

Transformational Leadership and Follower's Career Advancement: Role of Pygmalion Effect

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***Abstract.** This study looked at the relationships between transformational leadership, leader's expectation from follower (Pygmalion effect), and follower's readiness for promotion using a sample of 101 managers from two organizations in India--a public sector engineering consultancy and a private sector bank. Results indicate that leader's expectation is significantly positively related to follower's readiness for promotion. Readiness for promotion is positively related to only three factors of transformational leadership--idealized influence, inspirational motivation, and intellectual stimulation, and is not related to the fourth factor--individualized consideration. However, leader's expectation from follower is significantly positively related to all the four transformational leadership factors. Results also show that leader's expectation mediates the relationship between transformational leadership and follower's readiness for promotion. Implications of the findings for handling promotions in organizations are discussed.*

In an age of complexity, change, large enterprises, and nation states, leaders are more important than ever (House, Spangler, & Woycke, 1991). According to Burns (1978), leadership is one of the most observed and least understood phenomena on earth; we know a lot about leaders while knowing very little about leadership. He defined leadership as inducing followers to pursue common or at least joint purposes that represent the values and motivations of both leaders and followers. Transformational leadership is then that stage where leaders and followers raise one another to such high levels of values and motivations that it has a transforming effect on both of them. Such leaders can produce sweeping changes in organizations and societies. Transformational leaders are very relevant in today's workplace. They can bring organizations into futures not yet imagined. They fit the present organizational focus of revitalizing and transforming organizations to meet the competitive challenges. Transformational leadership, in fact, is the essence of creating and sustaining competitive advantage. The Pygmalion effect or the self-fulfilling prophecy is a performance stimulating effect and can be put to great use in enhancing the attainment of personal goals of subordinates along with organizational goals. The purpose of this study is to have a closer look at the relationships between transformational leadership, Pygmalion effect, and readiness for promotion.

Theory and Hypotheses

Leader's Expectations from Followers

The word Pygmalion comes from the sculptor Pygmalion, who fell in love with the statue of the ideal woman he created; the statue was finally brought to life with the help of Goddess Venus. The modern update comes from George Bernard Shaw's play *Pygmalion*, which shows that the difference between a lady and a flower girl is not in how she behaves, but in how she is treated. Pygmalion effect or self-fulfilling prophecy occurs when a false definition of the situation evokes a new behavior that makes the original false conception come true. If people define situations as real, they are real in their consequences. Experiments have shown that students who believed that they were working with intelligent animals liked them better and found them more pleasant. They unknowingly communicated high expectations to them, as they sincerely believed in the distinction, though there was none. Better performance resulting from high expectations leads us to like someone more, the reverse being true for the low expectations (Bass, 1985).

What managers expect of their subordinates and the way they treat them largely determines subordinate performance and career progress. A manager having low expectations from subordinates may exhibit behaviors like seating the person in low-prestige areas, paying less attention, smiling less often, and giving less information about what is going on. Special projects may seldom be given as may be the opportunities given for presentations or expression of opinion. Criticisms would outnumber praises. Comparatively the feedback on job performance would be less accurate and short. A meta-analysis done by Kierein and Gold (2000) showed that Pygmalion effect could be produced in work organizations. Livingston (1969) who examined Pygmalion in the work context concluded that the manager's expectations and manner of treating subordinates largely determines their performance and career progress. Drawing upon illustrations of the effects of managerial expectations on productivity, he singled out the ability of superior managers in creating high performance expectations.

The positive link between the expectations of the manager and the actual performance attained by the subordinate has held strong in studies conducted across various types of work settings (King, 1971; Eden & Shani, 1982). Expectations play an especially crucial role in case of new subordinates (Livingston, 1969). Learners begin to be characterized as high or low performers early in their career and then they rarely move from one category to another. Aronson and Carlsmith (1962) found that learners actively seek to confirm their expectations about themselves even when that confirmation leads to failure. Categorization by superiors sends out cues to the subordinates and subsequently guides their behavior. This in turn reinforces the categorization of the superior, making movement across categories unlikely. The critical thing in the communication of expectations is not as much what the managers say as the way the managers behave. When trainers believe that learners are bright, they react positively by smiling at them, nodding approvingly, leaning towards them, looking at them in the eye, giving them opportunities to learn, waiting for them to come up with the right answer to a question, listening to them, and praising them. Managers are also more effective in communicating low expectations than in communicating high expectations (Livingston, 1969; Bass, 1985).

