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The Many Faces of Commitment: Facet-Level Links to Performance in Military Contexts

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Over the past two decades, considerable progress has been achieved in an effort to better identify and understand the various types of organizational commitment, the foci toward which such committed bonds are directed, and the myriad outcomes associated with these bonds. This research adds to and extends such work within a military context. Specifically, we explore relations among various forms (e.g., affective, normative, and continuance) of both team- and military-focused commitment and several supervisory-rated performance criteria. Across the different criteria, team-fo-

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cused commitment tended to be a stronger predictor of performance than military-oriented commitment did. However, military-oriented commitment was inversely related to supervisory ratings of soldiers' negative behaviors. We discuss the psychological mechanisms that likely drive these findings, the implications of this work, and several potentially fruitful next steps within this research domain.

In recent years, increased attention has centered on achieving a better understanding of the role played by commitment within the military. For example, in 2003, a special issue of *Military Psychology* (Volume 15, Issue 3) was devoted to this topic and included a variety of articles exploring the nature of commitment in the military, as well as the antecedents and consequences of such phenomena. Though these articles covered an impressive amount of ground, much remains to be learned. Specifically, Allen (2003) notes that additional work is needed that examines relations among commitment and a wider set of outcome variables, specifically teamwork-related behaviors. Moreover, given that the empirical research base examining commitment to different foci (e.g., team focused, career focused, organization focused) is relatively small, more studies need to examine commitment foci beyond simply the organization. Or, as Allen (2003) notes, "[O]ne's commitment to the organization is important, but clearly it will not tell the whole story about the linkages people have to their work" (p. 251).

A considerable amount of research that has explored commitment in the military has proceeded in an ad hoc rather than a systematic manner, with a dearth of reliable, valid measures of commitment that were developed within a theoretical context (Gade, Tiggle, & Schumm, 2003). In fact, one of the primary goals of the *Military Psychology* special issue was to "bring military organizational commitment into the scientific mainstream in ways that will prove useful to military services and advance organizational commitment theory and knowledge" (Gade, 2003, p. 164). Specifically, the model of commitment developed by Meyer and Allen (1991) served as the theoretical frame around which the various articles in the special issue were organized; this model was cast as "the most well-developed and comprehensive theory of organizational commitment available to date" (Gade, 2003, p. 164).

Like the studies included in the special issue, this work investigates commitment in the military within the context of the Meyer and Allen (1991) model. Furthermore, we heed two of Allen's (2003) suggested avenues for future research: (a) to examine relations among military commitment and a diverse set of team-focused outcomes, and (b) to study a range of commitment foci. Here, we focus on two foci: military- and team-oriented commitment. In addition, as described in more detail below, we investigate how the links between commitment and performance change depending upon the qualitative nature or "base" of the committed bond. In the following section, we highlight the key aspects of and research findings associated with the Meyer and Allen commitment model, noting in particular

how each dimension in the model relates to performance. Next, we describe the behavioral criteria on which we chose to focus.

LINKS AMONG COMMITMENT AND WORK PERFORMANCE

The notion that employees who form a committed bond with their organization will perform better than those who do not seems eminently reasonable. However, this relation has not been consistently borne out by empirical work. In a recent paper, Somers and Birnbaum (1998) describe a cycle that tends to occur each time a link between a specific job attitude and work performance is proposed: "[H]igh expectations which are progressively tempered until the proposed linkage with job performance is called into question" (p. 630). The commitment-performance relation is no exception to this general rule: Mowday, Porter, and Steers (1982) argue that this line of research has generated the least encouraging findings within the entire commitment literature, with meta-analytic results suggesting that, in general, commitment has no appreciable direct influence on performance (Mathieu & Zajac, 1995).

Since Mowday et al.'s (1982) pessimistic progress report, two developments have allowed a much more detailed and complex understanding of the commitment-performance relation to emerge (Becker, Billings, Eveleth, & Gilbert, 1996). First, as commitment may be directed at numerous organizational entities, researchers began to investigate a variety of commitment foci (Becker, 1992; Reichers, 1985). Specifically, these foci include the job, the organization, the work group, the career, and various work values (Somers & Birnbaum, 1998). Along with the notion that multiple commitment foci may be identified, recent research and theorizing has also converged upon the view that numerous bases of commitment exist (Becker et al., 1996). Commitment bases reflect the motives that drive commitment, and though recent commitment models reflect this multidimensionality, early models tended to focus on a single commitment base.

