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ORGANIZATIONAL CITIZENSHIP BEHAVIOR,
COLLECTIVISM, AND JOB SATISFACTION:
EVIDENCE FROM MEXICO

A Dissertation

by

Miguel Angel Baeza

Submitted to the Graduate School of the
University of Texas-Pan American
In partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2012

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ORGANIZATIONAL CITIZENSHIP BEHAVIOR,
COLLECTIVISM, AND JOB SATISFACTION:
EVIDENCE FROM MEXICO

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by
Miguel Angel Baeza

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May 2012

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ABSTRACT

Baeza, Miguel Angel, Organizational Citizenship Behavior, Collectivism, and Job Satisfaction: Evidence from Mexico. Doctor of Philosophy (Ph.D.), May, 2012, 189 pp., 4 figures, 20 Appendices, 14 tables, 241 references.

The purpose of this dissertation was to conduct a field study in a Mexican company in several Mexican regions. This study considered administrative professionals as a continuation to assess the validity of a recently developed Mexican Border OCB (MBOCB) scale by Ortiz (2000). This validation/refinement of an MBOCB scale was accomplished by comparing and contrasting results of this investigation, given the name of Mexican OCB (MOCB), with other OCB dimensions studies in other regions in order to evaluate criterion validity (e.g., convergent and discriminant) through factor loadings. Furthermore, this dissertation categorized these MOCB dimensions into more conceptualized terms utilized by academicians such as etic (universal) and emic (unique) features.

This dissertation made the following contributions: (1) MOCB has an emic (unique) dimension of Organizational Camaraderie and Organizational Dedication; (2) MOCB did not recognize the OCB dimension of Conscientiousness; (3) MOCB and Asian OCB (AOCB) have the following common dimensions: Professional Development, Interpersonal Harmony, and Protecting Company Resources; (4) MOCB, AOCB, and Western OCB (WOCB) have the following etic (universal) dimensions: Altruism and Civic Virtue; and (5) MOCB and WOCB have a common dimension of Sportsmanship. Other findings were that Mexican professional

women did not report higher job satisfaction than their male counterparts. Finally, the cultural dimension of collectivism partially moderated the relationship between job satisfaction and the overall MOCB.

The findings of this dissertation indicated that there were OCB dimensions embracing both etic (universal) and emic (specific) in different regions such as Western, Asian, and Latin American (LA) as well as some common dimensions among the previously listed regions. Future research should consider other LA countries, especially trade partners of the U.S. (e.g., Chile, Colombia, and Panama). This research assumed that individuals in emerging LA economies might have strong collectivism values; however, Mexican professionals had weakened collectivism. Perhaps the phenomena of globalization impacted cultural transformation because the forces of modernization might have played an important role in young professional adults and the economic development of emerging economies. Finally, another implication of the findings of this study was that a self rating of OCB might be affected by common variance.

DEDICATION

I dedicate this dissertation to my parents (Luis and Eumelia), my brothers (Luis Alberto and Marco Antonio), and my sister (Sandra Eumelia). This especially goes to my Mom on this special day, May 10th – Mexican Mother’s Day, when I find myself writing this last section of my dissertation. Her unconditional love, support, and belief gave me the strength to overcome all life’s challenges, and because of her, I am who I am. There are no words that can express my love, respect, and appreciation to the most beloved being ever to exist in my life.

I would also like to take this opportunity to express my sincerest gratitude to the De La Rosa family, to my cousins (Claudia, Yadira, and Gilbert, Jr.), for providing me with the greatest opportunity to live with them when I migrated to this country. I am especially grateful to my dear Uncle Gilbert and my Aunt Graciela, who are two of my most admirable family members. They not only gave me all the economic and moral support that I needed, but encouragement and patience during the most critical years of my life. From the bottom of my heart, I thank them so much.

Finally, I would like to dedicate this scholarly work to all my friends who have been supportive throughout this long journey which have been the most productive years of my life. It is difficult to mention every single one of them but the following are my very close friends who made a profound impact not only during my doctoral studies, but in my professional career in the U.S.: Jose G. Garza, Jorge G. Garcia, Olga Chapa, Jian Wang, Osama Butt, Wolfgang Hinck, Reynaldo Robles, Kevin Hurt, Daniel Huerta, and Daniel Perez. To all of them... We did it!!!

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CHAPTER I

INTRODUCTION

The importance of understanding prosocial organizational behavior in firms, which includes organizational citizenship behavior (OCB), not only helps the organization to become more successful in activities such as the utilization of resources, coordination of employee activities in groups, attraction and retention of the best employees, adaptation to environmental changes, etc. (Podsakoff, MacKenzie, Paine & Bachrach, 2000), but also helps reduce costs as well. Vardi and Weitz (2004) estimate that the cost of negative work behavior in organizations in the United States (U.S.) is as much as \$200 billion per year. Employees can be categorized into the following groups: smooth operators, saboteurs, and good soldiers (Hodson, 1991). According to Hodson, “smooth operators” put their own personal interests first and unintentionally may contribute to the firm’s goals. “Saboteurs” are workers who do not tap into an organization’s goals but pursue their own personal interests. Thus, saboteurs engage in the following negative work behaviors: resisting authority, recklessly violating work values, or deliberately mistreating or destroying the firm’s property as a way to retaliate against their immediate supervisor, top management, or the organization. On the other hand, “good soldiers” are employees who are very committed to the organization. They take organizational goals very seriously and do not question orders from management, but follow them and make extra efforts to achieve decisions efficiently (Hodson, 1991).

