other as a team member, they experience positive emotions at work environment. Consequently, department members feel glad, calm, relaxed, and cheerful while working.

The final set of findings showed that “opportunities of career development” does not have a moderating effect on the relationship between interdepartmental relationship climate and well-being at work. However, opportunities of career development was positively related with positive emotions. If the organization establishes objective criteria for promotion, sets a priority for new positions within the organization, is interested in employees’ long term welfare, and provides opportunities for personal and vocational development; employees are inclined to develop positive emotions at work. Therefore, in future studies, opportunities of career development as an independent variable may be explored in terms of its effects on emotions as a dependent variable.

To sum up the findings, the study set out to test a model of well-being at work. Results showed that the model could only be partially supported. The intervening role of interdepartmental relationship climate between perceived sufficiency of organizational communication and well-being at work was partially accepted but the moderating role of opportunities of career development could not be confirmed. Overall, we can say that; if organizational communication frequency, information transfers and participation in communication system is sufficient, cooperative relationship climate among different departments will be established. And with cooperation between departments employee wellness will be increased.

**Managerial Implications:** For improving communication effectiveness, the following suggestions may be use:

- Job rotations, long-term orientation programs may be designed,
- Social events may be arranged so as to bring together employees from different departments,
- Daily or weekly newspapers may be published to supply information about corporation’s social and economical conditions,
- Open door policies may be followed for facilitating formal interactions.

## **5.2. Limitations and Recommendations**

One clear limitation is insufficient sample size which does not allow the generalization of findings. Respondents may have hesitated to answer the questions honestly because they were mostly related to organizational structure. This problem of social desirability bias might also have affected respondents' well-being scores due to an anxiety of appearing to have poor mental health. Future research may be conducted in settings other than the retail sector and using a social desirability questionnaire may increase the dependability of the collected data.

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## **APPENDIX**

## APPENDIX: SURVEY FORM

**T.C.**  
**MARMARA ÜNİVERSİTESİ**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**  
**ÖRGÜTSEL DAVRANIŞ PROGRAMI**

**Değerli Katılımcımız,**

Bu araştırma, Marmara Üniversitesi Sosyal Bilimler Enstitüsü Örgütsel Davranış Programı Yüksek Lisans öğrencisi tarafından yürütülen ve işyeri ile ilgili algılamaları konu alan bir çalışmadır. Bu amaçla hazırlanmış olan bu anket formunda sizden istediğimiz, araştırmanın sağlıklı sonuçlar vermesi açısından, sorulara samimi cevap vermenizdir. Lütfen yanıtlamaya başlamadan önce açıklamaları dikkatlice okuyunuz.

Bize vereceğiniz cevaplar bilimsel araştırma kapsamında kullanılacaktır. Bu çalışmada **kimliğiniz kesinlikle gizli tutulacaktır**. Cevaplarınızın gizli tutulacağına dair bize olan güveninizi sağlamak için sizden anket formu üzerine isminizi veya kimliğinizi açığa çıkartacak herhangi bir bilgiyi yazmamanızın beklendiğini önemle hatırlatırız.

Bu çalışmaya sağlayacağınız katkılar için şimdiden teşekkür ederiz.

**Başak Küçükyazıcı**

1. Aşağıda işyerinizdeki iletişim ortamı ile ilgili bazı yargılar yer almaktadır. Lütfen bu yargılara ne ölçüde katıldığınızı belirtiniz.

	Tamamen Katılıyorum	Katılıyorum	Biraz Katılıyorum	Pek Katılmıyorum	Katılmıyorum	Hiç Katılmıyorum
<b>İşyerim içindeki iletişim....</b>						
1. İşyerimin amaçlarını ve hedeflerini bilmemi sağlamaktadır.						
2. İşle ve yapılacak işlemlerle ilgili bilgi edinmemi sağlamaktadır.						
3. İşyerimin sosyal ve ekonomik sorunları hakkında bana bilgi vermektedir.						
4. İşyerimdeki duygusal ve çatışmalı sorunlar hakkında beni bilgilendirmektedir.						
5. Beni yönetime bilgi sağlama konusunda teşvik etmektedir.						
6. İşyerimin yapmış olduğu etkinlikler ve almış olduğu kararlar hakkında beni bilgilendirmektedir.						
7. Bilgilendirme yoluyla işyerimde yaşananlara katılımımı yükseltmektedir.						
8. Yöneticiler ve çalışanlar arasında karşılıklı iletişimi teşvik etmektedir.						
9. İş sırasında ve iş sonrasında işyerimi temsil etme özelliğimi geliştirmektedir.						
10. Terfi imkanları, çalışanlarla ilgili gelişmeler, gelecekle ilgili beklentiler gibi konularda bilgilenmemi sağlamaktadır.						
11. Kendimi işyerindeki başka kişilerin yerine koyarak düşünmemi sağlamaktadır.						
12. İşyerimde uyumu sağlayarak çatışmaları azaltmaktadır.						
13. Kurum kimliği ve imajının oluşmasına ve gelişmesine katkıda bulunmaktadır.						
14. İşyerimin ayakta kalmasına ve gelişmesine katkıda bulunmaktadır.						
15. İşyerimi benimsememi sağlamaktadır.						

