

ISSN: 2792-0720



ÖRGÜTSEL DAVRANIŞ ÇALIŞMALARI DERGİSİ

Cilt / Volume: 1 Sayı / Issue: 1 Yıl / Year: 2021

OB Studies

JOURNAL OF ORGANIZATIONAL
BEHAVIOR STUDIES

www.obstudies.org

Ex Oriente Lux...

JOURNAL OF ORGANIZATIONAL BEHAVIOR STUDIES

Cilt / Volume: 1

Sayı / Issue: 1

Yıl / Year: 2021

Kurucu ve İmtiyaz Sahibi / Founder & Owner

Dr. İsmail ALİCİ

Editörler / Editors

Prof. Dr. Kubilay ÖZYER

Dr. İsmail ALİCİ

Yabancı Dil Editörü / Foreign Language Editor

Öğr. Gör. Nour HUSSEIN

Yazışma Adresi / Mail Address

Prof. Dr. Kubilay ÖZYER

Tokat Gaziosmanpaşa Üniversitesi Taşlıçiftlik Yerleşkesi

İktisadi ve İdari Bilimler Fakültesi İşletme Bölümü

60150 TOKAT

Tel: +90 356 252 16 16 – 2363

Fax: +90 356 252 16 73

E-Posta / E-Mail: obstudies@yahoo.com

ÖRGÜTSEL DAVRANIŞ ÇALIŞMALARI DERGİSİ

**ÖRGÜTSEL DAVRANIŞ ÇALIŞMALARI
DERGİSİ**

Örgütsel Davranış Çalışmaları Dergisi (**OBSTUDIES**) yılda iki kez yayımlanan hakemli, bilimsel ve uluslararası bir dergidir. Örgütsel davranış alanına ilişkin teorik ve görgül makalelere, yer verilen dergimizin temel amacı, bu alanlarda akademik bilginin üretimi ve paylaşımına katkı sağlamaktır. Dergimizde “Türkçe” ve “İngilizce” olmak üzere iki dilde makale yayımlanmaktadır. Dergiye yayımlanmak üzere gönderilen yazılar, belirtilen yazım kurallarına uygun olarak hazırlanmalıdır. Dergiye yayımlanmak üzere gönderilen yazılar, daha önce yayımlanmamış ve yayımlanmak üzere gönderilmemiş olmalıdır. Dergide yayımlanan yazılarda belirtilen görüşler, yazarlara ait olup **Örgütsel Davranış Çalışmaları Dergisi**'nin görüşlerini yansıtmaz. **Örgütsel Davranış Çalışmaları Dergisinde** yayımlanmış yazıların tüm yayın hakları saklı olup, dergimizin adı belirtilmeden hiçbir alıntı yapılamaz.

**JOURNAL OF ORGANIZATIONAL
BEHAVIOR STUDIES
(OBSTUDIES)**

Journal of Organizational Behavior Studies (**OBSTUDIES**) is a peer-reviewed, scientific and international journal published biannually. The main purpose of our journal, which includes theoretical and empirical articles on the field of organizational behavior, is to contribute to the production and sharing of academic knowledge in these fields. Our journal publishes articles in two languages, "Turkish" and "English". Manuscripts sent to the journal for publication should be prepared in accordance with the specified spelling rules. Manuscripts submitted for publication to the journal must not have been previously published or sent for publication. The views expressed in the articles published in the journal belong to the authors and do not reflect the views of the Journal of Organizational Behavior Studies. All publication rights of the articles published in the Journal of Organizational Behavior Studies are reserved, and no citation can be made without specifying the name of our journal.

Bilim Kurulu
Members of the Science Board

Prof. Dr. Usman GHANI <i>IM Sciences, Pakistan</i>	Prof. Dr. Hasan GÜL <i>19 Mayıs Üniversitesi, Türkiye</i>
Prof. Dr. Asep HERMAWAN <i>Trisakti Üniversitesi, Endonezya</i>	Prof. Dr. Mesut IDRİZ <i>Sharjah Üniversitesi, BAE</i>
Prof. Dr. Farzand Ali JAN <i>Brains Institute Peshawar, Pakistan</i>	Prof. Dr. Shah JEHAN <i>Iqra National Üniversitesi, Pakistan</i>
Prof. Dr. Kubilay ÖZYER <i>Tokat Gaziosmanpaşa Üniversitesi, Türkiye</i>	Prof. Dr. Hasan TAĞRAF <i>Sivas Cumhuriyet Üniversitesi, Türkiye</i>
Prof. Dr. Sema YİĞİT <i>Ordu Üniversitesi, Türkiye</i>	Prof. Dr. Leyla YUSRAN <i>Trisakti Üniversitesi, Endonezya</i>
Doç. Dr. Elmira ADİYETOVA <i>Atrau Üniversitesi, Kazakistan</i>	Doç. Dr. Müslüme AKYÜZ <i>Malatya Turgut Özal Üniversitesi, Türkiye</i>
Doç. Dr. Umut KOÇ <i>Eskişehir Osmangazi Üniversitesi, Türkiye</i>	Doç. Dr. Ufuk ORHAN <i>Mersin Üniversitesi, Türkiye</i>
Dr. Öğr. Üyesi Mehmet BİÇER <i>Kilis 7 Aralık Üniversitesi, Türkiye</i>	Dr. Öğr. Üyesi M. Said DÖVEN <i>Tokat Gaziosmanpaşa Üniversitesi, Türkiye</i>
Dr. Öğr. Üyesi Berdybekova Aiman LESBEKOVNA <i>G. Kazakistan Devlet Pedagoji Üniversitesi, Kazakistan</i>	Dr. Öğr. Üyesi Nazmiye Ülkü PEKKAN <i>Tarsus Üniversitesi, Türkiye</i>
Dr. Öğr. Üyesi Seyil NAJİMUDİNOVA , Manas Üniversitesi, Kırgızistan	Dr. Öğr. Üyesi Ayşe Ersoy YILDIRIM <i>Malatya Turgut Özal Üniversitesi, Türkiye</i>
Dr. Öğr. Üyesi Arif YILDIZ <i>Adıyaman Üniversitesi, Türkiye</i>	

