

UNIVERSITY OF TARTU
Faculty of Social Sciences
School of Economics and Business Administration

Emily Maria Gonzalez

REGULATORY FOCUS AND ITS RELATIONSHIP WITH JOB PERFORMANCE

Bachelor Thesis
Supervisor: Lecturer Anne Aidla

Tartu 2025

I have written this Bachelor Thesis paper independently. Any ideas or data taken from other authors or other sources have been fully referenced.

Table of Contents

Introduction.....	4
Acknowledgments.....	6
1. Theoretical framework on regulatory focus and job performance.....	6
1.1. Overview of regulatory focus theory and promotion and prevention focus characteristics.....	6
1.2 Characteristics of task and contextual job performance	14
1.3 Overview of previous empirical studies on the relationship between of regulatory focus and job performance	17
2. Empirical research on regulatory focus and the relationship between job performance	23
2.1. Methodology and data.....	23
2.2. Results and discussion of the questionnaire.....	28
Conclusion	35
References.....	37
Appendix A.....	41
Resümee.....	46

Introduction

Understanding the underlying drivers of job performance is a core focus in management studies. There are various dimensions of performance such as: organizational, financial, and operational are essential for overall company's success. However, in this paper the focus will be on job performance. Most organizations implement strategies aimed at achieving improvements aligned with the company's objectives. To support these initiatives, it is important to prioritize enhancing job performance to ensure the successful attainment of goals. (Shatha Suleiman Abu-Mahfouz, 2019) Hence why it is essential to understand job performance because it can help a company create appropriate structures to reach set aims and improve job performance.

The relationship between Regulatory focus theory (RFT) and job performance has gained increasing attention in self-regulation research over the years. However, RFT's application remains underdeveloped. As Lai et al. (2017) narrates how, there are not enough attempts on exploring RFT and its extension on the workplace performance. This highlights how there is a need for further investigation about the relationship of RFT as a way to achieve improved job performance. Therefore, this thesis focuses on exploring job performance through the lens of RFT to uncover the factors which may influence job performance.

Higgins' (1997) RFT, is one the most influential methods used to understand someone's ability to examine their own behaviours (Hundeling et al., 2021). RFT tries to study the behavioural pattern of an individual. Understanding this pattern can be considered a valuable foundation to recognize how different individuals approach decision making and task execution (Brockner & Higgins, 2001). Therefore, to understanding RFT is vital, as it can be an aid to interpret how individuals manage decisions and complete tasks.

Specifically exploring two distinct self- regulation orientations: promotion focus, and prevention focus. Johnson and Wallace (2011) explain how members of a common workspace are bound overtime to form common goals such as "the need for security, duty, and responsibility (prevention)" or "the need for nurturance, achievement, and gains (promotion)" p.194. The formation of common goals is important because it can ensure members of a common work environment can work together. Furthermore, Johnson and Wallace (2011) indicate that individuals who can't achieve adequate levels of cohesion together with others are destined to undergo substantial levels of conflicts. Overall, this cohesion or lack of cohesion can influence job performance.

To understand how job performance is measured there needs to be a set of clear measurable job performance. Ramos-Villagrasa, Barrada, Fernández-del-Río, and Koopmans, (2019) further explains, how important it is to have the appropriate tools to carryout job performance measurements. Pointing out how it is as important, as understanding what job performance is (Koopmans et al., 2019). Emphasizing the importance of using suitable performance measurement tools.

Nowadays, there are many measuring tools used to evaluate job performance such as the 'Individual performance questionnaire' (IWPQ). The IWPQ, offers an organized framework for evaluating task accuracy, and contextual behaviour. (Koopmans et al., 2019) Contextual and task accuracy are two job performance introduced in Koopmans' et al. (2019) measuring tool. Task performance and contextual performance represent two separate aspects of workplace behaviour, independently contribute to job performance. Task performance primarily focus is to understand how well an individual completes and understand a particular task/work handed to them. While contextual reflects individual's personal initiative and creative input. (Griffin, Neal, & Neale, 2001)

The aim of this bachelor thesis is to investigate the relationship between job performance and regulatory focus theory. By analysing RFT and its orientations' strengths and limitations, as well as understanding contextual and task performance indicators, this thesis will provide insights that may inform best practices for job performance. Additionally, this thesis will focus on different case studies to analyse and illustrate the relationship between RFT and job performance. Ultimately, through empirical research clarifying how regulatory focus may offer valuable guidance to optimize job performance.

The author outlined the following research tasks, the completion of which is essential to achieving this thesis aims:

- Introduce the concept of Regulatory focus theory (RFT)
- Explore and compare RFT's different orientations and their characteristics
- Define job performance and provide an overview of selected job performance (task and contextual)
- Collect and evaluate results from empirical data from previous studies to assess the relationship between regulatory focus on job performance
- Gather different RFT and job performance measurement tools and construct questionnaire
- Distribute questionnaire among employed individuals

- Evaluate findings and discuss about the relationship between RFT and job performance

This thesis will be sectioned into two main chapters. The first chapter will focus on the theoretical framework of the fundamental concepts of regulatory focus theory and job performance. Moreover, discussing RFT's different orientations, their differences, and their strengths. As well as, addressing the job performance and its key indicators: contextual and task performance. This chapter will also discuss various academic literature on the empirical relationship between RFT and job performance.

In continuation, the second chapter will narrate the results and discuss the findings concerning the relationship between regulatory focus and job performance as well as describing data and methodology. Conclusions will be drawn from the study and will be discussed and limitations analysed.

Keywords: Job performance, regulatory focus theory, contextual performance, task performance, promotion focus, prevention focus

Acknowledgments

I am grateful to the HR and communication staff of the universities and companies who volunteered to distribute the questionnaire.

I am very thankful for my supervisor Anne Aidla. For always being available to help, taking her time with me through this process. I always felt heard and encouraged by her. Her thoughtful inputs and training were crucial throughout for the creation of this thesis.

The help of AI was used to format the tables and table of content into APA style and for Estonian translation editing for the Resümee (then revised by Estonian speaker).

Thank you to all my friends and family members who were always cheering me up and took their time to help and read through my thesis.

Thank you, everyone!

1. Theoretical framework on regulatory focus and job performance

1.1. Overview of regulatory focus theory and promotion and prevention focus characteristics

To provide a clear overview of Regulatory Focus Theory (RFT), the author has compiled definitions from four different authors in Table 1, where the main aspects of RFT are explained.

Table 1

Regulatory Focus Theory Definitions

Author(s)	Year and page	Definition
Johnson et al.,	2010, p.754	Fundamentally, RFT is a hedonistic view of human behaviour in which humans approach pleasure and avoid pain.
Higgins	1997, p. 1281	Regulatory focus, which distinguishes self-regulation with a promotion focus (accomplishments and aspirations) from self-regulation with a prevention focus (safety and responsibilities).
Higgins	2015, p.1	Regulatory focus theory distinguishes between the eager strategies that fit promotion and the vigilant strategies that fit prevention.
Brockner, J., Higgins, E. T., & Low, M. B.	2004, p.203	Regulatory focus theory delineates how people engage in self-regulation, the process of bringing oneself into alignment with one's standards and goals.

Source: Compiled by author based on sources presented in the table

E. Tory Higgins first introduced the concept of RFT during the 20th century. The most frequent definition of RFT in literature is exercised by Higgins's (1997). RFT, as proposed by Higgins (1997) can be described as a dual framework which highlights diverse ways individuals align their actions depending on their self-regulating orientations: promotion focus and prevention focus. Where promotion focus individuals strongly consider 'accomplishments and aspirations' as their focus whilst prevention focus individuals align more towards 'safety and responsibilities' (Higgins, 1997). This is further emphasized by Higgins (2015) more modern definition for RFT. In which he corroborates in describing how RFT has two main orientations. However, Higgins (2015) definition shifts the emphasis to the strategies individuals employ to achieve their goals within these two regulatory orientations. Elaborating on the operational aspect of RFT, underlines how individuals act in their job position depending on their regulatory orientation.

Even though RFT is still a new concept, Higgins (1997) definition of RFT is used as the 'standard' definition. This can be seen throughout multiple different academic papers, where his definition is acknowledged. Higgins' (1997) work has been highlighted as "influential in psychology and other disciplines" on many occasions. Showing how his work is well regarded by scholars. (Fuglestad et al., 2024) Higgins collaborated with other scholars

to depict a better definition of RFT. This can be seen in Brockner, Higgins, and Low, (2004) definition. As this definition is formulated by different authors, Brockner, Higgins, and Low, (2004), offers a broader and more general explanation of RFT compared to Higgins (1997) and (2015) definitions. Brockner, Higgins, and Low, (2004) definition still focuses on self-regulation (how individuals align their actions with their desired standards and goals).

Compared with Higgins (1997) and (2015) definitions, Brockner, Higgins, and Low, (2004) fail to offer a more specific framework by distinguishing between prevention and promotion focus regulatory orientation. Similarly, the definition to Higgins (1997), Brockner, Higgins, and Low, (2004), links the definition of RFT to the pursuit of goals. All three definitions provide an understanding how regulatory focus affects individual behaviour and overall performance. Whether through general goal alignment, specific regulatory focus goals or strategies for achieving goals.

In contrast, one can deduct that the definition of Johnson et al. (2010) has a more conceptual explanation of RFT. This perspective provides valuable insights into collaborative dynamics and job performance, emphasizing how different members' orientations influence their contributions and behaviours. Explaining how this distinction shapes not only individual behaviour but also collective performance. (Johnson et al., 2010)

Together these definitions enrich the understanding of how regulatory focus orientations contribute to achieving desired job performance. However, based on the nature of this thesis, the definition of RFT given by Higgins (1997) resonates more. This is because in Higgins (1997) provides clear characteristics described for each orientation. To help understand why each orientation follows different behaviours during the analysis section and how these characteristics affect job performance.

Prevention and Promotion focus have been briefly introduced throughout this paper. These two main focuses are very important to address and understand RFT.