Previous and Current Research

Bolino (1999) argued that “Previous research on organizational citizenship behavior (OCB) suggests that employees who engage in such behavior are ‘good soldiers,’ acting selflessly on behalf of their organizations” (p. 82). This study will concentrate on “good soldiers” who exhibit positive work behaviors such as OCB. Dennis Organ (Organ, 1988) developed a multi-dimensional scale of the OCB which is used in the U.S. This multi-dimensional scale was categorized according to the following five dimensions: Altruism, Civic Virtue, Conscientiousness, Courtesy, and Sportsmanship. These OCB dimensions will be defined along with five other dimensions which will be introduced later, and some examples will be shown toward the end of this chapter in Table 1.

The majority of OCB studies have focused on the U.S. or other Western countries, but Farh, Earley, and Lin (1997); Farh, Zhong, and Organ (2004); Lievens and Anseel (2005); and Paillé (2009, 2010) have concluded that there is more to be done in a global context. Over the last 30 years, there have been a number of studies conducted cross-culturally in order to explore possible cultural differences in OCB. Among of the first to pioneer this type of research were Farh, Podsakoff, and Organ (1990). Farh and his collaborators conducted a study comparing Taiwan and the U.S. (Farh et al., 1990). They found that two OCB dimensions were found in both countries: Altruism and Conscientiousness. Moreover, five years later Organ and Lingl (1995) contrasted the OCB dimensions in similar cultures (U.S. and England). Organ and his colleague failed to find any major differences in OCB dimensions between the American and British samples.

Two years later, Farh et al. (1997) developed a Chinese OCB scale and they studied and contrasted OCB’s dimensions when comparing individuals from China and the U.S. The authors

identified the following five factors/dimensions in the Chinese culture: Altruism, Conscientiousness, Civic Virtue, Interpersonal Harmony, and Protecting Company Resources. Three of these were previously identified by Organ (1988): Civic Virtue, Altruism, and Conscientiousness. In the 1990's, Farh and his colleagues studied OCB in the U.S. and Taiwan and found a similar pattern as concluded in their 1997 paper; thus, they concluded that "we know little about citizenship behavior in a global context" (Farh et al., 1997, p. 421). They argued that almost all the empirical studies done on OCB have been based on research conducted in Western countries. Without any doubt, the most important finding of Farh and his colleagues was that they identified two additional dimensions in their studies which were not previously found in the Western context. They labeled these dimensions: Interpersonal Harmony and Protecting Company Resources (Farh et al., 1997). Furthermore, Farh et al. (2004) later confirmed these last two OCB dimensions in China. Please refer to Table 1 at the end of this chapter for further information.

Other authors have also explored OCB in a global context. For instance, Lam, Hui, and Law (1999) compared two Western countries (Australia and the U.S.) with two Asian countries (Hong Kong and Japan). They concluded that individuals in Hong Kong and Japan were more likely to consider Sportsmanship and Courtesy as in-role behaviors when they were being compared with those in Australia and the U.S. In other words, the Asian participants did not consider OCB dimensions of Sportsmanship and Courtesy as a required part of their job. One of the explanations for these findings was given by Hofstede who concluded that Sportsmanship might be interpreted in Asian cultural societies as a way of challenging decisions made by authorities. This type of cultural behavior is not a characteristic of countries with high-power distance and strong collectivistic societies, such as Hong Kong and Japan (Hofstede, 2003).

Furthermore, earlier studies have identified ten OCB dimensions, with at least two dimensions not apparent in Western literature (e.g., Interpersonal Harmony and Protecting Company Resources). Paine and Organ (2000) concluded that there is a need to understand how ethnic differences influence OCB. This is true to the present day.

A Need for Additional Study

Studies of OCB dimensions outside the context of the U.S. have been published since the 1990s. Up to this point in the OCB literature, for the most part, there appears to be a direct link (global context) between the dimensionality in Asian and Western societal cultures that can explain some of the variance in OCB (Farh et al., 2004). However, there is a need to explore which OCB dimensions will be recognized in other regions of the world such as Latin America (e.g., Mexico). This study will explore the idea that Mexican employees identify the same dimensions as their Asian counterparts because of similar cultural dimensions (e.g., collectivistic and high-power distance societies).