According to Livingston (1969), what a manager believes about self subtly influences his or her beliefs, expectations, and treatment towards the subordinates. To support this assertion, Livingston refers to "Sweeney's Miracle" which is a managerial and educational self-fulfilling prophecy that disproved the thesis that a certain IQ level was needed to learn

computer programming. As Livingston points out, a manager's self-ability assessment to train and motivate are crucial in building performance expectations of subordinates.

Performance review ratings influence future performance by encouraging or discouraging certain actions adopted during the year. The subordinate invariably takes the rating as a cue and adjusts behavior accordingly. This offers an example of how self-fulfilling prophecies work. Tierney and Farmer (2004) examined the Pygmalion process for creativity among 140 R&D employees and found general support for the Pygmalion model. They also found that supervisors holding higher expectations for employee creativity were perceived by employees as behaving more supportively of creativity. In the most general form, the Pygmalion effect is a performance stimulating effect. The leader who arouses in subordinates confidence in their own capabilities and confidence in those whom they work with, *ceteris paribus*, by raising expectations about the success of their efforts, will increase such efforts to succeed (Bass, 1985).

Readiness for Promotion

Common to most definitions of career is the set of work experiences occurring over some span of time. It is an accumulation of information and knowledge embodied in skills, expertise and relationship networks acquired through an evolving sequence of work experiences over time. Empirical evidence suggests that career change, turnover, performance and motivation to work are associated with the level of correspondence between individuals and their job attributes.

According to London (1983; 1988), career motivation, situational characteristics, and behaviors are related. Career motivation consists of career resilience, career insight, and career identity. Career resilience is the ability to adapt to changing circumstances, looking forward to working with new and different people, having self-confidence, and being willing to take risks. Career insight is the realism and clarity of the individual's career goals and includes having self-knowledge about one's strengths and weaknesses. Career identity is the degree to which people define themselves by their work and by the organization for which they work. In motivational terms, career identity is the direction of motivation; insight is the energizing component of motivation that encourages involvement in career planning and career decisions; and career resilience is the maintenance or persistence component (Noe & Bachhuber, 1990).

Career decisions are influenced by the ability to face barriers, the need for information and reassurance, and vocational identity. The importance of career to an individual (identity) depends on awareness of one's inclinations (insight) and being successful (which enhances self-confidence and is part of career resilience). Individuals who are high in career maturity make career decisions in ways that demonstrate involvement, decisiveness, independence, task orientation, and willingness to compromise between needs and reality. Work adjustment depends on the congruence between abilities and ability requirements and between needs and reinforcers. Career resilience corresponds to the concepts of perseverance (like the duration for which an individual will remain in a situation where rewards do not match needs), flexibility (tolerance for non-correspondence before doing something about it), and reactivity (to act on the environment to overcome a barrier).

London (1983) theorized that career motivation is associated with situational characteristics. Career resilience increases with reinforcement for good work, opportunity for achievement, and environment conducive to risk taking. Career insight increases with encouragement for goal setting and information about the organization, especially information about career opportunities. Career identity is enhanced by opportunities for

advancement and development, and having expert role models to follow. Managers with similar characteristics and backgrounds would differ in their career motivation as a function of the information, rewards, and opportunities for career development. Noe and Bachhuber (1990) found that resilience and insight were related to the match between individual and organizational career plans and to managerial support (e.g., the extent to which managers provide performance feedback, encourage subordinates to set career goals, and make the job challenging).

Expectations and Readiness for Promotion

If a manager conveys to a subordinate his or her belief in the capabilities of the latter, the latter would invariably prove it. The cues may be verbal, non-verbal, or both. The positive cues given in terms of enhanced attention, information about activities, respect for opinions, encouragement, and quality feedback would all aid promotion prospects. The positive effect that expectations of the manager have on the actual performance of the subordinates has been confirmed across work settings. In addition, the performance review ratings are also seen to shape future performance. As per the expectancy theory of motivation, the motivation to perform increases with the individual's level of self-expectancy. Enhanced motivation encourages subordinates to invest greater effort thereby boosting performance (Eden, 1984).

Promotions invariably involve some change in the circumstances and some risks. Career resilience, which derives from the concept of self-efficacy, increases with reinforcement and stimulation. Pygmalion or the performance stimulating effect can bring about this stimulation. Subordinates faced with particular expectations will deliver what is anticipated. Hence, we hypothesized:

Hypothesis 1. Leader's expectations would be positively related to follower's readiness for promotion.

