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**TRANSFORMING THE WORK ENVIRONMENT:
DO NORMS INFLUENCE ORGANIZATIONAL CITIZENSHIP BEHAVIOR?**

MELISSA I. GEBBIA

A dissertation submitted to the Graduate Faculty in
Psychology in partial fulfillment of the requirements for
the degree of Doctor of Philosophy, The City University of
New York.

1999

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Abstract

TRANSFORMING THE WORK ENVIRONMENT:

DO NORMS INFLUENCE ORGANIZATIONAL CITIZENSHIP BEHAVIOR?

By

Melissa I. Gebbia

Advisor: Professor Joel Lefkowitz

Motivation refers to getting people energized and directed to behave in a certain manner and to maintain that behavior over time. This study focuses on one set of motivated work behaviors, organizational citizenship behaviors (OCBs).

OCBs are extra-role behaviors (not formally required or rewarded by the organization) that contribute to effective organizational functioning. In the quickly changing environment of today's organizations there is a growing need for additional contributions beyond what is formally required of employees. Many organizations are acknowledging the importance of OCBs and want to encourage these behaviors (Kanter, 1989). While extensive research has been done with work attitudes and personality attributes, little research attention has been paid to situational factors in the work environment that may influence OCB.

The purpose of this study was to investigate what role one specific aspect of the work environment, organizational

norms, may play in the occurrence of OCB. Norms are guidelines for social behavior and an important component of group influence in the psychological work environment.

Cooperation theory is presented as a theoretical framework for understanding the connection between the informal organization and OCB. Cooperation theory builds upon social exchange theory to provide a broader understanding of OCB as a social behavior. This study also begins a line of research that can further our understanding of the conditions within which OCB occurs.

One hundred seventy work groups comprised of a subordinate, supervisor and co-worker completed questionnaires. The subordinate responded to personality attribute and work attitude questions. The supervisor rated the subordinate's OCB and work performance. All three respondents evaluated organizational norms. The responses from the three sources were aggregated to create the work group measure of norms. Results confirm the relationships among work attitudes, personality attributes and OCB found in previous research and support the impact of the work environment on OCB. The measurement of organizational norms represents a social aspect of the work environment and provides insight into the informal organization. In addition to its theoretical contribution, this study has

practical implications for managers trying to motivate OCB
in their work groups.

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A very special thank you to my family. To my parents and John, I cannot say more than I have been saying all along, I'm sorry for putting you all through this. But now that the end is finally here I can smile and say thank you for dealing with my stress, mania and depression. To my darling children, Sarah and J.D., you have been an inspiration and a constant source of renewed motivation, thank you both. But most of all, thank you John, you are a truly wonderful man. Thank you for always being there for me at every step of this long and drawn out process. As lonely as it was I was never alone because you were suffering too ☺.

This dissertation is dedicated to my mother without whose never-ending support and sacrifice I would not be where I am today. I love you.

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Chapter 1

Introduction

Organizations have always been concerned with how to motivate employees. This task, however is becoming more difficult and challenging given the turbulent nature of businesses today. Organizations are dealing with constant change because of the shifts in the demographics of the workforce, the changing needs of employees (e.g., work/family arrangements), and the increasingly competitive marketplace which many times necessitates mergers, acquisitions, and restructuring (Smith, Carroll, & Ashford, 1995). As a result, organizations are changing their structure--as exemplified by self managed teams, network organizations, and virtual organizations, and their philosophies--such as total quality management (TQM) and learning organizations (Smith et al., 1995). The nature of work itself has also changed, so that the structuring of jobs into groups of constant tasks is not as effective as it was in the past. There is a growing need for cooperation and innovation beyond formal requirements because organizations can no longer foresee all of the behaviors they will need from their employees (George & Brief, 1992; Organ, 1988a). Employees need to be flexible to adjust to organizational change, restructuring efforts, and market changes (Rousseau, 1996). At the same time, there is

increased pressure to be more productive. As a result, the traditional ways managers motivate people such as by promising promotions, determining bonuses, and providing clear job standards and rules to be mastered are often no longer within the control of managers. Instead organizations "seek problem-solving, initiative-taking employees who will go the unexpected extra mile..." (Kanter, 1989, p. 91) and the relationships among members are "much more voluntary and self-defined than organizationally mandated" (Smith et al., 1995, p.11).

What is Organizational Citizenship Behavior?

The term organizational citizenship behavior (OCB) has been used in recent years to encompass the types of motivated work behaviors needed by organizations beyond traditional role-related motivated behaviors (e.g. work output, quantity, and quality). OCBs are employee behaviors which are not required or formally rewarded by the organization as part of the employee's role and that benefit the organization and contribute to its effective functioning (Organ, 1988a; Podsakoff, Ahearne, & MacKenzie, 1997; Podsakoff & MacKenzie, 1994). These include such things as obeying organizational rules and regulations even when no one is watching, keeping abreast of changes in the organization, helping coworkers, and not looking for fault with what the organization is doing.

Organizational citizenship behavior is a construct distinct from both pro-social behavior and cooperation. OCB is a specific type of pro-social behavior that is not only within an organizational context and benefits the person or persons at whom it is directed (the defining characteristic of pro-social behavior), but also is not directly rewarded by the organization yet ultimately benefits the organization (Organ, 1990). OCB is a type of cooperation in which the group members' actions contribute to the group goal of organizational success.

OCB has been a topic of theoretical discussion for many years (Barnard cited in Organ, 1990; Katz and Kahn, 1978; Roethlisberger & Dickerson cited in Bateman & Organ, 1983; Smith, Organ & Near, 1983). However, it is in the past two decades that there has been a surge of interest in empirically studying this set of behaviors. Researchers have been trying to understand the nature and forms of these organizationally beneficial behaviors and to determine their motivational bases (Organ, 1990).

Many organizations are acknowledging the importance of OCBs, and desire relationships with their employees that will produce these behaviors (Bridges, 1994). Many researchers find that companies desire a relationship with employees that results in not only productivity but also

cooperation and innovation (Rousseau, 1996; Smith et al., 1995).

The Employee Contract

The implicit or psychological contract between employees and the organization must change to reflect a philosophy that supports OCB, going above and beyond the call of duty for the company's good. Many people have negative experiences with their organization and this change in contract asks them to transform the existing relationship they have with their employer by accepting a new contract that is based on trust, commitment and reciprocity (Rousseau, 1996).

This changes the employment relationships from economic transactions with clear roles and responsibilities to social exchange relationships in which each party must have commitment to the relationship and trust in the others' commitment to act with the expectation of reciprocity and cooperation.

Performing citizenship acts for the company can be a social dilemma for each individual employee. In a social dilemma, an individual is faced with the choice of receiving a higher payoff for taking advantage of a situation and being selfish, than for helping others with the expectation that they will reciprocate. The selfish act is immediately more fruitful for the individual than the selfless act.

However, if everyone is universally selfish there are no rewards and if they cooperate consistently the results are better for everyone (Dawes, 1980).

Organizational Change

The organization needs to model collectivist behavior. If they want employees to work for the organization's good without regard to any quid pro quo payoffs, the organization needs to be less individualistic in their practices and build this philosophy into their actions and interactions with employees.

The organization may send mixed signals to their employees, if they espouse teamwork and cooperation but they do not take actions to support it. Actions such as downsizing and restructuring can create an atmosphere of anxiety and fear, in which the informal organization perceives that loyalty is not valued. The formal organization may believe cooperation is possible and ask for it, but employees learn through the informal organization what the results of their behaviors will be.

The importance of behaviors that benefit the group may seem counterintuitive for productivity in organizations that are individualistic. Organizations, like countries have a characteristic style. One of the dimensions that can differentiate organizations is individualism-collectivism. However, the individual citizens or group members may differ

from the characteristics of the overall group or organization on such dimensions (Moorman & Blakely, 1995). Consequently, with the growing diversity in organizations, many workers come from collectivist cultures and are collectivist individuals within an individualistic organization. However, communal behavior is gaining more acceptance as our work styles are changing to be more team oriented. Organizations are learning the value of this overall communal approach in team-based interventions and are beginning to see the possibility for implementation throughout the organization (Senge, 1990).

Organizations, like society as a whole, are presented with the challenge to develop strategies to get everyone to act like an organizational citizen.

OCB and Cooperative Behaviors

OCB has its roots in cooperation. The construct later called OCB was first recognized in 1938 with Barnard's attention to the "willingness to cooperate" through which the structure of the formal organization works (Organ, 1988). However, as mentioned earlier, cooperative acts explain only some of the actions that comprise OCB.

OCB is one of several related but distinct constructs tapping this willingness to cooperate, discussed by Barnard. Others include organizational commitment and pro-social organizational behavior (Organ, 1990). Given this

relationship among the constructs, it is surprising that the theory and research on cooperation has not been used in the OCB work. This appears to be due to the individual perspective taken in the current body of OCB literature. OCB is viewed as a result of either the dyadic relationship between subordinates and their supervisors or the subordinate's individual attributes. On the other hand, cooperation theory looks at the impact groups have on cognition and ultimately behavior, specifically the impact of common interests or group goals. In Deutsch's work (1973, 1949), cooperation has been studied as the result of a person's rational decisions to cooperate towards shared group goals (Argyle, 1991, p15). This definition of cooperation approaches cooperation as a cognitive process in which individuals decide how to behave based on the contribution their acts will make to the group goals.

Theories of cooperation in the social psychology literature discuss the factors involved in the cognitive processes of cooperation that lead to cooperative acts. These factors include awareness of the dilemma, the issues involved, and the payoffs, and having reason to believe that other members will also cooperate (Dawes, 1980). The belief that others will also cooperate is pivotal to cooperative social systems which are the kind of social systems that foster OCB.

Cooperation: The Link Between OCB and Organizational Norms

Whether or not members believe that others will also act as organizational citizens is an issue of organizational norms. Therefore, incorporating into the study of OCB a consideration of group influences via the cognitive processes behind cooperation necessitates an understanding of the organizational member's perceptions of norms. Cancian (1975) presented this idea in more general terms: "norms are collective perceptions or beliefs about what actions or attributes will cause others to validate a particular identity. Individuals conform to norms in order to validate an identity" (p. 137). Cancian uses the term identify to refer to a role or set of consistent behaviors expected from other group members. It is the shared beliefs or norms about behaviors, such as citizenship and personal attributes such as altruism, that makes people believe in such an identity or role.

Purpose of this Study

This study is designed to investigate the impact of the work environment on employee behavior. Specifically, the goal of this study is to determine if group influence via norms influence organizational citizenship behavior.

Norms have been chosen as the work environment variable of interest because of the social nature of this phenomenon. The cognitive approach of studying individual perceptions of

fairness, justice and trust will never fully capture social influence placed on subjects by the organizational members with whom they interact. There is a social component in OCB which requires including the influence of others in the research. In a potential OCB situation, norms govern the behavior of both the citizen of interest and the people with whom they interact.

Currently the OCB literature explains a great deal about the individual nature of the OCB phenomenon such as its relationship to dispositional attributes, job satisfaction and perceived fairness. However, understanding the relationship between the occurrence of OCB and the work environment will allow organizations to influence the behavior of many employees by manipulating the environment to promote OCB.

Outline of Study

This study will explore norms in the work environment that are expected to be antecedent to the occurrence of OCB in order to better understand what organizations can do to influence OCB system-wide. In the past, the research on OCB has focused on attitudinal and individual difference variables; little attention has been paid to the larger work environment, particularly norms. This study will investigate aspects of all three groups of researched antecedents to OCB: situational factors, attitudes and

individual attributes. The significance of this study can be inferred from the fact that the only comprehensive review of the OCB literature, by Organ and Ryan (1995), covers attitudinal and dispositional variables exclusively, ignoring contextual variables. The present investigation also builds on the existing research by presenting an additional theoretical framework within which to understand OCB.

In the chapters that follow, the construct of OCB will be defined, theories presented and the empirical evidence reviewed.

Chapter 2

Organizational Citizenship Behavior

Organizational citizenship behavior (OCB) is an intriguing and popular area of study. In 1995 a meta-analytic review was conducted on the large number of OCB studies (n=55) investigating the antecedents of OCB that have been performed since the construct was first included in a published work in 1983 (Organ & Ryan, 1995).

Operationalization of OCB

Dennis Organ, the researcher credited with first defining OCB, said that these behaviors are "organizationally beneficial behaviors and gestures that can neither be enforced on the basis of formal role obligations nor elicited by contractual guarantee of recompense" (Organ, 1990). He and his colleagues have described this set of behaviors as beyond role requirements, organizationally functional, and required for organizational effectiveness. Smith, Organ and Near (1983) captured the essence of this group of behaviors by emphasizing the social nature of the construct: "organizational citizenship behaviors lubricate the social machinery of the organization" (p. 654). It is a behavioral performance construct that captures actions and refrainment from behaviors that are not measured by narrow traditional performance measures. OCB is similar to altruism, cooperation and prosocial organizational behavior

(POB) but some important differences along the following dimensions exist: inclusiveness of the construct, boundary conditions, object of the behavior, and beneficiary of the behavior.

OCB is defined as an extra-role behavior not formally rewarded or expected by the organization. Altruism and cooperation, on the other hand, can be either in-role or extra-role and POB is exclusively in-role behaviors.

In terms of the object of the behavior, OCB may be directed at either the individual, group or organization as a whole. Yet, POB and altruism are social acts directed at individuals, and cooperation is directed at the group.

The final dimension used to differentiate these constructs is the beneficiary of the behavior. OCB benefits the group or organization. However, POB, cooperation and altruism may benefit an individual at the expense of the group or organization.

Overall, OCB is a less comprehensive construct than altruism and cooperation and partially overlaps with behaviors regarded as POB (See Table 1).

.

Table 1

OCB and Related Constructs

Organizational citizenship behavior is a group of "organizationally beneficial behaviors and gestures that can neither be enforced on the basis of formal role obligations nor elicited by contractual guarantee of recompense" (Organ, 1990)

CONSTRUCT	DEFINITION	DISTINCTION FROM OCB
Altruism	Acts emitted voluntarily that assist another person to their benefit, and are not directed at personal gain.	OCB includes additional voluntary acts that directly assist the group or organization rather than an individual.
Pro-social Behavior	Positive social acts such as helping, sharing, donating, cooperating, and volunteering, which are carried out to produce and maintain the well-being and integrity of others (Brief & Motowildo 1986)	Pro-social behavior can benefit another while harming the group OCB is beneficial to the group/organization.
Prosocial Organizational Behavior (POB)	POB are pro-social acts within an organization. They may be part of an individual's job requirements or extend beyond job requirements. "POB describes a broad spectrum of helping behaviors which include many OCBs" (Brief & Motowildo, 1995)	POB includes required cooperating and helping that is not included in OCB. POB can hurt the organization while benefiting an individual. E.g. an employee might help a co-worker cover up performance problems; this is dysfunctional for the organization (Brief & Motowildo, 1986)

Table 1, continued

Cooperation	Cooperation is possible when people believe that they are striving for positively related goals (Argyle, 1991). The purpose of cooperation is not the welfare of self or another, but of the joint group product, and OCB by definition contains the group product or goal of benefiting the organization.	Cooperation can also involve in-role behaviors that are not part of OCB.
Organizational Commitment	OC is a broad construct that can refer to the process of being attached to the organization, the presence or absence of attachment, or the strength of attachment.	This is a cognitive construct believed to precede behaviors such as OCB.

Graham (1991) continued the construct definition of OCB by incorporating the political philosophy view of citizenship into the theoretical framework for OCB. The three components of political citizenship--relational ties, rights, and responsibilities, are modeled and related to OCB (Graham, 1991). The political aspect of citizenship is not intended to have the negative connotation of being self-serving, as is found in the modern understanding of the term. Rather, Graham refers to political as the original Greek meaning intended, to reflect the activities of members to serve the community interest. An example used to illustrate this interpretation of political is as follows, "those having a covenantal relationship with an organization, are likely to use their political rights to pursue the common good rather than to further narrow partisan interests" (Graham, 1991, p.262).

The initial measure of OCB, used by Organ and his colleagues, had a two-factor structure (altruism and generalized compliance). Organ discussed the potential for a five-factor model in his 1988 book titled Organizational Citizenship Behavior: The Good Soldier Syndrome. It was first measured by Podsakoff, Mackenzie, Moorman and Fetter (1991). The five-factor measure adds sportsmanship, courtesy, and civic virtue to the original two OCB factors, and changes the label generalized compliance to

conscientiousness. Organ (1988a) explains this change, "my own view now is that compliance too often connotes servile obedience to authority figures and fails to convey what is just as likely to be inner-directed, even nonconformist in character. Hence my preference for conscientiousness" (p. 10).

The model of OCB containing the five factors evolved through reanalysis of earlier work and researcher intuition that suspected OCB to contain other dimensions (Organ, 1988a). The five-factor measure has been used by several researchers in the past few years because it allows for an enhanced assessment of OCB while continuing to measure altruism and conscientiousness. This consistency in measuring the original two factors permits direct comparisons with earlier OCB studies. However, there are continual problems differentiating among the subfactors. Moorman and Blakely (1993) introduced a new measure that takes the four dimensions suggested by Graham and incorporates the richness of Organ's five-factor model. This measure has lower intercorrelations among factors allowing for analyses of factors as well as the overall score (Moorman & Blakely, 1995).

Importance of the OCB Construct

Outside of the general desire to understand employee behavior there is heightened interest in OCB because of its

contribution to effective organizational functioning. Since an organization is not able to specify and plan for all occurrences in advance, it is believed that an organization is not effective when it functions purely on required behaviors (Katz & Kahn, 1978). Katz and Kahn (1978) suggested that voluntary, cooperative gestures that go beyond the organizational "blue-print" enhance organizational effectiveness. Following that suggestion, other researchers have asserted that organizations survive and maintain their profitability through in-role, task performance, but they are believed to thrive on employee actions that go beyond their role requirements such as citizenship behaviors. These behaviors are believed to contribute to organizational effectiveness through innovation and adaptability (Organ, 1988b). Two published studies have investigated the consequences of OCB, demonstrating a relationship between OCB and objective measures of organizational performance (Podsakoff et al., 1997; Podsakoff & MacKenzie, 1994, see Table 2). Although most of the OCB literature utilizes subjective performance measures, these two studies demonstrate a connection between OCB and objective performance. There is also evidence that OCB is measured in the subjective performance ratings generally utilized in personnel decisions (Iaffaldano & Muchinsky, 1985; MacKenzie et al., 1991; Orr, Sackett, &

Mercer, 1989). These findings indicate a relationship between the employee's OCB on one hand and his/her satisfaction and supervisor's performance ratings on the other hand. This supports the belief that OCB effects organizational functioning.

OCB has gained importance since the findings in the early 1980's showing a strong positive relationship between job satisfaction and OCB (Bateman & Organ, 1983; Smith et al., 1983). This finding added empirical evidence to the satisfaction-performance connection in which management tend to invests so much faith—increases in morale will also increase productivity, even though research has found no correlation (Brayfield & Crockett, 1955; Iaffaldano & Muchinsky, 1985; Vroom, 1964). However, several studies using measures of OCB, or similar constructs, and job satisfaction have found significant correlations (Bateman & Organ, 1983; Puffer, 1987; Smith, Organ, & Near, 1983). It is believed that the part of the performance construct that overlaps with OCB is the same part of performance that overlaps with satisfaction (Organ, 1988a).

Table 2

Summary of Empirical Research Studies Investigating
Consequences of OCB.

OUTCOME VARIABLE	CITATION	FINDING	OCB MEASURE
Work group performance quantity and quality	Podsakoff, Ahearne & MacKenzie, 1997	Helping and sportsmanship were significantly related to quantity of output. Helping was negatively related to percentage of rejects. ^a	Podsakoff & MacKenzie 1994 measure with work group as the referent
Composite objective performance rating for unit	Podsakoff & MacKenzie, 1994	Citizenship accounted for 17% of variance in agency level performance, using path analysis.	Original 3 factor measure, ratings of individuals aggregated to unit level

^a Although this study related OCB to measures discussed as consequence of OCB, analyses that allow conclusions about causality were not performed.

Chapter 3

Theoretical Frameworks

The theoretical frameworks underlying OCB are social exchange theory and cooperation theory. Social exchange theory has been used by several active OCB researchers to explain an individual's organizational citizenship behavior (Konovsky & Pugh, 1994; Organ, 1990). This study is based on cooperation theory. This represents a new perspective for OCB which addresses the group and supports the importance of the work environment. This chapter will discuss OCB using both of these theoretical perspectives, and goes on to compare and contrast the theories. The impact of trust, which is a common factor in both theories will also be explored.

Social Exchange

Social exchange theory posits that in relationships, parties expect reciprocation for their inputs but do not specify the what, when or how that reciprocation will be delivered. Thus, it suggests that an implicit contract exists between an employee and the employing organization. Researchers have used the supervisor as a representation of the organization in the relationship between the employee and the organization. According to social exchange theory, employees can choose to demonstrate organizational citizenship behavior to reciprocate for fair treatment from

their supervisors. This use of the supervisor as a representation of the organization has allowed OCB to be investigated in dyadic terms.

The dyadic exchange in OCB is similar to transactional leadership (Hollander, 1992). Transactions do not have to be point-for-point but rather, as Idiosyncrasy Credit Theory tells us, people can build up credit to use in the social exchange process at other times (Hollander, 1958). This distinction between open ended commitments and point-for-point exchange was first made by Blau in 1964. These two relationships were referred to as social and economic exchange, respectfully.

The social exchange framework has been very useful in explaining the importance of leader fairness, leader support, and trust in the leader for predicting OCB because of the interpersonal exchange of leader and subordinate (Farh, Podsakoff, & Organ, 1990; Konovsky & Pugh, 1994; Smith, Organ, & Near, 1983). It has enhanced the OCB literature by grounding it in a theory that explains the relationship between OCB and fairness, specifically in the supervisor-subordinate relationship. In addition, the use of a social exchange framework has lead to the study of trust as a mediator in the OCB - fairness relationship (Konovsky & Pugh, 1994).

However, social exchange does not explain group level antecedents of OCB. Social exchange was proposed to explain OCB as acts of reciprocity based on the relationship between the employee and his/her supervisor (Organ, 1988a). OCB has not been examined with a theoretical framework that looks at group relationships. The following theoretical framework for OCB is proposed as an addition to social exchange theory.

Cooperation Theory

Another social psychology theory that can be added to the theoretical framework for OCB is cooperation theory. While social exchange theory focuses on dyadic relationships or interpersonal exchanges, cooperation theory emphasizes the importance of group goals.

Cooperation theory proposes that cooperation is possible when the following conditions are met: people believe that they are striving for positively related goals, in other words, each person's own success will help others be successful, which encourages a common group superordinate goal or goal interdependence (Deutsch, 1949; Tjosvold, 1986). Cooperation, as defined by these conditions, has been linked to creative problem solving, maximization of skills and knowledge, mutual trust and open communication, all of which are characteristics of a productive worker (Deutsch, 1949, 1973). In addition,

Argyle (1991) explains that even when individuals pursue their own goals it is in a "fairly harmonious way, within the rules, as part of a cooperative social system" (p 17). A group goal can also be referred to as a social system's communal interest.

The concepts central to cooperation theory, cognitive and situational factors, are relevant and useful in an understanding of the OCB phenomenon (Lawler III, Hall, & Oldham, 1974). It is both the interdependence of goals and the harmonious interaction of individuals described in cooperation theory that creates a communal work environment supportive of cooperation and similarly supportive of OCB. "Organizations want to structure cooperative groups so that members aid and support each other, and become cohesive as they work on cooperatively linked goals that promote the organization" (Tjosvold, 1984, p 759).

