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Idiosyncratic Deals to Employee Outcomes: Mediating Role of Social Exchange Relationships and Social Comparison and Moderating Role of Unit Climate

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**IDIOSYNCRATIC DEALS TO EMPLOYEE OUTCOMES: MEDIATING
ROLE OF SOCIAL EXCHANGE RELATIONSHIPS AND SOCIAL
COMPARISON AND MODERATING ROLE
OF UNIT CLIMATE**

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2014

Dedication

I am dedicating this dissertation to my grandparents, S. Kabal Singh (late) and Smt. Pritam Kaur for their blessings and giving the family values of hard work, dedication, and humility.

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SATVIR SINGH

DISSERTATION

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The University of Texas at El Paso
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of the Requirements
for the Degree of**

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THE UNIVERSITY OF TEXAS AT EL PASO**

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Abstract

The individualized work related agreements known as idiosyncratic deals (i-deals), that are negotiated between the employee and the employer has been shown to affect employee outcomes. Researchers have used social exchange theory to explain the relationship between i-deals and outcomes. In this study, I suggest that social comparison theory, in addition to social exchange theory, can be used to explain the effect of i-deals on employee outcomes. Because i-deals are different for each employee, the social comparisons employees make, affect their work attitudes and behaviors. This study explains the process through which i-deals lead to positive employee outcomes in the form of increased employee job satisfaction, organizational citizenship behavior (OCB), job performance, and reduced employee turnover. Drawing on social exchange and social comparison theories, I hypothesized that employees' perceived organizational support (POS), quality of relationship with the supervisor known as leader-member exchange (LMX), and quality of the relationship with the supervisor in comparison to others in the group termed as leader-member exchange social comparison (LMXSC) mediates the relationships between i-deals to outcomes. In a sample of 338 faculty employees nested in 49 departments from a private university in India, I found support for direct relationships between i-deals and outcomes, and mediators (POS, LMX, and LMXSC). I also found partial support for the mediation of LMX and LMXSC. Yet, unexpectedly, I did not find any support for the mediating role of employee's perceived organizational support (POS) and moderating role of unit climate for the relationship between i-deals and the mediators. The theoretical and practical implications of results are discussed.

Keywords: Idiosyncratic deals, social exchange, social comparison, unit climate, perceived organizational support, leader member exchange, job performance, citizenship behavior, turnover.

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Introduction

Work related negotiations between the employee and the employer that result in personalized agreements of a non-standard nature, based on individual employee needs and preferences, are termed as idiosyncratic deals (“i-deals”) (Rousseau, 2005). These personalized work agreements were available for star performers in the past; however, their popularity is increasing because i-deals are cost effective alternatives to traditional ways of motivating and rewarding employees (Rousseau, Hornung, & Kim, 2009). I-deals include flexible work arrangements in the form of individualized work schedules, flextime, working from home arrangements as well as developmental opportunities such as training to enhance skills needed for the job (Rousseau, Ho, & Greenberg, 2006) and i-deals also include arrangements to modify job duties (Hornung, Rousseau, Glaser, Angerer, & Weigl, 2010).

These flexible work arrangements, developmental opportunities and altered job content are beneficial to the employee, as well as to the organization. Even though these idiosyncratic work arrangements have been used by managers and organizations for a long time in the past, the standardization of work arrangements was preferred over customization because it was perceived as cost effective (Pearce, 2001). Customization of work is becoming more common with managers and employees who are coming up with interesting work arrangements in order to cope with changing work and life demands. Task related i-deals are used by managers to make the job more interesting and to make employees feel intrinsically motivated to do the job. Flexibility and developmental i-deals are used to bring the work closer to employees’ personal goals such as maintaining a balance between work and home, and acquiring new skills and knowledge. An example of i-deal formation in terms of increasing flexibility at work can be a worker who has been performing for the past two years, but because of changing family demands he or she has

not been able to allocate time to her work and as a result her performance has decreased.

Working from home or flextime could be a good work arrangement for such an employee so that their performance can improve. An opportunity to successfully negotiate such a work arrangement with the organization through the manager can lead to higher perception of organizational support and a better relationship with the supervisor, which in turn, may lead to higher job satisfaction, performance and employee retention. Similarly, developmental i-deals can be based on an employee's desire to learn new skills through cross training, obtaining certifications, and the like, which are beneficial for the organization and employee's personal development.

The interested parties in relation to the i-deals negotiation process are the focal employee (i-dealer), the manager and the coworkers (Greenberg, Roberge, Ho, & Rousseau, 2004). The managers act as negotiators of i-deals for the organization. While granting i-deals they may use it as a reward, motivator, or simply to help employees to develop or improve their skills. I-deals represent an important agreement between the employee and the employer, which justifies the use of social exchange theory to explain i-deals to outcomes relationships (e.g. Anand, Vidyarthi, Liden, & Rousseau, 2010; Bal, De Jong, Jansen, & Bakker, 2012). The main premise of social exchange theory is when a person gets something that he/she cares about, that person reciprocate back with something to balance the social exchange. Thus, when employers provide i-deals to employees they feel indebted and reciprocate through valuable contributions towards the organization. Some of the i-deals to outcomes relationships are established by previous researchers, however, little is known about the mediators of i-deals to employee outcomes. Liu, Lee, Hui, Kwan, and Wu (2013) showed the mediation of perceived organizational support (POS) and self enhancement for the relationship between i-deals and outcomes (affective

commitment and proactive behavior). In this study the aim is to find other mediators of i-deals to outcomes relationships, in addition to perceived organizational support. These mediators will help in understanding the i-deals to outcomes process.

This dissertation aims to further the stream of literature on i-deals by using social comparison theory, in addition to social exchange theory. The mediational role of social comparison after controlling for mediational roles of social exchange relationships will extend the i-deals theory and provide explanation of the crucial role of social comparisons made by the employees in affecting employee outcomes. Organizational researchers are often encouraged to conduct meso-level research so that employee-related behaviors can be studied in a social context (e.g. Johns, 2006). I-deals related research has not investigated the role of meso-level variables such as groups, teams, and departments. In this study, I am also investigating how unit climate affects i-deals to outcomes relationships.

This dissertation is organized as follows: a literature review of i-deals research is included in order to show how this study fits in existing literature, a theoretical framework is suggested based on social exchange theory and social comparison theory that grounds the hypotheses development. Methods used to test the hypotheses are discussed, which includes the data collection, sample, measures, analytical strategy, and results. The practical and theoretical implications of the findings are discussed. Further, strengths and limitations of this study are discussed followed by a brief conclusion.

Literature Review

The quest for discovering the role of i-deals in organizations has motivated researchers to build a theory around i-deals. The research on i-deals has gained momentum after Rousseau and colleagues (2006) explained the importance and nature of i-deals. They have argued that i-deals can be used for making work interesting, aligning work goals with employees' personal goals, minimizing work-family conflict, motivating, training, and rewarding employees. Following their call for more research on i-deals, researchers have mainly focused on exploring attributes, antecedents, outcomes and the context of i-deals. Attributes of i-deals are that these are agreements of non-standard nature, which are customized to the needs of employer and the employee, and vary to a large extent from a single idiosyncratic element to a completely different employment arrangement (Rousseau et al., 2006). I-deals are not perceptions of the employees but rather are objective conditions that employees negotiate with their employers to align their work with their personal preferences and goals (Anand et al., 2010). The research on attributes of i-deals shows the importance of i-deals and how these can be a useful instrument for managers to produce desired outcomes within organizations.

Antecedents of I-deals

Researchers have found that group size, job constraints, employee initiative to negotiate i-deals, and unfulfilled obligations in relation to work on the part of an employee, can effect i-deals formation (Hornung, Rousseau, & Glaser, 2009). Tenure and political skills of the employee are also antecedents of i-deals (Rosen, Slater, Chang, & Johnson, 2011). Hornung, Rousseau, and Glaser (2008) also found that work structure that promote idiosyncrasy in employment conditions have a positive effect on i-deal negotiations by employees. Thus, a contextual variable such as department culture that promotes individualized consideration of

employees has an effect on i-deals. There is a need to discover more antecedents in order to understand how i-deals are formed. The variables that effect the formation of i-deals such as employee initiative can also effect i-deals to outcomes relationships as a moderator. Higher initiative on the part of employee may lead to stronger relationship between i-deals and outcomes. Even though the focus of this study is on discovering the outcomes of i-deals, antecedents do inform researchers about the variables that might be related to i-deals and help in deciding what variables to control.

Outcomes of I-deals

The employee outcomes of i-deals are organizational citizenship behavior (OCB), employee motivation, organizational commitment, work engagement, task initiative, work-family conflict, and voice behavior. OCB can be explained as a discretionary positive extra-role behavior that is not part of an employee's job and is helpful in increasing organizational effectiveness (Organ, 1988). Anand and colleagues (2010) have found that i-deals are positively related to organizational citizenship behavior directed towards organization (OCB-O) as well as towards individuals (OCB-I) within the organization. I-deals are also found to increase employee motivation at work and even motivation to continue work after retirement (Hornung et al., 2009; Bal, Jong, Jansen, and Bakker, 2012). Besides overall i-deals, task specific i-deals and flexibility i-deals were found to increase employee job satisfaction (Rosen et al., 2011). Task i-deals also increase personal initiative of employees at work and the level of work engagement (Hornung et al., 2010). Hornung and colleagues (2008) found that developmental and flexibility i-deals help employees to maintain a balance between their work and family. Similarly, contract idiosyncrasy between employees and the organization, defined as employment arrangements that are crafted to meet the needs of employees, was found to increase employees' level of affective

organizational commitment (Ng & Feldman, 2010). This suggests that employee's personality has effect on i-deals to outcomes relationships. I-deals also help in empowering employees by increasing level of constructive voice behavior suggesting that employees feel empowered to express themselves (Ng & Feldman, 2012).

The managers' authorization of employee i-deals also leads to raise in the performance standards by the manager (Hornung et al., 2009). Although we know that performance standards are raised for employees who receive i-deals, there is a need to investigate the effect of i-deals on employee performance. Raising performance standards do not imply that employee performance will increase. Thus, it is not yet known how and under what conditions i-deals affect employee performance. The research on outcomes of i-deals has explained some of the outcomes, however, there is still a need to investigate how i-deals affect some crucial outcome variables such as employee performance, job satisfaction, and turnover. These understudied variables in the context of i-deals are important because employee performance is the key driver of the organizational performance, satisfied employees are healthy, better performers, committed, and contributes towards organizational goals, and higher turnover leads to higher costs in the form of hiring and training new employees. Moreover, there is a need to study the mediators of i-deals to outcomes relationships to unfold that process. Liu and colleagues (2013) has shown that POS and self enhancement mediates this relationship. Building on their work other mediators of i-deals to outcomes relationship can help in understanding how i-deals can lead to employee outcomes.

Context of I-deals

In addition to the attributes, antecedents, and outcomes, the context in which i-deals are given can also affect the outcomes of i-deals. Anand and Colleagues (2011) found that the

relationship between i-deals and OCB (OCB-O and OCB-I) is moderated by the quality of focal employee's relationship with the supervisor as well as the co-workers, such that low quality of these relationships make i-deals to OCB relationship stronger. The quality of focal employee's relationship with the manager and the coworkers are predictors of OCB; however, in context where employees don't have very good relationships with manager and coworkers i-deals can act as substitute for quality of relationships at work to increase employee OCB. Ng and Feldman (2012) showed that core self-evaluation of employees diminished the positive relationship between contract idiosyncrasy and affective organizational commitment.

