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Goal Alignment: Construct Development and Measurement of a Moderator of Commitment

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Abstract

Previous research has provided evidence that commitment to one target can have implications for outcomes of relevance to another. In this research, I propose a construct, goal alignment, to help explain these crossover effects. I also develop a scale to assess goal alignment, the target-free Goal Alignment Measure (GAM), and investigate its moderating effects as they pertain to organizational and occupational commitment. Two studies were conducted in this research, an experimental vignette design with a student population and a survey study with full-time employees. Results provide support for the psychometric quality of the GAM but mixed support for goal alignment as a moderator. However, goal alignment is found to act as a unique predictor of occupational commitment, organizational commitment, and some outcomes. Implications for research, organizations, and occupational groups are discussed.

Keywords: occupational commitment, professional commitment, organizational commitment, goals, goal alignment

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Introduction

There is a longstanding understanding by researchers that individuals can form commitments to multiple targets (e.g., Meyer & Allen, 1997; Reichers, 1985). Yet, the majority of research on workplace commitment focuses on investigating relations with commitment to only one of these targets, the organization. Organizational commitment has proven to be a fruitful subject for research and a desirable construct for organizations to foster, partly because of its association with organization-relevant outcomes, such as employee turnover (for a meta-analytic review, see Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). However, in the face of the changing landscape of the workplace, where mergers, layoffs, and other events that can disrupt the employee-organization relationship are on the rise (Blau, 2001; Meyer, 2009), organizations find themselves in a position where it can be difficult to foster organizational commitment. Employees, instead, might establish their commitment to other targets, such as their current projects, careers, clients, work teams, and occupations (Carson & Bedeian, 1994). In this regard, because occupations can play a key role in individuals' lives (Lee, Carswell, & Allen, 2000), occupational commitment is, potentially, one of the most important constructs to investigate. Commitment to one's occupation has also been found to be related to outcomes relevant to organizations, occupational groups, and employees (for reviews of these findings, see Lee et al., 2000, and Meyer & Espinoza, 2016).

To contribute to our understanding of commitment to targets other than the organization, I investigated the role of a new construct, goal alignment, that I theorize influences the relations between commitment and outcomes. Goal alignment is defined as *the perception that the goals of one target (e.g., the organization) are compatible with*

those of another (e.g., the occupation), such that the achievement of one target's goals aids, or provides the opportunity to contribute to, the achievement of the goals of other targets. The research presented here focused on developing a measure of goal alignment and conducting preliminary investigations into its potential role as a moderator between occupational commitment and organization-relevant outcomes.

Goal alignment is likely to be important in situations where employees have several options of how to behave and the course of action taken has implications for multiple targets of commitment. Although there is a wide range of situations in which goal alignment could be influential, for practical purposes, there are two scenarios of particular interest, a) when an employee is highly committed to one target but weakly committed to another and b) when an employee is highly committed to multiple targets. These situations are of interest because they present instances in which goal alignment is expected to have the greatest impact on the relations of commitment with behavior, and ultimately, with outcomes.

In the present research, goal alignment was investigated in relation to commitment to two targets, the occupation and the organization. Moreover, goal alignment was approached from the perspective of the organization. That is, the focus was on determining how employees might behave in relation to the attainment of organizational goals under conditions of alignment, non-alignment, and misalignment of organizational and occupational goals. For example, the first scenario described above could entail a situation in which an employee is highly committed to his or her occupation but weakly committed to the organization. Here, goal alignment could present an opportunity for the organization to leverage an employee's strong occupational

commitment to attain its own goals. However, capitalizing on an employee's occupational commitment could be impacted by whether the organization can present the goals of the occupation and the organization as compatible, such that by aiding the organization in attaining its goals, the employee also perceives he or she is contributing to the goals of the occupation.

In addition to its practical implications, the present research also contributes to commitment theory by helping to explain when and why commitments to different targets are related, and exploring one avenue of how commitment to one target can have implications for outcomes of relevance to another. In particular, it might help to explain the findings linking occupational commitment to organization-relevant outcomes like job involvement, job satisfaction, intentions to leave the organization, supervisor-rated performance, knowledge sharing among employees, and increased employee creativity, among others (Lee et al., 2000; Tsoumbris and Xenikou, 2010; Swart, Kinnie, van Rossenberg, & Yalabik, 2014; Madjar, Greenberg, & Chen, 2011).

The Goal Alignment Construct

The notion of goals as key to motivating behavior has been well-established within industrial/organizational psychology (e.g., Locke, 1991, 1997; Locke & Latham, 1990, 2002). Relatedly, Meyer, Becker, and Vandenberghe (2004) have proposed an integrative model of motivation and commitment in which they argue that target-relevant goals are a key mediating mechanism in the relation between commitment and support behaviors. It follows, therefore, that when the goals of two targets of commitment are aligned, commitment to one target can contribute to the attainment of outcomes of relevance to the other, even when commitment to the latter is weak. For example, if

employees see the goals of their organization and occupation as being aligned, their commitment to the occupation can lead them to engage in behavior of benefit to the organization even under conditions where they have no long-term commitment to the organization.

It is important to note that goal alignment, as it is conceptualized for the purposes of this research, is distinct from 'goal congruence,' as it is defined and measured in the person-environment fit literature. Goal congruence was initially conceptualized as the degree of agreement in managers' and employees' perceptions of organizational goals (e.g., Jauch et al., 1980). More recently, goal congruence has been conceptualized as the perceived consistency between an individual's personal goals and the goals of the organization (Supeli and Creed, 2014) based on work by Nadler and Tushman (1992) defining congruence as ''the degree to which the needs, demands, goals, and structures of one component are consistent with the needs, demands, goals, and structures of another component" (p. 51). In both cases, goal congruence has been investigated as an antecedent of organizational commitment. In the first case, employees were expected to experience greater organizational commitment stemming from the degree of fit between managers' and their own perceptions of organizational goals. In the second case, employees who perceived greater goal congruence were expected to be more committed to the organization based on the extent to which they perceived their personal goals and the goals of the organization to be consistent.

Goal alignment is most similar to the second conceptualization of goal congruence. However, the perceived degree of consistency between employees' personal goals and the goals of the organization is only one of many potential forms of alignment.

Secondly, although there are similarities between goal congruence and goal alignment, I propose that they are distinct in the roles they are meant to play in their relations with commitment. Goal congruence is well-established as an antecedent to commitment (Kristof, 1996; Kristof-Brown, Zimmerman, & Johnson, 2005), but has not been proposed to have any implications for the relations between commitment to one target and outcomes relevant to another. While goal alignment potentially serves as an antecedent of commitment, it is also expected to act as a moderator between commitment to an alternate target (e.g., occupation) and organization-relevant behavior.

Developing A Measure of Goal Alignment

Prior to developing a measure of goal alignment I established three objectives. The first was to develop a measure of the construct with a maximum of five items, so that it could be employed without unduly increasing the burden on respondents when incorporated in surveys with other measures, including commitment to various targets. A second goal was to develop a measure of goal alignment that could be easily adapted to assess the perceived alignment of the goals of many different targets. The measure was therefore to be 'target-free', such that researchers or practitioners using the scale could easily place any targets of interest in the appropriate places within each item. A third goal was to use simple and straightforward language to enhance readability.

Development of the measure proceeded as follows. First, the items in Supeli and Creed's (2014) measure were adapted to allow for the assessment of compatibility between the goals of multiple targets. Following these modifications, I eliminated items that measured the degree to which the goals of two targets are the same rather than the

degree to which they are compatible (e.g., “Achieving this organization’s goals also means attaining my personal goals”).

Additional items were then generated bringing the scale to 10 items. Equal numbers of regular (goal alignment) and reversed coded (goal misalignment) items were included. The inclusion of reverse-coded items was based on recommendations in Kam and Meyer (2015) who cautioned that the exclusion of reverse-coded items can lead to bias in construct correlations. That is, when only uniformly-coded items are included in a scale, correlations with other constructs can reflect both the content and valence (e.g., desirability) of the items. They demonstrated that this bias can be minimized by using a balance of regular and reverse-coded items. Balancing item direction can also help to minimize the effects of acquiescence response bias (Jackson & Messick, 1958).

A balanced set of opposite-valenced items also allows for the interpretation of mean scores as indicating alignment, non-alignment, or misalignment between targets’ goals. With the inclusion of an equal number of reverse-scored items, mean scores on the measure at the high end of the scale (approx. 5.5-7) are proposed to reflect alignment, means near the midpoint (approx. 3-5) are proposed to reflect non-alignment, while means at the low end of the scale are proposed to reflect misalignment.

After calculating a readability score using Readibility-Score.com (Child, 2016), items with scores greater than the cutoff score for the general public (8) were eliminated from the scale. A final version of the Goal Alignment Measure (GAM) was then compiled, containing four target-free items with response options ranging from strongly disagree (1) to strongly agree (7). A copy of the complete scale can be found in Appendix A.

Goal Alignment and Commitment

In this research, I conducted preliminary investigations into a) the psychometric properties of the GAM and b) the moderating role of goal alignment between commitment to one target and outcomes most relevant to another. To investigate the moderating effects of goal alignment, I focused on the affective component of the dominant conceptualization of commitment, the Three-Component Model (TCM; Allen & Meyer, 1990; Meyer & Allen, 1991; Meyer & Allen, 1997). The affective component of commitment is characterized by feelings of attachment to and involvement with the target (Meyer & Allen, 1991). As evidenced by the number of studies reported in meta-analyses by Meyer et al. (2002) and Lee et al. (2000), affective commitment is the component of the TCM most studied in the literature in relation to both organizational and occupational commitment. Affective commitment is also, arguably, the most relevant component to goal alignment as it is partly based in the internalization of the goals and values of the commitment target (Allen & Meyer, 1990). Consequently, I investigated goal alignment as it relates to affective organizational commitment (ACorg) and affective occupational commitment (ACocc).

For the purposes of this investigation, I use the term 'occupational commitment' to refer to commitment to one's line of work. Although related terms have been used in the past, including career commitment (e.g., Blau, 1985; Hall, 1971) and professional commitment (e.g., Wallace, 1993, 1995), the term occupational commitment is now acknowledged as a more generic term that can apply to both professional and non-professional occupations (Meyer et al., 1993; Blau 2001, 2003). It also avoids confusion

with use of the term career to describe an individual's personal trajectory of work-related activities.

Hypotheses

As noted earlier, beyond development and evaluation of the GAM, a key objective of the present research was to investigate the role(s) of goal alignment in the context of multiple commitments. The primary role of goal alignment under investigation is the moderation of the relation between commitment to one target and outcomes of relevance to another. Moreover, I was particularly interested in the moderating role of organization-occupation goal alignment on the implications of ACocc on outcomes of relevance to the organization (e.g., turnover intentions, and organizational citizenship behaviors). Of secondary interest was the moderating role of organization-occupation goal alignment on the relation between ACorg and occupation-relevant outcomes (occupational turnover intention). In both cases, I expected that the relation between affective commitment to one target and outcomes of relevance to the other would be greater under conditions of goal alignment than non-alignment, and under conditions of non-alignment than misalignment.

Hypothesis 1. Goal alignment will positively moderate the relations between ACocc and a) job satisfaction, b) work engagement, and c) organizational citizenship behaviors directed at the organization. Goal alignment will negatively moderate the relations between ACocc and d) organizational turnover intentions and e) counterproductive work behaviors directed at the organization.

Hypothesis 2. Goal alignment will negatively moderate the relations between ACorg and professional turnover intentions.

As a complement to the tests of these hypotheses, I also conducted analyses to determine whether organization-occupation goal alignment would moderate the relation between commitment to a target and outcomes of relevance to that same target. I expected that the relation between affective commitment to the target and the target-relevant outcomes would be sufficiently strong that no moderating effect of goal alignment would be observed. I also expected that goal alignment would not moderate the relation between commitment to either target and organizational citizenship behaviors directed at coworkers, as well as counterproductive work behaviors directed at coworkers, because coworkers are not a target in the organization-occupation pairing assessed in the GAM for this study.

Hypothesis 3. Goal alignment will not significantly moderate the relations between ACorg and a) job satisfaction, b) work engagement, and c) organizational citizenship behaviors directed at the organization, d) organizational turnover intentions, e) counterproductive work behaviors directed at the organization, f) organizational citizenship behaviors directed at coworkers, and g) counterproductive work behaviors directed at coworkers.

Hypothesis 4. Goal alignment will not significantly moderate the relations between ACocc and a) professional turnover intentions, b) organizational citizenship behaviors directed at coworkers, and c) counterproductive work behaviors directed at coworkers.

The strongest evidence for the importance of goal alignment as a vehicle for transferring the effects of commitment to one target to outcomes of relevance to the other

will be found when all four hypotheses are supported; that is, if I can demonstrate moderating effects for relations across targets but not within targets.

Although my main focus was on the moderating effects of goal alignment on relations between commitment to one target and outcomes of relevance to another, I also planned additional analyses to explore other possible implications of goal alignment. These included whether goal alignment contributes directly to greater commitment to either target, whether it moderates the relation between ACorg and ACocc, and whether it has an incremental effect on outcomes beyond commitment to both targets.

Research Strategy

To evaluate the GAM and test the hypotheses above, I conducted two studies. The first of these studies employed an experimental vignette design in which perceptions of goal alignment, ACocc, and ACorg were manipulated. This study focused on investigating the validity of the GAM by determining whether manipulations in the vignettes influenced GAM scores as expected. The data from this study was then employed as actual survey data for a preliminary investigation of all hypotheses. The second study in this research gathered data from a sample of full-time employees from a wide range of occupations and was conducted to provide a second examination of the psychometric properties of the GAM and to test the hypotheses.

STUDY 1

The first study focused on assessing the psychometric properties of the GAM. Participants in this study were asked to read one of 12 vignettes depicting an individual's work experiences and to respond to a series of items as they believed the individual in the vignette would respond. The vignettes were created by compiling a series of statements

designed to depict the individual as experiencing a combination of high or low ACocc, high or low ACorg, and the goals of the occupation and organization as aligned, non-aligned, or misaligned. This study is modeled after Meyer and Allen's (1984) study investigating the construct validity of the continuance commitment scale of the TCM. Meyer and Allen (1984) argued that scale scores reported by individuals on the continuance commitment measure should differ according to the manipulation of continuance commitment they were exposed to, and that the effective manipulation of these scores could be interpreted as one piece of evidence concerning construct validity.

Methodology

Procedure

An on-line survey was used to collect data in this study. Participants were provided with a website link that randomly presented them one of 12 vignettes prior to the survey. Participants were then instructed to carefully read the vignette and to 'take on the role' of the individual depicted. Following this, participants were asked to respond to a series of measures as they believed the individual in the vignette would respond.

Finally, upon completing the 'role-taking' portion of the study, participants were asked to respond to a few purposeful responding items and demographic questions.

Participants

Participants for the study were recruited from the Department of Psychology research pool at Western University. All participants in this research pool were enrolled in an introductory psychology course and participate in surveys for course credit. Participants in the study were awarded one research credit for their participation. In total, 459 participants completed the study.

Vignettes

A set of 12 vignettes depicting a nurse's experiences at her current job in a hospital and attitudes toward her occupation and organization were generated. The vignettes contained information on the goals of nursing as a profession and the goals of the hospital at which the nurse was employed. The goals of the hospital and nursing were depicted to be aligned, non-aligned, or misaligned, manipulating goal alignment at three levels. Manipulations for ACorg at high and low levels were created based on potential antecedents and indicators of ACorg, including the extent to which the individual freely chose to work at the organization and the quality of this decision (Meyer, Bobocel, & Allen, 1991), and perceptions of organizational support (Meyer et al., 2002). Similarly, manipulations for the two levels of ACocc were created based on potential antecedents and indicators, including personal identification with and freely choosing the occupation, as well as engaging in reading materials related to the occupation in one's spare time (Blau, 1999).