Two types of cooperation have been theorized: formal cooperation (e.g., task goals) and informal cooperation (e.g., cooperative social systems). Smith, Carroll, and Ashford (1995) describe informal cooperation as involving "adaptable arrangements in which behavioral norms rather than contractual obligations determine the contributions of parties" (p. 10). Researchers in the cooperation area have acknowledged the need to understand how the organizational environment, specifically practices and culture affect how

interdependently members perceive themselves (Tjosvold, 1984).

Cooperation theory presents a framework for studying how group members are lead to behave as organizational citizens. OCB can be used by individuals to reach the group goal of organizational success. The purpose of cooperation is not the welfare of self or another, but of the joint group product. Similarly, OCB is defined to contain the group product or end goal of benefiting the organization and the motivation for these behaviors without the expectation of a direct organizational reward. Consequently, this cooperation framework can be applied to group relationships and OCB (Argyle, 1991).

Cooperation theory can be very useful in the study of OCB because it can be applied to investigations of OCB antecedents that impact entire departments or small groups. For many workers their relationship with their supervisor is not an appropriate representation of their relationship with the organization because of the limited interaction between subordinate and supervisor. Therefore, their impetus for engaging in OCB may not come from that relationship as proposed by social exchange theory. Such employees may decide to be good organizational citizens based on peer relationships, guidelines for behavior learned in the informal organization, or experiences in their personal life

such as childhood socialization. Consequently, cooperation theory can be useful in identifying work environment variables that foster and support OCB.

The application of cooperation theory to OCB complements the work of Graham (1986) which suggests that the social exchange relationship develops into a covenantal relationship. Graham (1991) describes covenantal relationships as:

characterized by mutual respect, support and accountability ... the mutual trust typical of covenantal ties allows members sufficient confidence in their status as partners to release the energy needed for experimentation and progress during difficult times ... Ordinary measures of task performance at work do not recognize these forms of contribution. (p.253)

This belief that members are permanent partners has also been characterized by Dawes (1980) as reason to believe that other members will also cooperate, a factor in social dilemmas that leads to cooperation.

A Comparison of Social Exchange Theory and Cooperation Theory

As discussed above, social exchange theory and cooperation theory differ in terms of the referent relationship of interest. Social exchange theory discusses implicit contracts between employees and the organization

using the supervisor as the representative of the organization (Konovsky & Pugh, 1994). However, in cooperation theory peers are the partners in the implicit contracting of common goals (Deutsch, 1949).

Social exchange theory and cooperation theory can both be applied to OCB. According to social exchange theory, employees may use OCB to demonstrate reciprocation for fair treatment from their supervisors. Within the framework of cooperation theory, OCB may be used to reach the group goal of organizational success (when the situation is characterized by such group goals).

Additional similarities exist between the two theories. They both characterize work relationships and involve norms. In social exchange theory the quality of the supervisor-subordinate relationship characterizes the exchange between these two parties (Konovsky & Pugh, 1994). In cooperation theory, findings show a relationship between cooperation and the strength of work relationship and worker morale (Tjosvold, 1984). In terms of norms, social exchange theory states that the norm of reciprocity governs social exchanges (Konovsky & Pugh, 1994). In cooperation theory group norms for performance determine what parties will contribute toward the group goal (Smith et al, 1995).

Finally, trust is a factor common to both theoretical frameworks. Social exchange theory and cooperation theory

are based on an individual's trust that others will follow through on commitments. In social exchange theory it is trust in others to fulfill obligations and in cooperation theory it is trust that others are striving for shared goals.

Trust is the implicit contracting between people. It is this contracting that allows social life to progress and creates the expectations that another's behavior can be relied upon (Lewicki & Bunker, 1995). Trust is so central to relationships that some view interpersonal trust and relationships as equivalent. However, trust is dynamic and changes with the stages of the relationship (Lewicki & Bunker, 1995).

The development of trust in business relationships is seen by Shapiro, Sheppard & Cheraskin (1992) to have three types. Lewicki & Bunker (1995) show these types of trust as three stages starting as deterrence through both punishment and the calculation of relationship risks, then strengthened by knowledge and ability to predict behaviors, and eventually the relationship is solidified by identification with what the other wants.

OCB researchers have argued that trust in supervisor and citizenship are positively related. High trust is paralleled by the presence of OCB and when low trust is reported there is little OCB (Konovsky & Pugh, 1994,

Podsakoff et al., 1990). Recent work by McAllister (1995) has broken trust into affective and cognitive-based factors. Affective-based trust refers to the emotional bonds between people that produce a trust relationship. Cognitive-based trust refers to trust relationships built on "good reasons" that we take to constitute trustworthiness. Affective and cognitive based trust were found to have a unique pattern of associations (McAllister, 1995). Affective-based trust in peers was found to have a positive relationship with affiliative citizenship behavior but cognitive-based trust in peers may be negatively associated with affiliative citizenship, based on modeling evidence. Affiliative citizenship was measured by seven items about citizenship toward peers (e.g. taking a personal interest, listening to the person's problems, passing on new information, and helping the person).

However, other studies have focused on different trust relationships such as trust in supervisors. Using a social exchange model, trust in supervisor was found to serve as a mediator between perceived procedural justice and OCB (Konovsky & Pugh, 1994). Another aspect of trust, trust in the employer or organization serves as a mediator between psychological contract violation and OCB (Robinson & Morrison, 1995). Given this finding the overall construct of trust may be part of several different relationships with

OCB depending upon the factor studied (e.g., affective or cognitive-based trust) and the target of the measured trust (e.g., peer, supervisor, organization). Although many researchers have studied trust the reality is that we do not have a good measure of trust in organizational settings and the literature is filled with controversy.

In sum, both the social exchange and cooperation theory frameworks support the link between OCB and the work environment. They differ in terms of referent: social exchange describes dyadic relationships while cooperation describes group level relationships.

As indicated earlier, it is expected that organizations need to make behavioral changes supporting communal relationships (e.g., work autonomy, flexible schedules, and altering measures of productivity) and/or incorporate OCB philosophy into the psychological contract with groups of employees. These changes will create an environment that supports OCB. In light of the growing importance and increasing need for these organizationally beneficial behaviors, both researchers and practitioners have developed strong interests in understanding the underlying processes that produce them. The following chapter outlines the empirical research in this area.

Chapter 4

Empirical Research

Most of the early OCB research focused on characteristics of the individual who performed in this manner. Dispositional attributes such as altruism, affectivity and conscientiousness were believed to be antecedent to OCB and were given a great deal of research attention. Other prominent variables of interest were work attitudes: job satisfaction, organizational commitment, and perceived fairness. A meta-analysis by Organ and Ryan (1995) found that attitudinal measures were more predictive of OCB than dispositional variables.

These findings have gained attention beyond the OCB literature. Interest has been shown by researchers in the more general area of work motivation because of the strong relationship between job satisfaction and OCB (Organ & Ryan, 1995). These findings have supported the need to revise the definition of performance used in past research to incorporate citizenship type behaviors (Organ, 1988b). In addition, the growing research on OCB and group or organizational level variables addresses the widespread question of how aspects of the environment may impact work behavior. This chapter looks at the research on antecedents of OCB -- specifically individual differences, attitudes and

perceptions, as well as some work environment variables that relate to OCB (see Table 3 at the end of this chapter).

Individual Difference Variables

When people do good things and it is believed to be voluntary rather than contractual, the primary attribution is that they are "that type" of person. In the field of OCB, the Big Five personality model (McCrae & Costa, 1987) and mood have been the predominant individual difference variables studied as presumed determinants of OCB.

Agreeableness and Conscientiousness. Agreeableness and conscientiousness parallel the OCB factors: altruism and conscientiousness. Agreeableness involves "how well a person typically gets along with those around him" (Organ, 1994, p. 471). It theoretically relates to the altruism behaviors in OCB that involve cooperative gestures. Conscientiousness involves punctuality, reliability, and self-discipline, very similar to the OCB items (Organ, 1994). Studies show weak correlations between agreeableness and OCB, and moderate correlations (below .30) between conscientiousness and OCB (Barrick, Mount, & Strauss, 1991; Organ, 1994). These findings are tempered by the difficulty in capturing complex personality dimensions through self-ratings on simplified factor structures (Organ, 1994). In addition, research has found that agreeableness and conscientiousness contribute to OCB indirectly via

satisfaction (Organ & Lingl, 1995; Organ & Ryan, 1995). In other words, some of the common variance between satisfaction and OCB is accounted for by personality but additional unique variance in OCB is accounted for by satisfaction (Organ & Lingl, 1995).

Employee Affectivity. The social psychology literature on altruism shows that positive affective states are positively related to the probability of altruistic behavior (Krebs, 1970). The affect of satisfaction can be explained as an emotional response to certain conditions. Theorists have suggested a relationship between OCB and affect (George & Brief, 1992). However, difficulties in measuring affect such as the distinction between state and trait, the need for multiple measurements over time, and the pattern of different findings depending upon the time frame presented in the measure, need to be investigated before the relationship with OCB can be tested reliably (George, 1991; Watson, Clark, & Tellegen, 1988).

Other Individual Differences. Smith, Organ, & Near (1983) found that extraversion did not predict OCB. Other researchers have investigated demographic variables in relation to OCB, but no consistent relationships have been uncovered (Organ, 1988a).

Moorman and Blakely (1995) recently investigated another individual difference variable in relation to OCB,

individualism-collectivism. They found that individuals with collectivist values or norms are more likely to engage in OCB. Individualism-collectivism was measured in terms of beliefs, values and norms. Relationships were found between the items measuring collectivist values and OCB, and between the items measuring collectivist norms and interpersonal helping (a component of OCB). The items measuring values addressed preferences and choices, clearly tapping an individual difference. However, the items for collectivist norms addressed what people in the work group should do, which uses the group as the referent rather than the individual.

In sum, agreeableness and conscientiousness are the only individual difference variables with a substantial history of being studied in relation to OCB.

Attitudes and Perceptions

Most of the empirical research on OCB has focused on the individual level antecedents to OCB from the perspective of the employee. Attitudinal factors such as job satisfaction, cognitions of fairness, and organizational commitment continue to be the primary focus of the field.

Employee Job Satisfaction. Job satisfaction has always been considered a large part of the OCB phenomenon (Smith et al., 1983; Stecher, Rosse, Miller, & Levin, 1994). As mentioned before, job satisfaction has a strong

relationship with OCB, greater than traditional performance measures (Bateman & Organ, 1983). There is a great deal of OCB research with job satisfaction measures and a recent review of these measures led to a study comparing them (Moorman, 1993). Moorman (1993), using both the Brayfield-Rothe Job Satisfaction Scale and the Minnesota Satisfaction Questionnaire, found that cognition-based job satisfaction measures (rational evaluations of job conditions) are more strongly related to OCB than affective-based job satisfaction measures (respondent's feeling or mood at work). This finding supports the view that OCB is the result of a controlled decision and is not substantially determined by a person's mood (Moorman, 1993).

Employee Cognition. Moorman (1993) found what Organ (1990) had suggested, that affect follows cognition in its path of influence on OCB. People are determining their evaluation of the justice in their situations and their cognitions of fairness or unfairness are followed by affective responses such as job satisfaction. Support has been found for this controlled, thoughtful nature of OCB described in social exchange theory (Organ & Konovsky, 1989; Williams & Anderson, 1991).

The relationship between cognitive factors and OCB is strong because it makes intuitive sense and is supported by positive findings (e.g. Moorman, 1991; Organ & Konovsky,

1989). The behaviors that make up conscientiousness, one of the five factors of OCB (e.g., punctuality, not taking undeserved or extra breaks, attendance above the norm), are hypothesized to be a manner in which the employee can reciprocate for leader support (Smith et al., 1983).

Subordinates can utilize an array of extra-role, voluntary behaviors to communicate with their superiors. In order to maintain their jobs workers are responsible for role prescribed performance and behaviors. OCB allows workers to communicate positive messages of appreciation, dedication and support to their superiors, work group and organization by engaging in discretionary, extra-role behaviors. There are behaviors on the other end of the spectrum that communicate dissatisfaction such as: using all available absences, breaks and instances of lateness, not reading memos, and verbally defaming the organization to others. However, given the current downsizing environment these behaviors may involve more risk than people are able to take.

Risk-taking raises issue with another employee cognition, trust. It is interpersonal trust that allows people to take risks such as cooperation and citizenship. Trust is central to social exchange theory (Konovsky & Pugh, 1994): it is through fairness that trust develops and then is acted out via OCB and other behaviors. The limited

research on trust and OCB has found trust to serve a mediator function for the antecedents of procedural fairness and psychological contract violation, rather than that of an antecedent (Konovsky & Pugh, 1994; Robinson & Morrison, 1995). Additional research on trust is needed to clarify its relationship with citizenship.

Employee Organizational Commitment. A widely studied construct generally referred to as a measure of an individual's attachment to the organization is organizational commitment (OC) (O'Reilly & Chatman, 1986). OC is a broad construct that can refer to the process of being attached, the presence or absence of attachment or the strength of attachment. There are many definitions of OC but the following three dimensions, introduced by Kelman, have received a great deal of attention: compliance, identification and internalization (O'Reilly & Chatman, 1986). Other conceptualizations of OC are similar to Kelman's but use fewer factors such as Weiner's (1982) identification and generalized values of loyalty and duty; and Angle and Perry's (1981) value commitment and commitment to stay. The other dominant framework of OC, presented by Mowday, Steers and Porter (1979), is very similar to Kelman's profile. The three factors are: desire to maintain organizational membership, willingness to exert effort on behalf of the organization, and a strong belief in and

acceptance of the organization's goals (Angle & Perry, 1981). Organizational commitment has been reconceptualized by Meyer and Allen (1984) into a dichotomy of affective and continuance commitment. This new conceptualization makes the construct clear and much easier to use in research relationships. Affective commitment corresponds to the emotional orientation toward the company described in Mowday, Steers, & Porter's (1979) three factor Organizational Commitment Questionnaire. Continuance commitment refers to a commitment to continue along a line of action, based on an economic relationship (Meyer & Allen, 1984).

Theoretical evidence of the relationship between OC and OCB can be taken from Weiner's (1982) normative view of Organizational Commitment. Weiner characterizes OC as personal sacrifice for the organization, lack of dependence on reinforcement or punishment and personal preoccupation with the organization. These characteristics can also be used to describe OCB as it is defined in this study.

Organizational citizenship reflects an organization's need for more than compliance from its members. Kelman's three OC factors resemble a direct attitudinal analogy of the three behavioral dimensions of performance proposed by Graham (1991) to capture all levels of performance from in-role to citizenship. The attitude labeled compliance and

the behavior labeled obedience appear to be manifestations of the same construct, both are in-role and contractual in nature. The resemblance continues with loyalty and identification. Loyalty is defined as "identification with and allegiance to organizational leaders and the organization as a whole" (Graham et al., 1993). Participation, the third dimension of citizenship, entails being guided by ideal standards and involvement in governance; this is strikingly similar to internalization although not clearly different from identification.

Investigations of the relationship between organizational commitment and OCB has presented inconsistent findings. O'Reilly & Chatman (1986) found a strong correlation between the OC factors (internalization and identification) and OCB, while Williams and Anderson (1991) found no correlation. Both studies used O'Reilly and Chatman's (1986) measure of organizational commitment and similar measures of organizational citizenship behavior. There are several possibilities for the inconsistent findings such as different populations and different sources for the measurement of OCB (self or manager). The difference in sampled populations appears to be a plausible alternative because commitment may have a different meaning to technical/managerial workers, university employees and students. In addition, it is possible that the

conceptualization of organizational commitment used in these studies contributed to the mixed findings, it emphasizes affective commitment without giving equal attention to continuance commitment (Meyer & Allen, 1984).

Psychological Contract. In a longitudinal study employee perceptions of psychological contract violation were found to have a negative relationship with civic virtue behavior (Robinson & Morrison, 1995). In other words, employees were less likely to perform discretionary, beneficial behaviors directed at the organization when they felt that their psychological contract was violated. This was true for both the relational aspects of psychological contract (e.g., long term job security, career development, and training) and the transactional obligations (e.g., high pay, pay based on performance, promotion and advancement).

In sum, satisfaction, perceived fairness and organizational commitment all have a history of being studied in relation to OCB.

Work Environment Factors

Research investigating the work environment factors that relate to OCB have focused on the individual level by using employee perceptions of the leader, tasks, and their group's cohesiveness. However, these relationships all involve the individual subordinate-leader relationship, individual tasks, or each group's internal processes. At

that level of investigation the research findings produce recommendations for management actions that are situationally specific and require individualized attention. It would be more efficient if organizations could also try to influence this set of behaviors through group or organization-wide policy and practice changes that modify the work environment for a large number of employees.

George and Bettenhausen (1990) have conducted research with the more general category of pro-social behaviors utilizing a group level of analysis for measurement but there have been a limited number of studies incorporating a group focus in OCB research (Podsakoff et al., 1997; Podsakoff & MacKenzie, 1994). Researchers continue to refine the relationships between OCB and individual variables such as job satisfaction, fairness, and personality attributes. Consequently, relatively little work has been done with OCB on broad based work environment factors such as organizational norms. It is clear that further investigation of this group of variables is needed before a complete understanding of the OCB phenomenon is possible. The following sections outline several groups of work environment variables that have been investigated in relation to OCB. As a result of the limited OCB research on work environment variables, several of the studies included

in the following sections used related measures such as, extra-role behavior and pro-social behavior.

Leader's Behavior. Leadership behavior is a popular variable of study in the organizational citizenship behavior literature. This line of research developed naturally from the work on employee cognitions in which the leader-subordinate relationship has been used to explain the link between cognitions and OCB. Traditional forms of leadership, initiating structure and consideration, have been found to contribute equally to altruism, conscientiousness, courtesy and civic virtue (four of the OCB factors, excepting sportsmanship). In addition, "super" leadership did not contribute incremental explained variance beyond the traditional forms of leadership on any of the five OCB dimensions (Schnake, Dumler, & Cochran, 1993).

The monitoring behavior of leaders has been found to have a negative relationship with OCB (Niehoff & Moorman, 1993). Leader observations and formal meetings were related to low OCB. However, leader supportiveness relates directly to compliance and indirectly to altruism through satisfaction (Smith et al., 1983). Specific behavioral repercussions of leader supportiveness such as leader's positive mood (George & Bettenhausen, 1990) and leader fairness (Farh, Podsakoff, & Organ, 1990) and procedural fairness (Moorman, Niehoff, & Organ, 1993) correlate with

pro-social behavior and OCB. Further, when controlling for the relationship between justice and OCB, satisfaction and organizational commitment no longer related to OCB (Moorman et al., 1993).

The evidence is not unequivocal however. For example, Puffer (1987) did not find a correlation between confidence in management and pro-social behavior. The reason for the discrepancy between the findings in these three studies is unclear. George & Bettenhausen (1990) used a retail sales sample similar to the sample used by Puffer (1987). In addition, the leader behaviors tapped by Farh et al. (1990) were very similar to the leadership style questions used by Puffer (1987). Finally, the measures of pro-social behavior or OCB were not strikingly different, all three tapped extra-role customer service behaviors but with slightly different items.

An alternative hypothesis for the discrepancy is the presence of a common factor that has not been measured in these studies creating spurious correlations among the variables. This is a plausible alternative because there is evidence for mediating variables in the relationships of these multidimensional constructs, such as trust, nature of the task, and general leadership style in the organization. This hypothesis is supported by the findings of Podsakoff et al. (1990), that the relationship between transformational

leadership and OCB is mediated by the follower's trust in their leader. Trust is a variable that is believed to relate to both transformational leadership and OCB. In addition, Deluga (1994) found that fairness as a trust building behavior of supervisor from the subordinate's perspective is related to OCB.

Supervisor's Perceptions. A recent study by Eastman (1994) introduced another dimension to the leadership-OCB relationship. Eastman presented the leader's perceptions as another area to consider. In his 1994 study he investigated the attributions made by supervisors as to the motivation for worker behavior, specifically ingratiation and OCB. The findings did not lend strong support for the application of Kelley's attribution theory but it did present the hypothesis that supervisors may have their own schemas or stereotypes that override situational information since they responded positively to extra-role behaviors when they were attributed to OCB. Based on this line of thought Eastman calls for future work investigating how both schema and situational information interact to influence OCB and ingratiation attributions.

Group Factors. Research has found that other work environment variables such as group cohesiveness (George & Bettenhausen, 1990), an emphasis on pro-social behavior during socialization (George & Bettenhausen, 1990) and task

scope (Farh et al., 1990), correlate with pro-social behavior and/or OCB.

A 1994 study by Strohmeier, Nordstrom, and Pryor found that work group sex ratio or composition does not predict OCB but that the individual's account of the work group attitudes about gender-appropriate behavior did relate to OCB. Gender-appropriate behavior can also be referred to as behavioral norms for women and behavioral norms for men. The extent to which female work group members perceived females in stereotyped terms was positively related to self-report of OCB. In addition, females holding more traditional women's views of their gender were more likely to consider extra-role behaviors as part of their job (Strohmeier et al., 1994).

Consistent with the de-individuation research in the social psychology literature, group size has been found to correlate negatively with volunteerism (Schaubroeck & Ganster, 1991). However, Schaubroeck and Ganster (1991) did not find an interaction effect between group size and affective commitment on voluntarism as hypothesized.

Aspects of the Task. Although there is a theoretical basis for anticipating a relationship between environmental conditions and OCB, early research found no relationship between task interdependence and OCB (Smith et al., 1983) and it was not investigated again until recently. Pearce

and Gregersen (1991) found that felt responsibility to help others mediates the relationship between task interdependence and extra-role behavior. Therefore "job structure operated on supervisor reported extra-role behavior only for those employees who also felt responsible" (Pearce & Gregersen, 1991, p. 842). This is another example of inconsistency in the research that appears to be due to the exclusion of pertinent variables, an issue that needs to be addressed in the OCB literature.

Impact of the Research Population. OCB research has been done with a range of different populations: salespeople, manufacturing plant employees, government employees, bank employees, hospital employees, and MBA students employed at a large variety of organizations (Barrick, Mount, & Strauss, 1991; Farh et al., 1990; Konovsky & Pugh, 1994; MacKenzie et al., 1991; Organ & Konovsky, 1989; Podsakoff et al., 1990; Smith et al., 1983; Strohmeier et al., 1994; Williams & Anderson, 1991; Witt, 1991). OCB research has been done with both blue collar and white collar samples and no impact of job type has been found (Organ & Ryan, 1995).

Organization-wide Factors. System-wide or organization-wide factors have not been researched widely in conjunction with OCB. Perceived organizational support, a construct presented in 1986 by Eisenberger, Huntington,

Hutchison, and Sowa was used to explain OCB beyond organizational commitment (Shore & Wayne, 1993). Perceived organizational support involves the employee's global views that their organization is committed to them. Based on social exchange ideology, these perceptions have been connected to the level of commitment found in the employee's behavior (Eisenberger et al., 1986). Shore and Wayne (1993) found that POS explained variance in OCB beyond affective commitment suggesting more of an obligatory relationship than an emotional attachment leading to OCB.

Another organization or system-wide variable that has been researched with OCB is organizational purpose. Schaubroeck and Ganster (1991) have found that congruence between OCB and the organizational purpose impacts these behaviors. The interaction between affective organizational commitment and organizational purpose had a significant effect on voluntarism, the specific organizational citizenship behavior used in Schaubroeck and Ganster's study (1991).