As noted previously, the Meyer and Allen three-factor model is perhaps the best-known integrated commitment model (Meyer, 2001; Allen & Meyer, 1990). The authors and their colleagues cast affective commitment (AC) as similar to Mowday et al.'s (1982) notion of commitment. Here, commitment is viewed as an emotional or affective bond existing between an employee and an organization, supervisor, or work group. In this case, commitment is rooted in a desire to identify with the organization or other work-related entity, where employees associate themselves with that entity's goals, mission, or vision. The antecedents of this type of commitment are generally job characteristics such as a stimulating work environment, effective leadership, and/or rewarding bonds with coworkers (Allen & Meyer, 1990).

In the absence of the sort of emotional bond described above, employees may still develop a committed relationship through perceived needs. In such cases, employees may think that they have few alternative potential jobs, or they may believe that the skills they have developed are not applicable or transferable to work done in other organizations. Allen and Meyer (1990) use the term *continuance commitment* (CC) to describe this type of organizational attachment, which they view as conceptually similar to Becker's (1960) view of the commitment construct. In essence, Becker views commitment through a behavioral rather than an affective lens and notes that commitment represents a tendency to "engage in consistent lines of activity" (Becker, 1960, p. 33) that is based on a clear recognition of the costs associated with discontinuing the activity.

The final commitment facet described by Allen and Meyer (1990) is normative commitment (NC). In this case, the bond engendered by NC is rooted in a particular belief system: employees are committed because they believe it is the right or morally correct course of action. Although this form of commitment is both theoretically and empirically less well developed than either affective or continuance commitment, Allen and Meyer (1990) note that its likely antecedents are a strong work ethic and an upbringing that emphasizes loyalty to an employer. Furthermore, Gade (2003) suggests that the military may be the ideal context in which to investigate NC.

Several factor analyses have provided support for Allen and Meyer's (1990) model (Hackett, Bycio, & Hausdorf, 1994; Meyer, Allen, & Gellatly, 1990). Moreover, the model has generated a considerable amount of research (Meyer, 2001). Perhaps the model's most important contribution is an explicit recognition that individuals may form attachments to organizational entities for a variety of reasons, and that these different incarnations of commitment may not be equally adaptive for organizations. For example, Meyer, Paunonen, Gellatly, Goffin, and Jackson (1989) found that AC correlated positively with job performance, whereas CC was negatively related to job performance. Results from recent meta-analytic work supports these early findings (Cooper-Hakim & Viswesvaran, 2005), though AC-performance relations appear to be stronger and less variable than CC-performance links.

The currently held view, again well articulated by Somers and Birnbaum (1998), is that commitment influences job performance in a targeted rather than a pervasive manner, with all forms of commitment not expected to be related to all forms of job performance. Thus, as the titles of a number of articles indicate, the qualitative nature of both the commitment and performance dimension in question "count" (Angle & Lawson, 1994; Meyer et al., 1989; Somers & Birnbaum, 1998). This position reflects the general view that has emerged across a variety of research arenas within industrial-organizational psychology: the optimal prediction of criterion variance is best achieved through the investigation of precise, construct-oriented predictor-criterion linkages (Hough, 1992; Klimoski, 1993;

Schmitt & Landy, 1993). For example, research indicates that team-focused commitment predicts job performance in environments requiring considerable interdependence among coworkers (Bishop, Scott, & Burroughs, 2000; Ellemers, de Gilder, & van den Heuvel, 1998).

Research also suggests that team-focused bonds may be stronger than organization-focused bonds. For example, Lawler (1992) suggests that the proximal, face-to-face interactions that routinely occur among team members contribute to a degree of attachment that exceeds individuals' organizational commitments. In support of this conjecture, Heffner and Rentsch (2001) found that commitment tended to be highest to the most proximal collective (the work group) and lowest for the most distal collective (the organization). Moreover, department-focused commitment mediated the relation between work group commitment and organizational commitment.