To develop vignettes that depicted a realistic situation I conducted interviews with nursing professionals with working experience. In total, three nurses were interviewed with experience ranging from a nursing student within a year of graduation, to a nurse with several years of experience across multiple settings in which nurses are employed. Interviews were semi-structured, asking interviewees to respond to questions about their perceptions of the goals of nursing as a profession; organizational goals that can be perceived as compatible or conflicting with the goals of nursing; the possible consequences of alignment or misalignment; and their opinions on what kind of situation would make alignment or misalignment most salient and influential. Interviewees were

also prompted to elaborate on their answers by providing examples of their own experiences or those of their colleagues.

After conducting interviews, I developed a series of manipulations using these responses. I also developed a few personal details about the individual in the vignettes that were not related to the variables being manipulated. These details were used in all vignettes to present a more believable depiction of a nursing professional. The intention was to mask the manipulation statements from participants by placing them within a broader context using inconspicuous details. See Appendix B for examples of three vignettes that, together, contain all of the manipulation statements.

Finally, a group of graduate students (*N*=12) enrolled in the nursing or industrial/organizational psychology program at Western University were invited to complete a survey to evaluate the vignettes. Graduate students were invited to provide their judgment based on expertise with experiment design and statistical methods or familiarity with the nursing profession. Participants were presented with the manipulations for each variable side-by-side, then within the context of completed vignettes. Participants rated the strength and realism of the manipulations on a 10-point Likert-type scale ranging from very weak (1) to very strong (10). The average strength and realism ratings for the ACocc manipulation were found to be acceptable (*M* = 8.75, *SD* = .96, for strength; *M* = 9.00, *SD* = 1.13, for realism). Similar ratings were reported for the average ratings of the strength and realism scales for the ACorg manipulation (*M* = 8.67, *SD* = 1.30, for strength; *M* = 9.3, *SD* = .89, for realism). The average strength and realism ratings for the goal alignment manipulation were also found to be acceptable (*M* = 8.17, *SD* = 1.4, for strength; *M* = 9.08, *SD* = 1.16, for realism). Participants also

provided comments on the manipulations. Based on the average ratings of the strength and realism for the manipulations and examination of the comments, no comments were determined to provide improvements significant enough to merit the modification of the vignettes.

Measures

Participants were asked to respond to various scales assessing the predictor variables and outcomes. Unless otherwise stated, response options for each scale ranged from strongly disagree (1) to strongly agree (7).

Goal alignment. The survey included the Goal Alignment Measure (GAM), developed for this study, assessing alignment between organizational and occupational goals. The GAM contains four items: 1) This organization's goals are aligned with the goals of my profession, 2) This organization's goals conflict with the goals of my profession (R), 3) Helping this organization succeeds in its goals hurts my chances to succeed in the goals of my profession (R), 4) Working towards this organization's goals helps me achieve the goals of my profession.

Affective organizational and occupational commitment. These constructs were measured using the affective commitment scales developed by Meyer, Allen, and Smith (1993). These scales contain 6 items assessing ACorg (e.g., "I really feel as if this organization's problems are my own"), and 6 items assessing ACocc (e.g., "Nursing is important to my self-image").

Organizational and professional turnover intentions. Organizational turnover intentions (OTI) and professional turnover intentions (PTI) were assessed using 4 items each from Becker and Billings (1993). Example items include: "I often think about

quitting this organization"; and "It is likely that I will actively look to change occupations in the next year").

Job satisfaction. This construct was assessed using the Michigan Organizational Assessment Questionnaire – Job Satisfaction Subscale (MOAQ-JS; Cammann, Fichman, Jenkins, & Klesh, 1983). The MOAQ-JS contains 3 items (e.g., "In general, I like working here").

Work Engagement. The survey included the employee version of the Utrecht Work Engagement Scale (UWES; Schaufeli, Salanova, González-Romá, & Bakker, 2002), which contains 17 items assessing three dimensions of work engagement, vigor (6 items; e.g., "At my work, I feel bursting with energy"), dedication (5 items; e.g., "My job inspires me"), and absorption (6 items; e.g., "Time flies when I am working"). Response options ranged from never (1) to always (7).

Organizational citizenship behaviors. This construct was assessed using Lee and Allen's (2002) scale which contains two subscales, one assessing organizational citizenship behaviors directed at individuals (OCBI; e.g., "Help others who have been absent") and the other assessing organizational citizenship behaviors directed at the organization (OCBO; e.g., "Express loyalty toward the organization"). Each subscale includes 8 items. Response options ranged from never (1) to always (7).

Counterproductive work behaviors. Fox and Spector's (1999) measure was used to assess CWB. The measure includes four subscales: minor-organizational (CWBMO; 11 items; e.g., "Purposely ignored your boss"); serious-organizational (CWBSO; 5 items; e.g., "Tried to cheat your employer"); minor-personal (CWBMP; 6 items; e.g., "Failed to help a co-worker); serious-personal (CWBSP; 5 items; e.g., "Been

nasty to a fellow worker"). Response options ranged from never (1) to extremely often (6).

Purposeful Responding. Two items from Meade and Craig (2012) were used in the survey. The first item asked respondents to provide an estimate of how much effort they put forth in the study by choosing the most appropriate statement on a scale ranging from almost no (1) to a lot of (5). The second item asked participants whether their data should be used in the analyses for this research by selecting either yes or no.

Demographics. Finally, items were included asking participants about their gender, age, ethnicity, and proficiency with the English language.

Results and Discussion

Data Cleaning & Descriptive Statistics

Prior to analyses, the data were examined for quality and to identify missing cases. First, participants who responded no to the purposeful responding item asking whether their data should be included in analyses were eliminated. Ten participants responded in this manner and mostly identified reasons associated with not thinking about their answers or not paying attention to the study (e.g., being in a hurry to be elsewhere, feeling tired, or skimming the vignette).

Second, thirty-eight participants who responded to the 'effort' purposeful responding item by indicating that they put in almost no (1) to some (3) effort were eliminated from the sample. Due to the attentional demand required for participants to immerse themselves in the role for the vignette, I only retained participants who indicated exerting quite a bit (4) or a lot of (5) effort in completing the study.

Finally, less than one percent of missing data was identified per item for all scales in the study. Missing data were imputed using the expectation maximization method.

After data cleaning, 411 participants remained in the sample, with 44% of participants identifying as male, 55% as female, and 1 participant identifying as other and using a blank box provided on the survey to self-identify as neutral. On average, participants were approximately 18 years old. The largest ethnic groups in the sample included Caucasians (53%), Chinese (15%), and South Asian (16%), with the remaining participants identifying with various other ethnic groups (e.g., Filipino, Latin American, Korean, Black, Aboriginal). Approximately 84% of the sample indicated English was their first language and 98% indicated feeling a strong proficiency with English.

For means, standard deviations, and correlations between all scales, see Table 1.

Evaluation of the Goal Alignment Measure

The alpha coefficient of reliability for the GAM was found to be acceptable (α = .90), and removing any item did not improve reliability. The items in the scale also demonstrated acceptable corrected item-total correlations (r = .67-.82). The mean for the GAM (M = 4.88) was approximately one point above the midpoint on the scale, but far from extreme, suggesting that ceiling or floor effects that might affect correlations are unlikely to be present. The standard deviation for scores on the GAM (SD = 1.54) was sufficiently large to demonstrate that there was considerable range in scores on the measure.

Manipulation Checks

Manipulation checks for ACocc, ACorg, and goal alignment were conducted using a series of 2x2x3 ANOVA in GLM Univariate in SPSS version 22. The GAM, the

Table 1

Scale-Level Statistics and Correlations among Variables in Study 1

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1. GAM	4.88	1.54	(.90)												
2. ACorg	3.53	1.74	.57	(.94)											
3. ACocc	4.81	1.75	.16	.42	(.95)										
4. OTI	4.02	1.61	-.56	-.83	-.37	(.88)									
5. PTI	3.30	1.60	-.24	-.45	-.85	.53	(.87)								
6. MOAQ-JS	3.91	1.95	.54	.89	.50	-.85	-.55	(.94)							
7. UWES	4.08	1.17	.34	.65	.78	-.59	-.73	.72	(.96)						
8. OCBI	4.34	1.03	.22	.55	.54	-.47	-.50	.59	.72	(.93)					
9. OCBO	3.80	1.45	.39	.75	.59	-.65	-.57	.76	.79	.71	(.95)				
10. CWBMO	2.62	1.07	-.38	-.63	-.56	.65	.62	-.70	-.70	-.61	-.70	(.94)			
11. CWBSO	1.37	.64	-.25	-.28	-.29	.35	.38	-.31	-.35	-.32	-.29	.59	(.89)		
12. CWBMP	1.76	.75	-.18	-.29	-.34	.31	.39	-.31	-.38	-.39	-.36	.60	.66	(.86)	
13. CWBSP	1.48	.68	-.19	-.31	-.32	.33	.38	-.33	-.36	-.37	-.35	.57	.67	.81	(.87)

Note. *N* = 411. GAM = Goal Alignment Measure; ACorg = Affective Organizational Commitment; ACocc = Affective Occupational Commitment; OTI = Organizational Turnover Intentions; PTI = Professional Turnover Intentions; MOAQ-JS = Michigan Organizational Assessment Questionnaire (Job Satisfaction Subscale); UWES = Utrecht Work Engagement Scale; OCBI = Organizational Citizenship Behaviors (Interpersonal), OCBO = Organizational; CWBMO = Counterproductive Work Behaviors (Minor Organizational), CWBSO = Serious Organizational, CWBMP = Minor Personal, CWBSP = Serious Personal. Alpha coefficients of internal consistency are in parenthesis on the diagonal. All correlations significant at .01 level.

ACorg, and ACocc scales were used as outcomes in these analyses. For all analyses in relation to these manipulation checks, Levene's test for homogeneity of variances was found to be significant (GAM: $F(11, 399) = 5.77$, $p < .001$; ACorg: $F(11,399) = 4.07$, $p < .001$; ACocc: $F(11, 399) = 3.38$, $p < .001$). While ANOVA is robust to violations of homogeneity of variance, it is susceptible to inflation of Type I error when it is coupled with unequal sample sizes (Milligan, Wong, & Thompson, 1987). Unfortunately, data cleaning procedures resulted in different sample sizes across the 12 conditions ranging from $N = 30$-37. Therefore, to cope with the potential for an inflated error rate I tested all hypotheses using a more conservative significance level of .01 (Gardner & Tremblay, 2007).

The first ANOVA investigated the ACocc manipulation, wherein participants in conditions depicting high ACocc were expected to report greater ACocc scores than those in the low condition. A main effect for the ACocc manipulation was found as expected, $F(1, 399) = 1431.90$, $p < .001$; partial $\eta^2 = .782$. However, a significant, albeit much smaller, main effect for the ACorg manipulation, $F(1, 399) = 138.05$, $p < .001$, partial $\eta^2 = .257$, as well as a significant and much smaller interaction for the ACocc and ACorg manipulations, $F(1, 399) = 23.55$, $p < .001$, partial $\eta^2 = .056$, were found. Analyses of the effects of the ACorg manipulation at each level of the ACocc manipulation were conducted to determine the nature of the interaction. Overall, participants in the high ACorg ($M = 5.25$) condition reported greater ACocc scores than those in the low ACorg condition ($M = 4.37$). However, the difference in ACocc scores between participants in the high ACorg and low ACorg conditions was greater in the low ACocc condition ($M =$

4.01 vs. M = 2.71), $t(205) = 11.91$, $p < .001$, than it was in the high ACocc condition (M = 6.59 vs. M = 6.05), $t(202) = 5.29$, $p < .001$.

Previous meta-analytic research has reported moderate correlations between ACocc and ACorg (r_c = .45; Lee et al., 2000), suggesting that the experience of these commitments are associated with each other. Potentially, being committed to the organization also makes one more likely to be committed to the occupation. For example, for some organization-occupation pairings, such as hospitals and nursing professionals, commitment to one target might reinforce commitment to the other due to an assumed level of compatibility in their values and objectives. However, a three-way interaction between ACocc, ACorg, and goal alignment was not found to be significant, $F(2, 399) = .025$, *ns*, suggesting that these relations did not differ depending on the level of goal alignment presented, and the perceptions of compatibility are likely based on information other than goals. In relation to the interaction, given the possible reinforcing nature of the relation between occupational and organizational commitment, conditions that presented participants with the low ACocc and high ACorg manipulations possibly constitute an 'artificial' conflict and influenced participants to rely more heavily on ACorg to make inferences about the occupational commitment of the individual in the vignette. The need to rely on ACorg was reduced when the high ACocc manipulation was present. Further, the correlation found in this study between ACocc and ACorg is very close to the one reported by Lee et al. (2000), suggesting that the significant main effects and interactions found do not reflect relations contrary to those found in real world samples (e.g., Cooper-Hakim & Viswesvaran, 2005).

The second ANOVA investigated the ACorg manipulation, wherein I expected that scores on the ACorg measure would be significantly impacted by the ACorg-related statements in the vignettes, such that participants in the high ACorg condition would report greater scores than those in the low ACorg condition. A significant main effect for the ACorg manipulation was found, $F(1, 399) = 1256.63$, $p < .001$, partial $\eta^2 = .759$. A significant, albeit much smaller, main effect for the ACocc manipulation and a small but significant effect for the interaction between ACorg and ACocc manipulations were also found: $F(1, 399) = 56.35$, $p < .001$, partial $\eta^2 = .124$; $F(1, 399) = 26.43$, $p < .001$, partial $\eta^2 = .020$; respectively. Investigation of the effects of the ACOcc manipulation at each level of the ACorg manipulation were conducted. Overall, participants in the high ACocc condition reported greater ACorg scores than those in the low ACocc condition ($M = 3.82$ vs. $M = 3.25$). However, in the low ACorg manipulation, there was no significant difference between ACorg scores for participants in the high or low ACocc conditions ($M = 2.17$ vs. $M = 1.98$), $t(205) = 1.68$, $p =$ ns. When participants were exposed to the high ACorg manipulation, there was a significant difference in ACorg scores based on which level of the ACocc manipulation participants received (high ACocc: $M = 5.55$; low ACocc: $M = 4.51$), $t(202) = 8.87$, $p < .001$. In this case, participants who were assigned to the high ACocc manipulation reported greater ACorg scores than those who were assigned to the low ACorg manipulation. These findings suggest an enhancing effect of the high ACocc condition in the presence of the high ACorg manipulation and that the ACocc manipulation had little influence on ACorg scores in the low ACorg manipulation. Participants appear to have relied mostly on the information presented in the ACorg manipulation when in the conflicting low ACorg and high ACocc condition. These

results are in contrast with those found for ACocc scores which were significantly influenced by the ACorg manipulation in the low ACocc condition. A three-way interaction between ACocc, ACorg, and goal alignment manipulations on ACorg scores was not found, $F(2, 399) = 3.99$, *ns*, suggesting that these results were not dependent on which level of the goal alignment manipulation was present.

Finally, the goal alignment manipulation was investigated, wherein a significant effect was expected on GAM scores based on the level of the goal alignment manipulation that participants received. A significant main effect for the goal alignment manipulation was found, $F(2, 399) = 63.51$, $p < .001$, partial $\eta^2 = .241$, and pairwise comparisons were conducted to determine which means differed significantly across the three levels of the manipulation. Pairwise comparisons revealed that GAM scores for participants in the alignment condition ($M = 5.44$) were not significantly greater than those of participants in the non-alignment condition ($M = 5.17$), but were significantly greater than scores for those in the misalignment condition ($M = 4.03$): $t(273) = 1.86$, *ns*; $t(271) = 10.57$, $p < .001$; respectively. GAM scores for those in the non-alignment condition were found to be significantly greater than for participants assigned to the misalignment condition $t(272) = 8.73$, $p < .001$. The results of these analysis suggests that participants in the alignment and non-alignment conditions did not respond differently to the GAM. This might be due to a natural tendency to perceive alignment in the absence of information to the contrary or it might be a result of weaknesses in the non-alignment manipulation. The non-alignment manipulation was designed to present organizational goals as focused on effective administration and was expected to communicate that accomplishing the goals of nursing would not be affected positively or negatively by the

organization's attainment of its goals. However, this might not preclude a perception of alignment between the organization's goals and the goals of nursing. In the non-alignment manipulation, effective administration included indicating to employees how they are expected to behave. This information might be perceived as helping nurses perform their jobs because it helps clarifies their duties and roles. Potentially, the manipulation suggested that nurses in this situation are better aware of what client-care choices are within their power. In this context, participants who were exposed to the non-alignment condition might have interpreted the accompanying vignette to depict alignment rather than non-alignment or misalignment.