In a recent study by Aquino (1995) looking at the relationship between procedural justice and OCB, one of the justice factors used was process control. Process control or voice includes how the organization deals with grievances, complaints, and promotions. These process control items are organization-wide, work environment

factors. Unfortunately the factor was only measured with 3 items and it loaded with another factor, perceptions of reward allocations, not allowing a clear relationship with OCB to be uncovered. In another study of justice and OCB a three item measure of overall fairness was found to relate to OCB through the mediation of job satisfaction (Tansky, 1993). However, this finding is contrary to that of Moorman et al. (1993). They found after controlling for justice, with a measure that was partially the organization procedures to increase fairness, satisfaction no longer related to OCB. In a review of citizenship behaviors and fairness, Podsakoff and MacKenzie (1993) gave two potential explanations for these opposite findings: organizational or contextual factors and/or differences in the fairness measures, and listed several limitations in each study.

Finally, Karambayya (1991) in an unpublished manuscript investigated the relationship between OCB and characteristics of work units. The findings show a positive relationship between OCB and both a satisfaction culture and rewards for behavior beyond formal role requirements, and a negative relationship between OCB and a security culture. Additional relationships were found between context variables (e.g., frequency of interpersonal interaction, and work stability) and individual OCB factors as defined by Graham (1986).

Another group of work environment factors that has not been researched in conjunction with OCB are aspects of the informal organization.

Table 3
Summary of Empirical Research Studies Investigating
Antecedents of OCB

INDIVIDUAL DIFFERENCE VARIABLES	CITATION	FINDING	OCB MEASURE
Agreeableness and conscientiousness	Barrick, Mount & Strauss, 1991	Conscientiousness was not a significant predictor of OCB and other criteria.	OCB, 2 factors 11 item short form
	Organ & Ryan, 1995	Conscientiousness explained as much variance in generalized compliance as attitudinal variables.	Meta-analysis, majority of studies used Smith et al., 1983
Extraversion-introversion	Smith, Organ, & Near, 1983	Extraversion was not predictive of OCB. ^a	OCB, 2 factors original
Individualism-collectivism	Moorman & Blakely, 1995	Positive relationships were found between OCB and collectivist values, and interpersonal helping and collectivist norms. ^b	OCB, 4 factors Moorman & Blakely, 1992
ATTITUDE AND PERCEPTION VARIABLES			
Job satisfaction	Bateman & Organ, 1983	A positive relationship was found between OCB and job satisfaction. ^a	OCB, 30 item scale
	Moorman, 1993	Cognition based job satisfaction measures were more strongly related to OCB than affective based job satisfaction measures.	OCB, 5 factors original
	Smith et al, 1983	Altruism, the OCB factor, was directly predicted by job satisfaction. ^a	OCB, 2 factors original
	Stecher, Rosse, Miller & Levin, 1994	Job satisfaction was a stronger predictor of OCB than fairness.	OCB, 2 factors Smith et al., 1983

Table 3, continued

Employee cognition	Farh et al, 1990	Leader fairness explained variance in altruism. ^b	OCB, 2 factors Smith et al., 1983
	Konovsky & Pugh, 1994	A model in which trust in supervisor mediated the relationship between procedural justice and OCB accounted for 9% of the variance in OCB. ^b	OCB, 5 factors Podsakoff et al., 1990
	Moorman, 1993	Affect followed cognition in its path of influence on OCB.	OCB, 5 factors original
	Moorman, 1991	Support for a causal relationship between perceptions of justice and OCB was found. ^b	OCB, 5 factors Podsakoff & MacKenzie, 1989
	Organ & Konovsky, 1989	Work cognitions explained unique variance in OCB beyond mood measures.	OCB, 2 factors Smith et al., 1983
	Williams & Anderson, 1991	OCB was distinguished from in-role behavior and cognitions predicted OCB.	OCB, 2 factors OCBI/ OCBO. Smith et al., 1983 items and others.
Employee organizational commitment	O'Reilly & Chatman, 1986	A strong correlation was found between OC factors and OCB	OCB, 2 factors 11 item short form
	Stroh-meyer et al, 1994	Continuance commitment, pay satisfaction and exchange ideology predicted OCB.	OCB, 2 factors Smith et al., 1983
	Williams & Anderson, 1991	OC factors were not significant predictors of OCB.	OCB, 2 factors OCBI/ OCBO.
WORK ENVIRONMENT VARIABLES			
Leaders' behavior	Deluga, 1994	Perceived fairness, a supervisor trust building behavior, was positively related to OCB.	OCB, 5 factors Podsakoff et al., 1990

Table 3, continued

	Farh, Podsakoff & Organ, 1990	Leader fairness accounted for unique variance in altruism. B	OCB, 2 factors Smith et al, 1983
	George & Betten- hausen, 1990	Leaders positive mood and prosocial behavior were positively correlated.	Helpful behaviors directed at customers.
	Moorman, Niehoff, & Organ, 1993	Procedural justice relates to OCB and renders the individual relationships between OCB and satisfaction, and OCB and organizational commitment nonsignificant. ^b	OCB, 5 factors Podsakoff et al., 1990
	Niehoff & Moorman, 1993	Monitoring as a method of observation had a negative relationship with OCB.	OCB, 5 factors Podsakoff & MacKenzie, 1989
	Podsakoff MacKenzie Moorman & Fetter , 1990	The relationship between transformational leadership and OCB was mediated by follower trust in leader. ^b	OCB, 5 factors original
	Puffer, 1987	No correlation was found between confidence in management and prosocial behavior.	Prosocial behavior for salespeople
	Schnake, Dumler & Cochran, 1993	Traditional forms of leadership contributed to OCB beyond the variance explained by super leadership.	OCB, 5 factors Schnake et al, 1993
	Smith et al, 1983	Leader supportiveness related directly to compliance and indirectly to altruism through satisfaction. ^a	OCB, 2 factors original
Supervisor's perceptions	Eastman, 1994	Supervisors responded positively to extrarole behaviors when OCB was the attributed motive. ^a	A open ended attribution question.

Table 3, continued

Group factors	Farh et al, 1990	Task scope predicted both altruism and compliance. ^b	OCB, 2 factors Smith et al., 1983
	George & Bettenhausen, 1990	Group cohesiveness and an emphasis on prosocial behavior during socialization correlated with prosocial behavior.	Helpful behaviors directed at customers.
	Schaubroeck & Ganster, 1991	Group size was negatively correlated with voluntarism.	Self-report of phone-athon participation.
	Strohmeier, Nordstrom & Pryor, 1994	Perceptions of work group attitudes about gender appropriate behavior related to OCB.	OCB, 2 factors Smith et al., 1983
Aspects of the task	Pearce & Gregersen, 1991	Felt responsibility mediated the relationship between task interdependence and extra-role behavior. ^b	OCB, 10 items, developed from Smith et al., 1983 and others
	Smith et al, 1983	No relationship was found between task interdependence and OCB. ^a	OCB, 2 factors original
Impact of the industry (previously listed studies, reviewed for their target populations)	Barrick, Mount & Strauss, 1991	Using a sales population, conscientiousness was a significant predictor of OCB.	OCB, 2 factors 11 item short form of Smith et al., 1983
	Farh et al, 1990	Using communication workers, task scope explained more variance in OCB than satisfaction and leader fairness only explains variance in altruism. ^b	OCB, 2 factors Smith et al., 1983
	Konovsky & Pugh, 1994	Using hospital employees, trust mediated the relationship between fairness and OCB. ^b	OCB, 5 factors Podsakoff et al., 1990

Table 3, continued

	MacKenzie Podsakoff & Fetter 1991	Using insurance agents, managers' evaluations were determined equally by altruism and civic virtue, as by objective productivity levels. ^b	OCB, 4 factors did not include conscien- tiousness
	Organ & Konovsky, 1989	Using hospital employees, more variance in OCB was explained by cognition than affect.	OCB, 2 factors Smith et al., 1983
	Podsakoff et al 1990	Using employees of a large petrochemical company, the effects of transformational leadership on OCB were mediated by trust. ^b	OCB, 5 factors original
	Smith et al, 1983	Using bank employees, OCB had two factors - altruism and generalized compliance and altruism was directly predicted by job satisfaction. ^a	OCB, 2 factors original
	Stroh- meyer et al, 1994	Using factory employees, continuance commitment, pay satisfaction and exchange ideology predicted OCB.	OCB, 2 factors Smith et al., 1983
	Williams & Anderson , 1991	Study done with MBA students from multiple organizations. Distinguished OCB from in-role behavior and maintained that cognitions predict OCB.	OCB, 2 factors OCBI/ OCBO. Smith et al., 1983 items and others.
	Witt, 1991	Using a tooling plant population, workers who were more dependent on the organization for reinforcement showed a positive relationship between their OCB and organizational support.	OCB, 14 items from Organ's 1988 measure
Organization- al based factors	Aquino, 1995	Process control or organizational voice was studied with OCB but a clear relationship was not uncovered.	OCB, 2 factors Smith et al., 1983

Table 3, continued

Tansky, 1993	Perceptions of overall fairness were positively correlated with altruism and conscientiousness. This relationship is mediated by job satisfaction.	OCB, 5 factors Podsakoff & MacKenzie, 1989
Schaubroeck & Ganster, 1991	The interaction between affective organizational commitment and organizational purpose had a significant effect on voluntarism.	Self-report of phone-a-thon participation
Shore & Wayne, 1993	Perceived Organizational Support explained OCB beyond affective commitment.	OCB, 2 factors Smith et al., 1983

Note. The articles reviewed are organized in the order they are discussed in the text. Theoretical articles are not included.

^a These studies utilized experimental or longitudinal designs.

^b These studies utilized path analyses for their conclusions about causality.

Chapter 5

Organizational Norms

The environment we work in has been found to impact our work behavior (Roethlisberger & Dickson, 1939) yet there are many relationships between specific environmental factors and employee behaviors or attitudes that are not yet understood. Given the widespread changes in the workplace today this investigation acknowledges the importance and usefulness of attending to the work situation when trying to motivate employees. Since many organizations are going through an increasing rate of reorganization and change, they need to understand better the effects that the environment and culture they are creating will have on their employees.

As mentioned in the previous chapter, OCB is a specific work behavior to which several work environment factors are related, including leader supportiveness and group cohesion (George & Bettenhausen, 1990), task interdependence (Pearce & Gregerson, 1991), organizational purpose (Schaubroeck & Ganster, 1991), and perceived organizational support (Shore & Wayne, 1993). However, there are many other potential ways for the work environment to influence employees that have not been investigated in connection with OCB, such as aspects of the informal organization: norms, values, and shared meaning (understandings about the problems, goals,

and practices of the group or organization) (Reichers & Schneider, 1990). Organizational norms was chosen for this study rather than values because according to the theory of reasoned action, it is closer to behavior than are belief systems (Ajzen & Fishbein, 1980). In addition, values are more dispositional and central to personality, hence not as easy to influence on a group-wide basis. Shared meanings, although an interesting component of the informal organization, has not been clearly conceptualized and therefore would present measurement difficulties.

Norms

Norms are powerful mechanisms that regulate group member behaviors. They are the rules and standards for behavior that define what is acceptable and unacceptable (Napier & Gershenfeld, 1993). Norms are distinguishable from other aspects of groups in organizations because they are structural guidelines rather than process characteristics of the group, members believe that they are important to group survival, and typically norms evolve over time but when necessary a group can implement a norm quickly.

Norms are guidelines for behavior that are deemed acceptable by the members of the relevant social group, and serve as a person's frame of reference for social action (Sherif, 1966). They are a mechanism that simplifies group

influence processes, by allowing an individual to weigh the benefits and risks of various acts and decide upon a course of action (Birenbaum & Sagarin, 1976; Hackman, 1994). Work groups are maintained by norms which are set by the statements of co-workers and leaders, as well as past experiences and events in a process called norming (Feldman, 1984; Tuckman, 1965). Most definitions of norms include a reward component (either rewarding by social acceptance or material compensation); people are rewarded for conforming and punished for deviation (Cancian, 1975).

Within the social psychology literature, norms are discussed in two ways: proscriptively and prescriptively. Proscriptive norms are evaluative warnings as to how actions will be judged and consequently rewarded or punished. Prescriptive norms are considered positive because they are statements of expectation or predictions of how the group should behave in the future, which generally allows the group members to obtain approval and recognition (Birenbaum & Sagarin, 1976; MacKenzie et al., 1991; Parsons, 1977).

A Component of Organizational Culture. Norms are an important component of the work environment and are considered to be one of the central elements of organizational culture (Cooke & Rousseau, 1988). The concept of group norms has been an established construct in the psychological literature for a long time, evidenced by

the extensive description of norms in the Hawthorne studies (Roethlisberger & Dickson, 1939). However, the introduction of culture, as a larger concept of which norms, values and roles are components, was not introduced until the 1960s (Schein, 1990). During that period, the field of organizational psychology began to look at patterns of norms across whole social units. The use of culture allowed for comparisons of organizations (Schein, 1990).

The definition of culture is still considered ambiguous (Schneider, 1990). Without a clear definition of the construct it is difficult to develop an appropriate measurement instrument. Schein (1985) defined culture as follows:

The simplest way to think about the culture of any group or social unit is to think of it as the total of the collective or shared learning of that unit as it develops its capacity to survive in its external environment and to manage its own internal affairs.

(p.19)

Although operationalization and measurement issues have limited the empirical research on culture, there is ample theoretical discourse on the subject (Schein, 1990; Schneider, 1990) and agreement that it is an important factor in person-organization fit (O'Reilly, Chatman, & Caldwell, 1991; Schein, 1985).

The most common methods used to measure culture are observation, ethnography, clinical description, and quantitative data collection (Schein, 1990). Many of the quantitative culture assessment instruments available measure values and behavioral norms (Rousseau, 1990). O'Reilly and Chatman (1996) call their model for studying culture, via shared norms and values, a functional approach to the measurement of culture.

Norm Development and Acceptance. Different theoretical perspectives have presented rationales for the formation and acceptance of group norms. For example, according to the sociological perspective, norms are the rules of social contact learned so as to fit in, or perform as expected in different social interactions (Goffman, 1959). Learning theorists explain norm development as the result of the law of effect. People learn the cues signaling impending reinforcement and punishment and behave accordingly (Bandura, 1977). Organizational psychologists propose that norms develop through the emergence of a group's understanding of acceptable behaviors. These subjective meanings attached to different social actions are then validated or adjusted (Bettenhausen & Murnighan, 1985).

Groups use the power of social influence and discretionary stimuli (including messages of approval and disapproval, physical objects, money, instructions about

appropriate behavior, and rejection) to create and enforce group norms. It is the withholding or administration of these influences that maintains conformity to group norms (Feldman, 1984).

Conformity allows groups to regulate member behavior (Sherif, 1966). Norms typically develop gradually and in an informal manner so that group members are not usually aware of their existence, they are often taken for granted and given little thought (Blake & Mouton, 1985; Hackman, 1994; 1976). Although the restrictions norms place on a group provide predictability and a degree of efficiency the uniformity of extremely restrictive norms can be problematic. Groupthink is one such restriction problem that has been researched (Janis, 1982). In a group with restrictive norms, groupthink can develop as a method for dealing with deviance and gaining congruence with the group norms but this is done at the expense of appropriate decision making processes.

Several circumstances contribute to the presence of conformity. People tend to conform when they desire to continue membership in a group, their status is lower than other members, their membership has great importance to them, reinforcement or punishment is contingent on conforming, and the group is very cohesive (Napier & Gershenfeld, 1993). Deviance from the group may be allowed

for prestigious members (Hollander, 1958) but generally, the group inflicts negative sanctions to maintain conformity (Hackman, 1994).

The Measurement of Norms. The following discussion of norms measurement pertains to norms defined as "regular behavior patterns that are relatively stable and expected by a group's members" (Bettenhausen & Murnighan, 1985, p.350).

As with the broader concept of culture, norms can be measured utilizing different methodologies: behavioral observation, archival investigations of policy statements and artifacts, and interviewing or surveying group members. The choice of methodology imparts the definition of norms being adopted for that study. The two questions central to defining this construct are (1) is it behavior or expectation of behavior, and (2) is it from the perspective of an individual or group? If norms are measured at the group level, how is consensus determined?

It is often difficult to distinguish the norm or guideline from the behavior. But norms are not actions, processes or behavior, they are perceptions of standards, guidelines or expectations. Therefore, they are assessed by either asking group members to report them, or by observing behaviors or artifacts and using them to infer back to those perceptions.

In Ajzen and Fishbein's (1980) theory of reasoned action they refer to an individual's expectations about what ought to happen as subjective norms. A person forms a subjective norm by taking into account the normative expectations of various others in his/her environment. Therefore, to assess group norms group members should be asked to reflect on their perception that "most people who are important to him think he should or should not perform the behavior in question" (Ajzen & Fishbein, 1980, p.57).

The second issue in operationalizing norms is one of level. Will these data be collected from one group member or more than one? For a group norm to exist there has to be a communality of beliefs (Colett, 1977). A group member can provide his/her assessment of the group's communal beliefs about norms based on experiences as a group member. These experiences make the respondent a subject matter expert. However, these perceptions are subjective and reflect individual differences. Even if the perceptions of the entire group are measured, they are still subject to each individual's judgment processes and the question becomes how to combine these data into an interpretable form (James, 1982).

This question is continually debated within the sociological and psychological literature -- what constitutes communality or consensus. Not every member must

think the same way, but norms are a group product and therefore a majority must be in agreement (Colett, 1977; O'Reilly & Chatman, 1996; Satorius, 1975).

Jackson (1966) used the return potential model to define norms by representing the range of approval or disapproval that a group member will receive for their choice of action in any specific potential situation. The use of this model introduces two important dimensions to the measurement of norms: variation in intensity of approval and disapproval of the behavior in question by the group, and variation in degree of agreement in which a particular norm is held (Hackman, 1994; O'Reilly & Chatman, 1996).

According to Jackson (1966) the measurement of norms involves agreement by a majority of the group members on (a) the strength of approval or disapproval for a norm, called intensity, and (b) consensus among group members about the level of agreement, called crystallization. For example, on a survey measure of norms this would involve an interpretation of the scores (intensity) and a measure of within group agreement among raters (crystallization).

For the purposes of this study, norms were defined as the aggregation of the triad members' perceptions. Each of the three individuals in the group (target, supervisor, and co-worker) reported his/her perceptions that there is a guideline for their behavior within the group. The three

sets of responses were averaged to form an aggregated norms measure. This aggregation of individual perceptions across triad members was used in all the hypothesis testing in the present study and is justified by analyses of their homogeneity (within group consistency) and differentiation (between group differences) as used in climate research (George & Bettenhausen, 1990; James, 1982; James, Demaree, & Wolf, 1984 - - see Chapter 8 for details). These measures indicate that triad members have a unique shared perception of norms similar to the crystallization of the construct Jackson (1966) measures with his return potential model.

In sum, this study measures norms via the average of three group members' expectations for group behavior. These data are aggregated to create an overall triad perception of norms.

Organizational Norms: A Work Environment Factor that Influences OCB

Norms have been chosen as the work environment factor to be investigated in this study for several reasons, both theoretical and empirical.

Theoretically, norms have been discussed extensively in the sociological, psychological, and organizational behavior literatures. Norms have been said to represent "the connective tissue that joins the social fabric together" (Allen & Pilnick, 1973, p.3) and these normative systems of

anticipated behaviors make up the informal organization and social forces affecting organization members' behavior. OCB is also part of the informal organization since these behaviors are neither proscribed by the organization nor formally rewarded.

Norms or perceived guidelines for behavior are a measurable aspect of the organization context, a component of the work environment affecting a large group of employees. In theory, changing these guidelines can have a far reaching and a cost effective impact on organization members' behavior and attitudes (O'Reilly & Chatman, 1996).

As discussed earlier, in order to effectively institute organizational change, companies must first understand the current environment. Therefore a relationship can be expected between the environment and employee behavior and attitudes (Allen & Pilnick, 1973). If there is a relationship between the norms of the informal organization and the behaviors of the informal organization such as OCB, then it is possible to have a pattern of norms that support the occurrence of OCB. In other words, patterned expectations for behavior that supports citizenship can exist within an organization. Although organizations value OCB and other cooperative behaviors, they rarely incorporate it explicitly in their philosophy or encourage these behaviors directly, rather they reward based on role-related

individual performance measures (Moorman and Blakely, 1995; Wagner, 1995).

Empirically, there are several areas that contribute to the need for studying norms in relation to OCB. Norms have been discussed and pondered extensively in the sociological and psychological literature as an integral part of social systems (Parsons, 1977; Sartorius, 1975). Yet, most of the field research on norms involves how norms develop and the effects of norms on individual behaviors and attitudes, especially cooperation and competition.

The emergence of norms or their formation was the topic that marked the beginning of psychological research on normative behavior with the classic studies by Sherif (1936) and several of the recent research studies deal with this aspect of norms, as well (Bettenhausen & Murnighan, 1991; Bettenhausen & Murnighan, 1985; Ullman-Margarit, 1977).

In addition to norm emergence, another prominent area of norm research relevant to this study, investigates the determinants of cooperation and competition responses when faced with a social dilemma. Although theoretically, cooperation norms are clearly related to the study of OCB, the research in this area is laboratory focused, generally using game theory and "Prisoner's Dilemma" situations to introduce conflict between these two groups of bi-polar norms, cooperation and competition (Axelrod, 1984; Macy,

1991; Rapoport & Chammah, 1965). Consequently, this wealth of research has produced findings about cooperation within narrow, laboratory situations that are difficult to utilize when not seen in contrast with a competition norm.

However, this research has produced a finding that does support the line of study proposed here. Bettenhausen and Murnighan (1991) found that previous experience in similar situations and structural changes to the group's tasks or environment (creating an external threat or challenge to the group norm) contribute to cooperative norms. This finding, although not done with an organizational population or in regard to naturally occurring norms, does support the impact of structural change or environmental manipulation on cooperative norms.

In addition, a recently completed OCB study suggests that there is a relationship between OCB and the perception of strict norms (tight control over member behavior). This study found that employees in a variety of settings who reported norms for punctuality, speaking seriously about the organization and their jobs, and being well-groomed were more likely to have engaged in OCB than people that reported an absence of those behavioral norms (Gebbia & Thompson, 1995). This finding has led to the primary questions addressed in this study: i.e., what is the nature of the norms that relate to OCB, and do those norms explain

additional variance in OCB beyond individual level variables?

As discussed above, most of the research on norms utilizes artificial situations. Minimal research has been done linking naturally occurring norms with organizational performance or individual employee behavior and attitudes. There are two exceptions, Moorman and Blakely (1995) and Karambayya (1991). Moorman and Blakely (1995) found that collectivist norms relate to interpersonal helping (a component of OCB), withstanding the effects of common method variance and procedural justice. Common method variance was tested using a method latent variable in the structural equation modeling analysis. However, the relationships between collectivist norms and the other three OCB components (individual initiative, loyal boosterism, and personal industry) did not withstand common method variance. Karambayya (1991) investigated the relationship between organizational context variables, including culture, and OCB. She used a measure of culture that reflected the nature and intensity of shared norms for a satisfaction culture (characterized by support and participation) and a security culture (characterized by bureaucracy and directiveness). All four dimensions of citizenship were found to be positively associated with satisfaction culture

and negatively associated with security culture. This study will provide further research in this area.