Coworkers' perceptions about the i-deals also affect i-deals to outcomes relationships. They may not accept the i-deal of their peers and may indulge in counterproductive work behavior in order to bring the situation into equilibrium. The acceptance of coworkers' i-deals will depend on the likelihood that an employee will receive a similar opportunity in the future (Lai, Rousseau, & Chang, 2009). The employees networks at work such a friendship with the person who is getting i-deals also increases acceptance of i-deals by coworkers. Thus, social exchanges at work are an important factor that determines that the acceptability of i-deals by coworkers (Lai et al., 2009). Further, the social settings such as unit climate also play a role in i-deals to outcomes relationships. A study shows that accommodating climate weakens the positive relationship between developmental i-deals and motivation to continue working after retirement, whereas, developmental climate enhances this relationship (Bal et al., 2012). The role of social factors and climate in which i-deals are given are important contextual variables that should be investigated to understand the effectiveness of i-deals in generating outcomes of different climates.

Gap in the I-deals Literature

The literature on i-deals shows that past researchers have investigated some important outcomes of i-deals; however, some of the crucial outcomes that are relevant to organizations such as employee performance and turnover are not studied. There is also a significant gap in the literature that shows that there is need to study the process, when i-deals to outcomes relationships are explained using social exchange theory. The important question that is to be answered is how i-deals lead to employee outcomes and under what conditions i-deals generate employee outcomes that are beneficial for the organization. This needs to be answered because it is not yet known how social exchange relationships and social comparisons people make play a role in generating employee outcomes beneficial for organizations. The crucial role of social exchange relationships as mediators of i-deals to outcomes has been understudies and needs further investigation. A study showed that i-deals lead to employee outcomes in the form of affective commitment and proactive behavior, POS mediates this relationship and it is shown the organizational based self-esteem has an incremental mediational effect on i-deals to employee outcomes relationship (Liu, Lee, Hui, Kwan, & Wu, 2013). Other social exchange relationships and social comparisons employees make can help explain how i-deals lead to employee outcomes. In this study the focus is incremental mediational role of social comparison over social exchange because I believe that comparisons people make about social exchange relationships will better explain the process between i-deals and outcomes. As employees who perceive their social exchange relationship is better than the coworkers they may produce better outcomes. The role of unit climate can also put insight into how i-deals increases or diminishes the quality of social exchange relationships and social comparisons people make at work.

Contribution

This study makes four significant contributions. First, this investigation explains how i-deals are related to employee outcomes. Although some studies have established that i-deals positively affect OCB-I and OCB-O (Anand et al., 2010), this study contributes to the existing literature by showing the impact of i-deals on the employee outcomes that have not been investigated in the context of i-deals, such as job satisfaction, employee performance and employee turnover. I-deals can generate job satisfaction among employees by giving them more control over their work schedules, training needs and giving them opportunity change the content of their jobs. Performance and turnover are crucial variables for any organization because of the costs associated with them. If employees are not performing at the desired level, the organization suffers loss of productivity, while still obligated to pay employees, even those that are underperforming. In this study it is suggested that higher level of employee performance can be achieved by the use of i-deals. Employee turnover is also crucial for organizations because higher turnover leads to higher costs in the form of hiring new employees, training them, and the time it takes for them to reach the desired level of performance. In this study it is argued that i-deals can be used to reduce turnover by omitting the gap between employees' work and personal goals.

Second, this study explains the direct effect of i-deals on social exchange relationships and social comparison within the organizational context. One such social exchange relationship between the employee and organization is POS, defined as employees' perception of how much their organization cares about their welfare (Shore & Shore, 1995). Another such relationship between the manager and employee is leader-member exchange (LMX), defined as the employee's perception of the quality of relationship with their immediate supervisor (Liden,

Sparrowe, & Wayne, 1997). By combining social exchange theory and social comparison theory it is suggested that i-deals will invoke social comparisons about the quality of relationship with the i-deals grantor, leader-member exchange social comparison (LMXSC), defined as the employees' own perception of the quality of the relationship with the supervisor in comparison to others in the group (Vidyarthi, Liden, Anand, Erdogan, & Ghosh, 2010). It is suggested that i-deals affect POS, LMX, and LMXSC, which are critical variable that measures perceptions of the quality of relationships at work. Investigating i-deals as antecedents of social exchange relationships and social comparison can help future researchers understand the role of i-deals in the context of social exchanges and social comparisons.

Third, this study investigates the mediational role of social exchange relationships (POS and LMX) and the incremental mediational role of social comparison (LMXSC) after controlling for mediation effect of social exchange relationships. This study has been designed to investigate the process that follows when employees get i-deals from their employers, which leads to organizational outcomes based on social exchange theory. This study intends to make a theoretical contribution to the i-deals theory by discovering social exchange relationships as partial mediators of i-deals to outcomes relationships. Further, the incremental mediational role of social comparison after controlling mediational role of social exchanges is shown because the comparisons people make at work will explain the i-deals to outcomes process over and beyond what is explained by the social exchange theory.

Fourth, this study contributes to the i-deals literature by investigating unit climate as a moderator of i-deals to outcomes by increasing or diminishing the quality of social exchange relationships, in the form of POS and LMX, and the social comparison of exchange relationships in the form of LMXSC. Thus, expanding the little knowledge we have regarding the impact of

social context of on i-deals effectiveness (Lai et al., 2009). This study examines how i-deals affect the quality of these social exchange relationships in the context of unit climate that is aggressive and the unit climate that promotes respect for people. Past i-deals research has suggested to investigate the role of contingency variables such as unit climate and organizational culture (e.g. Rousseau et al., 2006). There is only one study in the i-deals research by Bal and colleagues (2012), who investigated the role of unit climate in motivating employees to work after retirement. They investigated the moderation of accommodative and developmental unit climate for the relationship between i-deals and motivation to continue work after retirement. It is not known what characteristics of unit climate will enhance or hinder the effect of i-deals on social exchange relationships and social comparisons. A further investigation of the moderating role of different dimensions of unit climate for i-deals to social exchange relationships and i-deals to social comparisons can provide valuable insight into the effectiveness of i-deals at work.

Theoretical Framework

Homan (1958) labeled social behavior as an outcome of social exchange relationships. People interact with others in the society and, based on these interactions, they try to do something good for people who have good relationships with them. Similarly, within the organizations, people form high and low quality relationships and act accordingly. In organizational behavior literature the social exchange theory is used to explain on the job exchanges of social nature. Social exchange may involve through one interaction or a series of interactions that generate some obligation on the part of the other party to demonstrate a particular desired behavior (Emerson, 1976). These interactions are usually interdependent and contingent on the actions of another person of interest (Blau, 1964). Along the lines of social exchange, Gouldner (1960) argued based on the norm of reciprocity, that certain actions on behalf of the other party creates an obligation for the parties to engage in social exchange to perform something in return. This obligation can result in both positive as well as negative behavior to make the social exchange balanced (Gouldner, 1960). When employees receive favorable treatment from the organization they reciprocate by behavior that is valued by the organization and their managers. For example the employees may reciprocate by increasing performance (e.g. Chen, Eisenberger, Johnson, Sucharski, & Aselage, 2009), higher quality of customer service (e.g. Duke, Goodman, Treadway, & Breland, 2009), higher level of OCB (e.g. Anand et al., 2011), and reduced turnover (e.g. Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002).

Social exchange theory has been used in the past to explain the relationship between i-deals and employee outcomes (e.g. Anand et al., 2010; Hornung et al., 2010). However, past researchers have tried to explain the outcomes rather than the process that leads to the outcomes,

with the exception of one study where Liu and colleagues (2013) have explained the mediational role for POS and organization based self-esteem for the relationship between i-deals and employees' affective commitment and proactive behavior. Other than that the i-deals literature has mainly focused on explaining outcomes and boundary conditions, for example, LMX, TMX, and POS were tested as moderators of i-deals to OCB and it was found that POS is not a moderator of i-deals to OCB relationship (Anand et. al, 2010). POS is a mediator of i-deals to outcomes relationship (Liu et al., 2013) and so can be other social exchange relationships in different contexts such as LMX.

Most of the social exchanges within the organization constitute two parties: the employees and their managers or employees and the organization. In most of these social exchanges managers act as the agents of the organization. The outcomes of social exchange process that benefits the employee and organization are the currencies of social exchange (Cole, Schaninger, & Harris, 2002). In a social exchange there are two types of currencies, the currencies that are perceived by employees as beneficial (such as rewards, benefits, work arrangement) and the currencies that are beneficial to the organization (such as performance, helping behavior towards employees and customers, extra effort). If one party to social exchange perceives that the other party is offering the currency of social exchange, it creates an obligation to return in a currency that is valued by the other party. In the context of this study, i-deals are the currency of social exchange that benefits employees and the currency of social exchange that benefits organizations are employee performance, job satisfaction, OCB, and lower turnover. I-deals to outcomes relations can also be explained using norm of reciprocity. A reciprocal social exchange exists between the organization/manager and the i-dealer when i-deals are given. I-deals are desired and valued by the employees whereas employee outcome are valued by the

organization/managers. If an employee gets i-deals, it creates a reciprocal obligation for the employee to balance the social exchange by behaving in a way that is beneficial to the organization or the manager. This obligation can result in a positive attitude (job satisfaction) or positive behavior in the form of increased performance and higher levels of OCB, and decreased turnover.

In addition to understanding the currencies of social exchange it also important to understand how these social exchanges takes place. These social exchanges take place through the development of social exchange relationships, which are crucial to understand in order to investigate the social exchange process. Blau (1964) emphasized the role of social exchange relationships in completing the social exchange process and argued that the quality of exchange relationship between the parties to social exchange is casually related to the social exchange. However, Blau (1964) did not state the direction of the causal relationship. Cropanzano and Mitchell (2005) in their review of social exchange theory argued that in organizational research social exchange relationships are mediators of antecedents and outcomes in a social exchange, these relationships effect work behaviors and employee attitudes. If an employee is getting more i-deals, this will strengthen the quality of relationship between the employee and the organization as the employee will perceive higher support from the organization. Similarly, the quality of relationship between the employee and the manager become higher because of the fact that the employee is able to negotiate more i-deals with the manager and is able to customize work based on his/her needs. In any social exchange one party acts in a way that creates an obligation for the other party to act in a certain way. By giving i-deals to employees, managers create this obligation for the employees to act in a way that is helpful to the organization. The granting of the i-deals indicates that the employer's cares about the employee's personal growth and

development and investing in the things that the employee need. Further, when employees are able to negotiate i-deals with their managers they perceive their relationship with their managers is of high quality because i-deals provide higher power, control, and autonomy to the employee to do their job. The social exchange process that takes place is: i-deals results in higher POS which results in better employee outcomes (Liu et al., 2013) and i-deals results in perception of higher LMX with the i-deal grantor, which results in better employee outcomes. Thus, social exchange relationships in the form of POS and LMX are the medium through which i-deals results in employee outcomes that are beneficial to the organization. This is also in line with Organ (1988, 1990; Organ & Konovsky, 1989) argument that social exchange is more about interpersonal attachment in the form of social exchange relationships rather than just set of rules of exchange.

It is imperative to understand the exchange process in order to make interpretations using the social exchange theory (Cropanzano & Mitchell, 2005). As noted by Liden and colleagues (1997) and affirmed by Cropanzano and Mitchell (2005), there is a need to directly investigate the “black box” of the social exchange process. The investigation of “black box” of social exchange process implies that researchers should analyze social exchanges in different contexts and apply the intervening variables that may act as a medium of social exchange. The investigation of the mediating and moderating variables in different social exchange relationships can help in putting some light on the “black box” of social exchange. Moreover, Cropanzano and Mitchell (2005) have noted that little attention has been given to multiple rules of exchange being applicable such as competition between in-group and out-group for resources or social comparisons of relationships. Further, they suggested that future researchers should investigate other rules of exchange in addition to norm of reciprocity. Taking their advice

seriously, I am proposing to investigate the mediating role of social comparison of exchange relationships. Thus, in addition to social exchange theory (Blau, 1964), this study builds on social comparison theory (Festinger, 1954) to explain the relationship between i-deals and employee outcomes.