Lam et al. (1999) and Farh et al. (1997) and their respective collaborators concluded that participants in different Western and Asian countries diverged in the way individuals considered emic dimensions of OCB, but not in the way they considered etic dimensions; that is, suggesting that there are both emic (culturally specific) and etic (culturally universal) dimensions of OCB. Consequently, the above arguments suggest “. . . that there may be performance norms (etic OCB) that transcend cultural values . . . as well as performance norms (emic OCB) that are affected by particular cultural values” (Lam et al., 1999, p. 600). Thus, the purpose of this research is to provide a better understanding of OCB dimensions and the significant cultural similarities between Asian and Mexican people. This study will explore whether OCB has an

etic (universal) meaning in reference to other cultures already studied (e.g., Asian and Western) or emic (unique) perceptions of OCB dimensions from other cultures. In other words, this study will contribute to the literature not only in a global (etic) context, but it will also identify OCB dimensions in the Mexican context (emic) as well. It will, therefore, fulfill the need to understand how other regions of the world, such as Latin America, identify the different OCB dimensions (etic or emic) and avoid a cultural miscommunication caused by different cultural values. Furthermore, this dissertation will not only validate/refine the recently developed Mexican-border OCB (MBOCB) scale by Ortiz (2000), but this research will also explore the gender paradox described by Clark (1997), satisfaction with work flexibility (Rothausen, 1994), and the cultural dimension of collectivism and individualism (CI) by Wagner and Moch (1986). This last construct will be treated as a moderator between the relationship between the validated Mexican OCB (MOCB) and job satisfaction (Spector, 1985).

The Importance of Latin America and Mexico

According to *The Economist Magazine* (Sept., 2010), Latin America grew at an average annual rate of 5.5 percent from 2003 to mid-2008, and its countries controlled inflation in general to single digits. After the 2009 international financial crisis, the following year (2010) the region's economy was expected to grow more than 5 percent. This was possible mainly because from 1998 to 2002, this region introduced more “. . . flexible exchange rates, inflation-targeting by more or less independent central banks, more responsible fiscal policies, and tighter regulation of banks, as well as social policies aimed at the poor” (p. 3). Furthermore, this magazine article on Latin America (Sept., 2010) claims that Mexico is the second most important

country in Latin America after Brazil. Moreover, this report also argues that Mexico represents a quarter of Latin America's GDP. Thus, it has become very important to study Mexico.

Mexico has been promoting innovation, coordinating production chains, and adding clusters to add value. One of the cities that has benefited the most is the city of Guadalajara, capital city of the state of Jalisco, where the government has been encouraging the clustering of software and electronics firms. Finally, Mexico and the U.S. have their economies tied together and comparative studies between these partner countries will be deficient if researchers simply assume that the American and Mexican OCB dimensions are the same. The significance of correctly assessing Mexican employees' OCB will assist not only in the global context, but can help local managers in both countries become more successful by obtaining a higher level of organizational effectiveness from their workers.

Understanding which OCB dimensions Mexicans recognize in employees is crucial for the following reasons. First, the U.S. shares a 2,000-mile border with Mexico and its southern neighbor has more than 112 million inhabitants (Instituto Nacional de Estadística, 2011). Second, Mexico, Canada, and the U.S. are trade partners in the North American Free Trade Agreement (NAFTA). According to the World Trade 100 July issue (2010), the top three U.S. trading partners are Canada, China, and Mexico. The total amount of goods imported/exported by the U.S. in 2009 in U.S. dollars was \$429.6, \$366, and \$305.5 billion, respectively. Third, by understanding OCB in Mexico, the management skills utilized by these important trade partners (Mexico and the U.S.) will be easy to transfer from one country to another and become more effective. That is, since OCB involves discretionary behavior that can boost the effectiveness in the organization (Organ, Podsakoff & MacKenzie, 2006; Podsakoff et al., 2000), this type of behavior will enhance the overall effectiveness of the organization.

Purpose of the Study

This research will be conducted in a Mexican company with 25 branches over 14 different Mexican states (e.g., South, Central, etc.). As mentioned before, this study will explore the cultural dimension of collectivism as a moderator between the MBOCB scale and job satisfaction. In the past, there have been many studies that have focused on OCB either in a Western and/or Asian context. However, for the first time, Ortiz (2000) completed an original study involving the Mexican-border maquiladoras; this research will refer to the term maquiladora as “maquila,” as it is recognized in the literature. In this study, Ortiz developed a distinctive Mexican-border OCB (MBOCB) scale focusing on the maquila population on the border between Mexico and the U.S.

Ortiz conducted his study of OCB by carried out a field research in the border town of Reynosa, Tamaulipas, Mexico. He came up with seven MBOCB dimensions, four of which were already identified by Organ’s research (1988) which includes: Altruism, Civic Virtue, Conscientiousness, and Sportsmanship. Ortiz’s fifth and sixth MBOCB dimensions were: Organizational Camaraderie and Professional Development. The sixth dimension was not only identified by Ortiz but later recognized by Farh et al. (2004) in a study done in China which they labeled Self-Training, which is very similar to Ortiz’s dimension of Professional Development. One change was made on this MBOCB dimension by Ortiz. The first question on the MBOCB dimension of Professional Development was replaced by Farh and his associates’ (1997, 2004) scale. The reason was that Ortiz’s first item on this dimension reflected the employees’ willingness to help expatriates learn Spanish; whereas Farh’s captured employees’ perception of coworkers to improve his/her knowledge or work skills. This adjustment reflected the work environment better for the purpose of this study. Ortiz’s last MBOCB dimension, Organizational

Sincerity, has not been found yet in Western and Asian cultures. Another change was made on this MBOCB dimension by Ortiz. The term employee was replaced by coworkers because in this study the employees will be asked about their perceptions of their coworkers' work attitudes toward others instead of supervisors' toward employees. Thus, as part of this dissertation, this study will continue to refine the MBOCB scale developed by Ortiz in order to assess convergent and discriminant validity following Churchill's suggested procedures for developing better measures (Churchill, 1979). Furthermore, this research will study the gender paradox, satisfaction with work flexibility, the cultural dimension of CI, and job satisfaction. This investigation will involve the relationship of collectivism as a moderator between the refined MOCB and job satisfaction.