A significant main effect for the ACorg manipulation on GAM scores was found, $F(1, 399) = 214.87$, $p < .001$, partial $\eta^2 = .350$, where participants in the high ACorg conditions reported greater GAM scores than those in the low ACocc conditions. In contrast, no significant main effect was found for the ACocc manipulation, $F(1, 399) = 2.28$, *ns*, although a significant interaction between the ACocc and ACorg manipulations was present (see Figure 1), $F(1, 399) = 15.59$, $p < .001$, partial $\eta^2 = .038$. It appears that in the low ACorg condition, participants who were in the high ACocc ($M = 3.99$) or low ACocc ($M = 4.22$) condition did not differ significantly on GAM scores, $t(205) = 1.73$, *ns*. However, in the high ACorg condition participants who were also in the high ACocc condition ($M = 6.01$) reported significantly greater scores on the GAM than participants who were in the low ACocc condition ($M = 5.41$), $t(202) = 3.84$, $p < .001$. This interaction suggests that high ACocc seems to enhance the influence of ACorg on GAM scores when a high level of ACorg is also present. Being highly committed to two targets appears to suggest that the goals of the targets are more likely to be perceived as

compatible, further supporting arguments provided above on the positive relation between ACocc and ACorg. Individuals experiencing high affective commitment to both targets might perceive greater goal alignment, whether, in reality, these goals are aligned or not, as there was no significant effect for a three-way interaction, wherein the interaction between ACocc and ACorg with GAM scores was dependent upon the level of the goal alignment manipulation presented, $F(2, 399) = .90$, p = ns. It is also possible that in conditions where the individual in the vignette was highly committed to the organization and to the occupation information denoting misalignment presented an 'unnatural' condition, because being highly committed to two targets with conflicting goals is an unlikely occurrence. In these cases, participants potentially relied on the high levels of ACocc and ACorg for their ratings of goal alignment regardless of the information that was presented in the goal alignment manipulation.

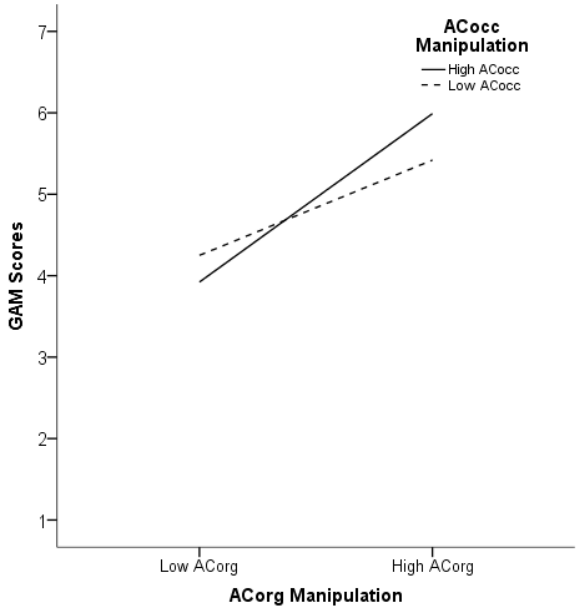

Figure 1. Effects of the ACocc manipulation on GAM scores at each level of the ACorg manipulation.

Generally, the results of the ANOVAs provided support for the effectiveness of the manipulations used in the study. Although significant interactions were found between the ACocc and ACorg manipulations for ACorg, ACocc, and GAM scores, these do not contradict existing research on the relations between these variables or theory presented in this paper regarding goal alignment. As previously stated, potential three-way interactions in all instances were not found to have a significant effect, pointing to further evidence of the positive interplay between ACocc and ACorg. When paired, high levels of ACocc and ACorg caused greater scores on measures of ACocc and ACorg than did any other combination of levels. The effect of this interaction was found even for scores on the GAM, suggesting that individual perceptions of goal alignment were influenced such that they became more positive whether goals between the two targets were described as aligned or not.

Finally, the results of the goal alignment manipulations on GAM scores revealed that significant differences were found between alignment and misalignment, and between non-alignment and misalignment, but that mean scores in the non-alignment conditions were indistinguishable from alignment-induced scores. This might be caused by weaknesses in the non-alignment manipulation, or might indicate that people have a tendency to perceive alignment in the absence of information to the contrary, or that they only distinguish between a general judgment of organizational and occupational goals as aligned or misaligned. These results are interpreted as providing some evidence for the construct validity of the GAM as the theoretically-derived manipulations caused differences in mean GAM scores.

Tests of Hypotheses

The following moderation and correlation analyses were conducted using scores on the ACocc, ACorg, and GAM to simulate the use of actual survey data. The moderation analyses were executed using the PROCESS macro in SPSS (Hayes, 2013) with mean scale scores, mean-centered product terms, bias-corrected bootstrapping with 1000 samples, and heteroscedasticity-consistent standard errors as recommended by Hayes and Cai (2007). When interpreting these analyses, the differential implications for alignment, non-alignment, and misalignment were investigated by visually inspecting plots of the significant interactions with ACocc or ACorg in the X axis, the outcome measure in the Y axis, and separate regression lines for GAM scores (for an example, see Figure 2). Results for these analyses can be found in Table 2.

Job satisfaction. Results of the moderation analyses revealed that goal alignment significantly moderated the relations between ACocc and job satisfaction, $\Delta R^2 = .038$, $F[1, 407] = 45.07$, $p < .001$. Inspection of this interaction suggested that the conditional effect of ACocc on job satisfaction was greatest for participants who perceived alignment between the goals of the organization and nursing (.690), followed by participants who perceived non-alignment (.480), with the smallest effect for misalignment (.269). For a plot of this interaction see Figure 2. Goal alignment was not found to be a moderator of the relations between ACorg and job satisfaction, $\Delta R^2 = .000$, $F(1, 407) = .34$, *ns*. These results provided support for Hypothesis 1a and 3a.

Table 2

Results of Moderated Multiple Regression Analyses for Study 1.

Predictor	B	S.E.	β	CI-L	CI-U
Predictor = ACocc; Moderator = GAM; Criterion = MOAQ-JS; R^2 = .50, F(3, 407) = 171.86, p < .001.					
Intercept	3.85	.076			
GAM	.551***	.043	.453	.467	.637
ACocc	.480***	.037	.432	.407	.552
Interaction	.137***	.020	.166	.097	.177
ΔR^2 = .038, F(1, 407) = 45.07, p < .001.					
Predictor = ACorg; Moderator = GAM; Criterion = MOAQ-JS; R^2 = .786, F(3, 407) = 665.99, p < .001.					
Intercept	3.897				
GAM	.062	.040	.061	-.017	.142
ACorg	.956***	.034	.855	.890	1.022
Interaction	.012	.020	.015	-.028	.052
ΔR^2 = .000, F(1, 407) = .34, *ns*.					
Predictor = ACocc; Moderator = GAM; Criterion = UWES; R^2 = .678, F(3, 407) = 369.74, p < .001.					
Intercept	4.046				
GAM	.149***	.024	.196	.101	.197
ACocc	.500***	.020	.745	.461	.539
Interaction	.073***	.013	.173	.046	.099
ΔR^2 = .029, F(1, 407) = 29.59, p < .001.					
Predictor = ACorg; Moderator = GAM; Criterion = UWES; R^2 = .450, F(3, 407) = 140.81, p < .001.					
Intercept	3.953				
GAM	.008	.037	.011	-.065	.082
ACorg	.404***	.034	.600	.338	.470
Interaction	.082**	.021	.171	.041	.122
ΔR^2 = .025, F(1, 407) = 15.63, p < .001.					
Predictor = ACocc; Moderator = GAM; Criterion = OCBO; R^2 = .477, F(3, 407) = 134.53, p < .001.					
Intercept	3.753				
GAM	.253***	.033	.268	.188	.317
ACocc	.458***	.030	.564	.399	.517
Interaction	.101***	.017	.182	.068	.134
ΔR^2 = .037, F(1, 407) = 35.95, p < .001.					

Predictor = ACorg; Moderator = GAM; Criterion = OCBO; R^2 = .582, F(3, 407) = 235.55, p < .001.

Intercept	3.681				
GAM	-.020	.039	-.029	-.096	.057
ACorg	.607***	.034	.758	.550	.675
Interaction	.076**	.020	.120	.037	.115

ΔR^2 = .014, F(1, 400) = 14.57, p < .001.

Predictor	B	S.E.	β	CI-L	CI-U
Predictor = ACocc; Moderator = GAM; Criterion = OTI; R^2 = .454, F(3, 407) = 137.75, p < .001.					
Intercept	4.088				
GAM	-.496***	.036	-.477	-.577	-.425
ACocc	-.272***	.032	-.299	-.335	-.208
Interaction	-.146***	.018	-.235	-.181	-.112

ΔR^2 = .063, F(1, 407) = 69.58, p < .001.

Predictor = ACorg; Moderator = GAM; Criterion = OTI; R^2 = .705, F(3, 407) = 457.60, p < .001.

Intercept	4.057				
GAM	-.140**	.041	-.131	-.221	-.059
ACorg	-.694***	.036	-.751	-.764	-.624
Interaction	-.021	.019	-.040	-.058	.015

ΔR^2 = .001, F(1, 407) = 1.31, *ns*.

Predictor = ACocc; Moderator = GAM; Criterion = CWBMO; R^2 = .403, F(3, 407) = 111.13, p < .001.

Intercept	2.627				
GAM	-.196***	.026	-.273	-.248	-.145
ACocc	-.318***	.025	-.528	-.367	-.268
Interaction	-.024	.014	-.062	-.052	.004

ΔR^2 = .004, F(1, 407) = 2.84, *ns*.

Predictor = ACorg; Moderator = GAM; Criterion = CWBMO; R^2 = .396; F(3, 407) = 137.11, p < .001.

Intercept	2.597				
GAM	-.034	.035	-.048	-.102	.034
ACocc	-.358***	.032	-.581	-.420	-.300
Interaction	-.029	.018	-.065	-.063	.006

ΔR^2 = .004, F(1, 407) = 2.63, *ns*.

Predictor = ACocc; Moderator = GAM; Criterion = CWBSO (R^2 = .144; F[3, 407] = 16.17, p < .001)

Intercept	1.353				
GAM	-.093***	.022	-.224	-.137	-.050
ACocc	-.094***	.019	-.250	-.132	-.056
Interaction	.030*	.014	.146	.003	.058

ΔR^2 = .017, F(1, 407) = 4.65, p = .032.

Predictor	B	S.E.	β	CI-L	CI-U
Predictor = ACorg; Moderator = GAM; Criterion = CWBSO; R^2 = .091, F(3, 407) = 16.72, p < .001.					
Intercept	1.349				
GAM	-.049*	.025	-.103	-.097	-.0003
ACorg	-.083***	.024	-.252	-.129	-.036
Interaction	.011	.014	.062	-.015	.038
ΔR^2 = .002, F(1, 407) = .699, *ns*.					
Predictor = ACocc; Moderator = GAM; Criterion = PTI; R^2 = .738, F(3, 407) = 524.59, p < .001.					
Intercept	3.310				
GAM	-.106***	.029	-.113	-.164	-.049
ACocc	-.766***	.022	-.824	-.809	-.724
Interaction	-.016	.013	-.033	-.041	.010
ΔR^2 = .001, F(1, 407) = 1.41, *ns*.					
Predictor = ACorg; Moderator = GAM; Criterion = PTI; R^2 = .237, F(3, 407) = 64.11, p < .001.					
Intercept	3.494				
GAM	-.039	.060	-.050	-.157	.079
ACorg	-.350***	.052	-.424	-.451	-.248
Interaction	-.125**	.031	-.139	-.186	-.065
ΔR^2 = .032, F(1, 407) = 16.57, p < .001.					
Predictor = ACocc; Moderator = GAM; Criterion = OCBI; R^2 = .322, F(3, 407) = 56.40, p < .001.					
Intercept	4.327				
GAM	.082**	.028	.105	.027	.138
ACocc	.309***	.027	.535	.256	.362
Interaction	.035*	.016	.088	.003	.066
ΔR^2 = .009, F(1, 407) = 4.62, p = .032.					
Predictor = ACorg; Moderator = GAM; Criterion = OCBI; R^2 = .335, F(3, 407) = 68.99, p < .001.					
Intercept	4.258				
GAM	-.065	.034	-.097	-.132	.002
ACorg	.340***	.031	.575	.279	.401
Interaction	.055**	.018	.131	.020	.090
ΔR^2 = .015, F(1, 407) = 9.38, p = .002.					
Predictor = ACocc; Moderator = GAM; Criterion = CWBMP; R^2 = .140, F(3, 407) = 16.38, p < .001.					
Intercept	1.747				
GAM	-.068**	.025	-.155	-.116	-.019

ACocc	-.138***	.023	-.334	-.182	-.093
Interaction	.022	.017	.137	-.009	.053
ΔR^2 = .007, F(1, 407) = 1.98, *ns*.					
Predictor	B	S.E.	β	CI-L	CI-U
Predictor = ACorg; Moderator = GAM; Criterion = CWBMP; R^2 = .083, F(3, 407) = 14.94, p < .001.					
Intercept	1.750				
GAM	-.009	.026	-.019	-.061	.043
ACocc	-.121***	.027	-.279	-.173	-.068
Interaction	.004	.016	.014	-.026	.035
ΔR^2 = .000, F(1, 407) = .08, *ns*.					
Predictor = ACocc; Moderator = GAM; Criterion = CWBSP; R^2 = .134, F(3, 407) = 16.64, p < .001.					
Intercept	1.464				
GAM	-.070**	.023	-.181	-.114	-.025
ACocc	-.122***	.021	-.303	-.153	-.077
Interaction	.026	.015	.136	-.004	.056
ΔR^2 = .011, F(1, 407) = 2.94, *ns*.					
Predictor = ACorg; Moderator = GAM; Criterion = CWBSP; R^2 = .096, F(3, 407) = 18.875, p < .001.					
Intercept	1.459				
GAM	-.004	.022	-.010	-.048	.039
ACocc	-.123***	.023	-.313	-.167	-.078
Interaction	.011	.015	.039	-.019	.041
ΔR^2 = .001, F(1, 407) = .51, *ns*.					

Note. ACocc = Affective Occupational Commitment, ACorg = Affective Organizational Commitment, CWBMO = Counterproductive Work Behaviors (Minor Organizational), CWBSO = Counterproductive Work Behaviors (Serious Organizational), CWBMP = Counterproductive Work Behaviors (Minor Personal), CWBSP = Counter Productive Work Behaviors (Serious Personal), GAM = Goal Alignment Measure, MOAQ-JS = Michigan Organizational Assessment Questionnaire (Job Satisfaction Subscale), OTI = Organizational Turnover Intentions, PTI = Professional Turnover Intentions, OCBI = Organizational Citizenship Behaviors (Interpersonal), OCBO = Organizational Citizenship Behaviors (Organization), UWES = Utrecht Work Engagement Scale, B = unstandardized regression weight, S.E.= standard error, β = standardized regression weight, CI-L = lower bound of confidence interval for unstandardized regression weight, CI-U = upper bound of confidence interval for unstandardized regression weight. CIs based on bootstrapping = 1,000. ΔR^2 refers to change in R^2 after the inclusion of the interaction in the model. * p < .05, ** p < .01, *** p < .001.