People generally evaluate their own opinions and abilities in comparison to relevant others (Festinger, 1954), which should be accounted for while investigating social exchanges in organizations. Social comparison is defined as process of thinking when a person analyze the information about one or more people in comparison with one's own self (Wood, 1989). Some scholars have argued that social comparison is one of the central features of social life of humans (e.g. Buunk & Gubbons, 2007). These social comparison characteristics of employees are the basis for evaluation of working environment (Greenberg, Ashton-James, & Ashkanasy, 2007). I-deals researchers have overlooked the effect of social context and how it affect the i-deals to outcomes relationships. The differentiation by the leader in grating i-deals to employees may trigger the social comparison by the i-dealer. Employees who get more i-deals perceive that they have higher quality relationships with the manager in comparison to others. Integrating leader-member exchange theory and social comparison theory it is expected that i-deals results in higher quality of relationship with the i-deals grantor in comparison to others. Based on social comparison theory, the comparisons individual make of their quality of relationship with the manager show incremental mediation over and beyond what is explained by social exchange relationships alone, because social comparisons with the colleagues have more explanatory power than the general social exchanges.

Further in regard to investigating the "black box" of social exchange it is crucial to analyze the effect of contextual variables on the i-deals to outcomes process. This objective of

studying the effect of social context is not complete without investigating the effect of unit climate in relation to i-deals as social exchange and social comparison. The norms and values that a unit have developed over time can have effect on how people in a unit behave and interact with others. Thus, unit climate has major effect on the relationship between i-deals and the quality of social exchange relationships and i-deals and social comparisons. The research in human resource management (HRM) and organizational behavior (OB) argues that contextual variables should not be ignored while investigating the important organizational variables (Bowen & Ostroff, 2004). The HRM and OB theory on the role of unit climate suggests that the variations in the climate (Johns, 2006; Bowen & Ostroff, 2004) across different units, may affect the relationships between independent and dependent variables concerning employees. Unit climate is defined as set shared perceptions of unit members about the policies, practices, and procedures that the unit as whole rewards and expects from its members (Naumann & Bennett, 2000). The units within an organization may vary on how often they give i-deals to the employees and may also vary on how those i-deals are valued by the employees.

The meaning and the value i-deals generate may be altered in different types of unit climates. For example in an aggressive climate i-deals may be only considered as a reward rather than need based negotiated agreements. The unit climate of respect for people can generate more likelihood of the use of i-deals in order to meet the changing needs of employees in relation to scheduling, training and the content of work. I-deals may also have varied impact on increasing the quality of social exchange relationships and social comparison of relationships based on unit climate because unit climate sets the norms for members on how to behave and react to different situations. Similarly units that are aggressive, do not care about employees' needs but provide i-deals so that employees can achieve departmental and organizational goals. Thus, in aggressive

climates I suspect that i-deals may decrease POS because employees see i-deals as reward rather than an arrangement in order to address employee needs. Whereas, LMXSC may increase because in aggressive climates it is hard to get an i-deal and if somebody gets i-deals the perception of quality of relationship with the i-deal grantor (immediate supervisor) in comparisons to fallow coworkers increase. Consistent with this view, the effectiveness of i-deals in generating important employee outcomes may be contingent upon the department or work-unit climate (Rousseau, 2005). Thus, in this study, it is argued that variations in unit climates (aggressiveness and respect for people) may impact the usefulness of i-deals in generating quality of social exchange relationships. The complete research model of this study is provided in Figure 1.

Hypotheses

Based on the review of literature on i-deals, it is established that some crucial outcome variables were not examined such as employee performance and turnover. Moreover, theoretical gap in explaining i-deals to outcomes exist because the role of social exchange relationships is under examined and the role of social comparison has not been considered by previous researchers. The combination of social exchange theory and social comparison theory in investigating the i-deals to outcomes process may help in extending the understanding of the impact of i-deals on employee outcomes. The incremental mediational role of social comparison with respect to social exchange in the context of organizational climate may help in better understanding of the process through which i-deals influence employee outcomes.

I-deals as a Social Exchange

I-deals as a social exchange has been investigated by researchers, however, I am investigating the crucial role of social exchange relationships in this social exchange process. Taking the social exchange perspective first the direct relationships between i-deals and employee outcomes are hypothesized and then the mediation of social exchange relationships is suggested.

Job performance. Performance is the expected level of work done by an employee in his/her job domain. It is also be defined as the proper discharge of work responsibilities as per job description (Settoon, Bennett, & Liden, 1996). Performance is measured in terms of success towards achievement of goals or the task (Campbell, McCloy, Oppler, & Sager, 1993). I-deals can be used as motivators to make employees perform by giving them development opportunities, flexibility and more control over the way tasks are performed (Rousseau, 2005). When employees are given i-deals by their managers, employees perceive it as social exchange.

The fact that an employee is able to get i-deals from the manager completes one part of the social exchange. I-deals provide to employees what they value, in the form of negotiated work agreements. In order to complete the social exchange, i-dealer is more likely to reciprocate in a manner that the organization and manager values. One of the ways of balancing the social exchange is to perform at a level that is expected by the manager as per the job description. I-deals make I-dealer feel obligated to derive performance to return the social exchange that is started. This feeling of obligation results in higher performance on the part of employees, based on social exchange theory (Blau, 1964) and norm or reciprocity (Gouldner, 1960). Moreover, Hornung and colleagues (2009) found that supervisor's grant i-deals to those employees whom they perceive to display higher levels of initiative on the job. Higher initiatives on the job produce higher levels of performance (Frese & Fay, 2001). Therefore, I hypothesize that i-deals result in a higher level of employee performance. Thus, the following hypothesis is suggested.

Hypothesis 1(a). Idiosyncratic deals are positively related to employee's job performance.

Organization citizenship behavior. OCB is defined as discretionary behavior that is not part of the employee's formal job requirements but promotes effective functioning of the organization (Organ, 1988). This behavior is voluntary and helps organization achieve its goals, employees may choose to help their manager, colleagues, organization, and other stake holders of organization such as customers and suppliers.

The i-deals are one part of the social exchange that is beneficial to the employee, in order to complete the social exchange the i-dealer have to act in way that benefit the organization. I-dealer can return the obligation using OCB as currency of social exchange. As per social exchange theory, employees getting i-deals feel obligated to give something in return that benefits the organization and the manager. Drawing from the norm of reciprocity this obligation

results in discretionary good behavior. The i-dealer chooses to behave in certain way that will be under conditions of his/her will. Building on Blau (1964) and norm of reciprocity (Gouldner, 1960), it is this exchange in the form of i-deal negotiation between the organization and the employee that creates an obligation for the employees to increase their efforts and do something that is over and beyond their job description. Based on the above argument the following hypothesis is suggested.

Hypothesis 1(b). Idiosyncratic deals are positively related to employee's organizational citizenship behavior.

Job Satisfaction. Job satisfaction is a work related attitude that describes a positive feeling towards one's job, which is a result of an overall evaluation of the job or the experiences people have at the job (Locke, 1976). Researchers have also argued that job satisfaction is the result of cognitive evaluation by employees of their job as a whole (e.g. Bernstein & Nash, 2008). Job satisfaction is a widely studied work attitude in industrial/organizational psychology (Judge & Church, 2000), and it effect employees' wellbeing and mental health (Warr, 2007). In addition, various studies have found that job satisfaction also effects employee performance, absenteeism, stress, life satisfaction and organizational outcomes. (e.g. Judge, Thoresen, Bono, & Patton, 2001; Koy, 2001; Landy, 1978). Some of the antecedents of job satisfaction are working conditions, work schedule, rewards, and relationship with managers.

Social exchanges, such as i-deals, are perceived positive by the employee and influence their overall perception about the job. I-deals are negotiated to benefit the focal employee as well as the employer. Therefore, being able to negotiate i-deals with the employer brings work closer to employee's personal goals. Flexibility at work, increased skill level, and interesting job content raises the level of employee satisfaction. Employees getting more i-deals have better

control over their work schedule and will get preferred developmental opportunities, which have a positive effect on their job satisfaction. Thus, the following hypothesis is suggested.

Hypothesis 1(c). Idiosyncratic deals are positively related to employee's job satisfaction.

Turnover. Turnover has been intensively studied outcome variable that organizations and managers want to control because higher costs are associated with recruiting and training new employees (Hom & Griffeth, 1995; Maertz & Griffeth, 2004). In addition to demographic variables, employee dissatisfaction, stress, lack of autonomy, and inferior quality of relationship with the manager and coworkers increases the level of employee turnover behavior (Griffeth, Hom, & Gaertner, 2000). There are many different antecedents of turnover that are investigated by researchers such as age, tenure, marital status, and training are negatively related to turnover (Griffeth et al., 2000). The recent research on job embeddedness also shows that employees who are highly embedded in the organization and the community they live in are less likely to quit (Kaifeng, Dong, McKay, Lee, & Mitchel, 2012). The procedural justice in work scheduling context has also been found to impact turnover behavior (Posthuma, Maertz, & Dworkin, 2007).

The lack of opportunity for employees to negotiate i-deals with their managers may lead to higher turnover behavior, as the employees may look for other jobs in which they can negotiate favorable i-deals and bring their work closer to their individual goals. Griffeth and colleagues (2000) meta-analytical review showed that job content variables such as scope, involvement, and work satisfaction have negative impact of turnover, whereas, work routinization increases employee turnover. I-deals are negotiated to overcome routinization and to be creative in bringing work closer of employee and organization needs. Similarly social exchange theory suggests that if employees don't get what they desire, it may have a negative effect of their perceptions about the organization and work, resulting in negative behavior in the

form of turnover. Moreover norm of reciprocity also suggest that not being able to get i-deals results in employees' response in the form of negative behavior. Thus, the following hypothesis is suggested.

Hypothesis 1(d). Idiosyncratic deals are negatively related to employee's turnover.

I-deals and outcomes: Mediating role of POS. POS is defined as the tendency of employees to perceive their organization as human and form an overall belief that their organization acknowledges their contribution and cares about their well-being (Eisenberg, Huntington, Hutchison, & Sowa, 1986; Shore & Shore, 1995). POS has been found to be positively related to performance, job satisfaction, and organizational commitment, and negatively related to turnover intentions (Rhodes & Eisenberger, 2002). The actions by the agents of organization (e.g. managers) are often viewed as the organization's intent, rather than independent human actions. The review of social exchange theory by Cropanzano and Mitchell (2005) suggest that social exchange relationships grow when the organization care about their employees and these high quality relationships produce better results in form of active work behavior and positive employee attitudes. Invoking social exchange theory (Blau, 1964), I argue that when employees feel positive and obligated towards their organization after receiving i-deals, this increases the employees' perception of quality of relationship with the organization in the form of POS. Employees' perception that their organization cares about them have effect on their work behavior in the form of high OCB, performance, job satisfaction and lower turnover (e.g. Rhodes and Eisenberger, 2002; Erdogan & Enders, 2007). It has been found that POS mediates the relationship between organizational rewards and affective commitment (Rhoades, Eisenberger, & Armeli, 2001). I-deals are used as rewards as well as motivators. Building on norm of reciprocity and social exchange theory, successful i-deals negotiations affects the

employee POS positively, which in turn, leads to higher felt obligation towards the organization. This obligation results in employee outcomes in the form higher levels OCB, performance and job satisfaction and lower levels of turnover. Moreover, when employers give i-deals to their employees they send a signal that they are investing in employees' personal growth and development and they care about employees' needs (Liu et al., 2013). This may lead to higher perception of support from the organization. I-deals as a social exchange results in organizational outcomes through the employees' perception of the quality of relationship with the organization. Thus, the following hypotheses are suggested.