Bu Sayıda Katkıda Bulunan Hakemler
Reviewers List of This Issue

Prof. Dr. Köksal BÜYÜK
Anadolu Üniversitesi

Doç. Dr. Müslüme AKYÜZ
Malatya Turgut Özal Üniversitesi

Doç. Dr. Öznur AZİZOĞLU
Hacettepe Üniversitesi

Doç. Dr. Ayşe Gökçen KAPUSUZ
Selçuk Üniversitesi

Doç. Dr. Ufuk ORHAN
Mersin Üniversitesi

Dr. Öğr. Üyesi Selim ÇAKAR
Tokat Gaziosmanpaşa Üniversitesi

Dr. Öğr. Üyesi Yusuf DEMİR
Sivas Cumhuriyet Üniversitesi

Dr. Öğr. Üyesi Alptekin DEVELİ
Tokat Gaziosmanpaşa Üniversitesi

Dr. Öğr. Üyesi Onur DİRLİK
Eskişehir Osmangazi Üniversitesi

Dr. Öğr. Üyesi Musa Said DÖVEN
Tokat Gaziosmanpaşa Üniversitesi

Dr. Öğr. Üyesi Ersin IRK
Tokat Gaziosmanpaşa Üniversitesi

Dr. Öğr. Nazmiye Ülkü PEKKAN
Tarsus Üniversitesi

<i>İçindekiler</i>	<i>Sayfa No.</i>
<i>Table of Contents</i>	<i>Page Number</i>
ARAŞTIRMA MAKALELERİ / RESEARCH ARTICLES	
<i>How Collaborative Climate and Its Components Affects The Psychological Empowerment?</i> <i>İşbirlikçi İklim ve Bileşenleri Psikolojik Güçlendirmeyi Nasıl Etkiler?</i> Ayşe GÖKÇEN KAPUSUZ, Nazmiye Ülkü PEKKAN, Alptekin DEVELİ, Mustafa Fedai ÇAVUŞ	1-13
<i>Do Multiple Role Playing From Components of Glass Ceiling Influence Job Performance?</i> <i>Cam Tavan Sendromunun Bileşenlerinden Çoklu Rol Üstlenme İş Performansını Etkiler Mi?</i> Müslüme AKYÜZ	14-23
<i>The Role of Emotional Intelligence In Job Performance of Airline Industry Employees of Pakistan</i> <i>Pakistan Havayolu Sektörü Çalışanlarının İş Performansında Duygusal Zekanın Rolü</i> Yasir ALAM, Maria KHALID, Faiza GOHAR	24-36
<i>The Role of Intellectual Capital In Innovation with The Mediation Effect of Organizational Capital: An Empirical Study of Pakistani Banks</i> <i>İnovasyonda Entellektüel Sermayenin Rolü ve Örgütsel Sermayenin Aracılık Rolü: Pakistan Bankalarında Ampirik Bir Çalışma</i> Zohaib ALI, Yasir ALAM	37-50
DERLEME MAKALELER / REVIEW ARTICLES	
<i>Duygusal Emek: Kavramsal Bir Derleme</i> <i>Emotional Labor: A Conceptual Review</i> Ahmet Serhat ANAÇ, Kubilay ÖZYER	51-64

Received / Geliş Tarihi: 29.06.2021

Accepted / Kabul Tarihi: 08.12.2021

Published / Yayın Tarihi: 31.12.2021

Research Article/ Araştırma Makalesi

HOW COLLABORATIVE CLIMATE AND ITS COMPONENTS AFFECTS THE PSYCHOLOGICAL EMPOWERMENT?¹

İŞBİRLİKÇİ İKLİM VE BİLEŞENLERİ PSİKOLOJİK GÜÇLENDİRMEYİ NASIL ETKİLER?

Assoc. Prof. Dr. Ayşe GÖKÇEN KAPUSUZ

Selçuk University

ORCID iD: 0000-0001-7336-4612

e-Mail: aysegokcenkapsuz@selcuk.edu.tr

Assist. Prof. Dr. Nazmiye Ülkü PEKKAN

Tarsus University

ORCID iD: 0000-0001-7298-0552

e-Mail: nazmiyeppekan@tarsus.edu.tr

Assist. Prof. Dr. Alptekin DEVELİ

Tokat Gaziosmanpaşa University

ORCID iD: 0000-0001-7232-5603

e-Mail: alptekin.develi@gop.edu.tr

Prof. Dr. Mustafa Fedai ÇAVUŞ

Osmaniye Korkut Ata University

ORCID iD: 0000-0002-2515-5805

e-Mail: mfcavus@osmaniye.edu.tr

ABSTRACT

This study aims to explore the effects of collaborative climate and its sub-dimensions on psychological empowerment. The sample of the research is consisting of public and private sector employees in different cities and job groups from Turkey. Data were collected from the 121 employees through convenience sampling method and online survey technique. The obtained data were analyzed via statistical package programs. The sub-dimensions of collaborative climate in the research are organizational culture, immediate supervisor, employee attitude, and work group support. Besides, psychological empowerment was considered as a single dimension. According to the results of the correlation analysis, there are significant and positive relationships among collaborative climate and its all sub-dimensions with psychological empowerment. On the other hand, according to the results of the regression analysis, while the collaborative climate overall structure and work group support dimension contributed positively to the prediction of psychological empowerment, the predictive effects of organizational culture, immediate supervisor, and employee attitude sub-dimensions weren't significant. Another outcome of the study is the validation of the collaborative climate and psychological empowerment scales used in the research into Turkish.

Keywords: Collaborative climate, psychological empowerment, organizational climate, empowerment.

ÖZET

Bu çalışmanın amacı işbirlikçi iklim ve alt boyutlarının psikolojik güçlendirme üzerindeki etkisini keşfetmektir. Araştırmanın örneklemini Türkiye'deki farklı illerde ve iş gruplarında görev yapmakta olan kamu ve özel sektör çalışanları oluşturmaktadır. Kolayda örnekleme yöntemi ve çevrimiçi anket tekniği aracılığıyla 121 çalışandan veri toplanmıştır. Elde edilen veriler istatistik paket programları aracılığıyla analiz edilmiştir. Araştırmada işbirlikçi iklimin boyutları; örgütsel kültür, yakın yönetici, işgören tutumu ve çalışma grubu desteği şeklindedir. Bunun yanısıra psikolojik güçlendirme tek boyut olarak ele alınmıştır. Korelasyon analizi sonuçlarına göre, işbirlikçi iklim ve tüm alt boyutları ile psikolojik güçlendirme arasında anlamlı ve pozitif yönlü ilişkiler vardır. Diğer yandan regresyon analizi sonuçlarına göre, işbirlikçi iklim genel yapısı ve çalışma grubu desteği boyutu psikolojik güçlendirmenin yordanmasına olumlu yönde katkı sağlamakta iken; örgütsel kültür, yakın yönetici ve işgören tutumu boyutlarına ait yordayıcı etkilerin anlamsız olduğu bulgulanmıştır. Çalışmanın başka bir çıktısı ise araştırma kapsamında kullanılan işbirlikçi iklim ve psikolojik güçlendirme ölçeklerinin Türkçeye geçerlenmesidir.

