

Running Head: A Social-Cognitive Assessment of Organizational Citizenship Behavior

A Social-Cognitive Assessment of Organizational Citizenship Behavior

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(ABSTRACT)

Organizational citizenship behavior (OCB) is essential to the smooth functioning of organizations. A vast amount of research examining OCB has established the benefits of such behavior to businesses. In addition, individual- and organizational-level antecedents of citizenship behavior have been widely studied and well established. However, a sound assessment of OCB, which acknowledges the true social cognitive nature of the phenomenon, is yet to be developed. The purpose of this study is two-fold: First, this study seeks to develop a reliable, accurate measure of OCB. Second, this study utilizes the newly developed measure to determine how personal characteristics and situational influences interact to produce helping behavior. More specifically, this study explores how equity sensitivity, locus of control, self-esteem, and affectivity determine whether an employee engages in helping behavior. Further, the current study examines whether situation cue strength moderates the relationship between the aforementioned personality characteristics and an employee's decision to engage in helping behavior.

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Organizations constantly strive to increase productivity while simultaneously decreasing expenditures. One way employees facilitate organizations' achievement of this mission is through the performance of extra-role behaviors. Extra-role behavior includes contributions such as supporting fellow staff, helping new employees, promoting the organization in the community and offering constructive suggestions. These extra-role behaviors, also known as OCB, occur in organizations and facilitate effective functioning every day of the work week.

Extra-role behavior, or OCB, is formally defined as "behavior that is discretionary..., not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization (Organ, 1988a, p. 8)." In other words, OCB occurs when an employee chooses to engage in behavior that benefits the organization, but for which he or she receives no formal reward.

OCB are integral to the optimal functioning of organizations. According to Organ (1994), organizations cannot function effectively without the benefit of OCB. By going beyond role requirements without formal reward, employees make necessary contributions without any cost to the organization. Through voluntary inputs such as individual-directed help, civic virtue, courtesy, and more general, organizational-level support, employees maintain the fragile balance of an organization's social system, and stabilize the flux of organizational inputs and outputs (Katz & Kahn, 1966; Schnake & Dumlet, 2003).

Further, OCB is important to researchers and practitioners, as it helps define the picture of organizational behavior by explaining relationships between performance predictors and employee performance. Because the antecedents of OCB are often the criteria by which organizations select employees, OCB is fundamental to the development of selection criteria and

their relationship to performance. Due to this relationship with performance and selection, antecedents of OCB have been widely studied.

However, thus far the study of OCB has viewed the behavior as an isolated phenomenon, which offers only general explanations of OCB. I believe this is why there is currently a piecemeal approach to a vast amount of OCB research, with many explanations, and some support for all of them. This perspective fails to recognize that individuals' personal characteristics interact with the situation to produce a helping decision. Because this orientation misses the true social-cognitive nature of the OCB phenomenon, there is no integrating model of OCB that encompasses all previous explanations and offers future directions to move OCB research forward.

A different approach to OCB research is needed to better predict who will decide to engage in helping behavior. One way to investigate OCB so as to capture the decision-to-help process more accurately, and better determine who will engage in OCB, is through a social cognitive approach which recognizes the importance of the situation and behavior, in addition to individual differences variables researchers have previously examined. As an improved means for modeling the OCB decision-to-help process, the author proposes a social cognitive approach to examining OCB. More specifically, this study will employ a social-cognitive orientation through the application of a situation-response survey of OCB.

The social cognitive perspective applied to OCB research acknowledges the influence of a triad of factors, known as the person triad, in the decision to engage in helping behavior: the situation in which an individual operates, the personal characteristics of the individual, and the behavior of the individual (Vansteelandt & Van Mechelen, 2004). Creating a social cognitive

model of OCB with a situation-response questionnaire will allow for a more accurate examination of underlying processes which lead one to the decision to engage in OCB.

This study will focus on how personal characteristics such as sensitivity to equity, positive affectivity, self esteem and locus of control directly affect the decision to help. It will also examine how psychologically meaningful situational cues, such as importance of helping behavior to organization level outcomes, affect an employee's decision to engage in helping behavior.

OCB

Defining OCB

Organizational behavior is the study and application of knowledge about how people and groups act in organizations (Organ, 1990). Vardi's typology of organizational behavior describes three categories: compliance, organizational misbehavior, and OCB (Vardi & Weitz, 2004). Compliance is "working to the rule," or organizational behavior that simply meets one's job requirements. Organizational misbehavior refers to acts in the workplace that intentionally violate organizational rules.

OCB (OCB) is employee behavior that serves to facilitate the functioning of an organization (Organ, 1988a). OCB is a subset of behavior under the umbrella of general prosocial organizational behaviors (Brief & Motowidlo, 1986). More specifically, OCB is "individual behavior that is discretionary (not enforceable requirement of role or job description), not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization (Organ, 1988, p. 8)." Scholars have introduced alternative constructs, such as prosocial organizational behavior (Brief & Motowidlo, 1986), organizational spontaneity (George & Brief, 1992), contextual performance

(Borman & Motowidlo, 1993), and actively caring (Geller, 1996, 2001), that are conceptually similar to, yet distinct from, OCB.

OCB are similar to, but not the same as, prosocial organizational behavior and organizational spontaneity. Prosocial behavior encompasses a range of organizational behaviors, including OCB. However, it differs from OCB in that it can include behavior that benefits another employee, but is detrimental to the organization (Brief & Motowidlo, 1986).

Organizational spontaneity is similar to OCB in that it consists of functional behaviors, but unlike OCB, organizational spontaneity can be part of an organization's reward system (Moorman & Blakely, 1995).

Academics and other OCB subject-matter experts are not in total agreement on the definition of OCB. A common theme among all conceptions of OCB is the idea that citizenship behavior goes beyond job, task, and role requirements. According to Van Dyne, Graham and Dienesch, OCB is beyond the reach of traditional job performance measures because it goes beyond traditional performance requirements (1994). Central to all definitions is the idea that OCB is not critical to one's job, but is critical to effective organizational functioning.

Dimensions of OCB

Studies of OCB vary greatly in their categorization and operationalization of components of OCB. A large portion of the vast OCB literature has been dedicated to defining a model of OCB that most accurately depicts the construct and its dimensions. Since Smith, Organ and Near first described OCB in 1983, more than 30 incarnations of OCB have been proposed (Podsakoff, MacKenzie, Paine, and Bachrach, 2000). Following is a review of some of the most influential models of OCB, along with a more detailed description of the model of OCB to be used for this study.

Smith, Organ and Near originally described two components of OCB: altruism and generalized compliance, or conscientiousness (1983). They distinguished altruism, or helping behavior directed at a specific individual, from generalized compliance, which they defined as a more impersonal, conscientious form of helping behavior. Organ later went on to name five, rather than two, types of OCB: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ 1988b, 1990a). According to Organ (1990a), altruism is defined by helping behaviors that are directed at individuals and ultimately benefit the organization. For example, helping a coworker who has fallen behind in their work is a form of altruism.

Conscientiousness is discretionary behavior that benefits the organization but not specific individuals or groups, such as adhering to organizational rules and policies, showing up for work on time or early, and not taking unnecessary breaks (Podsakoff, MacKenzie, Moorman & Fetter, 1990; Schnake & Dumlet, 2003).

Sportsmanship is also behavior that benefits the organization rather than a specific individual in that it involves tolerating annoyances and inconveniences of organizational life without complaining and filing grievances. Focusing on the positive aspects of work rather than the negative, not making mountains out of molehills, and not wasting time complaining about trivial matters are all examples of sportsmanship (Podsakoff et al, 1990).

Organ (1988b) defined courtesy as behavior that prevents problems for coworkers by keeping others informed of one's own decisions and actions. For example, informing fellow employees of a delay in one's own work that might affect others' productivity is courteous behavior. Finally, civic virtue is participation in political processes of one's organization in a manner that reflects concern with the longevity of the organization (Organ, 1990b). One who

engages in civic virtue might attend meetings, vote on organizational issues, and offer helpful opinions and feedback to superiors.

As an alternative to the above five-dimensional model of OCB, researchers have espoused a four component conceptualization of OCB (e.g., Graham, 1989; Moorman & Blakely, 1995). This model asserts OCB consists of interpersonal helping, loyal boosterism, personal industry, and individual initiative. Interpersonal helping, like Organ's altruism, is helping behavior intended to benefit a coworker (Moorman and Blakely, 1995). Loyal boosterism is the promotion of one's organization in the community. Personal industry is performing tasks beyond those required by one's job, while individual initiative entails communicating in a way that facilitates unit and organization functioning (comparable to Organ's conscientiousness and courtesy, respectively) (Graham, 1989).

Van Dyne, Graham, and Dienesch (1994) reconceptualized OCB to derive another five factor model which consists of loyalty, obedience, and three types of participation: social, advocacy and functional. Loyalty represents commitment to an organization and its best interests; obedience reflects respect for and adherence to organizational rules and regulations. Social participation is a complex factor which ultimately is characterized by noncontroversial interaction with coworkers (Van Dyne et al, 1994). Advocacy participation involves holding others and oneself to high standards, challenging coworkers, and advocating positive change, even in a controversial manner. Advocacy participation is similar to LePine and VanDyne's concept of "voice," which describes employee suggestions intended to facilitate change (LePine, Erez & Johnson, 2002). Lastly, functional participation is behavior that is self-directed but ultimately contributes to organizational functioning, such as voluntarily undertaking additional

assignments and continuing to develop one's knowledge and skills through elective training, workshops, etc.

Williams and Anderson (1991), and later Lee and Allen (2002), categorized OCB into two types: OCBI and OCBO. OCBI is OCB directed at individuals within organizations; OCBO is OCB directed at the organization in general (Lee & Allen, 2002). Examples of OCBI include helping coworkers who have been absent catch up on work, informally training new employees, and assisting coworkers when approached for guidance (Williams & Anderson, 1991).

Informing the organization of absence in advance, taking personal interest in the success of the organization, and following informal organizational norms and rules are all examples of OCBO.

Podsakoff, MacKenzie, Paine, and Bachrach (2000) reviewed the multitude of typologies in the OCB literature and found that many of their dimensions overlapped. They concluded OCB could be organized into seven factors: helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self development (2000).

Helping Behavior

Helping behavior is simply assisting coworkers with work-related problems, or helping to avoid such problems (Podsakoff et al., 2000). This conceptualization is comparable to Organ's altruism, Van Dyne et al's social participation, and Moorman and Blakely's interpersonal helping. It also encompasses forms of OCB such as peacemaking, cheerleading, and courtesy (Organ, 1990b),

Sportsmanship

Podsakoff and colleagues' definition of sportsmanship is similar to Organ's (1988b), but extends helping behavior to not only refraining from negativity, but also maintaining a positive

attitude in the face of negative and frustrating conditions in the workplace (Podsakoff et al., 2000). Examples of sportsmanship include not complaining when things don't go as expected, accepting negative feedback with professionalism, and forgoing personal interests for the sake of group or organization success.

Organizational Loyalty

Organizational loyalty describes commitment to, public promotion of, and defense against threats to one's organization, even under unfavorable conditions. Organizational loyalty encompasses other forms of OCB such as loyal boosterism (Graham, 1989; Moorman & Blakely, 1995), loyalty (Van Dyne et al, 1994), spreading goodwill and protecting the organization (George & Brief, 1992; George & Jones, 1996) and endorsing, supporting and defending organizational objectives (Borman & Motowidlo, 1993).

Organizational Compliance

A large portion of OCB research has addressed the idea of organizational compliance. Podsakoff et al (2000) describe organizational compliance as the acceptance and internalization of, and adherence to, organizational policies and procedures, regardless of whether obedience to them is monitored. Some might question why adherence to organizational policies is helping behavior, or even argue that it is in-role rather than extra-role behavior, as following rules at work is expected of all employees. Simply stated, most employees do not unflinchingly follow workplace policies; as such, those who do are considered "especially good citizens (Podsakoff et al., p. 524, 2000)." Several researchers have proposed similar conceptualizations of OCB, including Van Dyne and colleagues' (1994) obedience, Organ's conscientiousness (1988), and Smith et al's (1983) generalized compliance, among others.

Individual Initiative

Individual initiative involves completing one's tasks and assignments in the workplace, but voluntarily doing so in a manner that has a positive impact and is above and beyond what is necessary to complete the task (Podsakoff et al, 2000). Examples include taking on extra duties in the workplace, going about one's job with enthusiasm and cheer, finding creative ways to improve group and/or organization functioning, and soliciting and supporting the same in others. Personal industry (Moorman & Blakely, 1995), making constructive suggestions (George & Brief, 1992), persisting with enthusiasm, volunteering to carry out tasks (Borman & Motowidlo, 1993) and some aspects of conscientiousness (Organ, 1988) are all analogous to individual initiative.

Civic Virtue

Civic virtue encapsulates Organ's dimension of civic virtue (1988a), Graham's organizational participation (1989), and George and Brief's description of protecting the organization (1992). Civic virtue reflects employees' commitment to or concern with the success of the organization as a whole (Podsakoff et al, 2000). It entails willingness to participate in the governance of the organization, commitment to the organization's welfare, and active monitoring of the workplace for opportunities for, and threats to, success. In other words, employees who exemplify civic virtue see themselves as part of a larger whole, and use that position to further the organization's best interests (Podsakoff et al., 2000).

Self-Development

Self-development refers to voluntary behavior through which employees continually improve themselves and develop the knowledge, skills, abilities, and other attributes relevant to success in their careers and their organizations (Podsakoff et al., 2000). Such OCB might include attending training courses, staying up-to-date on advances in one's area of expertise, or

even expanding one's area of expertise to bring a broader skill set to the organization. Van Dyne et al.'s construct of functional participation (Van Dyne et al., 1994), Moorman and Blakely's personal industry (Moorman & Blakely, 1995), and George and Brief's description of self-development (George & Brief, 1992) are all very similar to Podsakoff and colleagues' self-development factor (Podsakoff et al., 2000).

While Podsakoff et al.'s meta-analysis of OCB examined the relationship of OCB dimensions to one another, their study (along with other OCB meta-analyses), failed to examine the relationship of OCB dimensions to other correlates, specifically other dimensions of OCB, predictors of OCB, and outcomes of OCB. LePine, Erez, & Johnson's (2002) meta-analysis of OCB did just this. LePine et al. (2002) first examined the relationship of OCB dimensions, as defined by Organ (1988), to one another. The authors found that all of the relationships among the OCB dimensions were significant, and all of the dimensions' correlations, with the exception of sportsmanship and civic virtue, were strong (LePine et al., 2002).

Next, LePine et al. (2002) examined the relationship of OCB dimensions to predictors of OCB; more specifically, whether the dimensions of OCB differentially related to commonly studied predictors of OCB. Results of analyses revealed no differential relationships of OCB dimensions to OCB predictors. In other words, the relationship of OCB to its predictors is not dependent on whether OCB is defined dimensionally or as an aggregate phenomenon. Similar analysis conducted with a two dimensional model of OCB (Williams & Anderson's (1991) OCBI and OCBO) yielded similar results: no evidence of differential relationships between OCB dimensions and OCB predictors were found.

Finally, LePine et al. (2002) also examined differences in predictive validity between aggregate and dimensional measures of OCB. Results of the analyses indicate no significant

differences in predictive validity between aggregate and dimensional measures of OCB, with one exception. This exception was in the predictive validity of aggregate OCB versus dimensional OCB with regard to organizational commitment. The significant difference in prediction of organizational commitment is such that the aggregate model of OCB significantly predicts commitment, whereas the OCB dimensions of courtesy and sportsmanship do not.

In summary, LePine et al. (2002) found that dimensions of OCB are significantly related to one another, and are similarly related to various OCB predictors. They also found an aggregate model to predict outcomes as well as dimensions of OCB, with the only exception being a relationship in which the aggregate model is a stronger predictor of an outcome than two of the five dimensions of OCB included in the study. As such, findings of their research suggest that OCB is indeed an aggregate multidimensional construct, and methodologically, should be treated as such.

The authors call for future research to measure the latent OCB construct not by simply tallying the number of times an employee performs OCB, but by obtaining likelihoods that employees will engage in various OCB activities (LePine et al., 2002). They also emphasize the importance of including in future assessments items, or OCB activities, that "...fully capture the elements implied within the definition.." of an aggregate OCB model. For the purpose of this study, the author will use LePine, Erez, & Johnson's (2002) aggregate multidimensional conceptualization of OCB. As such, the creation of the OCB assessment for this study is guided by the aforementioned guidelines set forth by LePine et al. (2002).

Antecedents of OCB

Antecedents of OCB have been described at the individual, group, and organizational level. As was previously stated, due to its relevance to practice and prediction, a tremendous

portion of the OCB literature has been dedicated to the explication and examination of OCB antecedents. Following is a review of OCB antecedents relevant to this study at the individual, group, and organizational level.

Personal Characteristic Antecedents

Organizational Commitment

Commitment to an organization is significantly and positively related to OCB (Alotaibi, 2001; Feather & Rauter, 2004). According to Organ and Ryan, organizational commitment predicts OCB roughly as well as job satisfaction (1995). Donaldson, Ensher, and Grant-Vallone (2002) examined the relationship between organizational commitment, mentorship, and OCB. When self-reports of OCB were used, Donaldson and colleagues found a significant positive relationship between organizational commitment and occurrence of OCB. They also found a significant relationship between mentorship and organizational commitment. Employees engaged in high-quality mentorships exhibited higher levels of organizational commitment than peers in moderate to low quality mentorships.

Self Esteem

Rosenberg (1965) defines self esteem as an individual's overall evaluation of his or her own competencies. Though definitions of self esteem vary (Brockner, 1988; Korman, 1970; and Pelham & Swann, 1989), most agree that self esteem is a hierarchically organized construct that can develop around a number of dimensions or situations, one of which is the workplace (Pierce & Gardner, 2004).

In 1989, Pierce, Gardner, Cummings & Dunham introduced organization-based self-esteem (OBSE). OBSE is defined as one's self evaluation of his or her competency as a member of the organization to which s/he belongs (Pierce & Gardner, 2004). Individuals with high

OBSE feel that they are an important part of their workplace, and that they can make a difference in their organizations. On the other hand, individual with low OBSE are more likely to feel they do not count as an important member of the organization, and they cannot influence outcomes in their organizations (Pierce et al., 1989).

Regardless of whether self-esteem is defined as organization-based or more global, it significantly impacts an individual's likelihood of engaging in helping behavior. Global self-esteem has been found to predict more general forms of helping behavior, or prosocial behavior (Brown & Smart, 1991). OBSE has been found to have significant relationships with more specific work-based helping behavior, or OCB (Pierce & Gardner, 2004). For example, Tang and Ibrahim (1998) found a significant relationship between OBSE and two forms of OCB: compliance and altruism. Chattopadhyay (1999) and Lee (2003a) also found significant relationships between OBSE and OCB.

Perceived Fairness and Equity

According to Lee and Allen, perception of fairness is significantly correlated with OCB, specifically OCBO (2002). Employees' perception of fairness in both supervision and conduct influence their frequency of performance of OCB (Bateman & Organ, 1993). Perceived fairness has also been found to significantly moderate the relationship between dispositional variables, such as personality and affect orientation, and OCB (Organ, 1990).

Organ and Ryan propose a cognitive theory to explain the relationship of fairness perception to OCB (1995). Perception of fairness exists in the form of an equity ratio of inputs and outputs. If an employee perceives that the equity ratio is unbalanced, especially in a situation in which the employee's outputs (efforts) are greater than his or her inputs (benefits), s/he is less likely to perceive fairness in the relationship with the organization, and is therefore less likely to

engage in OCB. If the ratio of outputs to inputs is in balance, then s/he is more likely to perceive fairness and engage in OCB. Finally, if the employee feels s/he has received more from the organization than s/he has contributed, then s/he is more likely to perform OCB to restore balance to the equity relationship with the organization (Organ & Ryan, 1995).