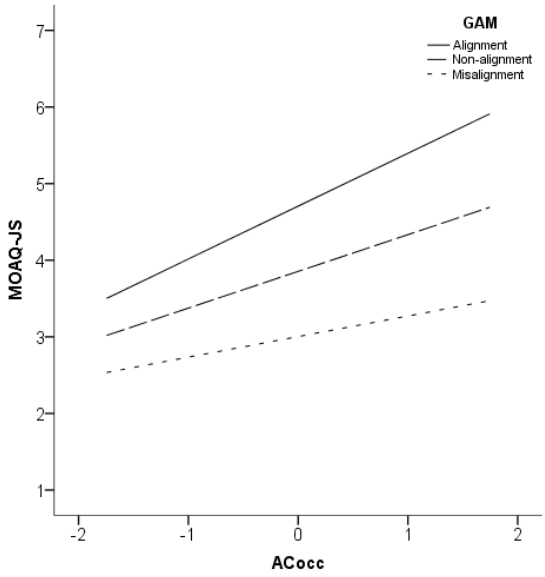

Figure 2. Interaction of Goal Alignment Measure scores (GAM) with affective occupational commitment (ACocc) on Michigan Organizational Questionnaire – Job Satisfaction subscale (MOAQ-JS). Affective occupational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

Work engagement. Goal alignment was found to be a significant moderator of the relation between ACocc and work engagement, $\Delta R^2 = .029$, $F(1, 407) = 29.59$, $p < .001$. The greatest slope was found for alignment (.612), followed by non-alignment (.500), with misalignment presenting the smallest slope (.388); see Figure 3. The results of these analyses provided support for Hypothesis 1b.

Contrary to expectations, goal alignment was found to be a significant moderator of the relations between ACorg and work engagement, $\Delta R^2 = .025$, $F(1, 407) = 15.63$, $p < .001$ (see Figure 4). The results of these analyses suggest that the greatest conditional effect was found for alignment (.530), this was followed by non-alignment (.404), then misalignment (.278). In considering this unexpected finding, I returned to the conceptualization of work engagement. According to Schaufeli et al. (2002), vigor is

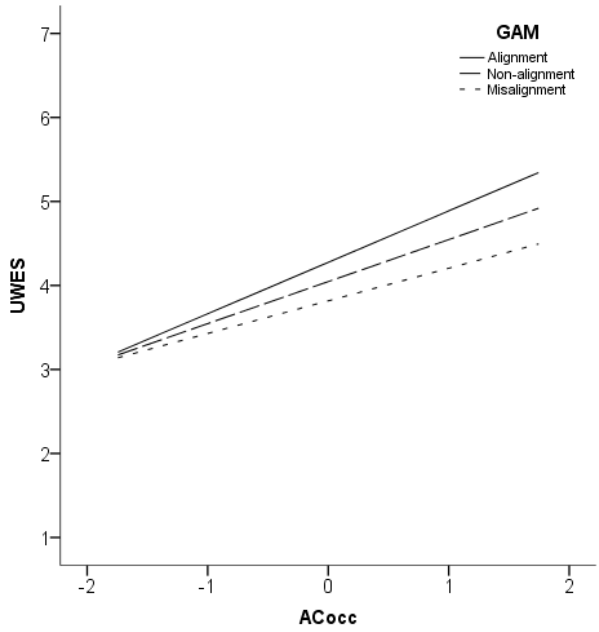

Figure 3. Interaction of Goal Alignment Measure scores (GAM) with affective occupational commitment (ACocc) on Utrecht Work Engagement Scale (UWES). Affective occupational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

characterized by an experience of energy, persistence, and willingness to exert effort while working; dedication is characterized by a sense of enthusiasm and significance in relation to one's work; and absorption is characterized by high levels of concentration while working. Importantly, the conceptualization, as well as the items (e.g., "at my work, I feel bursting with energy"), focus on these experiences in relation to one's work in general. Therefore, goal alignment potentially moderates the relations between ACorg and work engagement because work engagement is not solely an outcome relevant to the organizational target but is, instead, a more generalized attitudinal outcome in relation to work. Based on these results, hypotheses 3b was rejected.

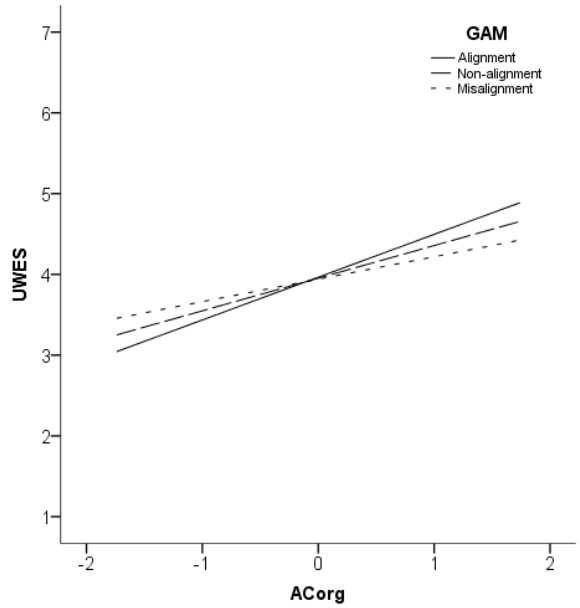

Figure 4. Interaction of Goal Alignment Measure scores (GAM) with affective organizational commitment (ACorg) on Utrecht Work Engagement Scale (UWES). Affective organizational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

Organizational citizenship behaviors directed at the organization. Goal alignment was found to moderate the relation between ACocc and OCBO, $\Delta R^2 = .037$, $F(1, 407) = 35.95$, $p < .001$ (see Figure 5). The greatest conditional effect of ACocc on OCBO scores was found at values of goal alignment denoting alignment (.613), followed by non-alignment (.458), with the smallest slope found for scores indicating misalignment (.303). These results support Hypothesis 1c. Unexpectedly, goal alignment was also found to be a moderator of the relation between ACorg and OCBO, $\Delta R^2 = .014$, $F(1, 407) = 14.57$, $p < .001$ (see Figure 6). The greatest effect for ACorg on OCBO was found for alignment (.724), followed by non-alignment (.607), and misalignment (.490). While the interaction accounted for a smaller portion of the variance in this case than it did in relation to ACocc and OCBO, the results suggest that greater perceptions of alignment strengthen the relation between ACorg and OCBO when compared to non-alignment and misalignment. Based on these results Hypothesis 3c was rejected.

However, the results of this interaction might indicate that, because they involve behaviors that generally go beyond those specifically required by the organization, OCBO might be perceived as including behaviors that would also contribute to the attainment of occupational goals. The significant moderation of goal alignment on the relation between ACorg and OCBO then can be interpreted as supporting the hypothesized role of goal alignment as a moderator of the relation between commitment to one target and outcomes relevant to another.

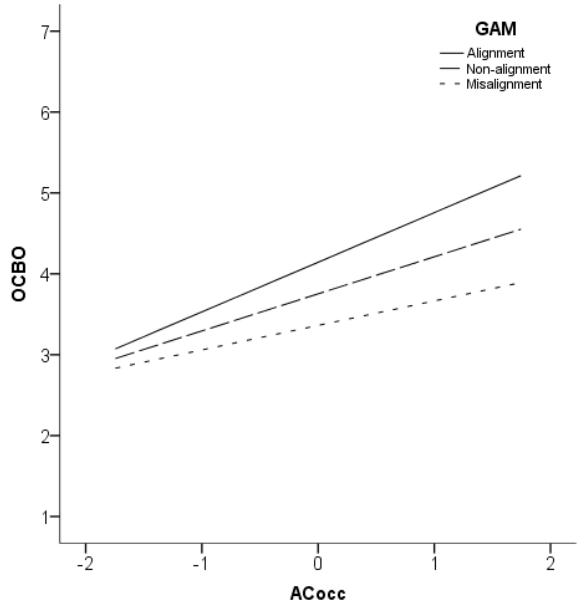

Figure 5. Interaction of Goal Alignment Measure scores (GAM) with affective occupational commitment (ACocc) on organizational citizenship behavior - organization (OCBO). Affective occupational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

Organizational turnover intentions. The relation between ACocc and OTI was found to be significantly moderated by goal alignment, $\Delta R^2 = .063$, $F(1, 407) = 69.58$, $p < .001$ (see Figure 7). The results demonstrated that participants who experienced alignment had a stronger relation between ACocc and OTI with a slope of -.498, followed by non-alignment (-.272). Interestingly, the confidence intervals for the effect of misalignment on the relation between ACocc and OTI included zero (-.126 - .034),

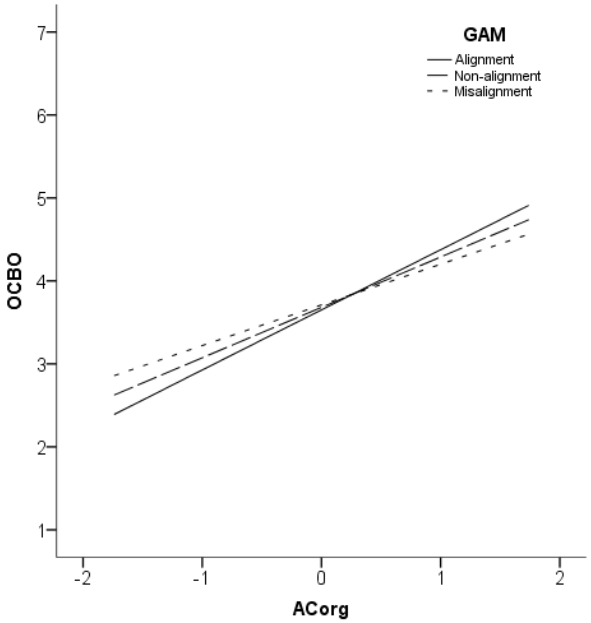

Figure 6. Interaction of Goal Alignment Measure scores (GAM) with affective organizational commitment (ACorg) on organizational citizenship behavior - organization (OCBO). Affective organizational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

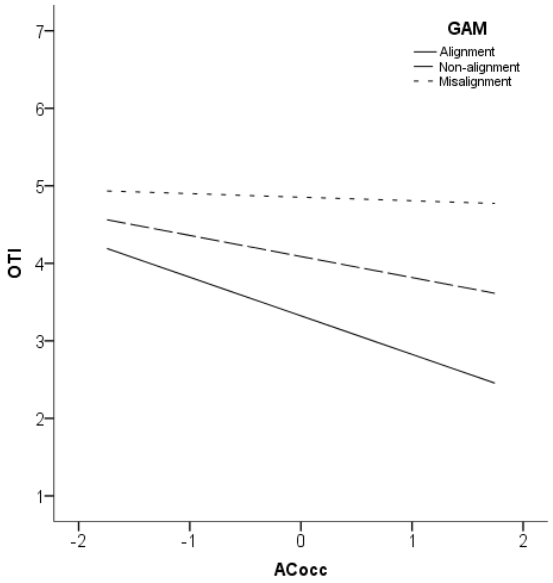

Figure 7. Interaction of Goal Alignment Measure scores (GAM) with affective occupational commitment (ACocc) on scores on organizational turnover intentions (OTI). Affective occupational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

indicating that perceptions of misalignment did not have a significant influence on the slope of the relation between ACocc and OTI. As expected, goal alignment did not

significantly moderate the relation between ACorg and OTI, $\Delta R^2 = .000$, $F(1, 407) = 1.31$, *ns*. Hypothesis 1d and 3d were supported.

Counterproductive work behaviors directed at the organization. The analyses did not result in a significant moderating role of goal alignment in the relation between ACocc and minor-organizational counterproductive work behavior, $\Delta R^2 = .004$, $F(1, 407) = 2.84$, *ns*. However, a significant moderation effect for goal alignment was found for the relation between ACocc and serious-organizational counterproductive work behavior, $\Delta R^2 = .017$, $F(1, 407) = 4.65$, $p = .032$ (see Figure 8). This moderation effect was found to be contrary to what was hypothesized, revealing that participants who reported experiencing misalignment also reported the greatest conditional effect for goal alignment (-.402), followed by non-alignment (-.358), then misalignment (-.314). The results of these analyses contradict the hypothesized role of goal alignment in these relations. Possibly, this interaction indicates that the influence of goal alignment in this case is synergistic, in that perceptions of misalignment did not positively intensify the relation between ACocc and CWBSO, but because participants who reported low ACocc and perceived misalignment were in the worst possible situation, they were the most likely to lash out in the form of behaviors aimed to hurt the organization. At greater levels of ACocc participants were not in a situation consisting of two negative experiences, low ACocc, and goal misalignment bringing their reports of CWBSO closer to levels reported by those in the non-alignment and alignment conditions. In comparison, participants who perceived alignment reported the smallest effect of goal alignment because whether they also reported low or high ACocc, they were never in a situation that compounded multiple negative experiences. Conversely, this finding might be a statistical artifact

stemming from range restriction as evidenced in the variable's small standard deviation (*SD* = .64). Paired with the small average across participants for CWBSO (*M* = 1.37), this suggests that, generally, participants found it difficult to decide how they believed the nurse in the vignette would respond in relation to these items, or that the manipulations for ACocc, ACorg, and goal alignment were not effective in creating variance in participants' responses. Given the inconclusiveness in the interpretation of these findings, Hypothesis 1e was rejected. Supporting Hypothesis 3e, goal alignment was not found to significantly moderate the relation between ACorg and CWBMO or between ACorg and CWBSO, $\Delta R^2 = .004$, $F(1, 407) = 2.63$, *ns*; $\Delta R^2 = .002$, $F(1, 407) = .69$, *ns*.

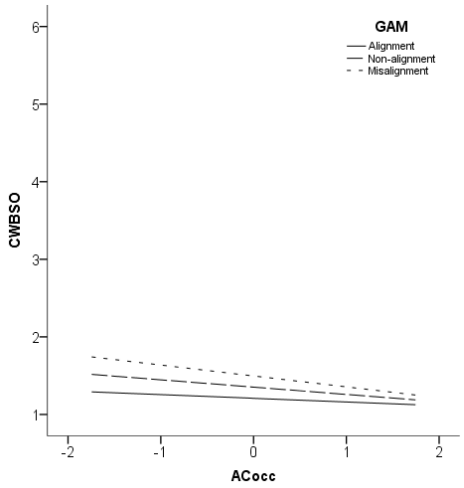

Figure 8. Interaction of Goal Alignment Measure scores (GAM) with affective occupational commitment (ACocc) on scores on counterproductive work behavior - organization (CWBSO). Affective occupational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

Professional turnover intentions. Goal alignment was found to significantly moderate the relations between ACorg and PTI, $\Delta R^2 = .032$, $F(1, 407) = 16.57$, $p < .001$ (see Figure 9). The greatest conditional effect for goal alignment was found for alignment (.542), followed by non-alignment (.350), and misalignment (.157). These results support Hypothesis 2, suggesting that goal alignment functions similarly across commitment

targets. Supporting Hypothesis 4a, goal alignment did not significantly moderate the relation between ACocc and PTI, $\Delta R^2 = .001$, $F(1, 407) = 1.41$, *ns*.