Outline of the Study

This dissertation will be divided into seven chapters. Chapter I, the Introduction Chapter, will cover the following: previous and current research about the construct being studied, the need for additional study, the importance of Latin America and especially Mexico, the purpose of this research, and the outline of the study. Chapter II, the Literature Review, will discuss the different names given to OCB throughout past decades. Also, this chapter reviews the OCB's various dimensions and the scales being developed by different authors will be shown. Furthermore, this research will explain the criterion validity of the seven MBOCB dimensions identified by Ortiz (2000) in the maquila sample (Altruism, Civic Virtue, Conscientiousness, Sportsmanship, Organizational Camaraderie, Professional Development, and Organizational Sincerity). Moreover, this study will seek to explore whether Mexican employees identify with the following additional three OCB dimensions which have been found in different cultures: (1)

the OCB dimensions of Interpersonal Harmony and Protecting Company Resources recognized by Farh et al. (1997, 2004) in China – a collectivistic Asian country, and (2) the OCB dimension of Courtesy identified first by Organ (1983) and other researchers in the Western culture (e.g., Lam et al., 1999; Lievens & Anseel, 2004; Thau et al., 2004; Paillé, 2009, 2010). All ten OCB dimensions are summarized with examples in Table 1. Finally, this investigation will compare and contrast the different dimensions in terms of emic (culturally unique) and etic (culturally universal) in order to understand OCB dimensions in other cultures and regions.

Furthermore, the Literature Review of this dissertation will continue covering the following: First, this research will study and define the cultural dimensions of collectivism and individualism (CI). This construct has been related to the different dimensions of OCB. Second, the research will review the literature of job satisfaction which is another major construct related to OCB. The study of job satisfaction will help to test the gender paradox in terms of the relationship between the constructs of job satisfaction to gender. Third, this investigation will use two theories: social exchange theory and equity theory. These theories will be used to explain how job satisfaction is positively associated to OCB. Fourth, the proposed model will be tested to check whether the relationship between the cultural dimension of collectivism moderates the relationship between job satisfaction and the overall MOCB dimensions. Each of the different hypotheses will be presented throughout the chapter which covers literature review. Fifth, this study will explain the methodology in Chapter III. This Chapter III of the dissertation will cover the scales to be used with their respective statistical reliability and validity issues, how they are going to be measured, which statistical methods are going to be used, the target population, data collection, common method variance, sample size, and how the data are going to be analyzed. Furthermore, this chapter will discuss the advantages and disadvantages of

Table 1: OCB's Multi-dimensional Scale

Author	Findings	Dimensions	Definition	Example
Organ (1988)	He developed an OCB scale for the U.S. and identified the following five dimensions:	(1) Altruism	Optional behaviors that are intended to assist a certain individual in a firm with important assignments (Organ, 1988)	Helping a co-worker use a computer application
		(2) Civic Virtue	Participation behavior that the worker displays in the political life of the firm (Graham, 1991)	Attending the firm's meetings, reading and responding to others' e-mails
		(3) Conscientiousness	Involvement behavior in which workers go beyond the minimum requirements of the firm (Organ, 1988)	Being punctual, being neat, appropriate attendance, concern for the firm's resources and time
		(4) Courtesy	Positive actions behavior with other workers in the firm, such as sharing information, giving advance notice, etc. (Organ, 1988)	Giving advance notice of possible outcomes to the worker who might be affected by one's actions
		(5) Sportsmanship	A behavior which a good citizen would avoid such as the willingness to avoid uncommon cost, inconveniences, and minor frustrations (Organ, 1990).	Avoiding filing small grievances, complaints, accusations, etc., against the firm even when a worker has the right to do so

Author	Findings	Dimensions	Definition	Example
Farh et al. (1997, 2004).	They identified two additional OCB dimensions in Asian cultures:	(6) Interpersonal Harmony	A worker's optimal behavior seeking one's power and gain in order to obtain results that would damage others (Farh et al., 1997)	A worker avoiding responsibility, and often speaking badly about his/her colleagues and supervisors
		(7) Protecting Company resources	This optional behavior avoids abuse of the firm's policies and the firm's resources for personal benefit (Farh et al., 1997)	Handling personal matters on a company's time (i.e., shopping)

Author	Findings	Dimensions	Definition	Example
Ortiz (2000)	He identified three additional dimensions in border city – U.S./Mexico border city maquilas:	(8) Organizational Camaraderie	The willingness to exceed the norm by demonstrating friendship and fairness in daily contact with co-workers	Employee is proactive and not holding or developing malevolence
		(9) Organizational Sincerity	The employees have the desire to take responsibility in a formal or informal setting. S/he opts to motivate others without hidden motives	The worker is genuine in his/her efforts to help the organization
		(10) Professional Development	Organizational participation to continue education by acquiring extra skills/enrolling in professional degree programs	The employee's willingness to aid expatriates in learning Spanish or for the employee to seek to learn English

Internet-based surveys and the procedures to be utilized in the data collection through a web-based survey. Also, methodological issues will be considered, such as common method

variance, measurements, sample size, data analysis statistical validity and reliability, and the company's profile. Before any results are analyzed, this research will conduct a pilot study to check the internal consistency reliability coefficients in all constructs and their respective dimensions. In Chapter IV, this study will analyze the results of the different statistical tests. Then, the researcher will review the findings in Chapter V. Next, Chapter VI will discuss the conclusions. Finally, Chapter VII will review the limitations and future research.