Equity Theory. As was previously implied, equity theory asserts that individuals naturally perceive a ratio of inputs and outcomes in their relationships, personal, social and professional alike (Blakely, Andrews, & Moorman, 2005). In the context of the workplace, inputs include an employee's efforts in performing his or her job, knowledge, skills, abilities, training, and quality of work. Outputs include benefits an employee might receive such as recognition, pay increase, or promotion. When an individual, in this case an employee, perceives the equity ratio to be out of balance, he or she is motivated to restore balance in the relationship (here, with the workplace). If an employee perceives his or her inputs are greater than the outcomes (or benefits) from the organization, s/he might take multiple courses of action to restore balance in the relationship (Adams, 1965). However, if the opposite situation occurs, in which the individual feels the benefits and outcomes s/he has received are greater than the inputs s/he has contributed, s/he will likely feel obligated to increase inputs, perhaps in the form of OCB, to restore balance in the relationship and decrease dissonance (Adams, 1965).

In addition to monitoring one's own inputs and outcomes, individuals also evaluate their input-outcome ratios against those of comparable coworkers (Adams, 1965). Comparable coworkers are defined as employees at the same status level in the same department of the same organization (Blau, 1964)). If an individual perceives her or his ratio to be significantly different from a comparable coworker, s/he will be motivated to engage in one of a number of behaviors to restore her or his perception of equity (Blakely, Andrews, & Moorman, 2005).

However, not all inputs an employee offers the organization can be easily modified without incurring undesirable consequences. For example, an employee would not be able to drastically reduce the quality of his work without putting himself at risk for a reprimand or other more serious punishment. So, in addition to increasing or decreasing the quality and/or quantity of inputs, employees might also attempt to change their attitudes or emotions in order to restore the perception of equity in relation to comparable coworkers (Adams, 1965).

Equity Sensitivity. In 1987, Huseman, Hatfield and Miles first defined the dispositional construct of equity sensitivity as “how individuals react in consistent but individually different ways to both perceived equity *and* inequity because they have different preferences (i.e., are differentially sensitive to) equity” (p. 223). In other words, individuals vary in the degree to which they monitor their input/outcome ratios and how this ratio compares to others’ (Blakely, Andrews, & Moorman, 2005).

Based on differences in equity sensitivity, Huseman et al. presented three classes of equity preferences: benevolents, entitleds, and sensitives (Huseman et al., 1987). Individuals who fall into the benevolent category are people who value giving more than receiving, and as such, prefer their input/outcome ratios are lower to comparable peers. Entitleds, as the label implies, possess a sense of entitlement, or an attitude of having much and wanting more, that results in a preference for their input/outcome ratios to be higher than those of comparable peers. Sensitives typify the concept of equity theory: they feel guilty when inputs are less than outcomes, and slighted when outcomes are less than inputs.

More simply put, sensitives experience distress, and seek to reduce it, when overrewarded or underrewarded (Huseman et al., 1987). Benevolents’ and entitleds’ behavior, however, follows more closely to expectancy theory than equity theory, as both of these groups’

behavior follows a linear relationship between level of reward and job satisfaction. As such, entitlements are theoretically least likely to engage in OCB, and benevolents are most likely to engage in OCB.

Results of research examining the aforementioned classes in relation to OCB are mixed, but mostly positive. Kickul and Lester (2001) found support for a significant interaction between equity sensitivity and a type of organization-directed form of OCB. Fok, Hartman, Patti and Razek (1999), Miles, Hatfield and Huseman (1989), Huseman, Hatfield and Miles (1987), along with others, have found support for significant relationships between various forms of OCB and equity sensitivity classes.

Following the establishment of a relationship between justice perceptions and OCB, researchers looked to dispositional variables to try to explain differences in performance of OCB (Konovsky & Organ, 1996; Moorman & Blakely, 1995; Neuman & Kickul, 1998). Dispositional antecedents of OCB are based on the idea that an employee can be predisposed to be helpful, conscientious, and cooperative (Bolino, 1999). Some well-established and commonly reviewed dispositional antecedents in the OCB literature include personality (Organ, 1994), affect, and self-monitoring (Blakely, Andrews, & Fuller, 2003), in addition to others. The most well-established and widely discussed dispositional OCB antecedents are briefly reviewed next, with a more in-depth focus on those pertinent to this study.

Personality Dimensions

Extensive research has examined the use of personality as a dispositional antecedent of OCB (e.g., Arvey, Bouchard, Segal, & Abraham, 1989; Staw, Bell & Clausen, 1986; Staw & Ross, 1985). Dispositional individual-level antecedents of OCB are most commonly studied as personality traits, especially in the format of the Big Five typology (Vardi & Weitz, 2004).

Conscientiousness. According to Organ, Conscientiousness is marked empirically by such adjectives as neat, punctual, careful, self-disciplined, and reliable—all possibly related to OCBO and generalized compliance (1994). Konovsky and Organ examined several predictors of OCB, and found Conscientiousness to be a significant predictor of OCB (1996). More specifically, Conscientious is significantly and positively related to generalized compliance, civic virtue, and altruism.

McCrae and Costa found that of the Big Five personality dimensions, Conscientiousness accounts for the most variance in OCB, likely because of its inclusion of dimensions such as achievement-striving, affiliation, and activity level (1991). An interesting note is that when controlling for Agreeableness, Conscientiousness is negatively related to job satisfaction (which is known to predict OCB), indicating perhaps a larger role for Agreeableness in predicting OCB than has been hypothesized (Organ, 1994).

Agreeableness. Agreeableness consists of traits such as courtesy, tolerance, and a prosocial disposition (Vardi & Weitz, 2004). Individuals high in Agreeableness are more likely to engage in voluntary, other-oriented helping behavior. Employees high in Agreeableness are also less likely to perceive themselves as victims of organizational injustice, which has a negative effect on the occurrence of OCB (Skarlicki, Folger, & Tesluk, 1999).

Neuroticism. Neuroticism reflects an individual's tendency to feel tense, insecure, nervous, angry, and depressed. According to Goldberg, negative affectivity, which has a significant negative relationship with occurrence of OCB, is also a component of Neuroticism (1999). Individuals high in Neuroticism are more likely than others to perceive organizational injustice, which as was previously mentioned, is negatively associated with OCB (Skarlicki et al., 1999).

Extraversion. Extraversion includes traits such as sociability, talkativeness, drive, and assertiveness (Mount & Barrick, 1995). Seibert and Kraimer found a significant positive relationship between extraversion and job satisfaction—another variable with a positive, significant relationship to OCB (1999). Research supporting a significant relationship between extraversion and OCB is limited at best.

Openness. Openness consists of inquisitiveness, curiosity, responsiveness to creativity, intellectual stimulation, and receptiveness to new experiences (McCrae & Costa, 1991). According to McCrae and Costa, individuals high in openness are likely to seek out more numerous and unfamiliar experiences, and possess highly developed moral values (1991). One might assume that an individual high in openness might develop a value of OCB, and would therefore be more likely than others to display OCB. However, a consistent significant relationship has not been found between OCB and openness (Organ & Ryan, 1995).

Locus of Control

Rotter (1966) defined locus of control as the point from which an individual perceives his or her fate to be determined. When one perceives his or her fate as within his or her own control, then s/he is said to have an internal locus of control. On the other hand, if an individual feels his or her fate is primarily determined by powerful external forces (e.g., other people, chance, or fate), then s/he has an external locus of control (Rotter, 1966).

Individuals with an internal locus of control, who believe their behavior influences their environment and relevant outcomes, are more likely to engage in behavior in order to influence their environments and elicit desired outcomes (or avoid undesirable outcomes) (Whitney & Cooper, 1989). As such, individuals with an internal locus of control are more likely than individuals with an external locus of control to engage in helping behavior, especially when the

helping behavior is intended to positively influence another entity (coworker, organization), or increase the likelihood of recognition or reward (Hoffi-Hofstetter & Mannheim, 1999). In other words, people who believe they have the power to influence their environment and outcomes are more likely to engage in behavior toward this end.

According to Schaubroeck and Fink (1998), employees with high levels of perceived control over their jobs and workplace outcomes are more likely to engage in OCB than employees with low levels of perceived control. In addition, Blakely, Srivastava, and Moorman (2005) found that employees with a higher work-related locus of control were more likely to characterize OCB as in-role behavior, and therefore more likely to engage in OCB on a regular basis (for more on work-related locus of control, or WLOC, see Blau, 1993; and Spector, 1988).

Self-Monitoring

Self-monitoring is an individual's ability to perceive and respond to social cues (Blakely, Andrews, & Fuller, 2003). Individuals high in self-monitoring are sensitive to situational cues and adept in adjusting their behavior to fit the situation at hand (Snyder, 1987). High self-monitors rely on external cues to determine socially appropriate behavior, and in the presence of others, regulate their behavior more than low self-monitors.

On the other hand, low self-monitors' behavior is primarily determined by intuition and internal cues. Self-monitoring is especially relevant to this study in that individuals who are higher in self-monitoring are more adept in perceiving situational helping cues, including those relevant to this study, especially status of the other person present in the helping situation, and the importance of behavior to organization level outcomes.

According to Blakely et al. (2003), a significant positive relationship exists between OCB and self-monitoring. Individuals high in self-monitoring are significantly more likely than low-

self monitors to engage in OCBI. The relationship of self-monitoring and OCB is robust, and remains even after controlling for organizational commitment, perception of organizational support, job satisfaction, and motivating potential of the job (Blakely et al., 2003).

Affect Orientation

The relationship between affect (or mood) and OCB appears intuitive; it seems that a person who is in a good mood should be likely to engage in helping behaviors. Isen and Baron (1991) investigated this relationship between mood and OCB and found that people are indeed more likely to engage in citizenship behaviors when they are in a positive mood, as opposed to a neutral or negative mood. In another study of affect and OCB, George and Brief also found that individuals in a positive mood were more likely to engage in extrarole behaviors (1992).

Negative affect also has a significant impact on OCB. In support of this relationship, Jones and Schaubroeck (2004) found negative affect to have a significant negative relationship with occurrence of OCB.

Situational Antecedents

Weiss and Cropanzano (1996) suggested that some work behaviors are direct reactions to employees' affective experiences at work. As such, an organization should be able to have a significant impact on the occurrence of OCB within it. According to Turnipseed (1996), the organization is a significant determinant of OCB, and a "good" work environment is the antecedent of behavior that labels employees as "good apples." What is a "good" work environment? A culture high in collectivism, reciprocation, and perceived fairness (especially procedural justice), and low in workplace politics, has been established as a conducive environment for OCB. In addition to these situational antecedents, the status of individuals involved in the helping situation, helping norms, leader behavior, and task characteristics are

important, psychologically meaningful situational variables that influence the occurrence of helping behavior in the workplace.

Helping Norms

Norms are guidelines that dictate what is appropriate and inappropriate behavior within a group (Ehrhart & Naumann, 2004). Norms differ from policies, procedures and rules because they are informally, rather than formally, accepted and communicated through group member interactions. Norms may be communicated through direct and active means, such as overt declarations, or through more indirect means, like modeling and nonverbal communication (Cialdini & Trost, 1998). If a group member fails to follow proscribed norms, then he or she is likely to incur informal punishment through social networks rather than formal sources such as organizational procedures.

Norms apply to a variety of workplace behaviors, including OCB. OCB norms are likely to develop in work groups and organizations for several reasons (Feldman, 1984). First, norms are more likely to form when they make group members' behavior more predictable, as predictability increases the ability of a group or organization to function more smoothly (Ehrhart & Naumann, 2004). Predictability of OCB is important because it lets employees know whether they can expect extra-role behaviors from coworkers.

Norms are also more likely to be created around behavior that facilitates group or organization survival. The contribution of OCB to organization survival has been established through research which confirms the relationship between OCB and group, or unit, and organizational level performance (Ehrhart & Naumann, 2004).

Finally, norms also form when they help group members avoid awkward interpersonal interactions (Feldman, 1984). OCB norms may help coworkers avoid embarrassing interactions

by communicating expectations of the performance, reciprocation, or even nonperformance of extrarole behavior. As more positive social consequences such as these result from the performance of OCB, the more group members will model OCB, and others will replicate the modeled behavior, which ultimately results in the strengthening of the OCB norm (Podsakoff & MacKenzie, 1997).

Leader Behavior

Podsakoff et al (2000) explored the relationship of leadership to frequency of performance of OCB. More specifically, they examined how transformational leadership behaviors (offering vision and direction, intellectual stimulation, high performance expectations), transactional leadership behaviors (contingent and noncontingent rewards and penalties), and leadership behaviors consistent with Leader-Member Exchange (LMX) theory or Path-Goal theory (role and procedure clarification, supportiveness) relate to OCB. A significant positive relationship was found between transformational leadership behaviors and altruism, courtesy, conscientiousness, sportsmanship and civic virtue dimensions of OCB. In addition, although it has not been stringently tested, transformational leadership has been hypothesized to increase employee acceptance of organizational and unit level helping norms (Ehrhart & Naumann, 2004).

Podsakoff et al. (2000) also found support for a significant positive relationship between contingent rewards, a form of transactional leadership behavior, and altruism, courtesy, conscientiousness, sportsmanship and civic virtue (2000). They found a significant negative relationship between the same OCB dimensions and another transactional leadership behavior, noncontingent punishment. Regarding Path-Goal leadership behaviors, the authors found a positive significant relationship between role clarification behaviors and altruism, courtesy,

sportsmanship, and conscientiousness. Supportive leader behavior was found to have a positive significant relationship with all OCB dimensions. Lastly, leader-member exchange was also found to have a positive significant relationship with all OCB dimensions (Podsakoff et al, 2000).

Leaders also influence the performance of OCB through the facilitation and fostering of helping norms. According to Ehrhart and Naumann (2004), group prescription of OCB norms should be positively related to leader, or manager, prescription of OCB norms. In addition, they assert that if a leader models the prescribed helping behaviors, then subordinates are more likely to adhere to the norm and perform OCB as well (Conway, 1999).

Task Characteristics

In addition to being influenced by leadership behavior, helping norms are also affected by the nature of the task performed. When task interdependence is high, due to difficulty of the task itself or difficulty of the group's goal, OCB norms are more likely to form (Erhart & Naumann, 2004). This is because more difficult tasks and goals, which are also higher in interdependence, require group members to work with one another more, and performance of OCB will increase the likelihood of group success (Wageman, 2001).

Status of Coworker Present in Helping Situation

Interest has recently increased in the relationship between performance of OCB and status of employees involved in the helping situation. Literature has examined, most often through the lens of Social Exchange Theory, how different manifestations of status in the workplace, such as gender, time horizon, part- versus full-time employment, and position in organization hierarchy, affect the likelihood of an employee engaging in helping behavior (e.g.,

Kamdar & Van Dyne, 2007; Kidder & Parks, 2001; Moorman & Harland, 2002; and Stamper & Van Dyne, 2001).

Gender. Much of the extant literature on OCB has been conducted in a way that assumes OCB are universally extra-role across many dimensions, including occupation, tenure in the organization, and gender (Kidder & Parks, 2001). However, researchers have begun to call for the examination of the differential influence of these variables, especially gender, on the occurrence of OCB (Van Dyne et al., 1995).

The influence of gender on perceptions, behavioral norms, social roles, and even work roles has been well established. Kidder and Parks (2001) use this literature as a foundation to argue that gender plays an important role in the perception, categorization, and consequences of OCB, and that societal gender-based expectations “spill over” into the workplace. They go on to assert the perception and consequences of OCB are influenced by the gender of the individual performing the helping behavior. They conclude that altruism, sportsmanship, courtesy and civic virtue vary in the degree to which they are expected of either gender. If a form of OCB is consistent with behaviors expected of the helper’s gender role, then the helping behavior is less noticeable, and less likely to be rewarded (Kidder & Parks, 2001). The opposite is also true: if a form of OCB is inconsistent with behaviors expected of the helper’s gender role, then the helping behavior is more likely to be recognized as extra-role, and therefore more likely to be rewarded.

Time horizon. Because of a shortage of full-time employees and the need to cut financial corners in a difficult economy, many organizations face a dilemma. They need workers who are flexible and easily expendable, and at the same time more likely than the average employee to go above and beyond the call of duty (Moorman & Harland, 2002). Moorman and Harland propose that if supervisors and organizations were to foster and promote OCB among contract workers,

these seemingly elusive and contradictory qualities could be personified in temporary employees (2002). Results of their study emphasize the importance of the temporary employee's attitudes in influencing the occurrence of OCB. More specifically, Moorman and Harland (2002) found that attitudes regarding the organization for which a temporary employee works, and the staffing agency through which employment is arranged, are most important to helping behavior.

Van Dyne and Ang (1998) posited that temporary, or contingent, workers would be less likely to engage in OCB because of decreased affective commitment and perception of fewer benefits from employers. On the other hand, Feather and Rauter (2004) argue that contingent workers would be more likely to engage in OCB with the hope that their extra-role behavior might influence supervisors' perception of their work and lead to a permanent position within the same organization.

Part versus full time employment. In an effort to cut costs and supplement a dwindling full time staff, organizations have recently brought more part time employees into the workforce (Stamper & Van Dyne, 2001). With such an influx of part time employees, researchers have questioned whether part versus full time employment affects organization outcomes and the factors that influence them, especially the performance of OCB. Stamper and Van Dyne (2001) examined the relationship of this form of work status, along with preferred work status, to the performance of OCB. Results indicated that full time employees engaged more frequently in helping types of OCB. They also found that the relationship between work status and two forms of OCB (helping and voice) was moderated by preferred work status (whether one wants to work full or part time) such that voluntary part time workers helped more than involuntary part time workers, which is consistent with exchange theory (Stamper & Van Dyne, 2001).

Position in organizational hierarchy. In exchanges with authority figures, employees are often keenly aware of an authority figure's power to directly confer positive and negative outcomes (i.e., benefits and costs). Employees with strong impression management motives and those who are high in self-monitoring are more likely to be sensitive to this power differential (Blakely, Andrews, & Fuller, 2003). So, for a number of reasons—obedience, impression management, expectation of reward, avoidance of negative outcomes, and others, some employees are more likely to engage in OCB when the exchange involves a superior than when it involves a peer or subordinate.

It should be noted that when a peer rather than a superior is salient in the helping situation, one would not expect the aforementioned factors to influence the helping relationship in the same manner. Rather, it should be expected that the interaction would more closely follow the traditional course of social exchange. For instance, one might be more likely to help her coworker because of the chance that it might influence her supervisor's evaluation of her performance if he learns of it, whereas if she were helping the supervisor she might exert even more effort in the helping behavior because she knows the supervisor is observing her behavior first-hand and it will more likely influence his appraisal of her contribution to the workplace.

Although much research has been dedicated to the examination of how authority figures and supervisors influence subordinates' behavior, relatively little of this literature has focused on OCB (Moideencutty, 2006). More research is needed on how status affects helping behavior in the workplace. This study will address this need through the examination of status as a situational cue and its affect on an individual's likelihood to respond to a given helping situation with a specific behavior. Although there are many conceptions of status, for the purpose of this study, it will be defined as hierarchical position in the organization.

