Change-oriented organizational citizenship behavior: Analysis of antecedents centered
on regulatory theory focus at the workplace

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TITLE

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ABSTRACT

Purpose – The aim of this research is to empirically examine the relationships between the regulatory focus in the workplace and discretionary (change-oriented OCB) and non-discretionary (intentions related to performance at work) work outcomes, in an academic work setting.

Design/methodology/approach – Data were collected using a questionnaire conducted with 251 Spanish academic workers. The data were analyzed using structural equation modeling.

Findings – Results reveal the existence of positive relationships between promotion focus and two of the outcomes: change-oriented OCB and research-oriented performance-enhancement intention. On the other hand, prevention focus had only a significant relationship with teacher-oriented performance-enhancement intention.

Research limitations/implications – The limitations of this research are twofold: on the one hand, further research should overcome the methodological limitations related with data gathering, looking for third-party measures of performance and favoring longitudinal data collection designs. On the other hand, more research is needed on the malleability of regulatory focus, defining models in which prevention and promotion focus act as mediating variables.

Practical implications – Individuals with high levels of promotion focus will put their efforts on the tasks which are more valued in the processes of tenure, promotion and compensation. On the other hand, individuals with high levels of prevention focus will tend to meet the minimum of requirements and accomplish salient job duties. These implications can be taken into account when defining human resource policies, giving a high weight in the assessment of tenure and promotion programs to those tasks on which the organization wants their promotion focus individuals to center their attention.

Originality/value – This paper is one of the first efforts of validating the regulatory focus of work scale in organizational and academic contexts different from the initial validation study. The study also contributes to research on the antecedents of change-oriented organizational citizenship behaviors, and defines new measures of intentions to perform in specific working activities.

Keywords Organizational change, Organizational citizenship behaviors, Self-regulatory focus

Paper type Research paper

INTRODUCTION

In today's competitive environment, the development of a flexible and innovative workforce is a critical condition for continued organizational effectiveness (Choi, 2007). Employees must regularly come up with ideas and express them in order to improve existing methods, procedures, and policies, particularly when they are misaligned with a changing task environment and rapidly become ineffective or even counterproductive (Bettencourt, 2004). That is the reason why challenging forms of organizational citizenship behavior (OCB) have become fundamental to foster employee performance (Morrison & Phelps, 1999), creativity and innovation (Podsakoff et al., 2000, Choi, 2007).

After three decades of research, OCB has become a multidimensional construct, covering different facets of discretionary, not directly related with job content behaviors (Podsakoff et al., 2000). Such dimensions can be classified in two broad groups: OCB affiliative dimensions, which include behaviors oriented toward maintaining existing working relationships or arrangements, and OCB challenging dimensions, which encompass “voluntary act[s] of creativity and innovation designed to improve one’s task or the organization’s performance” (Podsakoff et al., 2000, p. 524). Extant research on OCB has been focused mainly on the affiliative dimensions of the construct (Bettencourt, 2004). In spite of their potential as drivers of organizational change, the challenging dimensions of OCB have received little attention by researchers to date (Choi, 2007).

Previous studies have shown that the presence of change-oriented OCB in individuals can be predicted, on the one hand, by individual and situational variables (e.g., LePine & Van Dyne, 2001; Frese et al., 1997; LePine & Van Dyne, 1998; Morrison & Phelps, 1999; Scott & Bruce, 1994), and on the other hand, by organizational context variables such as leadership or innovative climate (Choi, 2007; Bettencourt, 2004). The extant research has focused on OCB’s antecedents and consequences, as well as on the moderating and mediating factors of the person-related predictors of change-oriented behaviors in organizations (Choi 2007; Lim & Choi, 2009; George & Zhou, 2001; Sung & Choi, 2009; Seppälä, Lipponen, Bardi, & Pirttilä-Backman, 2010; Lipponen, Bardi, & Haapamäki, 2008; Moon, Kamdar, Mayer, & Takeuchi, 2008). A number of authors have further centered their research endeavors upon exploring the reasons for which individuals engage in OCBs (Hui, Lee & Rousseau, 2004; Van Dyne, Graham & Dienesch, 1994), but as Dewett & Denisi (2007) indicate, there are still calls in literature for further theoretical and empirical development. In that sense, Dewett & Denisi (2007) developed a theoretical rationale and research propositions describing the relationship between employee self-regulation and the likelihood of performing organizational citizenship behaviors. However, to our knowledge, these propositions have not been empirically tested to date. Therefore, the aim of this research is to empirically examine the relationships between the regulatory focus in the workplace and discretionary (change-