To understand each category, the author has collected different characteristics from various academic papers. (Table 2, Table 4)

A common denominator used to describe a prevention focus individual is the noun 'security'. Which indicates how a person who implements prevention focus behaviours is concerned by focusing on actions which help reduce the risk of errors especially those that would hinder achieving their objectives. By interpreting key outcomes as 'non-losses (positive) or losses' as well as preventing any misalignments. (Johnson et al., 2011)

Table 2

Prevention Focus characteristics

Author(s)	Characteristic of Prevention Focus
Higgins & Pinelli (2020) p.26	Prevention-focused individuals are concerned with ought responsibilities and security.
Levine et al. (2000) p.91	People with a prevention focus are concerned about security, safety, and responsibility.
Johnson et al. (2015) p.1503	Prevention-focused individuals anticipate the pleasure of not failing and the pain of failing, driven by a need for safety and responsibility.
Liberman et al. (2001) p.6	Prevention focus involves sensitivity to negative outcomes, and a tendency to avoid mismatches with desired end-states (e.g., carefully avoiding mistakes).
Cesario et al. (2004) p.389	A prevention focus represents goal pursuit in terms of duties and obligations (oughts) and entails an orientation toward security and a sensitivity to the presence and absence of nonloss/loss outcomes
Higgins (2000) p.1220	A prevention orientation is concerned with safety and responsibility, with the absence and presence of negative outcomes.
Neubert et al. (2008) p.1222	A prevention focus individual would fulfil explicit performance expectations and avoid deviations from work role and other organizational expectations.

Source: Compiled by author based on sources presented in the table

Additionally, the noun ‘responsibility’ is mentioned in every characteristic except Higgins’ et al. (2001) description of prevention focus characteristics (Table 3). According to Levine et al. (2000), Neubert et al. (2008) and Johnson et al. (2015), in order to maintain safety, prevention focus individuals prioritize avoiding risks. Indicating that these people usually have a sense of duty to be responsible, to meet their obligations.

Neubert et al. (2008) directly mentions how prevention focus individuals explicitly keep their attention to the work given without deviating their focus. Furthermore, Higgins and Pinelli (2020) apply the verb ‘ought’ to demonstrate the sense of duty these individuals feel. Meaning there is a sense of urgency and obligation to avoid any risk or mistake leading them to follow vigilant strategies (Cesario et al. 2004).

Table 3

Main traits in Prevention Focus characteristics

Author(s) & Year	Safety/Security	Responsibility	Avoidance of Negative Outcomes
Higgins & Pinelli (2020)	+	+	-
Levine et al. (2000)	+	+	-
Johnson et al. (2015)	+	+	+
Liberman et al. (2001)	-	-	+
Cesario et al. (2004)	-	+	+
Higgins (2000)	+	+	+
Neubert et al. (2008)	-	+	-

Source: Compiled by author based on sources presented in the table

This orientation can influence performance by adapting an environment where it is important to be cautious and produce consistent results (with minimal error). Allowing individuals in this orientation to participate in tasks that demand caution and awareness of potential risks like cost monitoring. Will be ideal, as these types of roles are where prevention focus individuals tend to excel. (Fuglestad et al., 2024)

In conclusion, the most prominent theme involves the role of responsibility which is highlighted by Higgins & Pinelli (2020), Levine et al. (2000), Johnson et al. (2015), Cesario et al. (2004), and Higgins (2000). Suggesting a broad agreement that prevention-oriented individuals are responsible and are likely to adhere to expected standards as shown in Neubert et al. (2008) description.

Similarly, safety and security appear as prevalent, foundational elements in prevention orientation individuals. Mentioned by four out of six of the authors characteristics, Higgins & Pinelli, 2020; Levine et al., 2000; Johnson et al., 2015; Higgins, 2000, identifying it as a core indicator of prevention focused individuals.

Lastly, distinction is noticed with regards to avoidance of negative outcomes. This focuses on avoiding making mistakes which reflects the defensive strategic characteristic described by Johnson et al. (2015), Higgins et al. (2001), Cesario et al. (2004), and Higgins (2000). (Table 3)

On the other hand, as observed in Table 4, promotion focused main characteristics emphasizes how these individuals concentrate on positive outcomes and growth (Higgins & Pinelli 2020). The most used denominator is how promotion-oriented individuals concentrate on their 'Ideals and Aspirations'. Indicating that an individual approaches their goals by aiming to achieve a strong alignment between their desired state and the actual outcome. By striving to avoid missed opportunities as well as omitting errors these individuals increase the likelihood of success. (Johnson et al., 2011)

Table 4

Promotion Focus characteristics

Author(s)	Characteristic of Promotion Focus
Higgins & Pinelli (2020) p.26	Promotion-focused individuals are driven by ideal aspirations and personal growth.
Levine et al. (2000) p.91	Individuals with a promotion focus care about accomplishments, hopes, and aspirations.
Johnson et al. (2015) p.1503	Promotion-focused individuals anticipate the pleasure of achieving and the pain of not achieving success, fuelled by a desire for growth and advancement.
Liberman et al. (2001) p.6	Promotion focus involves sensitivity to positive outcomes, with a tendency to approach matches to desired end-states (e.g., pursue all means of advancement).
Cesario et al. (2004) p.389	A promotion focus represents goal pursuit in terms of hopes and aspirations (ideals) and entails an orientation toward accomplishment and a sensitivity to the presence and absence of gain/nongain outcomes
Higgins (2000) p.1220	A promotion orientation is concerned with advancement and accomplishment, with the presence and absence of positive outcomes.
Neubert et al. (2008) p.1222	Promotion-focused individuals direct energy toward pursuing opportunities to grow, gain, or achieve aspirations, and they direct energy away from maintaining the status quo.

Source: Compiled by author based on sources presented in the table

As explained by Johnson et al. (2015), promotion-oriented people follow the pursuit of personal and professional growth. Their actions are usually determined by achieving their aspirations making them sensitive to the presence of positive outcomes. Which increases the anticipation of overall joy and satisfaction of reaching their goals. (Cesario et al. 2004) This dual emotional anticipation (both pleasure of success and pain of failure) serves as a force that directs their ongoing effort towards desired advancements. (Johnson et al. 2015)

In general, it can be derived that individuals with a strong promotion focus have a stronger desire to prioritize personal growth when actively achieving desired outcomes Neubert et al. (2008). In a work environment promotion focus oriented individuals contribute to job performance through fostering innovation, encouraging forward thinking strategies and ambitious goals that help advance the overall objectives. (Fuglestad et al., 2024)

Meaning this focus can influence job performance by creative solutions, taking initiative and through collaboration. Promotion oriented individual emphasis on moving forward and achieving positive outcomes results in a dynamic environment where performance is tied to ambition. (Higgins, 2000) Lastly, promotion focus can be considered the high aspirational and risk-taker approach of regulatory focus.

Overall, as observed in Table 5, the three main dominant characteristics across all six sources consist of: concerns of ideals and aspirations, growth and advancement as well as focusing on positive outcomes. Concerns about ideals and aspirations appears constantly throughout the conceptualization of promotion focus on the work of all six academic papers of Higgins and Pinelli (2020), Levine et al. (2000), Johnson et al. (2015), Higgins et al. (2001), Cesario et al. (2004), and Higgins, (2000). Indicating the strongest consensus that promotion-oriented individuals tend to follow personal ambitions.

Secondly, Higgins and Pinelli (2020), Levine et al. (2000) Johnson et al. (2015) and Higgins, (2000) indicate the importance of acquiring growth. Emphasizing how personal growth and advancement tend to stimulate promotion-oriented people to develop strategies and make progress in order to reach certain goals.

Lastly, one of the most used denotations explains how promotion focuses individuals and directs their attention to positive outcomes (Higgins, 2000). This was specifically acknowledged by Johnson et al. (2015), Higgins et al. (2001), Cesario et al. (2004), and Higgins, (2000), revealing how promotion-oriented people not only strive for accomplishments but also are aware of potential missed opportunities. Which means this behaviour may directly affect job performance through the desire to seek achievements. (Cesario et al. 2004)

Table 5

Main traits in Prevention Focus characteristics

Author(s)	Concern with Ideals / Aspirations	Growth / Advancement	Focus on Positive Outcomes (Gains)
Higgins & Pinelli (2020)	+	+	-
Levine et al. (2000)	+	+	-
Johnson et al. (2015)	+	+	+
Higgins et al. (2001)	+	-	+
Cesario et al. (2004)	+	-	+
Higgins (2000)	+	+	+
Neubert et al. (2008)	+	+	+

Source: Compiled by author based on sources presented in the table

To present a comprehensible overview of the orientations outlined in RFT (Promotion and Prevention focus). The author has developed a simplified model explaining the behavioural tendencies associated with promotion and prevention focus. (Figure 1)

To build a functional work environment, it is vital to know an individual's orientation. Goals can vary broadly depending on the project, making it important to assign the correct projects to the appropriate people.

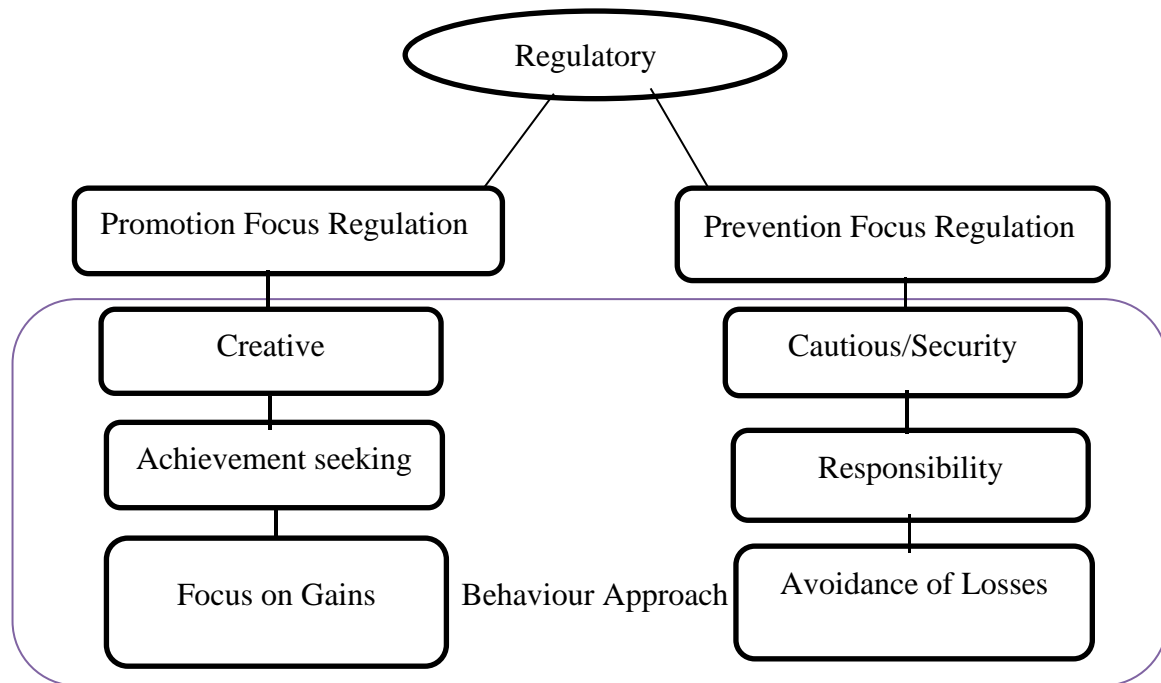


Figure 1. Regulatory Orientations Focus Theory and different behaviour approach framework

Source: Compiled by author inspired by sources in Table 5 and Table 3

A creative project is probable to have a need of achievers and creative individuals (promotion focus) to properly achieve the necessary goals. While a projects where risks are involved, an individual with the ability to minimize errors and are detail oriented (prevention focus) would be a better fit. Hence it is important to understand RFT's orientations. To be able to assign the correct individuals that align with the specific requirements of a goal to achieve desired job performance.