Transformational Leadership

Burns (1978) identified transformational leadership as a relationship that is based on more than the compliance of followers; it involves shifts in the needs and values of followers. Bass (1985) claimed that transformational leaders attempt and succeed in raising followers to a greater awareness about the issues of consequence. Transformational leaders operate out of deeply held personal value systems that include such values as justice and integrity. This form of leadership results in achievement of higher levels of performance among individuals than previously thought possible. Transformational leaders demonstrate a clear sense of direction, emphasize organizational objectives and the needs of followers, display a strong sense of ethics, create high standards, and serve as an example for others to follow. They are viewed as effective by both peers and subordinates, and as possessing the courage to foster an environment of growth and development.

Transformational leaders operate from a personal value system that transcends their agendas and loyalties. Their hallmark is their capacity to take a perspective on interpersonal relationships and to achieve a self-determined sense of identity. The relationship between transformational leadership and various ethical behaviors may not be straightforward but could be moderated by situational factors like nature of the industry (Banerji & Krishnan, 2000). Because transformational leaders hold independent self-authored values and can carry these out despite competing loyalties while evaluating their own performance, they often can convert followers to their way of thinking and can integrate their values into the work group (Kuhnert & Lewis, 1987). The end values (internal standards) of transformational leaders are

adopted by their followers, thereby producing changes in the attitudes, beliefs, and goals of the latter. Krishnan (2002) found that transformational leadership was positively related to congruence in terminal value systems between leader and follower. The end values like integrity, honor, and justice potentially can transform followers (Bass, 1985). The commitment of followers to their leaders' values causes leadership influence to cascade through the organization.

Essential features of successful transformational leaders include moving quickly and decisively, creating a sense of urgency, developing and communicating a vision and a plan, setting stretch goals and empowering others to act, and taking action to institutionalize change. Such leaders elevate the maturity level of the needs of their followers (from security needs to needs for achievement and self-development) and convince them to strive for higher levels of achievement and moral and ethical standards. Through the development of their followers, they also optimize their organization's development. All this requires vision, self-confidence, and inner strength in the leader, so that he or she can argue successfully on what he or she sees as right or good, rather than what is popular or is acceptable according to established wisdom of time (Bass, 1985).

Four factors or the four "I's" of transformational leadership have been identified (Avolio, Waldman, & Yammarino, 1991):

1. *Idealized influence* -- comprises two sub-factors. *Idealized influence attributed* arouses followers to have trust in the leaders, emulate their behavior, assume their values, and commit to achieving their vision, even if sacrifices are necessary. There is full identification of the followers with their leaders, which is then used for the constructive development of the followers. The leaders enjoy a high degree of credibility. *Idealized influence behavior* -- shows the extent to which leaders exhibit behaviors that encourage followers to share common visions and goals, identify with the leader, and develop high levels of trust. There is a strong sense of purpose and perseverance to achieve the most difficult objectives. The leader expresses confidence in actions and purpose.

2. *Inspirational motivation* -- represents the appeal of challenging but simple words, symbols, and metaphors as well as the ability, enthusiasm, and optimism to envisage the future. It moves followers to achieve extraordinary levels of accomplishment both in terms of performance as well as self-development. Transformational leaders excite and guide their followers about the possibility of a different and more challenging future.

3. *Intellectual stimulation* -- is encouraging subordinates to rethink the unquestioned ideas. It is the rational aspect of leadership involving questioning of old assumptions, approaching problems from many new angles, and enlarging the perspective used to understand problems. Making mistakes is taken as a constructive part of the learning process. The current and future problem solving capabilities of the followers is enhanced and their intellectual capital is tapped.

4. *Individualized consideration* -- is looking for areas for further development of the followers. Emphasis is on treating each follower as a unique individual, and not just as an interchangeable part. This avoids frustrations in the followers. It also fosters greater readiness for cooperation among them and helps design appropriate strategies to satisfy and elevate them to higher levels of motivation, potential, and performance (Bass, 1985).