oriented OCB) and non-discretionary (intentions related to performance at work) work outcomes. We believe that a deeper analysis of these relationships could guide human resource policies regarding employees' performance-enhancement intentions. Although there is a growing interest on the regulatory focus theory (Higgins et al., 2001), up to date there has been only one empirical piece of research that gave validity and support to a work-based regulatory focus measure (Wallace, Johnson & Frazier, 2009), which can help to delineate the influence of regulatory foci in predicting work outcomes in the broader context of work motivation processes.

The reminder of this paper is organized as follows. Next section reflects the theoretical framework, together with a set of hypotheses concerning the relationships between regulatory foci in the workplace and change-oriented OCB on one hand, and on the other, job performance outcomes. Third section deals with methodological issues, such as sample features and scale reliability. Subsequently, the results of the hypotheses testing through structural equation modeling techniques are presented. The paper ends with a final section including the discussion of the results, the conclusions of the study, and suggestions for future research.

THEORETICAL FRAMEWORK AND HYPOTHESES

Employees direct activities toward goals by devising strategies designed to attain them. Goal-directed activities can be regulated by focusing on their different aspects (Ouschan et al., 2007). Regulatory focus theory (RFT) suggests that self-regulation in relation with strong ideals (i.e. what one wants to be) versus strong oughts (i.e. what others think it should be) differs in regulatory focus (Higgins, 1998). As such, RFT distinguishes between two forms of goal pursuit that vary in self-regulation activities: promotion focus and prevention focus. In the context of individuals' motivations systems, Higgins et al. (1994) propose that the main difference between both foci lies in the motivation approach. Individuals with a *promotion focus* face processes that support the completion of tasks by strategically approaching means necessary to accomplish the task, trying to accomplish their hopes, wishes and aspirations. Individuals with a *prevention focus*, instead, face such processes by strategically avoiding those things that may deter successful task execution, fulfilling duties, obligations and responsibilities, and acting safe to avoid injuries and mistakes. Both foci can be seen as strategies to reduce the discrepancy between the current state and the end state during a goal pursuit, but using different means to reduce this discrepancy (Higgins, 1998; Wallace et al., 2009). Individuals adopting a *promotion focus strategy* try to achieve their goals by attaining a positive outcome, while the individuals adopting a *prevention focus strategy* will avoid behaviors that might prevent the attaining of the goal (Higgins, 1997).

Previous research has shown that regulatory foci can be a good predictor of attitudes and behaviors in the workplace (Crowe & Higgins, 1997; Brockner, Paruchuri, Idson & Higgins, 2002; Friedman & Foster, 2001) This has determined researchers to develop

specific measures of regulatory foci in this setting, such as the Wallace and Chen's (2006) Regulatory Focus at Work Scale (RWS). RWS has shown incremental validity beyond general and trait-like measures of regulatory focus in predicting relevant work outcomes such as task performance, citizenship performance, safety performance, and productivity performance. According to Wallace, Johnson & Frazier (2009), work-specific regulatory focus is crafted by a combination of both stable personality attributes, such as personality and basic needs and values and malleable situational stimuli, such as leadership and work climate (see Forster et al., 2003; Higgins, 1997, 2000; Wallace & Chen, 2006). Being a combination of individual features and organizational stimuli, regulatory foci at work are relatively stable in time. Changes in regulatory foci levels can be driven by changes in organizational context, and more unlikely, by changes in individual's personality. Nevertheless, in absence of important changes in the environment, regulatory foci at work are unlikely to change (Brockner and Higgins, 2001). According to Dewet and Denisi (2009), the extant literature analyzed a number of outcomes related to regulatory focus including: task strategies (Higgins et al. 1994), emotional responses to performance (Higgins, Shah & Friedman, 1997), assessment of self-regulatory effectiveness (Roney, Higgins & Shah, 1995) and choices between stability and change (Lieberman, Idson, Camacho & Higgins, 1999). However, to date, very few studies have examined promotion and prevention focus as predictors of attitudes and behaviors that foster creativity, innovation and organizational change. Thus, the aim of this research is to elucidate whether prevention and/or promotion focus predict the appearance of challenging forms of OCB, such as change-oriented OCB.