CHAPTER II

LITERATURE REVIEW

OCB throughout the Decades

The beginning of organizational citizenship behavior (OCB) can be traced back to classical management. Barnard (1938) clearly noticed the need for behaviors that go beyond the prescribed roles. He labeled this type of behavior as cooperative efforts. A few decades later, Katz and Kahn (1966) concluded that for an organization to function effectively it must depend on supra-role behavior. They defined this type of behavior as the activities that employees do that cannot be prearranged or required in advance for their job. In the 1970s, Katz and Kahn (1978) divided the supra-role behavior into three types of critical behaviors that organizations need in order to become effective. First, individuals must join and stay in the organization; second, organizational members must meet or exceed standards of task performance; and third, constituents must be able to innovate and get involved in spontaneous activities which go beyond prearranged roles. Some of these activities may include: collaborate and protect individuals within the organization, initiate self-development, and represent the organization constructively (Katz et al., 1978).

In the early 1980s, Bateman and Organ (1983) and Smith, Organ, and Near (1983) concluded that these behaviors consist of any signals (often taken for granted) that help to “lubricate the social machinery of the organization . . . provide the flexibility needed to work through many unforeseen contingencies” and assist employees in an organization to “cope with

otherwise awesome conditions of interdependence of each other” (p. 654). That is, these behaviors usually were not described in formal job descriptions. Brief and Motowidlo (1986) identified this closely related type of behavior and labeled it prosocial. They concluded that this behavior can be further defined as either prescribed or extra-role activities. Puffer (1987) labeled similar positive work behaviors as noncompliant behaviors because employees were performing extra activities not included in the job’s description. Some of the examples of OCB may include the following: helping a coworker who has been absent from work, volunteering for extra activities when it is required by the organization, representing the firm positively at any function either private or public, performing in ways that help to improve morale, and abstaining from complaining or resolving unhelpful interpersonal conflict (Organ, 1990). As noted above, these types of behaviors were frequently identified with different names ever since they were first identified by Barnard in the late 1930s. Thus, in the mid-1980s, Brief and Motowidlo (1986) accounted for 13 different constructs of OCB. Just a few years ago, Kim (2006) identified approximately 30 names for OCB in the literature. Some of the more common names given to OCB were: prosocial organizational behavior, organizational spontaneity, and contextual performance (Podsakoff et al., 2000).

OCB as a Construct

Prior to Kim’s research (2006), Schnake (1991) had proposed using a common term for a construct involving the same type of positive work behaviors. He suggested that the construct be given the name of organizational citizenship behavior (OCB). The most cited OCB definition is by Organ (1988):

Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. By discretionary, I mean that the behavior is not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person's employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable (p. 4).

Other researchers have defined OCB as behaviors that are not "in-role," not part of the job description, and not explicitly rewarded (e.g., Van Dyne, Graham & Dienesch, 1994). Overall, most of the authors agreed that OCB involves constructive, helpful behaviors which expand beyond an employee's task responsibilities. These are essential for the prosperous operation of an organization.

OCB Dimensionality in the Global Context

There has been a call for research on the OCB's different types of dimensionality. Schnake (1991) did a thorough review of the available OCB literature, and he recommended that there is still an extensive variety of behaviors that should be identified and the dimensionality of the OCB construct should be evaluated and expanded. In addition, Coleman and Borman (2000) argued that the domain of the OCB dimension is incomplete. Although there have been several meta-analyses (e.g., Organ & Ryan, 1995; Podsakoff et al., 2000; LePine, Erez & Johnson, 2002) in the OCB literature, researchers of OCB have mainly focused on the various well-known predictors and their relationship to different variables of this type of behavior. Thus, most of

these meta-analyses have described a broad range of such predictors except for LePine et al. (2002). LePine and his colleagues (2002) finally conducted a meta-analysis where the focal point was neither to differentiate OCB from task performance nor to identify predictors of the different OCB dimensions, but instead the authors argued that it is probable that there are definite unidentified cultural behaviors in the workplace (e.g., preserving harmony) that might help identify different OCB dimensions:

There may be dimensions of OCB that have yet to be identified but, nevertheless, would have smaller relationships with other dimensions and would be predicted by a different set of antecedents. It might be worthwhile to conduct studies aimed at identifying a broader set of behavioral dimensions that fit the definition of OCB than the five dimensions proposed by Organ (1988) (p. 61).

In conclusion, OCB researchers usually measure at least some of the dimensions across studies (LePine et al., 2002). That is, there may be unidentified OCB dimensions in different cultures.