1.2 Characteristics of task and contextual job performance

Murphy et. al. (2004) suggests that evaluating how individuals perform in the workplace has long been a subject of academic and practical interest. Job performance has captured the attention of both researchers and scholars for the past century reflecting how this concept has endured through centuries (DeNisi & Murphy, 2017). Indicating how relevant this topic is in the actuality.

Job performance involves assessing specific aspects such as, assigning a numerical or categorical rating and communicating the outcome to the employee. These evaluations often involve accurate performance ratings which play a key role in shaping decisions concerning the individual involved including promotions, adjustments or development planning. (DeNisi & Murphy, 2017)

Measuring job performance is just as essential as understanding what it entails. According to Koopmans et al. (2019) job performance involves addressing two key challenges. The first challenge involves the extent as to how job performance assessment needs to be tailored to the specific demands of a given job.

The second challenge being the differences that can arise between different evaluators. This may happen due to the different ways job performance can be defined and measured. Job performance definition is considered interdisciplinary because it involves indicators which can vary significantly based on the intended purpose, it may encompass a wide range of behaviours, or it can be limited to more specific criteria. (Koopmans et al. 2019)

The primary dimensions composing job performance are task performance, contextual performance, creative performance, adaptive performance and counterproductive behaviours. RFT (Higgins, 1997) is primarily designed for explaining how individuals strive toward desired outcomes and counterproductive behaviours not necessarily reflect this approach. As they focus on the destructive actions. (Koopmans et al. 2019) Due to the nature, this thesis the author decided to solemnly concentrate on two main job performances (task performance, contextual performance). (Koopmans et al. 2019)

The author has gathered a heuristic framework (Figure 2) from another academic paper (Carlos & Gouveia, 2016) to illustrate the indicators that describe key characteristics of task and contextual job performance.

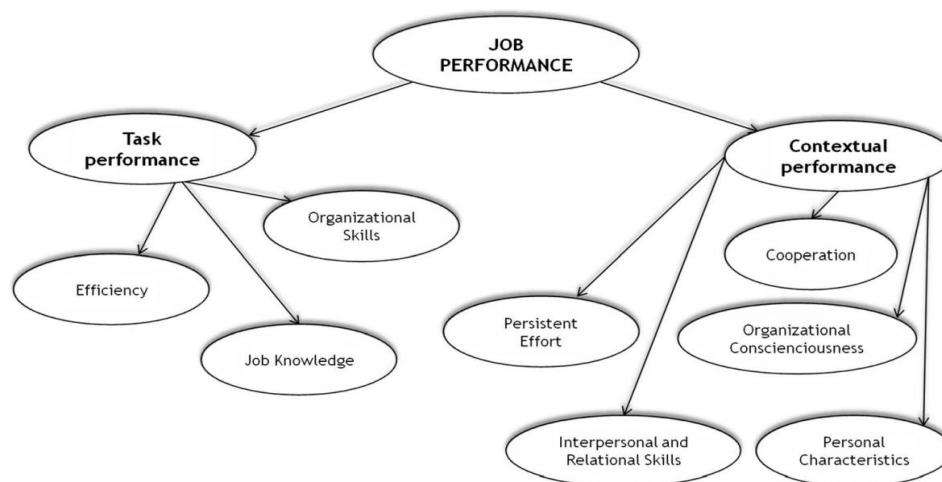


Figure 2. Heuristic framework of Job performance (contextual and task performance)

Source: (Carlos & Gouveia, 2016)

Task performance encompasses indicators that are directly tied to the technicality of the job in hand. Task performance reflects how well an individual fulfils the essential duties

required by the specific role. (Rotundo & Sackett, 2002) As mentioned in Koopmans et al., (2011) framework, task performance aim to obtain and preserve the quality of the job they perform. For example, an accountant who prepares a balance sheet will only focus on avoiding errors and aiming for good quality results. (Rotundo & Sackett, 2002)

As a result, task performance often serves as a principal guide for evaluating individuals in their work environment. Typically considered as the most immediate measurable indicator of an individual's contribution to work-related goals. (Siswanti et al., 2023) In the context of this thesis, which explores the relationship between RFT and job performance, task performance reflects which individual is adequately fulfilling the core tasks. Within a work-environments, high levels of task performance ensures that collective objectives are met efficiently, without errors, making it a fundamental component of overall job performance (Rotundo & Sackett, 2002).

Task performance not only evaluates how well tasks are being executed but also how well is an individual's up to date knowledge and use of different tools. These foundational elements in task performance determine how successfully and individual can contribute to the aimed goals through their acquired skills. (Pradhan & Jena, 2016)

Meanwhile, as observed in Carlos and Gouveia's (2016) framework, contextual performance focuses on the persistence, interpersonal skills as well as the cooperation aspects rather than the actual work requirements. Unlike tasks performance core characteristics, which involve more role specific and sticking to job descriptions. Contextual performance is naturally inclined to behaviour beyond formal responsibilities, such as creativity, demonstrating initiative and overall wanting to advance in the work environment (Griffin, Neal, & Neale, 2001).

Contextual performance plays a crucial role in shaping job performance in particular work-based environments. What distinguishes contextual performance is that it is largely driven by personal aspirations and goals instead of external supervision. (Griffin, Neal, & Neale, 2001) This is because one of the indicators of contextual performance, is to strive to contribute positively to the social environment of the workplace. Confirming again how the actions taken to accomplish desirable contextual performance extend beyond formally assigned job duties. (Koopmans et al., 2011)

However, due to this distinctive nature, it can become sensitive to external factors. (Griffin, Neal, & Neale, 2001) Inherently, affecting the individual's willingness to give extra effort if they don't feel comfortable in the workspace. Therefore, understanding contextual

job performance can help evaluate how individuals contribute to broadening the functioning of the work environment they belong to (Griffin, Neal, & Neale, 2001).

During busy job demands involving challenging task, individuals may have less opportunities to engage in contextual behaviours. Essentially, the decision to participate in contextual job performance often prioritize tasks completion as it requires greater investment of effort. This dynamic demonstrates the conditional nature of contextual performance, suggesting that tasks performance tend to increase during increased need for task completion. (Rotundo & Sackett, 2002)

Overall, as previously discussed, job performance is a fundamental measurement technique needed to make individual, team and organizational level decisions. Job performance has always been a key topic of discussion by scholars (Murphy et. al. 2004) and this is because it is important to understand individuals' strengths and weaknesses in the jobs they perform. Understanding both task and contextual performance is essential when evaluating job performance. Together, these dimensions provide an overview of how individuals contribute to both technical tasks and contextual performance actions.

1.3 Overview of previous empirical studies on the relationship between of regulatory focus and job performance

This subchapter will explore empirical studies that have examined the relationship of RFT on job performance. Specifically, how promotion and prevention focus orientations correlates with job performance such as task accuracy, innovative initiatives or collaboration.

To illustrate what previous authors have evaluated regarding their RFT. The author has compiled data in Table 6, where it illustrates the main structure and aspects of the experiments are presented.

First to be introduced is the study by Johnson et al. (2011) which aims to understand how the regulatory focus (prevention and promotion) affects goals, and performance (task accuracy). Johnson et al. (2011) bridged theory and practice through experiments. Johnson et al. (2011) executed two studies each in a different setting. Both studies were done with the aim of understanding how participants approach goals, regulatory and performance.

Table 6

Comparison across studies

Authors	Methods Used	Sample	Regulatory Focus Explored	Job Performance Studied (Task, Contextual performance)
Johnson et al. (2011)	Surveys and field experiments	150 restaurant employees	Promotion and Prevention Focus	Task accuracy
Hundeling et al. (2021)	Experimental study	44 groups of 132 students	Promotion and Prevention Focus	Contextual (Idea generation and collaboration)
Dimotakis et al. (2024)	Experimental design	21 students (84 tasks)	Promotion and Prevention Focus, Regulatory Fit	Task and Contextual (helping behaviour, collaboration)
Van Dijk & Kluger, (2011)	Questionnaire	171 graduate students	Prevention Focus and Promotion Focus	Task (error detection) Contextual (Idea generation, Career development)

Source: Compiled by author from authors' studies by Johnson et al. (2011), Hundeling et al. (2021), Van Dijk and Kluger, (2011) and Dimotakis et al. (2024)

Although both studies had similar results, this paper will focus on the second study as it was done in a real-life setting. The second study, a field study, involved 150 restaurant employees and sought to validate the findings from their first experiment. Participants' regulatory focus levels (promotion and prevention) were assessed through self-report measures (had to rate themselves from 1-5. 1 = strongly disagree, 5 = strongly agree) from statements related to promotion and prevention focus. Then the participants' performance was measured with a rating scale from 1 to 5 as well. (Johnson et al. 2011)

The real-life setting was a strong and unique approach as it was the only study which had real practical evidence when collecting the data. However, as it was in a controlled field, the results of the experiment might have introduced self-report bias which might have altered the final findings. (Johnson et al. 2011)

Additionally, the study from Hundeling et al. (2021) highlights its influence on two key areas: how individuals form original ideas and how it affects the performance such as

idea originality. By conducting an experimental study with the aim of analysing how promotion and prevention focus influence two distinct aspects of job performance: idea generation and idea implementation. (Hundeling et al. 2021)

The study involved 44 groups (collected from 132 German undergraduate psychology students) completing innovation-based tasks over time, emphasizing the dynamic between regulatory focus and performance. Participants' regulatory focus (promotion and prevention) rated their agreement with the same range Likert as Johnson et al. (2011) second study. Which related on measuring achieving gains (promotion) or avoiding losses (prevention). Job performance such as creativity (idea generation) were evaluated using external raters and video analysis, ensuring an objective assessment. (Hundeling et al. 2021)

In contrast to Johnson's et al. (2011) real life setting study, the study by Hundeling et al. (2021) was set in a controlled experimental setting. Which may have limited its generalizability to real-world environments (Table 7). While the video analysis added rigor by capturing the dynamics in real time, it might not fully replicate the complexities of individuals in diverse settings.