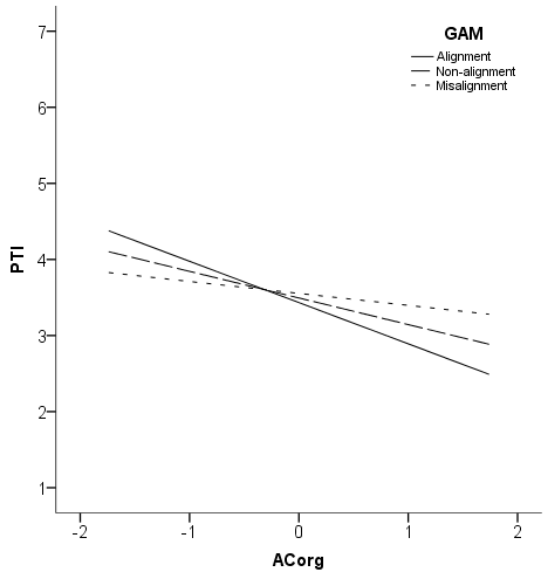

Figure 9. Interaction of Goal Alignment Measure scores (GAM) with affective organizational commitment (ACorg) on scores on professional turnover intentions (PTI). Affective organizational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

Organizational citizenship behaviors directed at individuals. Goal alignment was found to significantly moderate the relation between ACocc and OCBI, $\Delta R^2 = .009$, $F(1, 407) = 4.62$, $p = .032$ (see Figure 10). The conditional effect of alignment was greatest for alignment (.362), followed by non-alignment (.309), and misalignment (.255). It is possible that individuals reporting alignment are more likely to perceive helping other individuals at the organization as contributing to the attainment of occupational goals because these coworkers might operate more efficiently contributing to the attainment of compatible organizational goals. A significant moderating effect of goal alignment on the relation between ACorg and OCBI was found, $F(1, 407) = 9.38$, $p = .002$ (see Figure 11). ACorg was most strongly associated with OCBI scores when

individuals reported scores indicating alignment (.425), followed by non-alignment (.340) and misalignment (.255). Based on these results, Hypothesis 3f and 4b were rejected.

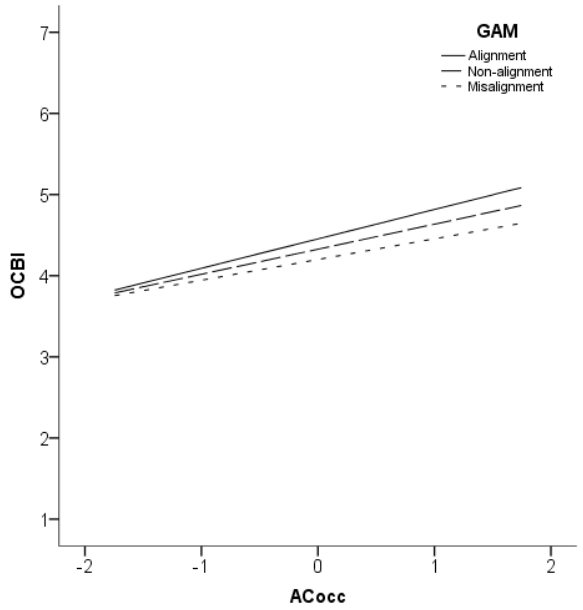

Figure 10. Interaction of Goal Alignment Measure scores (GAM) with affective occupational commitment (ACocc) on scores on organizational citizenship behavior – individual (OCBI). Affective occupational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

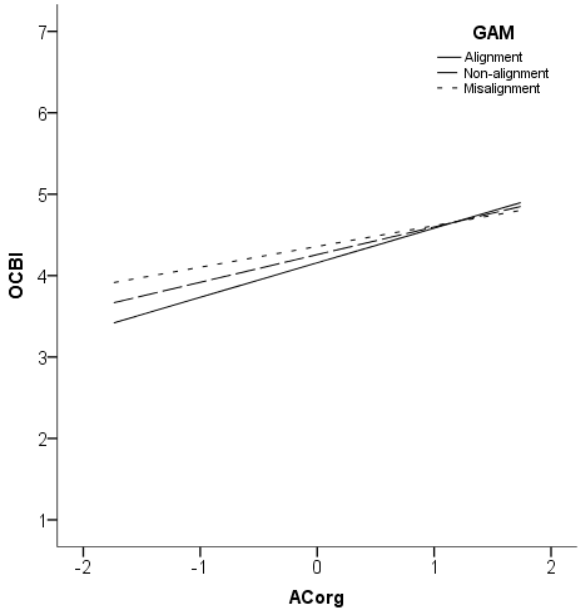

Figure 11. Interaction of Goal Alignment Measure scores (GAM) with affective organizational commitment (ACorg) on scores on organizational citizenship behavior – individual (OCBI). Affective organizational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

Counterproductive work behaviors directed at individuals. Supporting Hypothesis 3g, goal alignment did not moderate the relation between ACorg and CWB directed at others, CWBMP: $\Delta R^2 = .000$, $F(1, 407) = .08$, *ns*; CWBSP: $\Delta R^2 = .001$, $F(1, 407) = .51$, *ns*. Supporting Hypothesis 4c, goal alignment was not found to significantly moderate the relations between ACocc and both forms of CWB directed at others, CWBMP: $\Delta R^2 = .007$, $F(1, 407) = 1.98$, *ns*; CWBSP: $\Delta R^2 = .011$, $F(1, 407) = 2.94$, *ns*. These results are interpreted with caution, given that both CWBMP and CWBSP presented low means (1.76, 1.48; respectively) and low standard deviations (.75, .68; respectively). Like the results in relation to CWB directed at the organization it is possible that these findings might also be impacted by similar statistical issues.

Summary of moderation analyses. The results suggest that goal alignment plays a moderating role between ACocc and organization-relevant outcomes as expected. Goal alignment also moderated the relations between ACorg and some organization-relevant outcomes, such as work engagement and OCBO. These results were surprising but as speculated in their respective sections, there are be plausible hypotheses regarding why these relations have been found. Hypotheses concerning the role of goal alignment between ACocc and measures of CWBO were rejected. In this case, I've put forward two explanations, a) that the interaction depicts a synergistic effect of goal alignment in this situation, or b) that these results might be spurious relations based on the low means and restricted variance in CWB scores.

Exploratory Analyses

Goal alignment as antecedent to commitment. The magnitude of goal alignment's correlation with ACorg ($r = .57$) suggests that it might contribute to the

experience of organizational commitment to some extent. Conversely, goal alignment's correlation with ACocc is much weaker (r = .16). In line with its correlations with commitment to each target, goal alignment accounted for greater variance in ACorg than ACocc when taking into account what are, arguably, antecedents of commitment to each target (i.e. ACocc for ACorg scores, and ACorg for ACocc scores), ΔR^2 = .259, F(1, 408) = 186.71, p < .001; ΔR^2 = .008, F(1, 408) = 4.078, p = .044; respectively. Worth noting is that the standardized coefficient for goal alignment's contribution to the prediction of ACocc scores was negative (β = -.125) which suggests that higher GAM scores were associated with lower ACocc scores. However, in this case, the unique contribution of goal alignment is relatively small and it is possible that this finding is due to chance. Given the aforementioned, replication is necessary to more confidently state that goal alignment is an antecedent of ACocc.

Moderation of relation between ACocc and ACorg. Scores on the GAM were found to significantly moderate the relation between ACocc and ACorg, ΔR^2 = .047, F(1, 407) = 56.54, p < .001 (see Figure 12). Alignment reported the greatest conditional effect on the relation between ACocc and ACorg (.550), followed by non-alignment (.339) and misalignment (.128). These findings suggest that goal alignment might play some role in the relations between commitment to these targets such as by intensifying the relation between these constructs.

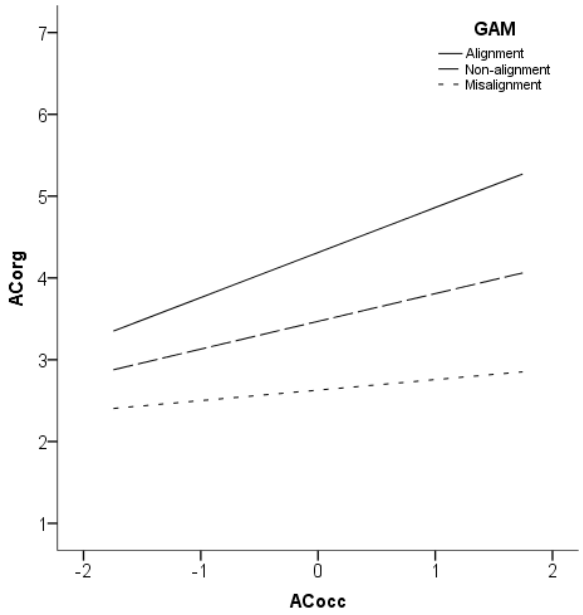

Figure 12. Interaction of Goal Alignment Measure scores (GAM) with affective occupational commitment (ACocc) on affective organizational commitment scores (ACorg). Affective occupational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

Contribution beyond ACocc and ACorg to outcomes. Goal alignment was also found to account for unique variance beyond ACorg and ACocc in multiple outcomes (see Table 3). These outcomes included organizational turnover intentions, professional turnover intentions, job satisfaction, organizational citizenship behaviors directed at individuals, and counterproductive work behaviors directed at the organization. Generally, these findings provide some initial evidence that goal alignment might have value beyond its role as a moderator of the relations between commitment to one target and outcomes most relevant to another. Notably, the significance changes in explained variance with the addition of goal alignment into the regression models are small for all of these outcomes (Average ΔR^2 = .009). This suggests that, while goal alignment contributes to these outcomes directly, its primary effect is through its role as a moderator.

Table 3

Hierarchical Regression Models of Goal Alignment Predicting Outcomes Beyond Affective Organizational Commitment and Affective Occupational Commitment in Study 1

	Step 1			Step 2		
Measure	*B*	*SE B*	β	*B*	*SE B*	β
Outcome = OTI						
ACorg	-.76***	.03	-.82			
ACocc	-.02	.03	-.03			
GAM				-.22**	.08	-.15
R^2	.69			.71		
ΔR^2	$F(1, 407) = 15.03$, $p < .001$.			.01***		
$N = 411$						
Outcome = PTI						
ACorg	-.11***	.03	-.12			
ACocc	-.74***	.03	-.80			
GAM				-.07*	.03	-.07
R^2	.74			.74		
ΔR^2	$F(1, 407) = 4.67$, $p = .031$.			.003*		
$N = 411$						
Outcome = MOAQ-JS						
ACorg	.92***	.03	.82			
ACocc	.18***	.03	.16			
GAM				.08*	.03	.06
R^2	.81			.81		
ΔR^2	$F(1, 407) = 5.49$, $p = .020$.			.003*		
$N = 411$						
Outcome = UWES						
ACorg	.27***	.02	.40			
ACocc	.41***	.02	.61			
GAM				.02	.02	.02
R^2	.73			.73		
ΔR^2	$F(1, 407) = .605$, *ns*.			.00		
$N = 411$						
Outcome = OCBI						
ACorg	.23***	.02	.40			
ACocc	.22***	.02	.38			
GAM				-.07*	.03	-.10
R^2	.43			.43		
ΔR^2	$F(1, 407) = 4.58$, $p = .033$.			.01*		

N = 411

	Step 1			Step 2		
Measure	*B*	*SE B*	β	*B*	*SE B*	β
Outcome = OCBO						
ACorg	.51***	.03	.61			
ACocc	.28***	.03	.34			
GAM				-.02	.03	-.02
R^2	.66			.66		
ΔR^2	$F(1, 407) = .460$, *ns*.			.00		
N = 411						
Outcome = CWBMO						
ACorg	-.29***	.02	-.47			
ACocc	-.22***	.02	-.37			
GAM				-.05	.03	-.07
R^2	.50			.51		
ΔR^2	$F(1, 407) = 2.610$, *ns*.			.00		
N = 411						
Outcome = CWBSO						
ACorg	-.07***	.02	-.19			
ACocc	-.08***	.02	-.22			
GAM				-.07**	.02	-.16
R^2	.12			.13		
ΔR^2				.02**		
N = 411	$F(1, 407) = 7.61$, $p = .006$.					
Outcome = CWBMP						
ACorg	-.08**	.02	-.17			
ACocc	-.12***	.02	-.27			
GAM				-.03	.03	-.05
R^2	.14			.14		
ΔR^2	$F(1, 407) = .928$, *ns*.			.00		
N = 411						
Outcome = CWBMP						
ACorg	-.08***	.02	-.21			
ACocc	-.09***	.02	-.23			
GAM				-.02	.03	-.05
R^2	.14			.14		
ΔR^2	$F(1, 407) = .734$, *ns*.			.00		
N = 411						

Note. GAM = Goal Alignment Measure; ACorg = Affective Organizational Commitment; ACocc = Affective Occupational Commitment; OTI = Organizational

Turnover Intentions; PTI = Professional Turnover Intentions; MOAQ-JS = Michigan Organizational Assessment Questionnaire (Job Satisfaction Subscale); UWES = Utrecht Work Engagement Scale; OCBI = Organizational Citizenship Behaviors (Interpersonal), OCBO = Organizational; CWBMO = Counterproductive Work Behaviors (Minor Organizational), CWBSO = Serious Organizational, CWBMP = Minor Personal, CWBSP = Serious Personal. B = unstandardized regression weight, S.E.= standard error, β = standardized regression weight, ΔR^2 refers to change in R^2 after the inclusion of GAM in the model. *$p < .05$, **$p < .01$., ***$p < .001$.

Summary of exploratory analyses. The results of these analyses suggest potential for goal alignment to act as more than just a moderator of the relation between commitment to one target and outcomes relevant to another target. Goal alignment possibly also acts a predictor of commitment, as a moderator of the relations between commitment to different targets, and as a unique predictor of multiple outcomes of interest.

STUDY 2

The second study was designed to provide data for another analysis of the psychometric properties of the GAM, to test Hypotheses 1-4, and to further investigate findings from the exploratory analyses conducted in Study 1. To reduce survey length, measures of counterproductive work behaviors were not included and, therefore, related hypotheses were not tested. This study employed a sample of participants responding according to their own lived experiences and, as such, might present findings that are more generalizable to samples of actual employees than data collected in Study 1.

Methods

Participants and Procedures

Participants were recruited from Amazon's Mechanical Turk (mTurk) system. Individuals registered in this system are able to choose to complete online tasks in exchange for financial compensation. Participants in mTurk come from a large and

diverse participant pool, and range in background, age, ethnicity, education, industry, and employment status. Participation in this study was limited to individuals who were currently employed full-time outside of their work with mTurk. To determine participants' employment status, the first item in the survey asked participants to indicate if they were employed outside of mTurk. A follow-up item asked participants to indicate whether their employment constituted a) full-time employment or b) part-time employment. All 264 participants who took part in the study indicated that they were currently employed full-time outside of their work with mTurk. Participants completed an on-line survey and were compensated with $1 USD for their participation.

Although participants were compensated based on completion of the study, regardless of how many items they answered on the way to completion, I was concerned that participants might be inclined to fabricate answers to items that did not apply to them to assure receiving compensation. To prevent this, the survey was arranged in a branching structure. Participants were only shown some items based on their response to one of the branching items. For example, only participants who responded that they were currently employed full-time outside of their work with mTurk were exposed to items assessing ACorg.

Measures

Participants were asked to respond to the same measures used in Study 1 along with four additional validity check items. These items provided participants with instructions on how to respond (e.g., "Please choose slightly agree for this item"). The GAM was also modified to refer to occupational rather than professional goals (e.g., "This organization's goals are aligned with the goals of my occupation"). Due to the

diversity in the participant pool this modification was made to allow for participants from very different occupations to respond to the same items. Some participants might not have considered their occupations to be professions and found it difficult to respond to the scale as it was presented in Study 1.

Data Cleaning & Descriptive Statistics

A similar procedure to Study 1 was followed in preparing the data for analyses. Three participants who responded "no" to the purposeful responding item on whether they believed their data should be used in analyses were eliminated from the data. These participants cited reasons that generally involved not paying attention to the instructions or the items in the study. Second, only participants who indicated they put in quite a bit (4) or a lot of (5) effort into their participation in the study were retained. Six participants were eliminated from the sample based on this criterion. Finally, participants who responded erroneously to at least one of the validity check items were eliminated from the survey. In total, seventeen participants were eliminated based on their responses to the validity check items.

After data cleaning, 238 participants were retained in the final sample. Approximately 57% of the sample identified as male and 42% as female. The average age of participants was 37.6. The majority of the sample identified as Caucasian (81.5%), with the remaining participants identifying, among others, as Black (6.7%), Latin American (5%), and Chinese (4%). Most participants also identified English as their first language (97.9%) and indicated feeling a strong proficiency in it (96.6%). As expected, participants were employed in a variety of industries (see Table 4 for more information).