Koh, Steers, and Terborg (1995) conducted a study in a school setting and showed that transformational leadership predicts organizational commitment, organizational citizenship behavior, and teacher satisfaction. Indirectly it also affects the academic achievement of students. According to Keller (1995), transformational leadership leads to

higher project quality in research projects. Alan, Francis, Marvin, and William (1995) looked at the context of sales management and job-related responses of sales personnel, such as job satisfaction, motivation, and performance, and found that transformational leadership engenders an improved work-related response of employees. Brown and Andrew (1994) found that successful management of technology change is crucially linked to transformational leadership style as it helps shape the values, beliefs, and assumptions that employees have about their tasks, colleagues, and organization, in the desired direction. Krishnan (2004) found that transformational leadership was positively related to the frequency of use of softer influence strategies like friendliness by followers. Transformational leadership enhances role clarity, which in turn enhances follower's self-efficacy (Nandal & Krishnan, 2000).

Transformational Leadership and Pygmalion

According to Bass (1985), transformational leaders raise followers to a greater awareness about the issues of consequence. Their confidence in their subordinates leads them to have high performance expectations from them. With the confidence that they will not be disappointed, they expect much, not little. By means of differential treatment, supervisors instill higher self-expectations in those subordinates of whom they expect more. Transformational leaders excite their followers about the possibility of a different and more challenging future. Hence, we hypothesized:

Hypothesis 2. Transformational leadership would be positively related to leader's expectations.

Transformational Leadership and Readiness for Promotion

Transformational leadership results in performance beyond imagined levels. It generates enthusiasm in the followers and thus fosters better performance. The followers are convinced to strive for higher levels of achievement. Looking at the factors of transformational leadership, inspirational motivation moves the followers to achieve extraordinary levels of accomplishment both in terms of performance as well as in their own development. Through idealized influence, there is full identification of the followers with their leaders, which is then used for their constructive development. Intellectual stimulation encourages rethinking the previously unquestioned ideas, even at the cost of making mistakes thereby enhancing follower capabilities for solving the current as well as future problems. The intellect of the followers is tapped. Individualized consideration involves the leader looking for areas for further development of the followers. All these would enhance the maturity of the subordinates, which would lead to enhanced readiness for promotions. Hence, we hypothesized:

Hypothesis 3. Transformational leadership would be positively related to follower's readiness for promotion.

Transformational Leadership, Expectations, and Readiness

If people define situations as real, the consequences would also be real. Therefore, if the leader feels and appropriately conveys to the followers that they have the potential to rise, the followers too will try their best to prove it right. Through the raising of expectations, leaders convince their followers to strive for a higher level of achievement. Hence, we hypothesized:

Hypothesis 4. Leader's expectations would mediate the relationship between transformational leadership and follower's readiness for promotion.

Method

Sample consisted of 101 middle level managers from two companies. One was a 45-year-old public sector engineering consultant situated in an industrial town in northern India and engaged in over 2300 consultancy assignments and turnkey assignments. The other was a multinational private sector bank located in a major city in western India. Of the 101 respondents, 14 were single and 87 were married. 84 were males and 17 were females. Of the respondents' supervisors being rated, 94 were males while the remaining 7 were females. Looking at the educational profile, 46 of the respondents were engineers, 21 were graduates, and the rest 31 had gone for higher studies. The age group ranged from 23 years to 60 years, the median being 45 years. Their organizational tenure ranged from 2 months to 34 years, while their tenure in their present position in the hierarchy ranged from 2 months to 8 years. The median scores for these were 20 years and 3 years respectively. Their duration of service under the leader whom they were rating varied from 2 months to 15 years, the median being 3 years. 66 of the respondents were engaged in a specialist type of a job category while 33 of them belonged to the generalist type.

Respondents answered questions on their readiness for promotions, and on their superior's transformational leadership and expectations. Transformational leadership was measured using Bass and Avolio's (1995) Multifactor Leadership Questionnaire, which is a validated instrument to measure a full range of leadership. It measures the transformational qualities of the superior as seen by the subordinate. The measurement scale for leader's expectations was developed by modifying the scale for measuring self-efficacy, as developed by Jones (1986). The modified version of this scale as used by Spreitzer (1995) was also taken into account. The items of our scale measured the subordinates' perceptions of their supervisors' expectations from them. The questions were administered to the subordinates because expectation is not just about the superior feeling the need to enthuse a subordinate, but also about his or her communicating it effectively. This can be best measured by looking at the point of view of the subordinate and judging as to how well the message has been sent across. The respondents rated the items on a five point scale where 1 represents strongly disagree, 2 represents disagree, 3 represents neither agree nor disagree, 4 represents agree, and 5 represents strongly agree. The items used are included in the appendix.