Although recent empirical work has increasingly examined a wider range of commitment facets, individual studies often focus on a single commitment base or foci. Here, we have concurrently measured five different commitment facets. This comprehensiveness allows us to explore not only numerous incarnations of the commitment-performance relation but also links among various types of commitment. Specifically, we investigated relations among supervisor performance ratings and team-based affective commitment (T-AC), team-based normative commitment (T-NC), military-based affective commitment (M-AC), military-based normative commitment (M-NC), and military-based continuance commitment (M-CC). Team-based continuance commitment was omitted from our investigation, as soldiers would generally not be able to voluntarily leave their assigned work groups without leaving the military altogether.

As discussed earlier, we are primarily focused on identifying the behavioral correlates of team-focused commitment. However, following the call for empirical work to examine multiple commitment foci within single studies (Somers & Birnbaum, 1998), we have also chosen to investigate military focused commitment. The strong organizational culture inherent in the military also makes a comparison between military- and team-focused commitment particularly useful. Although we predict that the sort of interpersonal, team-oriented behaviors described below will be related more strongly to team- than military-focused commitment, the powerful climate and strong behavioral and social norms that permeate the military may generate the opposite effect.

PERFORMANCE CRITERIA: A FOCUS ON INTERPERSONAL, TEAM-ORIENTED BEHAVIORS

When choosing criteria, our focus was informed by the distinction between *task* and *contextual* performance (Borman, 2004; Motowidlo and Van Scotter, 1994).

Drawing upon work conducted during the Army's Project A (Campbell, 1990; Campbell, McCloy, Oppler, & Sager, 1992) and investigations of prosocial (Brief & Motowidlo, 1986) and citizenship-oriented work behaviors (Organ, 1988), these authors distinguish work behaviors that contribute to organizational effectiveness through task-oriented expertise from those that support the organization's organizational and social environment. While an oversimplification, the former behaviors are thought to reflect the "can do" nature of work performance, while the latter reflect the "will do," and often discretionary, aspects of performance.

Because we are interested in identifying behaviors that are primarily impacted attitudes by such as team-oriented commitment, we chose to focus on contextual performance behaviors. Furthermore, we were particularly interested in the interpersonal aspects of contextual performance. Van Scotter and Motowidlo (1996) distinguish between the *interpersonal facilitation* and *job dedication* dimensions of the construct; the former dimension refers to "interpersonally oriented behaviors that contribute to organizational goal accomplishment" (p. 526), whereas the latter encompasses "self-disciplined behaviors such as following rules, working hard, and taking the initiative to solve a problem at work" (p. 526). Given the clear team-oriented flavor of the interpersonal facilitation dimension, we chose to assess these behaviors in our study.

To derive a comprehensive set of criteria, we also measured other critical team-oriented behaviors. In both theoretical and empirical work, Driskell and his colleagues (Driskell, Goodwin, Salas, & O'Shea, 2006; Driskell, Hogan, & Salas, 1987; Driskell, Hogan, Salas, & Hoskin, 1994) have identified a number of traits relevant to teamwork. Using this literature as a guide, we focused on five additional constructs: Responsibility to Others (the extent to which a soldier fulfills his or her duties to other individuals or to a group and assists others who need help), Cooperation (the degree to which soldiers work cooperatively with others to meet a goal), Sociability (the degree to which soldiers are friendly and pleasant during their interactions with others), Negativity (the extent to which a soldier is moody, irritable, or easily stressed by negative life events), and Dominance (the degree to which a soldier fails to take others' suggestions and feelings into account when making decisions, does not listen to others, and dominates group interactions).

We developed behaviorally anchored rating scales to measure the five classes of behavior noted above; each included behavioral exemplars characteristic of different levels of the focal facet. For each scale, behaviors associated with a scale rating of 5 reflected actions emblematic of the measured facet. For example, the behaviors listed directly under the 5 scale point on the scale measuring the Cooperative Work Ethic facet focused on helping others and working in sync with team members. Conversely, the behaviors appearing under the 1 scale point are inconsistent with the facet's general theme. Thus, the behaviors associated with a scale point of 1 on the measure of the Negativity facet describe behav-

iors such as coping well with daily hassles and being positive, pleasant, and even-tempered. For illustrative purposes, the Responsibility to Others scale appears in Figure 1.