Hypothesis 2. Idiosyncratic deals are positively related to employee's perception of organizational support (POS).

Hypothesis 3. Perceived organizational support (POS) mediates the relationship between i-deals and employee's (a) job performance, (b) organizational citizenship behavior (OCB), (c) job satisfaction, and (d) turnover.

I-deals and Outcomes: Mediation of LMX. Leader-member exchange theory suggests that leaders form varied quality of relationships with their subordinates, the employees who have high quality relationships perform better, have better rewards, and are more satisfied with their jobs compared to the employees that have low quality relationships (Sparrowe & Liden, 1997). If employees perceive that their manager is caring, is willing to help them when they are in need, and is accommodating, they perceive higher LMX. I-deals can be a predictor of LMX, as employees who are able to successfully negotiate i-deals perceive better quality of relationship with their manager. The reason for this raised perception of LMX is, i-deals are negotiated by managers to accommodate their employee need such as work schedule, training, and content of the job. If an employee is able to get i-deals the level of trust, respect, and closeness with the

manager increases, which results in higher perception of LMX. Gestner and Day (1997) have shown that social exchange creates an obligation on the part of employees to reciprocate to their leaders liking them by way of OCB and higher levels of performance. In addition to that, higher levels of LMX give organizations competitive advantage in retaining employees (Erdogan, Liden, & Kraimer, 2006). Thus i-deals as social exchange results in better quality relationships, which transform into employees increased job performance, OCB, job satisfaction and reduced turnover. Furthermore, Blau (1964) argued that social exchanges and social exchange relationships are causally related. This implies that i-deals as social exchange may generate social exchange relationships in organizational context. Social exchange relationships evolve when managers are considerate about their employees' needs and thus results in beneficial outcomes (Cropanzano & Mitchell, 2005). Social exchange in the form of i-deals affects the quality of social exchange relationships at work. Therefore, LMX will be positively related to i-deals and will mediate the relationship between i-deals and the employee outcomes. Thus, the following hypotheses are suggested.

Hypothesis 4. Idiosyncratic deals are positively related to employee's perception leader-member exchange (LMX).

Hypothesis 5. Leader-member exchange (LMX) mediates the relationship between i-deals and employee's (a) job performance, (b) organizational citizenship behavior (OCB), (c) job satisfaction, and (d) turnover.

I-deals and the Social Comparison

I-deals and their outcomes are explained in the past using social exchange theory. This study has so far explained the social exchange process by suggesting the mediational role of social exchange relationships (POS and LMX) based on social exchange theory. Further, this

study shows that the social comparisons employees make at work can explain the relationship between i-deals and outcomes beyond what is explained by social exchange theory. Social exchange theory suggests that i-deals results in higher quality relationships between the i-deal grantor and the i-dealer. Invoking social comparison theory (Festinger, 1954), I argue that i-deals also results in i-dealer's perception of better quality relationships with the i-deal grantor (manager) in comparison to others in the group. The literature on social comparison theory suggests that a person's perception of his/her standing relative to others effect their attitudes and behaviors (Wood, 1989).

I-deals and Outcomes: Mediation of LMXSC. The construct of leader-member exchange social comparison is rooted in social comparison theory that argues that differentiation by leaders initiates social comparison processes that effects an individual's perception of their own standing in the group in comparison to others (Vidyarathi et al., 2010). LMXSC is different from leader-member exchange because the LMX is dyadic evaluation of quality of relationship between the supervisor and subordinate, whereas LMXSC is the evaluation of quality of the relationship, in comparison to others in the group. Extensive research in different setting has demonstrated that positive social comparison perceptions that people form about themselves motivates them to form positive attitudes and behaviors (e.g. Mussweiler, 2003; Stepel & Blanton, 2004), whereas, negative social comparison perceptions about a person's own standing relative to others may be threatening (e.g. Mussweiler & Bodenhausen, 2002; Wills, 1981) and may lead to withdrawal behavior. LMXSC has been found to be positively related to LMX, employee performance, and OCB (Vidyarathi et al., 2010). The mediating argument for LMXSC is informed by social comparisons employees make at work because of differential treatment by their respective managers. I-deals are negotiated with the manager based on employee needs and

job demands. Successful negotiation of i-deals with the manager send a signal to the i-dealer that he/she is valued over others, which increases the perception of LMXSC, which in turn affect the employee outcomes. The perceptions of LMXSC act as a mechanism, through which i-deals influence employee's attitude and behavior. The more a member is able to negotiate i-deals with the manager, the higher the perception of LMXSC, which, in turn leads to higher levels of positive outcomes and lower levels of negative outcomes. It is expected that relationships between i-deals and outcomes (employee behaviors and attitudes) are mediated by LMXSC, as a result of employee's perception of high relative standing in the workgroup. The social comparison will explain the mediation beyond what has been explained by social exchange because comparisons and equity are psychological factors that influence people's perception more any other social factors. Thus, the following hypotheses are suggested.

Hypothesis 6. Idiosyncratic deals are positively related to employee's perception of leader-member exchange social comparison (LMXSC).

Hypothesis 7. Leader-member exchange social comparison (LMXSC) mediates the relationship between idiosyncratic deals and employee's (a) job performance, (b) organizational citizenship behavior (OCB), (c) job satisfaction, and (d) turnover, after controlling for the effect of perceived organizational support (POS) and leader-member exchange (LMX).

The Moderating Role of Unit Climate

HRM and OB theorists suggest that organizational climate can be construed as situational variable, in which employees develop shared interpretation of what is going on in the unit and develop shared perceptions of what is expected and what is not expected (Bowen & Ostroff, 2004). Theorists also agree that different climates may exist in a single firm at different levels of

analysis (Schneider, 1990), which also means that different groups within a single organization may develop different sub-climates. These sub-climates or unit climates may be influenced by the leadership style, group norms, competitiveness and many other factors (Bowen & Ostroff, 2004). A unit climate represents set of shared values that effect perceptions of members in the unit. Past researchers of i-deals have also emphasized on investigating the contextual factors that may impact i-deals to outcomes relationship (Rousseau et al., 2006). There are some studies that have looked at different moderators of i-deals to outcome relationships, such as core self-evaluations, age (Ng & Feldman, 2010), LMX and relationships with coworkers (Anand et al., 2010). There are very few studies that look at organizational or unit level contextual factors, such as organizational culture and unit climate. Bal and colleagues (2012) have shown that unit level climate has an effect on i-deals and motivation to continue working beyond retirement.

Departments or units within a company may vary on different dimensions of sub-cultures.

O'Reilly, Chatman, and Caldwell (1991) discuss a wide range of values that form seven dimensions of unit climate: outcome orientation, innovation, stability, attention to details, aggressiveness, respect for people and team orientation. Some of these dimensions are more focused towards internal constituents such as employees and some are more focus towards external constituents such as customers (Quinn & Rohrbaugh, 1983). Respect for people, aggressiveness, and team orientation are the dimensions that effect internal constituents in an organization (Quinn and Rohrbaugh, 1983; Erdogan et al., 2006). I-deals are given to employees who are internal constituents, which is the reason why, I decided to study the moderating effect of aggressiveness and respect for people dimension. The team orientation dimension was not used because investigation i-deals effect on coworkers and vice a versa is outside the scope f this study. Aggressiveness dimension can have impact on employees' perceptions of i-deals and as

well as perception of social exchange relationships and social comparisons. This can produce interaction effect with i-deals and effect i-deals to social exchange relationships as well as social comparison. Similarly respect for people can have impact on how the i-dealers perceive the differential treatment when they get i-deals. Moreover, respect for people and aggressiveness are contrasting dimensions and may contribute towards enhancing or attenuation social exchanges and social comparisons within units in organizations.

Aggressiveness. Aggressiveness within a unit shows the extent to which people in a business unit like to compete with each other, they are opportunistic, and show aggression to get rewards and valuable resources (O'Reilly et al., 1991). Units that are highly aggressive encourage higher levels of outcome orientation among employees. People in these units believe in outperforming others to increase their outcomes and rewards. The business units or departments that are aggressive may give rewards or special opportunities for people who perform and produce results. Whereas, units that are less aggressive may put less importance to results and more towards how results are achieved. Highly aggressive climates promote “ends justify the means” kind of attitude. Thus, such an environment is not conducive to promote social exchange relationships. People in units that are aggressive prefer economic exchanges, in comparison to social exchanges, which have an effect on employee's perceptions of relationship with the organization (Cole et al., 2002). Moreover, in aggressive climates, i-deals are given more as a reward, instead of the needs of individuals. Rewards are perceived instrumental rather than a social in nature. There is a feeling of entitlement rather than an obligation for anything that is given by the organization in an aggressive environment. If an employee is given i-deals in a highly aggressive environment, such an employee will believe that the successful i-deal negotiation was because he/she has been able to outperform others in the group. Thus, i-deals to

POS relationship is weaker for employees in units that are aggressive as compared to units that are less aggressive. Successful negotiation of i-deals in a highly competitive environment is not as effective in increasing employee perceptions of POS, as it is in less aggressive environment. It can be claimed that i-deals act as substitute for aggressive climate. In less aggressive climates, i-deals results in better outcomes in the form of higher POS. Thus, the following hypothesis is suggested.

Hypothesis 8. The relationship between Idiosyncratic deals and perceived organizational support (POS) is moderated by a unit climate of aggressiveness, such that this relationship is stronger for units that are less aggressive, as compared to the units that are highly aggressive.

Further, in situation of an aggressive climate, social comparison plays crucial role in i-deals to outcomes relationships. High aggressiveness makes people more inclined towards making comparisons, which also include social comparisons. Employees, who get i-deals, perceive i-deals as rewards because of aggressive climate. However, they will perceive better relationship with their supervisors because they were able to get i-deals in a climate that is very competitive. Moreover, there is neurophysiological (study of the functions of the human nervous system) evidence that shows that social comparisons are important for reward processing in human brain and social context plays an important role (Fließbach, Weber, Trautner, Dohmen, Sunde, Elger, & Falk, 2007). Thus, the relationship between i-deals and LMXSC becomes stronger in an aggressive climate.

Hypotheses 9. The relationship between Idiosyncratic deals and leader-member exchange social comparison (LMXSC) is moderated by a unit climate of aggressiveness, such that

this relationship is stronger for units that are highly aggressive, as compared to the units that are less aggressive.

The moderation effect of aggressiveness is not hypothesized for i-deals to LMX relationship because LMXSC took care of the differential treatment that is big part of aggressive climates. Whereas, LMX is just the employees perception of quality of relationship with the supervisor, which is a bigger part of respect for people dimension where people respect quality relationships with the supervisor as well as the coworkers. High and low quality social exchange relationships can exist simultaneously and in a peaceful manner in such a climate (Scandura, 1999).

Respect for people. Respect for people, also known as people orientation, is the extent to which people in a unit values fairness, respect for individual rights, and tolerance (O'Reilly et al., 1991). This type of climate promotes employee centered management. Units that are high on respect for people emphasize employees' personal growth and care about the wellbeing of their employees (Erdogan et al., 2006). In a unit or department, if the manager and the coworkers care about other employees and treats them with respect and respect each other's rights and liberties, this produces a synergetic interaction with i-deals to promote social exchange relationship. People in such a climate give importance to the quality of relationships within the unit and prefer social exchanges. Moreover, in units that respect people, the managers give i-deals to those employees who are in need so that they can be more effective in doing their jobs. Giving i-deals in such a climate means that manager is sensitive about employee needs. However, rewards in a respect for people environment are less important in determining the quality of relationship (Erdogan et al., 2006); it is the social exchanges such as i-deals that determine the quality of relationship. I-deals are perceived more as a social exchange in such a climate which has a

positive effect on social exchange relationship in the form of LMX. Therefore, the units that value respect for people produce a positive interactional effect with i-deals that will impact LMX positively. For these reasons, the following hypothesis is suggested.