Researchers have proposed several explanatory models in an attempt to capture the exact way in which the situation, along with person factors, influence the decision to engage in helping behavior. Specifically, Mischel (1977) proposed a model in which the strength of the situation influences how the situation interacts with one's personal characteristics to influence behavior. Mischel defined strength of the situation in terms of salience of situational cues. Situations in which cue salience is strong are considered "strong" situations. Situations in which cue salience is weak are considered "weak" situations. In other words, when situational cues are so strong that they dictate an unambiguous, appropriate response, the situation is strong. Because the cues in such situations dictate behavioral responses, at least for the majority of individuals, personal characteristics play a minimal role in influencing behavior in strong situations. When situational cues are weak, the situation does not dictate a definitive appropriate response; as such, personal characteristics are likely to play a role in influencing behavior in weak situations.

Mischel's model of strong versus weak situations was used to guide the development of the OCB Survey in this study. Situations were specifically written to reflect strong, weak, and moderate (neither weak nor strong) situational categories. Strong situations were written so that the cues in the situations obviously dictate a certain response. Weak situations were written so that no one response seemed more appropriate than the other. Moderate situations were written so that cues might dictate a positive or negative helping response, but not a particular response, as appropriate in the given situation. Situational cues were operationalized as importance of the need for help in the situation described.

Summary of Antecedents

The "bad apples versus bad barrels" paradigm of organizational misbehavior research can be applied to OCB research as in terms of "good apples versus good barrels" (i.e., good

employees versus good organizations). It is likely, however, that not attitudinal, dispositional, or situational antecedents alone account for the occurrence of OCB, but a combination of all three, most likely explains OCB. The social cognitive approach applied in this study will account for all these factors.

Consequences of OCB

Since the proposal of OCB as a construct, researchers have hypothesized a positive relationship between OCB and positive organizational outcomes. Research has extended this discussion to individual and group-level outcomes. Regarding organization-level outcomes, the literature has yet to examine the importance of OCB to organization-level outcomes and status along with personal characteristics through the lens of social cognitive theory.

Individual Level Consequences

Benefits

Employees might receive a variety of benefits for exhibiting OCB. In fact, many employees who engage in helping behavior do not just hope for, but expect, extra benefits in return for their helping behavior. According to Brown (2007), employees who engage in helping behavior often expect their organizations to reciprocate with informal benefits and rewards. One way employees attempt to ensure receipt of expected benefits is through the creation of a positive image in the workplace. Research, especially on the relationship between impression management and OCB, supports the premise of employees using helping behavior as a means to a beneficial end (Netemeyer, R.G., Boles, J.S., McKee, D.O., & McMurrian, R., 1997). As such, engaging in OCB for the purpose of impression management might be time well spent for both employees and organizations.

Supervisors' evaluations of employees are positively influenced by their observation of OCB (MacKenzie, Podsakoff, & Paine, 1999). One study found that managers' evaluations of employees' performance are determined at least as much by OCB as they are by actual productivity (MacKenzie, Podsakoff, and Paine, 1999). This has important implications for individuals because positive performance evaluations often lead to employee benefits such as promotion, increase in pay, recognition, or career advancement opportunities (Podsakoff et al., 2000). These findings point to OCB as an important factor in a manager's impression and evaluation of an employee's productivity. As was previously mentioned, performance of OCB is an effectual means of ensuring benefits in the workplace.

Costs

Though consequences of OCB have traditionally been studied in a positive light, researchers are beginning to question what costs an individual might incur from exerting extra effort in the workplace above and beyond what is required (e.g., Brown, 2007; Bolino & Turnley, 2005; Tepper, Lockhart, & Hoobler, 2001; Zellars, Tepper, & Duffy, 2002). One potential cost of frequent extra-role behavior is exhaustion and burnout. Brown (2007) investigated the relationship between OCB and burnout, and found that contributing extra-role time to one's organization leads to overall decreased wellbeing and burnout. These deleterious effects were greater when the helpful employee expected but did not receive some form of reciprocation from the organization (Brown, 2007). In addition, Bolino and Turnley examined the relationship between individual initiative forms of OCB and employee well-being (2005). A significant positive relationship was found between engagement in OCB and job stress, role overload, and work-family conflict.

Several researchers have raised the issue of abusive supervision and helping behavior. Such abuse occurs when a superior in the organization exploits employees' tendency to engage in OCB by requesting help in a manner or situation the employee does not feel he or she can refuse (Tepper et al., 2004, Zellars et al., 2002,). Vigoda-Gadot (2007) labels helping behavior which occurs under these conditions compulsory citizenship behavior, and emphasizes the importance that leaders take care to legitimately encourage OCB, rather than manipulate, intimidate and coerce employees into helping.

In summary, though OCB has long been linked to positive consequences for the employees who perform them, they also have potentially serious costs. These costs include overload, dissatisfaction with performance appraisals, and resentment of superiors or the organization as a whole when employees do not feel fairly recognized and compensated for their extra effort (Bolino, Turnley, & Niehoff, 2004; Organ & Ryan, 1995).

Group Level Consequences

Benefits

Most group and unit-level OCB research has examined how OCB positively affects unit-level outcomes (Ehrhart & Naumann, 2004). According to Podsakoff, Ahearne, and MacKenzie (1997), performance of OCB facilitates group functioning because it increases group communication and coordinates activities within and across groups. Podsakoff et al. (1997) investigated the impact of OCB on not only the quantity, but also the quality, of unit-level production in a paper mill. Results of the study indicate the more a unit engages in helping behavior, especially altruism and sportsmanship, the greater the quantity and quality of unit-level performance. Koys (2001) also found support for the relationship of OCB and increased

performance quality. In his study of OCB in the service industry setting, unit-level OCB in one year was directly linked to increased profits the next year (Koys, 2001).

Costs

Costs of OCB have not been thoroughly examined at the group or unit level. However, some have proposed that a number of organization-level costs of OCB are pertinent at the group level as well.

Organization-Level Consequences

Benefits

Since OCB was first defined in 1983, and subsequently connected with job satisfaction, over 300 studies have addressed some aspect of the topic (Podsakoff et al., 2000). Most of the studies following this connection of OCB to such a positive organizational outcome have been based on three key assumptions: OCB are performed because of good intentions on the part of the employee, OCB are beneficial to the employees who perform them, and OCB facilitate organization-level functioning (Bolino, Turnley, & Niehoff, 2004). In the past decade, researchers have begun to examine these assumptions (see Organ & Ryan, 1995; Podsakoff, MacKenzie, and Hui, 1993; and Van Dyne et al., 1995 for examples), especially the latter.

Based on social exchange theory, it was originally posited that OCB in the aggregate should improve organizational functioning because if employees help one another, then they do not have to solicit help from supervisors, which leaves supervisors free to attend to tasks more important to smooth operation of the organization (Organ, 1988b; Podsakoff et al, 1997, Koys, 2001). Empirical evidence validates the assumption that OCB positively impacts organizational productivity, effectiveness, and performance (e.g., Koy, 2001; Podsakoff, Ahearne, & MacKensie, 1997; Schnake & Hogan, 1995; Walz & Niehoff, 1996). Walz and Niehoff (1996)

found three dimensions of OCB—sportsmanship, altruism, and civic virtue—to be positively correlated with financial results and customer satisfaction, two very important organization outcomes. Schnieder, White and Paul (1998) found that employee perceptions of a helping norm lead to increased customer perception of an organization's service quality.

In addition, three forms of OCB—loyalty, obedience, and participation—were positively related to increased customer perception of service quality and adherence to organizational performance standards (Bienstock, DeMoranville, & Smith, 2003; Morrison, 1995). Organ and Ryan's (1995) meta-analysis found OCB to be positively related to variables central to organizational outcomes such as job satisfaction, perceived fairness, leader supportiveness and employee commitment to the organization.

Castro, Armario and Ruiz (2004) point out that OCB create positive organization-level outcomes in two ways: directly and externally, such as through customer-employee interaction, and indirectly and internally, through lubricating the machinery of the organization. As was previously explained, a direct positive relationship has been found between employee performance of OCB and customer satisfaction and organization productivity. In support of the internal contributions of OCB, extra-role helping behavior is significantly related to increased group performance, communication, job satisfaction and organizational commitment (Hui, 2000).

Costs

OCBs contribute to organizational efficiency only when they are performed in addition to in-role behaviors (Bolino, Turnley, & Niehoff, 2004). Although most OCB research has assumed OCBs occur in addition to in-role requirements, it is not uncommon for employees to feel they do not have enough time to complete their formally assigned tasks, much less engage in

extra-role behavior upon their completion. In this case, performance of OCBs is actually detrimental to organizational functioning because the act of helping takes time away from the completion of other necessary task.

Support for arguments that OCBs occur at a cost for organizations exists not only in theory, but also in practice. In a study of ten large corporations headquartered in North America, the extra-role time employees spent helping coworkers with work-related computing problems resulted in large annual costs for each firm (Bulkeley, 1992). Specifically, for each computer in the organization, time spent resolving technology problems cost the organization between \$6,000 and \$15,000 a year in lost resources.

In summary, although there is much research on the determinants of OCB, there is comparatively little literature on the outcomes of OCB in organizations (Organ & Ryan, 1995). However, OCB researchers have long insisted that OCB is critical to the survival of an organization (Organ, 1988a). In fact, the importance of OCB to organizational outcomes, specifically organization success, is in part what defines OCB (Organ, 1988a). This assertion of necessity is based on the work of Katz, who stated "...an organization which depends solely upon its blueprints of prescribed behavior is a fragile social system" (Bolino, 1999, p. 741).

Despite the gravity of this assumption, experts have just begun to truly scrutinize the influence of OCB on organization level outcomes. Research thus far generally supports the notion that OCB is essential, as significant positive relationships have been found between OCB and organizational productivity, organizational effectiveness, social capital, and organizational performance (Koys, 2001; Schnake & Hogan, 1995; Walz & Neioff, 1996).

SOCIAL COGNITIVE THEORY

Some fields of psychology, especially personality psychology, have long ignored the importance of the situation, and its salient and psychologically relevant cues, in influencing behavior in conjunction with dispositional variables. The importance of the situation in person research was first truly recognized when studies began to find a consistent, albeit low, correlation between personal characteristics and behaviors across situations (e.g., Mischel et al., 2002; Shoda et al., 1993 a,b; Shoda et al., 1994; Newcomb, 1929). In Newcomb's classic study of 51 boys exposed to 21 different situations at a summer camp, he surprisingly found a consistent, low correlation between behavior records and situations. Much later, Mischel and Peake (1982) found that individual behaviors varied extensively across different situations. They also discovered that individuals showed temporal stability in their behavior *within* particular situations that were highly similar and formed a type, or "functional equivalence class," of situations.

Much research, including that in the domain of social cognitive theory, has begun to explore the value and meaning of the relationship between personal characteristics, situations, and behavioral responses. Within the classic model of person research, person (and personality) characteristics are assumed to operate independently of the situation in which they exist (Mischel, 2004). As such, it has been common for researchers to aggregate behavior over time and situations to approximate a "true score" on the person dimension of interest. However, researchers have called attention to the flaws of this methodology, and demanded an approach that highlights, rather than dismisses, the value of the situation in prediction. Cervonne, Shadel and Jencius (2001) support this assertion, stating that behavior is the result of not just one factor, but a combination of interactions among the person and the social environment in which s/he operates.

Cognitive Affective Personality (CAPS) Model

The Cognitive Affective Personality (CAPS) Model emphasizes the importance of using situational variance in conjunction with behavioral patterns to identify stable patterns of underlying motivations and characteristics (Mischel, 2004; Mischel & Shoda, 1998). In further support of this idea, Mischel and Shoda (1998) stress the need to identify the psychologically meaningful and relevant characteristics of the situation in order to accurately specify the conditions in which characteristic activations and subsequent behavioral responses will be displayed. Mischel goes further to emphasize that the key to generalizability of findings beyond individuals to entire groups is the identification of not just any situational variables, but relevant, psychologically meaningful features of the situation.

Mischel and Shoda propose that from this framework, one can conceptualize if...then statements, or “signatures,” to describe individuals’ behavior, such that if an individual is presented with certain psychologically relevant situation features, then in turn specific cognitions are activated which result in a particular response (Mischel & Shoda, 1998). Methods previously used to capture these if...then patterns of behavior include time sampling of tasks, daily self-reports, and personal diaries. This study seeks to define patterns in helping behavior similar to “if...then” statements by utilizing self-report measures to delineate the relationships between personal characteristics, situation cues, and OCB.

In summary, the consistency which dispositional researchers have so long sought has been found, but not in the distinct person variables they desired. Instead, the key to predictability and behavioral consistency is not the exclusion, but inclusion, of situational variables (Mischel, 2004). This will be achieved in the current study through the application of a

social cognitive approach. A major advantage of this method is that it acknowledges the importance of the situation, along with person features, in producing specific behaviors.

PURPOSE

The objective of the current study is two-fold. The first objective of this study is to develop a valid assessment of OCB based on guidelines and suggestions from LePine et al.'s (2002) meta-analysis of OCB research. The second objective of this study is to utilize the aforementioned OCB assessment to examine the relationship between situation strength, personal characteristics, and helping behavior. In other words, through the application of social cognitive theory to OCB research, this study will explore how various personal characteristics, along with various levels of situational cue salience, affect intent to engage in helping behavior.

The objectives for this study will be achieved through two phases of research. The first stage, or pilot stage of the study, will involve the administration of the initial, full version of the Citizenship Behavior Survey to expert judges in the Department of Psychology at Virginia Polytechnic Institute & State University. Reliability estimates from expert judgments will be used to determine items included in the final version of the Citizenship Behavior Survey, which will be used in the second phase of this study.

The second phase of this study is an all-online survey comprised of four personal characteristic measures, a demographics questionnaire, and the Citizenship Behavior Survey. The surveys will be administered via a secure website, from which participants will be presented with the various measures in random order. Participant responses to the surveys will be used to examine the hypotheses described below.

HYPOTHESES

Equity Sensitivity Hypotheses

Hypothesis 1

Equity Sensitivity will affect the likelihood that individuals endorse OCB behavior responses, such that individuals categorized as Entitled will be least likely endorse OCB responses, and individuals categorized as Benevolent will be most likely to endorse OCB responses.

Hypothesis 2

Situational cue strength will moderate the relationship between equity sensitivity and OCB such that when situational cue strength is strong, the situation will predict OCB and equity sensitivity will not significantly influence an individual's response.

Self-Esteem Hypotheses

Hypothesis 3

Self-esteem will affect the likelihood of individuals choosing citizenship behavior responses such that individuals with higher self-esteem scores will be more likely to endorse higher levels of OCB.

Hypothesis 4

Situational cue strength will moderate the relationship between self-esteem and OCB such that when situational cue strength is strong, the situation will predict OCB and self-esteem will not significantly influence an individual's response.

Affectivity Hypotheses

Hypothesis 5

Positive affectivity will affect the likelihood of individuals choosing citizenship behavior responses, such that individuals higher in positive affectivity will be more likely to endorse higher levels of OCB than individuals lower in positive affectivity.

Hypothesis 6

Situational cue strength will moderate the relationship between positive affectivity and OCB such that when situational cue strength is strong, the situation will predict OCB and affectivity will not significantly influence an individual's response.

Locus of Control Hypotheses

Hypothesis 7

Internal locus of control will affect likelihood of people choosing citizenship behavior responses, such that individuals with a higher internal locus of control will be more likely to endorse higher levels of OCB than individuals lower in internal locus of control.

Hypothesis 8

Situational cue strength will moderate the relationship between internal locus of control and OCB such that when situational cue strength is strong, the situation will predict OCB and internal locus of control will not significantly influence an individual's response.

METHOD

Participants

Participants were adults over the age of 18 who were recruited to participate in the study via email through the SIOP-SDL listserv, through Virginia Tech Psychology Department's online research participation website, SONA, and announcements in psychology undergraduate courses. In addition, individuals employed in local government and large-scale construction and safety organizations based in the northeastern United States were recruited to participate via

email listservs. Undergraduate students recruited through psychology courses received extra course credit for their participation in the study. Specifically, students accessed the study through SONA, and received one extra credit point in a psychology course of their choosing for each hour of participation. For less than one hour of participation, students received one point of extra credit. Participants were informed in advance of their participation how much of their time the study required, and potential benefits and risks.

Materials

Consent Information Document

The Institutional Review Board-approved Consent Information document was presented to participants before commencement of the surveys. The Consent Information document outlined the purpose and procedure of the study, risks and benefits associated with participation in the study, participant rights, and other information necessary to making an informed decision as to whether to participate in this study. For the complete Consent Information document, please see Appendix A.

Citizenship Behavior Survey

The dependent variable of this study, endorsement of OCB, was operationalized as respondents' responses on the Citizenship Behavior Survey. The Citizenship Behavior Survey was developed based on two situational features: strength of situational cues, and status of the coworker present in the situation. The situational cue of interest in this study was the importance of the needed help in the given situation. The strength of said situational cues in this study was operationalized through three levels, consistent with Mischel's (1977) theory of situation strength: high, medium (moderate), and low. As such, situations consisted of situational cues regarding the importance of the need for help, and varied in strength from low to high.

Status of the coworker present in each situation of the Survey also consisted of three levels—subordinate, peer, and superior. However, status was kept constant at the peer level for simplicity of analyses. In addition, gender of the other person present in the situation was varied across situations to avoid potential effects of gender in participants' responses.

As per LePine et al.'s (2002) suggestion to fully capture all underlying elements of the OCB construct, composition of the situations was partially guided by Podsakoff et al.'s model of OCB (Podsakoff et al., 2000).

The salience of situational cues (importance of helping behavior to organization-level outcomes) was validated in a pilot study that utilizes expert judgments from members of the Department of Psychology at Virginia Tech. For the full list of situations pilot tested for inclusion in the final version of the Citizenship Behavior Survey, please see Appendix B.

Regarding responses, a response scale was developed to capture the full variance of psychologically meaningful potential responses to an opportunity to perform helping behavior, with five potential responses. Responses were verified in the aforementioned pilot study through expert judgments from members of the Departments of Psychology at Virginia Tech. The responses on the scale were customized to each situation so in addition to capturing the full variance of psychologically meaningful potential responses, they also reflected relevant responses to the situation at hand. Please see Appendix C for the helping response scale, Appendix D for the specific behavior response scale for each situation, and Appendix E for instructions for the Citizenship Behavior Survey.

Equity Sensitivity Instrument

Equity Sensitivity was operationalized as respondents' scores on the Equity Sensitivity Instrument, or ESI (Huseman, Hatfield, & Miles, 1985; King & Miles, 1994). For the five items

of the ESI, respondents were asked to indicate their agreement between two statements through the distribution of ten points between the two statements. Of the pairs of statements, one reflects an entitled response while the other statement reflects a benevolent response. An example of the statements is as follows: “In any organization I might work for, it would be more important for me to: (a) get from the organization, (b) give to the organization.” The first response choice exemplifies an entitled response, while the latter is a benevolent response.

The Equity Sensitivity Instrument was scored such that one point was given for each benevolent response, and points for the scale were then summed. According to Huseman et al. (1985), an individual is categorized as entitled if his or her score is less than 29; benevolent if his or her score is greater than 32, and equity sensitive if his or her score is between 29 and 32. Equity sensitivity scores were treated as a continuous variable in the analyses of this study. For this measure, please see Appendix F.

PANAS (Positive and Negative Affect Scale)

Positive affectivity was operationalized as respondents' scores on the PANAS, or Positive and Negative Affect Scale (Watson, Clark & Tellegen, 1988). The PANAS consists of two scales, PA and NA, or Positive Affectivity and Negative Affectivity, each of which consists of 10 items. Each item is a descriptive term, such as attentive, alert, and interested (taken from the PA scale). Examples from the NA scale include terms such as afraid, ashamed, and guilty (Watson, Clark & Tellegen, 1988). Respondents were presented with a list of 20 of these terms and asked to indicate on a five point Likert scale the extent to which they feel, or identify with, each term. As the purpose of this study was to examine trait positive affectivity, the response scale was modified to a 5-point likert scale, with 1 representing “very slightly or not at all” and 5 representing “extremely.” Cronbach's coefficient alpha for the PA scale is typically in the .85 to

.88 range, and in the .83 to .86 range for the NA scale (Watson, Clark & Tellegen, 1988). For the PANAS, please see Appendix G.