For means, standard deviations, and correlations between all scales, see Table 5.

Table 4

Breakdown of Participants by Industry in Study 2

Industry	Frequency	Percentage
Agriculture, forestry, and fishing	3	1.3
Education	28	11.8
Finance, insurance, and real estate	29	12.2
Hotels and restaurants	14	5.9
Manufacturing	22	9.2
Services including engineer, research, and management	24	10.1
Transportation, storage, and communication	8	3.4
Electricity, gas, and water supply	1	.4
Construction	7	2.9
Health and social work	21	8.8
Public administration and defense	8	3.4
Wholesale and retail trade	28	11.8
Technology (e.g., web design, computer networks, etc.)	25	10.5
Other	19	8.0
Missing	1	.4
Total	238	100

Results and Discussion

Evaluation of Goal Alignment Measure

The alpha coefficient of reliability for the GAM (α = .73) was lower than that found in Study 1 (α = .90) and the scale had lower corrected item-total correlations (r = .43-.62 vs. r = 67-.82). Nonetheless, the removal of any item did not improve the scale's reliability. These changes suggest that, potentially, the scale is less reliable in populations responding according to their own experiences when compared to responses manipulated through vignettes. The mean score for responses to the GAM (M = 5.32) was found to be within an acceptable range of the midpoint suggesting that, similarly to Study 1, there was a low likelihood of ceiling or floor effects. Finally, the standard deviation for scores on the GAM (SD = 1.19) indicated that range restriction is unlikely to be an issue.

Tests of Hypotheses

For results of the moderated multiple regression analyses, see Table 6. These analyses revealed the goal alignment did not moderate the relations between ACocc and any organization-relevant outcomes, therefore, Hypothesis 1 was rejected. Similarly, goal alignment did not moderate the relation between ACorg and professional turnover intentions, $\Delta R^2 = .004$, $F(1, 180) = .303$, *ns*, therefore Hypothesis 2 was rejected.

In relation to Hypothesis 3, goal alignment did not moderate the relation between ACorg and most organization-relevant outcomes, but did moderate the relation between ACorg and job satisfaction, $\Delta R^2 = .010$, $F(1, 180) = 10.20$, $p = .002$ (see Figure 13). As can be seen from the figure, the relation between ACorg and job satisfaction was stronger when goals were not aligned, perhaps due to the very low levels of satisfaction under conditions of low commitment and goal alignment. This interaction was not expected. That is, ACorg was expected to have a strong relation with job satisfaction overall and therefore the relation was not expected to vary as a function of goal alignment. Therefore, Hypothesis 3 was not supported. Given that Hypothesis 3 was in essence a null-hypothesis conducted as a 'control' in the test of Hypothesis 1, rejecting this hypothesis raises questions regarding the meaning of the observed effect. One possibility is that it suggests another role for goal alignment. However, this interpretation requires the treatment of goal alignment as the predictor and ACorg as the moderator.

In summary, the results of the moderated multiple regression analyses suggest that goal alignment does not play a moderating role as expected. Further, the sole significant interaction observed was contrary to expectation. A possible explanation for this effect will be discussed below.

Table 5

Scale-Level Statistics and Correlations among Variables in Study 2

	M	SD		1	2	3	4	5	6	7	8	9
1. GAM	5.32	1.19		(.73)								
			N	185								
2. ACorg	4.50	1.71		.55	(.95)							
			N	184	237							
3. ACocc	5.26	1.47		.52	.68	(.94)						
			N	184	183	184						
4. OTI	3.31	1.80		-.55	-.77	-.61	(.93)					
			N	185	237	184	238					
5. PTI	2.71	1.60		-.49	-.63	-.77	.75	(.92)				
			N	185	184	184	185	185				
6. MOAQ-JS	5.04	1.67		.58	.84	.73	-.78	-.62	(.94)			
			N	185	237	184	238	185	238			
7. UWES	4.74	1.25		.46	.76	.75	-.55	-.58	.73	(.96)		
			N	185	237	184	238	185	238	238		
8. OCBI	4.97	1.15		.24	.50	.35	-.31	-.30	.40	.57	(.93)	
			N	185	237	184	238	185	238	238	238	
9. OCBO	4.61	1.47		.46	.79	.63	-.59	-.51	.73	.78	.70	(.95)
			N	185	237	184	238	185	238	238	238	238

Note. GAM = Goal Alignment Measure; ACorg = Affective Organizational Commitment; ACocc = Affective Occupational Commitment; OTI = Organizational Turnover Intentions; PTI = Professional Turnover Intentions; MOAQ-JS = Michigan Organizational Assessment Questionnaire (Job Satisfaction Subscale); UWES = Utrecht Work Engagement Scale; OCBI = Organizational Citizenship Behaviors (Interpersonal), OCBO = Organizational. Alpha coefficients of internal consistency are in parenthesis on the diagonal. All correlations significant at .01 level.

Table 6

Results of Moderated Multiple Regression Analyses for Study 2.

Predictor	B	S.E.	β	CI-L	CI-U
Predictor = ACocc; Moderator = GAM; Criterion = MOAQ-JS; R^2 = .579, F(3, 180) = 155.44, p < .001.					
Intercept	5.168				
GAM	.376	.140	.271	.101	.652
ACocc	.655***	.114	.582	.430	.879
Interaction	-.004	.054	-.005	-.110	.103
ΔR^2 = .000, F(1, 180) = .004, *ns*.					
Predictor = ACorg; Moderator = GAM; Criterion = MOAQ-JS; R^2 = .737, F(3, 180) = 195.87, p < .001.					
Intercept	5.250				
GAM	.191**	.067	.148	.060	.323
ACorg	.738***	.058	.741	.624	.851
Interaction	-.076**	.024	-.103	-.122	-.029
ΔR^2 = .010, F(1, 180) = 10.20, p = .002.					
Predictor = ACocc; Moderator = GAM; Criterion = UWES; R^2 = .573, F(3, 180) = 66.65, p < .001.					
Intercept	4.897				
GAM	.088	.052	.089	-.013	.190
ACocc	.564***	.054	.705	.456	.671
Interaction	-.003	.035	-.005	-.071	.066
ΔR^2 = .000, F(1, 180) = .006, *ns*.					
Predictor = ACorg; Moderator = GAM; Criterion = UWES; R^2 = .563, F(3, 180) = 52.66, p < .001.					
Intercept	4.920				
GAM	.056	.068	.061	-.078	.189
ACorg	.504***	.051	.701	.403	.604
Interaction	-.030	.044	-.058	-.117	.056
ΔR^2 = .003, F(1, 180) = .479, *ns*.					
Predictor = ACocc; Moderator = GAM; Criterion = OTI; R^2 = .447, F(3, 180) = 65.32, p < .001.					
Intercept	3.198				
GAM	-.464**	.131	-.317	-.737	-.191
ACocc	-.547***	.138	-.462	-.795	-.299
Interaction	-.033	.060	-.043	-.152	.086
ΔR^2 = .002, F(1, 180) = .297, *ns*.					
Predictor = ACorg; Moderator = GAM; Criterion = OTI; R^2 = .603, F(3, 180) = 112.27, p < .001.					
Intercept	3.180				
GAM	-.267*	.110	-.181	-.484	-.050
ACorg	-.700***	.070	-.665	-.835	-.561
Interaction	-.012	.038	-.016	-.088	.063
ΔR^2 = .000, F(1, 180) = .103, *ns*.					

Predictor	B	S.E.	β	CI-L	CI-U
Predictor = ACocc; Moderator = GAM; Criterion = PTI; R^2 = .601, F(3, 180) = 78.22, p < .001.					
Intercept	2.661				
GAM	-.158	.095	-.117	-.345	.029
ACocc	-.746***	.102	-.684	-.948	-.545
Interaction	.041	.044	.058	-.047	.129
ΔR^2 = .003, F(1, 180) = .854, *ns*.					
Predictor = ACorg; Moderator = GAM; Criterion = PTI; R^2 = .428, F(3, 180) = 29.04, p < .001.					
Intercept	2.653				
GAM	-.264*	.112	-.201	-.484	-.043
ACorg	-.489***	.083	-.505	-.653	-.325
Interaction	.044	.080	.062	-.114	.202
ΔR^2 = .004, F(1, 180) = .303, *ns*.					
Predictor = ACocc; Moderator = GAM; Criterion = OCBO; R^2 = .420, F(3, 180) = 54.37, p < .001.					
Intercept	4.790				
GAM	.202*	.099	.173	.008	.397
ACocc	.507***	.088	.537	.334	.680
Interaction	-.005	.044	-.009	-.091	.080
ΔR^2 = .000, F(1, 180) = .015, *ns*.					
Predictor = ACorg; Moderator = GAM; Criterion = OCBO; R^2 = .598, F(3, 180) = 105.50, p < .001.					
Intercept	4.799				
GAM	.048	.067	.043	-.085	.180
ACorg	.622***	.048	.742	.529	.716
Interaction	-.018	.027	-.030	-.071	.034
ΔR^2 = .001, F(1, 180) = .482, *ns*.					
Predictor = ACocc; Moderator = GAM; Criterion = OCBI; R^2 = .122, F(3, 180) = 7.49, p < .001.					
Intercept	5.059				
GAM	.065	.079	.070	-.092	.222
ACocc	.233**	.081	.309	.073	.393
Interaction	.001	.044	.002	-.086	.088
ΔR^2 = .000, F(1, 180) = .001, *ns*.					
Predictor = ACorg; Moderator = GAM; Criterion = OCBI; R^2 = .244, F(3, 180) = 18.40, p < .001.					
Intercept	5.001				
GAM	-.029	.069	-.041	-.164	.107
ACorg	.351***	.056	.524	.240	.462
Interaction	.053	.034	.108	-.014	.120
ΔR^2 = .011, F(1, 180) = 2.48, *ns*.					

Note. GAM = Goal Alignment Measure; ACorg = Affective Organizational Commitment; ACocc = Affective Occupational Commitment; OTI = Organizational Turnover Intentions; PTI = Professional Turnover Intentions; MOAQ-JS = Michigan Organizational Assessment

Questionnaire (Job Satisfaction Subscale); UWES = Utrecht Work Engagement Scale; OCBI = Organizational Citizenship Behaviors (Interpersonal), OCBO = Organizational. B = unstandardized regression weight, S.E.= standard error, β = standardized regression weight, CI-L = lower bound of confidence interval for unstandardized regression weight, CI-U = upper bound of confidence interval for unstandardized regression weight. CIs based on bootstrapping = 1,000. ΔR^2 refers to change in R^2 after the inclusion of the interaction in the model. * $p < .05$, ** $p < .01$, *** $p < .001$.

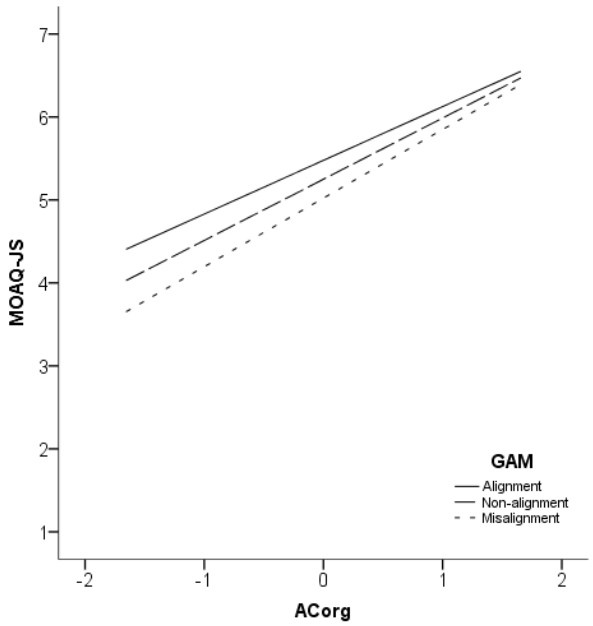

Figure 13. Interaction of Goal Alignment Measure scores (GAM) with affective organizational commitment (ACorg) on Michigan Organizational Questionnaire – Job Satisfaction Subscale (MOAQ-JS). Affective organizational commitment is mean-centered, with 0 indicating the mean. Alignment = +1 SD above the mean, Non-alignment = Mean, Misalignment = -1 SD below the mean.

Exploratory Analyses

Goal alignment as antecedent to commitment. The correlations of goal alignment with ACorg ($r = .55$) and ACocc ($r = .52$) suggest that goal alignment is strongly associated with the experience of commitment to both targets. Supporting the interpretation of the correlations, goal alignment was found to account for significant variance beyond ACocc in ACorg scores, as well as significant variance beyond ACorg in ACocc scores: $\Delta R^2 = .053$, $F(1, 180) = 20.016$, $p < .001$; $\Delta R^2 = .029$, $F(1, 180) =$

10.427, p = .001; respectively. These findings suggest that goal alignment contributed to a greater experience of commitment beyond at least one antecedent for each target.

Moderation of relation between ACocc and ACorg. In contrast to findings from Study 1, goal alignment was not found to moderate the relation between ACocc and ACorg, ΔR^2 = .000, F(1, 179) = .007, *ns*. It appears that, in a sample of actual employees, goal alignment did not play a role in the relation between commitment to these two targets.

Contribution beyond ACocc and ACorg to outcomes. Generally, goal alignment was found to have strong positive correlations with outcome measures (mean r = .46), suggesting it might contribute significantly to the prediction of these scores. Goal alignment was found to account for significant variance above that attributable to ACorg and ACocc for two outcomes (see Table 7). Goal alignment was found to account for an additional 2% of unique variance in organizational turnover intentions, F(1, 179) = 7.10, p = .008, as well as for an additional 1% of unique variance in job satisfaction, F(1, 179) = 5.34, p = .022. Overall, these findings suggest that goal alignment might contribute to the prediction of two outcomes often associated with organizational commitment beyond ACocc and ACorg.

In light of the evidence for a significant interaction between goal alignment and ACorg in the prediction of job satisfaction described above, I explored the relation between goal alignment in a bit more detail. Specifically, I examined the significant interaction with goal alignment treated as the predictor and ACorg as the moderator (see Figure 14). Inspection of the figure indicates goal alignment potentially acted as a substitute for ACorg when ACorg is low. When ACorg was high (1SD above the mean),

goal alignment appears to have had little influence on job satisfaction, however, when ACorg was at the mean or low (1 SD below the mean), goal alignment had the greatest influence on job satisfaction, with the largest effect when ACorg was low, followed by when it was at the mean.

Table 7

Hierarchical Regression Models of Goal Alignment Predicting Outcomes Beyond Affective Organizational Commitment and Affective Occupational Commitment in Study 2.