Anahtar Kelimeler: İşbirlikçi iklim, psikolojik güçlendirme, örgütsel iklim, personel güçlendirme.

¹ This study is the revised and enlarged version of the proceeding (Gokcen Kapsuz et al., 2018) published in the proceeding book of the International Conference on Contemporary Issues in Business & Economics (ICCIBE) on July 14-15, 2018 in Tokat, Turkey.

1. Introduction

There are different perspectives, value judgments, beliefs and perception systems, and business approaches that differentiate each organization from the others. All these features bring about different personality traits for each organization and generate the identity of organizations. Today, organizational climate is a phenomenon that is perceived and adopted by all the members of organizations that are regarded as social entities, and this adoption becomes a more important issue for the future of organizations (Katz & Kahn, 1978).

Cooperation and trust are extremely important and indispensable elements for an organization and organizational culture (Le et al., 2020; Petrov et al., 2020). However, it should not be forgotten that the depth and breadth of the concept of culture cannot be defined by cooperation alone. Values, beliefs, and assumptions influence individuals' behaviors and willingness to share information. The collaborative climate, defined by the observable behavior of people, is geared towards making inferences about what people are doing around (Sveiby & Simons, 2002). One of the main characteristics of highly effective teams is that they operate in the context of a collaborative climate (Larson & LaFasto, 1989). When examined the relevant literature; it is seen that collaborative climate is formed by four basic dimensions which are organizational culture, immediate supervisor, employee attitude, and work group support (Sveiby & Simons, 2002).

Besides, psychological empowerment represents motivational strength and motivational resources which are necessary for employee work engagement (Spreitzer, 1995; Ugwu et al., 2014). Efforts exhibited in an organization and desired goals and performance will lead to desired results. Thus, it is true that empowerment affects individuals' initiation and maintenance of task behaviors (Bal Taştan, 2013; Bandura, 1977).

In addition to knowing that empowerment is one of the good management practices, but it is a fact that it is not preferred by everyone and every organization. First, from the manager's perspective, managers are afraid of losing the power, control, and authority they have over the employees through empowerment. Confidence and trust emerge as other points of concern at the point of empowering the employee. Although often not true, many managers argue that trusting and empowering employees mean leaking information, ideas, and plans to competitors. Second, when the issue of empowerment is viewed from the employee's side, employees may be reluctant to take responsibility and be empowered because they do not want to be held accountable for any crime, blame, or mistake by gaining more authority (Ambad & Bahron, 2012).

Hence, this study is trying to evaluate whether the collaborative climate in the organizations will have an impact on promoting empowerment. Reasons for maintaining mutual relations are; to feel the sense of success, to have the desired stimulant, and the effort to maintain satisfaction with the present situation. According to the Social Exchange Theory, which defines organizations as an exchange zone between employees and employers, the existence of an intense exchanges zone between the organization and the employee will ensure that positive effects are observed on the employee due to the reciprocity principle (Ateş, 2017; Blau, 1964). Grounded in the Social Exchange Theory and also the collaborative climate and psychological empowerment literature, the research question of



this study is on “whether the collaborative climate is influential on psychological empowerment of employees or not”.

2. Theoretical Framework

2.1. Collaborative Climate

Collaboration is the ability to come together and work closely and comfortably together to complete an interconnected and related task, pursue a common interest, or pursue a jointly interesting idea (Nemiro, 2000; Younis, 2019). Collaboration and collaborative climate reflect the common perception of interpersonal collaborations in the organizational environment. It is known and emphasized that this climate is positively related to the creativity of team members (Zhu et al., 2016). The collaborative climate is among the most important factors that enable the disclosure of confidential information among team members and increase the efficiency of the information process. It is emphasized that this climate can reduce the negative aspects of the conflict process that affects the relationship between cognitive diversity and team effectiveness (Parayitam & Papenhausen, 2016). The collaborative climate is also characterized by individual efforts to achieve common goals, as well as sharing knowledge and resources with other colleagues (Sveiby & Simons, 2002).

Organizational climate, which defines the relationship between the employee-organization and environment and is defined as the personality of the organization is affected by several variables such as the manner of administration, the way of perception, the value judgments, individual characteristics, organizational structure, goals, and targets (Dickson et al., 2006). In this regard, collaborative climate can be defined and expressed as an organizational climate that is formed as a result of efforts and volunteerism about individuals’ beliefs, values, and assumptions on knowledge sharing (Sveiby & Simons, 2002). It will only be possible to create and transfer the human resources which have the potential to meet competitive and today’s changing business world conditions if the organizational climate is perceived properly, interpreted correctly, and finally adopted within the framework of cooperation.

In organizations that have a collaborative climate, ideas and solutions are put together by the employees and they reach the end by acting in a sense of sensitivity and empathy during the resolution of conflicts (Wiener, 1988). As a result, they will be contributing to the development of more positive and encouraging results with superior-subordinate cooperation. Cooperation and creating collaborative climate are important for the organizations since they allow sharing important resources, enabling knowledge transfer, providing new knowledge in terms of creating solutions to organizational problems, and providing a competitive advantage to the organization (Hardy et al., 2003). Last but not least, it is true to say that a collaborative climate can be defined as the common elements of an organizational culture that inspires employees to share information (Sveiby et al., 2002).

It is argued and emphasized in related literature that collaborative climate has four fundamental dimensions named as organizational culture, immediate supervisor, employee attitude, and work group support (Ahmed et al., 2016; Sveiby & Simons, 2002; Wu & Lin, 2013).