Rosenberg Self Esteem Scale

Self-esteem was operationalized as respondents' scores on the Rosenberg Self Esteem Scale (Rosenberg, 1962). The Rosenberg Self Esteem Scale is a self-report scale consisting of 10 items. Participants responded to each item on a five point Likert scale, with answers ranging from "strongly agree" to "strongly disagree." To reduce response bias, positively and negatively worded items were interspersed throughout the scale.

An individual's score on the scale was determined by adding his or her responses to the items, with a higher overall score signifying a higher level of self-esteem. Internal reliability estimates for the scale range from .77 to .88, with test-retest reliability correlations in the .82 to .88 range (Gellman, 2001). For this measure, please see Appendix H.

Levenson IPC (Internal-External Control) Scale

Locus of control was operationalized as respondents' scores on the Levenson IPC Scale (Levenson, 1973; King & Miles, 1994). The IPC Scale consisted of 24 items with a seven point Likert response scale. Coefficient alpha was .67 for the internal scale, .82 for the power other scale, and .79 for the chance scale (Levenson, 1973). Test-retest reliabilities for a one-week and seven-week period were both in the .60 to .79 range (Levenson, 1973).

Each dimension, with I = internal control, P = powerful others, and C = chance, was assessed with eight items. A participant received a score on each of the three subscales (I,P,C). The scales were scored such that a high score on the I subscale reflected higher internality, or internal locus of control, while a high score on the P and/or C subscale reflected higher externality, or external locus of control. For this measure, please see Appendix I.

Demographic Questionnaire

Upon completion of the aforementioned surveys, participants were presented with a brief demographic questionnaire. Questions consisted of items regarding age, gender, and employment. For questions regarding employment, participants were asked to respond in accordance with the employment they kept in mind while completing the Citizenship Behavior Survey. All topics in the demographics questionnaire were included in order to assess for possible influences of factors beyond the scope of this study, which are described above as antecedents of OCB. For the Demographics Questionnaire, please see Appendix J.

Procedure

Phase One

Participants received a copy of the full version of the Citizenship Behavior Survey. They were asked to read each situation, and rate the salience, or strength, of the situational cue of interest (importance of the help requested to the organization) on a scale of one to three. A rating of one indicated low, or weak, cue salience; two indicated moderate cue salience, and three indicated high, or strong, cue salience.

Participants were also asked to read the response options for each situation, and rank them on a five-point scale, where 1 = response exhibiting least amount of help, and 5 = response exhibiting the most help. The aforementioned ratings were used to assess interrater reliability for situations and their corresponding response scales. A final, shortened version of the Citizenship Behavior Survey was created that maximized reliability, represented all subdimensions of OCB, and reflected a balance of high, moderate, and low strength situations.

Phase Two

Participants used a computer of their choice to access the study via a secure survey website. Upon arrival at the survey website, participants read and accepted or declined the IRB-approved Consent Information Document. Participants who did not indicate acceptance of the Consent Information Document were redirected to the end of the study website, which thanked participants for their time.

All surveys were presented to participants in random order, with the exception of the Consent Information Document (which was always presented first) and the Demographics Questionnaire, which due to the wording of instructions, always appeared after the Citizenship Behavior Survey. Items within each survey were also presented to participants in random order. Upon completion of the surveys, participants were redirected to a website that thanked them for their time and participation.

Analyses

To test Hypotheses 1, 3, 5, and 7, data were analyzed through simultaneous regression analysis, with Baron and Kenny (1986) and Holmbeck (1997) utilized as models. More specifically, OCB was simultaneously regressed on equity sensitivity, positive affectivity, self-esteem, and the internal locus of control subscale. Support for Hypothesis 1 was found if the regression analysis indicated a significant main effect for equity sensitivity, and support for Hypothesis 3 was found if a significant main effect were found for self-esteem. Support for Hypotheses 5 and 7 was found if the regression analysis indicated a significant main effect for affectivity and locus of control, respectively.

The model described above was tested in three separate analyses, which were identical except for the OCB subscale included in the model. To test Hypotheses 2, 4, 6, and 8, three separate simultaneous regression models were run with all four of the aforementioned predictors,

and one of the OCB subscales. In other words, three separate models were run with all four predictors: one model with the high cue strength OCB subscale, another model with the moderate cue strength OCB subscale, and a third model with the low cue strength OCB subscale.

Support for an interaction effect, and therefore Hypotheses 2, 4, 6, and 8, was found if results of analyses indicated that the relationship between each predictor and OCB, specifically the standardized regression coefficients, differed across the three models. In other words, the relationship between each predictor and OCB was compared across models (or, levels of situation cue strength). If the regression coefficient for the relationship between a given predictor and OCB differed across models, this result would provide some support for a moderating effect of situation strength.

In summary, it was hypothesized that personality characteristics such as equity sensitivity, self-esteem, affectivity, and locus of control predicted OCB. Additionally, strength of situation cues were predicted to moderate the relationship between OCB and these personality characteristics such that when situation cues are weak, personality characteristics would predict OCB. On the other hand, when situation cues were strong, the situation, rather than personality characteristics, would predict OCB.

RESULTS

Phase One Results

Reliability of the Citizenship Behavior Survey was examined utilizing data acquired during the pilot-testing phase (phase one) of this study. Results for the entire 41-item Citizenship Behavior Survey indicate a very good internal consistency level, with a Cronbach's alpha coefficient of .936.

A final OCB scale of 17 items meets the suggestions of OCB researchers to create an assessment that fully captures variance of the OCB construct and its subdimensions, with behavioral response options that reflect how an employee might actually respond to a request for help in the workplace, and some reverse-scored items. In addition, items represent situations of high, medium, and low situation cue strength. Results for the final 17 item Citizenship Behavior Survey indicated a very good internal consistency level, with a Cronbach alpha coefficient of .927. Please see Table 2 for the item statistics of the final version of the OCB Scale.

Phase Two Results

Because the moderator of interest, situation cue strength, was nested within the measure of the outcome variables, OCB Scale responses, the OCB scale was divided into three subscales, each of which is comprised of items that reflects one level of situation cue strength: low, high, or moderate. The low situation cue strength OCB subscale is comprised of items 1, 2, 7, 10, 14, and 17. The medium situation cue strength OCB subscale is comprised of items 3, 4, 5, 6, 8, and 15 and the high situation cue strength OCB subscale is comprised of items 9, 11, 12, 13 16. Please see Table 2 for a list of subscales and their corresponding items.

Post hoc exploratory analyses were conducted to provide further support for the hypotheses that situation cue strength moderates the relationship between personality and OCB. Specifically, the 17 items of the OCB Scale were subjected to exploratory factor analysis with a three-factor solution. If results of the factor analysis indicated the three-factor solution resulted in a good fit, and the three factors reflected the three levels of situation cue strength, then support for content validity would be found.

Results of the factor analysis did not support a three-factor model comprised of items reflecting the three levels of situation cue strength. In fact, inspection of the eigenvalues

revealed 6 components with eigenvalues greater than one, explaining 22.12, 8.77, 7.14, 6.88, 6.31, and 5.94 percent of variance, respectively. Inspection of the screeplot revealed a clear break after the third component. As such, although results of the factor analysis do not support a three-factor model comprised of situation cue strength, results might support LePine et al.'s theory of a unidimensional construct of OCB, which might be comprised of a few highly correlated components (LePine et al., 2002). For results of the factor analysis, please see Table 3.

To examine whether OCB varies as a function of situation cue strength, and provide further support for interaction hypotheses, mean responses for the OCB scales were compared across situation cue strength levels (high, medium, and low). Results indicate mean OCB response of 3.32 for high cue strength situations, 3.88 for medium cue strength situations, and 4.50 for low cue strength situations. In line with Mischel's definition of cue strength as an indication of lack of ambiguity of appropriate response, standard deviations of OCB responses across situation cue strength are as follows: $SD = 2.44$ for high cue strength items; $SD = 2.93$ for medium cue strength items; and $SD = 3.33$ for low cue strength items. These results provide initial support for a possible interaction for the relationship between personality and OCB by situation cue strength. In addition, comparison of standard deviations of OCB responses across situation cue strength might indicate some support for the application of Mischel's definition of situation cue strength, and theory of situation-personality interaction, to this data. Please see Table 4 for comparison of means and standard deviations of OCB responses across levels of situation cue strength.

Effects of Demographic Variables

Potential influences of demographic variables on predictor and outcome variables were examined through analysis of variance. Specifically, relationships among time (months) in

position, part versus full time employment status, equity sensitivity, positive affectivity, self-esteem, internal locus of control, OCB subscale for low situation cue strength, OCB subscale for medium situation cue strength, and OCB subscale for high situation cue strength were examined through analysis of variance. Although theory indicates the potential for significant relationships with predictors and outcome variables, influence of paid versus volunteer status on the aforementioned predictors and outcome variables was not examined due to the small number of volunteer-status participants ($N = 24$).

Results of the analysis of variance indicate a significant relationship at the $p < .01$ level between part versus full time status and OCB subscale for high situation cue strength [$F(1,388) = 10.43, p = .001$], such that the mean score for part time employees ($M=20.40, SD=2.19$) was significantly higher than the mean score for full time employees ($M=19.61, SD=2.59$). Results also indicate a significant relationship at the $p < .01$ level between self-esteem and part versus full time employment [$F(1,388) = 6.98, p = .009$], such that individuals employed in full time positions ($M=1.08, SD=.55$) have significantly higher levels of self-esteem than individuals in part time positions ($M=.92, SD=.60$). In addition, a significant relationship at the $p < .05$ level was found between internal locus of control and part versus full time employment [$F(1,388) = 8.39, p = .004$], such that individuals employed in part time positions ($M=41.02, SD=5.91$) have a significantly higher internal locus of control score than individuals employed in full time positions ($M=39.30, SD=5.82$). For means and standard deviations of the effects of part versus full time employment on the predictors and outcome variables, please see Table 5.

Results of analysis of variance examining the relationships between time in position and the aforementioned predictors and outcome variables indicate three significant relationships. First, a significant relationship at the $p < .05$ level was found between internal locus of control

and time in position, [$F(3,384) = 3.53, p = .015$]. Post-hoc comparison using the Tukey HSD test revealed that the mean internal locus of control score for Group 1 ($M=41.97, SD=5.62$) was significantly higher than the mean score for Group 0 ($M=39.53, SD=5.89$).

In addition, a significant relationship at the $p < .001$ level was found between self-esteem and time in position, [$F(3,384) = 7.37, p = .000$]. Post-hoc comparison using the Tukey HSD test revealed that the mean self-esteem score for Group 0 ($M=1.08, SD=.54$) was significantly higher than the mean score for Group 1 ($M=.85, SD=.60$). Post-hoc comparisons also revealed that the mean self-esteem score for Group 0 ($M=1.08, SD=.54$) was significantly higher than the mean score for Group 3 ($M=.58, SD=.61$).

Lastly, a significant relationship at the $p < .05$ level was found between time in position and positive affectivity, [$F(3,384) = 3.20, p = .023$]. Post-hoc comparison using the Tukey HSD test revealed that the mean score for Group 1 ($M=2.75, SD=1.10$) was significantly higher than the mean score for Group 0 ($M=2.41, SD=.87$). Please see Tables 6 and 7 for results of the analysis of variance for time in position.

Correlations

The next step in examining the relationships among the aforementioned variables was to assess for potential correlations among them. One-tailed Pearson product correlations were calculated between pairs of the following items: equity sensitivity, positive affectivity, self-esteem, internal locus of control, the OCB subscale for low situation cue strength, the OCB subscale for medium situation cue strength, and the OCB subscale for high situation cue strength. All relationships between predictors and outcome variables were significant except for the following: internal locus of control and the OCB subscale for low situation cue strength, internal locus of control and the OCB subscale for medium situation cue strength, self-esteem and the

OCB subscale for low situation cue strength, and self-esteem and the OCB subscale for medium situation cue strength.

Although some predictor variables were significantly correlated, the correlation coefficients were well below .7, the minimum value at which Tabachnick & Fidell (2001) suggest researchers should consider reevaluating the use of correlated predictors. More specifically, a medium, positive correlation was found between internal locus of control and positive affectivity [$r(390) = .350, p < .001$]. Self-esteem was found to have a small negative correlation with locus of control, [$r(390) = -.131, p < .01$], and a small, negative correlation with positive affectivity [$r(390) = -.155, p < .01$]. For correlation values for all the aforementioned relationships, please see Table 8.

Main Effects Regression

Applying Baron and Kenny (1986) and Holmbeck (1997) as models for analysis, the data was analyzed through simultaneous multiple regression. To test for moderation between the four predictors and the dependent variable, a regression analysis was performed for each of three levels—high, moderate and low--of the moderator. As such, three regression models were run for the current project, all of which included the four predictor variables, and one of the following outcome variables: the OCB subscale for low situation cue strength, the OCB subscale for medium situation cue strength, and the OCB subscale for high situation cue strength. It should be noted that although significant correlations were not achieved between two of the OCB subscales and self-esteem and internal locus of control, the predictors were still included in all models, as all OCB subscales are highly correlated, and accuracy of regression coefficients for other predictors might be decreased with the exclusion of self-esteem and internal locus of control from the model.

The first regression, using the Enter method, examined equity sensitivity, positive affectivity, self-esteem, locus of control, and the OCB subscale for low situation cue strength. Because of the aforementioned effects of time in position and part versus full time employment, these demographics were included as the first block of variables in the analysis in order to control for their potential effects. The four aforementioned predictors comprised the second block of variables. Results of the regression analysis revealed a significant R^2 for the main effects entered in Step 2, [$F(6,380) = 3.58, p = .002$]. The model explains 5.3% of the variance in OCB as measured by the low situation cue strength subscale, ($R^2 = .053, p < .01$). This effect was driven primarily by equity sensitivity, ($B = .179, t(380) = 3.56, p < .001$). Neither positive affectivity, self-esteem, nor internal locus of control significantly predicted OCB on the low situation cue strength subscale. Although not significant, positive affectivity accounted for over 9% of the variance in OCB on the low situation cue strength subscale. Please see Table 9 for further results of the regression analysis, and Figure 1 for a depiction of the model.

Next, a second simultaneous regression, again using the Enter method, examined equity sensitivity, positive affectivity, self-esteem, locus of control, and the OCB subscale for medium situation cue strength. Again, due to the aforementioned effects of time in position and part versus full time employment, these demographic variables were included as the first block of variables in the analysis in order to control for their potential effects. The four aforementioned predictors comprised the second block of variables. Results of the regression analysis revealed a significant R^2 for the main effects entered in Step 2 of the model, [$F(6,380) = 7.12, p = .000$]. The model explains 10.1% of the variance, ($R^2 = .101, p < .001$). This effect was driven primarily by equity sensitivity, ($B = .272, t(380) = 5.53, p < .001$) and positive affectivity, ($B = .118, t(380) = 2.24, p < .05$). Neither self-esteem nor internal locus of control significantly predicted OCB on

the medium situation cue strength subscale. Please see Table 10 for further results of this regression analysis, and Figure 2 for a depiction of the model.

Finally, a third simultaneous regression, using the Enter method, examined equity sensitivity, positive affectivity, self-esteem, locus of control, and the OCB subscale for high situation cue strength. Again, due to the aforementioned effects of time in position and part versus full time employment, these demographic variables were included as the first block of variables in the analysis in order to control for their potential effects. The four aforementioned predictors comprised the second block of variables. Results of the regression analysis revealed a significant R^2 for the main effects entered in Step 1 of the model, [$F(2,384) = 5.76, p = .003$]. The model explains 2.9% of the variance, ($R^2 = .029, p < .01$). This effect was driven primarily by part versus full time employment status, ($B = .134, t(384) = 2.45, p < .05$), as time in position did not significantly predict OCB on the high situation cue strength subscale.

Results of this regression analysis also revealed a significant R^2 for the main effects entered in Step 2 of the model, [$F(6,380) = 7.24, p = .000$]. The model explains 10.3% of the variance, ($R^2 = .103, p < .001$). This effect was driven primarily by equity sensitivity, ($B = .175, t(380) = 3.57, p < .001$) and positive affectivity, ($B = .124, t(380) = 2.36, p < .05$). Neither self-esteem nor internal locus of control significantly predicted OCB on the high situation cue strength subscale, although internal locus of control accounted for over 10% of the variance in OCB on the high situation cue strength subscale. Please see Table 11 for results of this regression analysis, and Figure 3 for a depiction of the model.

Interactions

To assess for possible support for an interaction effect between personality characteristics and OCB across situation levels, standardized regression coefficients were compared across the

three regression models described above. Comparison of standardized regression coefficients for equity sensitivity across the low, medium, and high situation cue strength OCB subscales revealed a .093 difference in standardized regression coefficients between low and medium subscales, .097 difference between medium and high subscales, and .004 difference between low and high subscales.

Comparison of standardized regression coefficients for positive affectivity across the low, medium, and high situation cue strength OCB subscales revealed a .025 difference in standardized regression coefficients between low and medium subscales, .006 difference between medium and high subscales, and .031 difference between low and high subscales. Comparison of standardized regression coefficients for internal locus of control across the low, medium, and high situation cue strength OCB subscales revealed a .030 difference in standardized regression coefficients between low and medium subscales, .131 difference between medium and high subscales, and .100 difference between low and high subscales.

Finally, comparison of standardized regression coefficients for self-esteem across the low, medium, and high situation cue strength OCB subscales revealed a .061 difference in standardized regression coefficients between low and medium subscales, .042 difference between medium and high subscales, and .103 difference between low and high subscales. Please see Tables 12 and 13 for a summary of these differences.

DISCUSSION

Summary of Findings

The purpose of this study was two-fold. The first objective this study was to develop a reliable, accurate measure of OCB. The second aim of this study was to utilize the newly developed OCB measure to determine how certain personality characteristics and situational

influences interacted to produce helping behavior. More specifically, this study examined whether equity sensitivity, internal locus of control, self-esteem, and positive affectivity predict employees' decision to engage in OCB. Further, the current study examined whether situation cue strength moderated the relationship between the aforementioned personality characteristics and employees' decision to engage in helping behavior.

Development of the OCB Scale

Results of Phase One and Phase Two analyses support a high level of reliability for the Citizenship Behavior Survey developed in this study. Although factor analysis failed to support a three-factor model comprised of the three OCB cue strength subscales, results support a model of the scale which answers the call from LePine et al. (2002) for a measure of OCB which is reliable, assesses all the highly correlated subdimensions of OCB, and offers realistic behavioral response options. As such, this study contributes a highly reliable measure of OCB, which takes into account the influence of cue strength, the various subdimensions of OCB, and meets the calls of previous research for an OCB assessment which is realistic, accurate, and simple and cost-effective to administer.

Demographic and Personality Variables as Predictors of OCB

Results of analyses support two of the main effects hypotheses set forth in this study. First, positive affectivity was significantly correlated with all three OCB subscales. In addition, positive affectivity was found to significantly predict OCB across both high and medium cue strength helping situations.

Second, equity sensitivity was found to significantly predict OCB in situations of high, medium, and low cue strength. A unique contribution of this study is the examination of the relationship between equity sensitivity and OCB, across all levels of situation cue strength. In

addition, this study is unique in that it examines this relationship in conjunction with other demographic and personality predictors of OCB, including time in position, part versus full time employment, positive affectivity, internal locus of control, and self-esteem.