Predictions

On the basis of prior findings (Bishop et al., 2000; Meyer et al., 1989), we hypothesize that AC will relate positively to the various performance criteria. Though the research examining links between CC and performance has produced more equivocal conclusions, Gade et al. (2003) found that CC was negatively related to job knowledge within a military sample. As such, we predict that CC will be negatively related to performance.

A recent meta-analysis found a sample size–weighted mean correlation between NC and work performance of .06 (Cooper-Hakim & Viswesvaran, 2005). However, NC has been studied much less than AC or CC, and Gade (2003) has recently highlighted the construct's clear relevance to military contexts. Therefore, we will treat T-NC and M-NC as exploratory variables.

Our remaining predictions focus more closely on AC. Prior work indicates that AC tends to increase as foci become more proximal (Heffner & Rentsch, 2001). Thus, we predict that the mean for team-oriented AC will be significantly higher than the mean for military-oriented AC among our sample. Moreover, given the clear teamwork focus of the criterion set and the proximal nature of soldiers' ties to their team, we predict that the positive relation between AC and per-

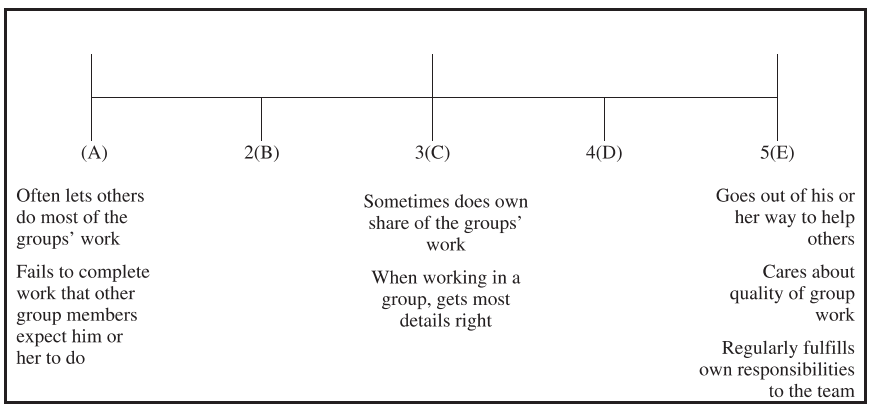

FIGURE 1 Responsibility to Others criterion performance dimension. Responsibility to Others: The degree to which a soldier fulfills his or her duties to other individuals or to a group and assists others who need help.

formance will be stronger for team–as opposed to military-focused commitment. Hogan (2005) captured the essence of our predictions well when he observed that "There is often a kind of accountability and cohesion among team members that usually doesn't exist between people and the organizations that employ them." (p. 1).

METHOD

Sample

Our sample consisted of 193 soldiers and 69 of their direct supervisors who were stationed at a U.S. Army post in the northeastern United States. The direct supervisors typically provided performance ratings for one to four soldiers, who were primarily first- and second-tour enlisted personnel. The soldiers ranged in age from 18 to 38, with an average age of 22, and the gender breakdown was approximately 89% male and 9% female. More than 50% reported having a high school diploma or GED, while another 36% reported having some college education. Approximately 68% were White, 11% were Black, and 18% were Hispanic. Approximately 52% of the soldiers were Combat Arms (CA), while the other soldiers were divided among Combat Services (CS), approximately 20%, and Combat Service Support (CSS), approximately 25%.

Procedure

Participants and their immediate supervisors (typically sergeants or staff sergeants) reported to the testing room together and were then sent to different rooms. Once the soldiers had signed in, the sign-in sheets were brought to the supervisors' room, where each identified the soldiers under his supervision. While the soldiers completed the commitment measures and a demographics form, the supervisors rated each soldier using the criteria described below. We explained to both participants and their direct supervisors that all data were being collected for research purposes only, and that the research team alone would have access to the information they provided.