Readiness for promotion was captured through two dimensions. The first one related to motivation of the subordinate to perform and to rise. The items tapped the drive and the effort that one puts in to attain success. The second dimension measured was confidence of the subordinate. The items here check the level of fitness that persons feel they possess in terms of their skill acquisition and capability with respect to a job of a higher level. The items captured the perception of subordinates with respect to a higher level of job in the hierarchy that they will do on getting promoted, utilization of the persons' full abilities, competence in handling the job, the opportunity it will provide them to do the things they feel they do best, the match with the job, and the preparation for the job. By looking at these two dimensions, the readiness for promotion scale taps both the motivation as well as the ability aspects of the subordinate. Respondents indicated their disagreement or agreement on a 1 to 5 scale. The items used are included in the appendix.

Results

Means, standard deviations, Cronbach coefficient alphas, and correlations between all variables are given in Table 1. Leader's expectation was significantly positively correlated to follower's readiness for promotion. This provided support for our Hypothesis 1. Each of the five factors of transformational leadership was significantly positively correlated to leader's expectation, thus supporting Hypothesis 2. Follower's readiness for promotion was significantly positively correlated to idealized influence attributed, idealized influence behavior, inspirational motivation, and intellectual stimulation, but not to individualized consideration. Hypothesis 3 about transformational leadership enhancing readiness for promotion was thus supported except in the case of individualized consideration.

TABLE 1
MEANS, STANDARD DEVIATIONS, AND CORRELATIONS

	M	SD	1	2	3	4	5	6	7
1. Idealized influence attributed	2.38	.80	(.72)						
2. Idealized influence behavior	2.41	.60	***0.46	(.49)					
3. Inspirational motivation	2.36	.69	***0.61	***0.59	(.71)				
4. Intellectual stimulation	2.25	.73	***0.59	***0.37	***0.48	(.77)			
5. Individualized consideration	2.21	.79	***0.65	***0.39	***0.52	***0.49	(.63)		
6. Expectations	3.75	.73	***0.43	**0.31	***0.39	**0.32	**0.26	(.86)	
7. Readiness for promotion	3.92	.47	**0.26	†0.17	**0.27	*0.19	0.05	***0.56	(.90)

Cronbach alpha is in parenthesis along diagonal.

† = $p < 0.10$. * = $p < 0.05$. ** = $p < 0.01$ *** = $p < 0.001$

We tested our Hypothesis 4 using partial correlation analysis. The results of partial correlation analyses are given in Table 2. When we controlled for leader's expectation, no significant relationship existed between transformational leadership and readiness for promotion. However, controlling for readiness for promotion did not affect the relationship between expectation and transformational leadership variables. Thus, the relationship between transformational leadership and readiness for promotion was mediated by leader's expectation. Our Hypothesis 4 was supported.

TABLE 2
PARTIAL CORRELATIONS

	Readiness controlling for expectations	Expectations controlling for Readiness
Idealized influence attributed	0.03	***0.35
Idealized influence behavior	-0.01	**0.26
Inspirational motivation	0.07	**0.30
Intellectual stimulation	0.02	**0.26
Individualized consideration	-0.12	**0.28

** = $p < 0.01$, *** = $p < 0.001$

We then used regression analyses to test for any possible moderating effect of expectation on the relationship between transformational leadership and readiness. We created five new variables by taking the simple product of expectation with each of the five transformational leadership variables. Readiness was the dependent variable and expectation, a transformational leadership variable, and the corresponding product term were the independent variables. None of the product variables explained significant additional variance in readiness beyond what was explained by expectation and the transformational leadership variable. Expectation did not appear to moderate the effect of transformational leadership on readiness. We then did a regression analysis using the forward option to identify the best predictors of readiness. We found that readiness for promotion is best explained by expectation and that once expectation is in the model, none of the five transformational leadership variables enters the model subsequently. This means that once expectation is accounted for, there is no additional effect of any of the transformational leadership variables on readiness for promotions.

Discussion

The results of this study brings out several conclusions. Research had demonstrated that when a subordinate is made to believe that he or she has the potential and caliber to perform, the person does perform. To that effect, we tested for a consequence of enhanced expectation, which is readiness for promotion, and found strong support for our claim.