Similarly, the focus of the study of Van Dijk and Kluger (2011) was to analyse 'error detection (prevention) and idea generation (promotion)'. Even though, the regulatory focus orientations indicators were similar to Hundeling's et al. (2021) research, the approach was different. Van Dijk and Kluger (2011) utilized a live questionnaire, where they distributed the questionnaire to 171 Business Administration bachelor's degree students and collected the questionnaire straight after they completed it.

Despite not using an experimental approach the results reflected a strong explanation concerning different tasks performance and RFT. This is because Van Dijk and Kluger (2011) research compared to the other authors focused on task type and their different effects on RFT. Giving the results a clear link between these tasks work performance and RFT.

On the other hand, through a series of experimental tests, the study by Dimotakis et al. (2024) resembles the study of by Hundeling et al. (2021). By exploring regulatory fit (the alignment between individual's regulatory focus and their functions) and its influence on job performance. In specific, Dimotakis et al. (2024) focuses on task accuracy and collaboration as the main job performance.

The study involved 21 groups performing 84 tasks under different structural configurations. Similarly to the other previous studies from Hundeling et al. (2021) and Johnson et al. (2011) participants' regulatory focus levels were measured, where individuals rated their agreement with focus-specific statements parallel to Johnson et al. (2011) and,

Hundeling et al. (2021). Task performance metrics included task accuracy and helping behaviours. These metrics were objectively assessed during experiments by performance tracking and supervisor evaluations.

Even though, this experimental setup didn't particularly account for real life scenarios. It was able to provide precise insights into the relationship between regulatory focus and job performance. (Dimotakis et al. 2024) Regardless of this, as mentioned in the previous two studies the structured setting may have limited the study's applicability to more complex, real-world scenarios.

In terms of job performance, Johnson et al. (2011), the primary job performance measured was task accuracy. The study demonstrated how prevention-focused individuals performed better in settings where avoiding mistakes and following established procedures were required. Since, individuals with prevention focus tend to be highly attuned to rules and standards of the organization they are involved. Prevention focus individuals are sensitive to adhering to the established norms. (Chang et al. 2012) Confirming why in Johnson's et al. (2011) results prevention focus individuals were able to complete tasks while avoiding mistakes and following the protocol.

Conversely, prevention focused individuals were more likely to perform well with tasks that ensure that ideas were executed accurately and without errors. Meaning they were less likely to generate new ideas but were better at turning creative ideas into practical solutions. This distinction emphasizes the need for understanding promotion and prevention focus to balance creativity and execution to achieve desired job performance. (Hundeling et al. 2021) Indicating, that regulatory focus can influence how individuals access tasks, in this case if the goal is to complete a task in order to avoid losses a prevention focus individual will directly influence task performance in a positive way.

On the other hand, the study discovered that promotion-focused individuals didn't perform as well in completing tasks compared to prevention focus individuals. However, promotion focus individuals were able to adequately perform better in creative settings as they were more inclined to focus on achieving success and exploring new opportunities. (Johnson et al. (2011) This is because individuals with a strong promotion focus are more engaged in tasks that require creativity, forward thinking (Chang et al. 2012).

Comparably, the findings from Hundeling et al. (2021), indicated that promotion-focused individuals were particularly strong in creativity (idea generation), producing a larger quantity of new ideas. However, promotion focused individuals showed a decline in creativity over time. Suggesting that while promotion focus individuals can perform well and

demonstrate initiative in the early stages of creating ideas, they might struggle to refine or implement ideas effectively in the long term. (Hundeling et al. 2021)

This can be because, as mentioned by Chang et al. 2012, employees with promotion focus orientation are inherently driven by success that comes along with achievement. Meaning they are very engaging at the beginning as they are fuelled by the idea of future potential growth. Which can be counterproductive because they don't focus on the plausible scenarios where things can go wrong, potentially affecting longevity of goal.

Table 7

Comparison across studies' methods and limitations

Study	Strength of Method	Limitations of Method
Johnson et al. (2011)	Combines real-world and experimental control, offering breadth and depth.	Field surveys may introduce self-report bias.
Hundeling et al. (2021)	Controlled experiments allow precise measurement of idea generation and innovation.	Results may not generalize to real-world working environments due to artificial settings.
Dimotakis et al. (2024)	Within-groups regulatory fit on job performance.	Focus on structure may not account for real world scenarios and external influences (for example company culture).
Van Dijk & Kluger, (2011)	Task types within regulatory focus.	Hypothetical scenarios may limit validity; results may not reflect actual behaviour

Source: Compiled by author from authors' studies (Johnson et al. (2011), Hundeling et al. (2021), Van Dijk and Kluger, (2011) and Dimotakis et al. (2024)

Additionally, the results from the study of Dimotakis et al. (2024) and Van Dijk & Kluger, (2011) concurs with previous studies as well. Indicating how promotion-focused individuals perform well with creative tasks. Meaning there is a possibility for promotion-oriented individuals to perform better in structures that would enhance their autonomy and creativity. (Dimotakis et al. 2024) While prevention-focused individuals in tasks execution specifically in situations where these individuals require to detect errors. In specific Van Dijk & Kluger, (2011) mentions tasks that are usually performed by accountants or bank officers

which need high levels of accuracy. Further indicating how prevention focused individuals can excel in structures that would require precision and interdependence.

Dimotakis et al. (2024) suggests, individuals with matching regulatory focus were more likely to collaborate. Suggesting that understanding individual regulatory focus can help tailor and distribute tasks to individuals whose regulatory focus aligns more with the set goals of a specific task or project. (Dimotakis et al. 2024)

In conclusion, the works of Johnson et al. (2011), Hundeling et al. (2021), and Dimotakis et al. (2024) all focus on experiments. However, each study adopts a different experimental approach, which inevitably affects the end results. Even though Van Dijk & Kluger, (2011), opted for a more standard procedure of distributing questionnaires the results from these studies reflect many similar conclusions regarding the relationship of regulatory focus between job performance.

Overall, from the literature review, various inferences can be stressed for the results of empirical analysis made. Nevertheless, the following are some of the main inferences:

- Promotion focus is consistently associated with being initiative, creative and having high levels of collaboration. Similarly, contextual performance, as per Koopmans et al., 2011, indicators involve creativity, proactivity as well as helping others.
- Prevention focus individuals are linked to wanting security, avoiding losses (errors) and being relatively cautious. Additionally, tasks performance common indicators (Koopmans et al., 2011) are work quality, organizing, working accurately and solving problems
- Previous empirical studies confirm how promotion individuals perform better in creative environment where they can have a change for growth opportunities. While prevention focus individuals strived when they required to do tasks where avoiding errors and there was a need for responsibility.

In conclusion, based on the literature review it is possible to make assumptions about possible present relationships between RFT and job performance. The similarities between promotion focus and contextual performance and the similarities between prevention focus and task performance.

2. Empirical research on regulatory focus and the relationship between job performance

2.1. Methodology and data

In this subchapter, the author provides a detailed explanation of the methodology used for the empirical analysis. To carry out the objective of this study, the author opted for quantitative analysis to assess the relationship between RFT and job performance. To conduct the overview of the statical methods and tools used to measure RFT and job performance in this study as well as analysing the results, the author has decided to compose two sections.

Firstly, the author will compile and review different measuring tools in order to form the questionnaire. The purpose of the questionnaire will be to measure regulatory focus as well as job performance. Subsequently, explain the distribution process and overview of the selected sample of the questionnaire.

To proceed with the methodology, the second section will oversee presenting the results gathered from the questionnaire. These results then will be collected and analysed through and SPSS, to provide descriptive statistics, analyse reliability and interpret the correlation between regulatory focus and job performance. In addition, the analysis section of this thesis will evaluate the findings to help understand and draw key conclusions as to whether there is a relationship between RFT and job performance. (Figure 3)

Section 1.

- Analyse and choose adequate measuring tools for RFT and job performance.
- Compose questionnaire
- Select a suitable tool to collect data of respondents
- Analyse and select research sample and verify their availability.

Section 2.

- Distributing the questionnaire
- Present results of questionnaire
- Analyse the questionnaire response with STATA and SPSS tool
- Interpret results and summarize findings
- Discuss and connect findings to theory

Figure 3. Research steps taken in the empirical analysis

Source: Compiled by author

One of the limitations of choosing how to collect the data was the sensitivity of investigating job performance. It could raise possible future challenges, as participants might feel restricted to provide honest answers about their work behaviours consequently giving room to risk of potential personal biases.

To overcome this challenge the author opted for a questionnaire-based approach. Utilizing a questionnaire allows for a broader and more diverse respondent base, ensuring that the study captures a broad perspective rather than being limited to a few personal viewpoints. The anonymity provided by the questionnaire will increase the chances of obtaining honest and unbiased responses.

Furthermore, the questionnaire will enable standardization, ensuring that all participants answer the same set of questions, therefore enhancing the reliability and comparability of the data. Given these considerations, a structured questionnaire was regarded as the most appropriate method for collecting data on regulatory focus and its relationship between job performance.

Measurement tools serve as a tool for assessing behaviour by systematically evaluating individuals, based on personal decision process (Ogden, 2003). The usefulness of the data collected heavily depended on the style and approach of the measurement tool presented.

In order to collect reliable and relevant data the author considered if the measurement tool was portrayed clearly and understandable; if the use of regulatory focus and its orientations were clearly defined and if performance was measured. (Table 8) These steps ensured that the data was accurate in order to capture the relationship between regulatory focus and performance.

Higgins' (2001) Regulatory Focus Questionnaire (RFQ) was initially considered to be the most fitting measurement tool, given that Higgins (2001), often referred to as the "father of regulatory focus," developed the foundational theory behind the concept in 1997. RFQ involved creating items that evaluate individuals perceived past successes or failures in regulating their behaviour through either a promotion or prevention focused approach (Higgins et al., 2001).