Chapter 6

The Present Study: Problem and Hypotheses

The present study was designed to investigate whether work environment/contextual factors are important for OCB beyond individual attribute variables and attitudes. It was grounded in social exchange and cooperation theory, and focused on organizational norms as the work environment antecedent of interest, in relation to OCB. Additional demographics representing the organizational context (ethnic congruence of target-supervisor dyad, size of work group, size of department) were added to norms to create a more fulsome depiction of the work environment. Even though ethnicity was available for all triad members, only the supervisor-target dyad was used as a relational demographic measure because co-workers were chosen by the target and therefore are not representative of the entire work group. Also, additional individual difference variables (age, sex, and tenure) were included with the personality dimensions for a more comprehensive analysis of individual attributes.

To reiterate, cooperation theorists define cooperation as acting together in coordination to further shared goals (Argyle, 1991). Viewing benefits to the organization as a shared goal among organizational members, cooperation theory can be used to explain OCB as the coordination among organizational members referred to in the definition of

cooperation. This study of OCB was designed to determine how organizational norms, including norms that reflect benefits to the organization, may be used to impact the OCB of many employees rather than relying solely on individual workers' attitudes or individual differences as generally presented in a social exchange theoretical framework.

Organizational norms are guidelines for behavior in the work environment. In this study three dimensions of norms were assessed: group work involvement, policies and practices, and continuous improvement.

These three norm dimensions were chosen for this study to provide a basic representation of a group's communal and cognitive work environment. They are all expected to encourage OCB based on the social exchange and cooperation theories of social behavior, as explained below.

The group work involvement dimension measures the degree to which the group believes that members cooperate, act enthusiastically, and show involvement with and pride in their work. These norms are standards for the communal nature of OCB, commitment to the group's work and the group interaction necessary to accomplish shared goals, described by cooperation theory (Tjosvold, 1984).

The policies and practices dimension measures the degree to which the group believes that the organization or supervisor upholds various human resource policies and

practices (e.g., selection, promotion, pay, and feedback). These norms represent the cognitive nature of OCB, a fair work environment in which employees are confident in the mechanisms regulating their rewards. Policies and practices represent the controlled, thoughtful nature of OCB.

Continuous improvement measures the degree to which the group believes that mechanisms are in place to prepare them for their work (e.g., orientation, training, and monitoring). These norms represent both the cognitive and communal nature of OCB, in that they demonstrate not only a system for technical support but they also are evidence of other organizational members working toward the shared goal of successful performance by enhancing the skills of group members.

Although OCB is a well researched construct and several work attitudes and personality attributes have been found to consistently predict OCB in empirical studies, there is still a lot to be learned about the impact of the work environment on these behaviors. In this study, OCB was operationalized as Organ did in his 1988 book. OCBs are "behavior(s) of a discretionary nature that are not part of the employee's formal (role) requirement, but nevertheless promote the effective functioning of the organization" (Organ, 1988a, p. 4)). Organ's definition was chosen for this study in order to maintain consistency with previous

work. The model of OCB presented by Organ has been used more than any other conceptualization of OCB (Organ & Ryan, 1995). This study utilized an OCB measure that incorporates the theoretical framework of OCB presented by Graham (1991) while reflecting all five factors in Organ's model. The goal of this study was to demonstrate that norms can advance the understanding we currently have of OCB. Therefore, maintaining Organ's conceptualization of OCB made this study consistent with the majority of previous OCB research.

Problem

This study investigated the degree of variability in OCB that organizational norms and other context variables can explain beyond that explained by demographics and the work attitudes (job satisfaction, perceived fairness, organizational commitment), and the individual attributes (agreeableness and conscientiousness) historically related to OCB. This is not to say that norms were expected to explain more variance in OCB than attitudinal and personality factors. Rather, norms were expected to explain additional unique variance in OCB not accounted for by work attitudes and individual difference variables.

Hypotheses

Given the need for research investigating dispositional, work attitude and work environment influences on OCB, the following hypotheses were proposed:

Hypothesis 1: There is a statistically significant positive correlation between organizational norms and the expression of organizational citizenship behavior (OCB).

Hypothesis 2: Norms provide incremental variance in explaining OCB beyond the cumulative impact of work attitudes (job satisfaction, perceived fairness, and organizational commitment), and relevant personality dimensions (agreeableness and conscientiousness).

Hypothesis 3: Norms and other organizational context variables (ethnic congruence of target-supervisor dyad, size of work group, size of department) provide incremental variance in explaining OCB beyond the cumulative impact of work attitudes (job satisfaction, perceived fairness, and organizational commitment), and individual difference variables (agreeableness, conscientiousness, sex, age, and tenure).

Chapter 7

Method

Design

A field study was conducted to examine the relationship between the nature of normative information present in the work environment and the occurrence of OCB. Participants in this study were employees from a variety of organizations. They were asked to fill out a survey about their work environment and their attitudes toward work. In addition to filling out their survey and returning it to the researchers, participants (targets) were asked to distribute one sealed envelope each, to their supervisor and a co-worker. Each of the sealed envelopes contained a survey and a return reply envelope. The three surveys were matched by a random number coding scheme for the purpose of analysis.

The survey was conducted in groups of three in order to assess the homogeneity of behavioral norm perceptions within work groups and how the degree of homogeneity relates to employee behavior. However, gathering data from multiple sources increases the difficulty of this research design. Four hundred and sixty sets of surveys were distributed. The response rate for total sets of three responses was only 37%. This low response rate was expected because a full response is dependent upon three separate individuals completing their surveys, while only one of the three had

been directly contacted by the researcher. The response rate for the directly contacted, target respondents was 68%, substantially higher than the response rate for full triads. For the 314 targets that responded, 14% had one of their contacts respond and 54% had both contacts respond.

Participants

Five hundred and ten individuals belonging to 170 work group triads participated in this study. Due to missing data the sample sizes in individual analyses ranged from 148-170. All participation was voluntary and anonymous. Work groups triads were solicited through target employees who were taking class in the Business or Psychology departments of an urban university, or who responded to flier requests by the researcher distributed to business contacts and members of a local organization for Industrial/Organizational Psychologists (see Appendix A for the solicitation flier and Appendix B for Human Subjects Committee approval).

Information about the demographics of the sample is presented in Table 4. The age of participants ranged from 17 years to 71 years of age. The average ages of participants were: targets (28), supervisors (39), and co-workers (33). The average number of years participants had been in their current jobs were: targets (2.6), supervisors (6.3), and coworkers (4.1). All participants had been in

their present jobs for more than six months and therefore had ample opportunity to be socialized into their organizations and to learn the norms (Morrison, 1993).

Table 4

Demographic Information of Study Participants (170 triads)

	TAR ^a	SUP ^a	COW ^a
Sex			
Male	66 (39%)	98 (58%)	52 (30%)
Female	104 (61%)	71 (42%)	117 (69%)
Age			
Less than 25 years old	71 (44%)	9 (6%)	48 (29%)
25, less than 35 years old	61 (38%)	35 (22%)	58 (35%)
35, less than 45 years old	21 (13%)	71 (44%)	30 (18%)
45, less than 55 years old	7 (4%)	32 (20%)	20 (12%)
55, less than 65 years old	2 (1%)	12 (7%)	7 (4%)
65 years or older	--	1 (1%)	1 (0%)
Race			
Asian/Pacific Islander	26 (15%)	20 (12%)	22 (13%)
Black/African American	43 (25%)	25 (15%)	31 (18%)
Hispanic/Latino/Chicano	21 (12%)	10 (6%)	29 (17%)
Native American/Indian	8 (5%)	5 (3%)	--
White/Caucasian	64 (38%)	104 (61%)	77 (45%)
Multiracial	4 (2%)	2 (1%)	2 (1%)

The following responses represent the work group triad**Industry/Work Setting**

Retail Establishment	21 (12%)
Educational Institution	18 (11%)
Non-Profit Organization	7 (4%)
Government	12 (7%)
Corporation <500 employees	62 (36%)
Corporation >500 but <3,000	23 (14%)
Corporation >3,000 employees	26 (15%)
Self-employed	1 (1%)

Department Size

Under 10	74 (44%)
11-20	31 (19%)
21-30	21 (12%)
31-50	20 (12%)
Over 51	22 (13%)

Table 4, continued

Triad Ethnic Composition	
All 3 reported the same ethnicity	64 (38%)
All 3 did not report same ethnicity	106 (62%)
Supervisor-Target Dyad Racial Congruence	
Same	82 (52%)
Different	88 (48%)

- TAR- Target employees
- SUP- Supervisors
- COW- Co-workers

Procedure

Each work group triad was contacted through one employee who agreed to participate. The initial contact employee (target) was given a survey to complete and return to the researchers. They were also given two additional surveys and stamped return envelopes, each sealed in a larger envelope marked "co-worker survey" or "supervisor survey" and a cover letter that explained the study. These participants were asked to pass those two envelopes on to a co-worker in the same work group and to their immediate supervisor.

The target employee survey contained the measures of organizational norms, job satisfaction, organizational commitment, fairness, personality attributes, and demographics. The supervisor survey contained the measures of organizational norms, OCB, and appraisal ratings of traditional job performance. The co-worker survey contained only the organizational norms measure (see Appendix C for a description of all measures). All three surveys were labeled with a three digit random number that enabled the researcher to match the data without asking for names or other personal identification. Confidentiality was maintained by having participants mail the completed questionnaires directly to the researcher. These coding procedures and why they were necessary were explained to

each respondent in the instructions (please refer to the cover letters for each survey in Appendices D-F).

Measures

Organizational citizenship behavior (OCB)

Supervisors were asked to evaluate the target employee's organizational citizenship behavior over the previous 6 months. Since OCB can be a relatively infrequent behavior, not something that is observed on a daily basis for most people, reflecting on six months allowed the supervisor to report patterns of behavior. In addition, six months was the minimum employment time being included in the study. Within the socialization literature, six months is accepted as a sufficient time period within which new employees socialize into the organization and learn the behavioral norms (Morrison, 1993).

OCB was assessed with the four-scale measure of OCB by Moorman and Blakely (1992). This measure integrates the models of citizenship presented by Graham (1986) and Organ (1988a). The alpha coefficients for the four scales in the Moorman and Blakely (1995) study were: interpersonal helping (.74), individual initiative (.76), personal industry (.61), and loyal boosterism (.86). Moorman and Blakely (1995) utilized this OCB measure as a self-report scale. When the scale was used in previous work to elicit supervisor ratings, the reliability for personal industry was

considerably higher (.84) than the .61 found with the self-report ratings. The OCB measure in this study was factor analyzed with a varimax rotation and principal components extraction method as done by Karambayya (1991) . The resulting factor structure conformed to the structure presented by Moorman and Blakely (1992) and Karambayya (1991) (see Table 5). This newer measure of OCB has lower correlations among the factors than other OCB measures (Moorman & Blakely, 1995). The correlations among the scales in the present study are significant and reasonably high (.42 to .65) but lower than scales used in other studies, suggesting that there is a better separation of the OCB scales (Podsakoff et al., 1990; Moorman, 1991). The alpha coefficients in the present study were: interpersonal helping (.82), individual initiative (.83), personal industry (.79), and loyal boosterism (.85).

Table 5

OCB Measure - Factor Structure (n=170)

	Factor 1 Loyal Boosterism	Factor 2 Personal Industry	Factor 3 Interpersonal Helping	Factor 4 Individual Initiative
1	.11503	.26508	.70078	.28393
2	.18002	.26008	.27115	.71432
3	.19969	.30493	.32216	.71311
4	.07858	.03925	.70761	.39044
5	.18303	.04940	.79205	.30784
6	.00378	.69807	.25141	.40176
7	.62371	.35180	.22836	.27997
8	.32909	.28627	.54406	.02477
9	.39845	.30697	.62130	-.02731
10	.24597	.41173	.02591	.43705
11	.25650	.62813	.22435	-.13467
12	.69113	.05556	.17314	-.02286
13	.13245	.76559	.15009	.13250
14	.73510	.30713	.05938	.26390
15	.08008	.80379	.05864	.24352
16	.45928	.00661	.23332	.54747
17	.75818	.03353	.11900	.33050
18	.68965	.13069	.22471	.24369
19	.46838	.04713	.29443	.61709
Eigenvalue	7.81	1.75	1.43	1.09
Percentage Variance Explained	41.1	9.2	7.5	5.7
Cumulative Variance Explained	41.1	50.3	57.8	63.5

Norms

Relatively few measures of existing organizational norms are available. In a review of those measures Rousseau (1990a) described three measures that focused on behavioral norms, two of which were extensive culture surveys: the Kilmann-Saxton Culture-Gap Survey and the Organizational Culture Inventory (OCI). The Kilmann-Saxton Culture Gap survey is a group-aggregated quantitative measure of the gap between actual and desired behavioral norms containing four scales: task support, task innovation, social relationships, and personal freedom. The OCI is a widely used quantitative measure of culture assessing two underlying dimensions -- task versus people orientation and security versus satisfaction -- through 12 normative beliefs. Both of these measures are proprietary, owned by consulting organizations.

The third quantitative measure of norms found is older than the others and consequently takes more of an organizational climate perspective, listing a series of dimensions that describe an organization. This measure, the Norms Diagnostic Index (NDI) by Allen and Dyer (1980) includes seven primary groups of norms based on extensive survey and qualitative research with diverse organizations: performance facilitation, job involvement, training, leader-subordinate interaction, policies and procedures, confrontation, and an emotionally supportive climate. Allen

and Dyer's (1980) items are proprietary and were unavailable for use in this study. Therefore a modified version was piloted with 160 working individuals from a variety of organizational settings and a 22-item original measure of organizational norms was developed based on the pilot data. The measure included five norm dimensions with high alpha coefficients: teamwork (.84), work involvement (.82), organizational support (.84), continuous improvement (.80), and policies and practices (.91).

In the present study, the SPSS oblimin procedure was used to do an oblique factor analysis which allowed for correlation among the norm dimensions (Hays, 1988). The oblique factor analysis of the norms measure presented a three factor structure rather than the five factors found in the pilot study of this measure. The organizational support items did not load together (items 13, 14, 18, 20 & 21) and although there is an empirical connection among several of these items, they were dropped from the measure because they did not conform to the theoretical dimensionality developed for this measure. Two of the original scales, work involvement and teamwork, loaded on the same factor. The combination of teamwork and work involvement is theoretically interpretable. Specific group issues are prevalent in these two dimensions, the teamwork items are task oriented aspects of the team and the work involvement

items are at the group level. This new factor was named group work involvement. The remaining two factors - policies and practices, and continuous improvement were also found with this sample. Two items (19 and 22) were excluded because they did not load as theoretically proposed and one item (11) fit with the continuous improvement factor rather than the policies and practices factor. The factor analysis for the norms measure is presented in Table 6. The alpha coefficients for the norms dimensions are: group work involvement (.94), policies and practices (.89), and continuous improvement (.87).

Appraisal of Traditional work performance

A twelve item performance appraisal measure was used. The supervisor was asked to evaluate the target employee's overall performance and attendance, as well as quality and quantity of performance. The measure was used by Katzell, Thompson, & Guzzo (1992) as a self-report. The authors reported a .64 reliability correlation. For this study the items were reworded for supervisor ratings and had a .87 reliability coefficient.

Table 6

Norms Measure - Oblique Factor Structure (n=510)

	Factor 1 Group Work Involvement	Factor 2 Policies & Practices	Factor 3 Continuous Improvement
1	.82409	-.00354	-.06193
2	.70991	-.02245	.05211
3	.89247	-.04538	-.13815
4	.80607	-.03279	-.05411
5	.53948	.26033	.48066
6	.59030	.22177	.39218
7	.06720	-.13265	.66652
8	.07888	-.66211	.22416
9	-.08193	-.24357	.74072
10	-.11625	-.12727	.82126
11	.00595	-.17051	.74037
12	.08616	-.50918	.42979
13	.20753	.14278	.67331
14	.52649	.05549	.32157
15	.10467	-.70361	.11043
16	.61287	-.35644	.02089
17	.10459	-.80571	.05494
18	.62643	-.26600	.02479
19	.39491	-.34423	.26340
20	.43629	-.33689	.10817
21	.41238	-.16886	.28436
22	.30516	-.24171	.82587
Eigenvalue	11.03	1.75	1.09
Percent Variance Explained	50.1	8.0	4.9
Cumulative Variance Explained	53.9	64.7	71.2

Satisfaction

Job satisfaction was measured with the Minnesota Satisfaction Questionnaire (MSQ). The MSQ is a 20 item overall satisfaction measure developed by Weiss, Dawis, England, and Lofquist (1967). This measure has been found to tap cognitive based job satisfaction rather than affective based job satisfaction (Moorman, 1993). Moorman (1993) found that the cognitive or affective nature of the job satisfaction measure used in studies influenced the relationship of satisfaction to OCB. Cognitively based satisfaction measures were related more strongly to OCB than affective satisfaction measures. The MSQ can be split into two factors: intrinsic and extrinsic job satisfaction. The reliability coefficients for the two factors in this study are .90 and .84, respectively.

Perceived Fairness

Perceived fairness was measured with 20 questions on distributive and procedural justice (Niehoff & Moorman, 1993). Distributive justice measures employee assessments of the fairness of their work outcomes. Procedural justice consists of two scales measuring formal procedures and interactional justice. The reliability coefficients for these scales are all very high: formal procedures (.87), interactional justice (.97), and distributive justice (.88).

Organizational commitment

The targets' organizational commitment was measured with both the Affective Commitment scale and the Continuance Commitment scale. Each scale contains 8 items and was developed by Meyer and Allen (1984). The reliability coefficients for these two scales and the combined measure were .83 for affective commitment, .73 for continuance commitment, and .75 for the combination.

Personality Attributes

Agreeableness and conscientiousness were measured with two scales (11 and 14 items) from the NEO (Neuroticism, Extraversion, Openness) Personality Inventory items reported by McCrae and Costa (1987). Both dimensions had high reliabilities: .83 for agreeableness and .81 for conscientiousness.

Background Information

A profile of demographic questions were asked of the respondents in order to describe the sample. The background questions included: sex, ethnicity, age, tenure, group size, and department size. Sex, age and tenure were additional individual difference variables beyond agreeableness and conscientiousness. Ethnic congruence of supervisor-target dyad, group size and department size were additional work context variables beyond organizational norms. The ethnic congruence variable is a dichotomous variable, in which a

one indicates that the target and supervisor belong to the same ethnic group and a zero indicates that they belong to different groups.

Chapter 8

Results

Preliminary Data Analyses

Psychometric Properties of the Scales. The means, standard deviations, minimum/maximum ranges, and reliability coefficients for the variables are presented in Table 7. The reliabilities for the scales were generally high, with alphas ranging from .73 to .97. All alpha coefficients were above Nunally's (1978) recommended level of .70, indicating that the scales had an acceptable level of internal consistency.

The organizational norms measure was subjected to additional psychometric analyses. This was done because it is an original measure that requires aggregation to create each triad's shared perceptions of norms. An eta squared coefficient was used to demonstrate between versus within group variance, and a within-group agreement index was used to demonstrate the consensus of raters (James, 1982; James, Demaree, & Wolf, 1984).

Correlational Relationships. The intercorrelation matrix for all variables is presented in Table 8. The patterns indicate that one or more of the OCB dimensions are significantly correlated with all three groups of antecedents (organizational context, work attitudes, and individual differences) with the exception of two of the

organizational context variables, group size and department size. Norms are also significantly correlated with the work attitude variables and the individual difference variables, with the exception of tenure and conscientiousness. These relationships are further discussed in the Discussion section.

OCB and Performance. The relationship between OCB and in-role performance was consistent with the literature which consistently reports a significant positive correlation between the two variables and 17-26% of the variance in performance explained by OCB (Moorman, Niehoff, & Organ, 1993; Organ & Ryan, 1995; Podsakoff, Ahearne, & MacKenzie, 1997; Podsakoff & MacKenzie, 1994). In the present study the two variables, OCB and in-role performance evaluation, were significantly correlated ($r=.58$, $p<.01$) and they were not entirely redundant. Further, the relationships between OCB, in-role performance and satisfaction were consistent with meta-analysis results for OCB and subjective performance ratings. The correlation between satisfaction and OCB ($r=.26$, $p<.01$) was greater than the correlation between appraised performance and satisfaction ($r=.17$, $p<.05$). Higher correlations have been found in the literature for subjective performance than for objective measures of performance (Iaffaldano & Muchinsky, 1985). This has been attributed to subjective performance ratings

capturing more OCB variance than objective measures because practitioners may be including OCB in their conception of performance (Organ, 1988). In the present study, this relationship could also reflect common method variance since both OCB and performance are assessed by the same source, the supervisor. However, an OCB meta-analysis found the same relationship between OCB and subjective performance after adjusting for the possible effect of common method variance (Organ & Ryan, 1995).

Agreement of Multiple Raters. Determining the degree of agreement among raters requires evidence of subunit consensus. However, demonstrating this agreement for subunits or work groups is problematic in cases such as the present study, in which the stimulus of interest is a single measure of a homogeneous construct (Dansereau & Alutto, 1990; Kozlowski & Hattrup, 1992). Several agreement indexes exist and aspects of each have been criticized (James, 1982; James et al., 1984; Kozlowski & Hattrup, 1992; Schmidt & Hunter, 1989). The current debate involves measures by James et al. (1984) and Schmidt and Hunter (1989).

James, Demaree, & Wolf (1984) use the term interrater reliability to "refer to the degree to which judges are interchangeable" (p. 86). However, that term "reliability" is inappropriate for what they measure. What their computation actually measures is the consensus (or

interchangeability) of raters not the consistency (or reliability) of those measurements (Kozlowski & Hattrup, 1992). The method they propose estimates the agreement of judgements on a homogeneous construct by one set of judges and also accounts for the portion of the systematic variance that is believed to be due to response bias. Schmidt & Hunter (1989) criticize this index because it lacks a logical conceptual foundation. Instead they recommend using standard deviations to create confidence intervals to index interrater agreement. Kozlowski & Hattrup (1992) criticize the standard deviation method proposed by Schmidt and Hunter (1989) because the confidence intervals are difficult to interpret in terms of within group agreement and this method lacks sensitivity to small groups of raters. In sum, there are many indexes of agreement (including the two discussed here) but there has been no systematic investigation of these indexes to guide their use in single target situations like the present study (Kozlowski & Hattrup, 1992).

Using the James et al. (1984) method, an estimate of within-group interrater agreement for each triad was conducted, controlling for the spurious influences of a positive leniency response bias. An average triad agreement index of .97 was found and of the 164 triads (6 triads were eliminated from the analysis for missing data), 91% were .95 or higher and all of the indexes were .70 or higher. An

agreement index of .70 or higher indicates a "good" amount of agreement and demonstrates an appropriate degree of within group agreement for aggregation (George & Bettenhausen, 1990). When the same analysis was done without a correction for the positive leniency bias in these ratings, similar results were found. An average triad agreement index of .92 was found and of the 155 triad indexes computed (6 were eliminated for missing data and 9 could not be computed because of the skewed distribution), 66% were .95 or higher and 99% were .70 or higher.

The ability of the measure to differentiate between triads was demonstrated by an eta squared coefficient of .44, which indicates that 44% of the variability in the norms measure can be explained by the differences between triads (James, 1982). This ratio of between groups sums of squares to total sums of squares tells the strength of the relationship between group membership and the norms variable (Hays, 1988). Although .44 is a moderate amount of between group variance it is typical and makes creating an aggregated representation of raters plausible (Dansereau & Alutto, 1990).