The *immediate supervisor* is defined as the degree to which supervisors value their employees and well-being and their contribution to the organization. In most cases, provided



support by the supervisors to their employees who have undertaken various responsibilities constitutes the main aspect of supervisory work (Penning de Vries et al., 2020; Rhoades & Eisenberger, 2002).

The *organizational culture* as a second sub-dimension of collaborative climate refers to the regulations and procedures of what employees should do in the organization, the rigidity of the rules, and the bureaucratic pressures (Gray, 2007).

The *employee attitude* reflects the attitudes of employees towards collaborative climate and information sharing, and also reflects the positive or negative thoughts and perspectives on information sharing and the sum of their views (Bock & Kim, 2002).

The *work group support* as the last sub-dimension of collaborative climate provides an efficient knowledge-sharing environment by connecting and combining knowledge donors and recipient teams (Kim & Lee, 2006). Some individuals share their knowledge because they are excited to do this, and the workgroup provides excellent conditions and interactions to fulfill this excitement (Avnet & Weigel, 2013).

2.2. Psychological Empowerment

Empowerment, which gained meaning in the 1980s and frequently used concept in today's business literature, has been addressed by many researchers with different perspectives (Develi et al., 2018; Doğan, 2003). The importance of development and adoption of employee empowerment has been emphasized by many thoughts and applications from the Hawthorne Research to Maslow's Hierarchy of Needs; from the quality circles to the idea of ensuring employee involvement in management and the need to care about the concept of the customer (Gürbüz et al., 2013).

The concept of empowerment is divided into two parts as psychological and structural empowerment. With regard to empowerment; psychological empowerment which is focused on the perceptions of employees is defined as the perceptions of the feeling of being empowered (Steward et al., 2010). According to Spreitzer (1995), psychological empowerment can be defined as an internal task motivation that affects the employees' job-oriented motivation. The psychological perspective on empowerment focuses on how employees experience their jobs rather than focusing on managerial power-sharing. From this point of view, psychological empowerment refers to the beliefs of employees about their roles related to the organization (Spreitzer, 2007).

The concept of psychological empowerment expresses motivating and encouraging employees about understanding, adopting, and achieving the vision of the company (Tekin & Köksal, 2012), distributing control instead of collecting in one's hand (Doğan, 2003), distributing the authority among employees about the structure of tasks, encouraging them to make decisions and produce solutions (Yukl, 2002). Besides, empowerment is also defined as a psychological state that comes to light in perceived control, competence, and target by Menon (2001). Different factors such as relationships with employees (Greasley et al., 2005), organizational culture, participation in decisions, employee's self-confidence, and reliance on the organization (Chiang & Jang, 2008) has an influence on psychological empowerment practices as well as managers' and leaders' perspectives (Greasley et al., 2005).



Psychological empowerment practices, it is aimed to create a motivating working environment for employees such as provide employee participation in making a decision and to feel free while expressing their views and thoughts, have the right to use their personal power freely (Lashley, 1995); to understand the meaning and importance of what they are doing, to make a decision about how to do their work; to be less governed and to trust their own ability and to feel that they are being considered by others (Quinn & Spreitzer, 1997). Besides increasing commitment, decreasing stress, increasing in morale and motivation, and so on; it is also emphasized that feeling of empowerment and the perception of being empowered are also associated with a decrease in turnover intention (Ambad & Bahron, 2012; Cunningham & Hyman, 1996; Koberg et al., 1999).

2.3. Relationships among Variables

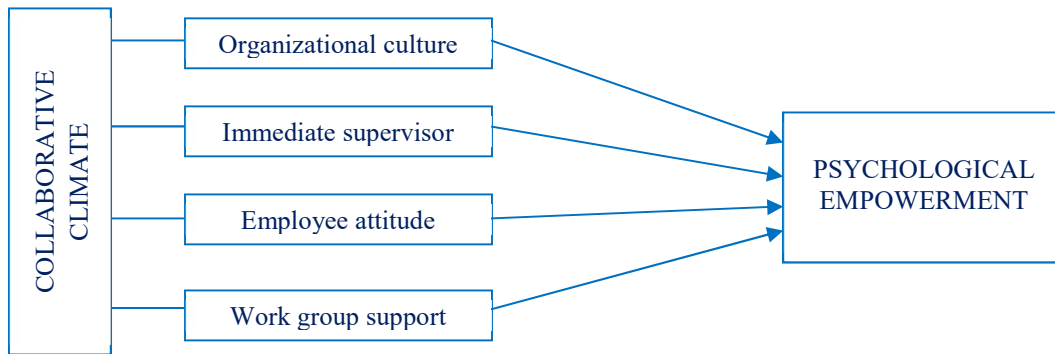
In the literature, it is known that the collaborative climate is related to some organizational variables. For example, the positive and significant relationship between collaborative climate and team members' creativity found and argued by Zhu and co-workers (2016). Additionally, it is concluded by Cirella et al. (2014) that collaboration overall is also essential for developing team creativity and managers should create a culture emphasizing coordination and cooperation in the organizational environment and develop a climate that facilitates creativity. Also, another study investigating the collaboration built into team members by Nemiro (2000) revealed key dimensions of virtual teams necessary for a climate of creativity. It mentioned and emphasized in this study that collaboration and collaborators play an important role in joint creative endeavors and efforts, and the greater the dependency and commitment among team members, the greater the need for collaboration and with it higher creative experiences.

When it comes to this study the starting point is the Social Exchange Theory (Blau, 1964) which defines organizations as an exchange zone between employees and employers as mentioned before. This theory, proposed by Homans (1958) and given the final form by Blau (1964), is a series of activities that produce interdependent mutual social responsibilities and its interpersonal interactions are based on volunteerism and trust (Karagonlar et al., 2015). Social Exchange Theory emphasizes that employees exhibit behaviors that are best in his/her own way for maximum benefit and minimum cost by expecting a certain reward (Wang & Noe, 2010).

When taken into account that organizational climate is the perception of the employees towards the mechanism of the organization and shared values, it is envisaged that the collaborative climate will steer the perceptions, attitudes, and behaviors of employees in the scope of Social Exchange Theory. On the basis of these reasons from the literature, we propose that collaborative climate and psychological empowerment will be in relation.

Based on the above reasoning, the followings were assumed and hypothesized:



Figure 1*Research Model*

H₁: Collaborative climate positively predicts psychological empowerment.