	Step 1			Step 2		
Measure	*B*	*SE B*	β	*B*	*SE B*	β
Outcome = MOAQ-JS						
ACorg	.65***	.05	.65			
ACocc	.31***	.06	.28			
GAM				.15*	.06	.11
R^2	.75			.76		
ΔR^2	$F(1, 179) = 5.34$, $p = .022$.			.01*		
$N = 183$						
Outcome = UWES						
ACorg	.32***	.04	.45			
ACocc	.36***	.05	.45			
GAM				-.04	.05	-.04
R^2	.67			.68		
ΔR^2	$F(1, 179) = .520$, *ns*.			.00		
$N = 183$						
Outcome = OTI						
ACorg	-.68***	.07	-.65			
ACocc	-.20**	.08	-.17			
GAM				-.22**	.08	-.15
R^2	.60			.61		
ΔR^2	$F(1, 179) = 7.10$, $p = .008$.			.02**		
$N = 183$						
Outcome = PTI						
ACorg	-.19**	.06	-.20			
ACocc	-.69***	.07	-.63			
GAM				-.11	.08	-.08
R^2	.61			.61		
ΔR^2	$F(1, 179) = 1.90$, *ns*.			.00		
$N = 183$						

Outcome = OCBO						
ACorg	.54***	.05	.64			
ACocc	.19**	.06	.20			
GAM				.00	.07	.00
R^2	.62			.62		
ΔR^2	$F(1, 179) = .003$, *ns*.			.00		
$N = 183$						
Outcome = OCBI						
ACorg	.31***	.06	.47			
ACocc	.02	.07	.02			
GAM				-.06	.08	-.07
R^2	.23			.23		
ΔR^2	$F(1, 179) = .709$, *ns*.			.00		
$N = 183$						

Note. GAM = Goal Alignment Measure; ACorg = Affective Organizational Commitment; ACocc = Affective Occupational Commitment; OTI = Organizational Turnover Intentions; PTI = Professional Turnover Intentions; MOAQ-JS = Michigan Organizational Assessment Questionnaire (Job Satisfaction Subscale); UWES = Utrecht Work Engagement Scale; OCBI = Organizational Citizenship Behaviors (Interpersonal), OCBO = Organizational. B = unstandardized regression weight, S.E.= standard error, β = standardized regression weight, ΔR^2 refers to change in R^2 after the inclusion of GAM in the model. *p < .05, **p < .01., ***p <.00

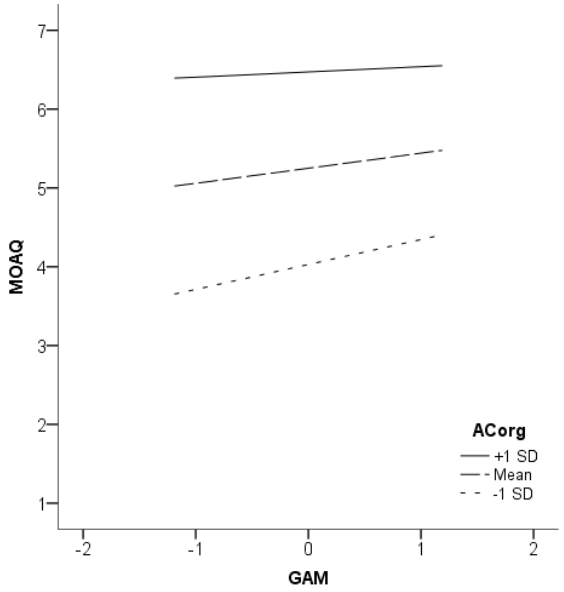

Figure 14. Interaction of affective organizational commitment (ACorg) with Goal Alignment Measure scores (GAM) on Michigan Organizational Questionnaire – Job Satisfaction Subscale (MOAQ-JS). Goal alignment measure is mean-centered, with 0 indicating the mean. Affective organizational commitment is plotted at +1 SD above the mean, mean, and -1 SD below the mean.

Summary of exploratory analyses. The results of these analyses suggest goal alignment is not a moderator between commitment to one target and outcomes relevant to another target. However, based on these findings, goal alignment potentially plays a role as a predictor of ACorg, ACocc, job satisfaction, and organizational turnover intentions.

General Discussion

The research presented here was stimulated by evidence that commitment to one target can have implications for behavior of relevance to another (e.g., Lee et al., 2000; Swart et al., 2014; Tsoumbris and Xenikou, 2010;). These 'crossover effects' are potentially important under conditions where it might be difficult to establish commitment to a particular target yet the behaviors associated with that target are still desired. With increasing economic uncertainty, many organizations might find it difficult to establish long-term relations (commitment) with employees, yet they require employees to work effectively to attain organizational goals. The evidence for crossover effects suggest that they might be able to benefit from commitment to other targets. However, these relations tend to be modest so it is important to understand when these relations exist. In the present research I proposed a new construct, goal alignment, expected to act as a moderator of the relations between commitment to one target and outcomes most relevant to another that might be useful in helping explain these relations. I constructed a scale to assess this new construct, the Goal Alignment Measure (GAM), and conducted two studies to assess the psychometric properties of the scale and to investigate the moderating role of goal alignment.

Evaluation of the Goal Alignment Measure

Overall, the results of the current studies provided preliminary evidence for the psychometric quality of the GAM as it pertains to the alignment of organizational and occupational goals. Although the reliability for the scale was lower in the second study than in the first, both were within acceptable ranges and the removal of any item did not improve the reliability in either study. The means and standard deviations for the GAM in the two studies were similar. Relatedly, across both studies, the correlations of goal alignment with organization-relevant outcomes were of similar magnitude and in the same direction. These findings suggest that the GAM was responded to in a similar manner across two very different samples, students pretending to be an employee presented in a vignette and employees responding according to their own lived experiences. Finally, results from Study 1 also provided some evidence that responses to the GAM were influenced as expected by descriptions of relevant work conditions. That is, the measure is sensitive to these conditions as intended.

Moderation Role of Goal Alignment

The results of moderation analyses across the studies provide somewhat contradictory findings. In Study 1, goal alignment was found to moderate the relations between ACocc and outcomes of relevance to the organization as expected. While it also moderated relations between ACorg and outcomes relevant to the organization, the effects were considerably weaker than for the crossover relations. One possible explanation for these unexpected effects might be that work engagement and OCBO are fairly generic outcomes that can have relevance for both the organization and the

occupation. Consequently, ACorg is likely to have its strongest relations with these outcomes when they benefit both targets – that is, when their goals are aligned.

In Study 2, goal alignment was not found to moderate the relations between commitment to one target and any outcomes of relevance to another target. These results might be, in part, caused by certain characteristics of the sample in Study 2. Participants recruited from Amazon's Mechanical Turk come from a wide range of occupations, as confirmed by the variety of industries that participants indicated best characterized their employment (see Table 4). However, this wide range of occupations leaves open the possibility that many participants did not belong to occupations that they perceived to have goals. For example, a fry cook might be less likely to see his or her occupation as having goals in and of itself in comparison to more traditional and established occupations (e.g., lawyers, doctors, accountants). In contrast, the vignettes in Study 1 focused on nursing, arguably a more traditional occupation. Further, because of its pervasiveness, participants in Study 1 might have been better aware of nursing as a profession and how its goals and the goals of an organization (e.g., a hospital) might be aligned, non-aligned, or misaligned. In turn, participants in Study 1, as a group, might have been better able to provide responses that allowed for the detection of the moderating role of goal alignment in comparison to participants in Study 2. Future research could address this issue by investigating goal alignment in a sample of members of more established occupations.

Other Roles of Goal Alignment

In each study I conducted a series of exploratory analyses to investigate other potential roles of goal alignment besides its role as a moderator. Generally, the results of

the exploratory analyses suggest that goal alignment might play multiple roles. Results from both studies indicated that goal alignment accounted for significant variance in ACorg beyond ACocc and in ACocc beyond ACorg. In light of this, goal alignment is also potentially an antecedent of commitment to each of these targets. Results from Study 1 indicated that goal alignment might also play a moderating role between ACorg and ACocc. For this interaction, the relation was strongest at scores of goal alignment indicating alignment, followed by non-alignment and misalignment, suggesting perceptions of alignment intensified the relation between commitment to these targets.

Lastly, results from both studies also suggest that goal alignment is a predictor of two outcomes of commitment (i.e. job satisfaction and organizational turnover intentions) and that it accounts for significant variance in these outcomes beyond that explained by ACorg and ACocc.

Implications

The present research has implications for the academic literature in its advancement of theory and suggestions for future research, as well as in the practical realm, with implications for organizations and occupational groups.

Implications for theory and research. The present research contributes to the academic literature in several important ways. Previous work has found that commitment to the occupation is related to outcomes often associated with organizational commitment, including job involvement, intentions to leave the organization, and supervisor-rated performance (Lee et al., 2000). These relations were often found to have significant unexplained variance, suggesting the possibility of moderating effects. The

present research suggests that goal alignment presents one variable that might be useful in explaining variation in these relations.

Researchers have also established that commitment to these two targets appear to most often be positively associated with one another (e.g., Cooper-Hakim & Viswesvaran, 2005; Lee et al., 2000; Meyer & Espinoza, 2016). In their meta-analysis, Lee et al. (2000) reported that there is significant unexplained variance in this relation. The exploratory analyses presented here provide support for the meaningfulness of goal alignment as one factor that helps to explain the variation observed in the relation between ACorg and ACocc. Specifically, under conditions of alignment the relation between these variables is likely to be stronger.

Finally, although this thesis has been written within a framework that focuses on assessing goal alignment between two targets of commitment, the occupation and the organization, this target-pairing does not present the totality of conditions under which goal alignment should be considered. Goal alignment is proposed to be relevant to the compatibility of the goals of any two targets, broadening the potential applications of the construct. There is a growing literature on commitment to multiple targets, including supervisors, work groups, career, occupation, and customers (e.g., Becker & Billings, 1993; Bentein, & Stinglhamber, 2004; Morin, Boudrias, Madore, Morizot, & Tremblay, 2010; Morin, Meyer, McInerney, Marsh, & Ganotice, 2015; Morin, Morizot, Boudrias, & Madore, 2011; Vandenberghe, Meyer, Morin, & Vandenberghe, 2015). Integrating goal alignment into research examining other target pairings of commitment and their relations with outcomes might be helpful in explaining the results of the aforementioned studies. Goal alignment research would also benefit from this integration as it would provide

further tests of the validity of the target-free nature of the GAM. Such research would also help identify whether goal alignment is useful in explaining the relations between commitment to one target and outcomes of relevance to another across all target-pairings, as proposed in this paper, or whether it only plays a role in relation to some of these pairings.

Implications for practice. The results of this research, particularly those found in Study 1, suggest that organizations that find themselves in a situation where it is difficult to foster organizational commitment might be able to achieve desired outcomes (e.g., work engagement, OCB) in other ways. That is, aligning perceptions of the organization's goals with the goals of targets to which individuals already have a commitment (e.g., the occupation) provides an alternative route to reap the benefits normally resulting from organizational commitment. Results from both studies also indicate that goal alignment contributes to organizational commitment beyond what is accounted for by occupational commitment, and that to foster organizational commitment, organizations can target goal alignment. Relatedly, the results of exploratory analyses in Study 1, in which goal alignment moderated the relation between ACocc and ACorg, suggests that fostering goal alignment might be beneficial because it can play an important role in a dynamic process in which commitment to the occupation reinforces commitment to the organization and vice versa. Outside of its moderating role, results in both Study 1 and Study 2 provide evidence that goal alignment also contributes to at least two outcomes of interest to organizations, job satisfaction and reduced organizational turnover intentions, beyond both ACorg and ACocc. Generally, goal alignment appears to play multiple positive roles in relation to commitment and outcomes that present it as an attractive variable for

targeting by organizational interventions. These interventions might entail focused efforts by the organization to work with occupational groups to improve the compatibility between organizational and occupational goals, or training managers to recognize alignment and misalignment of these goals and do what they can to leverage these perceptions of alignment or to shift perceptions of misalignment toward alignment.

Implications for occupational groups. The 'organizational perspective' taken in this research emphasizes the implications of goal alignment for organizations, but this does not mean that it does not also have implications for other stakeholders, like occupational groups. In Study 1, goal alignment was found to moderate the relation between ACorg and professional turnover intentions, indicating that employees who perceive the goals of their occupation and the goals of the organization as aligned, might be less likely to intend to leave the occupation the more committed they are to the organization. As previously stated, results from Study 1 also indicate that goal alignment might play a role in the mutually reinforcing relation between organizational and occupational commitment. If this is the case, occupations can also benefit from goal alignment as it could lead to a more strongly committed membership.

Limitations and Future Directions

The results and propositions put forward in this research are subject to some qualification based on study limitations. In this section I outline some of these limitations accompanied by future directions that might aid in addressing them in further research on goal alignment.

Limitations of Study 1. Some limitations of concern are derived from the experimental design of Study 1. First, some conditions created by the fully-crossed

design might be unlikely to occur in reality. For example, a scenario in which the goals of the organization and occupation are highly aligned but the employee is weakly or not committed to either target, or a scenario in which an individual is highly committed to two targets with misaligned goals. In both of these situations, it is likely that something has to give. An employee weakly affectively committed to both targets might be likely to exit the organization, occupation, or both, unless retained by a lack of alternatives or a perceived obligation to the target (i.e. continuance or normative commitment). Employees who are highly affectively committed to targets with misaligned goals might ultimately choose sides and decrease their commitment to one of the targets. For participants assigned to these conditions, these uncommon situations could have created difficulty when responding. Given the support for the hypotheses found in this study, and the similarity of the scale correlations between Study 1 and Study 2, these situations might not have had serious adverse effects on the results. Nonetheless, future research might develop goal alignment theory further by proposing if, how, and why goal alignment can exist in the situations previously described as unlikely. With a stronger theoretical background, conditions can be designed that more accurately depict the experiences of real employees.

Second, the manipulations depicting low ACocc and low ACorg might present a reaction to a negative situation rather than the absence of commitment. Manipulations depicting an absence of commitment, in turn, might have better reflected the reality of commitment, ranging from not committed to fully committed. For example, the low ACorg manipulation included the statement, "[Sarah] thinks the hospital's administration can be unfair to its employees and, for the most part, working with her supervisors has

not been a positive experience." Instead, the manipulation might have included, "[Sarah] thinks that nothing about working at this hospital has really stood out, the hospital's administration treats its employees fairly most of the time and working with her supervisors has had its ups and downs", that might be interpreted as less negatively than the statement used in the study.

Limitations of Study 2. As noted earlier, the nature of the sample used in Study 2 might have influenced the results. More specifically, the sample was composed of employees from many different occupations, some of which might not have been perceived to have goals to the same extent as more traditional established occupations like the one employed in the vignettes for Study 1, nursing. Potentially, members of these occupations might have found it difficult to answer items assessing organization-occupation goal alignment, adversely affecting the possibility of detecting the moderating role of goal alignment. In the future, research that investigates goal alignment with a sample exclusively composed of members of more established occupations might provide a better test of the generalizability of the results of Study 1 to actual employees.

Goal alignment and other components of commitment. The dominant conceptualization of the commitment construct contains two other components aside from the affective component, normative and continuance commitment (Allen & Meyer, 1990). This research is limited in that neither of these components of commitment are investigated in terms of how their relations with outcomes could be influenced by goal alignment, although they are crucial parts of the TCM. The experience of an obligation to a course of action (i.e., normative commitment), or having to take a course of action (i.e., continuance commitment) also operate on behavior through goals (Meyer et al., 2004).

While these goals are likely qualitatively different from those stemming from affective commitment, for example, focused on repaying perceived debts or preventing the loss of one's job, goal alignment might play some role in the way these goals are pursued. Future research might explore the potential implications of goal alignment in relation to these other components of commitment, further expanding the range of situations in which affecting perceptions of alignment might have an impact on outcomes through commitment.

Conclusion

Due to concerns with the relevance of organizational commitment in the changing labor market (Blau, 2001; Meyer, 2009) and the accumulation of evidence that employees form multiple commitments (e.g., Meyer, Morin, & Vandenberghe, 2015; Morin, Meyer, McInerney, Marsh, & Ganotice, 2015; Morin, Morizot, Boudrias, & Madore, 2011; Tsoumbris & Xenikou, 2010), it is imperative that we seek to gain a more in-depth understanding of the relations between these commitments as well as their relations with outcomes of interest. One way that this endeavor can be undertaken is by conducting investigations into the variables that can influence these relations. In this research, I proposed and defined goal alignment as a variable that might be useful in addressing these issues. Potentially, goal alignment presents a way in which commitment to one target might be leveraged to reap benefits most associated with commitment to another target. Second, even though research has mostly found that affective commitments to multiple targets are positively related, these correlations are modest and there is considerable variability across studies. Goal alignment might also prove useful in explaining this variability, as it provides one theoretical rationale for the compatibility or

conflict between these commitments (i.e. alignment and misalignment). The evidence presented here provides positive, if preliminary, support for the use of this construct in further research, evidence for the psychometric quality of its measure, and potential implications for organizations and occupational groups.

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Appendix A: Goal Alignment Measure (GAM)

Response Options: Likert-type scale ranging from strongly disagree (1) to strongly agree (7).