Within group agreement and between group differentiation for the triads added empirical evidence to the theoretical basis for aggregating this measure of norms. Consequently, the norms measure used in all subsequent

analyses is the aggregation of target, supervisor and subordinate responses to the set of 15 norms items.

Table 7

Means, Standard Deviations, Reliabilities of Variables in Study

	Means ^a	S.D.	Min.	Max.	Alpha
1. NORMS	3.89	.47	3.68	4.15	.94
Group Work Involvement	3.91	.56	2.05	4.95	.93
Continuous Improvement	3.95	.54	2.08	5.00	.87
Policies & Practices	3.76	.65	1.92	5.00	.89
2. OCB	5.30	.81	2.16	7.00	.92
Interpersonal Helping	5.64	.94	1.20	7.00	.82
Personal Industry	5.67	.98	1.50	7.00	.79
Loyal Boosterism	4.84	1.05	1.00	7.00	.85
Individual Initiative	5.16	.97	2.00	7.00	.83
3. MSQ	3.50	.69	1.65	4.85	.91
Intrinsic Satisfaction	3.68	.77	1.25	5.00	.90
Extrinsic Satisfaction	3.24	.81	1.25	4.88	.84
4. OC	4.18	.86	1.38	6.44	.75
Affective Commitment	4.14	1.15	1.38	6.25	.83
Continuance Commitment	4.23	1.09	1.38	6.63	.73

Table 7, continued

	Means ^a	S.D.	Min.	Max.	Alpha
5. FAIR	4.59	1.31	1.30	6.95	.96
Formal Procedures	4.26	1.39	1.00	7.00	.87
Interactional Justice	4.79	1.50	1.00	7.00	.97
Distributive Justice	4.64	1.48	1.00	7.00	.88
6. AGREE	6.44	1.13	2.75	9.00	.83
7. CONS	7.31	1.08	2.00	9.00	.81
8. SEX	1.39	.49	.00	1.00	N/A
9. AGE (in years)	27.62	8.09	17	56	N/A
10. TENURE (in years)	3.28	3.59	1	30	N/A
11. GROUPSIZE	8.98	9.16	1	75	N/A
12. DEPTSIZE	2.32	1.46	1	5	N/A
13. DYADRACE	.48	.50	0	1	N/A
14. PERF	5.24	1.14	1.00	7.00	.87

Note: NORMS= Norms evaluated by all respondents (n=501), OCB= Organizational citizenship behavior, MSQ= Satisfaction, FAIR= Perceived fairness, AGREE= Agreeableness, CONSC= Conscientiousness, GROUPSIZE= Size of work group, DEPTSIZE= Size of department, DYADRACE= Ethnic Congruence of Target-Supervisor dyad, PERF= Performance evaluation

^a For NORMS and MSQ scores ranged from 1 to 5 with 1 indicating a very negative response and 5 indicating positive. Scores ranged from 1 to 7, for OCB, OC, FAIR and PERF, with 1 indicating a very negative response and 7 indicating positive. AGREE and CONSC, which are the personality inventory dimensions, are the only 9-point scales. SEX is coded as: 0=female 1=male. DEPTSIZE is on a scale of 1 to 5, the value labels are as follows: 1=under 10 people, 2= 11-20, 3= 21-30, 4= 31-50, 5= over 51. DYADRACE is coded as: 0=different 1=same.

Table 8
Intercorrelation Matrix of Study Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13
1 OCB (s)	--												
2 IH	.83**	--											
3 II	.87**	.65**	--										
4 PI	.72**	.50**	.52**	--									
5 LB	.83**	.54**	.65**	.42**	--								
6 NORMS (STC)	.35**	.28**	.26**	.24**	.33**	--							
7 GWI	.36**	.27**	.27**	.27**	.35**	.89**	--						
8 CI	.28**	.24**	.19*	.16*	.26**	.85**	.62**	--					
9 PP	.24**	.19*	.16*	.15	.21**	.84**	.57**	.68**	--				
10 MSQ (T)	.26**	.20**	.19*	.16*	.24**	.39**	.41**	.28**	.26**	--			
11 IS	.22**	.13	.16*	.15*	.22**	.30**	.34**	.17*	.19*	.92**	--		
12 ES	.24**	.25**	.19*	.13	.19*	.41**	.40**	.34**	.27**	.83**	.55**	--	
13 FAIR (T)	.21**	.18*	.19*	.14	.17*	.39**	.36**	.36**	.30**	.65**	.49**	.72**	--
14 FP	.18*	.17*	.19*	.06	.14	.30**	.26**	.32**	.23**	.52**	.38**	.57**	.89**
15 IJ	.21**	.17*	.17*	.16*	.17*	.40**	.38**	.36**	.29**	.65**	.50**	.68**	.96**
16 DJ	.17*	.13	.11	.12	.15	.29**	.28**	.23**	.24**	.55**	.38**	.64**	.77**
17 OC (T)	.28**	.20**	.18*	.23**	.29**	.34**	.34**	.30**	.24**	.44**	.31**	.50**	.51**
18 AC	.31**	.22**	.26**	.17*	.32**	.41**	.45**	.26**	.27**	.56**	.45**	.56**	.53**
19 CC	.12	.09	.02	.17*	.11	.11	.05	.19*	.09	.09	.00	.18*	.24**
20 AGREE (T)	.20*	.20*	.10	.14	.16	.24**	.22**	.24**	.12	.09	.10	.05	.01
21 CONSC (T)	.16	.06	.14	.16*	.13	.15	.13	.12	.11	.15	.20*	.05	.01
22 PERF (s)	.58**	.41**	.47**	.71**	.34**	.21**	.22**	.12	.15*	.17*	.19*	.11	.12
23 AGE (T)	.29**	.20*	.27**	.10	.35**	.16*	.21**	.11	.03	.22**	.19*	.20**	.10
24 SEX (T)	-.15*	-.15	-.10	-.12	-.14	-.12	-.21**	.03	-.02	-.10	-.14	-.3	.01
25 TENURE (T)	.26**	.20**	.18*	.21**	.22**	.08	.10	.05	.01	.25**	.24**	.21**	.02
26 GRPSIZE(T)	-.10	-.02	-.12	-.09	-.10	-.26**	-.23**	-.19*	-.23**	-.11	-.08	-.12	-.12
27 DEPTSIZE(T)	.01	.06	.01	.02	-.04	-.18*	-.18*	-.04	-.22**	-.17*	-.20**	-.08	-.22**
28 DYADRACE(T)	.21**	.18*	.17*	.13	.21**	.17*	.22**	.18*	.04	.09	.08	.07	.07

** p<.01

* p<.05

T=Target

S=Supervisor

C=Co-worker

Because of missing values, n ranges from 148-170.

Table 8
Intercorrelation Matrix of Study Variables
 continued

	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1 OCB (s)															
2 IH															
3 II															
4 PI															
5 LB															
6 NORMS (STC)															
7 GWI															
8 CI															
9 PP															
10 MSQ (T)															
11 IS															
12 ES															
13 FAIR (T)															
14 FP	--														
15 IJ	.81**	--													
16 DJ	.51**	.62**	--												
17 OC (T)	.45**	.53**	.36**	--											
18 AC	.42**	.54**	.42**	.78**	--										
19 CC	.26**	.24**	.12	.75**	.16*	--									
20 AGREE (T)	.05	.00	-.01	.03	.07	-.03	--								
21 CONSC (T)	-.03	.04	-.01	.15	.18*	.04	.52**	--							
22 PERF (s)	.10	.12	.06	.15	.16*	.06	.17*	.24**	--						
23 AGE (T)	.10	.09	.11	.16*	.17*	.07	.16*	.10	.15	--					
24 SEX (T)	.00	-.03	.07	-.11	-.15*	-.03	-.09	-.16*	-.07	-.05	--				
25 TENURE (T)	.00	.02	.08	.16*	.16*	.08	.08	.17*	.29**	.65**	-.02	--			
26 GRPSIZE(T)	-.09	-.13	-.09	-.15	-.16*	-.06	-.19*	-.10	-.06	-.11	.06	.01	--		
27 DEPTSIZE(T)	-.20**	-.24**	-.10	-.05	-.12	.04	.06	.10	-.03	.17*	.08	.22**	.24**	--	
28 DYADRACE(T)	.05	.09	.04	.17*	.12	.14	.08	-.02	.15	.12	-.07	.05	-.02	-.05	--

** p<.01

* p<.05

T=Target S=Supervisor C=Co-worker
 Because of missing values, n ranges from 148-170.

Hypothesis Testing

The data were analyzed using correlation and hierarchical regression analyses. The SPSS hierarchical regression procedure was used because it is appropriate for determining the incremental variance explained by adding variables to an existing regression equation (Hays, 1988).

Hypothesis 1. The first hypothesis predicts a positive relationship between organizational norms and OCB. As expected, the correlation between the aggregated organizational norms measure and OCB was substantial and positive ($r=.35$, $p<.01$). In addition, all of the OCB and organizational norms subscales were positively and significantly inter-correlated except for the OCB dimension "personal industry" and the norms dimension "policies and practices" (see Table 8).

Hypothesis 2. The second hypothesis predicts that organizational norms provide incremental variance in explaining OCB beyond work attitudes and personality attributes. To test the hypothesis, a series of hierarchical regression analyses were performed (Hays, 1988). In the first regression, the work attitudes of perceived fairness, satisfaction, and organizational commitment were entered in the first block and norms were entered in the second block. The resulting significant change in R^2 showed that norms explained an additional 5% of

the variance in OCB, beyond the 11% explained by work attitudes ($\underline{R} = .40$ v. $\underline{R} = .33$, see Table 9).

A second hierarchical regression tested the impact of norms in addition to the personality attributes of agreeableness and conscientiousness. The resulting change in \underline{R}^2 showed that norms explained an additional 10% of the variance in OCB, beyond the 3% explained by personality attributes ($\underline{R} = .35$ v. $\underline{R} = .17$, see Table 10).

In a third regression, both work attitudes and personality attributes were entered in the first block and norms were entered in the second. The resulting significant change in \underline{R}^2 showed that norms explained an additional 4% of the variance in OCB beyond the 12% explained by both work attitudes and personality attributes ($\underline{R} = .39$ v. $\underline{R} = .34$, see Table 11).

These three regression models were also done for each of the three norms dimensions separately (group work involvement, continuous improvement, and policies and practices). The results show that group work involvement contributes more variance explained to each of the models than the other norms dimensions -- policies and practices, and continuous improvement (see Tables 12, 13, 14).

Table 9

Hierarchical Regression of OCB on Organizational Commitment, Satisfaction, Perceived Fairness, and Organizational Norms (n=151)

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. F	ΔR^2 df
<u>Block 1:</u>		.334**	.112	.094			
OC	.19*						
MSQ	.20						
FAIR	.02						
<u>Block 2:</u>		.399**	.160	.136	.048	8.33**	1,146
OC	.15						
MSQ	.14						
FAIR	-.03						
NORMS	.25**						

** p < .01
* p < .05

Table 10

Hierarchical Regression of OCB on Agreeableness,
Conscientiousness, and Organizational Norms (n=140)

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign.ΔR ² F	df
<u>Block 1:</u>		.169*	.029	.014			
AGREE	.12						
CONSC	.08						
<u>Block 2:</u>		.352**	.124	.105	.095	15.0**	1,136
AGREE	.06						
CONSC	.05						
NORMS	.32**						

** p < .01
* p < .05

Table 11

Hierarchical Regression of OCB on Organizational Commitment, Satisfaction, Perceived Fairness, Agreeableness, Conscientiousness, and Organizational Norms (n=134)

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. F	ΔR ² df
<u>Block 1:</u>		.343**	.118	.083			
OC	.18						
MSQ	.13						
FAIR	.07						
AGREE	.13						
CONSC	.00						
<u>Block 2:</u>		.393**	.154	.114	.036	4.29*	1,127
OC	.14						
MSQ	.08						
FAIR	.02						
AGREE	.10						
CONSC	.00						
NORMS	.22*						

** p < .01
* p < .05

Table 12

Hierarchical Regressions of OCB on Work Attitudes and Individual Norm Dimensions - Group Work Involvement, Continuous Improvement, and Policies and Practices

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. F	ΔR^2 df
Group Work Involvement (n=152)							
<u>Block 1:</u>		.324**	.105	.087			
OC	.19*						
MSQ	.19						
FAIR	.00						
<u>Block 2:</u>		.395**	.156	.133	.051	10.0**	1,147
OC	.15						
MSQ	.12						
FAIR	-.02						
GWI	.25**						
Continuous Improvement (n=155)							
<u>Block 1:</u>		.321**	.103	.086			
OC	.19*						
MSQ	.19						
FAIR	.00						
<u>Block 2:</u>		.364**	.132	.110	.029	5.0*	1,150
OC	.17						
MSQ	.18						
FAIR	-.06						
CI	.19*						
Policies and Practices (n=154)							
<u>Block 1:</u>		.332**	.110	.092			
OC	.19*						
MSQ	.19						
FAIR	.01						
<u>Block 2:</u>		.364**	.133	.109	.023	3.33	1,149
OC	.18						
MSQ	.18						
FAIR	-.02						
PP	.16						

** p < .01
* p < .05

Table 13

Hierarchical Regression of OCB on Personality Attributes and Individual Norm Dimensions - Group Work Involvement, Continuous Improvement, and Policies and Practices

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. ΔR ² Fdf
Group Work Involvement (n=141)						
<u>Block 1:</u>		.175*	.031	.017		
AGREE	.12					
CONSC	.08					
<u>Block 2:</u>		.344**	.119	.100	.088	15.0** 1,137
AGREE	.07					
CONSC	.06					
GW I	.30**					
Continuous Improvement (n=145)						
<u>Block 1:</u>		.185**	.034	.020		
AGREE	.13					
CONSC	.08					
<u>Block 2:</u>		.312**	.097	.078	.063	11.67** 1,141
AGREE	.08					
CONSC	.07					
CI	.26**					
Policies and Practices (n=144)						
<u>Block 1:</u>		.179**	.032	.018		
AGREE	.13					
CONSC	.08					
<u>Block 2:</u>		.282**	.079	.060	.047	7.14** 1,140
AGREE	.11					
CONSC	.06					
PP	.22**					

** p < .01
* p < .05

Table 14

Hierarchical Regression of OCB on Work Attitudes,
Personality Attributes, and Individual Norm Dimensions -
Group Work Involvement, Continuous Improvement and Policies
and Practices

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. Δ R ² F	df
Group Work Involvement (n=135)							
<u>Block 1:</u>		.334**	.112	.077			
OC	.18						
MSQ	.12						
FAIR	.05						
AGREE	.14						
CONSC	.01						
<u>Block 2:</u>		.386**	.149	.109	.037	5.71*	1,128
OC	.15						
MSQ	.06						
FAIR	.03						
AGREE	.10						
CONSC	.01						
GWI	.22*						
Continuous Improvement (n=138)							
<u>Block 1:</u>		.337**	.114	.080			
OC	.18						
MSQ	.12						
FAIR	.05						
AGREE	.15						
CONSC	.01						
<u>Block 2:</u>		.367**	.135	.095	.021	2.86	1,131
OC	.16						
MSQ	.11						
FAIR	.00						
AGREE	.11						
CONSC	.02						
CI	.16						

Table 14, continued

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. Δ R ² F	df
Policies and Practices (n=137)							
<u>Block 1:</u>		.346**	.120	.086			
OC	.18						
MSQ	.13						
FAIR	.06						
AGREE	.14						
CONSC	.00						
<u>Block 2:</u>		.369**	.136	.096	.016	2.86	1,130
OC	.17						
MSQ	.11						
FAIR	.03						
AGREE	.13						
CONSC	.00						
PP	.14						

** p < .01
 * p < .05

Relationship Among Antecedents of OCB. Additional regression analyses were performed to explore the communality among the different sets of antecedents (organizational norms, work attitudes, personality attributes). When OCB was regressed on organizational norms in the first block of analyses, followed by either work attitudes or personality attributes, it was found that organizational norms explains variance in OCB also common to the other antecedents.

Agreeableness and conscientiousness did not explain a significant amount of incremental variance in OCB (R^2 change = .01) beyond the 12% of the variance in OCB explained by organizational norms in the first block ($R = .35$ v. $R = .34$, see Table 15).

Work attitudes explained only 4% of the variance in OCB beyond the 12% already explained by the organizational norms entered in the first block of the model ($R = .35$ v. $R = .34$, see Table 16). That increment is not significant and is less variance than norms explained in OCB when it was entered in the second block following work attitudes (R^2 change = 5%, see Table 9).

Table 15

Hierarchical Regression of OCB on Organizational Norms,
Agreeableness, and Conscientiousness - Norms Entered in the
First Block (n=140)

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. F	ΔR ² df
<u>Block 1:</u>		.340**	.115	.109			
NORMS	.34**						
<u>Block 2:</u>		.353**	.124	.105	.009	0.83	2,136
NORMS	.32**						
AGREE	.06						
CONSC	.05						

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

Table 16

Hierarchical Regression of OCB on Organizational Norms,
Organizational Commitment, Satisfaction, and Perceived
Fairness - Norms Entered in the First Block (n=151)

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. F	ΔR ² df
<u>Block 1:</u>		.342**	.117	.111			
NORMS	.34**						
<u>Block 2:</u>		.399**	.160	.136	.043	1.67	3,146
NORMS	.25**						
OC	.15						
MSQ	.14						
FAIR	-.03						

** p < .01
* p < .05

Hypothesis 3. The third hypothesis predicts that organizational norms and a block of additional organizational context variables: group size, department size, and ethnic congruence of target-supervisor dyad, provide incremental variance in explaining OCB beyond work attitudes and individual differences (including personality attributes and demographics). To test the hypothesis, the same series of regression analyses done for hypothesis two was repeated with the additional organizational context and demographic variables. These analyses were done with norms and organizational context variables entered in two separate blocks. The first set of analyses entered norms followed by organizational context variables and the second set of analyses reversed the order in which these variables were entered into the model.

In the first regression, the work attitudes were entered in the first block and the organizational context variables in the next two blocks (norms and then group size, department size and ethnic congruence). The resulting change in R^2 showed that norms and organizational context explained an additional 5% and 2% of the variance in OCB, respectively, beyond the 10% explained by work attitudes (full model $R=.41$ v. work attitudes $R=.32$, see Table 17). The incremental variance explained by norms was significant

but the block of organizational context variables did not make a significant change in the variance explained.

The second regression tested the impact of organizational context variables (norms and the block of group size, department size and ethnic congruence) in addition to the individual difference variables (agreeableness, conscientiousness, age, sex, tenure). The resulting changes in R^2 showed that norms explained an additional 6%, and the other organizational context variables explained an additional 2% of the variance in OCB, beyond the 12% explained by individual difference variables (full model $R=.45$ v. individual difference $R=.35$, see Table 18). The incremental variance explained by norms was significant but the block of organizational context variables did not make a significant change in the variance explained.

In a third regression, both work attitudes and individual difference variables were entered in the first block and norms and additional organizational context variables were entered in the second and third blocks. The resulting changes in R^2 showed that norms and additional organizational context variables explained an additional 2% and 1% of the variance in OCB, respectively, beyond the 20% explained by both work attitudes and individual difference variables (full model $R=.48$ v. work attitudes and individual

differences $R=.44$, see Table 19). The incremental variance explained by norms and the block of organizational context variables were not significant.

All three regression analyses were also conducted reversing the order in which norms and organizational context variables were entered into the model. The incremental variance explained by the organizational context variables was not significant in any of these three regression models (see Tables 20-22). The incremental variance explained by norms beyond the organizational context variables was significant in the work attitudes regression model (Table 20) and the individual differences regression model (Table 21) but the incremental variance explained by norms was not significant in the regression model that contained both work attitudes and individual differences (Table 22).

Table 17

Hierarchical Regression of OCB on Work Attitudes, Norms and Organizational Context Variables (n=148)

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign.ΔR ² F	df
<u>Block 1:</u>		.315**	.098	.081			
OC	.16						
MSQ	.17						
FAIR	.05						
<u>Block 2:</u>		.384**	.148	.124	.048	8.47**	1,143
OC	.13						
MSQ	.11						
FAIR	.00						
NORMS	.25**						
<u>Block 3</u>		.409**	.167	.125	.019	1.14	3,140
OC	.11						
MSQ	.10						
FAIR	.02						
NORMS	.25**						
GRPSIZE	-.01						
DEPTSIZE	.08						
DYADRACE	.12						

** p < .01
 * p < .05

Table 18

Hierarchical Regression of OCB on Individual Difference,
Norms and Organizational Context Variables (n=131)

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. ΔR ² F	df
<u>Block 1:</u>		.353**	.125	.090			
AGREE	.11						
CONSC	.04						
AGE	.11						
SEX	-.06						
TENURE	.21						
<u>Block 2:</u>		.432**	.187	.147	.062	10.77**	1,124
AGREE	.08						
CONSC	.01						
AGE	.08						
SEX	-.04						
TENURE	.21						
NORMS	.26**						
<u>Block 3:</u>		.453**	.205	.146	.018	1.03	3,121
AGREE	.07						
CONSC	.02						
AGE	.09						
SEX	-.03						
TENURE	.19						
NORMS	.25**						
GRPSIZE	.02						
DEPTSIZE	-.02						
DYADRACE	.13						

** p < .01
* p < .05

Table 19

Hierarchical Regression of OCB on Work Attitudes, Individual Difference, Norms and Organizational Context Variables (n=126)

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. ΔR ² F	df
<u>Block 1:</u>		.444**	.197	.142			
OC	.09						
MSQ	.05						
FAIR	.16						
AGREE	.12						
CONSC	-.02						
AGE	.09						
SEX	-.08						
TENURE	.22						
<u>Block 2:</u>		.467**	.218	.158	.021	2.99	1,116
OC	.08						
MSQ	.00						
FAIR	.12						
AGREE	.09						
CONSC	-.02						
AGE	.08						
SEX	-.06						
TENURE	.22*						
NORMS	.17						

Table 19, continued

<u>Block 3:</u>		.478**	.229	.147	.011	0.49	3,113
OC	.06						
MSQ	-.02						
FAIR	.14						
AGREE	.09						
CONSC	-.01						
AGE	.08						
SEX	-.05						
TENURE	.21						
NORMS	.18						
GRPSIZE	.03						
DEPTSIZE	.00						
DYADRACE	.10						

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

Table 20

Hierarchical Regression of OCB on Work Attitudes,
Organizational Context Variables and Norms (n=148)

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. F	ΔR ² df
<u>Block 1:</u>		.315**	.099	.081			
OC	.16						
MSQ	.17						
FAIR	.05						
<u>Block 2:</u>		.350**	.122	.085	.023	1.17	3,141
OC	.13						
MSQ	.16						
FAIR	.06						
GRPSIZE	-.05						
DEPTSIZE	.06						
DYADRACE	.14						
<u>Block 3</u>		.409**	.166	.125	.041	8.33**	1,140
OC	.11						
MSQ	.10						
FAIR	.02						
GRPSIZE	-.01						
DEPTSIZE	.08						
DYADRACE	.12						
NORMS	.25**						

** p < .01
* p < .05

Table 21

Hierarchical Regression of OCB on Individual Difference,
Organizational Context Variables, and Norms (n=131)

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign. F	ΔR ² df
<u>Block 1:</u>		.353**	.125	.090			
AGREE	.11						
CONSC	.04						
AGE	.11						
SEX	-.06						
TENURE	.21						
<u>Block 2:</u>		.392**	.154	.099	.029	1.00	3,122
AGREE	.10						
CONSC	.06						
AGE	.11						
SEX	-.05						
TENURE	.20						
GRPSIZE	-.03						
DEPTSIZE	-.06						
DYADRACE	.16						
<u>Block 3:</u>		.453**	.205	.146	.051	8.57**	1,121
AGREE	.07						
CONSC	.02						
AGE	.09						
SEX	-.03						
TENURE	.19						
GRPSIZE	.02						
DEPTSIZE	-.02						
DYADRACE	.13						
NORMS	.25**						

** p < .01
 * p < .05

Table 22

Hierarchical Regression of OCB on Work Attitudes, Individual Difference, Organizational Context Variables and Norms
(n=126)

Variable	Beta	R	R ²	Adj. R ²	Change in R ²	Sign.ΔR ² F	df
<u>Block 1:</u>		.444**	.197	.142			
OC	.09						
MSQ	.05						
FAIR	.16						
AGREE	.12						
CONSC	-.02						
AGE	.09						
SEX	-.08						
TENURE	.22						
<u>Block 2:</u>		.455**	.207	.130	.010	1.43	3,114
OC	.08						
MSQ	.02						
FAIR	.17						
AGREE	.11						
CONSC	.00						
AGE	.09						
SEX	-.07						
TENURE	.21						
GRPSIZE	-.01						
DEPTSIZE	-.01						
DYADRACE	.10						

Table 22, continued

<u>Block 3:</u>		.478**	.229	.147	.022	2.86	1,113
OC	.06						
MSQ	-.02						
FAIR	.14						
AGREE	.09						
CONSC	-.01						
AGE	.08						
SEX	-.05						
TENURE	.21						
GRPSIZE	.03						
DEPTSIZE	.00						
DYADRACE	.10						
NORMS	.18						

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

Exploratory Analyses

The OCB literature has shown no strong trends in the relationships between demographic information and OCB. However, the multiple sources utilized in this study allowed a special focus on the relationship between ethnicity, norms and OCB. Given that the norms people follow, even in the workplace, can reflect their cultural background, there is the potential for a relationship between the ethnic congruency of a respondent and his/her supervisor and norms.