H_{1a}: Organizational culture positively predicts psychological empowerment.

H_{1b}: Immediate supervisor positively predicts psychological empowerment.

H_{1c}: Employee attitude positively predicts psychological empowerment.

H_{1d}: Work group support positively predicts psychological empowerment.

3. Method

3.1. Sample

The sample of the research is consists of public and private sector employees in different cities and job groups from Turkey. Data were collected from 121 employees through convenience sampling method and online survey technique (n = 121). The majorities of the respondents were male (71.1%), 26-35 years old (58.7%), and educated at bachelor's degree (%61.2). In addition, 57.9% of the employees were affiliated with the public sector and 42.1% were affiliated with the private sector.

The online survey was delivered to each participant with a detailed explanation message expressing the purpose and importance of the research. Since all questions included in the online survey are required to be marked, no missing value has been detected (missing value = 0%). Since the highest skewness value was -1.88 and the highest kurtosis value was 5.45 for each scale item, it was seen that the data showed a normal distribution according to the threshold values suggested by Kline (2011).

3.2. Measures

3.2.1. Collaborative Climate Scale

The scale developed by Sveiby and Simons (2002) has been translated and validated into Turkish. It consists of 20 items and 4 dimensions which are organizational culture, immediate supervisor, employee attitude, and work group support. The scale responded by a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The high mean of the scale indicates high participation. In the validation process, since the criterion of 0.40 and above was taken into account for the validity of factor loadings (Stevens, 2009) two items belong to the work group support dimension (item 17, 18) were removed from the model. The second-order confirmatory factor analysis results of the scale were at satisfactory level [$\chi^2/df = 1.681$, n = 121, CFI = .953, TLI = .944, RMR = .071, SRMR = .0521] (Hair et al., 2014)]. Besides, the first-order confirmatory factor analysis results of the scale were



also at satisfactory level [$\chi^2/df = 1.686$, $n = 121$, $CFI = .953$, $TLI = .944$, $RMR = .066$, $SRMR = .0490$]. In order to assess the corrected item-total correlation coefficients the criterion of higher than 0.30 was taken into account (Field, 2009). Consequently, the Cronbach's alpha coefficients (Cronbach, 1951) of the collaborative climate scale' overall constructs ($\alpha = .958$) and its sub-dimensions named organizational culture ($\alpha = .861$), immediate supervisor ($\alpha = .952$), employee attitude ($\alpha = .901$), work group support ($\alpha = .786$) were at satisfactory level (Nunnally, 1978).

3.2.2. Psychological Empowerment Scale

The scale developed by Spreitzer (1995) and adapted by Çavuş and Demir (2010) has been translated and validated into Turkish. It consists of 4 items and one dimension. The scale also responded by the five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The high mean of the scale indicates high participation. The first-order confirmatory factor analysis results of the scale were at satisfactory level [$\chi^2/df = 2.316$, $n = 121$, $CFI = .979$, $TLI = .938$, $RMR = .028$, $SRMR = .0351$] (Hair et al., 2014)]. In order to assess the corrected item-total correlation coefficients the criterion of higher than 0.30 was taken into account (Field, 2009). Consequently, the Cronbach's alpha coefficients (Cronbach, 1951) of the scale ($\alpha = .731$) were at satisfactory level (Nunnally, 1978).

These two measurement tools used in the research were adapted to Turkish within the scope of this study. In order to avoid biases that may arise from a single person in the process of translating (Ægisdóttir et al., 2008; Hambleton, 1993), comparative translations were made by the author team and the final form of items were given by this way. The scale items adapted to Turkish are presented in Appendix 1 and 2.

3.3. Correlation Analysis and Descriptive Statistics

The correlation analysis which demonstrates relationships between collaborative climate and its sub-dimensions and psychological empowerment and also the descriptive statistics for these variables are shown in Table 1.

Table 1

Correlation Analysis and Descriptive Statistics

Variables	M	SD	1	2	3	4	5	6
1 Collaborative Climate	3.434	.887	1					
2 Organizational Culture	3.403	.888	.896**	1				
3 Immediate Supervisor	3.448	1.085	.900**	.766**	1			
4 Employee Attitude	3.372	1.018	.911**	.738**	.703**	1		
5 Work Group Support	3.565	.953	.873**	.694**	.696**	.835**	1	
6 Psychological Empowerment	4.127	.645	.374**	.333**	.342**	.302**	.390**	1

* $p < .05$, ** $p < .01$

According to the results of the correlation analysis, significant and positive relationships have been determined among collaborative climate and its all sub-dimensions with psychological empowerment ($p < .01$). Based on this it can be said that if the perceptions of the employees towards the collaborative climate increase, the level of psychological empowerment will be increase as well.



3.4. Regression Analysis

Regression analysis that demonstrates the prediction level of collaborative climate and its sub-dimensions on psychological empowerment is shown in Table 2.

Table 2
Regression Analysis

Model	Independent Variable	Dependent Variable	R ²	Adj. R ²	F	β	VIF
1 (H ₁)	Collaborative Climate	Psychological Empowerment	.140	.133	19.372***	.374***	1.000
2 (H _{1a} , H _{1b} , H _{1c} , H _{1d})	Organizational Culture		.111	3.007			
	Immediate Supervisor		.120	2.802			
	Employee Attitude		-.185	4.000			
	Work Group Support	.383*	3.606				

* p < .05, ** p < .01, *** p < .001.

According to the results of the first model, it is possible to predict the psychological empowerment by the overall collaborative climate [(F_(1,119) = 19.372, p < .001)]. The collaborative climate explains the 14% of the model as a predictor of psychological empowerment (R² = .140). Besides, the standardized beta coefficients show that the overall construct of collaborative climate has a positive effect on psychological empowerment (β = .374, p < .001). On the other hand, according to the results of the second model, it is possible to predict the psychological empowerment by the sub-dimensions of collaborative climate [(F_(4,116) = 6.009, p < .001)]. The sub-dimensions of collaborative climate explain the 14% of the model as a predictor of psychological empowerment (Adj. R² = .143). Besides, the only significant effect of independent variables influencing the dependent variable is belonging to the work group support (β = .383, p < .05). The work group support has a positive effect on psychological empowerment however, the other collaborative climate' sub-dimensions doesn't have an impact on psychological empowerment (p > .05). Additionally, the coefficients of variance inflation factor (VIF) show that there weren't multicollinearity problems (VIF < 5) in the models (O'Brien, 2007).