Scholars have used different labels to refer to this change-oriented behavior. These constructs have slight differences in connotation (*e.g.*, personal initiative, task revision, voice, innovative behavior, taking charge), but they all represent a kind of employee behavior that is intended to make constructive changes in the work and task environment (Frese et al., 1997; Morrison & Phelps, 1999). Considering LePine & Van Dyne's definition of voice (2001, p- 326), conceptualized as "constructive change-oriented communication intended to improve the situation" and Morrison & Phelps's (1999, p. 403) definition of taking charge, which refer to those "voluntary and constructive efforts to affect organizationally functional change", Choi (2007) re-elaborates the change-oriented OCB definition offered by Bettencourt (2004). According to him, change-oriented OCB refers to the "constructive efforts by individuals to identify and implement changes with respect to work methods, policies, and procedures to improve the situation and performance" (Choi, 2007, p. 469). Thus, change-oriented OCB can be understood as a promotive type of OCB (Moon, Van Dyne & Wrobel, 2005) enhancing the organization's ability to adapt to environmental changes. Given the relative recent introduction of change-oriented OCB in the literature, there has been little research on its predictors. Bettencourt (2004) observed a positive relationship between change-oriented OCB and the transformational and transactional

dimensions of leadership. Furthermore, according to the results of Choi (2007), other predictors of change-oriented OCB are workplace characteristics, such as the presence of strong corporate vision and innovative climate. These relationships are mediated by intervening processes, such as psychological empowerment and felt responsibility for change.

Previous research has examined two categories of antecedents of change-oriented OCB. The first category includes environmental stimuli, e. g. leadership and workplace climate. The second group encompasses constructs which are correlates rather than antecedents, e.g. felt responsibility for change. To our knowledge, there are very few empirical studies that examine the impact of regulatory focus in the workplace on this facet of OCB. Examining the relationships between regulatory foci and change-oriented OCB in the workplace should allow us providing additional support for the validity of the newly developed work-based regulatory focus measure, as well as delimitating the influence of regulatory focus in predicting work outcomes in the broader context of work motivation processes (Wallace et al., 2009).

Therefore, one the objectives of this research is to examine whether the attitude towards innovation and organizational change, represented by change-oriented OCB, may be predicted by the presence of prevention or promotion regulatory focus. As explained before, an individual with high levels of promotion focus will seek to attain his/her goals by trying to achieve high levels of achievement, while individuals with high promotion focus will try to achieve their goals by accomplishing job duties and minimizing the possibility of committing mistakes.

According to regulatory focus theory, a promotion focus lends itself to high achievement levels, while a prevention focus lends itself to high levels of duty. Hence, resources can be allocated towards attaining achievements (i.e., promotion focus) and or to accomplish job duties (i.e., prevention focus; Wallace & Chen, 2006). Therefore, it is likely that a promotion focus will lead to higher engagement in change-oriented OCB as successful engagement in organizational change is likely to lead to more accomplishments and gains. Moreover, as Dewett and Denisi (2007) indicate, change – oriented citizenship behaviors can be characterized as future oriented, change- oriented and risky (Crowe & Higgins, 1997; Friedman & Foster, 2001; Higgins, 1997). However, it is unlikely that a prevention focus will positively lead to engagement in change-oriented OCB, but rather will deter it, because implication in organizational change is not a prescribed job duty, and such engagement can be perceived as risky. Individuals with a prevention focus may prefer deploy resources towards their prescribed job duties, rather than engage in processes of organizational change. Furthermore, a proactive attitude towards organizational change will conflict with a prevention focus, when the role of the incumbent in the organization is not directly related to organizational change. Therefore, we expect that a promotion focus will positively relate to change-oriented OCB.