A statistically significant difference between the ethnically congruent dyads (mean= 3.98, SD= .44) and the ethnically diverse dyads (mean= 3.81, SD= .54) was found for norms ($t = -2.26, p < .05$). In addition, a statistically significant difference between the ethnically congruent dyads (mean= 5.47, SD= .81) and the ethnically diverse dyads (mean= 5.14, SD= .77) was found for OCB ($t = -2.72, p < .01$). The ethnically congruent dyads had significantly higher organizational citizenship behavior and higher norms scores than dyads that were ethnically diverse.

Chapter 9

Discussion

This study was designed to investigate the impact of organizational norms on OCB and to discern the contribution of organizational norms in the overall understanding of OCB. The results were consistent with previous research and also advance the scholarship in three areas of psychology: OCB, norms, and motivation.

Overall Findings

The results of this study supported the impact of the work environment on motivated behavior (Katzell & Thompson, 1990). The organizational norms investigated in the present study (group work involvement, continuous improvement, policies and practices) explained 12% of the variance in OCB. When work attitudes and personality attributes were included in the regression model, these norms explain an additional 4% of the variance in OCB not explained by those variables. Thus, the present study provided empirical support for the relationship between situational antecedents and OCB.

Contribution to OCB Research. This study confirmed the expected relationships between OCB and both work attitudes and personality attributes. OCB was positively correlated with organizational commitment, perceived fairness, satisfaction, agreeableness and conscientiousness. The

empirical evidence linking previously established correlates of OCB and the situational factor of organizational norms enhances our understanding of the factors that contribute to OCB.

Although the variance explained in this study is smaller than expected, only 5% beyond work attitudes and 4% beyond the combination of personality attributes and work attitudes, it did confirm the hypothesized relationship between the informal organization and OCB.

Contributions to Norm Research. The degree of homogeneity found among the sources on the organizational norms measure gives insight into the informal organization. The norms measure is able to differentiate triads and therefore supports the position taken in this study, that the informal organization impacts multiple employees. Therefore, changes that impact norms have the potential to be a more efficient focus for an organization's energy than individual dyadic relationships. Organizational changes that impact behavioral norms are felt by multiple dyadic relationships throughout the informal organization. However, these findings are based on three respondents and must be replicated with entire work groups.

The three dimensions in the organizational norms measure were group work involvement, policies and practices, and continuous improvement. Each of these dimensions

represents aspects of the work environment used in this study to predict OCB. Group work involvement includes enthusiasm and enjoyment in the group's work, and pride and involvement in the organization. Continuous improvement includes the presence of training for workers, orientations for workers, following-up on their assigned work, and eliminating negative behaviors. Policies and practices includes fair pay, selection, promotion and rewards.

It appears that the measurement of norms was too narrow to represent the expected impact of organization norms. The empirical factor structure results confirm that the organizational norms construct was not clearly measured. The organizational support dimension of norms did not cluster together and there was a lack of differentiation between the work involvement and teamwork dimensions.

Future research in the measurement of norms should attempt to revise the norms measure possibly by following Homans' theory on a group's environment. In that theory, external environment is defined by three factors: physical, technical and social aspects of the environment (Guzzo & Shea, 1994). The current measure of norms could be incorporated into the technical and social factors.

Additional evidence for the need to enlarge the norms measure is found in the lack of incremental variance explained by the additional organizational context variables

of group size and department size. Ethnic congruence of target and supervisor correlated significantly with OCB ($r=.21$, $p<.01$) but this block of additional organizational context variables (group size, department size and ethnic congruence) did not explain a significant amount of variance in OCB (1 or 3%, see Tables 17-22). The significant positive correlational relationship between OCB and ethnic congruence suggests that relational demography may be more useful in explaining OCB than the group and organization size variables included with ethnic congruence in this block. Relational demography has been influential in the study of other attitudinal and outcome variables such as liking, trust, quality of relationship (leader member exchange), and performance appraisal (Lefkowitz, 1999, 1998; Lefkowitz & Battista, 1995).

The regression analyses showed that work group triads that perceive normative information which espouses support and value for the use of OCB (as presented in the group work involvement factor, or fair administration of policies, and systems in place for improvement) were more likely to engage in OCB than work groups that did not perceive such supportive and clear normative information. The results of the present study - i.e., triads that perceive clear normative information about continuously improving oneself at work, policies and practices and group work involvement

demonstrate more OCB -- supports a previous study linking the presence of strict norms for personal behaviors such as punctuality and appearance, with the occurrence of OCB (Gebbia & Thompson, 1995).

Norms for behavior are evidence of what people have agreed to contribute to the group. Consequently, the normative information which has been found in this study to differentiate individuals on OCB can be interpreted as the work environment or organizational norms that support citizenship toward the common goal of organizational success. Utilizing a cooperation theory framework for understanding organizational citizenship in groups focuses on the role that the work environment plays in supporting OCB as a means toward fulfilling the common goal. Cooperation is driven by the belief that others will act as expected. These expectations are the shared beliefs or norms present in the work environment. Cooperation theory therefore positions OCB as evidence of an agreement to work together to meet a common goal of organizational success.

Contribution to Motivation Research. There are many types of motivated behaviors in the workplace. Some behaviors such as in-role behavior, prosocial behavior, and citizenship behavior are positive and improve organizational functioning. Other behaviors, usually referred to as dysfunctional behaviors, are likely to have a negative

impact on the organization. The goal of managers is to confront and reduce negative behaviors while fostering positive behaviors.

This study has investigated the impact of attitudes, attributes and situational factors on OCB, a positive behavior. Beyond the incremental contribution of organizational norms for group work involvement, continuous improvement, and policies and practices, this study examined the incremental variance those attitudinal and personal attribute correlates add to the variance explained in OCB by these organizational norms. The results indicate that personality attributes are redundant with the variance in OCB explained by norms and on their own do not contribute a significant amount of variance explained in OCB (see Table 10). This finding supports recent meta-analysis results showing that dispositional variables have lower levels of association with OCB than attitudinal measures (Organ & Ryan, 1995).

One possible explanation for the redundancy between personality attributes and norms, is that organizations can make environmental changes that have a greater impact on the motivation and attitudes of entire work groups than interventions that target individuals' attributes like personality (Barrick, Mount, & Strauss, 1991). In other words, previous OCB research that found the personality

attributes of agreeableness and conscientiousness to predict OCB may have been measuring aspects of the informal social environment in those work settings that also tend to attract people with high agreeableness and conscientiousness.

However, it is also possible that the group of dispositional variables which are the most relevant to OCB have not been studied. In the present study, the addition of the demographic individual difference variables (age, sex and tenure) to agreeableness and conscientiousness, explained substantially more variance in OCB (12%, see Table 18) than agreeableness and conscientiousness alone (3%, see Table 10).

Organizational norms not only explain variance in OCB but also provide additional understanding of the conditions present in the work environment when OCB occurs that neither work attitudes nor personality attributes explain. The three dimensions of norms measured in this study explain the following work environment conditions. The group work involvement dimension describes work group members involvement with and pride in their work, as well as, cooperation and enthusiasm for the group's work. The policies and practices dimension describes the degree to which the organization upholds various human resource policies and practices. The continuous improvement dimension

describes the degree to which there are mechanisms in place to prepare work group members for their work.

This study contributes to an understanding of the conditions which support OCB and this is important for organizations interested in promoting OCB. Applying past OCB research in organizations would require, assessing individual employees' attitudes and attributes and using that information to make managerial decisions such as, rewards and appropriate team placements or work assignments. All of these applications are time consuming and costly because of their individual nature. However, the variation of situational antecedents like organizational norms is much more efficient since one positive change in the work environment can impact many work group members simultaneously. It can also be expected that those changes in things like philosophy, practices and policies will alter the informal organization and create a pattern of expectations for behaviors that support citizenship.

In sum, this study confirms the relationships among work attitudes, personality attributes and OCB found in previous research and provides support for the impact of the work environment on OCB. The measurement of organizational norms utilized in this study not only represents an aspect of the work environment, but also provides insight into the informal organization. Cooperation theory is presented as a

theoretical framework for understanding the connection between the informal organization and OCB. Finally, this study represents a research direction that can further our understanding of the conditions present when OCB occurs with practical implications for managers trying to motivate OCB in their work groups.

Limitations

The methodological approach to this study in which three sources for survey responses were used strengthened the findings by limiting the potential influence of mono-method bias in the hypothesis testing. Although the high correlations between same source variables demonstrate probable common method variance (supervisor rating both performance and OCB, target rating all work attitude and individual difference measures) the hypotheses tested looked at incremental variance explained by blocks of variables from different sources. In the regression models the dependent variable is OCB reported by supervisor and the blocks of variables regressed on OCB are block one - work attitudes and/or personality attributes reported by the target, and block two - organizational norms reported by all three sources in aggregation. There is the possible limitation to the veracity of the responses because the experimenter was not present during the administration of the supervisor and co-worker questionnaires allowing for

factors to influence the responses without the experimenter's knowledge. However, the instructions given in the survey cover letters and preceding each measurement scale were consistent across all three versions to keep the administration as similar as possible.

The self-selection of participants may have limited the findings of this study. Subordinates, peers and supervisors were free to choose to participate or not to participate based on the description of the study presented in the survey cover letter (see Appendices D-F). Consequently, out of the entire population surveyed the people who chose to contribute to this research may also have chosen to engage in OCB or were the recipients of OCB, creating a potential for range restriction in the ratings of OCB within the sample and attenuating the relationships with other variables. These conditions would have a spurious impact on the correlations between the measures of OCB and its antecedents. However, a comparison of the mean OCB scores in the present study (interpersonal helping 5.6, individual initiative 5.2, personal industry 5.7, loyal boosterism 4.8) with that found in a recent study by Moorman and Blakely (1995) using the same measure (interpersonal helping 6.2, individual initiative 5.7, personal industry 6.0, loyal boosterism 5.6), show that the means in the present study are slightly lower. In addition, the demographic

information presented in the method section serves to describe the population as accurately as possible.

Lastly, this study was limited by the possibility that participants guessed the experimenter's hypotheses. They may have tried to fulfill or purposely counter the experimenter's expectations creating bias in the data. In order to contain this source of error, the cover letter and instructions on each survey described the purpose of the study very generally in terms of the work environment and work behavior with no specific references to norms or citizenship. It is highly unlikely that respondents guessed the specific hypotheses because of the many variables assessed in the study.

The external validity of this study was also subject to a limitation. The perceptions of norms were measured, not the reality of what the organization does, or even espouses. Therefore the findings can only be generalized to other situations that investigate individuals' perceptions of norms. These perceptions then require a connection to the organization policies and practices in order to be of further use.

Future Research

Overall, this study represents an important research direction in examining the impact of the work environment on OCB. The understanding of the work environment's impact on

behavior provided by this study is of both practical and theoretical significance. Now that evidence of a relationship between perceptions of norms and OCB has been found, the next steps include further research expanding the measurement of organizational norms, connecting those perceptions of norms with organizational policies and practices, and more thorough investigations of all of the antecedents that have been identified. A study of these antecedents together will help to develop a more complete picture of this set of behaviors.

Connecting Perceptions of Norms with Policies and Practices. An understanding of the link between organizational norms and OCB is the first step in a research program that can potentially allow managers to foster OCB. Once a more fulsome measure of norms is developed, the next step is to connect specific organizational norms to organizational policies and practices that support these perceptions of behavior in the informal organization. These connections will allow management to create work environments that not only permit, but also foster organizational norms that support OCB. Further, this understanding would assist management in determining the impact of their planned organizational change efforts on their employees' attitudes, intentions, efforts and, ultimately, behaviors. Management will find that in planning

organizational change efforts desired to influence OCB or other types of motivated work behavior, understanding the effect that norms have on employee behavior and attitudes is very useful.

Skarlicki and Latham (1996) conducted a quasi-experiment in which organizational justice was manipulated through leader training. They found that this training increased OCB toward the organization by changing employee fairness perceptions. This study was the first to use an intervention to influence OCB. The present study found support for the hypotheses and therefore adds to the work of Skarlicki and Latham and creates a need for additional experiments in which philosophy and actions are manipulated in order to study the resulting changes in organizational norms and their impact on OCB.

In addition, organizations should understand that normative information from different sources, such as the leader and the work group, will be accepted by employees. Consequently, employee behavior may be directed more by group influence than by leader or organizational influence. This is especially important for organizations that implement policies to change organizational structures and, in many cases, remove the leader and heighten the importance of the work group.

One study has begun to address the impact of the source of normative information on norm formation. Arguments that reflected the group norms led to more attitude change than non-group arguments (Van Knippenberg & Wilke, 1992). This finding shows the importance of the group in comparison to non-group (atypical) normative information. However, future work will need to address the differential impact of the leader versus the work group as the source of normative information. This study furthers our understanding of norms and work behavior, an area that is yet to be explored systematically in the field of work motivation.

Recent OCB research has explored the use of self-report measurement of OCB rather than supervisor ratings (Moorman & Blakley, 1995; Pond, Nacoste, Mohr, & Rodriguez, 1997). Pond, et al. (1997) propose that future research needs to use a combination of supervisor, peer and self-ratings of OCB, as was done with the measurement of organizational norms in this study. They suggest that comparing the estimates from those different points of view will help researchers to understand the implicit and explicit contracts employees have with their organizations and their motivational impact on behaviors such as OCB.

A More Complete Picture of OCB. The theoretical contribution of this study is based on the movement in the field toward developing integrative models in the areas of

work motivation (Katzell & Thompson, 1990), leadership (House, 1993) and culture (Kopelman, Brief, & Guzzo, 1990). The idea that performance is multidimensional is becoming more prominent in the literature (Katz & Kahn, 1978; Organ, 1988). These models incorporate several constructs under the area of performance. In addition to quantity and quality, the idea of innovation (Katzell & Thompson, 1990), and cooperation or citizenship (Kopelman et al., 1990) are being included. A clearer understanding of OCB is necessary since we can expect continued research attention to OCB and other organizational behaviors as additional performance measures to be investigated.

This study includes a summary of the theories and research surrounding antecedents to OCB and has documented that, for the most part, each of these factors has been studied in isolation. The potential complex interactions between dispositional, attitudinal, and environmental variables must be studied. Schnake (1991) hypothesized a general causal model of OCB utilizing a combination of factors that incorporate aspects of affect, cognition, personality and situation. Schnake's model serves as the first step in model testing of OCB. Although a framework has been developed, we do not possess all of the necessary information to predict the paths. With some additional work

on situational/work environment factors, there will be the need to retest a model of all the antecedents to OCB.

In conclusion, this study makes a connection between several important psychological, organizational, and sociological areas. In addition to furthering our understanding of motivation, impact of the work environment, and behavioral norms in the relevant academic literatures, this study also has practical implications. Any information that organizations can gain about how to develop environments that support employees performing these desired behaviors will not only help the organizations, but also the employees who need to meet those expectations. "In companies that are flattening hierarchies and, bit by bit, decentralizing decision-making, workers are gaining greater control over what they do; self-direction has superseded the doctrine that workers do only what they're told" (Hammonds, Kelly, & Thurston, 1994).

Appendix A**Transforming the Work Environment:
Can Norms be Used to Foster Organizational Citizenship Behavior?**

In the quickly changing environment of today's organizations there is a growing need for organization citizens, team players who are cooperative and innovative. Many organizations are acknowledging the importance of this group of behaviors, termed Organizational Citizenship Behavior (OCB) and reward relationships with their employees that will produce these behaviors. However, little research has been done identifying the situational factors in the work environment that organizations can change to influence OCB.

I am inviting your organization to participate in a research study examining the impact of organizational norms on the citizenship behavior of its employees. This study will include samples from several organizations representing diverse markets and industries. Participation in the study will be confidential, and your company's identity will in no way be revealed in any part of the data gathering process, analysis, or write-up. This study fulfills a dissertation requirement in Industrial and Organizational Psychology, at Baruch College, the City University of New York and is based upon a thorough review of the literature on organizational norms and organizational citizenship behavior.

In return for distributing the questionnaires that will be provided to you with self-addressed, stamped envelopes addressed to the researcher, you will receive benchmarking data on the perceived organizational norms, employee behaviors and related attitudes of the participants. There will be no cost for your participation in this study. Overall results will be sent back to you, along with a discussion of the findings and their implications for transforming the work environment.

For your participation in this study, you will receive feedback on:

- Employee citizenship behavior, the degree to which employees help their peers and the company in cooperation with organizational goals.
- The perceptions your employees have of the organizational norms for their behavior.
- The impact of management fairness and employee satisfaction on organizational citizenship behavior.
- The impact of organizational norms on organizational citizenship behavior.

If you are interested in participating in this study, please call Melissa Gebbia at (516) 295-1964 or send a reply to:

Melissa Gebbia
Ph.D. Candidate, Industrial & Organizational Psychology
Psychology Department, Box G1126
Baruch College - The City University of New York
17 Lexington Avenue
New York, NY 10010



Baruch College
The City University of New York
17 Lexington Avenue
New York, New York 10010

**To : Principal Investigators who received Approval of an
Investigation Involving Human Subjects**

From : Baruch College Human Subjects Committee

Date : August 11, 1997

In carrying out your investigations, please use the Approved Consent Forms which were submitted with the Application for Approval of an Investigation Involving Human Subjects. The approved consent forms carry the approval period, which is one year from the date of approval, at the bottom of the forms. No changes, except those necessary to eliminate apparent immediate hazards shall be made without prior approval.

Failure to do this will be in violation of the Policy on 'Human Subjects in Research'.

Please forward any questions to Betty Farbman in the Office of College Advancement who can be reached at (212) 802-2911.

Human Subjects Application

Project title: Survey of Organizational Work Environments
and Employee Behavior

Researcher: Melissa Gebbia
Faculty sponsor: Donna Thompson

The approval given by this committee on March 5, 1997 was for a pilot of the central measure in this study. That measure of norms and the demographic questions in the approved questionnaire are found in all of the surveys in this study.

I am now seeking approval for the final versions of the surveys to be used in this study. Each of the three surveys (target subject, subject's supervisor, and subject's co-worker) contain the items previously approved by the committee and two of the surveys contain additional measures taken from studies published in academic journal articles.

10. The following is a summary of my dissertation, hypotheses and the research design.

This dissertation focuses on one set of motivated behaviors at work called organizational citizenship behaviors (OCBs). OCBs are extra-role behaviors (not required or formally rewarded by the organization) that contribute to effective organizational functioning. In the quickly changing environment of today's organizations there is a growing need for additional contributions beyond what is formally required of employees. Many organizations are acknowledging the importance of OCBs and reward relationships with their employees that will produce these behaviors. However, little research attention has been paid to situational factors in the work environment that may influence OCB. The purpose of this dissertation is to investigate what role one specific aspect of the work environment, norms, may play in fostering OCB.

A field study will be used to examine the relationship between the nature of normative information present in the work environment and the occurrence of OCB.

Participants in this study will be working students at Baruch and outside working individuals willing to participate. They will be asked to fill out a survey about their work environment and their attitudes about work. In addition to filling out their survey and returning it to the researchers, participants will be asked to distributed two sealed envelopes to their supervisor and a co-worker. Each of the sealed envelopes will contain a survey and a return reply envelope. All three surveys will be coded with a random number for data collection purposes, no names or other identifying information will be collected.

11. I plan to survey the students in MBA classes. The survey takes 10-15 minutes to complete and will be distributed at the end of class for the students to fill out.

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12. Students will be told the following about the survey:

“This survey is part of an ongoing research project being conducted in the Psychology department here at Baruch. The purpose of the research is to understand the impact of the work environment on employees. This survey asks you to reflect on your work environment and record the degree to which each of the statement provided describes your work environment and work situation. Attached to your survey are two envelopes for you to give to your supervisor and a co-worker in your work group. These surveys are shorter versions of the one you are filling out. Your participation is voluntary.

If you are interested in receiving the results of the final research project, expected to be completed in the Spring, please give me a separate piece of paper with your name and address and I will mail you results when they are available.”

13. At then end of a class session students will be read the directions written above. Then all interested students will be given a survey packet and the researcher will wait to collect the completed surveys when the students are finished. If students would like to take them home and return them at the following class session the researcher will also collect them at that time.

The target subject will then pass on the envelopes to their supervisor and a co-worker. Within the envelopes those participants will find a cover letter explaining the purpose of the study and a stamped return envelope for mailing the completed survey directly to the researchers.

14. All three surveys (target subject, subject’s supervisor, subject’s co-worker) will be marked with a random code used to match the three responses. No other identifying information will be collected at any point during the survey administration.

15. Not applicable

16. This survey will give the subjects an opportunity to think about their work environments and gain an understanding of their own perceptions of the norms and policies present in their organizations.

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To: Professor O'Brien and the Human Subjects Committee

From: Melissa Gebbia

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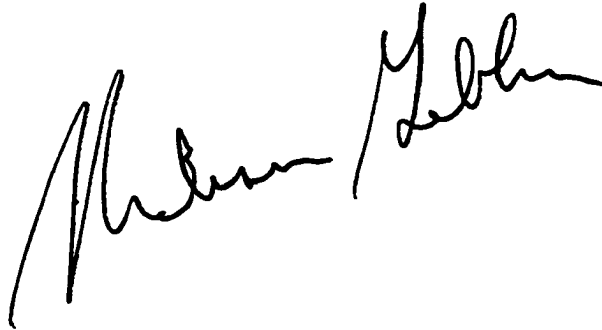
Date: July 2, 1997

Re: Revisions to Project titled -
Survey of Organizational Work Environments and Employee Behavior

In reference to the requested revisions concerning informed consent I have modified the survey cover letters to clearly inform subjects of their ability to withdraw. Each of the attached revised cover letters includes the following statement:

"Please note that your participation is voluntary and can be withdrawn at any time."