Hypothesis 10. The relationship between Idiosyncratic deals and leader-member exchange (LMX) is moderated by unit climate of respect for people, such that this relationship is stronger for units that are high on respect for people compared to units that are low on respect for people.

Methods

Sample and Procedure

The data for testing the hypotheses were collected from a large private university in India. The data were collected through paper and pencil surveys and online surveys using Qualtrics. The respondents were faculty employees and their respective supervisors or the department heads. Surveys were administered to 450 faculty employees, out of which I received 348 complete responses (initial response rate was 77 %). The faculty employees' supervisors/department heads were identified and contacted one month after obtaining faculty employees responses to fill out the supervisors/department heads survey; 51 supervisors/department heads filled out the paper and pencil surveys. Appendix A includes the faculty employee survey questionnaire and Appendix B includes the department head survey questionnaire. The faculty employees' survey asks questions about i-deals, LMX, LMXSC, POS, and job satisfaction in addition to other demographic and control variables. The department head survey asked questions about job performance and OCB of each faculty employee who participated from that department. The data for department climate were also collected from the department heads.

A department in this study is defined as three or more employees. From all the survey responses that were received, incomplete and/or illegible surveys were excluded. The final sample consisted of 338 (response rate = 75.11%) employees and 49 supervisors (response rate = 96.07%). I have 338 employee-supervisor dyads as the final sample, out of which 198 faculty employees (58.6 %) used online survey to participate. In the final sample 40.2 % were females and 46 % were married. All the participants had a bachelors or higher degree in their field. The average age was 38.2 (SD = 5.6) and average dyadic tenure was 4.14 (SD = 1.4) years. The size

of departments varied from 3 to 13 faculty employees and the average was about 8 faculty employees per department.

Measures

All the measures in this study used a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), if indicated otherwise below.

Idiosyncratic deals. To assess i-deals eight-item scale developed by Rousseau and Kim (2006) was used to measure i-deals from employees. This scale measures (a) flexibility, (b) developmental, and (c) task i-deals. An example for item is: “I have on-the-job activities different from colleagues” (Chronbach’s $\alpha = .86$).

Perceived organizational support. Employees reported their level of POS using nine-item scale developed by Eisenberger, Huntington, Hutchison, and Sowa (1986). This scale measures the extent to which employees perceive that the organization values their contribution and cares about their well-being. An example of item is, “Help is available from my organization when I have a problem.” (Chronbach’s $\alpha = .94$).

Leader member exchange. Employees rated their perception of LMX using twelve-item scale developed by Linden and Maslyn (1998). This scale measures the employee perception of the quality of relationship with their supervisor. An example of item is: “My department shows a lot of concern for me” (Chronbach’s $\alpha = .90$).

Leader member exchange social comparison. A six-item scale developed by Vidhyarthi et al. (2010) was used to measure LMXSC from employees. This scale measures the employees’ perception of the quality of relationship with their supervisor in comparison to other employees in the department. A sample item is “Relative to the others in my work group, I receive more support from my department head” (Chronbach’s $\alpha = .88$).

Job performance. Supervisor reported each employee's in-role performance using a four-item measure consisting of two items developed by Tsui (1984), and two items by Wayne, Shore, and Liden (1997). An example of item is: "This employee has been performing his/her job the way I would like it to be performed" (Chronbach's $\alpha = .94$).

Organizational citizenship behavior. A twelve-item scale developed by Moorman and Blakely (1992) was used to measure the OCBs of employee from the supervisor. This scale measures the supervisor's perception of extra role behavior towards the (a) organization and (b) individuals. A sample item is: the employee "Shows pride when representing this organization in public" (Chronbach's $\alpha = .93$).

Job satisfaction. Employees reported their level of job satisfaction using three-item scale developed by Cammann, Fichman, Jenkins, and Klesh (1983). This scale measures the extent to which employees are satisfied by overall aspect of their job. An example of item is: "In general, I like my job" (Chronbach's $\alpha = .87$).

Turnover. Organization provided the turnover data for the employees who participated in this study one year after the employee data was collected.

Aggressiveness. Managers rated the extent to which employees within the department compete with each other to get rewards using O'Reilly and colleagues' (1991) three-item scale. A sample item is, the characteristic of the department is "competitive" (Chronbach's $\alpha = .80$).

Respect for people. Managers rated the extent to the department's climate is characterized as caring and respecting others using O'Reilly and colleagues' (1991) three-item scale to measure the team orientation of each unit from the supervisor. A sample item is, the characteristic of the department is "fairness" (Chronbach's $\alpha = .93$).

Control variables. I used age, sex and dyadic tenure with the supervisor as control variables. Further, I controlled for the group size (as level-2 variable) because it may have effect on i-deals to outcomes relationships.

Results

The means, standard deviations and correlations among study variables are shown in Table 2. Before hypotheses testing, I conducted CFAs in order to determine if convergent and discriminant validity exists for the multi-item constructs used in this study. In the first CFA, I examined a seven-factor model which included i-deals, POS, LMX, LMXC, job performance, OCB, and job satisfaction, representing the hypothesized model. This model showed a good fit to the data, $\chi^2(1245) = 2507.10$, $p < .05$; RMSEA = .055; CFI = .98; TLI = .99. All path loadings for the latent constructs were significant confirming the convergent validity. In order to test the discriminant validity, I compared the seven-factor model with several alternative models with fewer factors. The CFA results of hypothesized model and all other alternate models are provided in Table 3. The fit indices results showed that all alternative models yielded poorer fits to the data and the hypothesized seven-factor model best fit the data.

Analytical Strategy

I employed hierarchical linear modeling (HLM; Bryk & Raudenbush, 1992) because the same manager provided job performance and OCB ratings for several employees making data non independent (Hofmann, 1997). HLM was also necessary to test the moderating effect of higher order variable (i.e., aggressiveness) on individual level relationship. For testing direct effects I used the following equation in which group size is level-2 control variable, all other controls and the independent variable (i-deals) are at level-1. For example for testing hypothesis the dependent variable (DV) was changed to job performance.

$$DV_{ij} = \gamma_{00} + \gamma_{01} * GROUP\ SIZE_j + \gamma_{10} * AGE_{ij} + \gamma_{20} * SEX_{ij} + \gamma_{30} * DYADIC\ TENURE_{ij} + \gamma_{40} * IDEALS_{ij} + u_{0j} + r_{ij}$$

Further, to test moderation hypotheses I included the moderator at level-2. The following equation is for testing the moderation effect of unit climate of respect for people on i-deals to LMX relationship (hypothesis 10).

$$LMX_{ij} = \gamma_{00} + \gamma_{01} * GROUP\ SIZE_j + \gamma_{02} * RESPECT\ FOR\ PEOPLE_j + \gamma_{10} * AGE_{ij} + \gamma_{20} * SEX_{ij} + \gamma_{30} * DYADIC\ TENURE_{ij} + \gamma_{40} * IDEALS_{ij} + \gamma_{41} * RESPECT\ FOR\ PEOPLE_j * IDEALS_{ij} + u_{0j} + r_{ij}$$

For testing the mediation hypotheses I used Multilevel Structural Equation Modeling (MSEM) in Mplus. As the data is nested the best way to test multiple mediators together is to use method suggested by Preacher, Zhang, and Zyphur (2011). The Mplus code for testing three mediators was derived from the code for single mediator provided by preacher and colleagues (2011). Appendix C provides the code used to test three mediators. The code contains x = i-deals, m1 = POS, m2 = LMX, m3 = LMXSC, and y = outcome. This analysis was conducted for each outcome separately. The coefficient of path between 'x' and the mediator is 'a' and the coefficient of path the mediator and 'y' is 'b'. The indirect path in the presence of a mediator is represented by 'ab'. In order for the mediation hypotheses to be supported path 'ab' should be significant (see Figure 2). The Mplus code is provided as Appendix C.

Direct Effect Hypotheses Testing

Hypotheses 1(a -d). Hypothesis 1 suggested that i-deals are positively related employee (a) job performance, (b) OCB, (c) job satisfaction, and (d) negatively related to employee turnover. To test these hypotheses I used HLM 6.0 to control for the nesting effect of department membership and supervisor ratings for employees within a department. Table 4 summarizes the results of direct effect hypotheses. First I regressed job performance on i-deals in the presence of

controls and the results showed that there is a significant positive relationship between i-deals and job performance ($\gamma = .42, p < .01$), showing support for hypothesis 1 (a). Then, I followed the same process for OCB as the outcome variable and the results showed there is a significant positive relationship between i-deals and OCB ($\gamma = .39, p < .01$), showing support for hypothesis 1(b). I repeated this process for job satisfaction as the outcome variable and the results showed that i-deals are not significantly related job satisfaction ($\gamma = .06, n.s.$), showing lack of support for hypothesis 1 (c). Continuing the same process for turnover as outcome variable, the results showed that there is a significant negative relationship between i-deals and turnover ($\gamma = -.05, p < .05$), showing support for hypothesis 1(d).

Hypothesis 2. This hypothesis suggested that i-deals are positively related to POS. In order to test this hypothesis, POS was regressed on i-deals in the presence of control variables using HLM. The results showed there is a significant positive relationship between i-deals and POS ($\gamma = .14, p < .01$), showing support for hypothesis 2.

Hypothesis 4. This hypothesis suggested that i-deals are positively related to LMX. In order to test this hypothesis LMX was regressed on i-deals in the presence of control variables using HLM. The results showed there is a significant positive relationship between i-deals and LMX ($\gamma = .38, p < .01$), showing support for hypothesis 4.

Hypothesis 6. This hypothesis suggested that i-deals are positively related to LMXSC. In order to test this hypothesis LMXSC was regressed on i-deals in the presence of control variables using HLM. The results showed there is a significant positive relationship between i-deals and LMXSC ($\gamma = .16, p < .01$) showing support for hypothesis 6. Table 4 provides the HLM coefficients for all of the direct effect hypotheses which include the direct relationships between i-deals and outcomes, and mediators.

Mediating Effect Hypotheses Testing

The mediating hypotheses in this study suggest the mediating role of POS, LMX, and LMXSC for the relationship between i-deals and outcomes. I used the MSEM suggested by Preacher and colleagues (2011) in Mplus to test three mediators simultaneously (the Mplus code is provided as Appendix C).

Hypotheses 3 (a-d). This set of hypotheses suggest the mediation of POS for the relationship between i-deals and employee (a) job performance, (b) OCB, (c) job satisfaction, and (d) turnover. I tested of this hypothesis using MSEM in Mplus. The results for the indirect paths (ab) of I-deals → POS → job performance (.01 [-.01, .03]), OCB (.01 [-.01, .03]), job satisfaction (.07 [-.03, .18]), and turnover (-.00 [-.01, .01]) are insignificant, showing lack of support for Hypothesis 3.

Hypotheses 5 (a-d). This set of hypotheses suggest the mediation of POS for the relationship between i-deals and employee (a) job performance, (b) OCB, (c) job satisfaction, and (d) turnover. I tested of this hypothesis using MSEM in Mplus. The results for the indirect path (ab) of I-deals → LMX → job performance (.04 [.01, .07]) is significant and the indirect paths (ab) for OCB (.04 [-.09, .17]), job satisfaction (.03 [-.02, .08]), and turnover (.00 [-.01, .02]) as outcomes are insignificant, showing partial support for Hypothesis 5.