The findings of our study show that transformational leaders do exhibit a higher level of expectations from followers. The result is significant for all components of transformational leadership except individualized consideration. Transformational leaders aim at bringing out the higher and better potential of followers. When a leader endeavors to bring out more from followers than what they will anyway perform without anyone's help, they would need to be made to believe that they have the ability and potential to outperform their present standards. It is only then that they would try hard enough to prove to the leader that the confidence that he or she has in the abilities of the subordinate are indeed true. By adopting the mechanism of Pygmalion, the transformational leader creates a kind of an obligation in the follower to prove the leader's beliefs right.

Transformational leadership creates a state where the followers gain common visions and goals, a strong sense of purpose, perseverance to achieve the most difficult objectives, and optimism about the future. They are inspired toward extraordinary levels of accomplishment, guided, challenged, encouraged to think of novel ideas, and given unique importance. All these promote an environment where the follower is better equipped to handle bigger positions and tasks of higher responsibility. This converts into an enhanced readiness for promotions, which was predicted by us and supported by our study.

The study also brings out the absence of any direct relationship between the person being a transformational leader and the person enhancing the promotability of his or her followers if he or she does not work through Pygmalion. Pygmalion effect, and not transformational leadership is inferred to be the best explanatory variable when it comes to predicting readiness for promotions, even to the extent of being the sole variable of significance. Therefore, when we want to look at the possible avenues of studying about promotability of persons, we need to concentrate all our efforts towards Pygmalion. That would give us the maximum results. The point that is to be noted here is that much of the mystery that lies towards readiness for promotion and methods of achieving higher readiness

in that respect can be understood by focusing on methods that make the followers believe in themselves—that make them convince themselves that they “can do it.”

The findings suggest some useful tips for practicing managers. First, managers, when aiming to enhance the performance of their subordinates, can bring about the maximum impact by inciting the self-fulfilling prophecy, rather than by other means like luring the subordinates with rewards or using authority over them. In this manner, the behaviors that meet both the inherent needs of subordinates and the purposes of the organization can be encouraged. The subordinate gains in terms of enhanced performance leading to increased promotability, enhanced self-satisfaction, and confidence. The supervisors gain in terms of having a better team of high performing people with them, and in terms of gaining the respect attached to most transformational leaders. The organization gains by having a powerful membership of effective leaders and followers as well as efficient work processes characterized by forward thinking, innovation, and continuous improvement. Organizations that are sensitive to the needs and problems of individual employees, can, within their constraints, arrange to see that people who are slow movers, or who lack adequate confidence to rise, are put under the guidance of supervisors who are higher on the transformational leadership continuum. This would help control stagnated and unmotivated workforce.

Limitations and Suggestions for Future Research

Measurement of all the aspects as per the point of view of the subordinates could have resulted in same-source bias. In addition, though the data was collected from organizations of very different personalities, future research could extend the study to other settings to enhance generalizability. Looking at the composition of respondents, only 17 out of 101 were women. Also only seven responses were with respect to a woman boss. This may restrict the generalizability of the conclusions. Future research would gain by testing the conclusions with a more balanced mix of gender. A closer look at training for enhancing the transformational qualities of people who are in positions of leadership would be worth the endeavor.

APPENDIX

Items Used for Measuring Expectations and Readiness

Expectations

My leader feels confident about my ability to do my job

My leader feels that I have the capabilities needed to perform my work activities

My leader feels that I have mastered the skills necessary for my job

My leader feels that my skills and abilities are very important in this organization

Readiness dimension 1: Motivation

I go out of my way to acquire skills over and above those required in my current job

I do not fear new situations of work

Getting promoted to higher levels in the hierarchy will enhance my job involvement

I never miss any opportunity to take up new responsibilities

I take failures as a stepping stone to future progress

Readiness dimension 2: Ability

I feel that I have the skills needed to perform a higher level job in the hierarchy

I feel that I have the capabilities to cope with the duties and responsibilities attached to a higher level of job

I feel that I will be able to do a good job if promoted to a higher level in the hierarchy

I feel that I have adequate preparation for a higher level of job in the hierarchy

I feel that a higher level of job in the hierarchy will utilize my full abilities

I feel competent and fully able to handle a higher level of job in the hierarchy

I feel that a higher level job will give me a chance to do the things I feel I do best

I feel that my future higher level job and I will be well-matched

I feel I have adequate preparation for a future higher level job

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