Thank you for your expedited review and suggested improvements for this study.



Approved through July 29, 1998

Appendix C

Listing of all constructs measured in the study:

Organizational Citizenship Behavior - OCB is being measured with 19 items developed by Moorman and Blakely (1992) to measure the four dimensions presented by Graham (1991) and all five factors presented by Organ (1988a). It uses a 7-point response scale and has been used successfully by the authors.

Organizational Norms - Norms are being measured with 22 items developed and piloted for this study. The items were developed from an organizational norms measure by Allen and Dyer (1980), the literature on organizational norms, and professional experience. It measures five factors and uses a 7-point response scale.

Satisfaction - Satisfaction is being measured using the Minnesota Satisfaction Questionnaire (MSQ) which is a cognitive satisfaction measure. Moorman (1993) found that cognitive satisfaction measures have stronger relationships with OCB than affective measures. In addition this measure was chosen because Organ's (1994) meta-analytic finding that most studies of OCB have not used facet satisfaction measures but rather general satisfaction measures. The MSQ has 20 items and measures 2 factors, intrinsic and extrinsic satisfaction, using a 5-point response scale.

Fairness Cognitions - Perceived fairness is being measured using a justice measure developed by Niehoff and Moorman (1993). There are 15 items measuring three factors: distributive justice, formal procedures and interactional justice, on a 7-point response scale.

Organizational Commitment - Affective and continuance commitment is the factor structure of organizational commitment being used in this study. It is easier to interpret than other OC configurations and is currently being used in a great deal of the OC research. Meyer and Allen's (1984) 16 item scale measures affective and continuance commitment on a 7-point response scale.

Personality Attributes - Agreeableness and conscientiousness are the two personality factors found frequently in OCB research. The NEO Personality Inventory items for these two factors are being used, as reported by McCrae and Costa (1987). The response scale for these items is 9 points, anchored by bi-polar adjectives.

Traditional Job Performance - Overall job performance is being measured with a scale developed by Katzell, Thompson, and Guzzo (1992). The twelve items measure performance quality, performance quantity, attendance and one question on overall performance.

Background Information - These questions cover sex, ethnicity, age, job, group size, tenure, and degree of change and interventions in the organization.

THE FOLLOWING ARE THE ITEMS GROUPED INTO SCALES

**Organizational Citizenship behavior
Moorman and Blakely (1995)**

Interpersonal Helping

- (1) Goes out of his/her way to help co-workers with work-related problems.
- (4) Voluntarily helps new employees settle into the job.
- (8) Frequently adjusts his/her work schedule to accommodate other employees' requests for time-off.
- (5) Always goes out of the way to make newer employees feel welcome in the work group.
- (9) Shows genuine concern and courtesy toward co-workers, even under the most trying business or personal situations.

Individual initiative

- (10) For issues that may have serious consequences, expresses opinions honestly even when others may disagree.
- (19) Often motivates others to express their ideas and opinions.
- (2) Encourages others to try new and more effective ways of doing their job.
- (16) Encourages hesitant or quiet co-workers to voice their opinions when they otherwise might not speak-up.
- (3) Frequently communicates to co-workers suggestions on how the group can improve.

Personal industry

- (11) Rarely misses work even when he/she has a legitimate reason for doing so.
- (15) Performs his/her duties with unusually few errors.
- (6) Performs his/her job duties with extra-special care.
- (13) Always meets or beats deadlines for completing work.

Loyal boosterism

- (7) Defends the organization when other employees criticize it.
- (12) Encourages friends and family to utilize organization products.
- (14) Defends the organization when outsiders criticize it.
- (18) Shows pride when representing the organization in public.
- (17) Actively promotes the organization's products and services to potential users.

Norms

Piloted for dissertation, Spring 1997

In this work group we expect:

Policies and Practices

- (08) people to be paid fairly based on their contribution to the work
- (11) managers to be equally concerned for people and results
- (12) selection and promotion practices to be fair
- (15) good performance to be rewarded through increased pay
- (17) to feel we are treated fairly in the area of pay
- (19) to give and receive feedback in helpful ways

Teamwork

- (02) people working together to meet regularly on important issues
- (05) to work together effectively
- (06) to feel a spirit of cooperation and teamwork

Work Involvement

- (01) to take pride in our work and that of the organization
- (03) to feel enthusiastic about what we are doing
- (04) to like the kind of work we are doing
- (16) to feel really involved in the work of the organization

Organizational Support

- (14) to adjust our work goals to further the organization's goals
- (13) to assist co-workers with their work
- (18) to support the organization's goals and mission
- (20) to be aware of organization happenings and current issues
- (21) to seek out information and additional knowledge

Continuous Improvement

- (07) to get whatever training is needed to help us succeed in our work
- (09) to be properly oriented and trained to the job
- (10) managers to take time to follow up on the jobs they've assigned to people
- (22) to confront negative behavior, such as abusive language or lack of courtesy, constructively

MSQ

Weiss, Dawis, England and Lofquist (1967) updated

Intrinsic Satisfaction

- (01) The chance to make use of your abilities.
- (02) The chance to do different things.
- (03) The feeling of accomplishment you get.
- (04) The chance to be somebody in the community.
- (05) Being able to keep busy all the time.
- (06) The chance to do things with other people.

- (07)the chance to try your own methods.
- (08)The chance to work alone.
- (09)The way your job provides for steady employment.
- (10)The freedom to use your own judgment.
- (11)The chance to tell people what you do.
- (12)The chance to do things that don't go against your conscience.

Extrinsic Satisfaction

- (13)The way your boss handles his/her workers.
- (14)Your supervisor's competence in making decisions.
- (15)The praise you get for doing your job.
- (16)The way the company policies are put into practice.
- (17)The way your co-workers get along with each other.
- (18)The working conditions.
- (19)The chances for advancement on this job.
- (20)The pay and the amount of work you do.

Fairness Cognitions

Niehoff & Moorman (1993)

Formal Procedures

- 1 Job decisions are made by the general manager in an unbiased manner.
- 2 My general manager makes sure that all employee concerns are heard before job decisions are made.
- 3 To make job decisions, my general manager collects accurate and complete information.
- 4 My general manager clarifies decisions and provides additional information when requested by employees.
- 5 All job decisions are applied consistently across all affected employees.
- 6 Employees are allowed to challenge or appeal job decisions made by the general manager.

Interactional Justice

- 7 When decisions are made about my job, the general manager treats me with kindness and consideration.
- 8 When decisions are made about my job, the general manager treats me with respect and dignity.
- 9 When decisions are made about my job, the general manager is sensitive to my personal needs.
- 10 When decisions are made about my job, the general manager deals with me in a truthful manner.
- 11 When decisions are made about my job, the general manager shows concern form my rights as an employee.
- 12 When decisions are made about my job, the general manager discusses the implications of the decision with me.
- 13 The general manager offers adequate justification for decisions made about my job.
- 14 When making decisions about my job, the general manager offers explanations that make sense to me.

15 My general manager explains very clearly any decision made about my job.

Distributive Justice

- 16 My work schedule is fair.
 17 I think that my level of pay is fair.
 18 I consider my work load to be quite fair.
 19 Overall, the rewards I receive here are quite fair.
 20 I feel that my job responsibilities are fair.

Organizational Commitment **Meyer and Allen (1984)**

Affective Commitment

- 1 I would be very happy to spend the rest of my career with this organization.
 2 I enjoy discussing my organization with people outside it.
 3 I really feel as if this organization's problems are my own.
 4 I think that I could easily become as attached to another organization as I am to this one. [R]
 5 I do not feel like 'part of the family' at my organization. [R]
 6 I do not feel 'emotionally attached' to this organization. [R]
 7 This organization has a great deal of personal meaning form me.
 8 I do not feel a strong sense of belonging to my organization. [R]

Continuance Commitment

- 9 I am not afraid of what might happen if I quit my job without having another one lined up. [R]
 10 It would be very hard for me to leave my organization right now, even if I wanted to.
 11 Too much in my life would be disrupted if I decided I wanted to leave my organization now.
 12 It wouldn't be too costly for me to leave my organization now. [R]
 13 Right now, staying with my organization is a matter of necessity as much as desire.
 14 I feel that I have too few options to consider leaving this organization.
 15 One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.
 16 One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice - another organization may not match the overall benefits I have here.

NEO Personality Inventory

McCrae & Costa (1987)Agreeableness vs antagonism

irritable - good natured
 soft hearted - ruthless [R]
 rude - courteous
 selfish - selfless
 sympathetic - callous [R]
 trusting - suspicious [R]
 stingy - generous
 acquiescent - antagonistic [R]
 critical - lenient
 vengeful - forgiving
 disagreeable - agreeable
 flexible - stubborn [R]

Conscientiousness vs. undirectedness

negligent - conscientious
 careless - careful
 undependable - reliable
 hardworking - lazy [R]
 disorganized - well organized
 scrupulous - lax [R]
 weak willed - self disciplined
 sloppy - neat
 late - punctual
 impractical - practical
 ambitious - aimless [R]
 self reliant - helpless [R]
 quitting - persevering
 unfair - fair

Traditional Work Performance Appraisal Measure**Katzell, Thompson & Guzzo (1992)**Performance: Quality

This person could turn out more work if s/he really wanted to. [R]

This person is one of the most productive people in your group.

The amount of work s/he gets done is as much as anyone could possibly do.

*How would you rate the amount of work s/he gets done? [R]

[1=The amount of work s/he does is the most that can be done by anyone in this job.

4= Quite a bit, although s/he could do somewhat better if they tried harder

7=The amount of work s/he does is quite a bit less than can be done.]

Performance: Quantity

S/he hardly ever makes mistakes in their work.

S/he could do work of better quality if they really wanted to. [R]

The quality of his/her work is as good as anyone could possibly do.

*How would you rate the quality of the work s/he does? [R]

[1=The quality of his/her work is as good as the best that can be done by anyone

4=The quality of his/her work is OK, but not outstanding

7=The quality of his/her work is quite a bit less than the best.]

Performance: Attendance

S/he is absent only when they are really ill.

S/he practically never miss a day's work.

*Other than vacations, how often is s/he absent for any reason whatsoever.

[1=More than once a month 2=About once a month 3=Once in 2-3 months 4=Once in 4-6 months 5=Once in 7-9 months 6=Once in 10-12 months 7=Less than once a year.]

Overall Performance

*All in all, how would you rate his/her job performance. [R]

[1=Outstanding; his/her performance on their job is the best

4=Good; his/her performance is satisfactory

7=Poor; his/her performance is much lower than it should be]

RESPONSE SCALE for the 8 items without stars (*)

1=Strongly disagree, 7=Strongly agree

Background Information

Sex

Age

Highest level of education:

Please indicate which racial or ethnic group you most identify with:

Please indicate your approximate annual earnings.

Indicate the primary setting in which you work (check only one):

Place a check mark next to the one category that best describes your current job:

What is your exact job title?

How long have you occupied your current job? (Nearest whole year): _____ years

How many years have you been with this organization? (Nearest whole year): _____ years

How many years have you been working for your current supervisor? _____ years

Do you have supervisory responsibilities in your current job?

How many different jobs have you had in this organization?

How many people are in you immediate work group?

How many people are there in your department?
Please answer the following question in terms of your
department. With regards to organizational change or
restructuring interventions, my department is :

**Appendix D
Target Survey**

**SURVEY OF
ORGANIZATIONAL WORK ENVIRONMENTS
AND EMPLOYEE BEHAVIOR**

Dear Survey Participant,

This survey is part of an ongoing research project investigating the relationship between various employee behaviors and organizational factors sometimes referred to as the work environment. This study is being conducted through Baruch College, C.U.N.Y., and will be used in conjunction with other research to provide "lessons learned" about these topics to the Management, Organizational Behavior, and Industrial/Organizational Psychology professions.

These questionnaires are being distributed in groups of three, one for you the original "target" employee, one for a co-worker of yours and the other for your supervisor. Having the views of different individuals within each organization is essential to this research. Attached to this questionnaire you will find two sealed envelopes marked "SUPERVISOR SURVEY" and "CO-WORKER SURVEY", in addition you have been provided with a stamped Baruch College return envelope for your survey. When you have completed this survey please return it to the Baruch College in the envelope provided. In addition, as soon as possible, please pass on the envelope marked "SUPERVISOR SURVEY" to your manager/direct supervisor and the envelope marked "CO-WORKER SURVEY" to a peer in your work group. Each of these sealed envelopes contains a shorter version of this questionnaire and another stamped return envelope so that they can return it directly to us.

In order to assure confidentiality do not write your name or the names of your supervisor or co-worker on these surveys. Instead of using names we have printed a random number on the top right corner of all three surveys so that we can match up the groups of surveys.

As you complete the questionnaire, please keep in mind that we are interested in your perceptions of your job situation and your organization. Remember, there are no right or wrong answers to any of these questions. Answer all of the questions. Even if you are unsure of an answer, give the best estimate you can. Also, please complete the questionnaire pages in order and do not skip ahead.

Please be assured that the information you provide will be treated as completely confidential and anonymous. No organization or individual names are being collected and therefore nothing will be revealed when survey results are analyzed. Please note that your participation is voluntary and can be withdrawn at any time.

We thank you for your participation and for your contribution to our study.

Sincerely,

Donna E. Thompson
Professor of Industrial and
Organizational Psychology

Melissa I. Gebbia
Doctoral Candidate in Industrial and
Organizational Psychology

PART I**DIRECTIONS**

The following statements ask you to reflect on you job and work situation. There are no right or wrong answers to these statements. Please read each one carefully and indicate the extent to which you agree by circling the appropriate number to the right of each statement, using the following scale:

1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Neutral	5 Agree Somewhat	6 Agree	7 Strongly Agree
---------------------------	---------------	---------------------------	--------------	------------------------	------------	------------------------

- (01) I would be very happy to spend the rest of my career with this organization. 1 2 3 4 5 6 7
- (02) I enjoy discussing my organization with people outside it. 1 2 3 4 5 6 7
- (03) I really feel as if this organization's problems are my own. 1 2 3 4 5 6 7
- (04) I think that I could easily become as attached to another organization as I am to this one. 1 2 3 4 5 6 7
- (05) I do not feel like 'part of the family' at my organization. 1 2 3 4 5 6 7
- (06) I do not feel 'emotionally attached' to this organization. 1 2 3 4 5 6 7
- (07) This organization has a great deal of personal meaning for me. 1 2 3 4 5 6 7
- (08) I do not feel a strong sense of belonging to my organization. 1 2 3 4 5 6 7
- (09) I am not afraid of what might happen if I quit my job without having another one lined up. 1 2 3 4 5 6 7
- (10) It would be very hard for me to leave my organization right now, even if I wanted to. 1 2 3 4 5 6 7
- (11) Too much in my life would be disrupted if I decided I wanted to leave my organization now. 1 2 3 4 5 6 7
- (12) It wouldn't be too costly for me to leave my organization now. 1 2 3 4 5 6 7

	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Neutral	5 Agree Somewhat	6 Agree	7 Strongly Agree
(13) Right now, staying with my organization is a matter of necessity as much as desire.	1	2	3	4	5	6	7
(14) I feel that I have too few options to consider leaving this organization.	1	2	3	4	5	6	7
(15) One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	1	2	3	4	5	6	7
(16) One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice - another organization may not match the overall benefits I have here.	1	2	3	4	5	6	7
(17) Job decisions are made by the general manager in an unbiased manner.	1	2	3	4	5	6	7
(18) My general manager makes sure that all employee concerns are heard before job decisions are made.	1	2	3	4	5	6	7
(19) To make job decisions, my general manager collects accurate and complete information.	1	2	3	4	5	6	7
(20) My general manager clarifies decisions and provides additional information when requested by employees.	1	2	3	4	5	6	7
(21) All job decisions are applied consistently across all affected employees.	1	2	3	4	5	6	7
(22) Employees are allowed to challenge or appeal job decisions made by the general manager.	1	2	3	4	5	6	7
(23) When decisions are made about my job, the general manager treats me with kindness and consideration.	1	2	3	4	5	6	7
(24) When decisions are made about my job, the general manager treats me with respect and dignity.	1	2	3	4	5	6	7
(25) When decisions are made about my job, the general manager is sensitive to my personal needs.	1	2	3	4	5	6	7

	1 Strongly Disagree	2 Disagree	3 Disagree Slightly	4 Neutral	5 Agree Slightly	6 Agree	7 Strongly Agree
(26) When decisions are made about my job, the general manager deals with me in a truthful manner.	1	2	3	4	5	6	7
(27) When decisions are made about my job, the general manager shows concern for my rights as an employee.	1	2	3	4	5	6	7
(28) When decisions are made about my job, the general manager discusses the implications of the decision with me.	1	2	3	4	5	6	7
(29) The general manager offers adequate justification for decisions made about my job.	1	2	3	4	5	6	7
(30) When making decisions about my job, the general manager offers explanations that make sense to me.	1	2	3	4	5	6	7
(31) My general manager explains very clearly any decision made about my job.	1	2	3	4	5	6	7
(32) My work schedule is fair.	1	2	3	4	5	6	7
(33) I think that my level of pay is fair.	1	2	3	4	5	6	7
(34) I consider my work load to be quite fair.	1	2	3	4	5	6	7
(35) Overall, the rewards I receive here are quite fair.	1	2	3	4	5	6	7
(36) I feel that my job responsibilities are fair.	1	2	3	4	5	6	7

PART II**DIRECTIONS**

The following statements describe different aspects of your work situation. There are no right or wrong answers to these statements. Please read each statement carefully and indicate the degree to which you are satisfied with each aspect of your work situation by circling the appropriate number to the right of each statement, using the following scale:

1	2	3	4	5
Very Dissatisfied	Dissatisfied	Less than satisfied or satisfied	Satisfied	Very Satisfied

To what degree are you satisfied with:

- | | | | | | |
|---|---|---|---|---|---|
| (01) Being able to keep busy all the time. | 1 | 2 | 3 | 4 | 5 |
| (02) The chance to make use of your abilities. | 1 | 2 | 3 | 4 | 5 |
| (03) The chance to do different things. | 1 | 2 | 3 | 4 | 5 |
| (04) The feeling of accomplishment you get. | 1 | 2 | 3 | 4 | 5 |
| (05) The chance to be somebody in the community. | 1 | 2 | 3 | 4 | 5 |
| (06) The chance to do things with other people. | 1 | 2 | 3 | 4 | 5 |
| (07) The chance to try your own methods. | 1 | 2 | 3 | 4 | 5 |
| (08) The chance to work alone. | 1 | 2 | 3 | 4 | 5 |
| (09) The way your job provides for steady employment. | 1 | 2 | 3 | 4 | 5 |
| (10) The freedom to use your own judgment. | 1 | 2 | 3 | 4 | 5 |
| (11) The chance to tell people what you do. | 1 | 2 | 3 | 4 | 5 |
| (12) The chance to do things that don't go against your conscience. | 1 | 2 | 3 | 4 | 5 |
| (13) The way your boss handles his/her workers. | 1 | 2 | 3 | 4 | 5 |
| (14) Your supervisor's competence in making decisions. | 1 | 2 | 3 | 4 | 5 |

Very Dissatisfied	Dissatisfied	Neutral Satisfied/Dissatisfied	Satisfied	Very Satisfied
-------------------	--------------	-----------------------------------	-----------	----------------

To what degree are you satisfied with:

- | | | | | | |
|--|---|---|---|---|---|
| (15) The praise you get for doing your job. | 1 | 2 | 3 | 4 | 5 |
| (16) The way the company policies are put into practice. | 1 | 2 | 3 | 4 | 5 |
| (17) The way your co-workers get along with each other. | 1 | 2 | 3 | 4 | 5 |
| (18) The working conditions. | 1 | 2 | 3 | 4 | 5 |
| (19) The chances for advancement on this job. | 1 | 2 | 3 | 4 | 5 |
| (20) The pay and the amount of work you do. | 1 | 2 | 3 | 4 | 5 |

PART III

DIRECTIONS

Norms are expected or usual ways of behaving in groups or organizations. The following statements concern the norms that exist in organizations. Read each statement carefully and indicate the degree to which you agree or disagree that the norm described is present in your work group. As you complete the questionnaire, please keep in mind that we are interested in your perceptions of your work group. Remember, there are no right or wrong answers to any of these questions. Try to answer all of the questions. Even if you are unsure of an answer, give the best estimate you can.

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
---------------------------	---------------	--------------	------------	------------------------

In this work group we expect:

- | | | | | | |
|--|---|---|---|---|---|
| (01) to take pride in our work and that of the organization | 1 | 2 | 3 | 4 | 5 |
| (02) people working together to meet regularly on important issues | 1 | 2 | 3 | 4 | 5 |
| (03) to feel enthusiastic about what we are doing | 1 | 2 | 3 | 4 | 5 |

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

In this work group we expect:

- | | | | | | | |
|------|---|---|---|---|---|---|
| (04) | to like the kind of work we are doing | 1 | 2 | 3 | 4 | 5 |
| (05) | to work together effectively | 1 | 2 | 3 | 4 | 5 |
| (06) | to feel a spirit of cooperation and teamwork | 1 | 2 | 3 | 4 | 5 |
| (07) | to get whatever training is needed to help us succeed in our work | 1 | 2 | 3 | 4 | 5 |
| (08) | people to be paid fairly based on their contribution to the work | 1 | 2 | 3 | 4 | 5 |
| (09) | to be properly oriented and trained to the job | 1 | 2 | 3 | 4 | 5 |
| (10) | managers to take time to follow up on the jobs they've assigned to people | 1 | 2 | 3 | 4 | 5 |
| (11) | managers to be equally concerned for people and results | 1 | 2 | 3 | 4 | 5 |
| (12) | selection and promotion practices to be fair | 1 | 2 | 3 | 4 | 5 |
| (13) | to assist co-workers with their work | 1 | 2 | 3 | 4 | 5 |
| (14) | to adjust our work goals to further the organization's goals | 1 | 2 | 3 | 4 | 5 |
| (15) | good performance to be rewarded through increased pay | 1 | 2 | 3 | 4 | 5 |
| (16) | to feel really involved in the work of the organization | 1 | 2 | 3 | 4 | 5 |
| (17) | to feel we are treated fairly in the area of pay | 1 | 2 | 3 | 4 | 5 |
| (18) | to support the organization's goals and mission | 1 | 2 | 3 | 4 | 5 |
| (19) | to give and receive feedback in helpful ways | 1 | 2 | 3 | 4 | 5 |
| (20) | to be aware of organization happenings and current issues | 1 | 2 | 3 | 4 | 5 |
| (21) | to seek out information and additional knowledge | 1 | 2 | 3 | 4 | 5 |
| (22) | to confront negative behavior, such as abusive language or lack of courtesy, constructively | 1 | 2 | 3 | 4 | 5 |

PART IV

Please read the adjectives at the ends of each scale (points 1 and 9) and circle the number indicating the degree of that scale that best reflects you.