Hypotheses 7 (a-d). This set of hypotheses suggest the mediation of POS for the relationship between i-deals and employee (a) job performance, (b) OCB, (c) job satisfaction, and (d) turnover. I tested of this hypothesis using MSEM in Mplus. The results for the indirect paths (ab) of I-deals → LMXSC → job performance (.08 [.04, .13]) and OCB (.09 [.03, .14]) as outcomes are significant and the indirect paths (ab) for job satisfaction (.00 [-.08, .08]) and turnover (-.01 [-.04, .02]) as outcomes are insignificant, showing partial support for Hypothesis

7. Table 5 provides the path coefficients for the test of mediation for i-deals to outcomes relationships.

Moderating Effect Hypotheses Testing

Before testing the moderating effect of unit climate for the relationship between i-deals and mediators, I developed null models without any predictors in HLM to estimate the variability in POS, LMX, and LMXSC that can be attributed to group membership. The variability in POS is 3.50 ($\chi^2[48] = 84.51, n.s.$) and LMXSC is 2.92 ($\chi^2[48] = 58.24, n.s.$). There were no significant variance in POS ($ICC[1] = 0.03$) and LMXSC ($ICC [1] = 0.09$) because of group effect which means a group level variable cannot explain any additional variance. Thus, the hypotheses 8 and 9 are not supported. However there was significant variability in LMX, 3.55 ($\chi^2[48] = 117.20, p < .01$), that can be attributed to group membership. For LMX, between-group variance yielded an $ICC(1)$ of .166, indicating that 16.6% of total variance in LMX was due to group membership. In order to test the moderation effect, I included unit climate of respect for people as level-2 variable in HLM. The coefficient of interaction term (i-deals x respect for people) was non-significant ($\gamma = .00, n.s.$), showing lack of support for hypotheses 10. The results of test for hypothesis 10 are provided in Table 6. I also conducted chi-square test for i-deals to mediator relationships to show between group variance in slope for each of these relationships. It was not significant for POS ($\chi^2[48] = 45.48, n.s.$), LMX ($\chi^2[48] = 47.55, n.s.$), and LMXSC ($\chi^2[48] = 56.91, n.s.$), suggesting no group level moderators are present for any of these relationships. Thus, hypotheses 8, 9, and 10 are not supported.

Discussion

The purpose of this study was to explain when and how i-deals will result in positive employee outcomes in the form job performance, OCB, job satisfaction and reduced turnover. I tested this research question by collecting data from a large private university in India. Using social exchange theory I hypothesized that i-deals are positively related to employee outcomes and I found support for 3 out of 4 outcomes. This is the first study that explains the effect of i-deals on job performance and employee turnover. Thus this study contributes to the i-deals literature by showing that if i-deals can generate higher levels of employee performance and reduce employee turnover in organizations. Employees who are able to successfully negotiate i-deals with their supervisor are less likely to quit the organization. Further, I also found support for employees who get i-deals are more likely to indulge in citizenship behaviors that are beneficial to the organization as well as coworkers.

This study has also been able to demonstrate that i-deals lead to increased perception of the quality of social exchange relationships, justifying the use of social exchange theory in explaining i-deals to outcomes relationships. The findings of this study suggest that giving i-deals to employees increase their perception that the organization cares about their wellbeing. Moreover getting i-deals increases employees' perception of the quality of relationship with their supervisor. Thus, employees who get i-deals perceive themselves to be part of the in-circle of their supervisor. The research on LMX shows that people who are in the in-circle are high performers.

Another substantial finding of this study is that LMXSC mediates the relationship between i-deals and outcomes even after controlling for the mediating effect of POS and LMX. Employees indulge in social comparison of quality of relationship with the supervisor which acts

as a medium through which i-deals transform into performance and OCB. Whereas, I did not find support for mediation of LMXSC the relationship between i-deals and turnover. One of the reasons for lack of mediation can be the factors outside the scope of this study that affect turnover such as market conditions. Moreover, there was a small negative effect of i-deals on turnover which gets diluted when we add mediators. In order to come to conclusion the mediation hypotheses for i-deals to turnover relationship should be tested in a large sample where there is significant number of employees who quit the organization. That being said, this study is the first study that shows that i-deals have a significant negative effect on turnover. Organization and managers can increase the use of i-deals to reduce employee turnover. However, this finding only suggest that employees who are getting i-deals are less likely to quit, no conclusions can be made about employees who are not getting i-deals. There is a high likelihood that if i-deals are perceived as unfair by the coworkers, it may result in increase in department level or organizational level turnover. Future research in i-deals should look into this aspect of i-deals to turnover relationship.

Theoretical Implications

From a theoretical perspective this study extends the i-deals theory. Past research has shown i-deals as a social exchange. The mediation of social exchange relationships in the form of LMX shows that i-deals transform into employee outcomes via social exchange relationships. The partial support for hypothesis 4 has contributed to fill the existing gap in the i-deals literature by revealing the mediation of social exchange relationship. Further this study takes another step to contribute to the i-deals theory by showing the mediational role of social comparison in the form of LMXSC. This answers the call of Cropanzano and Mitchell (2005) to use other exchange rules in addition the norm of reciprocity (Gouldner, 1960). I combined social exchange (Blau,

1964) with social comparison (Festinger, 1954) theory to hypothesize the mediation of LMXSC for i-deals to outcomes relationships. The significant findings demonstrated the mediational role of LMXSC for the relationship between i-deals and job performance, and OCB. The mediation of LMXSC after controlling for the mediational effects of POS and LMX shows that social comparisons explain i-deals to outcomes relationships over and beyond what has been explained by social exchange theory. This is a significant contribution to building theory around i-deals. Future researcher can further investigate the role of social comparisons in different contexts that may affect i-deals to outcomes relationships.

In contrast to LMX and LMXSC, POS was not a mediator for any i-deals to outcomes relationships. This is unexpected and the reason can be attributed to the power vested in supervisor to negotiate i-deals with the employees. As the i-deals are given by supervisor LMX and LMXSC mediation becomes more significant, employees may see i-deals more as discretion of the supervisor rather than coming from the organization. Thus, this result is contrary to the findings Liu and colleagues (2013) where POS mediated the relationship between i-deals and employee affective commitment, and proactive behavior. However in this study the outcomes were different which may justify the lack of support for mediation of POS. There is a need for further research that explains the boundary conditions for the mediation of POS, such as employee perception of source of i-deals.

The lack of relationship between i-deals and job satisfaction is also unexpected. It is believed that i-deals should result in higher job satisfaction, which was not supported in this study. One of the reasons can be that i-deals itself may not explain the variance in job satisfaction. Other aspects of the job such as working condition, salary, colleagues, and supervisor may have higher impact on job satisfaction.

Further, I did not find support for moderation of unit climate for the relationship between i-deals and mediators (POS, LMX and LMXSC). I did not find significant variation in POS and LMXSC because of group membership. I found significant variation in LMX that can be because of group membership. However the moderation effect of respect for people climate in the department was not significant. There can be other group level variables that can explain some portion of 16.6% variation in LMX, such as other dimensions of unit climate or groups acceptability if i-deals . During additional analyses I found significant variability in employee performance and OCB that can be attributed to group effects. That means path ‘c’ can have a group moderator whereas there cannot be any group level moderator for paths ‘a’ and ‘b’ for this data (see Figure 2).

Practical Implications

This study provides a valuable insight into better understanding and execution of i-deals within organizations. From a managerial perspective it is very important to know why i-deals are important. The findings that i-deals are positively related to social exchange relationships (POS and LMX) are very important. I-deals can help managers and organizations to form individualized relationships with each and every employee. More idiosyncratic treatment of employees based on the personal needs can generate quality relationships with the supervisor and organizations. Employees feel that their supervisor and the organization care about their wellbeing. Further, if employees perceive that they are getting something special (i-deals), this makes them feel closer to their supervisor in comparison to their colleagues. The findings suggest, how i-deals transform into performance and OCB. Thus, LMXSC work as medium through which information on i-deals are processed and acted upon. Managers can use i-deals to make employees feel special and thus increase the employee’s perceptions of the quality of

relationship with them. Organizations, managers, and employees can be creative in formulating the content of i-deals, so that it may benefit all stake holders of i-deals, which in turn, will create better working relationships at work, and produce better outcomes for the organizations and employees.

Strengths

One of the most important strength of this research is that I combined two established theories (social exchange and social comparison) to explain relationships between i-deals and employee outcomes. This extends i-deals research from social exchange to social comparison. In addition to that, I was also able to contribute to the literature by explaining, some unexplained outcomes in the form of employee performance and turnover. The use of rigorous and updated methods to test the direct effects and mediation hypotheses is also one of the strengths of this study. I have used HLM and MSEM to control for the effects of group membership and supervisor rating effects, which make the results more acceptable. Use of a relatively large number of participants from a non-western sample is also strength of our study. Nonwestern samples are still under-represented in organizational behavior studies and this study addresses that issue. Further strengths of this study include multi-source and time lagged data to reduce rater biases.

Limitations

Despite the aforementioned strengths, this study is not without limitations. The study is based on the assumption that i-deals comes from managers, if in an organization this power is vested in somebody other than the managers, the results will be different. For example, HR representative or the employer sometimes may offer i-deals beyond the power or control of immediate supervisor and such scenarios transcend the scope of this study. It is also possible that subordinates could be important stakeholders as success of i-deals may partly depend on

cooperation from them. This study clearly did not take those factors into account and future research is needed to develop a more comprehensive with a role for all stakeholders.

Even though I made theory based arguments on the direction of relationship between independent and dependent variables, the cross section design of the study refrain me from claiming causal relationships. Even though I used time lagged data future research involving truly longitudinal and experimental design are needed to establish causality among the study variables. Another limitation of this study is the generalizability of the findings. As stated in the previous section the findings of this study has been supported in a non-western sample and the question still remains if the results will hold in a western sample. Future researchers should replicate this study in western sample to see if the results will hold.

Conclusion

In this research, I asked the question if i-deals affect employee outcomes and the answer is 'yes'. Further I was able to explain 'how' i-deals transform into outcomes using social exchange and social comparison theories. I was also able to demonstrate the central role of social comparison for i-deals to outcomes relationships. I would expect future researchers to build on the findings of this study and investigate social comparisons that are triggered because of i-deals and their impact on i-deals to outcomes relationships in different contexts. This will help in building comprehensive theory around i-deals.