The relationship between prevention focus and change-oriented OCB is expected to be negative, as none of the targets of change-oriented OCB are prescribed as a job duty. In sum, as regulatory focus concerns the enactment of behaviors in the pursuit of a goal, we propose that an individual goal of maximizing achievement determines promotion focused individuals to spend effort on change-oriented OCB, in an attempt to be successful without regard to the commitment of errors. On the other hand, prevention focused individuals, in their efforts to be vigilant and accurate in their task performance, focus on the duty and responsibility of the work tasks. This focus on avoiding errors of commission in task performance leaves little time and few resources available for extra-role behaviors.

Summarizing the above arguments, we suggest that:

H1: Employee promotion focus will be positively related to change-oriented OCB.

H2: Employee prevention focus will be negatively related to change-oriented OCB.

In addition to change-oriented OCB, prevention and promotion focus can act as predictors of in-role performance indicators. Given that the sample is composed of academics working in a Spanish university, we define two variables which act as a proxy of job performance in two academic activities, namely teaching and research. The performance indicators on these two tasks are the main factors considered by Spanish quality assurance agencies in the processes of tenure, promotion and compensation of academics. These proxy variables are research and teaching performance-enhancement intentions, defined as the intensity of an individual's efforts to maintain and improve his/her performance in research or teaching, respectively.

Although both research and teaching efforts are taken into account to evaluate the work of Spanish academics, they are not considered in the same way. The present human-resource policies of the government, implemented by universities and quality assurance agencies, bind the possibilities of tenure and amelioration of compensation mainly to research performance. A minimum of teaching performance is considered as a requirement to be evaluated favorably and to be well considered within the university setting. However, Spanish academics who seek to climb the organizational ladder have to put their efforts mainly on research to the detriment of teaching. On the other hand, academics who only seek to maintain their status will put their efforts in achieving a good level of teaching performance, paying less attention, if any, to research. A fact that reinforces this behavior is that teaching is seen by academics as a well-defined job duty, while a high level of research performance implies the performance of risky, entrepreneurial activities, such as the definition and implementation of a research plan and the deployment of resources to raise funds for research activities. Thus, we can posit that focusing on research and teaching can be seen as alternative strategies to achieve work goals, related to different regulatory focus. According to Higgins (1998), individuals with a promotion focus see themselves as working towards the attainment of

their ideals, thus experiencing eagerness to attain advances and gains. On the contrary, individuals with a prevention focus are attempting to fulfill their obligations, and consequently they experience a state of vigilance to assure safety and non-losses. Moreover, individuals with a strong prevention focus seek to satisfy minimum requirements for fulfillment, whereas those with a promotion focus seek to achieve the maximum level of accomplishment (Higgins, 1998). Both foci approach work task in a manner that reduces the discrepancy between the current state and the end state (Higgins, 1997, 2000; Wallace & Chen, 2006).

In the Spanish academic setting, we expect that both promotion and prevention focus should be positively related to performance-enhancement intentions, but with different targets. Academics with a prevention focus strategy will put their main efforts in teaching in order to fulfill minimum job duties and requirements. Thus, we can predict a positive relationship between prevention focus and performance-enhancement intentions related to teaching. On the contrary, a follower of a promotion focus strategy will seek chances of promotion by putting his/her efforts into research activities. Hence, we can expect a positive relationship between the adoption of promotion focus strategies and intentions of performance-enhancement in research. Individuals with a promotion focus strategy should not go beyond the minimum requirements in teaching, for similar reasons that adopters of a prevention focus strategy will put little effort in research. This behavior is expected to be reproduced in all positions, as lecturers and professors have to undertake research efforts to promote, and the teaching performance is understood as a duty, and a minimum requirement to maintain the position. Therefore, we should expect a negative relationship between promotion focus and teaching-orientation performance-enhancement intention, and between prevention focus and research-orientation performance-enhancement intention. Thus, our last set of hypotheses:

H3: Employee promotion focus will be positively related to research-orientation performance-enhancement intention

H4: Employee prevention focus will be positively related to teaching-orientation performance-enhancement intention

H5: Employee prevention focus will be negatively related to research-orientation performance-enhancement intention

H6: Employee promotion focus will be negatively related to teaching-orientation performance-enhancement intention

SAMPLE AND MEASURES

Data were collected via an online survey from an initial sample of 1500 lecturers and professors at a Spanish public university at the beginning of the academic year 2009-2010. The respondents were assured that their individual responses would remain

confidential. 255 questionnaires were submitted by the respondents, representing a response rate of 17%. Subsequently, we eliminated those questionnaires that were not correctly completed, discarding answers obtained from four lecturers and professors. The final sample consisted of 251 lecturers and professors (40.39% women and 59.61% men) with an average age of 44.00 years ($SD = 12.56$) and an average experience in their jobs of 19.39 years ($SD = 11.95$).

Promotion and prevention focus: We have used the RWS scale proposed by Wallace and Chen (2006), which measures the intensity of prevention and promotion focus within work settings. The scale contains two factors, each one with six items: (1) promotion focus (sample items: “accomplishing a lot at work”, “getting my work done no matter what”) and (2) prevention focus (sample items: “following the rules and regulations”, “completing work tasks correctly”). The response format was a five-point Likert-scale ranging from 1 (“I never focus on these thoughts and activities when I am working”) to 5 (“I constantly focus on these thoughts and activities when I am working”). Thus, according to the regulatory focus theory, promotion focus items capture employees’ behavioral manifestations likely to promote positive outcomes at work, whereas prevention focus items capture behavioral manifestations likely to prevent negative outcomes at work. The internal consistencies were acceptable for both promotion ($\alpha=0.78$) and prevention ($\alpha=0.80$) focus scales. In order to test the dimensionality of the constructs, a confirmatory factor analysis was performed. The 12 items measuring regulatory focus were acting as observed variables. The model included two latent variables, one for promotion focus and the other for prevention focus. Results indicate that the two factor model fitted our data relatively well ($TLI=0.842$, $CFI=0.873$, $RMSEA=0.094$), thus confirming the dimensionality of the scale. The competing one factor measurement model did not fit our data ($TLI=0.522$, $CFI=0.609$, $RMSEA=0.163$).

Change-Oriented Organizational Citizenship Behavior: Based on prior scales of change-oriented behavior, Choi (2007) suggested a four-item scale (“I frequently come up with new ideas or new work methods to perform my task”, “I often suggest work improvement ideas to others”) adapted from Scott and Bruce (1994), (“I often change the way I work to improve efficiency”) and from Morrison and Phelps (1999) (“I often suggest changes to unproductive rules or policies”) for measuring participants’ change-oriented OCB. The scale uses a five-point Likert-scale (1-strongly disagree; 5-strongly agree), with an acceptable internal consistency ($\alpha=0.80$).

The original questionnaire items of the above mentioned scales were constructed in English and had to be translated into Spanish, the general language of the target population. In order to assure a correct translation of the items, we followed a backwards translation procedure (Nunnally & Bernstein, 1994). In addition, three cognitive interviews were undertaken with the aim of assuring a correct and faithful interpretation of the questionnaire items, as this technique allows understanding how the

respondents perceive and interpret the questions, and identifying potential problems that could arise from their use (Drennan, 2003).

Research- and teaching-orientation performance-enhancement intentions: A specific scale was developed to assess the intensity of the academics' orientation to enhance their performance towards teaching and research. The scale consisted in six items, three assessing research orientation (“My best efforts at work are aimed at improving my research results”; “My main focus at work is on research and publication of results”; “Continuously improving my research results is what will really enable me promoting or even improving my salary”), and three evaluating teaching orientation (“My best efforts at work are aimed at improving teaching”; “My main focus at work is on teaching and teaching improvement”; “Continuously improving teaching or training to be a better teacher is what will really enable me promoting or even improving my salary”). Both scales showed an acceptable internal reliability ($\alpha=0.75$ for research-orientation and $\alpha=0.72$ for teaching-orientation). A confirmatory factor analysis of a model including the items of both scales and two latent variables was performed. The model fit well to the data (TLI=0.988, CFI=0.994, RMSEA=0.047), thus confirming the dimensionality of the construct. A confirmatory model including the three outcomes (both performance-enhancement intentions and change-oriented OCB) showed also a good fit to the data (TLI=0.935, CFI=0.954, RMSEA=0.078).