Measures

We used either original or shortened versions of the three scales developed by Allen and Meyer (1990) to assess each commitment base, and we modified the items to tap the two different foci. While six items were used to measure normative commitment, we employed a reduced set of four items to measure each of the remaining commitment bases that had been used by the Army Research Institute

in prior research efforts (Gade et al., 2003). The full set of items was presented in random order to participants. In addition, each item was rated on a five-point scale ranging from *strongly disagree* to *strongly agree*. Sample items from each scale are as follows: Team-Oriented Affective Commitment = "I feel emotionally attached to my work team"; Military-Oriented Affective Commitment = "I feel a strong sense of belonging in the military"; Team-Oriented Normative Commitment = "I would not leave my work team right now because I have a sense of obligation to the people in it"; Military-Oriented Normative Commitment = "The military deserves my loyalty"; Military-Oriented Continuance Commitment = "One of the problems of leaving the military would be the lack of available alternatives."

Each of the five behaviorally anchored rating scales described above utilized a five-point rating scale, with behavioral exemplars appearing below the first, third, and fifth scale points. A brief dimensional description appeared above each scale.

The contextual performance items were the same as those used by Van Scotter and Motowidlo (1996); supervisors rated the degree to which each soldier engaged in seven behaviors: (a) Praise team members when they are successful, (b) support or encourage a team member with a personal problem, (c) talk to other team members before taking actions that might affect them, (d) say things to make people feel good about themselves or the work group, (e) encourage others to overcome their differences and get along, (f) treat others fairly, and (g) help someone without being asked. To create a contextually appropriate frame of reference, references to coworkers in the original items were changed to refer to team members (Items 1 through 3).

Data Analytic Approach

The moderate-to-strong multicollinearity that is frequently observed among commitment facets renders bivariate commitment-performance correlations difficult to interpret unambiguously. Therefore, if T-AC and M-AC are sufficiently independent, we will conduct hierarchical regression analyses to examine their independent relations with the performance measures. Because soldier experience levels may relate to both their level of commitment and their performance, experience will be entered as the first step (Wright & Bonett, 2002). At the second step, we will enter T-AC and M-AC. Finally, to explore whether such commitment facets interactively predict performance, we will enter the interaction between T-AC and M-AC at the final step. As recommended by Aiken and West (1991), we will center the T-AC and M-AC variables before conducting the regression analyses by subtracting each score from its mean (this technique reduces the shared variance among the interaction score and its components). Finally, we will create an interaction term by multiplying the centered T-AC and M-AC variables.

RESULTS

Correlations among all study variables appear in Table 1. Reliabilities for the Commitment and Contextual Performance scales were both consistent with earlier research and within the range of acceptable values. However, the reliabilities for the two scales measuring affective commitment tended to be higher than the other commitment scales.

The results presented in Table 1 demonstrate that the within-foci commitment correlations tended to be higher than the correlations within a common commitment base. For example, the correlation between T-AC and T-NC was .77, whereas the correlation between M-AC and M-NC was .81. In contrast, the correlation between the team- and military-focused facets of normative commitment was .52, and the correlation between the corresponding facets of affective commitment was .38. The weakest commitment facet relations were between M-CC and both T-AC and T-NC (.20 and .26, respectively). However, all links among the various commitment facets were significant and positive. Relations among the four criteria reflecting positive behaviors ranged from .49 to .73, whereas such indicators were negatively correlated with the Controlling Entitlement and Negativity criteria.

An examination of the commitment-performance relations presented in Table 1 reveals that T-NC and T-AC evidenced the strongest and most consistent links to performance. Specifically, they correlated significantly with four and five of the six criteria, respectively. Moreover, such relations were in the expected direction: positive links to the criteria tapping desirable behaviors and negative relations to the Negativity criterion. In contrast, the military-focused commitment facets demonstrated far fewer links with performance. Although M-AC and M-NC each correlated negatively with the Negativity criterion, M-CC was not significantly related to any of the criteria.

Across all six criteria, experience was not related to performance. The descriptive statistics presented in Table 2 indicate that this result cannot be attributed to limited variance in soldier tenure: despite a fair degree of positive skew, the soldiers in the sample had been in the Army for nearly 3 years on average, and the standard deviation points to a moderate degree of variance around this mean. In general, the pattern of hierarchical regression results indicates that T-AC continues to predict performance when M-AC is controlled for. The hierarchical regression results appear in Tables 3 through 8. Team-focused affective commitment was significantly related to the Cooperative Work Ethic criterion (Table 4) and the Contextual Performance criterion (Table 8) and marginally ($p < .075$) related to the Responsibility to Others criterion (Table 1) and the Sociable Tendency criterion (Table 5). The results for the Negativity criterion were in contrast to this trend, as M-AC was the only significant predictor. Moreover, the interaction between team- and military-focused commitment was not significant for any of the criteria.