Based on these findings it can be said that H₁ and H_{1d} hypotheses were supported while H_{1a}, H_{1b}, and H_{1c} hypotheses weren't supported.

4. Discussion and Conclusion

Based on the Social Exchange Theory (Blau, 1964), this study focus on determining the effects of collaborative climate and its sub-dimensions on the psychological empowerment of employees. An applied research performed with the data obtained from public and private sector employees in different cities and job groups from Turkey. As a result, explanatory findings were obtained.

According to the results of the study significant and positive relationships have been determined among collaborative climate and its all sub-dimensions with psychological empowerment. Based on this it can be said that if the perceptions of the employees towards the collaborative climate increase, the level of psychological empowerment will be increase as well. On the other hand, while the collaborative climate overall structure and work group support dimension contributed positively to the prediction of psychological empowerment, the predictive effects of organizational culture, immediate supervisor, and employee attitude sub-dimensions weren't significant. Furthermore, another outcome of the study is the



validation of the collaborative climate and psychological empowerment scales used in the research into Turkish.

It is known and accepted that effective knowledge sharing in the organizational environment is based on trust and cooperation. Research are being conducted to discuss whether cooperation or competition is more effective in creating value, and different implications take their place in the relevant literature. The relationship between collaborative climate and psychological empowerment is examined in this research within the framework of the background information and analyses in related literature. The workspace and the quality of the working environment pave the way for creativity to come to light (Amabile et al., 1996). At the institutional/organizational level, increased connections and collaborations between multiple partners, empowered employees are beneficial in terms of creating an environment of creativity and thus facilitating and disseminating innovation (Yström et al., 2015). On the other hand, when the concept of creativity is evaluated at the group level, it emerges as a result of individual interactions and access to information (Soda et al., 2017; Younis, 2019).

Various researches in related literature revealed that empowered employees are more likely to be satisfied with their job than less empowered employees (Amundsen & Martinsen, 2015; Dewettinck & van Ameijde, 2011; Nikpour, 2018). Considering this point, managers should know the importance of team spirit and employee empowerment and should give them more value. In this regard, creating a collaborative working environment and empowering employees will help to bring the known and desired all positive effects to the organization. Managers have an active role in providing more productivity as individuals who affect their working environment. It is always emphasized that empowered and always supported employees are more committed and loyal to the organization, show more effort in coping with difficult situations, and integrate organizational goals with their individual goals. So, it should not be difficult to walk towards a successful future with loyal employees by improving team spirit and increasing productivity by creating a collaborative working environment. On the other hand, in the context presented above, leadership coaches have an important role in developing a culture of empowerment and diffusion of collaboration in organizations that are in the process of practicing leadership and management.

This work has originality in terms of its contribution to scientific accumulation and business life since it is the first study that examines collaborative climate and psychological empowerment subject together. However, the study has some limitations. In future studies, different results may be obtained if the research is done on a specific region and organizational culture. In addition, this research can be carried out through a different sampling method and a wider sample size, so that the results can be generalized to the universe.

References

- Ægisdóttir, S., Gerstein, L. H., & Çinarbaş. D. C. (2008). Methodological issues in cross-cultural counseling research: Equivalence, bias, and translations. *The Counseling Psychologist*, 36(2), 188-219. <https://doi.org/10.1177/0011000007305384>
- Ahmed, F., Shahzad, K., Aslam, H., Bajwa, S.U., & Bahoo, R. (2016). The role of collaborative culture in knowledge sharing and creativity among employees. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 10(2), 335-358.



- Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal*, 39(5), 1154-1184. <https://doi.org/10.2307/256995>
- Ambad, S. N. A., & Bahron, A. (2012). Psychological empowerment: The influence on organizational commitment among employees in the construction sector. *Journal of Global Business Management*, 8(2), 73-81.
- Amundsen, S., & Martinsen, Ø. L. (2015). Linking empowering leadership to job satisfaction, work effort, and creativity: The role of self-leadership and psychological empowerment. *Journal of Leadership & Organizational Studies*, 22(3), 304-323. <https://doi.org/10.1177/1548051814565819>
- Ateş, F. (2017). 3. Bölüm. In Ö. Turunç & H. Turgut (Eds.), *Yönetim ve Strateji: 101 Teori ve Yaklaşım* (pp. 125-159). Siyasal Kitabevi.
- Avnet, M. S., & Weigel, A. L. (2013). The structural approach to shared knowledge: An application to engineering design teams. *Human Factors*, 55(3), 581-594. <https://doi.org/10.1177/0018720812462388>
- Bal Taştan, S. (2013). The relationship between psychological empowerment and psychological well being: The role of self-efficacy perception and social support. *Öneri Dergisi*, 10(40), 139-154.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Blau, P. M. (1964). *Exchange and power in social life*. Transaction Publishers.
- Bock, G. W., & Kim, Y. G. (2002). Breaking the myths of rewards: An exploratory study of attitudes about knowledge sharing. *Information Resources Management Journal (IRMJ)*, 15(2), 14-21.
- Chiang, C. & Jang, S. (2008). The Antecedents and Consequences of Psychological Empowerment: The case study of Taiwan's hotel companies. *Journal of Hospitality & Tourism Research*, 32(1), 40-61. <https://doi.org/10.1177/1096348007309568>
- Cirella, S., Radaelli, G. & Shani, A. B. (2014). Team creativity: A complex adaptive perspective. *Management Research Review*, 37(7), 590-614. <https://doi.org/10.1108/MRR-12-2012-0261>.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297-334. <https://doi.org/10.1007/BF02310555>
- Cunningham, I. & Hyman, J. (1996). Empowerment: The right medicine for improving employee commitment and moral in the NHS? *Health Manpower Management*, 22(6), 14-24. <https://doi.org/10.1108/EUM0000000004138>
- Çavuş, M. F. & Demir, Y. (2010). The impacts of structural and psychological empowerment on burnout: A research on staff nurses in Turkish state hospitals. *Canadian Social Science*, 6(4), 63-72.
- Develi, A., Çavuş, M. F. & Öz, B. (2018). Psikolojik personel güçlendirmeyi yöneticinin güç kaynaklarıyla açıklamak: Sağlık sektöründe bir araştırma, *İşletme Araştırmaları Dergisi*, 10(4), 661-680. <https://doi.org/10.20491/isarder.2018.542>
- Dewettinck, K., & van Ameidje, M. (2011), Linking leadership empowerment behaviour to employee attitudes and behavioural intentions: Testing the mediating role of psychological empowerment, *Personnel Review*, 40(3), 284-305. <https://doi.org/10.1108/00483481111118621>
- Dickson, M. W., Resick, C. J. & Hanges, P. J. (2006). When organizational climate is unambiguous, it is also strong. *Journal of Applied Psychology*, 91(2), 351-364. <https://doi.org/10.1037/0021-9010.91.2.351>
- Doğan, S. (2003). İşletmelerde personel güçlendirmenin önemi. *İ. Ü. Siyasal Bilgiler Fakültesi Dergisi*, 29, 177-203.
- Field, A. (2009). *Discovering statistics using SPSS: And sex and drugs and rock 'N' roll*. Sage Publications.
- Gokcen Kapusuz, A., Pekkan, N. U., Develi, A., & Cavus, M. F. (2018). How collaborative climate affects the psychological empowerment? An empirical study. In K. Ozyer & M. S. Doven (Eds.), *International Conference on Contemporary Issues in Business & Economics (ICCIBE) Conference Proceedings* (pp. 39-43), Tokat Gaziosmanpaşa University.
- Gray, R. (2007). *A climate of success: Creating the right organization climate for high performance*. Elsevier/Butterworth-Heinemann.
- Greasley, K., Bryman, A., Dainty, A., Price, A., Soetanto, R. & King, N. (2005). Employee perceptions of empowerment. *Employee Relations*, 27(4), 354-368. <https://doi.org/10.1108/01425450510605697>