(01)	IRRITABLE	1	2	3	4	5	6	7	8	9	GOOD NATUR
(02)	SOFT HEARTED	1	2	3	4	5	6	7	8	9	RUTHLESS
(03)	RUDE	1	2	3	4	5	6	7	8	9	COURTEOUS
(04)	SELFISH	1	2	3	4	5	6	7	8	9	SELFLESS
(05)	SYMPATHETIC	1	2	3	4	5	6	7	8	9	CALLOUS
(06)	TRUSTING	1	2	3	4	5	6	7	8	9	SUSPICIOUS
(07)	STINGY	1	2	3	4	5	6	7	8	9	GENEROUS
(08)	ACQUIESCENT	1	2	3	4	5	6	7	8	9	ANTAGONISTI
(09)	CRITICAL	1	2	3	4	5	6	7	8	9	LENIENT
(10)	VENGEFUL	1	2	3	4	5	6	7	8	9	FORGIVING
(11)	DISAGREEABLE	1	2	3	4	5	6	7	8	9	AGREEABLE
(12)	FLEXIBLE	1	2	3	4	5	6	7	8	9	STUBBORN
(13)	NEGLIGENT	1	2	3	4	5	6	7	8	9	CONSCIENTIO
(14)	CARELESS	1	2	3	4	5	6	7	8	9	CAREFUL
(15)	UNDEPENDABLE	1	2	3	4	5	6	7	8	9	RELIABLE
(16)	HARDWORKING	1	2	3	4	5	6	7	8	9	LAZY
(17)	DISORGANIZED	1	2	3	4	5	6	7	8	9	WELL ORGANI
(18)	SCRUPULOUS	1	2	3	4	5	6	7	8	9	LAX
(19)	WEAK WILLED	1	2	3	4	5	6	7	8	9	SELF-DISCIPLI
(20)	SLOPPY	1	2	3	4	5	6	7	8	9	NEAT

(21)	LATE	1	2	3	4	5	6	7	8	9	PUNCTUAL
(22)	IMPRACTICAL	1	2	3	4	5	6	7	8	9	PRACTICAL
(23)	AMBITIOUS	1	2	3	4	5	6	7	8	9	AIMLESS
(24)	SELF RELIANT	1	2	3	4	5	6	7	8	9	HELPLESS
(25)	QUITTING	1	2	3	4	5	6	7	8	9	PERSEVERIN
(26)	UNFAIR	1	2	3	4	5	6	7	8	9	FAIR

PART V

DEMOGRAPHICS

The following section contains questions about yourself and your work. Please answer all the questions.

Sex:

Female
 Male

Age:

_____ years

Highest level of education::

Some high school
 Graduate

Technical/Vocational School

Graduated high school
 Some College
 Graduated college

Some Graduate school
 Graduate degree
 Other (please specify):

Please indicate which racial or ethnic group you most identify with:

Asian/ Pacific Islander
 Black/ African American
 Hispanic/ Latino/Chicano
 Native American/ Indian
 White/ Caucasian (non-Hispanic)
 Other (Please explain) _____

Please indicate your approximate annual earnings.

Less than \$10,000
 \$10,000 to \$15,000
 \$15,001 to \$20,000
 \$20,001 to \$30,000
 \$30,001 to \$40,000

\$40,001 to \$50,000
 \$50,001 to \$75,000
 \$75,001 to \$100,000
 More than \$100,000

Indicate the primary setting in which you work (check only one):

- Retail Establishment
- Educational Institution
- Non-Profit Organization (other than educational)
- Government (Federal, State, or Local)
- Corporation with less than 500 employees (other than retail)
- Corporation with more than 500 but less than 3,000 employees (other than retail)
- Corporation with more than 3,000 employees (other than retail)
- Self-employed. Please specify: _____
- Other. Please specify: _____

Place a check mark next to the one category that best describes your current job:

- Administrator (Primary but non-supervisory, responsibility for a project or ongoing function of the organization).
- Clerical/Secretarial (Including receptionist, data-entry, etc.)
- Craftsman (Manual work for which special training or licensing is required).
- Manager (Supervising persons who, in turn supervise others).
- Operator/Laborer (Manual work that requires only training specific to the job).
- Professional (Doctor, Lawyer, Engineer, C.P.A., Registered Nurse, Architect, etc.).
- Salesperson (Retail Trade, Insurance, Real Estate, etc.).
- Supervisor or Foreman
- Technical/Semi-professional (White-collar work that requires some college and/or a technical degree).
- Other. Please specify: _____

What is your exact job title?

How long have you occupied your current job? (Nearest whole year): _____ years

How many years have you been with this organization? (Nearest whole year): _____ years

How many years have you been working for your current supervisor? _____ years

Do you have supervisory responsibilities in your current job?

no

yes If yes, for how many employees? _____

How many different jobs have you had in this organization? _____ jobs

How many people are in you immediate work group? _____ people

How many people are there in your department?

- Under 10
 11- 20
 21- 30
 31- 50
 Over 51

Please answer the following question in terms of your department. With regards to organizational change or restructuring interventions, my department is :

- currently involved in change
 What type of change? _____
 not now involved but has experienced change in the last year
 What type of change? _____
 not involved and has not been involved in organizational change interventions

THANK YOU FOR YOUR COOPERATION

**SURVEY OF
 ORGANIZATIONAL WORK ENVIRONMENTS
 AND EMPLOYEE BEHAVIOR**

Dear Survey Participant

This survey is part of an ongoing research project investigating the relationship between various employee behaviors and organizational factors sometimes referred to as the work environment. This study is being conducted through Baruch College, C.U.N.Y., and will be used in conjunction with other research to provide "lessons learned" about these topics to the Management, Organizational Behavior, and Industrial/Organizational Psychology professions.

One of your subordinates was our original contact person, they completed a similar questionnaire addressing their personal perceptions of their organization and their job. That subordinate was asked to pass on to you the sealed envelope containing this questionnaire as well as a similar survey to a co-worker. In parts of this survey you will be asked to answer in terms of your subordinate and workgroup, please keep in mind that we are referring to the subordinate who gave you this questionnaire and the workgroup you supervise. In order to assure confidentiality do not write your name or your subordinate's name on this survey. Instead of using names we have printed a random number on the top right corner of all three surveys (your subordinate's survey, his or her co-worker's survey, and this one), that will allow us to match up the groups of surveys.

As you complete the questionnaire, please keep in mind that we are interested in your perceptions of your subordinate and your organization. Remember, there are no right or wrong answers to any of these questions. Answer all of the questions. Even if you are unsure of an answer, give the best estimate you can. Also, please complete the questionnaire pages in order and do not skip ahead.

Please be assured that the information you provide will be treated as completely confidential and anonymous. No organization or individual names are being collected and therefore nothing will be revealed when survey results are analyzed. Please note that your participation is voluntary and can be withdrawn at any time.

Please try to complete and return this survey in the envelope provided as quickly as possible, the information your subordinate provided is useless without your input. We thank you for your participation and for your contribution to our study.

Sincerely,

Donna E. Thompson

Melissa I. Gebbia

Professor of Industrial and
 Organizational Psychology

Doctoral Candidate in Industrial and
 Organizational Psychology

PART I**DIRECTIONS**

The following is a list of behaviors that employees may engage in at work. Please read each statement carefully and respond by circling the number at the right of each statement which most closely reflects YOUR degree of agreement or disagreement in terms of your subordinate's behavior during the last six months, using the following scale:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Agree	Strongly Agree

My subordinate:

- | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|
| (01) | Goes out of his/her way to help co-workers with work-related problems. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (02) | Encourages others to try new and more effective ways of doing their job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (03) | Frequently communicates to co-workers suggestions on how the group can improve. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (04) | Voluntarily helps new employees settle into the job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (05) | Always goes out of the way to make new employees feel welcome in the work group. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (06) | Performs his/her job duties with extra-special care. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (07) | Defends the organization when other employees criticize it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (08) | Frequently adjusts his/her work schedule to accommodate other employees' requests for time-off. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (09) | Shows genuine concern and courtesy toward co-workers, even under the most trying business or personal situations. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (10) | For issues that may have serious consequences, expresses opinions honestly even when others may disagree. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (11) | Rarely misses work even when he/she has a legitimate reason for doing so. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Neutral	5 Agree Somewhat	6 Agree	7 Strongly Agree
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My subordinate:

- (12) Encourages friends and family to utilize organization products. 1 2 3 4 5 6 7
- (13) Always meets or beats deadlines for completing work. 1 2 3 4 5 6 7
- (14) Defends the organization when outsiders criticize it. 1 2 3 4 5 6 7
- (15) Performs his/her duties with unusually few errors. 1 2 3 4 5 6 7
- (16) Encourages hesitant or quiet co-workers to voice their opinions when they otherwise might not speak-up. 1 2 3 4 5 6 7
- (17) Actively promotes the organization's products and services to potential users. 1 2 3 4 5 6 7
- (18) Shows pride when representing the organization in public. 1 2 3 4 5 6 7
- (19) Often motivates others to express their ideas and opinions. 1 2 3 4 5 6 7

PART II**DIRECTIONS**

The questions below ask about your reactions to, or views of, your subordinate's work. In each instance, express your opinion by circling, from 1 to 7, the best representation of your view on the scale below each question. Some of the questions may be hard to answer, but please try to answer as accurately as you can.

- (1) How would you rate the quality of the work s/he does?

1	2	3	4	5	6	7
The quality of his/her work is as good as the best that can be done by anyone.			The quality of his/her work is OK, but not outstanding.			The quality his/her work is quite a bit less than the best.

(2) How would you rate the amount of work s/he gets done?

1	2	3	4	5	6	7
The amount of work s/he does is the most that can be done by anyone in this job.			The amount of work s/he does is OK but not outstanding.			The amount of work s/he does is quite a bit less than can be done.

(3) Other than vacations, how often is s/he absent for any reason whatsoever?

1	2	3	4	5	6	7
More than once a month.	About once a month.	Once in 2-3 months.	Once in 4-6 months.	Once in 7-9 months.	Once in 10-12 months.	Less than once a year.

(4) All in all, how would you rate his/her job performance?

1	2	3	4	5	6	7
Outstanding; his/her performance on their job is the best.			Good; his/her performance is satisfactory.			Poor; his/her performance is much lower than it should be.

For the following questions please circle the number which best represents your opinion of your subordinate's work performance during the last six months, using the following scale:

2	3	4	5	6	7
Moderately disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Moderately agree	Strongly agree

- (01) The amount of work s/he gets done is as much as anyone could possibly do. 1 2 3 4 5 6 7
- (02) S/he hardly ever makes mistakes in their work. 1 2 3 4 5 6 7
- (03) The quality of his/her work is as good as anyone could possibly do. 1 2 3 4 5 6 7
- (04) This person is one of the most productive people in your group. 1 2 3 4 5 6 7
- (05) S/he could do work of better quality if they really wanted to. 1 2 3 4 5 6 7
- (06) S/he is absent only when they are really ill. 1 2 3 4 5 6 7
- (07) S/he practically never misses a day's work. 1 2 3 4 5 6 7

PART III

Norms are expected or usual ways of behaving in groups or organizations. The following statements concern the norms that exist in organizations. Read each statement carefully and indicate the degree to which you agree or disagree that the norm described is present in your work group. As you complete the questionnaire, please keep in mind that we are interested in your perceptions of your work group. Remember, there are no right or wrong answers to any of these questions. Try to answer all of the questions. Even if you are unsure of an answer, give the best estimate you can.

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
---------------------------	---------------	--------------	------------	------------------------

In this work group we expect:

(01)	to take pride in our work and that of the organization	1	2	3	4	5
(02)	people working together to meet regularly on important issues	1	2	3	4	5
(03)	to feel enthusiastic about what we are doing	1	2	3	4	5
(04)	to like the kind of work we are doing	1	2	3	4	5
(05)	to work together effectively	1	2	3	4	5
(06)	to feel a spirit of cooperation and teamwork	1	2	3	4	5
(07)	to get whatever training is needed to help us succeed in our work	1	2	3	4	5
(08)	people to be paid fairly based on their contribution to the work	1	2	3	4	5
(09)	to be properly oriented and trained to the job	1	2	3	4	5
(10)	managers to take time to follow up on the jobs they've assigned to people	1	2	3	4	5
(11)	managers to be equally concerned for people and results	1	2	3	4	5
(12)	selection and promotion practices to be fair	1	2	3	4	5
(13)	to assist co-workers with their work	1	2	3	4	5
(14)	to adjust our work goals to further the organization's goals	1	2	3	4	5

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

In this work group we expect:

- | | | | | | | |
|------|---|---|---|---|---|---|
| (15) | good performance to be rewarded through increased pay | 1 | 2 | 3 | 4 | 5 |
| (16) | to feel really involved in the work of the organization | 1 | 2 | 3 | 4 | 5 |
| (17) | to feel we are treated fairly in the area of pay | 1 | 2 | 3 | 4 | 5 |
| (18) | to support the organization's goals and mission | 1 | 2 | 3 | 4 | 5 |
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| (22) | to confront negative behavior, such as abusive language or lack of courtesy, constructively | 1 | 2 | 3 | 4 | 5 |

PART IV

DEMOGRAPHICS

The following section contains questions about yourself and your work. Please answer all the questions.

Sex:

Female
 Male

Age:

_____ years

Highest level of education::

Some high school

_____ Technical/Vocational School

Graduate

Graduated high school

_____ Some Graduate school

Some College

_____ Graduate degree

Graduated college

_____ Other (please specify):

Please indicate which racial or ethnic group you most identify with:

Asian/ Pacific Islander

Black/ African American

Hispanic/ Latino/Chicano

Native American/ Indian

White/ Caucasian (non-Hispanic)

Other (Please explain) _____

Please indicate your approximate annual earnings.

Less than \$10,000

_____ \$40,001 to \$50,000

\$10,000 to \$15,000

_____ \$50,001 to \$75,000

\$15,001 to \$20,000

_____ \$75,001 to \$100,000

\$20,001 to \$30,000

_____ More than \$100,000

\$30,001 to \$40,000

Place a check mark next to the one category that best describes your current job:

Administrator (Primary but non-supervisory, responsibility for a project or ongoing function of the organization).

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Craftsman (Manual work for which special training or licensing is required).

Manager (Supervising persons who, in turn supervise others).

Operator/Laborer (Manual work that requires only training specific to the job).

Professional (Doctor, Lawyer, Engineer, C.P.A., Registered Nurse, Architect, etc.).

Salesperson (Retail Trade, Insurance, Real Estate, etc.).

Supervisor or Foreman

Technical/Semi-professional (White-collar work that requires some college and/or a technical degree).

Other. Please specify: _____

**SURVEY OF
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AND EMPLOYEE BEHAVIOR**

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One of your co-workers was our original contact person, they completed a similar questionnaire addressing their personal perceptions of their organization and their job. That co-worker was asked to pass on to you the sealed envelope containing this questionnaire as well as a similar survey to their supervisor. In order to assure confidentiality **do not write your name or your co-worker's name on this survey**. Instead of using names we have printed a random number on the top right corner of all three surveys (your co-worker's survey, his or her supervisor's survey, and this one), so that we can match up the group of surveys.

As you complete the questionnaire, please keep in mind that we are interested in your perceptions of your co-worker and your organization. Remember, there are no right or wrong answers to any of these questions. Answer all of the questions. Even if you are unsure of an answer, give the best estimate you can. Also, please complete the questionnaire pages in order and do not skip ahead.

Please be assured that the information you provide will be treated as completely confidential and anonymous. No organization or individual names are being collected and therefore nothing will be revealed when survey results are analyzed. Please note that your participation is voluntary and can be withdrawn at any time.

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Sincerely,

Donna E. Thompson

Professor of Industrial and
Organizational Psychology

Melissa I. Gebbia

Doctoral Candidate in Industrial and
Organizational Psychology

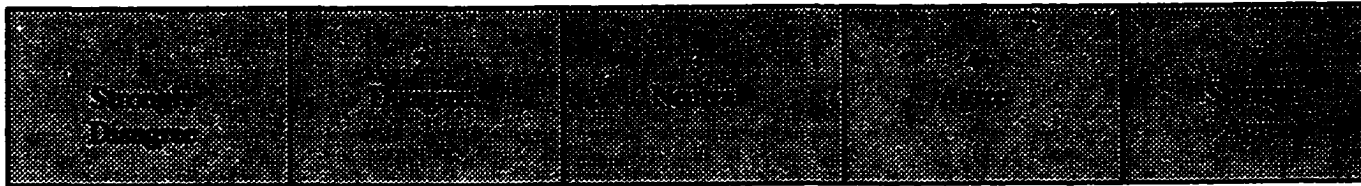
PART I**DIRECTIONS**

Norms are expected or usual ways of behaving in groups or organizations. The following statements concern the norms that exist in organizations. Read each statement carefully and indicate the degree to which you agree or disagree that the norm described is present in your work group. As you complete the questionnaire, please keep in mind that we are interested in your perceptions of your work group. Remember, there are no right or wrong answers to any of these questions. Try to answer all of the questions. Even if you are unsure of an answer, give the best estimate you can.

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
---------------------------	---------------	--------------	------------	------------------------

In this work group we expect:

(01)	to take pride in our work and that of the organization	1	2	3	4	5
(02)	people working together to meet regularly on important issues	1	2	3	4	5
(03)	to feel enthusiastic about what we are doing	1	2	3	4	5
(04)	to like the kind of work we are doing	1	2	3	4	5
(05)	to work together effectively	1	2	3	4	5
(06)	to feel a spirit of cooperation and teamwork	1	2	3	4	5
(07)	to get whatever training is needed to help us succeed in our work	1	2	3	4	5
(08)	people to be paid fairly based on their contribution to the work	1	2	3	4	5
(09)	to be properly oriented and trained to the job	1	2	3	4	5
(10)	managers to take time to follow up on the jobs they've assigned to people	1	2	3	4	5
(11)	managers to be equally concerned for people and results	1	2	3	4	5
(12)	selection and promotion practices to be fair	1	2	3	4	5
(13)	to assist co-workers with their work	1	2	3	4	5
(14)	to adjust our work goals to further the organization's goals	1	2	3	4	5



In this work group we expect:

- | | | | | | | |
|------|---|---|---|---|---|---|
| (15) | good performance to be rewarded through increased pay | 1 | 2 | 3 | 4 | 5 |
| (16) | to feel really involved in the work of the organization | 1 | 2 | 3 | 4 | 5 |
| (17) | to feel we are treated fairly in the area of pay | 1 | 2 | 3 | 4 | 5 |
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| (20) | to be aware of organization happenings and current issues | 1 | 2 | 3 | 4 | 5 |
| (21) | to seek out information and additional knowledge | 1 | 2 | 3 | 4 | 5 |
| (22) | to confront negative behavior, such as abusive language or lack of courtesy, constructively | 1 | 2 | 3 | 4 | 5 |

What is your exact job title?

How long have you occupied your current job? (Nearest whole year): _____ years

How many years have you been with this organization? (Nearest whole year): _____ years

How many years have you been working for your current supervisor? _____ years

Do you have supervisory responsibilities in your current job?

_____ no

_____ yes

If yes, for how many employees? _____

employees

How many different jobs have you had in this organization? _____ jobs

How many people are in your immediate work group? _____ people

How many people are there in your department?

_____ Under 10

_____ 11- 20

_____ 21- 30

_____ 31- 50

_____ Over 51

Please answer the following question in terms of your department. With regards to organizational change or restructuring interventions, my department is :

_____ currently involved in change

What type of change? _____

_____ not now involved but has experienced change in the last year

What type of change? _____

_____ not involved and has not been involved in organizational change interventions

THANK YOU FOR YOUR COOPERATION

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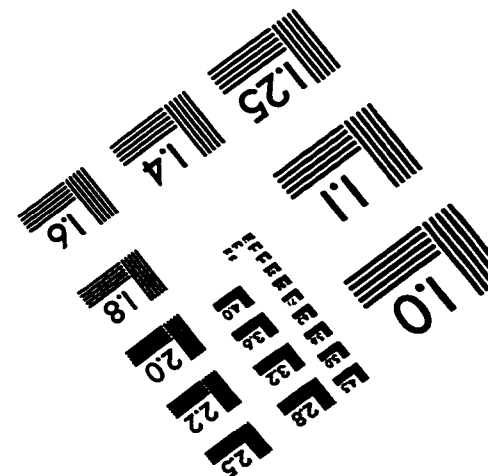
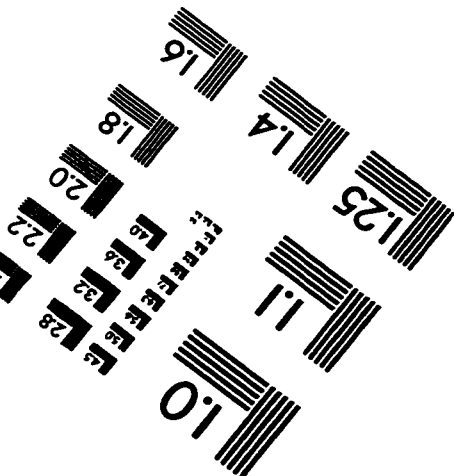
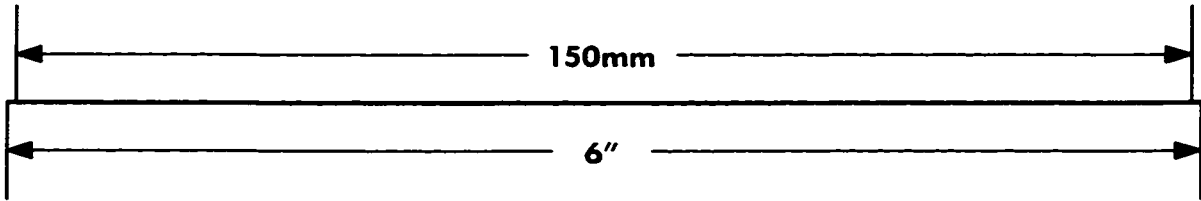
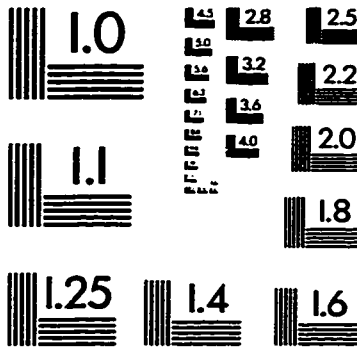
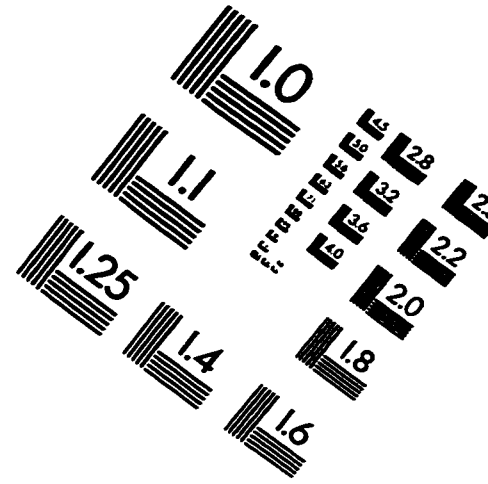
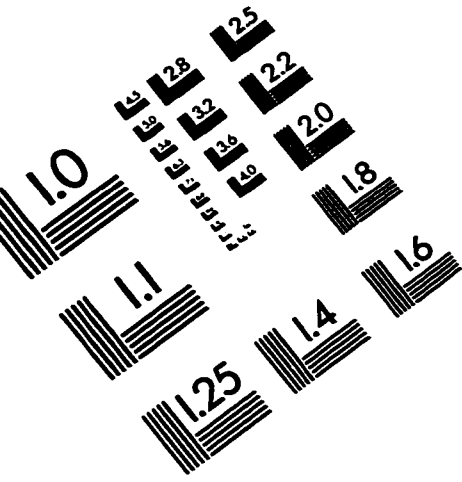
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IMAGE EVALUATION TEST TARGET (QA-3)



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