The study was designed and tested using undergraduate samples, incorporating a set of items covering both general life experiences and specific interactions with parents (Fuglestad et al. 2024). The measurement tool was easy to interpret; the items denoting promotion and prevention focus are explicitly indicated by Higgins et al. 2001 (Items 1, 3, 7, 9, 10, and 11 are Promotion scale items. Items 2, 4, 5, 6, and 8 are Prevention scale items). (Higgins et al., 2001, p.7)

However, Fuglestad et al. 2024 criticized how the scale is unbalanced, prevention items primarily centred on parental relationships whereas the six promotion items do not reference parental relations at all. The questions composing the survey were all

straightforward and understandable for common participants without any external knowledge. With prompts like: “Compared to most people, are you typically unable to get what you want out of life?” The scale offered a more psychological approach. Additionally, the scale repeatedly used the phrase “growing up” giving the scale a personal appeal.

Table 8

Considered measuring tools

Criteria	Neubert et al. (2008) – WRF	Higgins et al. (2001) – RFQ	Lockwood et al. (2002) – Role Model Scale	Wallace et al. (2010) – CEO Regulatory Focus Scale	Koopmans et al. (2019) – IWPQ Performance Scale
Is the primary focus regulatory?	x	x	x	x	
Is it work-related?	x			x	x
Does it clearly indicate promotion and prevention items?	x	x		x	
Is it easy to understand?	x	x			x
Can it measure performance?	x			x	x

Note: WRF (Work Regulatory Focus), RFQ (Regulatory Focus Questionnaire), IWPQ (Individual Workplace Performance Questionnaire)

Source: Compiled by author based on sources presented in the table

Similarly, Lockwood’s et al 2002 measurement tool presents a somewhat personal approach. Despite the measuring tool having a personal approach, Lockwood’s 2002 questionnaire is more generic and probes less into childhood/parental aspects. Instead, the 18-item measurement tool uses a personal approach for promotion focus by asking about ideals and growth (such as: “In general, I am focused on achieving positive outcomes in my life.” and “I often think about the person I would ideally like to be in the future”). While for

prevention focus it uses a failure approach (e.g., "I am anxious that I will fall short of my responsibilities and obligations."). (Fuglestad et al. 2024)

Lockwood et al 2002, analysed undergraduates for the purposes of the study in the same way as RFQ by Higgins (2001) to analyse the positive and negative impact of role models. Even though the item's purpose was clear it was challenging to identify the regulatory orientations. Fuglestad et al. 2024, indicates that beyond the analysis the questionnaire included only four items, 2 promotion and 2 prevention, while the other questions addressed emotions (anxiety, fear). No further information was provided regarding the selection of items or the development process of the scale. (Fuglestad et al. 2024)

The psychological approaches taken by Lockwood et al 2002 and Higgins et al. 2001 were considered advantageous because the data collected could have reflected deeper insights about the participant's core values and decision-making patterns. Clearly identifying whether they aligned more with promotion or prevention orientation. However, due to the performance-related focus of this thesis, the RFQ's and Role Model Scale questionnaire would have made it difficult to establish a direct correlation between regulatory focus and performance.

In contrast, Wallace et al. (2010) – CEO regulatory focus scale and Neubert et al. (2008) – WRF (work regulatory focus) scale measuring tools drive away from the psychological approach and focus on work-related approach. Wallace et al. (2010) – CEO Regulatory Focus Scale was designed to specifically analyse CEO's regulatory focus and its influence on firm performance. Wallace et al. (2010) adapted regulatory focus items from the measuring tool of Lockwood et al 2002 and incorporated a five-point Likert scale. (Wallace et al. 2010) Unlike previous measuring tools (Lockwood et al 2002 and Higgins et al. 2001) Wallace et al. 2010 added an external performance indicator, firm performance, with promotion items which addressed future success (e.g., "I frequently think about how I can achieve success in my firm.") and prevention items that focused on avoidance of failure (e.g., "I am always thinking about how to prevent failures in my business."). This approach helped the aim of the thesis as it closed the gap between regulatory focus and job performance.

Despite its strong advantages, direct application to workplace setting, Wallace et al. (2010) measuring tool has specific limitations. Firstly, Wallace et al. (2010) CEO's regulatory focus centric approach would convolute the analysis of job performance. Additionally, as it is directed to CEOs the wording is complex and assumes a leadership perspective. The divergence inclusion of managerial-level perspective made Wallace's et al. (2010) measuring tool ultimately less suitable for the analysis.

On the other hand, unlike Wallace's et al. (2010) measuring tool, Neubert et al. (2008) WFR scale was designed for employees at all levels. Neubert et al. (2008) aim was to capture how 'regulatory focus of employees at work mediates the influence of leadership on employee behaviour' (Neubert et al. 2008, p.1220). Even though the Neubert et al. (2008) study also highlights aspects of leadership in the research, the items in the scale clearly indicate promotion and prevention focus on a work setting, ensuring clarity and straightforward interpretation for all employees. A distinct advantage of Neubert et al. (2008) WFR scale is that it provides a structured distinction between prevention and promotion focus. The WFR scale consists of eighteen items, evenly divided into two subscales. Nine promotion focus items are indicated as 'achievements', 'ideals' and 'gains' while the other nine prevention items are indicated as 'oughts', 'security' and 'losses' which makes it easy to differentiate. Additionally, the scale has been widely used in other workplaces as well as regulatory focus research which allows for comparison with existing studies strengthening the study's credibility. The 18 item WFR scale indirectly measures performance through prevention focus and its effect on in role performance (Neubert et al. 2008)

To measure performance a second measuring tool was introduced: Koopmans et al. (2019) – IWPQ performance measurement tool. The IWPQ performance measurement tool categorizes performance into three dimensions (task, contextual and counterproductive work performance) (Koopmans et al. 2019). But for the aim of this thesis, the research will only take into consideration two categories consisting of only thirteen items (five tasks and eight contextual performance measurements). This approach would make the measuring tool more concise and understandable. Overall, Koopmans et al. 2019 IWPQ performance scale direct way to measure performance makes it an ideal complement to Neubert et al. 2008 WFR scale.

The questions in the questionnaire were divided into four sections (Appendix A). Before introducing the questions, the questionnaire presented a brief explanation of the aim of this study and a brief definition of RFT and job performance. As well as indication how to fill in each section and confidentiality and anonymity of the questionnaire. The questions in the first section were designed to measure regulatory focus (using Neubert et al. 2008 WFR scale). Following, the second section aimed to measure tasks accuracy performance (using Koopmans et al. 2019 IWPQ performance scale). While the third section focused on measuring contextual performance. Sections from one to three involved Likert scale choices. Finally, the fourth and last section was composed by a general question concerning the different types of teams/job they belonged to. General factor like gender were considered but

due to nature of regulatory focus outcomes these factors were considered obsolete and would deviate the focus of the study.

Overall, one can derive that despite the use of different measuring tools, many of the studies focused on employees from different backgrounds. Koopmans et al. (2019) and Neubert et al. 2008 distributed their questionnaire across different companies in order to compare and analyse results. As a result of this finding the author opted for a similar comparative study questionnaire method. The companies selected belonged to different industries in order to make the data varied.

Then the questionnaire was distributed among employees working within specific areas. Jobs which aligned with one of the displayed options in the questionnaire (Appendix A). By targeting companies from industries where job performance played a central role such as creative agencies (marketing firms) and operational (startups, tech companies or accounting firms). Ensured that the responses would represent at least one of the job performances presented: task accuracy or contextual behaviour. As well as to analyse both promotion and prevention orientations.

Once the measuring tools were decided and the target research sample was determined. The author compiled the questionnaire using the survey with the UT LimeSurvey platform. This tool was chosen because it was easy to distribute and collect; additionally, the data was securely saved throughout the whole research process. The questionnaire was distributed through direct emails to Human Resources managers, Operation leads, Talent acquisition professionals and communication managers in universities and organizations in order for them to distribute it within their team. Simultaneously, distributing it directly to employees without a management position to participate in the questionnaire. Altogether, the author focused on gathering data from different points and throughout a disparate time to reach the aim of this study.

2.2. Results and discussion of the questionnaire

Eventually, data was gathered during the period of one month 01.03.2025 until 01.05.2025 the questionnaire was sent to 400 employees across different teams/jobs from companies located in Europe and North, South America. Composed of 12 different teams/jobs such as Communication/Marketing, Finance, Data Analytics, Sales, Human Resources and Legal. As of 01.05.2025, 51 responses were obtained making the response rate of 12.75%. The questionnaire was translated to 2 languages with the UT LimeSurvey software. These languages were Portuguese, with 9.8% of respondents, and Estonian with

3.6% of respondents. All the questions in the questionnaire were made obligatory to answer. Hence, all respondents were able to fill in each question providing a complete data set.

Most respondents answered 'Other' on the team/job section which was composed of assistants, logistics, consultants and customer service.

The "Other" category accounted for the largest number of responses, representing 29% of the total participants. This was followed by Software Engineering, which contributed 15%, and Data Analytics, R&D, and Human Resources, each making up 7%. Sales and Product Development followed closely at 7% and 5% respectively. The remaining responses came from Marketing/Communications, Finance/Accounting, Legal & Compliance, Supply Chain & Logistics, and Operations, each contributing 2% to 5% of the total. (Figure 4)