- Gürbüz, G., Kumkale, İ. & Oğuzhan, A. (2013). Bankacılık sektöründe güçlendirme uygulamalarının örgütsel bağlılığa etkisi: Trakya bölgesi bankalarında araştırma. In Selahattin S. et al. (Eds.) *Proceeding Book of the International Conference on Eurasian Economies* (pp. 791-800). Beykent University.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate data analysis: Pearson new international edition* (7th ed.). Pearson Education Limited.
- Hambleton, R. K. (1993). Translating achievement tests for use in cross-national studies. *European Journal of Psychological Assessment*, 9(1), 57-68.
- Hardy, C., Phillips, N., & Lawrence, T. B. (2003). Resources, knowledge and influence: The organizational effects of interorganizational collaboration. *Journal of Management Studies*, 40(2), 321-347.
- Homans, G. C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63(6), 597-606.
- Karagonlar, G., Öztürk, E. B. & Özmen, Ö. N. (2015). Çalışanın örgütle sosyal mübadele algısı ve işten ayrılma niyeti: İşe cebzolmanın ve öz yeterliliğin rolü. *METU Studies in Development*, 42(3), 411-433.
- Katz, D. & Kahn, R. L. (1978). *The social psychology of organizations*. Wiley.
- Kim, S. & Lee, H. (2006). The impact of organizational context and information technology on employee knowledge-sharing capabilities. *Public Administration Review*, 66(3), 370-385.
- Kline, R. B. (2011). *Principles and practice of structural equation modelling* (3rd ed.). Guilford Press.
- Koberg, C. S., Boss, W., Senjem, J. C. & Goodman, E. A. (1999). Antecedents and outcomes of empowerment: empirical evidence from the health care industry. *Group and Organization Management*, 24(1), 71-91.
- Larson, C. E. & LaFasto, F. M. J. (1989). *Teamwork: What must go right/what can go wrong*. Sage Publications.
- Lashley, C. (1995). Towards an understanding of employee empowerment in hospitality services. *International Journal of Contemporary Hospitality Management*, 7(1), 27-32. <https://doi.org/10.1108/09596119510078207>
- Le, P. B., Lei, H., Le, T. T., Gong, J. & Ha, A. T. (2020), Developing a collaborative culture for radical and incremental innovation: The mediating roles of tacit and explicit knowledge sharing. *Chinese Management Studies*, 14(4), 957-975. <https://doi.org/10.1108/CMS-04-2019-0151>
- Menon, S. (2001). Employee empowerment: An integrative psychological approach. *Applied Psychology*, 50(1), 153-180.
- Nemiro, J. E. (2000), The climate for creativity in virtual teams, *Advances in Interdisciplinary Studies of Work Teams* (*Advances in Interdisciplinary Studies of Work Teams*, Vol. 7), Emerald Group Publishing Limited, Bingley, 79-114. [https://doi.org/10.1016/S1572-0977\(00\)07007-2](https://doi.org/10.1016/S1572-0977(00)07007-2)
- Nikpour, A. (2018). Psychological empowerment and organizational innovation: Mediating role of job satisfaction and organizational commitment. *International Journal of Organizational Leadership* 7(2), 106-119. <http://dx.doi.org/10.33844/ijol.2018.60421>
- Nunnally, J. C. (1978). *Psychometric theory*. McGraw-Hill.
- O'Brien, R. M. (2007). A caution regarding rules of thumb for variance inflation factors. *Quality & Quantity*, 41(5), 673-690. <https://doi.org/10.1007/s11135-006-9018-6>
- Parayitam, S. & Papenhausen, C. (2016). Agreement-seeking behavior, trust, and cognitive diversity in strategic decision making teams: Process conflict as a moderator. *Journal of Advances in Management Research*, 13(3), 292-315. <https://doi.org/10.1108/JAMR-10-2015-0072>
- Penning de Vries, J., Knies, E. & Leisink, P. (2020). Shared perceptions of supervisor support: What processes make supervisors and employees see eye to eye? *Review of Public Personnel Administration*, 1-25. <https://doi.org/10.1177/0734371X20942814>
- Petrov, V., Čelić, Đ., Uzelać, Z., & Drašković, Z. (2020). Specific influence of knowledge intensive and capital intensive organizations on collaborative climate and knowledge sharing in SMEs. *Strategic Management*, 25(1), 3-11. <https://doi.org/10.5937/StraMan2001003P>
- Quinn, R. E. & Spreitzer, G. M. (1997). The road to empowerment: Seven questions every leader should consider. *Organizational Dynamics*, 26(2), 37-49. [https://doi.org/10.1016/S0090-2616\(97\)90004-8](https://doi.org/10.1016/S0090-2616(97)90004-8)
- Rhoades, L. & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714. <https://doi.org/10.1037/0021-9010.87.4.698>