RESULTS

Prior to testing the model defined by the hypotheses, a confirmatory factor analysis model including the five scales was performed (TLI=0.856, CFI=0.876, RMSEA=0.072). That model allowed us to assess the correlations of the latent variables, which are shown in table 1, together with the measures of reliability (Cronbach's alphas) of the scales.

INSERT TABLE 1 ABOUT HERE

A model including all the six hypothesized relationships was tested using structural equation modeling, using the AMOS software (Arbuckle, 1999). Each of the constructs appearing in the hypotheses was considered as a latent variable, measured through the responses to the items that acted as observed variables. As usual, exogenous variables (the latent variables representing promotion and prevention focus), were allowed to correlate. This approach allows the simultaneous examination of all hypothesized relationships, taking into account the measurement error (Byrne, 2001). In the proposed model, promotion and prevention focus were hypothesized to be antecedents of the three behavioral outcomes: change-oriented OCB, and research- and teaching-

orientation performance-enhancement intentions. The structural model, with a summary of the results, is illustrated in Figure 1.

INSERT FIGURE 1 ABOUT HERE

The test of the overall model indicated a good fit to the data (TLI=0.835, CFI=0.855, RMSEA=0.077). The results provided support for the hypotheses concerning the relationship between promotion focus and change-oriented OCB (0.230, $p<0.001$) and promotion focus and research-oriented performance-enhancement intention (0.290, $p<0.01$). Prevention focus was significantly related to only teaching-oriented performance-enhancement intention (0.385, $p<0.05$). These results provide support for hypotheses 1, 3 and 4. Hypotheses 2, 5 and 6 were rejected in this model. We have set the overall variance of the latent dependent variables equal to one, in order to assess the variance of each variable explained by the exogenous variables. These explained variances were: 72.2% for change-oriented OCB, 55.77% for research-orientation and 0,459% for teaching-orientation, respectively.

In addition, as all measures were grouped in the same measurement instrument, we checked the possibility of a common method bias using Harman's one-factor test. Factor analysis did not identify any single factor that explained variance across all items, suggesting that common method variance is unlikely. Due to the fact that no single factor is found to explain more than 50% of the variance, the data of the study can be accepted as valid (Podsakoff and Organ, 1986).

DISCUSSION, CONCLUSIONS AND FUTURE DIRECTIONS OF RESEARCH

This study reveals interesting findings regarding the role of regulatory focus as antecedent of change-oriented OCB, which can guide Human Resource policies concerning the employee's performance-enhancement intention. To our notice, this is the second study to assess the consistency of the scales proposed by Wallace et al. (2009), in a different working and cultural context. The main focus of our study was to assess the relationships between the individuals' self-regulatory focus, and their willingness to engage in organizational change, by embracing organizational citizenship behaviors. The empirical research has shown a positive, significant relationship between promotion focus and change-oriented OCB. However, the data have not confirmed the predicted negative relationship between prevention focus and OCB. This relationship was non-significant. Although perhaps a weak, positive relationship between these two constructs might emerge with a bigger sample, the results of this study are consistent with previous research which did not confirm either this negative relationship between

prevention focus and organizational citizenship behaviors directed towards the organization (Wallace et al, 2009).