Scale Development

When it comes to the measurement of OCB, Smith and his associates (1983) developed a 16-item behavior rating scale. In their study, they came up with two dimensions, which they labeled Altruism and Generalized Compliance. In 1986, Graham identified another dimension that he called Civic Virtue. Later Organ (1988) formed an OCB five-dimension model (Altruism, Civic Virtue, Conscientiousness, Courtesy, and Sportsmanship). According to LePine et al. (2002), Organ's 1988 OCB five-dimension model has been the focus of the greatest amount

of empirical research for at least three reasons. First, Organ's framework has been in place since 1988 with five OCB dimensions and he and his colleagues have been very productive in publishing citizenship behavior articles and book chapters. Second, Podsakoff and his collaborators contributed to the OCB construct with an accurate measure of Organ's five dimensions (Podsakoff, MacKenzie, Moorman & Fetter, 1990). Plus, they published several outstanding empirical studies that embrace this measure. Finally, OCB researchers in general presuppose that Organ's five dimensions are helpful in studying across different cultures. According to researchers of OCB, culture is one of the main factors that affect OCB dimensions (i.e., Howell & Dorfman, 2000; Farh et al., 1990, 1997, 2004; Moorman, 1993; Moorman & Blakely, 1995).

Culture

Long-Chuan, Rose, and Blodgett (1999) argue that individuals from different cultures are defined by different traditions, heritages, rituals, customs, and religions. Each of these factors predicts significant variations in norms, morals, standards, beliefs, and behaviors. Schmeling (2001) concluded that collectivism and individualism (CI), one of Hofstede's five cultural dimensions, is found to differentiate most of the national cultures across the world. Some Western societies that are being categorized mainly by individualistic preferences are the following countries: U.S., England, and Australia. On the other hand, other regions of the world which include Asian and Latin American cultures tend to involve individuals with high collectivistic tendencies. The following are some examples: China, Korea, and Mexico (Hofstede, 1980; Hui & Triandis, 1986; Triandis, 1995).

Well-known researchers such as Earley (1993), Hui et al. (1986), and Kim, Triandis, Kagitcibasi, Choi, and Yoon (1994) have researched collectivism as an important cultural dimension in order to distinguish and establish between-culture characteristics. According to Earley (1998), a collectivistic culture is associated with conformity, obedience, and dependability. Therefore, the study of the cultural dimension of the CI construct is very important because it helps to predict and differentiate how members of a society view themselves, how they treat others either in-group or out-group, and how they behave in a variety of situations (Gudykunst, 1998). For example, Van Dyne, Vandewalle, Kostova, Latham, and Cummings (2000) suggest that collectivist societies put their personal interests behind group interests to the point of sacrificing personal interests in order to contribute to the welfare of the group even though such help might not directly relate to their individual benefit.

Conflict and Harmony

Wheeler, Reis, and Bond (1989) conclude that one of the identifying attributes of collectivists is that members distinguish strongly between the in-group and the out-group. By the same token, Steers and Sanchez-Runde (2002) argued that national cultures which encourage collectivism over individual interests do affect how individuals think and behave in different scenarios such as at work and in their personal life environment. For instance, Leung (1988) found that the Chinese were more prompt than Americans in engaging in conflict with a stranger but very unlikely with an in-group member. That is, harmonious relationships with in-group individuals are crucial, but the out-group can be provoked. Some of the reasons explained by Farh et al. (2004) are that “Individuals have less latitude for unilateral action; relatively more of what they contribute would hinge on approval by higher status figures and group acceptance.

Interactions with the group would diffuse organizational and personal roles, and preservation of harmony would be critical” (p. 250). Thus, people in a collectivistic culture are usually encouraged to pursue interpersonal harmony and identify themselves as interconnected with others. On the other hand, there is a presumption by some Western countries that interpersonal conflict can be viewed as “constructive, bounded, and task focused” (Farh et al., 2004, p. 244). This belief is reasonable because the U.S. culture is identified as high on individualism, and this type of society tends to identify with many small groups; whereas members of a collectivistic society will feel an association with the overall group. As a result, there is generally only a small risk of interpersonal conflict expanding among individuals in small groups. Therefore, conflict will likely not grow to the point that it endangers the capability of the entire organization (Farh et al., 2004).

In terms of avoiding conflict, it has been consistently cited that persons in individualistic cultures choose to use active, aggressive, and confrontational tactics for dealing with conflicts in working environments; whereas individuals in collectivistic cultures are expected to use passive, participating, and avoiding tactics in order to avoid conflicts (Ting-Toomey, Gao, Trubisky, Yang, Kim, Lin & Nishida, 1991). Furthermore, according to Leung (1987), collectivistic societies would choose harmony-enhancing environments over confrontational actions. In addition, Leung (1988) and Ting-Toomey, Trubisky, and Nishida (1989) concluded that people in individualistic cultures prefer the direct communication approach; whereas people from collectivistic cultures tend to prefer a conflict-avoidance approach such as mediation methods. Furthermore, a study carried out by Ohbuchi, Fukushima, and Tedeschi (1999) concluded that American, an individualistic society, participants in the study were more likely to justify the causes of conflict because of the pressure to attain justice. Unlike Americans, the Japanese, a