TABLE 1
Correlations Among Supervisor Team-Oriented Performance Ratings, Team- and Military-Focused Commitment, and Tenure

Scale	*RTO*	*CWE*	*ST*	*NWV*	*CE*	*Context*	*T-AC*	*T-NC*	*M-AC*	*M-NC*	*M-CC*	*Tenure*
1. RTO	—											
2. CWE	.73**	—										
3. ST	.49**	.54**	—									
4. NWV	–.43**	–.43**	–.50**	—								
5. CE	–.22**	–.27**	–.33**	.34**	—							
6. Context	.73**	.71**	.61**	–.40**	–.38**	(.90)						
7. T-AC	.19 *	.23**	.17 *	–.18 *	.04	.20*	(.87)					
8. T-NC	.15	.18 *	.17 *	–.20**	.04	.19*	.77**	(.79)				
9. M-AC	.14	.07	.06	–.21**	–.04	.05	.38**	.42**	(.91)			
10. M-NC	.13	.11	.07	–.18**	–.03	.09	.35**	.52**	.81**	(.83)		
11. M-CC	.04	.02	.02	–.07	–.02	–.05	.20**	.26**	.56**	.63**	(.79)	
12. Tenure	–.09	–.04	.02	.08	.14	.07	–.09	–.15 *	–.12	–.17 *	–.09	—

Notes. $N = 148$ to 185. RTO = Supervisor Ratings for the "Responsibility to Others" Dimension; CWE = Supervisor Ratings for the "Cooperative Work Ethic" dimension; ST = Supervisor Ratings for the "Sociable Tendency" dimension; NWV = Supervisor Rating for the "Negative World View" dimension; CE = Supervisor Ratings for the "Controlling Entitlement" dimension; CP = Supervisor Contextual Performance Ratings; T-AC = Team Affective Commitment; T-NC = Team Normative Commitment; M-AC = Military Affective Commitment; M-NC = Military Normative Commitment; M-CC = Military Continuance Commitment. *$p < .05$; **$p < .01$. Coefficient alpha reliability estimates appear on the diagonal for the five commitment scales.

TABLE 2
Descriptive Statistics for Tenure and Commitment Measures

Measure	*Mean*	*SD*	*Skewness*
Tenure	2.83	1.52	1.92
Affective Commitment			
Team-oriented	13.05	3.43	–.483
Military-oriented	11.39	4.17	–.244
Normative Commitment			
Team-oriented	16.65	4.06	–.517
lmult1Military-oriented	14.21	4.67	–.224
Continuance Commitment			
Military-oriented	9.98	4.02	.283

Note. $N = 177–185$. Tenure is expressed in years. The AC and CC scales have four items, whereas the NC scales are comprised of six items.

TABLE 3
Summary of Hierarchical Regression Analyses for Tenure and Commitment Variables Predicting Supervisor Ratings for Responsibility to Others

Variable	R_{total}	R^2_{total}	R^2_{change}	*F*	*df*	*B*	*t*
Step 1							
Tenure	.091	.008	—	1.292	1, 156	–.0056	–1.137
Step 2							
Tenure						–.005	–.955
T-AC						$.051_M$	1.889
M-AC	.215	.046	.038	2.495_M	3, 154	.018	.813
Step 3							
Tenure						–.005	–.960
T-AC						$.053_M$	1.823
M-AC						.018	.795
M-AC*T-AC	.216	.047	.001	1.869	4, 153	.001	.200

Note: $N = 157$. M-AC = Military-focused Affective Commitment. T-AC = Team-focused Affective Commitment.

$_M = p < .075$.

Finally, the results presented in Table 2 also indicate that, as predicted, the mean for T-AC was higher than the M-AC mean. This difference was significant ($t(183) = 5.17$, $p < .001$), and the corresponding effect size was .43, which is slightly below Cohen's (1988) suggested indicator of medium effects (.50). Though not directly hypothesized, the corresponding difference was also significant for the NC means ($t(175) = 7.20$, $p < .001$, $d = .53$).