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Table 1

Measures

Measures/scales	Rater	Source
<i>Individual level</i>		
Idiosyncratic deals (i-deals)	Employee	Hornung, Rousseau, & Glaser (2008)
Perceived organizational support (POS)	Employee	Eisenberger, Huntington, Hutchison, & Sowa (1986)
Leader-member exchange (LMX)	Employee	Liden & Maslyn (1998)
Leader-member exchange social comparison (LMXSC)	Employee	Vidyarthi, Liden, Anand, Erdogan, & Ghosh (2010)
Job Performance	Manager	Tsui (1984); Wayne, Shore, & Liden (1997)
Organizational citizenship behavior (OCB)	Manager	Moorman & Blakely (1992)
Job Satisfaction	Employee	Cammann, Fichman, Jenkins, & Klesh (1983)
Turnover	Organization	Turnover data from the organization (one year after the first round of surveys were collected)
<i>Unit level</i>		
Unit climate: Respect for people	Manager	O'Reilly, Chatman, & Caldwell (1991)
Unit climate: Aggressiveness	Manager	O'Reilly, Chatman, & Caldwell (1991)

Table 2

Means, standard deviations, and correlations for the study variables

		Level	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Age	1	38.2	5.6													
2	Sex	1	1.40	0.5	-.05												
3	Dyadic tenure	1	4.14	1.4	.40**	-.00											
4	Group size	2	7.80	2.5	-.07	.03	-.00										
5	I-deals	1	2.34	0.9	.01	-.11*	.14**	-.00									
6	POS	1	3.50	0.9	.03	.01	.00	-.00	.13*								
7	LMX	1	3.55	0.9	.01	-.03	.01	-.01	.16**	.63**							
8	LMXSC	1	2.92	0.9	.09	-.05	.15**	-.04	.37**	.49**	.54**						
9	Aggressive	2	2.93	0.8	.01	.00	-.01	.01	-.00	-.01	.02	-.02					
10	Respect for people	2	3.21	1.1	-.03	-.05	.02	-.07	.00	.03	.10	.09	-.17**				
11	Job performance	1	3.31	1.0	.08	.01	.16**	-.16**	.36**	.35**	.30**	.46**	-.05	.20**			
12	OCB	1	3.28	0.9	.07	-.01	.16**	-.11*	.37**	.31**	.41**	.46**	-.01	.18**	.87**		
13	Job satisfaction	1	4.09	0.9	.03	.05	.09	-.00	.08	.54**	.41**	.28**	-.03	-.04	.17**	.17**	
14	Turnover	1	0.21	0.4	-.15**	.04	-.12*	-.09	-.13*	-.03	.00	-.07	-.03	.06	-.05	-.11*	-.11*

N = 338; *p < 0.05; **p < 0.01

Table 3

CFA results of hypotheses and alternate models

Variable	χ^2	<i>df</i>	RMSEA	CFI	TLI	$\Delta\chi^2(\Delta df)$
1. Seven-factor Model	2507.10	1245	.055	.98	0.98	
2. Six-factor Model (combining LMX and LMXSC)	3392.50	1251	.071	.97	0.97	885.40 (6)**
3. Five-factor model (combining LMX, LMXSC, and POS)	4610.02	1256	.089	.96	.95	1217.52 (5)**
4. Four-factor Model ([combining LMX, LMXSC, and POS] and [JP and OCB])	4724.52	1260	.090	.95	.95	114.50 (4)*
5. Three-factor Model ([combining LMX, LMXSC, and POS] and [Job performance, OCB and job satisfaction])	5470.34	1263	.099	.94	.94	745.82 (3)**
6. Two-factor Model ([combining LMX, LMXSC, POS, job performance, OCB and job satisfaction])	15139.89	1265	.180	.90	.89	9669.89 (2)**
7. One-factor Model	15953.60	1266	.186	.89	.88	813.71 (1)**

N = 338; *p < 0.05; **p < 0.01

Table 4

HLM results for direct relationships between i-deals and outcomes and mediators

	Outcomes				Mediators		
	Job Performance	OCB	Job Satisfaction	Turnover	POS	LMXSC	LMX
Intercept, γ_{00}	3.08**	2.93**	3.70**	0.72**	3.12**	2.39**	3.26**
Age	.01	.01	.00	.01**	.00	.01*	.00
Sex	.18	.09	.10	.00	.09	.01	.00
Dyadic tenure	.02	.03	.05	-.01	-.01	-.04	-.00
Group size	-.06	-.04	-.00	-.01	.00	-.01	-.00
I-deals	.42**	.39**	.06	-.05*	.14**	.38**	.16**

N = 338; *p < 0.05; **p < 0.01

Table 5

Path coefficients for test of mediation of POS, LMX, and LMXSC

Regression paths	Job Performance	OCB	Job Satisfaction	Turnover
I-deals → POS (a)	.16**	.15	.16	.16**
POS → outcome (b)	.08	.04	.44**	-.02
I-deals → POS → outcome (ab) <i>Test for hypotheses 3</i>	.01 [-.01, .03]	.01 [-.01, .03]	.07 [-.03, .18]	-.00 [-.01, .01]
I-deals → LMX (a)	.18**	.18	.18	.18**
LMX → outcome (b)	.22**	.22	.16	.02
I-deals → LMX → outcome (ab) <i>Test for hypotheses 5</i>	.04 [.01, .07]	.04 [-.09, .17]	.03 [-.02, .08]	.00 [-.01, .02]
I-deals → LMXSC (a)	.41**	.40*	.41**	.41**
LMXSC → outcome (b)	.20**	.22*	.00	-.03
I-deals → LMXSC → outcome (ab) <i>Test for hypotheses 7</i>	.08 [.04, .13]	.09 [.03, .14]	.00 [-.08, .08]	-.01 [-.04, .02]
AIC	4274.14	4267.24	4227.49	3832.29

N = 338; *p < 0.05; **p < 0.01

Table 6

HLM results for test of hypothesis 10

	LMX			
	Model 1	Model 2	Model 3	Model 4
Intercept, γ_{00}	3.62**	3.64**	3.45**	3.28**
Age	.00	.00	.00	.00
Sex	-.05	-.02	-.03	-.00
Dyadic tenure	-.00	-.02	-.03	-.01
Group size	-.01	-.01	-.01	.00
I-deals		.16**	.16**	.16
Respect for people			.06	.07
I-deals x Respect for people				-.00
AIC	875.82	867.36	824.80	879.88
Δ AIC		8.46	42.56	-55.08

N = 338; *p < 0.05; **p < 0.01

Table 7

Summary of hypotheses testing results for i-deals

Hypotheses	Type	DV	Results
1(a)	Direct effect	Job Performance	Supported
1(b)	Direct effect	OCB	Supported
1(c)	Direct effect	Job Satisfaction	Not supported
1(d)	Direct effect	Turnover	Supported
2	Direct effect	POS	Supported
3(a-d)	Mediation (POS)	Job Performance, OCB, Job Satisfaction, Turnover	Not supported
4	Direct effect	LMX	Supported
5(a-d)	Mediation (LMX)	Job Performance, OCB, Job Satisfaction, Turnover	Partially Supported
6	Direct effect	LMXSC	Supported
7(a-d)	Mediation (LMXSC)	Job Performance, OCB, Job Satisfaction, Turnover	Partially Supported
8 & 9	Moderation (Aggressiveness)	POS & LMXSC	Not supported
10	Moderation (Respect for people)	LMX	Not supported

Figure 1

Research model showing the hypothesized relationships

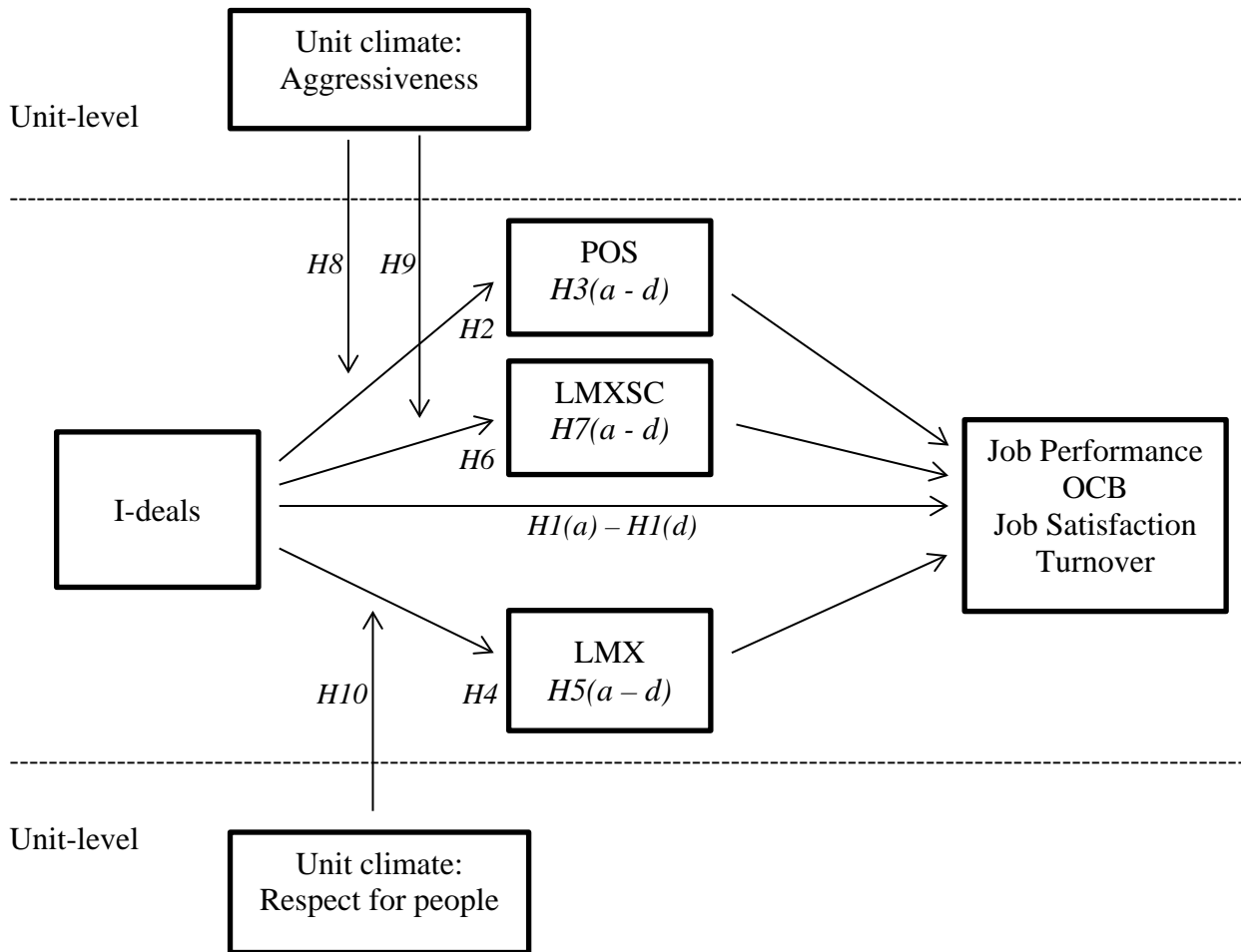
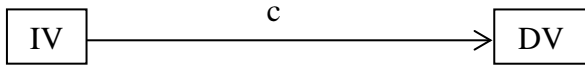


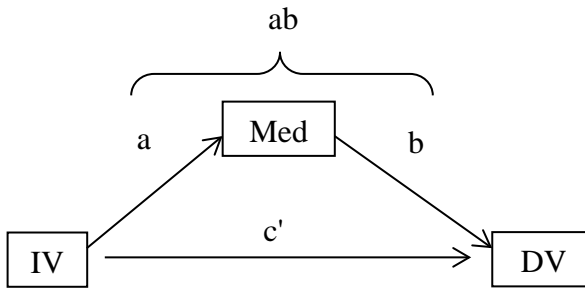
Figure 2

Path coefficients for mediation

A.



B.