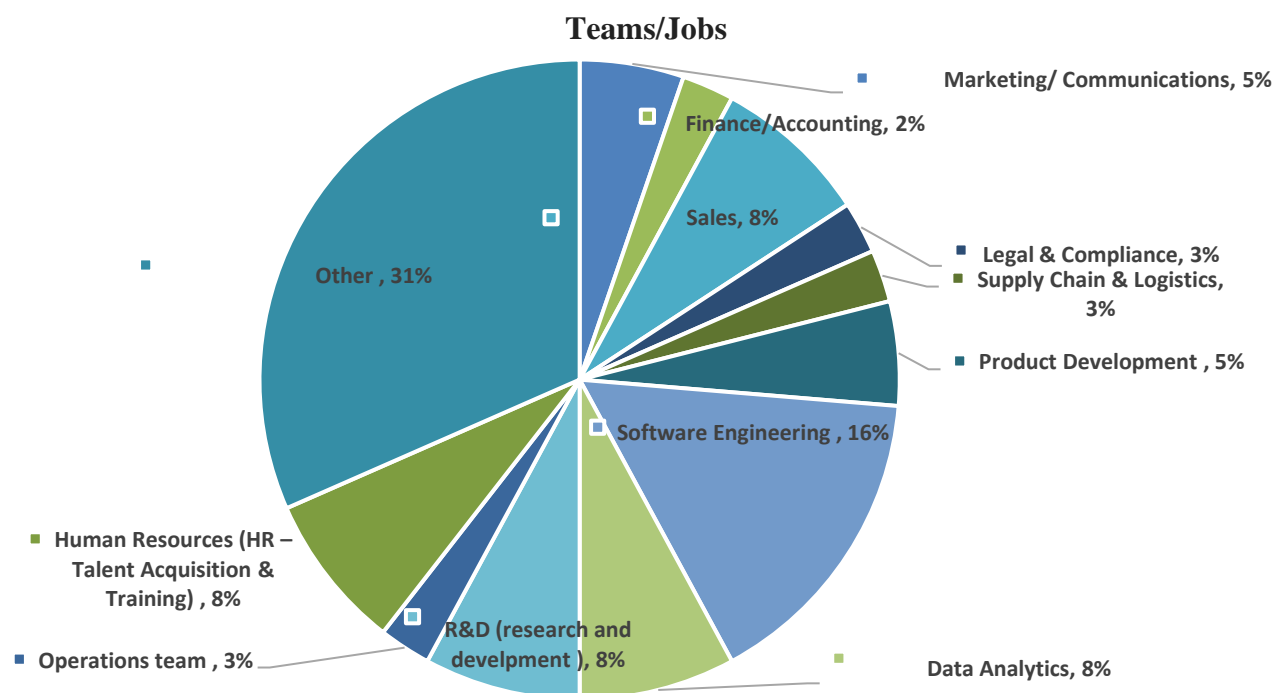


Figure 4: *Questionnaire respondents by teams/job title*

Source: Compiled by author based on collected data

The "Other" category accounted for the largest number of responses, representing 29% of the total participants. This was followed by Software Engineering, which contributed 15%, and Data Analytics, R&D, and Human Resources, each making up 7%. Sales and Product Development followed closely at 7% and 5% respectively. The remaining responses came from Marketing/Communications, Finance/Accounting, Legal & Compliance, Supply Chain & Logistics, and Operations, each contributing 2% to 5% of the total. (Figure 4)

These items were then organized into four factors (promotion focus, prevention focus, task performance and contextual performance). To find the reliability of the results Cronbach's Alpha coefficient analysis was conducted. The purpose was to assess the internal

consistency of the four factors by evaluating whether the questions in each group are consistent and coherent in what they are intended to measure.

As observed in Table 9 the result of the analysis indicated satisfactory to high levels of internal consistency across all four factors. Prevention focus 9 items (0.74) and prevention focus 9 items (0.76) demonstrate an acceptable reliability. Which suggests that the items within each regulatory focus orientation are reasonably consistent.

Additionally, task performance 5 items (0.84) and 8 contextual performance items (0.83) exhibit better Cronbach's Alpha results reflecting their high reliability. This indicates that these two performance related factors are closely aligned and effectively capture the intended study. Furthermore, these results support the validity of the Koopmans et al. (2019) performance items selected for this study.

Table 9

Cronbach's alpha reliability statistics coefficients

	Prevention Focus	Promotion focus	Task performance	Contextual performance
Cronbach's Alpha	.76	.75	.86	.84
N of Items	9	9	5	8

Source: Compile by author based on collected data

In general, the Cronbach's Alpha results provide confidence that the measurement tools used to access RFT and job performance are reliable and have validity as well. Allowing for further statistical analysis (correlation) to explore the relationship between RFT and job performance.

Afterwards, the author provided descriptive statistics (Table 10) which illustrated an overview of the participants' response across the four measured factors. These results helped draw conclusions and present respondent's trends, data's variability and distribution of these four variables. Each variable had a valid sample size of participants, with no missing responses, ensuring consistent data across all categories.

As observed both performance dimensions have relatively similar mean results. The descriptive statistics reveals that task performance (mean = 4.01), and contextual performance (mean = 3.97) mean score were not considerably different. However, as seen in previous studies, Koopmans et al. (2019) task performance mean score (3.17) compared to contextual performance (2.62) were somewhat different. This could be because Koopmans et

al. (2019) sample size was noticeably bigger ($N = 386$) meaning they gathered a higher range of different responses which explains why contextual and task performance mean difference is much higher. Additionally, Carlos and Gouveia's (2016) study used a 7-point scale to measure contextual and task performance. The same outcome was observed as their task performance mean score averaged around 6.0 while contextual performance mean score remained below 5.0. (Carlos & Gouveia 2016)

Carlos and Gouveia's (2016) study collected responses from different lecturing staffs 'from 41 European countries, the USA and Brazil'. It can be inferred that because the sample involved lecturing staff, can be affiliated to higher education institutions, which are typically held to rigorous professional and academic standards. Meaning their job might demand high competencies as responsibility, organization and knowledge which can be linked to task performance (Koopmans et al. 2019). Therefore, the noticeable higher mean score in task performance.

Table 10

Descriptive statistics

Variable	N	Min	Max	Mean	SD	Median
Prevention focus	51	2.67	5.00	3.87	0.58	4.00
Promotion focus	51	2.44	4.67	3.80	0.60	4.00
Task performance	51	2.20	5.00	4.01	0.81	4.30
Contextual performance	51	2.25	5.00	3.97	0.66	4.00

Source: Compiled by author based on collected data

The job/team type is a probable reason why the mean scores collected in this study for task and contextual performance are very similar. As the top three job titles from respondent were Software engineers, Human Resources and Research and development. These jobs are considered to require adequate knowledge, high amounts of creativity and have the need to work together with others. Meaning these types of jobs require both task and contextual performance to be exercised hence the similarity of means scores results. as the second biggest respondent group.

In terms of variability, the standard deviation offers important insights. In current study the results were as follows: task performance with $SD = 0.81$ and contextual performance with $SD = 0.66$. In Koopmans' et al. (2019) study the standard deviation for task performance was the same (performance $SD = 0.81$). While contextual performance was higher with a SD of 1.05 meaning that participants were less consistent with their responses

when it came to contextual performance items. This can be because Koopmans' et al. (2019) sample involved different university students from the Faculty of Work and Social Science searching for jobs. As the participants were students and didn't inherently possess a job the tasks performance SD didn't differ much. However, because the participants were from different programs with the faculty; therefore, their creativity, need to work with others or initiative could've differed because of their different interests.

On contrary, the sample collected for this thesis involved employed respondents. It can be interpreted that since respondents had different types of job their responses for the task performance items varied a bit. This could be because different jobs have different expectations concerning responsibility, knowledge requirements. However, the standard deviation remains pretty similar to contextual performance. As previously mentioned, the majority of respondents were employed in startups, tech companies meaning employees had similar standards in terms of task performance and contextual performance. Inferring how indicators such as knowledge, responsibility, initiative, creativity, career advancement are important.

Continuously, descriptive statistics were provided for regulatory focus orientations. Prevention focus mean (mean = 3.87) demonstrates very similar promotion focus (mean = 3.77). Moreover, prevention focus (SD = 0.58) and promotion focus (SD = 0.60) exhibit nearly identical low standard deviations. This suggests regulatory focus style amongst participants. This could be because of professional similarities in the sample as previously noted. For instance, the second biggest job group of respondents was Software engineers, employees in this job are usually expected to bring innovation (promotion focus) and to adhere to protocols (prevention focus). As result this might lead to participants scoring similar on both orientations with relatively little deviation among them.

While on result from previous studies, the prevention mean scores in Neubert et al. (2008) illustrated higher prevention mean results with the mean = 4.13 while promotion focus mean = 3.64. The participants in Neubert et al. (2008) involved 250 full-time employees which is a larger and possibly more diverse workforce. However, it is not specified what type of jobs or industries the collected sample represented. The elevated prevention focused score could still infer that respondents were more likely working in jobs were avoiding losses, being cautious at work and having responsibilities were required traits. It is not specified what type of jobs or industries the collected sample were working for, hence their responses aligned prevention focus items.

The median results are interesting because task performance, contextual performance, promotion focus, and prevention focus median scores are above 4.00. Inferring how respondents want to be perceived as they are proficient in their job as well as being knowledgeable. While also caring about being innovative, working with other or knowing about growth opportunities. Meaning there are jobs where both promotion and prevention orientation intermingle as both task and contextual performance is required.

Due to the majority of respondents working on job position that require both job performance this thesis couldn't highlight clearly the different needs for regulatory orientations. Making it hard to compare each regulatory orientation with previous studies by Johnson et al. (2011), Hundeling et al. (2021), Van Dijk and Kluger, (2011) and Dimotakis et al. (2024). Which results indicated how prevention focused individuals tend to be more aligned with task performance and promotion-oriented individuals matched better with contextual performance.

Afterwards, spearman's rho correlation analysis (Table 11) was then conducted. Spearman's rho, is a nonparametric statistical method, was chosen to identify potential relationship between RFT and job performance. First, one of the two main observations that can be drawn from the results is the positive moderate correlation (with a correlation coefficient of 0.461) between prevention focus and task performance. It reached statistical significance because its p-value was lower than 0.005 (p-value = 0.04). Demonstrating how individuals who are prevention oriented (prioritize safety, responsibility and risk avoidance) tend to have a positive performance with role specific tasks, aligning with the study of Neubert et al. (2008).

Similarly, the displayed a strong positive correlation coefficient (0.662) and statistically significant results (p-value = <0.001) between promotion focus and contextual performance. This finding implies that individuals who align with a promotion-oriented mindset (open for opportunities, growth, have aspirations) are likely to engage and have positive outcomes in contextual performance (helping colleagues, showing initiative).

These findings reinforce Higgins (1997) RFT, denoting that individuals adopt either promotion focus which is oriented towards growth, accomplishments and personal aspirations (Higgins, 1997). Which are indicators of contextual performance as shown on Carlos and Gouveia, 2016 job performance diagram. Hence there is strong correlation between contextual performance and promotion focus individuals' response.

Subsequently, prevention focus individuals follow the path where safety responsibility and obligation are involved (Higgins, 1997). Similarly, task performance

indicators reflect a sense of responsibility, knowledge and error reduction (Carlos & Gouveia, 2016). Therefore, it is clear the relationship between these items.