Results of analyses in this study reveal the importance of equity sensitivity in predicting OCB. More specifically, this study indicates that even after the influence of demographic variables on OCB has been accounted for, and equity sensitivity is entered simultaneously in a regression model with other personality predictors, equity sensitivity still is found to significantly predict OCB across all levels of situation cue strength and subdimensions of OCB.

In addition, examination of correlations (see Table 8) indicates that equity sensitivity is not significantly correlated with any of the other predictor variables used in this study. As such, the predictive power of equity sensitivity in relation to OCB is not due to the relationship between equity sensitivity and self-esteem, positive affectivity, or internal locus of control. In other words, the relationship between OCB and equity sensitivity is not simply an artifact of a correlation between equity sensitivity and the other predictor variables examined in this study.

Further, across all levels of cue strength, the simultaneously-entered personality characteristics were found to significantly predict OCB. However, closer examination of results revealed that equity sensitivity carried the weight of the predictive power and explained variance in OCB. As such, although past research has found significant relationships between OCB and self-esteem, positive affectivity, and internal locus of control, future research calls for more stringent examination of these variables which accounts for the predictive power of equity sensitivity.

Potential Benefits of the Study

This study answered the call in the OCB literature for a reliable assessment of OCB, comprised of items reflecting workplace helping situations, which captures the full variance of the OCB dimension, includes responses that represent a range of realistic workplace behaviors, and acknowledges the influence of situation cue strength on behaviors. This new assessment can be utilized in both research and applied settings to better understand the relationship between predictors of helping behavior, and the helping behavior itself.

This study also takes into account the social-cognitive perspective while exploring OCB, and the contradicting results of previous research in the field. This study examined OCB from a unique perspective, simultaneously acknowledging the power of the situation and the influence of personality characteristics in predicting OCB. This research further delineated the relationship between self-esteem, equity sensitivity, positive affectivity, internal locus of control, and OCB. In addition, this study offers a unique contribution to the OCB literature, as the role of equity sensitivity in employee decisions to engage in helping behavior was explicitly explored.

Limitations

A key limitation of this study is the sample used to pilot test the OCB Scale. The sample is limited in two ways: first, the size of the sample is relatively small. Second, the individuals who participated in the pilot study, undergraduate students at Virginia Polytechnic Institute & State University, are not necessarily representative of the general population of employees to which the OCB Scale is intended to be applied.

One of the purposes of the pilot study was a manipulation check of the cue strength of the situations which are the items of the OCB Scale. A potential limitation of this study is that this sample of students might not perceive the situations, and the cue strength which they reflect, in the same way as the general workplace population. If this is the case, then further studies might

actually assign different situations (items) to different subscales, and lead to different results for analyses of the relationships hypothesized in this study.

Another limitation of this study related to the OCB subscale is that it is assumed that an individual who endorses a given OCB response would actually perform the same OCB response if actually confronted with the described situation. Unfortunately, this is an underlying assumption for much survey research. Field study of actual OCB in the workplace was not feasible for this project, and in an effort to address this issue, the OCB Scale responses were designed to reflect a variety of realistic behavioral response options one might perform in the workplace.

A final limitation of the study is the limited demographics represented in the sample for Phase Two of the study. The majority of respondents were female, in paid positions, representing a limited number of industries. Results of the analyses of this study might be more accurate, and more generalizable, had a wider variety of demographic groups been represented in the data.

Directions of Future Research

As was previously stated, there are several paths for future research to further explore the relationships and results set forth in this study. First, factor analysis should be conducted to explore the number and nature of the factors underlying the OCB Scale developed in this study. Specifically, future work should explore whether Mischel's theory of situation cue strength, or LePine et al.'s (2002) unidimensional construct of OCB, might be reflected in the factor structure of the survey. Further support for the reliability and validity of the OCB Scale is also warranted, across settings, occupations, and age and demographic groups.

Additionally, the interaction effects of situation cue strength on the relationship between personality characteristics and OCB should be further explored. A more stringent test of interaction, and the inclusion of other personality characteristics as predictors, are valuable avenues of exploration. Examination of alternate explanations for the results of analyses involving self-esteem and locus of control is also warranted. Finally, researchers should also explore possible explanations for the contradictory results that failed to support the hypothesized direction of the interaction.

Future research should also utilize the OCB assessment in such a way that it is collapsed across levels of cue strength (or subscales), and the resulting total OCB score is used. Further exploration of the unique contributions of equity sensitivity, along with other previously explored predictors of OCB, should be conducted with this final, collapsed version of the Citizenship Behavior Survey.

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Appendix A: Consent Information Document.

VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY

**CONSENT INFORMATION DOCUMENT:
Adult Consent Form**

YOU MUST BE AT LEAST 18 YEARS OF AGE TO PARTICIPATE IN THIS STUDY.

STUDY TITLE: A Social Cognitive Assessment of Organizational Citizenship Behavior

PRINCIPAL INVESTIGATOR: Cynthia Fife, Department of Psychology

Purpose of the Study

The objective of this study is to develop an assessment of helping behavior in the workplace, or organizational citizenship behavior, that can be used in a variety of industries. This study will also use the same helping behavior survey to determine how personal characteristics influence an individual's decision to help in a variety of workplace situations. It will also examine how situational cues in the workplace affect an employee's decision to help.

Approximately 200 individuals, including undergraduate students at Virginia Polytechnic Institute & State University and various professionals in the fields of real estate, local government, construction, and safety, will be recruited for this experiment, which will take approximately two hours of your time. Please note that **only individuals age 18 or older** are eligible to participate in this study.

This study is conducted by Cynthia Fife, who is a graduate student in Virginia Tech's Industrial/Organizational Psychology program. If you have any questions about this study, please feel free to contact any of the following individuals:

Cynthia Fife: (540) 231-6040 or cfife05@vt.edu
Dr. E. Scott Geller: (540) 231-6223 or esgeller@vt.edu
Dr. Robert Stephens, Chair Psychology Department : (540) 231-6304
Dr. David Harrison, Chair HSC: (540) 231-4422
Dr. David Moore, Chair IRB: (540) 231-4991 or moored@vt.edu

Procedure to Be Followed

This study will be posted online through SurveyMonkey online survey system. For students at Virginia Polytechnic Institute & State University, a link to this study will be posted online using Sona Systems, the Department of Psychology's online Experiment Management System.

Upon arrival at the survey website, you will be given a copy of this consent information form to read and accept. Following your acceptance and agreement to participate, this study will commence and take approximately fifteen minutes of your time. During this time, you will use a personal computer of your choice to complete six online measures. Four of these five measures will assess your individual characteristics. The fifth measure is a brief demographics

questionnaire regarding some of your personal characteristics, and your most recent employment.

The sixth measure will assess your beliefs about helping in the workplace. For this measure, you will be provided with several concise vignettes to read. Each vignette describes a situation, set in the workplace, in which someone asks for your help. Following each vignette are several possible responses to the given situation. You will be asked to envision yourself in your current or most recent job, and to choose the response option that best reflects how you would respond to the given situation. Your goal as the employee in the situation described is to simply choose the response option that most closely matches how you would react in the situation described. There are no right or wrong answers, as you are responding according to **your opinion**.

Anonymity of Subjects

The results of this study will be kept strictly confidential. The information you provide will have any identifying information removed and a number will be used to identify you when we look at the information you have provided. The information obtained in this project may be used for scientific or educational purposes. It may be presented at scientific meetings and/or published and reproduced in professional journals, books, or used for any other purpose that Virginia Tech's Department of Psychology considers proper in the interest of education, dissemination of knowledge, or research. However, information collected will not be presented in any manner that will identify you or anyone else by name.

Discomforts and Risks from Participating in This Study

There are no more than minimal risks to you from participation in this study.

Benefits of the Project

The personal benefit of this study is that it exposes you to various measures that you may encounter in various job selection test batteries. Further, you will explore your personal views regarding helping behavior in the workplace.

Freedom to Withdraw

Your participation in this study is completely voluntary. If you choose to participate, you may withdraw from the study at any time without penalty. You do not have to answer any questions that make you feel uncomfortable. You may stop answering questions at any time you choose.

Compensation

If you are a student at Virginia Polytechnic Institute & State University, you will receive one extra-credit point per hour of participation (with a maximum of **two** extra credit points) toward a Psychology class you are enrolled in, that is listed on the Sona System. Note that if you choose not to participate, there may be other opportunities to accrue extra-credit points from other studies, or activities.

Subject Permission

I have read and understand the description of the study. I have had an opportunity to ask questions and to have them answered. I hereby acknowledge the above and give my voluntary consent for participation in this study. I further understand that I may withdraw at any time with

out penalty. I understand that I can have any questions regarding this research and its conduct answered for me.

Appendix B: Potential situations for the Situation-Response Scale.

1. While a coworker is out for an extended period of time, s/he asks you to send him/her occasional emails to keep him/her current with memos, announcements, etc. You...
2. A coworker will be out of the office for an extended period of time, and major changes are coming up in his/her department that will affect his/her work. S/he asks you to keep him/her updated through emails and phone calls. You...
3. A coworker approaches you saying s/he has an irresolvable conflict with another coworker, and asks you to act as a mediator to help resolve the issue. You...
4. A coworker approaches you saying s/he has an irresolvable conflict with another coworker on which s/he is working on a valuable project, and asks you to act as a mediator to help resolve the issue. You...
5. The nature of your job is such that it affects the ability of several of your coworkers to perform their jobs. A coworker asks you to keep him/her updated on your progress and changes in your schedule so s/he can plan his/her schedule, and inform others who depend on him/her of the schedule as well. You...
6. The nature of your job is such that it affects the ability of several of your coworkers to perform their jobs. A coworker asks you to keep him/her updated on your progress/changes in your schedule on an important project so s/he can plan his/her schedule for the same project, and inform others whose work depends on him/her of the schedule as well. You...
7. A coworker often approaches you for help with minor issues s/he perceives as very major problems (in other words, s/he makes mountains out of molehills). S/he asks you for help with his/her problems, but says s/he could just go to your supervisor with it again instead. You...
8. You have a coworker who is the “squeaky wheel who always needs greasing.” S/he frequently asks you for advice and reassurance on a project to which s/he has been assigned. You...
9. You have a coworker who is the “squeaky wheel who always needs greasing.” S/he frequently asks you for advice and reassurance on a valuable project to which s/he has been assigned. You...
10. You are working alone with a coworker when s/he asks you to join him/her in breaking one of your organization’s rules by taking an extra 15 minutes for a long coffee break, reassuring you that no one will know. You...

11. You are working alone with a coworker when s/he asks you to join him/her in breaking one of your organization's rules by dishonestly using paid sick leave to go on an extended weekend getaway, reassuring you that no one will know. You...
12. A coworker asks you to join him/her in leaving work a couple of hours early to grab something to eat while still logging a full days' work, ensuring you that s/he has done it plenty of times without getting caught. You...
13. You are working on a task for which you know two ways to complete, each of which requires an equal amount of time and effort. A coworker asks you to take one of the two approaches because it will make his/her work on the same project easier, whereas if you use the other approach, it will make his/her work on the project much more difficult and time-consuming. You...
14. You are working on an important project for which the deadline is quickly approaching, and know of two ways to carry it out, each of which requires an equal amount of time and effort. A coworker asks you to take one of the two approaches because it will make his/her work on the project easier, whereas if you use the other approach, it will make his/her work on the project much more difficult and more time consuming. You...
15. Your organization hires a new employee within your department. S/he asks you to show him/her around and help him/her "learn the ropes" for his/her first few weeks in the organization. You...
16. A new coworker has completed training, but is still unsure of the proper procedure for certain tasks with which you are familiar. S/he approaches you to ask for your help in learning these tasks, with which you are familiar. You...
17. A new coworker has completed training, but is still unsure of the proper procedure for certain tasks integral to the performance of his/her job and the smooth functioning of the organization. S/he approaches you to ask for your help in learning these tasks, with which you are familiar. You...
18. A coworker approaches you because someone in your department has failed to deliver the work s/he promised in a timely manner. The coworker explains to you that the execution of his/her job depends on the deliverable from your department. The coworker asks you to complete the undelivered assignment for him/her so that s/he can do his/her job punctually. You...
19. A coworker approaches you because someone in your department has failed to deliver the work s/he promised in a timely manner. The coworker explains to you that the completion of a presentation for an important client depends on the deliverable from your department. The coworker asks you to complete the undelivered assignment for him/her so that s/he can do his/her job punctually. You...

20. You are eating lunch in the break room at your workplace when coworkers begin gossiping and speaking negatively about another coworker with whom you have been working on an assignment. The gossiping coworkers look for you to join in on the unkind remarks. You...
21. You are eating lunch in the break room at your workplace when coworkers begin speaking negatively about your organization and its policies. A group of new employees dining nearby overhear the conversation and appear uneasy with the negative conversation. The gossiping coworkers look for you to join in on the unkind remarks. You...
22. A coworker asks you for help because s/he does not have the authority to access the information necessary for him/her do his/her job well. S/he asks you to help brainstorm other ways to approach the task such that it avoids the authority roadblock s/he has encountered. You...
23. A coworker informs you that s/he usually represents the organization at an annual charity event, but this year has too many extra responsibilities at work to make the commitment. S/he asks you to take on her/his position representing your organization at the upcoming charity event. You...
24. A coworker informs you that s/he usually represents the organization at an annual local job fair, but this year has too many extra responsibilities at work to make the commitment. S/he asks you to take on her/his position representing your organization at the upcoming job fair. You...
25. A coworker describes a predicament in which s/he has been assigned to a complex, costly project with very little direction or instruction from her/his supervisor. S/he requests your guidance in seeing the project through to its completion. You...
26. A coworker describes a predicament in which s/he has been assigned to a project with very little direction or instruction from her/his supervisor. S/he requests your guidance in seeing the project through to its completion. You...
27. You have been working very hard for the past year to earn a promotion, and although you feel you earned it, your supervisor chooses your coworker as the recipient of the promotion. You...
28. You have worked especially hard on a valuable project for an important client for several months, and throughout the course of the project, received very positive feedback. It is the day before the project's deadline and your supervisor criticizes several aspects of your work. You...
29. A coworker asks you to help him/her with a project in which many resources have been invested so that your organization might acquire a client it has been pursuing for quite

some time. You know that helping your coworker will be very time-consuming, and you will not receive any acknowledgement for your efforts. You...

30. A coworker asks you to help him/her with a project to which s/he has been assigned. You know that helping your coworker will be very time-consuming, and you will not receive any acknowledgement for your efforts. You...
31. A coworker asks you to help him/her with a project in which many resources have been invested so that your organization might acquire a client it has been pursuing for quite some time. You know that helping your coworker will be very time-consuming, and you will not receive any acknowledgement for your efforts, while your coworker will likely receive a promotion if the project is successfully executed. You...
32. A coworker is overloaded with obligations at work, and asks you to take on one of his/her assignments. You know you will not receive any acknowledgement for your work. You...
33. A coworker tells you s/he needs access to resources to perform her/his job, but is unaware of the availability of resources and does not know how to access them. You...
34. You receive an email from a coworker informing you of a meeting intended to update employees on current organization news and updates. Attendance is not mandatory. You...
35. You receive an email from a coworker informing you of a meeting intended to update employees on important changes to organizational policies and procedures which directly affect you. Attendance is not mandatory. You...
36. A coworker sends you an email about an optional training workshop for skills related to your area of expertise. You...
37. A coworker asks you to attend an optional training workshop with him/her. The topic of the workshop is not your area of expertise, but it is related to your field and would allow you to expand the skill set that you bring to the organization for which you work. You...
38. Your organization needs someone who has expertise in a certain content area. You receive an email from a coworker for a training workshop that addresses this specific content area. You...
39. To obtain a major client, your organization needs someone who has expertise in a certain content area. You receive an email from a coworker for a training workshop that addresses this specific content area. You...
40. It is Friday afternoon, and a presentation is due Monday for a potential client which your organization must obtain for financial reasons. The coworker responsible for the

presentation is taking personal leave, and asks you to finish the presentation over the weekend, and deliver it to the client Monday. You...

41. A coworker asks for your help on a task with which you are very familiar, and s/he has no previous experience. You...
42. A few people in your department have been out sick for the past week. A coworker asks you to join him/her in working over the weekend to catch up on their overdue paperwork. You...

Appendix C: Helping behavior scale (to be adapted to each situation)

POSITIVE RESPONSES

Exactly what was asked
Above and beyond what was asked

POSTPONE HELPING RESPONSE

Decline helping this time but offer to help another occasion

NEGATIVE RESPONSES

Politely decline to help
Avoid situation/person

Appendix D: Specific responses for situation behavior survey

1.
 - A. Agree to send occasional emails with important updates and information.
 - B. Agree to send weekly emails with a summary of all updates, memos and relevant organizational changes, and call his home phone number when you think something is especially important.
 - C. Tell him you cannot help this time, but next time he needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell him you need time to make a decision, then avoid him so you do not have to help.

2.
 - A. Agree to help with occasional emails and phone calls with important updates and information.
 - B. Agree to help with weekly emails and phone calls with a summary of all updates, memos and relevant organizational changes.
 - C. Tell him you cannot help this time, but next time he needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell him you need time to make a decision, then avoid him so you do not have to help.

3.
 - A. Agree to act as a mediator in order to help your coworker resolve their conflict.
 - B. Agree to act as a mediator in order to help your coworker resolve their conflict, and give them some information from your company's website about conflict resolution workshops.
 - C. Decline to mediate, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.

4.
 - A. Agree to act as a mediator in order to help your coworker resolve their conflict.
 - B. Agree to act as a mediator in order to help your coworker resolve their conflict, and give them some information from your company's website about conflict resolution workshops.
 - C. Decline to mediate, but tell her next time she needs help you would be willing to lend a hand.

- D. Decline to help, and gently say that you feel that this is too much to ask of someone.
- E. Tell her you need time to make a decision, then avoid her so you do not have to help.

5.

- A. Agree to keep him updated on any changes in work schedule that will affect his work.
- B. Agree to keep him updated on any changes in work schedule that will affect his work, and send daily email updates regarding the progress of your work.
- C. Decline to send him updates, but tell him next time he needs help you would be willing to lend a hand.
- D. Decline to help, and gently say that you feel that this is too much to ask of someone.
- E. Tell him you need time to make a decision, then avoid him so you do not have to help.

6.

- A. Agree to keep him updated on any changes in work schedule that will affect his work.
- B. Agree to keep him updated on any changes in work schedule that will affect his work, and send daily email updates regarding the progress of your work.
- C. Decline to send him updates, but tell him next time he needs help you would be willing to lend a hand.
- D. Decline to help, and gently say that you feel that this is too much to ask of someone.
- E. Tell him you need time to make a decision, then avoid him so you do not have to help.

7.

- A. Agree to help her resolve the problems at hand.
- B. Agree to help her resolve the problems at hand, tell her just to come to you with any problems she encounters in the future, and check in with her occasionally to see if she needs help with anything.
- C. Decline to help her, but tell her next time she needs help you would be willing to lend a hand.
- D. Decline to help, and gently say that you feel that this is too much to ask of someone.
- E. Tell her you need time to make a decision, then avoid her so you do not have to help.

8.

- A. Agree to give him advice and reassurance when he requests it.
- B. Agree to give him advice and reassurance when he requests it, tell him just to come to you with any problems he encounters in the future, and check in with him occasionally to see if he needs help with anything.
- C. Decline to help him, but tell him next time he needs help you would be willing to lend a hand.
- D. Decline to help, and gently say that you feel that this is too much to ask of someone.