APPENDICES

Appendix A

Employee/Faculty Survey

Section A: The following statements ask about your department head, colleagues, university, and yourself. Please select your response from **Strongly Disagree = 1 to Strongly Agree = 5** presented below and enter the corresponding number in the space to the left of each statement.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
1	2	3	4	5

1.	___	I like my department head very much as a person.
2.	___	My department head is the kind of person one would like to have as a friend.
3.	___	My department head is a lot of fun to work with.
4.	___	My department head defends my work actions to a superior, even without complete knowledge of the issue.
5.	___	My department head would come to my defense if I were “attacked” by others.
6.	___	My department head would defend me to others in the organization if I made an honest mistake.
7.	___	I do work for my department head that goes beyond what is specified in my job description.
8.	___	I am willing to apply extra efforts, beyond those normally required, to meet my department head’s work goals.
9.	___	I do not mind working my hardest for my department head.
10.	___	I am impressed with my department head’s knowledge of his/her job.
11.	___	I respect my department head’s knowledge and competence on the job.
12.	___	I admire my department head’s professional skills.
13.	___	When I am in a dilemma, my colleagues will help to ensure the completion of my important task.
14.	___	My colleagues have asked for my advice in solving a job-related problem of theirs.
15.	___	I would come to a colleague’s defense if he/she were being criticized.
16.	___	I respect my colleagues as professionals in our line of work.
17.	___	My colleagues create an atmosphere conducive to accomplishing my work.
18.	___	My colleagues are the kind of people one would like to have as friends.
19.	___	Even when they disagree with me, my colleagues recognize and respect my judgments and decisions.
20.	___	I feel that I am loyal to my colleagues.
21.	___	My colleagues value the skills and expertise that I contribute to our work group.
22.	___	My department shows a lot of concern for me.
23.	___	My department cares about my general satisfaction at work.
24.	___	My department really cares about my well-being.
25.	___	My department strongly considers my goals and values.
26.	___	My department cares about my opinion.
27.	___	When I do best job possible, my department would notice it.

28.	_____	My department takes pride in my accomplishments at work.
29.	_____	My department is willing to extend itself in order to help me perform my job to the best of my abilities.
30.	_____	Help is available from my department when I have a problem.
31.	_____	I feel attached to this department/university.
32.	_____	It would be difficult for me to leave this department/university.
33.	_____	I'm too caught up in this department/university to leave.
34.	_____	I feel tied to this department/university.
35.	_____	I simply could not leave the department/university that I work for.
36.	_____	It would not be easy for me to leave this department/university.
37.	_____	I am tightly connected to this department/university.
38.	_____	All in all, I am satisfied with my job.
39.	_____	In general, I like my job.
40.	_____	In general, I like working here.
41.	_____	I will probably look for a job in the near future.
42.	_____	At the present time, I am actively searching for another job in a different University/college.
43.	_____	I intend to quit my job.
44.	_____	I am satisfied with the success I have achieved in my career.
45.	_____	I am satisfied with the progress I have made towards meeting my overall career goals.
46.	_____	I am satisfied with the progress I have made towards meeting my goals for advancement.
47.	_____	I am satisfied with the progress I have made towards meeting my goals for the development of new skills.
48.	_____	My job utilizes my skills and talents well.
49.	_____	I feel like I am a good match for this organization.
50.	_____	I feel personally valued by this department/university.
51.	_____	I like my work schedule (e.g., flextime, shift).
52.	_____	I fit with this department/university's culture.
53.	_____	I like the authority and responsibility I have at this department/university.
54.	_____	I have a lot of freedom on this job to decide how to pursue my goals.
55.	_____	The perks on this job are outstanding.
56.	_____	I feel that people at work respect me a great deal.
57.	_____	It would have high cost for me if I left this department/university.
58.	_____	I would sacrifice a lot if I left this job.
59.	_____	My promotional opportunities are excellent here.
60.	_____	I am well compensated for my level of performance.
61.	_____	The benefits are good on this job.

62.	_____	I believe the prospects for continuing employment with this university are excellent.
63.	_____	I have a better relationship with my department head than most others in my work group.
64.	_____	When my department head cannot make it to an important meeting, it is likely that s/he will ask me to fill in.
65.	_____	Relative to the others in my work group, I receive more support from my department head.
66.	_____	The working relationship I have with my manager is more effective than the relationships most members of my group have with my department head.
67.	_____	My department head is more loyal to me compared to my coworkers.
68.	_____	My department head enjoys my company more than s/he enjoys the company of other group members.

Section B: The following questions ask about the extent to which your work arrangements (e.g., work hours, job duties) are different from your coworkers. Please select your response from **Not at all = 1** to **To a very large extent = 5** presented below.

Not at all	Slightly	Somewhat	To a large extent	To a very large extent
1	2	3	4	5

1.	_____	My schedule is different from colleagues.
2.	_____	I have fewer job demands compared to colleagues.
3.	_____	I have on-the-job activities different from colleagues.
4.	_____	I have training opportunities different from colleagues.
5.	_____	I have skill development opportunities different from colleagues.
6.	_____	I have flexibility in changing who I work with.
7.	_____	My performance goals are different from colleagues.
8.	_____	I have career development opportunities different from colleagues.

Section C: The following statements ask about your community, place where you live and neighborhood. Please select your response from **Strongly Disagree = 1** to **Strongly Agree = 5** presented below and enter the corresponding number in the space to the left of each statement.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
1	2	3	4	5

1.	_____	I really love the place where I live.
2.	_____	I like the family-oriented environment of my community.
3.	_____	This community I live in is a good match for me.
4.	_____	I think of the community where I live as home.
5.	_____	The area where I live offers the leisure activities that I like (e.g., sports, outdoors, cultural, arts).
6.	_____	Leaving my community would be hard.

7.	_____	People respect me a lot in my community.
8.	_____	My neighborhood is safe.
9.	_____	My family roots are in the community where I live.

Section D: The following statements ask about yourself. This section asks questions that will be used to describe the general characteristics of the survey participants.

What is your current age?	_____ Years
What is your gender?	<input type="checkbox"/> Male <input type="checkbox"/> Female
Are you currently married?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you own the home you live in?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How long have you worked in the teaching career?	_____ Years and _____ Months
How long have you been employed with this university?	_____ Years and _____ Months
How long have you worked in your current position?	_____ Years and _____ Months
How long have you been working with your current department head?	_____ Years and _____ Months
How many colleagues do you interact with regularly?	_____
How many colleagues are highly dependent on you?	_____
How many work teams/committees are you on?	_____

Name:

Department:

Email:

Reporting officer/HOD/Supervisor's Name:

Appendix B

Department Head Survey

Section A: The following statements ask about the faculty members in your department. Please select your response from **Strongly Disagree = 1 to Strongly Agree = 5** presented below and enter the corresponding number in the space to the left of each statement.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
1	2	3	4	5

1.	Has been performing his/her job the way I would like it to be performed															
2.	Has been effectively fulfilling his/her roles and responsibilities															
3.	If I entirely had my way, I would not change the manner in which this employee is performing his/her job															
4.	Overall level of performance is high.															
5.	Goes out of his/her way to help co-workers with work-related problems															
6.	Voluntarily helps new employees settle into the job															
7.	Frequently adjusts his/her work schedule to accommodate other faculties' requests for time-off															
8.	Always goes out of the way to make newer faculties feel welcome in the work group															
9.	Shows genuine concern and courtesy toward colleagues, even under the most trying business or personal situations															

10.	Defends the department when other employees criticize it																
11.	Encourages friends and family to use department's services.																
12.	Defends the department when outsiders criticize it																
13.	Shows pride when representing the this department in public																
14.	Actively promotes the department/university to potential students.																
15.	Is given special opportunities for skill development.																
16.	Is given special training opportunities.																
17.	Is given special opportunities for his/her career development																
18.	Is given on-the-job activities different from his/her colleagues.																

Section B: A number of descriptors are listed to describe the culture of the department. Place a “check” in the appropriate column to indicate how characteristic the descriptor is of your department. Place a “check” in the box is the answer is “yes.”

		Strongly uncharacteristic of my department	Moderately uncharacteristic of my department	Neutral	Moderately characteristic of my department	Strongly characteristic of my department
0.	<i>Example</i>				✓	
1.	Respect for individual					
2.	Fairness					
3.	Tolerance					
4.	Achievement oriented					
5.	Action oriented					
6.	High expectations					
7.	Results oriented					
8.	Team oriented					
9.	Collaboration					
10.	People oriented					
11.	Aggressive					
12.	Competitive					
13.	Socially responsible					

Section C: The following statements ask about yourself. This section asks questions that will be used to describe the general characteristics of the survey participants.

What is your current age?	_____ Years
What is your sex?	<input type="checkbox"/> Male <input type="checkbox"/> Female
How long have you been employed with LPU?	_____ Years and _____ Months
How long have you worked in your current position?	_____ Years and _____ Months

Name:

Email:

Department:

Appendix C

Mplus MSEM Code for Three Mediators

```
TITLE: I_3-Mediator (MSEM)
DATA: FILE IS mydata.dat; ! text file containing raw data in long format
VARIABLE: NAMES ARE
id x m1 m2 m3 y;
USEVARIABLES ARE
id x m1 m2 m3 y;
CLUSTER IS id; ! Level-2 grouping identifier
ANALYSIS: TYPE IS TWOLEVEL RANDOM;
MODEL: ! model specification follows
%WITHIN% ! Model for Within effects follows
m1 ON x(aw1); ! regress m1 on x, call the slope "aw1"
m2 ON x(aw2); ! regress m2 on x, call the slope "aw2"
m3 ON x(aw3); ! regress m3 on x, call the slope "aw3"
y ON m1(bw1); ! regress y on m1, call the slope "bw1"
y ON m2(bw2); ! regress y on m2, call the slope "bw2"
y ON m3(bw3); ! regress y on m3, call the slope "bw3"
y ON x; ! regress y on x
%BETWEEN% ! Model for Between effects follows
x m1 m2 m3 y; ! estimate Level-2 (residual) variances for x, m1, m2, m3 and y
m1 ON x(ab1); ! regress m1 on x, call the slope "ab1"
m2 ON x(ab2); ! regress m2 on x, call the slope "ab2"
m3 ON x(ab3); ! regress m3 on x, call the slope "ab3"
y ON m1(bb1); ! regress y on m1, call the slope "bb1"
y ON m2(bb2); ! regress y on m2, call the slope "bb2"
y ON m3(bb3); ! regress y on m3, call the slope "bb3"
y ON x; ! regress y on x
MODEL CONSTRAINT: ! section for computing indirect effects
NEW (indb1 indb2 indb3 indw1 indw2 indw3); ! name the indirect effects
Indw1=aw1*bw1; ! compute the Within indirect effect
Indw2=aw2*bw2; ! compute the Within indirect effect
Indw3=aw3*bw3; ! compute the Within indirect effect
Indb1=ab1*bb1; ! compute the Between indirect effect
Indb2=ab2*bb2; ! compute the Between indirect effect
Indb3=ab3*bb3; ! compute the Between indirect effect
OUTPUT: TECH1 TECH8 CINTERVAL; ! request parameter specifications, starting values,
! optimization history, and confidence intervals for all effects
```

Vita

Satvir Singh was born in a small village of Punjab in India. The first son of Lal Singh and Baljit Kaur, he completed all of his initial schooling from Army School Unchi Bassi and graduated from high school in 2000. He entered the Army Institute of Law affiliated to the Punjabi University to pursue his professional degree in law. He graduated with B.A. (Law) degree in 2004 and Bachelor of Laws degree in 2006 from the Punjabi University. Right after finishing the law degree he started practicing as an attorney at the Punjab and Haryana High Court, where he handled writ petitions related to employment law area. He decided to pursue masters of business administration degree from the U.S. and got accepted at the Willamette University (Salem, Oregon), where he was recipient of merit-based scholarship (2007-2009). Satvir completed his master of business administration degree in 2009 and worked on a project with Marion County in Oregon to improve the performance evaluation system. He also managed a couple of small businesses before starting his doctorate in international business at the University of Texas at El Paso in August 2010. He focused on his research and teaching in the fields of Organizational Behavior, Human Resource Management, and International Business. Noted accomplishments during the doctoral degree process include paper acceptances and presentations at the Academy of Management conferences, publication in *Career Management Quarterly*, and acceptance for publication in *Human Relations Journal*. Satvir is planning to stay in academia and is joining Emporia State University as Assistant Professor of Management.

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This dissertation was typed by Satvir Singh.