TABLE 4
Summary of Hierarchical Regression Analyses for Tenure and Commitment Variables Predicting Supervisor Ratings for Cooperative Work Ethic

Variable	R_{total}	R^2_{total}	R^2_{change}	*F*	*df*	*B*	*t*
Step 1							
Tenure	.032	.001	—	.160	1, 156	–.002	–.400
Step 2							
Tenure						–.001	–.282
T-AC						.073**	2.686
M-AC	.224	.050	.050	2.707*	3, 154	–.004	–.175
Step 3							
Tenure						–.002	–.303
T-AC						.079**	2.661
M-AC						–.005	–.205
M-AC*T-AC	.227	.051	.001	2.075	4, 153	.003	.467

Note: $N = 157$. M-AC = Military-focused Affective Commitment. T-AC = Team-focused Affective Commitment.

*$p < .05$; **$p < .01$.

TABLE 5
Summary of Hierarchical Regression Analyses for Tenure and Commitment Variables Predicting Supervisor Ratings for Sociable Tendency

Variable	R_{total}	R^2_{total}	R^2_{change}	*F*	*df*	*B*	*t*
Step 1							
Tenure	.021	.000	—	.071	1, 156	.001	.266
Step 2							
Tenure						.002	.370
T-AC						$.052_M$	1.897
M-AC	.164	.027	.027	1.422	3, 154	.001	.029
Step 3							
Tenure						.002	.344
T-AC						$.058_M$	1.950
M-AC						.000	–.006
M-AC*T-AC	.169	.029	.002	1.128	4, 153	.003	.518

Note: $N = 157$. M-AC = Military-focused Affective Commitment. T-AC = Team-focused Affective Commitment.

$_M = p < .075$.

TABLE 6
Summary of Hierarchical Regression Analyses for Tenure and Commitment Variables Predicting Supervisor Ratings for Negative World View

Variable	R_{total}	R^2_{total}	R^2_{change}	*F*	*df*	*B*	*t*
Step 1							
Tenure	.071	.005	—	.781	1, 156	.005	.884
Step 2							
Tenure						.003	.609
T-AC						–.041	–1.429
M-AC	.244	.059	.054	3.240*	3, 154	$-.045_M$	–1.921
Step 3							
Tenure						.003	.531
T-AC						–.022	–.716
M-AC						–.047*	–2.039
M-AC*T-AC	.276	.076	.017	3.153*	4, 153	.009	1.666

Note: $N = 157$. M-AC = Military-focused Affective Commitment. T-AC = Team-focused Affective Commitment.

*$p < .05$; $_M$ = $p < .075$.

TABLE 7
Summary of Hierarchical Regression Analyses for Tenure and Commitment Variables Predicting Supervisor Ratings for Controlling Entitlement

Variable	R_{total}	R^2_{total}	R^2_{change}	*F*	*df*	*B*	*t*
Step 1							
Tenure	.151	.023	—	3.630_M	1, 156	$.010_M$	1.905
Step 2							
Tenure						$.010_M$	1.865
T-AC						.020	.688
M-AC	.162	.026	.003	1.383	3, 154	–.012	–.514
Step 3							
Tenure						$.010_M$	1.909
T-AC						.009	.282
M-AC						–.011	–.449
M-AC*T-AC	.179	.032	.006	1.268	4, 153	–.006	–.961

Note: $N = 157$. M-AC = Military-focused Affective Commitment. T-AC = Team-focused Affective Commitment.

$_M$ = $p < .075$.

TABLE 8
Summary of Hierarchical Regression Analyses for Tenure and Commitment Variables Predicting Supervisor Ratings for Contextual Performance

Variable	R_{total}	R^2_{total}	R^2_{change}	*F*	*df*	*B*	*t*
Step 1							
Tenure	.063	.004	—	.602	1, 151	.024	.776
Step 2							
Tenure						.022	.702
T-AC						.362*	2.356
M-AC	.207	.043	.039	2.227	3, 149	–.020	–.159
Step 3							
Tenure						.022	.730
T-AC						.455**	2.795
M-AC						–.037	–.293
M-AC*T-AC	.246	.060	.017	2.377	4, 148	.051	1.657

Note: $N = 152$. M-AC = Military-focused Affective Commitment. T-AC = Team-focused Affective Commitment.