E. Tell him you need time to make a decision, then avoid him so you do not have to help.

9.

- A. Agree to give him advice and reassurance when he requests it.
- B. Agree to give him advice and reassurance when he requests it, tell him just to come to you with any problems he encounters in the future, and check in with him occasionally to see if he needs help with anything.
- C. Decline to help him, but tell him next time he needs help you would be willing to lend a hand.
- D. Decline to help, and gently say that you feel that this is too much to ask of someone.
- E. Tell him you need time to make a decision, then avoid him so you do not have to help.

10.

- A. Decline to join in, but tell her to enjoy her break.
- B. Decline to take a long break, and tell her she should not either, citing your organization's break policies.
- C. Decline to take a long break, and refrain from mentioning break rules this time, but tell yourself you will bring it up next time this happens.
- D. Decline to intervene, and tell yourself that it is too much to ask of someone.
- E. Avoid taking breaks at the same time as your coworker.

11.

- A. Decline to join in, but tell her to enjoy her time off.
- B. Decline to take time off, and tell her she should not either, citing your organization's break policies.
- C. Decline to take time off, and refrain from mentioning break rules this time, but tell yourself you will bring it up next time this happens.
- D. Decline to intervene, and tell yourself that it is too much to ask of someone.
- E. Work on a different part of the project to avoid your coworker.

12.

- A. Decline to join in, but tell him to enjoy his time off.
- B. Decline to leave work early, and tell him she should not either, citing your organization's leave policies.
- C. Decline to leave work early, and refrain from mentioning leave rules this time, but tell yourself you will bring it up next time this happens.
- D. Decline to intervene, and tell yourself that it is too much to ask of someone.
- E. Work on another part of the project to avoid answering your coworker.

- 13.
- A. Agree to take the approach that will make her job less difficult.
 - B. Agree to take the approach that will make her job less difficult and offer to do anything else she needs to make her work less difficult.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.
- 14.
- A. Agree to take the approach that will make her job less difficult.
 - B. Agree to take the approach that will make her job less difficult and offer to do anything else she needs to make her work less difficult.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.
- 15.
- A. Agree to show her around and tell her to contact you if she has any questions.
 - B. Agree to show her around, tell her to contact you if she has any questions, and check in with her over her first few weeks to see how she is doing.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.
- 16.
- A. Agree to help him learn these specific tasks.
 - B. Agree to help him learn these specific tasks, and offer to help him with anything else he needs in the future.
 - C. Decline to help, but tell him next time he needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell him you need time to make a decision, then avoid him so you do not have to help.
- 17.
- A. Agree to help him learn these specific tasks.
 - B. Agree to help him learn these specific tasks, and offer to help him with anything else he needs in the future.
 - C. Decline to help, but tell him next time he needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell him you need time to make a decision, then avoid him so you do not have to help.

- 18.
- A. Agree to complete the assignment your coworker failed to deliver.
 - B. Agree to complete the assignment your coworker failed to deliver and tell your coworker to contact you if she has any problems in the future.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.
- 19.
- A. Agree to complete the assignment your coworker failed to deliver.
 - B. Agree to complete the assignment your coworker failed to deliver and tell your coworker to contact you if she has any problems in the future.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.
- 20.
- A. Decline to join in, but say nothing as they continue to gossip.
 - B. Decline to join in, and tell them they should refrain from doing so as well.
 - C. Decline to join in, and refrain from mentioning rules this time, but tell yourself you will bring it up next time this happens.
 - D. Decline to intervene, telling yourself that it is too much to ask of someone.
 - E. Eat lunch at a different time to avoid these coworkers.
- 21.
- A. Decline to join in, but say nothing as they berate the organization.
 - B. Decline to join in, and tell them they should refrain from doing so as well.
 - C. Decline to join in, and refrain from mentioning rules this time, but tell yourself you will bring it up next time this happens.
 - D. Decline to intervene, telling yourself that it is too much to ask of someone.
 - E. Eat lunch at a different time to avoid these coworkers.
- 22.
- A. Agree to help her brainstorm another approach.
 - B. Agree to help her brainstorm another approach and offer to arrange access for her to the information she needs.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.

- 23.
- A. Agree to represent your organization at the upcoming charity event.
 - B. Agree to represent your organization at the upcoming charity event, recruit coworkers to help, and set up a permanent volunteer committee in your organization for charity events.
 - C. Decline to help, but tell him next time he needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell him you need time to make a decision, then avoid him so you do not have to help.
- 24.
- A. Agree to represent your organization at the upcoming job fair.
 - B. Agree to represent your organization at the upcoming job fair, recruit coworkers to help, and set up a permanent volunteer committee in your organization for job fairs.
 - C. Decline to help, but tell him next time he needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell him you need time to make a decision, then avoid him so you do not have to help.
- 25.
- A. Agree help her throughout the course of the project.
 - B. Agree help her throughout the course of the project and offer to help with anything else she might need in the future.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.
- 26.
- A. Agree help her throughout the course of the project.
 - B. Agree help her throughout the course of the project and offer to help with anything else she might need in the future.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.
- 27.
- A. Agree to meet with your supervisor and keep your disappointment to yourself.
 - B. Agree to meet with your supervisor, keep your disappointment to yourself, and congratulate your coworker on her promotion.
 - C. Decline to meet with your supervisor, but tell her next time she needs to discuss something else you would be glad to meet with her.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to try to fit the meeting in your schedule, then avoid her so you do not have to meet.

- 28.
- A. Agree to meet with him and accept his criticism.
 - B. Agree to meet with him, accept his criticisms, and agree to correct them immediately.
 - C. Decline to meet with your supervisor, but tell him you would be happy to meet another time to discuss any other valid concerns.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell him you need time to try to fit the meeting in your schedule, then avoid him so you do not have to meet.
- 29.
- A. Agree to help your coworker with the project.
 - B. Agree to help your coworker with the project, work overtime to do so, and recruit coworkers to help.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.
- 30.
- A. Agree to help your coworker with the project.
 - B. Agree to help your coworker with the project, work overtime to do so, and recruit coworkers to help.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Tell her you need time to make a decision, then avoid her so you do not have to help.
- 31.
- A. Agree to help your coworker with the project.
 - B. Agree to help your coworker with the project, work overtime to do so, and recruit coworkers to help.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.
- 32.
- A. Agree to take on the assignment for him.
 - B. Agree to take on the assignment for him and offer to help with anything else she might need in the future.
 - C. Decline to help, but tell him next time he needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell him you need time to make a decision, then avoid him so you do not have to help.

- 33.
- A. Tell her where she can find relevant information about the resources she needs.
 - B. Tell her where she can find relevant information about the resources she needs, whom to contact to access the resources, and notify the proper administrator that the current system is faulty.
 - C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
 - D. Decline to help, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to help.
- 34.
- A. Agree to attend the meeting
 - B. Agree to attend the meeting, convince several of your coworkers to attend, and offer to take notes at the meeting and distribute them to coworkers not in attendance.
 - C. Decline to attend, but tell him you will attend the next meeting.
 - D. Decline to attend, and gently say that you feel that this is too much to ask of someone.
 - E. Tell him you need time to make a decision, then avoid him so you do not have to attend.
- 35.
- A. Agree to attend the meeting
 - B. Agree to attend the meeting, convince several of your coworkers to attend, and offer to take notes at the meeting and distribute them to coworkers not in attendance.
 - C. Decline to attend, but tell him you will attend the next meeting.
 - D. Decline to attend, and gently say that you feel that this is too much to ask of someone.
 - E. Tell him you need time to make a decision, then avoid him so you do not have to attend.
- 36.
- A. Sign up to attend the workshop.
 - B. Sign up to attend the workshop and convince several of your coworkers to attend as well.
 - C. Decline to attend, but tell her you will attend the next employee development program the organization holds.
 - D. Decline to attend, and gently say that you feel that this is too much to ask of someone.
 - E. Tell her you need time to make a decision, then avoid her so you do not have to attend.
- 37.
- A. Sign up to attend the workshop.
 - B. Sign up to attend the workshop and convince several of your coworkers to attend as well.
 - C. Decline to attend, but tell her you will attend the next employee development program the organization holds.

- D. Decline to attend, and gently say that you feel that this is too much to ask of someone.
- E. Tell her you need time to make a decision, then avoid her so you do not have to attend.

38.

- A. Sign up to attend the workshop.
- B. Sign up to attend the workshop and convince several of your coworkers to attend as well.
- C. Decline to attend, but tell her you will attend the next employee development program the organization holds.
- D. Decline to attend, and gently say that you feel that this is too much to ask of someone.
- E. Tell her you need time to make a decision, then avoid her so you do not have to attend.

39.

- A. Sign up to attend the workshop.
- B. Sign up to attend the workshop and convince several of your coworkers to attend as well.
- C. Decline to attend, but tell her you will attend the next employee development program the organization holds.
- D. Decline to attend, and gently say that you feel that this is too much to ask of someone.
- E. Tell her you need time to make a decision, then avoid her so you do not have to attend.

40.

- A. Agree to finish and deliver the presentation.
- B. Agree to finish and deliver the presentation, recruit several of your coworkers to help, and offer to take care of anything else he needs while out of the office.
- C. Decline to help, but tell him next time he needs help you would be willing to lend a hand.
- D. Decline to help, and gently say that you feel that this is too much to ask of someone.
- E. Tell him you need time to make a decision, then avoid him so you do not have to help.

41.

- A. Agree to help her with the task.
- B. Agree to help her with the task and offer to help her with anything else she needs in the future.
- C. Decline to help, but tell her next time she needs help you would be willing to lend a hand.
- D. Decline to help, and gently say that you feel that this is too much to ask of someone.
- E. Tell her you need time to make a decision, then avoid her so you do not have to help.

42.

- A. Agree to join him to catch up on overdue paperwork.
- B. Agree to join him to catch up on overdue paperwork, and recruit several of your coworkers to help as well.
- C. Decline to help, but tell him next time he needs help you would be willing to lend a hand.
- D. Decline to help, and gently say that you feel that this is too much to ask of someone.
- E. Tell him you need time to make a decision, then avoid him so you do not have to help.

Appendix E: Situation Response Survey Pilot Version

CITIZENSHIP BEHAVIOR SURVEY INSTRUCTIONS

INSTRUCTIONS: Below are several situations that you might encounter at work. Following each situation are five different ways that you might respond to it. First, read each situation, then rate it on a scale of 1 – 3 on *importance of the help needed in the situation*, with 1 = low importance of the need for help; 2 = medium importance of the need for help; 3 = high importance of the need for help. Keep in mind, there are no right or wrong answers; your opinion is the “answer.”

After you rate a situation on the importance of help, please read the corresponding response options. After you read *all* the response options, please rank them on a scale of 1 to 5 on *the amount of help given*, with 1 = **least** amount of help; 2 = second least amount of help; 3 = third most amount of help; 4 = second most amount of help; and 5 = the **most** amount of help. You may use each number, or ranking, only once per set. Again, there are no right or wrong answers; your opinion is the “answer.” Below is an example:

Example Situation

Please rate the following situation on *importance of the help requested in the situation*:

 1 A sick coworker calls and asks you to attend a meeting on his behalf and let him know what he missed. You...

Example Responses

Please rank the following responses on *the amount of help given in the response*:

 5 Agree to attend the meeting and convince several of your coworkers to attend as well.

 4 Agree to attend the meeting.

 2 Decline to attend, and gently say that you feel that this is too much to ask of someone.

 3 Decline to attend, but tell him you would be happy to help out next time he needs something.

 1 Tell her you need time to make a decision, then avoid her so you do not have to attend.

CITIZENSHIP BEHAVIOR SURVEY

Situation 1

_____ A coworker asks you to help her with a project in which many resources have been invested so that your organization might acquire a client it has been pursuing for quite some time. You know that helping your coworker will be very time-consuming, and you will not receive any acknowledgement for your efforts. You...

Responses for Situation 1

- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Agree to help your coworker with the project, work overtime to do so, and recruit coworkers to help.
- _____ Agree to help your coworker with the project.
- _____ Decline to help, but tell her next time she needs help you would be willing to lend a hand.

Situation 2

_____ While a coworker is out for an extended period of time, he asks you to send him occasional emails to keep him current with memos, announcements, etc. You...

Responses for Situation 2

- _____ Tell him you cannot help this time, but next time he needs help you would be willing to lend a hand.
- _____ Agree to send occasional emails with important updates and information.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to help.
- _____ Agree to send weekly emails with a summary of all updates, memos and relevant organizational changes, and call his home phone number when you think something is especially important.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.

Situation 3

_____ The nature of your job is such that it affects the ability of several of your coworkers to perform their jobs. A coworker asks you to keep him updated on changes in your schedule on an important project so she can plan her schedule for the same project, and inform others whose work depends on him of the schedule as well. You...

Responses for Situation 3

- _____ Agree to keep her updated on any changes in work schedule that will affect his work.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to keep her updated on any changes in work schedule that will affect her work, and send daily email updates regarding the progress of your work.
- _____ Decline to send her updates, but tell her next time she needs help you would be willing to lend a hand.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.

Situation 4

_____ A coworker often approaches you for help with minor issues she perceives as very major problems (in other words, she makes mountains out of molehills). She asks you for help with her problems, but says she could just go to your supervisor with it again instead. You...

Responses for Situation 4

- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Agree to help her resolve the problems at hand, tell her just to come to you with any problems she encounters in the future, and check in with her occasionally to see if she needs help with anything.
- _____ Decline to help her, but tell her next time she needs help you would be willing to lend a hand.
- _____ Agree to help her resolve the problems at hand.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.

Situation 5

_____ A coworker asks you to join him in leaving work a couple of hours early to grab something to eat while still logging a full days' work, ensuring you that he has done it plenty of times without getting caught. You...

Responses for Situation

- _____ Decline to join in, but tell him to enjoy his time off.
- _____ Work on another part of the project to avoid answering your coworker.
- _____ Decline to leave work early, and refrain from mentioning leave rules this time, but tell yourself you will bring it up next time this happens.
- _____ Decline to leave work early, and tell him she should not either, citing your organization's leave policies.
- _____ Decline to intervene, and tell yourself that it is too much to ask of someone.

Situation 6

_____ You are working on an important project for which the deadline is quickly approaching, and know of two ways to carry it out, each of which requires an equal amount of time and effort. A coworker asks you to take one of the two approaches because it will make her work on the project easier, whereas if you use the other approach, it will make her work on the project much more difficult and more time consuming. You...

Responses for Situation 6

- _____ Agree to take the approach that will make her job less difficult and offer to do anything else she needs to make her work less difficult.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Decline to help, but tell her next time she needs help you would be willing to lend a hand.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to take the approach that will make her job less difficult.

Situation 7

_____ A new coworker has completed training, but is still unsure of the proper procedure for certain tasks with which you are familiar. He approaches you to ask for your help in learning these tasks, with which you are familiar. You...

Responses for Situation 7

- _____ Agree to help him learn these specific tasks.
- _____ Agree to help him learn these specific tasks, and offer to help him with anything else he needs in the future.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to help.
- _____ Decline to help, but tell him next time he needs help you would be willing to lend a hand.

Situation 8

_____ A coworker approaches you because someone in your department has failed to deliver the work she promised in a timely manner. The coworker explains to you that the execution of her job depends on the deliverable from your department. The coworker asks you to complete the undelivered assignment for her so that she can do her job punctually. You...

Responses for Situation 8

- _____ Decline to help, but tell her next time she needs help you would be willing to lend a hand.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to complete the assignment your coworker failed to deliver.
- _____ Agree to complete the assignment your coworker failed to deliver and tell your coworker to contact you if she has any problems in the future.

Situation 9

_____ You are eating lunch in the break room at your workplace when coworkers begin speaking negatively about your organization and its policies. A group of new employees dining nearby overhear the conversation and appear uneasy with the negative conversation. The gossiping coworkers look for you to join in on the unkind remarks. You...

Responses for Situation 9

- _____ Eat lunch at a different time to avoid these coworkers.
- _____ Decline to join in, but say nothing as they berate the organization.
- _____ Decline to intervene, telling yourself that intervening is too much to ask of someone.
- _____ Decline to join in, and tell them they should refrain from doing so as well.
- _____ Decline to join in, and refrain from mentioning rules this time, but tell yourself you will bring it up next time this happens.

Situation 10

_____ A coworker informs you that he usually represents the organization at an annual charity event, but this year has too many extra responsibilities at work to make the commitment. He asks you to take on his position representing your organization at the upcoming charity event. You...

Responses for Situation 10

- _____ Agree to represent your organization at the upcoming charity event.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to help.
- _____ Agree to represent your organization at the upcoming charity event, recruit coworkers to help, and set up a permanent volunteer committee in your organization for charity events.
- _____ Decline to help, but tell him next time he needs help you would be willing to lend a hand.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.

Situation 11

_____ A coworker describes a predicament in which she has been assigned to a project with very little direction or instruction from her/his supervisor. She requests your guidance in seeing the project through to its completion. You...

Responses for Situation 11

- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Agree help her throughout the course of the project and offer to help with anything else she might need in the future.
- _____ Decline to help, but tell her next time she needs help you would be willing to lend a hand.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree help her throughout the course of the project.

Situation 12

_____ To obtain a major client, your organization needs someone who has expertise in a certain content area. You receive an email from a coworker for a training workshop that addresses this specific content area. You...

Responses for Situation 12

- _____ Decline to attend, but tell him you will attend the next employee development program the organization holds.
- _____ Decline to attend, and gently say that you feel that this is too much to ask of someone.
- _____ Sign up to attend the workshop.
- _____ Sign up to attend the workshop and convince several of your coworkers to attend as well.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to attend.

Situation 13

_____ You have worked especially hard on a valuable project for an important client for several months, and throughout the course of the project, received very positive feedback. It is the day before the project's deadline and your supervisor criticizes several aspects of your work. You...

Responses for Situation 13

- _____ Decline to meet with your supervisor, but tell him you would be happy to meet another time to discuss any other valid concerns.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to meet with him and accept his criticism.
- _____ Agree to meet with him, accept his criticisms, and agree to correct them immediately.
- _____ Tell him you need time to try to fit the meeting in your schedule, then avoid him so you do not have to meet.

Situation 14

_____ You are working alone with a coworker when she asks you to join her in breaking one of your organization's rules by dishonestly using paid sick leave to go on an extended weekend getaway, reassuring you that no one will know. You...

Responses for Situation 14

- _____ Decline to take time off, and refrain from mentioning break rules this time, but tell yourself you will bring it up next time this happens.
- _____ Decline to intervene, and tell yourself that it is too much to ask of someone.
- _____ Decline to join in, but tell her to enjoy her time off.
- _____ Decline to take time off, and tell her she should not either, citing your organization's break policies.
- _____ Work on a different part of the project to avoid your coworker.

Situation 15

_____ A coworker asks you to help him with a project to which he has been assigned. You know that helping your coworker will be very time-consuming, and you will not receive any acknowledgement for your efforts. You...

Responses for Situation 15

- _____ Decline to help, but tell him next time she needs help you would be willing to lend a hand.
- _____ Agree to help your coworker with the project.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to help.
- _____ Agree to help your coworker with the project, work overtime to do so, and recruit coworkers to help.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.

Situation 16

___ A coworker is overloaded with obligations at work, and asks you to take on one of his assignments. You know you will not receive any acknowledgement for your work. You...

Responses for Situation 16

- ___ Decline to help, but tell him next time he needs help you would be willing to lend a hand.
- ___ Decline to help, and gently say that you feel that this is too much to ask of someone.
- ___ Agree to take on the assignment for him.
- ___ Agree to take on the assignment for him and offer to help with anything else she might need in the future.
- ___ Tell him you need time to make a decision, then avoid him so you do not have to help.