Secondly, an interesting finding of this study is that employees select their performance-enhancement activity (teaching or research) depending on their regulatory focus. In the context of our study, individuals with high levels of promotion focus will center their efforts in research activities, which can determine their tenure, and ameliorate their position and compensation. On the other hand, individuals with high levels of prevention focus will choose to center their efforts on teaching. Because teaching duties are more explicit and salient than research obligations, focusing on teaching will be a preferred strategy of prevention focus individuals. Interestingly, the reverse phenomenon has not been detected in our sample: the level of promotion focus does not seem to affect the predisposition to perform high in teaching, and the level of prevention focus does not influence the tendency of academics to engage in research activities. This is an interesting result for policy makers in academic settings: binding promotion and tenure with research, an activity related with achievement in academia, fosters the selection of individuals with high levels of promotion focus. This policy also hinders the selection of those more centered on teaching activities, related in the Spanish context with the minimum fulfillment of in-role requirements. An additional effect that is shown in the results of the research is that the individuals retained in the academic system will have a strong tendency to advocate processes of organizational change, due to their promotion focus.

In the third place, a limitation of Bettencourt (2004) and Choi (2007)'s studies was the lack of inclusion of individual features that might interact with contextual variables to influence employees' inclination to suggest constructive change. In this research, the use of RWS allows us to measure a construct encompassing personal attributes and situational stimuli (Forster et al., 2003; Higgins, 1997, 2000; Wallace & Chen, 2006). Thus this study considers, even indirectly, personal features bound to prevention and promotion focus. Recent research provides evidence of the positive effects of charismatic leadership on levels of team innovation (Paulsen et al., 2009), but our results shows that only individuals experiencing a promotion focus involve willingly in activities related with change, innovation and creativity in the workplace. Individuals with high levels of promotion focus will also have high levels not only of affiliative facets of OCB (Wallace et al., 2009), but also of challenging OCB facets, as change oriented OCB.

The results of this research should be interpreted with some caution, due to several limitations. In the first place, both the predictors and the outcome of this study were based on self-reports, which can lead respondents to some biases, as the social desirability effect. Future research efforts should consider including third-party measures of research and teaching, although the assessment of the later can be problematic (Paulsen, 2002). Another limitation related with data collection is that data

of predictors and outcomes were collected simultaneously. Regulatory foci have proved to be stable over time (Brockner and Higgins, 2001), but a data collection process design including surveys in different moments of time could enhance the validity of the results, and help us to better understand the evolution of self-regulation in individuals. An interesting avenue for future research is the issue of the malleability of regulatory focus in individuals (Wallace et al., 2009). Finally, future research on self-regulation should consider the antecedents of promotion and prevention focus, defining models where self-regulation acts as a mediating variable.

The present study highlights the importance of change-oriented OCB and Regulatory Focus at work place and extends the OCB and RWF literature. The results of the empirical research provide support to the hypotheses related to the importance of self-regulatory focus as predictors of attitudes that favor the processes of organizational change and innovation in organizations. Additionally, the study has detected targets of performance in academic work related with each regulatory focus. In the context of the academic Spanish system, individuals with a promotion focus will tend to attain their goals through setting high standards of performance in their research activities, while individuals with a prevention focus will tend to fulfill minimum requirements and accomplish salient job duties through performance efforts on teaching. Although these facts can guide policymakers and human resource managers when defining tenure and compensation programs, they should take into account that self-regulation can depend not only on personal features, but also on contextual factors. Managers who want to encourage organizational change, should not only persist on human resource policies aligning the objectives of the organization with the ones of the promotion focus individuals, but also provide the contextual stimuli where change and innovation can take place. The increase of promotion focus individuals in organizations should be followed by the conditions that might favor the appearance of charismatic and transformational leaders, who can pilot the future of the organization.

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Table 1. Correlations among latent variables

	Mean	SD	1	2	3	4	5
1. Prevention focus	25.91	2.90	(0.80)				
2. Promotion focus	20.61	4.17	0.35***	(0.79)			
3. Change-oriented OCB	15.36	2.86	0.17*	0.27***	(0.80)		
4. Research-orientation	11.14	2.58	0.13*	0.20**	0.10	(0.75)	
5. Teaching-orientation	9.18	2.52	0.17*	0.12	0.28***	-0.32***	(0.72)

NOTE: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$. Values in brackets are reliability estimates (Cronbach's alpha coefficient).

Figure I. Model fit statistics and significance level of relationships