Scoring: Reverse scores on items identified with (R) and calculate mean score from answers to all items.

Items

1) This organization's goals are aligned with the goals of my profession.
2) This organization's goals conflict with the goals of my profession. (R)
3) Helping this organization succeed in its goals hurts my changes to succeed in the goals of my profession.
4) Working towards *this organization's goals* helps me achieve the goals of my profession. (R)

Note. The targets underlined in the items can be replaced with any targets of interest. For example, in assessing alignment between personal goals and the goals of one's work team, the third item may be: "Helping my work team succeed in its goals hurts my chances to succeed in my personal goals".

Appendix B: Example Study 1 Vignettes

Condition 1: High Affective Occupational Commitment [in brackets], High Affective Organizational Commitment (in parentheses), Organization-Occupation Goal Alignment (in *italics*). Word Count: 433.

Sarah has recently graduated from a nursing program at a major Canadian university. [Looking back, she thinks she took the time she needed to carefully consider all of her options before picking this program. Since entering her program, Sarah has become very enthusiastic about her profession and considers being a nurse an important part of who she is. Like some of her colleagues, Sarah enjoys reading articles related to nursing to keep up with new developments in her field.] Outside of school, she has a close circle of friends and family, as well as a variety of hobbies, including rock climbing and photography; all which she considers important parts of her life.

The nursing program Sarah attended is focused on health and health-care as basic human rights, and on providing client-centered care. Instructors emphasize that nursing is a compassionate profession and that nurses should attempt to develop an understanding of their clients' situations and involve them in their own care. Students were encouraged to use their knowledge and critical judgment to ensure that they always did what would most benefit their clients' health.

Since graduation, Sarah has taken her first job as a nurse at a hospital. She is responsible for providing care for individuals who are recovering from surgery. This hospital is highly regarded and considered to be very successful. When asked about the hospital's success, the director responded that it could be attributed to the hospital's focus on *"ensuring their staff have the necessary training, equipment, and support to perform at their peak, and by fostering a culture that treats their clients as people instead of assignments."*

When Sarah first accepted the job at this hospital, she took part in orientation. *The orientation focused on the policies and procedures around patient care.* For example, *she learned about the hospital's policy on maintaining stable patient-nurse assignments. This meant that administration attempted to keep the same nurse as the primary care giver for a client as long as possible, so that the nurse could develop a relationship with the client and be more informed when making decisions about the client's care. Sarah was also encouraged to take part in training sessions provided by the hospital meant to help staff continue learning how to provide better care for their clients.* (So far, Sarah has enjoyed working at this hospital and feels like she fits in. She thinks the hospital's administration treats its employees fairly and, for the most part, her supervisors try to make work a positive experience. Overall, she feels like she's made a good choice in taking a job at this hospital.)

Condition 2: High Affective Occupational Commitment [in brackets], High Affective Organizational Commitment (in parentheses), Organization-Occupation Goal Non-alignment (in *italics*). Word Count: 422.

Sarah has recently graduated from a nursing program at a major Canadian university. [Looking back, she thinks she took the time she needed to carefully consider all of her options before picking this program. Since entering her program, Sarah has become very enthusiastic about her profession and considers being a nurse an important part of who she is. Like some of her colleagues, Sarah enjoys reading articles related to nursing to keep up with new developments in her field.] Outside of school, she has a close circle of friends and family, as well as a variety of hobbies, including rock climbing and photography; all which she considers important parts of her life.

The nursing program Sarah attended is focused on health and health-care as basic human rights, and on providing client-centered care. Instructors emphasize that nursing is a compassionate profession and that nurses should attempt to develop an understanding of their clients' situations and involve them in their own care. Students were encouraged to use their knowledge and critical judgment to ensure that they always did what would most benefit their clients' health.

Since graduation, Sarah has taken her first job as a nurse at a hospital. She is responsible for providing care for individuals who are recovering from surgery. This hospital is highly regarded and considered to be very successful. When asked about the hospital's success, the director responded that it could be attributed to the hospital's focus on *"establishing clear policies and expectations so that employees have an understanding of how they should behave."*

When Sarah first accepted the job at this hospital, she took part in orientation. *The orientation focused on the policies and procedures related to administration.* For example, *she attended a series of sessions where she learned about the hospital's dress code, the processes for making claims to her benefits plan, how to submit a formal complaint to human resources, how to request days off, as well as other procedures in place related to administration at the hospital. Sarah was also encouraged to take part in training sessions provided by the hospital meant to help staff continue learning about government and organizational policies on multiple issues, such as diversity, safety regulations, and harassment.* (So far, Sarah has enjoyed working at this hospital and feels like she fits in. She thinks the hospital's administration treats its employees fairly and, for the most part, her supervisors try to make work a positive experience. Overall, she feels like she's made a good choice in taking a job at this hospital.)

Condition 12: Low Affective Occupational Commitment [in brackets], Low Affective Organizational Commitment (in parentheses), Organization-Occupation Goal Misalignment (in *italics*). Word Count: 434.

Sarah has recently graduated from a nursing program at a major Canadian university. [Looking back, she realizes she felt somewhat pressured to go into nursing because several members of her extended family, including her mother, were nurses. Since entering her program, Sarah has found that she doesn't really enjoy nursing and thinks of it more as a job than a career. Unlike some of her colleagues, Sarah has little interest in doing additional reading to keep up with new developments in nursing.] Outside of school, she has a close circle of friends and family, as well as a variety of hobbies, including rock climbing and photography; all which she considers important parts of her life.

The nursing program Sarah attended is focused on health and health-care as basic human rights, and on providing client-centered care. Instructors emphasize that nursing is a compassionate profession and that nurses should attempt to develop an understanding of their clients' situations and involve them in their own care. Students were encouraged to use their knowledge and critical judgment to ensure that they always did what would most benefit their clients' health.

Since graduation, Sarah has taken her first job as a nurse at a hospital. She is responsible for providing care for individuals who are recovering from surgery. This hospital is highly regarded and considered to be very successful. When asked about the hospital's success, the director responded that it could be attributed to the hospital's focus on *"efficiency and preventing over spending by constantly evaluating how to reduce costs and increase profits."*

When Sarah first accepted the job at this hospital, she took part in orientation. *The orientation focused on the policies and procedures around best practices in efficiency and cost reduction.* For example, *she learned to administer medication following a strict procedure where she must scan and administer each medication according to a computer record. She cannot skip or change a medication because the computer will prevent her from continuing to the next task. Sarah was also encouraged to take part in training sessions provided by the hospital meant to help staff continue learning about initiatives to improve efficiency, such as 'Structured Pathways', a set of procedures for increasing 'turnover' (the speed at which clients are released from care).* (So far, Sarah hasn't enjoyed working at this hospital and is not sure she fits in. She thinks the hospital's administration can be unfair to its employees and, for the most part, working with her supervisors has not been a positive experience. Overall, she feels like she made a poor choice in taking a job at this hospital.)

Appendix C: Letter of Information and Informed Consent for Study 1

Western SocialScience

Psychology

Project Title: Assessing Reactions to Workplace Situations

Western University

Letter of Information

1. Invitation to Participate

   You are being invited to participate in a research project concerning people's reactions to situations in the workplace because you are a participant in the SONA system through Introductory Psychology.

2. Purpose of the Letter

   The purpose of this letter is to provide you with information required for you to make an informed decision regarding participation in this research.

3. Purpose of this Study

   The purpose of the present research is to gain a better understanding of how situations in the workplace may influence individuals' behaviours and attitudes targeted at their occupation and the organization they work for.

4. Inclusion Criteria

   Individuals who are enrolled in the SONA system, are at least 18 years of age, and are fluent in English are eligible to participate in this study.

5. Exclusion Criteria

   As this study is being advertised only to SONA participants, those not enrolled in the SONA system are not eligible to participate.

6. Study Procedures

   If you agree to participate, you will be asked to take on the role of an individual described in a profile provided to you. Imagining you are the individual in the profile, you will be asked to respond to a series of questions about your attitudes towards your organization

and your occupation, as well as the frequency with which you might engage in some behaviours. After the role-taking portion of the study, you will be asked to give some demographic information for the purposes of describing the research sample. None of these descriptors can be used to identify you. The estimated time to complete this study is 45-60 minutes.

7. Possible Risks and Harms

   There are no known or anticipated risks or discomforts associated with participating in this study.

8. Possible Benefits

   There are possible benefits for both you and society at large. For you, as a participant, this may provide you with an educational experience, as you will be exposed to methodology and measures used in psychology. For society, this study presents an investigation of the factors that may influence individuals' experiences at work and how influential different experiences may be on attitudes and behavior.

9. Compensation

   You will be compensated with 1 research credit per hour toward PSYC1000 for participating in this study. If you are enrolled in a course other than Psych 1000, your compensation will be based on your course outline. If you complete the study in less than an hour you will still be fully compensated for your participation. If you have any questions about the time or compensation, please feel free to contact the investigators before you consider signing the consent.

10. Voluntary Participation

    Participation in this study is voluntary. If you do not complete the entire study, you will still be compensated with one research credit. You may refuse to participate, refuse to answer any questions, or withdraw from the study at any time with no effect on your future academic status.

11. Confidentiality

    All data collected will remain confidential, anonymous and accessible only to the investigators of this study. Representatives of The University of Western Ontario Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research. Analyses will be conducted and results will be reported only for aggregate data – no individual's responses will be reported. No personal

identifiers (e.g., name, student number) will be linked to your responses. You will need to use your SONA ID to participate in the survey and receive credit.

12. Contacts for Further Information

    If you require any further information regarding this research project or your participation

13. Publication

    If the results are published, your name will not be used. All information gathered in this study is used for research purposes only. If you would like to receive a copy of any potential study results, please contact Jose Espinoza.

14. Consent

    If you wish to participate in this study, click the next button below and on the next page you can officially give your informed consent to participate by clicking “yes”. You do not waive any legal right by signing this consent form.

Appendix D: Ethics Approval for Study 1

Western Research

Western University Non-Medical Research Ethics Board
NMREB Delegated Initial Approval Notice

Principal Investigator: Prof. John Meyer
Department & Institution: Social Science\Psychology,Western University

NMREB File Number: 107804
Study Title: Assessing Reactions to Workplace Situations (Student Sample)

NMREB Initial Approval Date: March 18, 2016
NMREB Expiry Date: March 18, 2017

Documents Approved and/or Received for Information:

Document Name	Comments	Version Date
Western University Protocol		2016/03/10
Recruitment Items	SONA Recruitment Blurb	2016/03/10
Instruments	Profiles in Study	2016/03/10
Other	Debriefing form	2016/02/19
Letter of Information & Consent		2016/03/17
Instruments	Measures in Study	2016/03/17

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

[redacted]
Ethics Officer, on behalf of Dr. Riley Hinson, NMREB Chair or delegated board member

Ethics Officer to Contact for Further Information: [redacted]

This is an official document. Please retain a copy for your files.

[redacted]

Appendix D: Letter of Information and Informed Consent for Study 2

Western SocialScience

Psychology

Project Title: Assessing Reactions to Work Experiences

[redacted]

Western University

Letter of Information

1. Invitation to Participate

   You are being invited to participate in a research project concerning people's reactions to situations in the workplace because of your experience with work based on your current employment.

2. Purpose of the Letter

   The purpose of this letter is to provide you with information required for you to make an informed decision regarding participation in this research.

3. Purpose of this Study

   The purpose of the present research is to gain a better understanding of how work experiences may influence individuals' behaviors and attitudes targeted at their organization and other work-related areas in their life.

4. Inclusion Criteria

   Individuals are eligible to participate in this study if they are currently employed full-time. This full-time employment must be outside of employment by Mechanical Turk and not constitute self-employment. Participants must also be at least 18 years of age and fluent in English.

5. Exclusion Criteria

   Individuals who are not currently employed full-time outside of their work with Mechanical Turk, or are self-employed full-time, are not eligible to participate in the present study.

6. Study Procedures

Version Date: 08/06/2016

If you agree to participate, you will be asked to consider your experiences working at your current organization and to respond to a series of questions about your attitudes towards your organization and other work-related areas of your life, as well as the frequency with which you might engage in some behaviors. At the end of the survey, you will be asked to give some demographic information for the purposes of describing the research sample. None of these descriptors can be used to identify you. The estimated time to complete this study is approximately 30 minutes.

7. Possible Risks and Harms

   There are no known or anticipated risks or discomforts associated with participating in this study.

8. Possible Benefits

   There are possible benefits for both you and society at large. For you, as a participant, this may provide you with an educational experience, as you will be exposed to methodology and measures used in the study of work experiences. For society, this study presents an investigation of the factors that may impact individuals' experiences at work and how influential different experiences may be on attitudes and behavior.

9. Compensation

   You will be compensated $1 USD for your participation in this study. Your compensation will be prorated based on the amount of the study you complete. For example, participants who complete a ¼ of the study will receive $0.25 USD, participants who complete ½ of the study will receive $0.50 USD, and so on.

10. Voluntary Participation

    Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions, or withdraw from the study at any time with no repercussions except that the $1 will be prorated according to how much of the study you have completed.

11. Confidentiality

    All data collected will remain confidential, anonymous and accessible only to the investigators of this study. Representatives of The University of Western Ontario Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research. Analyses will be conducted and results will be reported only for aggregate data – no individual's responses will be reported. No personal identifiers (e.g., name, student number) will be linked to your responses.

12. Contacts for Further Information

    If you require any further information regarding this research project or your participation

    [redacted]

13. Publication

    If the results are published, your name will not be used. All information gathered in this study is used for research purposes only. If you would like to receive a copy of any potential study results, please contact Jose Espinoza.

14. Consent

    If you wish to participate in this study, click the next button below and on the next page you can officially give your informed consent to participate by clicking “yes”. You do not waive any legal right by signing this consent form.

Appendix E: Ethics Approval for Study 2

Western Research

Research Ethics

Western University Non-Medical Research Ethics Board
NMREB Delegated Initial Approval Notice

Principal Investigator: Prof. John Meyer
Department & Institution: Social Science\Psychology,Western University

NMREB File Number: 108093
Study Title: Assessing Reactions to Work Experiences (Full-time Employees)

NMREB Initial Approval Date: June 13, 2016
NMREB Expiry Date: June 13, 2017

Documents Approved and/or Received for Information:

Document Name	Comments	Version Date
Western University Protocol		2016/06/08
Letter of Information & Consent		2016/06/08
Recruitment Items	MTurk Recruitment Blurb	2016/06/08
Other		2016/05/19
Instruments		2016/05/19

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

[redacted]
Ethics Officer, on behalf of Dr. Riley Hinson, NMREB Chair or delegated board member

Ethics Officer: [redacted]

[redacted]

Curriculum Vitae

Name:	Espinoza, Jose A.
Post-secondary Education and Degrees:	University of Western Ontario London, Ontario, Canada 2009-2014 Honors Specialization in Psychology & Major in English Language and Literature English
Honors and Awards:	Western Scholarship of Excellence 2009-2010
	Queen Elizabeth Aiming for the Top Scholarship 2009-2010
	Douglas N. Jackson Memorial Award 2014-2015
	Social Science and Humanities Research Council (SSHRC) Canada Graduate Scholarship – Master's 2015-2016
Related Work Experience	Teaching Assistant The University of Western Ontario 2014-2016
	Research Assistant The University of Western Ontario 2013-2016

Publications:

Meyer, J. P., & Espinoza, J. A. (in press). Occupational commitment. In J. P. Meyer (Ed.), *Handbook of Employee Commitment*.

Poster Presentations:

Espinoza, J. A. (2014). Assessing the relation between commitment and eudaimonic well-being using multidimensional and unidimensional measures. Canadian Psychological Association, Ottawa, ON.

Vaters, C., Espinoza, J. A., Anderson, B. K., Eastwood, C., Bremner, N., Choi, J., & Meyer, J. P. (2014). The Personal Growth and Development Scale: Evidence of reliability and validity. Canadian Psychological Association, Ottawa, ON.