Table 11
Correlation Coefficient analysis

Spearman's rho	Prevention	Promotion	Task	Contextual
Prevention	1.000	.191	.461**	.112
Promotion	.191	1.000	.262*	.662**
Task	.461**	.262*	1.000	.267*
Contextual	.112	.662**	.267*	1.000

Source: Compiled by author based on collected data

Note: N= 51,

** Correlation is significant at the 0.01 level (2-tailed),

*Correlation is significant at the 0.05 level (2-tailed)

It was noticed also how there was a weak positive correlation (0.262) between promotion focus and task performance. This can be explained since employees are expected to maintain a certain level of performance standards to satisfy their job responsibilities and prevent unwanted outcomes such as negative review or job loss. (Chang et al. 2012).

Finally, it can be observed how there is also a weak positive correlation between task and contextual performance. It can be said because both task and contextual performance complement each other in jobs where both responsibility and initiative/creativity are needed. As previously explained in the sample there were specific jobs where both job performance was needed.

Based on the analysis of the collected data from employed participants the author has drawn several conclusions:

- While the job variation was modest, the data indicates that jobs requiring both task and contextual performance may benefit from employees with balanced regulatory focus orientations. It is important to check what are the requirements of the job to check which regulatory orientation is being aimed.
- The empirical study demonstrated how there is a relationship between job performance and regulatory focus orientations. By showing a moderate positive correlation between prevention focus and task performance. As well

as a strong positive correlation between promotion focus and contextual performance.

- The results indicate the practical value of using RFT in hiring process and team formation and task assignment to optimize job performance.

Overall, the empirical section of this thesis explored different measuring tools for regulatory focus and job performance and analysed collected data to try understanding if there is a relationship between RFT and job performance. In summary, prevention focus shows stronger alignment with task- related performance. Promotion focus appears to contribute with both contextual and task performance. While promotion focused have a stronger correlation with contextual performance.

Conclusion

Summing up this thesis has explored the relationship between RFT and job performance. Individuals tend to perform differently, and understanding how individuals' behaviour, in the workplace, can influence job performance is central concern. The theoretical groundwork for Regulatory Focus theory was developed by Higgins' (1997) RFT academic research paper. Which describes how individuals regulate their behaviours through two orientations: promotion and prevention focus. Different approaches have been taken around regulatory theory in order to understand its implications such as motivational, personal approach. However, in this thesis the focus is on job performance.

Relevant literature studies demonstrated how both RFT's orientations have very distinct sets of characteristics. It was discovered how prevention focus individuals' behaviour on a work environment are mostly responsible and strive to reduce future losses or potential errors. While promotion focus individuals reflect a more creative approach trying to engage in activities where growth and future potential is available. To draw an understandable conclusion the author provided a simple heuristic framework mapping regulatory focus theory orientations' behaviour (Figure 1).

The author then delineated the meaning of job performance with Koopmans' et al., 2011 framework and explored in detailed contextual and task performance. It was found task performance and contextual performance are two distinct but complementary components of job performance. Task performance was associated with core job functionalities, responsibility, and contextual performance involves dedication, creativity and work collaboration. By investigating if regulatory focus influences each of these job performances the author aimed to understand if there is a viable relationship between them.

The empirical section of this thesis utilized a quantitative approach, using a structured questionnaire that incorporated validated measurement tools (Work regulatory focus, WRF, and Individual work performance questionnaire, IWPQ) to collect data. The data collected involved employed individuals from different continents and job positions. The data was analysed by using statistical tool SPSS. The correlation coefficient analysis revealed that promotion focused individuals reported significant levels of correlation with contextual performance which include indicators like initiative, creativity and collaborating with others.

On the other hand, prevention focused individuals had significant levels of correlation with task performance, which indicators relate to accuracy, responsibility and caution. These findings indicated about the possible relationship between regulatory focus orientations and task performance. Aligning with prior empirical studies disclosed in this thesis (Table 6), who similarly found that different regulatory focus orientations are linked with specific job performance indicators.

The results confirm that regulatory focus plays a meaningful role in shaping employee behaviour and job performance. From a practical point of view, these insights can assist managers and hiring professionals in task assignment, team restructuring and future development. For example, in creative, engaging and innovative projects/tasks promotion focused individuals may be best suited for these roles. On the other hand, prevention focus individuals may excel in tasks requiring responsibility, precision and structure.

Despite the promising results, the study also faced several limitations. The sample size was modest, and the data relied on self-reported measures, which may introduce bias. Also, the variety of job in the sample was also limited. Making it hard to draw conclusion and compare it to previous studies. Additionally, the research did not control for industry specific factors or external factors that might influence and affect the generalizability of the findings.

The author believes future research could expand this study by conducting longitudinal studies. As well as, incorporating multi source job performance data such as supervisor ratings. This way it could help examine how RFT interacts with leadership styles and organizational culture.

References

1. Askari, G., Asghri, N., Gordji, M. E., Asgari, H., Filipe, J. A., & Azar, A. (2020). The impact of teamwork on an organization's performance: A cooperative game's approach. *Journal of Work and Organizational Psychology*, 35(3), 195–205.
2. Brockner, J., & Higgins, E. T. (2001). Regulatory focus theory: Implications for the study of emotions at work. *Organizational Behavior and Human Decision Processes*, 86(1), 35–66. <https://doi.org/10.1006/obhd.2001.2972>
3. Brockner, J., Higgins, E. T., & Low, M. B. (2004). Regulatory focus theory and the entrepreneurial process. *Journal of Business Venturing*, 19(2), 203–220. [https://doi.org/10.1016/S0883-9026\(03\)00007-7](https://doi.org/10.1016/S0883-9026(03)00007-7)
4. Carlos, V., & Rodrigues, R. G. (2015). Development and validation of a self-reported measure of job performance. *Social Indicators Research*, 126(1), 279–307. <https://doi.org/10.1007/s11205-015-0883-z>
5. Cesario, J., Grant, H., & Higgins, E. T. (2004). Regulatory fit and persuasion: Transfer from "feeling right." *Journal of Personality and Social Psychology*, 86(3), 388–404. <https://doi.org/10.1037/0022-3514.86.3.388>
6. DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102(3), 421–433. <https://doi.org/10.1037/apl0000085>
7. Dimotakis, N., Davison, R. B., & Hollenbeck, J. R. (2024). Team structure and regulatory focus: The impact of regulatory fit on team dynamics. *Academy of Management Journal*, 67(2), 425–441. <https://doi.org/10.1037/a0026701>
8. Fuglestad, P. T., Volz, S., Joyal-Desmarais, K., Nydick, S. W., DeYoung, C. G., & Rothman, A. J. (2022). A new measure of regulatory focus: Preventing measurement error by promoting best validation practices. *Journal of Personality*, 90(2), 283–303. <https://doi.org/10.1111/jopy.12962>
9. Griffin, M. A., Neal, A., & Neale, M. (2001). The contribution of task performance and contextual performance to effectiveness: Investigating the role of situational constraints. *Applied Psychology*, 50(3), 517–529. <https://doi.org/10.1111/1464-0597.00029>
10. Higgins, E. T. (1997). Beyond pleasure and pain. *American Psychologist*, 52(12), 1280–1300. <https://doi.org/10.1037/0003-066X.52.12.1280>
11. Higgins, E. T. (2000). Making a good decision: Value from fit. *American Psychologist*, 55(11), 1217–1230. <https://doi.org/10.1037/0003-066X.55.11.1217>

12. Higgins, E. T. (2015). Regulatory focus theory. In J. D. Wright (Ed.), *International encyclopaedia of the social & behavioral sciences* (2nd ed.). <https://doi.org/10.1002/9781118900772.etrds0279>
13. Higgins, E. T., Friedman, R. S., Harlow, R. E., Idson, L. C., Ayduk, O. N., & Taylor, A. (2001). Achievement orientations from subjective histories of success: Promotion pride versus prevention pride. *European Journal of Social Psychology*, 31, 3–23
14. Higgins, E. T., & Pinelli, F. (2020). Regulatory focus and fit effects in organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 7, 25–48. <https://doi.org/10.1146/annurev-orgpsych-012119-045404>
15. Hundeling, M., Auerswald, M., & Rosing, K. (2023). Creativity in regulatory focus: Impacts on team innovation. *The Journal of Creative Behavior*, 55(1), 120–138. <https://doi.org/10.1002/jocb.503>
16. Johnson, P. D., & Wallace, J. C. (2011). Increasing individual and team performance in an organizational setting through the situational adaptation of regulatory focus. *Consulting Psychology Journal: Practice and Research*, 63(3), 190–201. <https://doi.org/10.1037/a0025622>
17. Johnson, P. D., Shull, A., & Wallace, J. C. (2011). Regulatory focus as a mediator in goal orientation and performance relationships. *Journal of Organizational Behavior*, 32(5), 751–766. <https://doi.org/10.1002/job.701>
18. Johnson, P. D., Smith, M. B., Wallace, J. C., Hill, A. D., & Baron, R. A. (2015). A review of multilevel regulatory focus in organizations. *Journal of Management*, 41(5), 1501–1529. <https://doi.org/10.1177/0149206315575552>
19. Koopmans, L., Barrada, J. R., Fernández-del-Río, E., & Ramos-Villagrasa, P. J. (2019). Assessing job performance using brief self-report scales: The case of the individual work performance questionnaire. *Journal of Work and Organizational Psychology*, 35, 195–205. <https://doi.org/10.5093/jwop2019a21>
20. Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., de Vet, H. C. W., & van der Beek, A. J. (2011). Conceptual frameworks of individual work performance: A systematic review. *Journal of Occupational and Environmental Medicine*, 53(8), 856–866. <https://doi.org/10.1097/JOM.0b013e318226a763>
21. Lai, C.-Y., Hsu, J. S.-C., & Li, Y. (2017). Leadership, regulatory focus, and information systems development project team performance. *International Journal of Project Management*, 35(6), 942–955. <https://doi.org/10.1016/j.ijproman.2017.11.001>