Situation 17

___ You receive an email from a coworker informing you of a meeting intended to update employees on current organization news and updates. Attendance is not mandatory. You...

Responses for Situation 17

- ___ Agree to attend the meeting
- ___ Agree to attend the meeting, convince several of your coworkers to attend, and offer to take notes at the meeting and distribute them to coworkers not in attendance.
- ___ Decline to attend, but tell him you will attend the next meeting.
- ___ Decline to attend, and gently say that you feel that this is too much to ask of someone.
- ___ Tell him you need time to make a decision, then avoid him so you do not have to attend.

Situation 18

___ A coworker asks for your help on a task with which you are very familiar, and she has no previous experience. You...

Responses for Situation 18

- ___ Agree to help her with the task.
- ___ Decline to help, and gently say that you feel that this is too much to ask of someone.
- ___ Tell her you need time to make a decision, then avoid her so you do not have to help.
- ___ Agree to help her with the task and offer to help her with anything else she needs in the future.
- ___ Decline to help, but tell her next time she needs help you would be willing to lend a hand.

Situation 19

___ You have a coworker who is the “squeaky wheel who always needs greasing.” He frequently asks you for advice and reassurance on a project to which he has been assigned. You...

Responses for Situation 19

- ___ Agree to give him advice and reassurance when he requests it, tell him just to come to you with any problems he encounters in the future, and check in with him occasionally to see if he needs help with anything.
- ___ Agree to give him advice and reassurance when he requests it.
- ___ Decline to help, and gently say that you feel that this is too much to ask of someone.

- _____ Decline to help him, but tell him next time he needs help you would be willing to lend a hand.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to help.

Situation 20

_____ A few people in your department have been out sick for the past week. A coworker asks you to join him in working over the weekend to catch up on their overdue paperwork. You...

Responses for Situation 20

- _____ Agree to join him to catch up on overdue paperwork.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to help.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to join him to catch up on overdue paperwork, and recruit several of your coworkers to help as well.
- _____ Decline to help, but tell him next time he needs help you would be willing to lend a hand.

Situation 21

_____ A new coworker has completed training, but is still unsure of the proper procedure for certain tasks integral to the performance of his job and the smooth functioning of the organization. He approaches you to ask for your help in learning these tasks, with which you are familiar. You...

Responses for Situation 21

- _____ Agree to help him learn these specific tasks, and offer to help him with anything else he needs in the future.
- _____ Agree to help him learn these specific tasks.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to help.
- _____ Decline to help, but tell him next time he needs help you would be willing to lend a hand.

Situation 22

_____ A coworker approaches you saying she has an irresolvable conflict with another coworker, and asks you to act as a mediator to help resolve the issue. You...

Responses for Situation 22

- _____ Agree to act as a mediator in order to help your coworker resolve their conflict.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Decline to mediate, but tell her next time she needs help you would be willing to lend a hand.
- _____ Agree to act as a mediator in order to help your coworker resolve their conflict, and give them some information from your company's website about conflict resolution workshops.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.

Situation 23

_____ A coworker will be out of the office for an extended period of time, and major changes are coming up in his department that will affect his work. He asks you to keep him/her updated through emails and phone calls. You...

Responses for Situation 23

- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to help with weekly emails and phone calls with a summary of all updates, memos and relevant organizational changes.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to help.
- _____ Agree to help with occasional emails and phone calls with important updates and information.
- _____ Tell him you cannot help this time, but next time he needs help you would be willing to lend a hand.

Situation 24

_____ Your organization needs someone who has expertise in a certain content area. You receive an email from a coworker for a training workshop that addresses this specific content area. You...

Responses for Situation 24

- _____ Sign up to attend the workshop and convince several of your coworkers to attend as well.
- _____ Sign up to attend the workshop.
- _____ Decline to attend, but tell her you will attend the next employee development program the organization holds.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to attend.
- _____ Decline to attend, and gently say that you feel that this is too much to ask of someone.

Situation 25

_____ The nature of your job is such that it affects the ability of several of your coworkers to perform their jobs. A coworker asks you to keep him updated on your progress and changes in your schedule so he can plan his schedule, and inform others who depend on him of the schedule as well. You...

Responses for Situation 25

- _____ Tell him you need time to make a decision, then avoid him so you do not have to help
- _____ Agree to keep him updated on any changes in work schedule that will affect his work.
- _____ Decline to send him updates, but tell him next time he needs help you would be willing to lend a hand.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to keep him updated on any changes in work schedule that will affect his work, and send daily email updates regarding the progress of your work.

Situation 26

_____ You have a coworker who is the “squeaky wheel who always needs greasing.” She frequently asks you for advice and reassurance on a valuable project to which she has been assigned. You...

Responses for Situation 26

- _____ Agree to give her advice and reassurance when she requests it, tell her just to come to you with any problems she encounters in the future, and check in with her occasionally to see if he needs help with anything.
- _____ Agree to give her advice and reassurance when she requests it.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Decline to help her, but tell her next time she needs help you would be willing to lend a hand.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.

Situation 27

_____ You are working alone with a coworker when she asks you to join her in breaking one of your organization’s rules by taking an extra 15 minutes for a long coffee break, reassuring you that no one will know. You...

Responses for Situation 27

- _____ Decline to take a long break, and tell her she should not either, citing your organization’s break policies.
- _____ Decline to intervene, and tell yourself that it is too much to ask of someone.
- _____ Decline to join in, but tell her to enjoy her break.
- _____ Avoid taking breaks at the same time as your coworker.
- _____ Decline to take a long break, and refrain from mentioning break rules this time, but tell yourself you will bring it up next time this happens.

Situation 28

_____ You are working on a task for which you know two ways to complete, each of which requires an equal amount of time and effort. A coworker asks you to take one of the two approaches because it will make her work on the same project easier, whereas if you use the other approach, it will make her work on the project much more difficult and time-consuming. You...

Responses for Situation 28

- _____ Decline to help, but tell her next time she needs help you would be willing to lend a hand.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to take the approach that will make her job less difficult.
- _____ Agree to take the approach that will make her job less difficult and offer to do anything else she needs to make her work less difficult.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.

Situation 29

_____ Your organization hires a new employee within your department. She asks you to show her around and help her “learn the ropes” for her first few weeks in the organization. You...

Responses for Situation 29

- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to show her around and tell her to contact you if she has any questions.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Agree to show her around, tell her to contact you if she has any questions, and check in with her over her first few weeks to see how she is doing.
- _____ Decline to help, but tell her next time she needs help you would be willing to lend a hand.

Situation 30

_____ A coworker approaches you because someone in your department has failed to deliver the work she promised in a timely manner. The coworker explains to you that the completion of a presentation for an important client depends on the deliverable from your department. The coworker asks you to complete the undelivered assignment for him/her so that she can do her job punctually. You...

Responses for Situation 30

- _____ Agree to complete the assignment your coworker failed to deliver.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Decline to help, but tell her next time she needs help you would be willing to lend a hand.
- _____ Agree to complete the assignment your coworker failed to deliver and tell your coworker to contact you if she has any problems in the future.

Situation 31

_____ A coworker asks you to attend an optional training workshop with him. The topic of the workshop is not your area of expertise, but it is related to your field and would allow you to expand the skill set that you bring to the organization for which you work. You...

Responses for Situation 31

- _____ Sign up to attend the workshop and convince several of your coworkers to attend as well.
- _____ Decline to attend, and gently say that you feel that this is too much to ask of someone.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to attend.
- _____ Decline to attend, but tell him you will attend the next employee development program the organization holds.
- _____ Sign up to attend the workshop.

Situation 32

_____ You are eating lunch in the break room at your workplace when coworkers begin gossiping and speaking negatively about another coworker with whom you have been working on an assignment. The gossiping coworkers look for you to join in on the unkind remarks. You...

Responses for Situation 32

- _____ Decline to join in, and tell them they should refrain from doing so as well.
- _____ Eat lunch at a different time to avoid these coworkers.
- _____ Decline to join in, and refrain from mentioning rules this time, but tell yourself you will bring it up next time this happens.
- _____ Decline to intervene, telling yourself that intervening is too much to ask of someone.
- _____ Decline to join in, but say nothing as they continue to gossip.

Situation 33

_____ A coworker informs you that he usually represents the organization at an annual local job fair, but this year has too many extra responsibilities at work to make the commitment. He asks you to take on his position representing your organization at the upcoming job fair. You...

Responses for Situation 33

- _____ Tell him you need time to make a decision, then avoid him so you do not have to help.
- _____ Agree to represent your organization at the upcoming job fair, recruit coworkers to help, and set up a permanent volunteer committee in your organization for job fairs.
- _____ Decline to help, but tell him next time he needs help you would be willing to lend a hand.
- _____ Agree to represent your organization at the upcoming job fair.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.

Situation 34

_____ A coworker describes a predicament in which she has been assigned to a complex, costly project with very little direction or instruction from her supervisor. She requests your guidance in seeing the project through to its completion. You...

Responses for Situation 34

- _____ Agree help her throughout the course of the project.
- _____ Decline to help, but tell her next time she needs help you would be willing to lend a hand.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree help her throughout the course of the project and offer to help with anything else she might need in the future.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.

Situation 35

_____ You have been working very hard for the past year to earn a promotion, and although you feel you earned it, your supervisor chooses your coworker as the recipient of the promotion. You...

Responses for Situation 35

- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to meet with your supervisor, keep your disappointment to yourself, and congratulate your coworker on her promotion.
- _____ Decline to meet with your supervisor, but tell her next time she needs to discuss something else you would be glad to meet with her.

- _____ Tell her you need time to try to fit the meeting in your schedule, then avoid her so you do not have to meet.
- _____ Agree to meet with your supervisor and keep your disappointment to yourself.

Situation 36

- _____ A coworker tells you she needs access to resources to perform her job, but is unaware of the availability of resources and does not know how to access them. You...

Responses for Situation 36

- _____ Tell her where she can find relevant information about the resources she needs.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Decline to help, but tell her next time she needs help you would be willing to lend a hand.
- _____ Tell her where she can find relevant information about the resources she needs, whom to contact to access the resources, and notify the proper administrator that the current system is faulty.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.

Situation 37

- _____ You receive an email from a coworker informing you of a meeting intended to update employees on important changes to organizational policies and procedures which directly affect you. Attendance is not mandatory. You...

Responses for Situation 37

- _____ Agree to attend the meeting
- _____ Decline to attend, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to attend the meeting, convince several of your coworkers to attend, and offer to take notes at the meeting and distribute them to coworkers not in attendance.
- _____ Decline to attend, but tell him you will attend the next meeting.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to attend.

Situation 38

- _____ A coworker asks you to help her with a project in which many resources have been invested so that your organization might acquire a client it has been pursuing for quite some time. You know that helping your coworker will be very time-consuming, and you will not receive any acknowledgement for your efforts, while your coworker will likely receive a promotion if the project is successfully executed. You...

Responses for Situation 38

- _____ Agree to help your coworker with the project.
- _____ Decline to help, but tell her next time she needs help you would be willing to lend a hand.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to help your coworker with the project, work overtime to do so, and recruit coworkers to help.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.

Situation 39

_____ A coworker approaches you saying she has an irresolvable conflict with another coworker on which she is working on a valuable project, and asks you to act as a mediator to help resolve the issue. You...

Responses for Situation 39

- _____ Agree to act as a mediator in order to help your coworker resolve their conflict.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Decline to mediate, but tell her next time she needs help you would be willing to lend a hand.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to act as a mediator in order to help your coworker resolve their conflict, and give them some information from your company's website about conflict resolution workshops.

Situation 40

_____ A coworker asks you for help because she does not have the authority to access the information necessary for her to do her job well. She asks you to help brainstorm other ways to approach the task such that it avoids the authority roadblock she has encountered. You...

Responses for Situation 40

- _____ Decline to help, but tell her next time she needs help you would be willing to lend a hand.
- _____ Agree to help her brainstorm another approach and offer to arrange access for her to the information she needs.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Tell her you need time to make a decision, then avoid her so you do not have to help.
- _____ Agree to help her brainstorm another approach.

Situation 41

_____ It is Friday afternoon, and a presentation is due Monday for a potential client which your organization must obtain for financial reasons. The coworker responsible for the presentation is taking personal leave, and asks you to finish the presentation over the weekend, and deliver it to the client Monday. You...

Responses for Situation 41

- _____ Decline to help, but tell him next time he needs help you would be willing to lend a hand.
- _____ Agree to finish and deliver the presentation, recruit several of your coworkers to help, and offer to take care of anything else he needs while out of the office.
- _____ Decline to help, and gently say that you feel that this is too much to ask of someone.
- _____ Agree to finish and deliver the presentation.
- _____ Tell him you need time to make a decision, then avoid him so you do not have to help.

THANK YOU for completing this survey. All your responses will be kept completely confidential. Please return your completed survey to:

Cynthia M. Fife, B.A.

cfife05@vt.edu

Psychology Department
109 Williams Hall (0436)
Blacksburg, VA 24061

If you have any comments or questions, or would like a copy of the results of the study, please send a request, along with your contact information, to the address above.

Appendix G: The PANAS**Instructions for Administering the PANAS**

The scale below has 20 words that represent different feelings and emotions. Carefully read each item, and consider to what extent *you generally feel that way*, that is, how much you feel that way on average. Use the following 5-point scale to represent your average feeling for each item, and fill in the bubble that corresponds to the number on the scale for each item. Please answer as honestly as possible. Your responses will be kept in strict confidence.

1	2	3	4	5
Very slightly Or not at all	A little	Moderately	Quite a bit	Extremely

- 1) Interested
- 2) Distressed
- 3) Excited
- 4) Upset
- 5) Strong
- 6) Guilty
- 7) Scared
- 8) Hostile
- 9) Enthusiastic
- 10) Proud
- 11) Irritable
- 12) Alert
- 13) Ashamed
- 14) Inspired
- 15) Nervous
- 16) Determined
- 17) Attentive
- 18) Jittery
- 19) Active
- 20) Afraid

Appendix H: The Rosenberg Self Esteem Scale**Instructions for Administering the Rosenberg Self Esteem Scale**

Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, choose **SA**. If you agree with the statement, choose **A**. If you disagree, choose **D**. If you strongly disagree, choose **SD**.

- | | | | | | |
|-----|--|----|---|---|----|
| 1. | On the whole, I am satisfied with myself. | SA | A | D | SD |
| 2. | At times, I think I am no good at all. | SA | A | D | SD |
| 3. | I feel that I have a number of good qualities. | SA | A | D | SD |
| 4. | I am able to do things as well as most other people. | SA | A | D | SD |
| 5. | I feel I do not have much to be proud of. | SA | A | D | SD |
| 6. | I certainly feel useless at times. | SA | A | D | SD |
| 7. | I feel that I'm a person of worth, at least on an equal plane with others. | SA | A | D | SD |
| 8. | I wish I could have more respect for myself. | SA | A | D | SD |
| 9. | All in all, I am inclined to feel that I am a failure. | SA | A | D | SD |
| 10. | I take a positive attitude toward myself. | SA | A | D | SD |

Appendix I: The Levenson IPC Scale**Instructions for Administering the Levenson IPC Scale**

Below is a series of attitude statements. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with such matters of opinion. Read each statement carefully. Then indicate the extent you agree or disagree by circling the number following each question which best reflects your opinion. If you find the numbers to be used in answering do not adequately indicate your own opinion, use the number that is closest to the way you feel. There are no right or wrong answers, as you are responding according to your opinion. The numbers and their meaning are indicated below:

Strongly Disagree	Somewhat Disagree	Slightly Disagree	Neutral	Slightly Agree	Somewhat Agree	Strongly Agree
1	2	3	4	5	6	7
1. Whether or not I get to be a leader depends mostly on my ability.	1	2	3	4	5	6 7
2. To a great extent my life is controlled by accidental happenings.	1	2	3	4	5	6 7
3. People like myself feel that the people in power mostly determine what will happen in the lives of people like me.	1	2	3	4	5	6 7
4. Whether or not I get into a car accident depends mostly on how good a driver I am.	1	2	3	4	5	6 7
5. When I make plans, I am almost certain to make them work.	1	2	3	4	5	6 7
6. Often there is no chance of protecting personal interests from bad luck happenings.	1	2	3	4	5	6 7
7. When I get what I want, it is usually because I am lucky.	1	2	3	4	5	6 7
8. Although I might have good ability, I will not be given leadership responsibility without appealing to those in positions of power.	1	2	3	4	5	6 7
9. How many friends I have depends on how nice a person I am.	1	2	3	4	5	6 7

10. I have often found that what is going to happen will happen.	1	2	3	4	5	6	7
10. My life is chiefly controlled by powerful others.	1	2	3	4	5	6	7
11. Whether or not I get into a car accident is mostly a matter of luck.	1	2	3	4	5	6	7
12. Persons like myself have very little chance of protecting our personal interests when they conflict with those of strong pressure groups.	1	2	3	4	5	6	7
13. It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.	1	2	3	4	5	6	7
14. Getting what I want requires pleasing those people above me.	1	2	3	4	5	6	7
15. Whether or not I get to be a leader depends on whether I am lucky enough to be in the right place at the right time.	1	2	3	4	5	6	7
16. If important people were to decide they did not like me, I probably would not make many friends.	1	2	3	4	5	6	7
17. I can pretty much determine what will happen in my life.	1	2	3	4	5	6	7
18. I am usually able to protect my personal interests.	1	2	3	4	5	6	7
19. Whether or not I get into a car accident depends mostly on the other driver.	1	2	3	4	5	6	7
20. When I get what I want, it is usually because I worked hard for it.	1	2	3	4	5	6	7
21. In order to have my plans work, I make sure that they fit in with the desires of people who have power over me.	1	2	3	4	5	6	7
22. My life is determined by my own actions.	1	2	3	4	5	6	7

23. It is chiefly a matter of fate whether or not I have a few friends or many friends.

1 2 3 4 5 6 7

Appendix J: The Demographic Questionnaire

INSTRUCTIONS: Please answer the following questions as honestly as possible. For questions about your employment, please answer according to the position you kept in mind while filling out the previous surveys. Your responses will be kept completely confidential.

- 1. Gender _____
- 2. Age _____

Regarding the job you kept in mind while completing the previous survey, please answer the following:

- 3. Full or Part time? _____
- 4. Paid or Volunteer position? _____
- 5. Time (in months) spent in position? _____
- 6. Industry (e.g., food service, construction, retail)? _____

Table 1.
Summary of Equivalent Dimensions of Organizational Citizenship Behavior.

		Research Studies and Their Equivalent OCB Dimensions				
Dimensions of Organizational Citizenship Behavior, from Podsakoff et al., 2000		<i>Organ, 1988, 1990a, 1990b</i>	<i>Moorman & Blakely, 1995; Graham, 1989</i>	<i>Van Dyne, Graham & Dienesch, 1994</i>	<i>George & Brief, 1992</i>	<i>Williams & Anderson, 1991; Lee & Allen, 2002</i>
	<i>Helping behavior</i>	Altruism, peacemaking, cheerleading, courtesy	Interpersonal helping	Social participation		OCBI
	<i>Sportsmanship</i>	Sportsmanship				OCBO
	<i>Organizational Loyalty</i>		Loyal boosterism	Loyalty		OCBO
	<i>Organizational Compliance</i>	Conscientiousness		Obedience	Spreading goodwill, protecting the organization	OCBO
	<i>Individual Initiative</i>	Conscientiousness	Personal industry		Making constructive suggestions	
	<i>Civic Virtue</i>	Civic virtue		Organizational participation	Protecting the organization	OCBO
	<i>Self Development</i>		Personal industry	Functional participation	Self development	

Table 2.
Reliability Estimates of Low, Medium, and High Situation Cue Strength OCB Subscales.