collectivistic society, participants in the research would rather focus more on relationship goals than initiate conflict. Thus, in general, collectivistic societies tend to perceive avoidance of conflict as functional and appropriate; whereas individualistic societies tend to recognize avoidance of conflict as dishonest and ineffective (i.e., Kirkbride, Tang & Westwood, 1991). Finally, Bolino and Turnley (2008) argued that previous studies have shown that members from collectivistic cultures tend to believe that social harmony and positive interpersonal relationships are more important outcomes than monetary rewards and wealth (i.e., Chen, 1995; Chen, Meindl & Hui 1998; Deutch, 1975; Leung & Bond, 1984; Leung & Park, 1986). These arguments are further supported by Triandis (1989) who argued that collectivism is a central value with an important impact on social behavior such as OCB.

Culture and OCB in Organizations

There have been authors who have studied cultural differences with respect to role attitude. For example, Munene (1995) concluded that individuals in collectivistic societies might tend to take some OCB dimensions as in-role duties; whereas persons in individualistic cultures might tend to perform some OCB dimensions as extra-role or what is known as “beyond the job description” (p. 117). Furthermore, Moorman et al. (1995) found that people with very collectivistic values are more prone to exhibit OCB toward peers. Moreover, Organ (1999) found that individuals in a collectivistic society “tend to favor interdependence, loyalty and helping, all of which are reminiscent of OCB-like behavior” (p. 250). Lam et al. (1999) explored role attitudes across four nations: U.S., Australia, Japan, and Hong Kong. They concluded that respondents from Hong Kong and Japan, collectivistic countries, were more likely than

participants in Australia and the U.S., individualistic countries, to perceive OCB as an expected component of the job.

In the beginning of a new century, Paine and Organ (2000) studied the effects of CI and power distance (PD) on OCB. Their conclusion was that those participants from collectivistic societies and those from societies with high-PD perceived OCB as something that is expected to happen in the nature of work. However, this research was an exploratory study. Furthermore, Blakely et al. (2005) determined that nationality was significantly correlated with role definition. For instance, in their study, Chinese managers were more likely to describe OCB as part of their task than their American counterparts. Thus, conceptions of what contributes to extra-role or citizenship behavior differ across cultures (Gelfand, Erez & Aycan, 2007). This type of cultural misunderstanding can be avoided by clearly defining the extra/in-role job activities in different cultures.

Cultural Predictors of OCB Dimensions

Moorman (1993) encourages correlating OCB with CI in future studies. This type of study might help further understanding of OCB in terms of the different levels of conceptual and empirical analysis such as individual, group, organization, and culture (Organ et al., 1995). One of the first studies that examined culture and OCB was published by Moorman and Blakely (1995). They analyzed CI as a potential predictor of OCB as well as its dimensions. Moorman and his colleague (1995) concluded that people with collectivistic values performed more OCB than in an individualistic society mainly because of individual initiative. According to Clugston, Howell, and Dorfman (2000), collectivist people are more willing to show individual initiative because of a higher care for the workgroup or the firm. For instance, as discussed previously,

employees are more concerned about harmony within the group (Triandis, 1995). Furthermore, an additional characteristic of collectivistic societies is that its members are more open to interpersonal interaction. Karambayya (1991) concluded in his study that defined contextual circumstances such as interpersonal interaction are among other conditions (e.g., stability of unit membership) that make employees more determined to engage in OCB.

Farh and his colleagues (Farh et al., 2004) reconfirmed Organ's (1999) findings by suggesting that the different types of OCB dimensions can be explained by the type of culture. Farh and his colleagues' findings uncovered two new dimensions that they called Interpersonal Harmony and Protecting Company Resources that are related to the Chinese cultural values of in-group collectivism. According to Farh et al. (2004) "... Chinese formulation of OCB differs from that in the West, and is embedded in its unique social and cultural context" (p. 241). Furthermore, they argued that there is not much known about the usefulness of OCB in different societies in which the various cultural environments can be categorized and conceptualized in different OCB dimensions. Most of the OCB concepts and its measures have been done in a Western sociocultural context (e.g., Australia, England, and the U.S.). However, there are some exceptions where OCB's dimensions have been studied in different social and cultural environments (e.g., Farh et al., 1990; Organ et al., 1995; Lam et al., 1999; Ortiz, 2000; Farh et al., 1997, 2004). But there is more to be done in other regions in the world other than Western and Asian countries.

OCB Etic/Emic Dimensions

In order to correctly capture the entire phenomena of OCB in different cultures, researchers have concluded that they must first define both emic (specific/cultural unique) and

etic (universal/cultural global). Thus, there is a need to differentiate on the emic vs. etic approach to OCB in order to define and differentiate a construct in cross-cultural studies. According to Gannon (2004), the term “etic” assigns a common sound to all languages and “emic” associates a specific sound to one language or a group. Taras, Rowney, and Steel (2009) further explained etic and emic in terms of culture. They argued that the etic concept presumes that there exists a set of universal cultural dimensions that are similarly significant to all cultures. On the other hand, the emic concept is grounded in the belief that there are some cultural dimensions that are culture-distinct and unique to specific cultures which cannot be described in other cultures (Taras et al., 2009). That is, the term emic is used to describe each culture independently.