22. Lanaj, K., Chang, C.-H. "D.," & Johnson, R. E. (2012). Regulatory focus and work-related outcomes: A review and meta-analysis. *Psychological Bulletin*, 138(5), 998–1034. <https://doi.org/10.1037/a0027723>
23. Levine, J. M., Higgins, E. T., & Choi, H.-S. (2000). Development of strategic norms in groups. *Organizational Behavior and Human Decision Processes*, 82(1), 88–101. <https://doi.org/10.1006/obhd.2000.2889>
24. Liberman, N., Molden, D. C., Idson, L. C., & Higgins, E. T. (2001). Promotion and prevention focus on alternative hypotheses: Implications for attributional functions. *Journal of Personality and Social Psychology*, 80(1), 5–18. <https://doi.org/10.1037/0022-3514.80.1.5>
25. Lockwood, P., Jordan, C. H., & Kunda, Z. (2002). Motivation by positive or negative role models: Regulatory focus determines who will best inspire us. *Journal of Personality and Social Psychology*, 83(4), 854–864. <https://doi.org/10.1037/0022-3514.83.4.854>
26. Mahfouz, S. (2019). TQM practices and organizational performance in the manufacturing sector in Jordan: Mediating role of HRM practices and innovation. *TQM Journal*, 32(2), 233–249.
27. Menshikov, V., Ruža, O., & Semeneca, J. (2024). Start-up ecosystems: the experience of Latvia, Lithuania, Estonia. *Entrepreneurship and Sustainability Issues*, 11(4), 387–405. [https://doi.org/10.9770/jesi.2024.11.4\(24\)](https://doi.org/10.9770/jesi.2024.11.4(24))
28. Murphy, K. R., Cleveland, J. N., Skattebo, A. L., & Kinney, T. B. (2004). Raters who pursue different goals give different ratings. *Journal of Applied Psychology*, 89(1), 158–164. <https://doi.org/10.1037/0021-9010.89.1.158>
29. Neubert, M. J., Kacmar, K. M., Carlson, D. S., Chonko, L. B., & Roberts, J. A. (2008). Regulatory focus as a mediator of the influence of initiating structure and servant leadership on employee behavior. *Journal of Applied Psychology*, 93(6), 1220–1233. <https://doi.org/10.1037/a0012695>
30. Ogden, T. (2003). Resilient children and young people: A case study from Norway. *Scandinavian Journal of Educational Research*, 47(3), 233–249. <https://doi.org/10.1080/00313830308605>
31. Pradhan, R. K., & Jena, L. K. (2016). Employee performance at workplace: Conceptual model and empirical validation. *Journal of Human Resource and Sustainability Studies*, 4(4), 69–81. <https://doi.org/10.1177/2278533716671630>
32. Rotundo, M., & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-

- capturing approach. *Journal of Applied Psychology*, 87(1), 66–80. <https://doi.org/10.1037/0021-9010.87.1.66>
33. Siswanti, D. N., Daud, M., Nugraha, D. Y., Zhalifunnas, M. S., & Nugraha, D. R. (2023). The effect of workplace well-being on task performance in employees: The mediating role of work engagement. *Gadjah Mada Journal of Professional Psychology*, 9(2), 142–159. <https://doi.org/10.22146/gamajpp.90500>
34. Van Dijk, D., & Kluger, A. N. (2011). Task type as a moderator of positive/negative feedback effects on motivation and performance: A regulatory focus perspective. *Journal of Organizational Behavior*, 32(8), 1084–1105. <https://doi.org/10.1002/job.725>
35. Wallace, J. C., Little, L. M., Hill, A. D., & Ridge, J. W. (2010). CEO regulatory foci, environmental dynamism, and small firm performance. *Journal of Small Business Management*, 48(4), 580–604. <https://doi.org/10.1111/j.1540-627X.2010.00309.x>

Appendix A

Regulatory focus and job performance outcomes questionnaire

UT LimeSurvey - Work Behaviour and Performance Questionnaire

Welcome! Thank you for taking part in this survey. This short questionnaire will help us understand different goal-setting styles and how they affect performance. Your responses are completely anonymous, and there are no right or wrong answers, just be honest with what best describes you.

This questionnaire has two parts:

1. **Focus style assessment:** This section will help determine whether you align more with an Ambition or Caution-driven approach.
2. **Performance outcomes (task and context):** This section will explore how your focus style influences your performance.

For each statement, please rate how much you agree on a scale from **Strongly Disagree** to **Strongly Agree**. There are no right or wrong answers—choose what feels most natural to you.

1. By proceeding with this questionnaire, you confirm that:

- You understand your responses will be used solely for the purpose of a bachelor's thesis named: *REGULATORY FOCUS AND ITS RELATIONSHIP WITH JOB PERFORMANCE*.
- Your participation is voluntary, and your answers will remain anonymous.

Please choose only one of the following:

- Yes
- No

Focus Style Assessment Section

Please choose the appropriate response for each item:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
-----------	----------------------	----------	---------	-------	-------------------

I concentrate on completing my work tasks correctly to increase my job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very careful to avoid exposing myself to potential losses at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfilling my work duties is very important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do everything I can to avoid loss at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security is an important factor for me in any job search.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, I am motivated by my hopes and aspirations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, I am often focused on accomplishing tasks that will support my need for security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on accomplishing job tasks that will further my advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, I strive to live up to the responsibilities and duties given to me by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus my attention on avoiding failure at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to take risks at work in order to achieve success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had an opportunity to participate in a high-risk, high-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

reward project, I would definitely take it.

I take chances at work to maximize my goals for advancement.

I spend a great deal of time envisioning how to fulfil my aspirations.

At work I focus my attention on completing my assigned responsibilities

A chance to grow is an important factor for me when looking for a job.

If my job did not allow for advancement, I would likely find a new one.

My work priorities are impacted by a clear picture of what I aspire to be.

2. Performance Outcomes - Task Performance Section

Please choose the appropriate response for each item:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I managed to plan my work so that I finished it on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I kept in mind the work result I needed to achieve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I was able to set priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I managed my time well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to carry out my work efficiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Performance Outcomes - Contextual Performance Section

Please choose the appropriate response for each item:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
On my own initiative, I started a new task when my old tasks were completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took on challenging tasks when they were available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worked on keeping my job-related knowledge up to date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worked on keeping my work skills up to date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I came up with creative solutions for new problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I continuously sought new challenges in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively participated in meetings and/or consultations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I brought extra responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Which team do you work with?

Please choose only one of the following:

- Marketing/Communications
 - Finance/Accounting
 - Marketing/ Communications
 - Finance/Accounting
 - Sales
 - Legal & Compliance
 - Quality Assurance (QA)
 - Supply Chain & Logistics
 - Creative & Design
 - Product Development
 - Project Management
 - Software Engineering
 - Data Analytics
 - R&D (research and development)
 - Operations
 - Human Resources (HR – Talent Acquisition & Training)
 - Other
-

Thank you for participating!

Your responses are valuable in understanding different motivation styles and their impact on performance. We appreciate your time and effort in completing this survey. If you have any questions or would like to receive insights from the results, feel free to reach out.

Submit your survey. Thank you for completing this survey.

Resümee

Regulatiivne fookus ja selle seos töö tulemuslikkusega

Emily Maria Gonzalez

Käesoleva lõputöö eesmärk on uurida regulatiivse fookuse teooria (RFT) ja töö tulemuslikkuse vahelist seost. See annab võimaluse leida uudseid võimalusi töötajate tulemuslikkuse parandamiseks arvestades nende eneseregulatsiooni. RFT, mille töötas välja Higgins (1997), eristab kahte eneseregulatsiooni stiili: 1) edenemisfookus, mis keskendub püüdlustele ja arengule ning 2) vältimisfookus, mis tugineb turvalisusele ja kohusetundele. Organisatsioonilises kontekstis, kus töötajate käitumine mõjutab märkimisväärselt töö tulemuslikkust, on nende suundumuste ja töö tulemuslikkuse vahelise seose mõistmine järjest olulisem.

Nimetatud seose uurimiseks võeti aluseks kaks mõõdikut. Esimene neist (WRF) mõõdab tööalast regulatiivset fookust kahe faktori abil (edenemisfookus ja vältimisfookus) ning teine (IWPQ) mõõdab individuaalse töö tulemuslikkust kahe faktori abil (ülesande tulemuslikkus ja kontekstuaalne tulemuslikkus). Andmed koguti erinevates sektorites töötavatelt inimestelt ja analüüs viidi läbi SPSS tarkvara abil. Tulemused näitasid, et edenemise fookusega isikutel oli kalduvus näidata kõrgemat kontekstuaalset töö tulemuslikkust, samal ajal kui vältimise fookusega isikud saavutasid kõrgemad tulemusi ülesande põhises tulemuslikkuses. Need tulemused on kooskõlas varasemate uurimustega (Johnson jt, 2011; Hundeling jt, 2021; Van Dijk & Kluger, 2011; Dimotakis jt, 2024), mis samuti rõhutavad regulatiivse suundumuse ja spetsiifiliste töö tulemuslikkuse liikide omavahelist seost.

Regulatiivse fookuse teooria rakendamist töökeskkonnas on endiselt suhteliselt vähe uuritud, eriti seoses töö tulemuslikkusega. Paljud organisatsioonid ei ole veel teadlikud sellest, kuidas individuaalsed eneseregulatsiooni stiilid võivad mõjutada töötajate rolli ja üldist tulemuslikkust. Käesolev töö annab empiirilist teavet, mis võib aidata organisatsioonidel paremini sobitada tööülesandeid töötajate suunitlusega, et tõsta tõhusust ja meeskonnasisest kooskõla. Uuring loob aluse ka tulevastele uurimustele, mis võiksid keskenduda näiteks regulatiivse fookuse uurimisele eri tööstusharudes, kultuurilistes kontekstides ja pikaajalisemas vaates. Sel moel avab see tee personaalsemale lähenemisele meeskonnatöös, talendi arenduses ja töö tulemuslikkuse optimeerimisel tänapäeva dünaamilistes töökeskkondades.

Non-exclusive licence to reproduce thesis and make thesis public

I, Emily Maria Gonzalez,

1. herewith grant the University of Tartu a free permit (non-exclusive licence) to reproduce, for the purpose of preservation, including for adding to the DSpace digital archives until the expiry of the term of copyright, “Regulatory Focus and its relationship with Job performance”

supervised by Lecturer Anne Aidla.

2. I grant the University of Tartu a permit to make the work specified in p. 1 available to the public via the web environment of the University of Tartu, including via the DSpace digital archives, under the Creative Commons licence CC BY NC ND 3.0, which allows, by giving appropriate credit to the author, to reproduce, distribute the work and communicate it to the public, and prohibits the creation of derivative works and any commercial use of the work until the expiry of the term of copyright.

3. I am aware of the fact that the author retains the rights specified in p. 1 and 2.

4. I certify that granting the non-exclusive licence does not infringe other persons' intellectual property rights or rights arising from the personal data protection legislation.

Emily Maria Gonzalez

13/05/2025