- Soda, G., Stea, D. & Pedersen, T. (2017). Network structure, collaborative context, and individual creativity. *Journal of Management*, 45(4), 1-27. <https://doi.org/10.1177/0149206317724509>
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442-1465.
- Spreitzer, G. M. (2007). Taking Stock: A review of more than twenty years of research on empowerment at work. In C. Cooper & J. Barling (Eds.). *The Handbook of Organizational Behavior* (pp. 54-72). Sage Publications.
- Stevens, J. P. (2009). *Applied multivariate statistics for the social sciences* (5th ed.). Routledge.
- Sveiby, K. & Simons, R. (2002). Collaborative climate and effectiveness of knowledge work - an empirical study. *Journal of Knowledge Management*, 6(5), 420-433. <https://doi.org/10.1108/13673270210450388>
- Tekin, Y. & Köksal, C. D. (2012). Otel işletmelerinde personeli güçlendirme uygulamaları: Antalya'da beş yıldızlı konaklama işletmelerinde bir araştırma. *Journal of Yasar University*, 25(7), 4241-4267.
- Ugwu, F. O., Onyishi, I. E. & Rodríguez-Sánchez, A. M. (2014). Linking organizational trust with employee engagement: the role of psychological empowerment. *Personnel Review*, 43(3), 377-400. <https://doi.org/10.1108/PR-11-2012-0198>
- Wang, S. & Noe, R. A. (2010). Knowledge sharing: A review and directions for future research. *Human Resource Management Review*, 20(2), 115-131. <https://doi.org/10.1016/j.hrmr.2009.10.001>
- Wiener, Y. (1988). Forms of value systems: Focus on organizational effectiveness and cultural change and maintenance. *Academy of Management Review*, 13(4), 534-545.
- Wu, L. W. & Lin, J. R. (2013). Knowledge sharing and knowledge effectiveness: Learning orientation and co-production in the contingency model of tacit knowledge. *Journal of Business & Industrial Marketing*, 28(8), 672-686. <https://doi.org/10.1108/JBIM-04-2011-0050>
- Younis, R. A. A. (2019). Cognitive diversity and creativity: The moderating effect of collaborative climate. *International Journal of Business and Management*, 14(1), 159-168. <https://doi.org/10.5539/ijbm.v14n1p159>
- Yström, A., Aspenberg, H. & Kumlin, A. (2015). Exploring the creative climate in an open innovation arena: Identifying challenges and possibilities. *European Journal of Innovation Management*, 18(1), 70-85. <https://doi.org/10.1108/EJIM-08-2013-0085>
- Yukl, G. (2002). *Leadership in organizations* (5th edition). Prentice Hall.
- Zhu, Y. Q., Gardner, D. G. & Chen, H. G. (2016). Relationships between work team climate, individual motivation, and creativity. *Journal of Management*, 44(5), 2094-2115. <https://doi.org/10.1177/0149206316638161>



Appendix 1: Sveiby ve Simons (2002) tarafından geliştirilen ve bu çalışma kapsamında Türkçeye geçirilen İşbirlikçi İklim Ölçeği'nin boyutları ve maddeleri.

Örgütsel kültür

1. Rapor verdiğim kişiler bana geri bildirimde bulunur.
2. Çalıştığım kurumda bilgi paylaşımı sadece sözde değil pratik olarak da teşvik edilir.
3. Çalıştığım kuruma yeni bilgi getirmek için sürekli teşvik ediliriz.
4. Rapor verdiğimiz insanların düşüncelerine katılmadığımız anlamına gelse bile, düşündüklerimizi söylemeye teşvik ediliriz.
5. Açık iletişim, çalıştığım kurumun bir bütün olarak karakteristik özelliğidir.

Yakın yönetici

6. Yöneticim işle ilgili sorunlara yenilikçi çözümler bulmamı önerir/teşvik eder.
7. Yöneticim bilgi paylaşımı için düzenli toplantılar organize eder.
8. Yöneticim beni bilgilendirir.
9. Yöneticim çalışma grubumda, açık iletişim olmasını teşvik eder.
10. Yöneticim sadece sözlü değil, eylemle de bilgi paylaşımını teşvik eder.

İşgören tutumu

11. Bu kurumdaki diğer çalışanlardan çok şey öğreniyorum.
12. Çalıştığım kurumda bilgi paylaşımı bilgilerimi artırdı.
13. Uzmanlığımın çoğu, bu kurumda iş arkadaşlarımla yaptığım çalışmalar sonucu gelişti.
14. Bilgi paylaşımı, bu kurumda daha derin bilgiye dönüşür.
15. İş görenlerin sahip oldukları bilgileri birleştirmeleri, kurumu yeni fikir ve çözümlere ulaştırdı.

Çalışma grubu desteği

16. Meslektaşlarımdan öğreneceğim çok şey var.
- 17.a Burada, kendi başına/bireysel çalışmayı tercih eden insanlar var (ters kodlama).
- 18.a Kurumumuzda iş deneyimlerimizi çoğunlukla gayri resmi olarak paylaşıyoruz.
19. İhtiyacımız olan yetenekleri/becerileri öğrenmek için birbirimize yardım ederiz.
20. Tüm ekip üyelerini anlık olaylar (örneğin: haberler) ve iş trendleri konusunda güncel tutuyoruz.
- a. Geçerlilik analizlerinde çıkarılan maddeler.

Appendix 2: Spreitzer (1995) tarafından geliştirilen, Çavuş ve Demir (2010) tarafından uyarlanan ve bu çalışma kapsamında Türkçeye geçirilen Psikolojik Güçlendirme Ölçeği maddeleri.

1. Yaptığım iş benim için anlamlı ve önemlidir.
2. Kendi işimi/çalışmamı yapabilmek için gerekli olan beceri, yetenek ve kapasiteye sahibim.
3. Kendi işimi nasıl yapacağıma kendim karar verebilirim.
4. Çalıştığım kurumda olanlar üzerinde büyük kontrol ve etkim var.