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

DISCUSSION

In several ways, these findings extend the work highlighted in this journal's special issue on commitment in the military. At a general level, we offer additional support for the view that AC tends to demonstrate stronger links with performance than other commitment bases (Mathieu & Zajac, 1990; Meyer et al., 1989), particularly when performance is operationalized as either contextual performance or citizenship behavior (Cropanzano, Rupp, & Byrne, 2003). Furthermore, at least in military settings, our results indicate that AC's performance-enhancing effects may be strongest when this type of emotional bond exists among team members rather than solely toward the military in general.

Although the magnitude of these relations tended to be small, the pattern was consistent: T-AC was significantly related to four of the six criteria, and these relations generally persisted when M-AC was controlled for. Moreover, the general level of team-oriented affective and normative commitment was higher than the corresponding military-focused analogs for these two variables. Heffner and Gade (2003) provide compelling evidence that commitment to a nested collective (in their case, Special Forces) is psychometrically distinct from commitment to the larger organization. Our results provide further support for this conclusion and indicate that meaningful performance differences may result from these separate bonds.

One important avenue for future work might be to investigate why military-focused AC and NC correlated more strongly with the Negativity criterion than the

corresponding team-focused measures did. Though we tried to select or derive criteria that tapped interpersonally focused behaviors, in retrospect it was clear to us that the Negativity criterion captured more general behavioral trends. Specifically, the behavioral exemplars included statements such as "Copes well with daily hassles" and "Often seems to be in a bad mood." While potentially disruptive if displayed in team settings, such behaviors are less directly relevant to team interactions than those associated with the other criteria. Thus, future work can help determine whether military-focused commitment drives the expression of such negative behaviors to a greater degree than team-focused commitment or whether our findings are driven more by level-based phenomena (e.g., an organization-level commitment facet predicting a more general, diffuse behavioral trend).

Allen (2003) observed that positive relations among AC, NC, and CC tend to be relatively high in military samples and argued that this pattern is worth exploring in future research. Our findings provide additional evidence for the veracity of this trend. For example, though a recent meta-analysis found that AC correlated .10 with CC and .51 with NC, Gade et al. (2003) and Tremble, Payne, Finch, and Bullis (2003) report AC-CC correlations that range from .17 to .38, and Karrasch (2003) reported a correlation of .60 between AC and NC. Relations observed in our sample were even stronger: regardless of the particular focus, links between affective and normative commitment were near .80. Thus, although T-NC demonstrated positive relations with several of the criteria, these relations may be entirely due to shared variance with T-AC. Unfortunately, the correlation between T-AC and T-NC was too high to reasonably attempt to partition this variance and examine independent effects. These results seem to indicate that in military contexts, the value-based or "ought to" facet of commitment may be inextricably linked to bonds rooted in affect.

From a more practical perspective, our results provide reliability and validity evidence for the reduced four-item AC and CC measures developed by Gade et al. (2003) and are consistent with Allen's (2003) view that these abbreviated measures hold much promise. Though we examined a wide range of commitment foci and bases here, future work might adapt such scales to examine even more commitment facets, both internal and external to the military. As Allen (2003) has noted, the empirical base of multiple foci commitment work is still small, and much remains left to learn. Moreover, follow-on work could explore interactions among commitment facets, particularly within samples where more than one facet is linked to performance and such facets are reasonably distinct. This type of work could employ either the regression-based approach used here or one of the pattern-based or "configural" strategies adopted by Gade et al. (2003) and Sinclair, Tucker, Cullen, and Wright (2005).

One of the main goals of this journal's special issue on commitment in the military was to encourage the systematic, integrated study of such phenomena. Our work has responded directly to this call and has contributed to the more nuanced

and complex understanding of work-based commitment that has emerged from similar efforts over the past few decades. Indeed, the field has made great strides since the pessimistic early reviews of commitment-performance relations reported in the introduction. Our findings indicate that when careful attention is paid to both the focus and base of the commitment facet and the nature of the performance criterion, consistent and meaningful relations do emerge.

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