OCB Subscale	Item (Item numbers correspond to original pilot Citizenship Behavior Survey)	Reliability Estimates		
		<i>M</i>	<i>SD</i>	<i>Cronbach's α if Item Deleted</i>
OCBL	(4) A coworker often approaches you for help with minor issues she perceives as very major problems (in other words, she makes mountains out of molehills). She asks you for help with her problems, but says she could just go to your supervisor with it again instead.	1.65	.671	.921
	(10) A coworker informs you that he usually represents the organization at an annual charity event, but this year has too many extra responsibilities at work to make the commitment. He asks you to take on his position representing your organization at the upcoming charity event.	1.40	.995	.926
	(19) You have a coworker who is the "squeaky wheel who always needs greasing." He frequently asks you for advice and reassurance on a project to which he has been assigned.	1.70	.923	.918
	(22) A coworker approaches you saying she has an irresolvable conflict with another coworker, and asks you to act as a mediator to help resolve the issue.	1.80	.894	.917
	(32) You are eating lunch in the break room at your workplace when coworkers begin gossiping and speaking negatively about another coworker with whom you have been working on an assignment. The gossiping coworkers look for you to join in on the unkind remarks.	1.60	.754	.927
	(27) You are working alone with a coworker when she asks you to join her in breaking one of your organization's rules by taking an extra 15 minutes for a long coffee break, reassuring you that no one will know.	1.40	.754	.927
OCBM	(11) A coworker describes a predicament in which she has been assigned to a project with very little direction or instruction from her supervisor. She requests your guidance in seeing the project through to its completion.	2.35	.745	.926
	(15) A coworker asks you to help him with a project to which he has been assigned. You know that helping your coworker will be very time-consuming, and you will not receive any	2.15	1.09	.918

	acknowledgement for your efforts.			
	(16) A coworker is overloaded with obligations at work, and asks you to take on one of his assignments. You know you will not receive any acknowledgement for your work.	1.85	.813	.920
	(18) A coworker asks for your help on a task with which you are very familiar, and she has no previous experience.	2.00	.973	.921
	(20) A few people in your department have been out sick for the past week. A coworker asks you to join him in working over the weekend to catch up on their overdue paperwork.	1.90	.968	.920
	(33) A coworker informs you that he usually represents the organization at an annual local job fair, but this year has too many extra responsibilities at work to make the commitment. He asks you to take on his position representing your organization at the upcoming job fair.	2.10	.852	.922
	(21) A new coworker has completed training, but is still unsure of the proper procedure for certain tasks integral to the performance of his job and the smooth functioning of the organization. He approaches you to ask for your help in learning these tasks, with which you are familiar.	1.90	.852	.922
	(23) A coworker will be out of the office for an extended period of time, and major changes are coming up in his department that will affect his work. He asks you to keep him/her updated through emails and phone calls.	2.15	.875	.922
OCBH	(26) You have a coworker who is the “squeaky wheel who always needs greasing.” She frequently asks you for advice and reassurance on a valuable project to which she has been assigned.	2.45	.671	.919
	(30) A coworker approaches you because someone in your department has failed to deliver the work she promised in a timely manner. The coworker explains to you that the completion of a presentation for an important client depends on the deliverable from your department. The coworker asks you to complete the undelivered assignment for her so that she can do her job punctually.	2.55	.826	.922
	(38) A coworker asks you to help her with a project in which many resources have been invested so that your organization might acquire a client it has been pursuing for quite some time. You know that helping your coworker will be very	2.60	.940	.918

time-consuming, and you will not receive any acknowledgement for your efforts, while your coworker will likely receive a promotion if the project is successfully executed.

Table 3.
Comparison of Eigenvalues and Percent Variance Explained for OCB Scale.

OCB Subscale	Item (Item numbers correspond to original pilot Citizenship Behavior Survey)	Eigenvalues		
		<i>Total</i>	<i>% of Variance</i>	<i>Cumulative %</i>
OCBL	(4) A coworker often approaches you for help with minor issues she perceives as very major problems (in other words, she makes mountains out of molehills). She asks you for help with her problems, but says she could just go to your supervisor with it again instead.	3.76	22.12	22.12
OCBL	(10) A coworker informs you that he usually represents the organization at an annual charity event, but this year has too many extra responsibilities at work to make the commitment. He asks you to take on his position representing your organization at the upcoming charity event.	1.49	8.77	30.86
OCBM	(11) A coworker describes a predicament in which she has been assigned to a project with very little direction or instruction from her supervisor. She requests your guidance in seeing the project through to its completion.	1.21	7.14	38.03
OCBM	(15) A coworker asks you to help him with a project to which he has been assigned. You know that helping your coworker will be very time-consuming, and you will not receive any acknowledgement for your efforts.	1.17	6.88	44.91
OCBM	(16) A coworker is overloaded with obligations at work, and asks you to take on one of his assignments. You know you will not receive any acknowledgement for your work.	1.07	6.31	51.23
OCBM	(18) A coworker asks for your help on a task with which you are very familiar, and she has no previous experience.	1.01	5.94	57.16
OCBL	(19) You have a coworker who is the "squeaky wheel who always needs greasing." He frequently asks you for advice and reassurance on a project to which he has been assigned.	.943	5.55	62.71

OCBM	(20) A few people in your department have been out sick for the past week. A coworker asks you to join him in working over the weekend to catch up on their overdue paperwork.	.870	5.12	67.83
OCBH	(21) A new coworker has completed training, but is still unsure of the proper procedure for certain tasks integral to the performance of his job and the smooth functioning of the organization. He approaches you to ask for your help in learning these tasks, with which you are familiar.	.817	4.81	72.63
OCBL	(22) A coworker approaches you saying she has an irresolvable conflict with another coworker, and asks you to act as a mediator to help resolve the issue.	.78	4.56	77.19
OCBH	(23) A coworker will be out of the office for an extended period of time, and major changes are coming up in his department that will affect his work. He asks you to keep him/her updated through emails and phone calls.	.75	4.43	81.63
OCBH	(26) You have a coworker who is the "squeaky wheel who always needs greasing." She frequently asks you for advice and reassurance on a valuable project to which she has been assigned.	.70	4.10	85.72
OCBH	(30) A coworker approaches you because someone in your department has failed to deliver the work she promised in a timely manner. The coworker explains to you that the completion of a presentation for an important client depends on the deliverable from your department. The coworker asks you to complete the undelivered assignment for her so that she can do her job punctually.	.65	3.82	89.53
OCBL	(32) You are eating lunch in the break room at your workplace when coworkers begin gossiping and speaking negatively about another coworker with whom you have been working on an assignment. The gossiping coworkers look for you to join in on the unkind remarks.	.57	3.38	92.91
OCBM	(33) A coworker informs you that he usually represents the organization at an annual local	.49	2.85	95.76

	job fair, but this year has too many extra responsibilities at work to make the commitment. He asks you to take on his position representing your organization at the upcoming job fair.			
OCBH	(38) A coworker asks you to help her with a project in which many resources have been invested so that your organization might acquire a client it has been pursuing for quite some time. You know that helping your coworker will be very time-consuming, and you will not receive any acknowledgement for your efforts, while your coworker will likely receive a promotion if the project is successfully executed.	.43	2.53	98.29
OCBL	(27) You are working alone with a coworker when she asks you to join her in breaking one of your organization's rules by taking an extra 15 minutes for a long coffee break, reassuring you that no one will know.	.29	1.71	100.00

Table 4.
Comparison of Means and Standard Deviations across Low, Medium, and High OCB Subscales.

OCB Subscale	Items	<i>M</i>	<i>SD</i>	<i>N</i>	<i>Paired-Sample T-Test</i>	<i>Significance (Two-Tailed)</i>
OCB—Low Subscale	1,2,7,10,14,17	4.50	3.33	390	OCBL-OCBM	.00*
OCB—Medium Subscale	3,4,5,6,8,15	3.88	2.93	390	OCBM-OCBH	.00*
OCB—High Subscale	9,11,12,13,16	3.32	2.44	390	OCBL-OCBH	.00*

* Significant at $p < .001$.

Table 5.

Comparison of Means and Standard Deviations of the Effects of Part versus Full Time Employment on Equity Sensitivity, Positive Affectivity, Internal Locus of Control, Self-Esteem and OCB Subscales.

Measure	Employment	<i>M</i>	<i>SD</i>	<i>N</i>	<i>F</i>	<i>df</i>	<i>Significance (Two-tailed)</i>
Equity Sensitivity							
	Part Time	1.80	8.46	181	-1.67	387	.456
	Full Time	1.74	8.80	208	1.83		
Positive Affectivity							
	Part Time	2.58	.91	182	3.11	388	.079
	Full Time	2.42	.93	208			
Internal Locus of Control							
	Part Time	41.02	5.91	182	8.39	388	.004**
	Full Time	39.30	5.82	208			
Self-Esteem							
	Part Time	1.08	.60	182	6.98	388	.009**
	Full Time	.92	.55	208			
OCB							
OCB - High Subscale							
	Part Time	20.40	2.19	182	10.43	388	.001**
	Full Time	19.61	2.59	208			
OCB - Medium Subscale							
	Part Time	23.54	2.85	182	2.32	388	.128
	Full Time	23.09	2.99	208			
OCB - Low Subscale							
	Part Time	22.81	3.30	182	2.84	388	.093
	Full Time	22.25	3.34	208			

* Significant at $p < .05$.

**Significant at $p < .01$.

Table 6.
Comparison of Means and Standard Deviations of the Effects of Time in Position on Equity Sensitivity, Positive Affectivity, and Internal Locus of Control.

Measure	Time	<i>M</i>	<i>SD</i>	<i>N</i>	<i>F</i>	<i>df</i>	<i>Significance</i> (Two-tailed)
Equity Sensitivity							
	Level 1	1.75	.86	281	1.00	383	.391
	Level 2	1.72	.81	71			
	Level 3	1.94	.93	16			
	Level 4	2.05	.85	19			
Positive Affectivity							
	Level 1	2.41	.87	281	3.20	384	.023*
	Level 2	2.75	1.10	72			
	Level 3	2.75	.78	16			
	Level 4	2.53	.77	19			
Internal Locus of Control							
	Level 1	39.53	5.89	281	3.53	384	.015*
	Level 2	41.97	5.62	72			
	Level 3	41.25	4.58	16			
	Level 4	40.05	7.15	19			
Self-Esteem							
	Level 1	1.08	.54	281	7.37	384	.000**
	Level 2	.85	.60	72			
	Level 3	.88	.81	16			
	Level 4	.58	.61	19			

* Significant at $p < .05$.

**Significant at $p < .01$.

Table 7.
Comparison of Means and Standard Deviations of the Effects of Time in Position on OCB Subscales.

Measure	Time	<i>M</i>	<i>SD</i>	<i>N</i>	<i>F</i>	<i>df</i>	<i>Significance</i> (<i>Two-tailed</i>)
OCB – High Subscale							
	Level 1	19.83	2.52	281	1.98	384	.117
	Level 2	20.22	2.25	72			
	Level 3	20.19	1.83	16			
	Level 4	21.11	2.21	19			
OCB – Medium Subscale							
	Level 1	23.23	2.88	281	1.50	384	.215
	Level 2	23.25	3.03	72			
	Level 3	23.13	3.87	16			
	Level 4	24.68	3.22	19			
OCB – Low Subscale							
	Level 1	22.36	3.32	281	1.24	384	.294
	Level 2	22.69	3.25	72			
	Level 3	22.81	3.19	16			
	Level 4	23.79	3.92	19			

Table 8
Reporting of One-tailed Pearson Correlations among Variables.

	1.	2.	3.	4.	5.	6.	7.
1. Equity Sensitivity	1						
2. Internal Locus of Control	-.049	1					
3. Positive Affectivity	.063	.350**	1				
4. Self-Esteem	-.075	-.131**	-.155**	1			
5. OCB-High Subscale	.188**	.162**	.192**	-.129**	1		
6. OCB-Medium Subscale	.287**	.009	.138**	-.071**	.486**	1	
7. OCB-Low Subscale	.190**	.035	.105*	-.011	.506**	.534**	1

Note: N = 390 except for Equity Sensitivity where N=389.

* indicates correlation is significant at the .05 level (1-tailed).

** indicates correlation is significant at the .01 level (1-tailed).

Table 9.

Regression Analysis of Equity Sensitivity, Positive Affectivity, Internal Locus of Control, and Self-Esteem as Predictors of OCB – Low Cue Strength Subscale.

Model	Predictors	R^2	$Adj. R^2$	ΔR^2	p
Model 1	Demographics (Part versus Full Time, Time in Industry)	.011	.006	.011	.114
Model 2	Demographics, Predictors (ESI, Internal Locus of Control, Self Esteem, Positive Affect)	.053	.039	.042	.002

Note: Part versus full time status and Time in industry were entered into each equation due to results of aforementioned t-tests.

Table 10.
Regression Analysis of Equity Sensitivity, Positive Affectivity, Internal Locus of Control, and Self-Esteem as Predictors of OCB – Medium Cue Strength Subscale.

Model	Predictors	R ²	Adj. R ²	ΔR ²	p
Model 1	Demographics (Part versus Full Time, Time in Industry)	.009	.004	.009	.175
Model 2	Demographics, Predictors (ESI, Internal Locus of Control, Self Esteem, Positive Affect)	.100	.086	.091	.000

Note: Part versus full time status and Time in industry were entered into each equation due to results of aforementioned t-tests.

Table 11.
Regression Analysis of Equity Sensitivity, Positive Affectivity, Internal Locus of Control, and Self-Esteem as Predictors of OCB – High Cue Strength Subscale.

Model	Predictors	R ²	Adj. R ²	ΔR ²	p
Model 1	Demographics	.029	.024	.029	.003
Model 2	Demographics, Predictors	.105	.091	.076	.000

Note: Part versus full time status and time in industry were entered into each equation due to results of aforementioned t-tests.

Table 12.
Standardized Regression Coefficients for Predictors across OCB Subscales.

OCB Subscale	Predictors			
	Equity Sensitivity	Positive Affectivity	Self-Esteem	Internal Locus of Control
OCBL	.179**	.093	.039	.001
OCBM	.272**	.118*	-.022	-.029
OCBH	.175**	.124*	-.064	.101

Note: Part versus full time status and time in industry were entered into each equation due to results of aforementioned t-tests.

* Significant at $p < .05$.

**Significant at $p < .01$.

Table 13.
Change in Standardized Regression Coefficients across OCB Subscales.

OCB Subscales	Predictors			
	Equity Sensitivity	Positive Affectivity	Self-Esteem	Internal Locus of Control
OCBL - OCBM	.093	.025	.061	.030
OCBM - OCBH	.097	.006	.042	.131
OCBL - OCBH	.004	.031	.103	.100

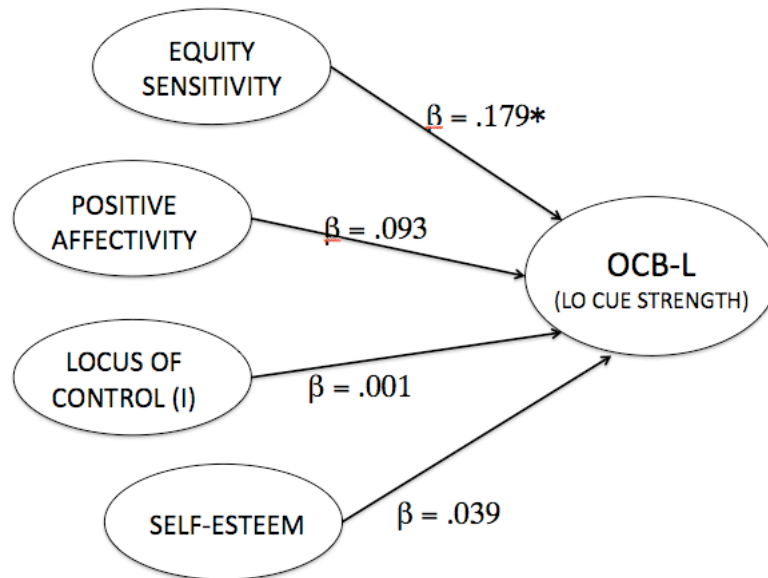
Note: Part versus full time status and time in industry were entered into each equation due to results of aforementioned t-tests.

* Significant at $p < .05$.

**Significant at $p < .01$.

Figure 1.

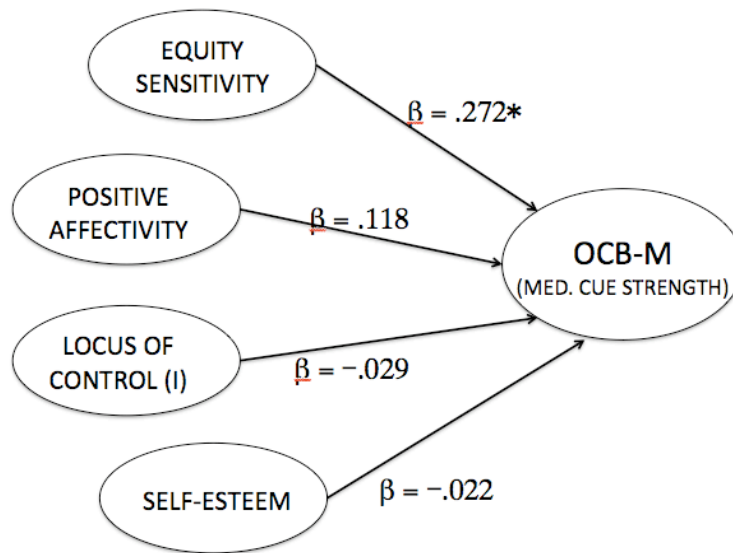
Regression model of Equity Sensitivity, Positive Affectivity, Internal Locus of Control, Self-Esteem, and the OCB Low Situation Cue Strength Subscale.



* Significant at $p < .05$.

Figure 2.

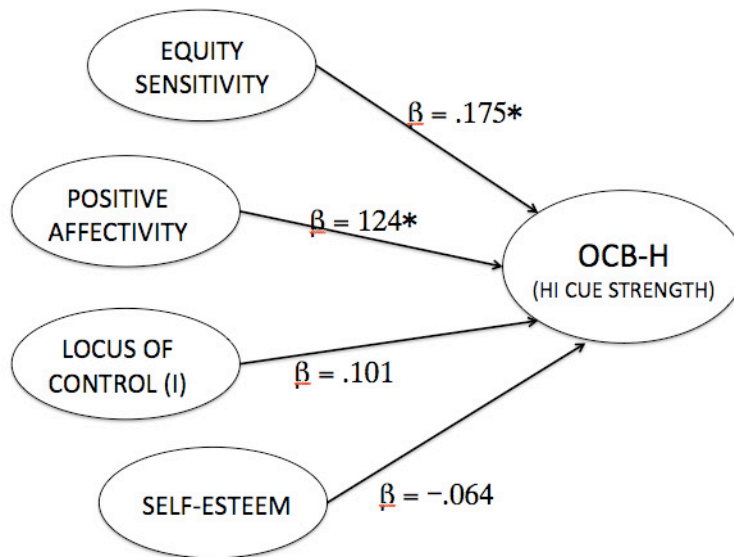
Regression model of Equity Sensitivity, Positive Affectivity, Internal Locus of Control, Self-Esteem, and the OCB Medium Situation Cue Strength Subscale.



* Significant at $p < .05$.

Figure 3.

Regression model of Equity Sensitivity, Positive Affectivity, Internal Locus of Control, Self-Esteem, and the OCB High Situation Cue Strength Subscale.



* Significant at $p < .05$.