	<b>Her Zaman</b>	<b>Çoğu Zaman</b>	<b>Sık Sık</b>	<b>Arasra</b>	<b>Nadiren</b>	<b>Hiçbir zaman</b>
16. İşyeriniz içinde aynı kademelerdeki çalışanlar arasında meydana gelen iletişimin gerçekleşme sıklığı ne düzeydedir?						
17. İşyeriniz içinde yöneticilerden çalışanlara doğru akan iletişimin gerçekleşme sıklığı ne düzeydedir?						
18. İşyeriniz içinde çalışanlardan yöneticilere doğru akan iletişimin gerçekleşme sıklığı ne düzeydedir?						
19. İşyeriniz içinde farklı bölümler içerisinde yer alan farklı kademelerdeki kişiler arasındaki iletişimin gerçekleşme sıklığı ne düzeydedir?						
20. Kurumunuz içerisinde söylenti (dedikodu) ne sıklıkta yapılmaktadır.						

2. Aşağıda ilişkili olduğunuz bölümlerle ilgili olarak genel ortama ilişkin yargılar bulacaksınız. Lütfen çalışmakta olduğunuz bölümü ve bağlantılı olduğunuz diğer bölümlerle ilişkilerinizi genel olarak düşünerek, her bir yargıya ne ölçüde katıldığınızı belirtiniz. **Örn:** Mağaza çalışanı iseniz; kategori bölümü, depo ve insan kaynakları bölümü ile ilişkilerinizi genel olarak göz önünde bulundurarak yargıları cevaplayınız.

	Tamamen Katılıyorum	Katılıyorum	Biraz Katılıyorum	Pek Katılmıyorum	Katılmıyorum	Hiç Katılmıyorum
1. Bölümümle iş ilişkisi olan diğer bölümler arasında anlaşma vardır.						
2. Diğer bölümler, bölümümün işlerinin tamamlanması için gerekli olan bilgiyi vermekten kaçınırlar.						
3. Örgütün genel amaçlarına ulaşılması açısından bölümümle diğer bölümler ahenkli bir ilişki içerisindedir.						
4. Bölümümle iş ilişkisi olan diğer bölümler arasındaki karşılıklı yardımlaşma yetersizdir.						
5. Bölümümle diğer bölümler arasında işbirliği vardır.						
6. Bölümümün ilişkili olduğu diğer bölümler, bölümüm için sorunlar yaratmaktadır.						
7. Bölümler arasında karşılıklı yarara dayanan ilişkiler vardır.						
8. Diğer bölümleri takımın bir parçası olarak görürüz.						
9. Bütün bölümler birbirlerinin çıkarlarını gözetir.						
10. Hiçbir bölüm diğerine zarar vermez.						
11. Bu şirkette diğer bölümlerle birlikte çok iyi bir iş ortaya çıkarırız.						
12. Diğer bölümlerle aramızda adil ve eşitlikçi bir ilişki vardır.						
13. Bölümümle diğer bölümler arasındaki ilişkiler işbirliğine dayanır.						
14. Bölümümle diğer bölümler arasındaki ilişkilerde olumsuz duygular egemendir.						

3. Aşağıda, işyerinizde hissedebileceğiniz bazı ifadelere yer verilmiştir. Her soruda **işyerinizde bu duyguyu** ne sıklıkla hissettiğiniz sorulmaktadır, size en çok uygun olduğunu düşündüğünüz ifadeyi işaretleyiniz.

	<b>Her Zaman</b>	<b>Çoğu Zaman</b>	<b>Sık Sık</b>	<b>Arasıra</b>	<b>Nadiren</b>	<b>Hiçbir zaman</b>
1.Memnun						
2.Sakin						
3.Rahatlamış						
4.Gergin						
5.Tedirgin						
6.Endişeli						
7.Hevesli						
8.İyimser						
9.Neşeli						
10.Depresyonda						
11.Kederli						
12.Çok kötü						

4. Aşağıda işyerinizdeki kariyer imkanları ile ilgili bazı yargılar yer almaktadır. Lütfen bu yargılara ne ölçüde katıldığınızı belirtiniz.

	Tamamen Katılıyorum	Katılıyorum	Biraz Katılıyorum	Pek Katılmıyorum	Katılmıyorum	Hiç Katılmıyorum
1. Çalıştığım şirkette tayin ve terfiler objektif kriterler doğrultusunda gerçekleştirilir.						
2. Çalıştığım şirkette açılan yeni pozisyonlar için iç kaynaklara öncelik verilmektedir.						
3. Çalıştığım şirket, çalışanlarının uzun dönemli refahı ile ilgilenir.						
4. Çalıştığım şirket bana kendimi geliştirme imkanları sunmaktadır.						
5. Çalıştığım şirkette daha iyi bir pozisyona geçebilmem için kariyer fırsatları var.						
6. Çalıştığım şirketin sağlamış olduğu şirket içi eğitim olanakları mesleki ve kişisel gelişimime katkı sağlamaktadır.						

5. Cinsiyetiniz: ( ) Kadın ( ) Erkek

6. Medeni Durumunuz: ( ) Evli ( ) Bekar

7. Yaşınız?

8. En son aldığımız diploma:

( ) İlköğretim ( ) Lise ( ) Üniversite ( ) Yüksek Lisans ( ) Doktora

9. Kaç yıldır bu işyerinde çalışıyorsunuz?

10. Kaç yıldır çalışma hayatı içindesiniz?

**Anketimize Katıldığınız İçin Çok Teşekkür Ederiz**