This approach (etic and emic) of researchers is understandable because one can easily relate to the fact that work behavior to some extent means the same in all cultures (etic) while at the same time, it may have certain dimensions that are culturally unique (emic) (Farh et al., 1997). After years of studies in other countries and in different continents, researchers have concluded that Western and Asian cultures each have unique OCB (emic) dimensions. Farh and his colleagues concluded that some OCB dimensions are present only in Western cultures such as Sportsmanship, and other OCB dimensions seem more common in Asian studies such as Interpersonal Harmony (Lam et al., 1999; Farh et al., 1997, 2004). Asian studies have found that some Asian cultures share, at the most, two common dimensions of OCB (Interpersonal Harmony and Protecting Company Resources), while others share three dimensions with Western cultures which are Altruism, Civic Virtue, and Conscientiousness (Farh et al., 1990, 1997). The next section will discuss two different empirical approaches to conducting research on OCB in different cultural contexts. First, the Lievens and Anseel (2004) approach is called

“factorial structure” which consists of first performing an exploratory factor analysis (EFA) and then a confirmatory factor analysis (CFA) in order to identify “original/new” OCB dimensions in other unexplored cultures. This approach is just taking OCB dimensions known in other cultures and exploring whether a country being studied displays any of these dimensions explored by other researchers (i.e., Thau et al., 2004; Lievens & Anseel, 2004; Paillé, 2009); whereas Organ (1988), Farh and his respective associates (1997), and Ortiz (Ortiz, 2000) developed scales in order to uncover unique “indigenous” OCB dimensions in their respective regions (See Table 2).

Understanding the OCB Dimensions in Other Cultural Contexts

At the beginning of the 21st century, OCB studies outside the Western context were gaining popularity. Thus, a consensus began to emerge around the perception of the significant impact of cultural context on OCB. According to Paine and Organ (2000), “the challenge lies not so much in debating whether OCB exists around the world but in understanding and defining what constitutes OCB in various cultures and countries” (p. 58). This argument is further supported by Motowidlo (2000), Podsakoff et al. (2000), and Turnipseed and Murkison (2000) by suggesting that some forms of OCB may be affected by national context. Podsakoff and his colleagues (2000) argued that “Research is also needed on the potential impact that cultural context might have on citizenship behavior” (p. 556). Furthermore, Lievens et al. (2004) encourage researchers to explore the structure of OCB in detail outside the North American context. They also concluded that “research on OCB measurement in contexts other than the U.S. is important because the dimensionality of an OCB measure used in different cultural context should not be taken for granted” (p. 300). That is, they suggested that it is critical to explore the structure of OCB in order to identify its salient forms every time a new cultural

Tabel 2: Indigenous OCBs Versus Validation of the Scales in Western, Asian, and Mexican Border

Tabel 2: Indigenous OCBs Versus Validation of the Scales in Western, Asian, and Mexican Border									
Scale Dev.		CFA		Scale Dev.		CFA		EFA & CFA	
Indigenous		Validation		Indigenous		Validation		EFA & CFA	
OCB in the U.S. by Bateman & Organ (1983); Smith et al. (1983)		OCB in the U.S. & Taiwan by Farh et al. (1990)		OCB in the U.S. by Organ (1988)		OCB in Japan, Hong Kong, Australia & the U.S. by Lam et al. (1999)		OCB in Germany by Thau et al. (2004)	

context is explored. For example, Paillé (2010) studied France's salient forms of OCB through examining the factorial structure as explained in the previous section.

Most researchers have been conducting studies by just using previous OCB scales identified in other cultural contexts (e.g., Lievens et al., 2004; Paillé 2009, 2010). For example, one of the most traditional approaches is exploring the OCB dimensionality of the five-factor structure (Altruism, Courtesy, Conscientiousness, Civic Virtue, and Sportsmanship) conceptualized by Organ (1988). Other well-known scholars such as Podsakoff and MacKenzie (1994) and MacKenzie et al. (1993) used the three dimension OCB model (Helping Behavior, Sportsmanship, and Civic Virtue). They utilized the Helping Behavior OCB dimension as a second-order latent construct; whereas other scholars (e.g., Lievens et al., 2004) used Helping Behavior subdimensions such as Altruism and Courtesy (Paillé, 2009). According to Paillé (2010), there are some empirical studies that have been studying the behavior of organizational citizenship without an accurate analysis of the OCB structure. For example, Coyne and Ong (2007) explored OCB with a five-factor model involving three different countries (Malaysia, Germany, and England) without an essential prior structural analysis as first recommended by Lievens et al. (2004). They explored the OCB dimensionality of the five-factor model by just performing CFA, and they obtained a structure in four dimensions (Altruism, Civic Virtue, Conscientiousness, and Sportsmanship). In other words, no empirical support was found for the OCB dimension of Courtesy.

The above practices have not allowed a thorough exploration of the structure that would uncover any potential influence in different cultural contexts. According to Paillé (2010) there were two flaws in the above studies. He argued that "First, the models that these researchers used did not consider the possible influence of cultural context. Second, it is possible that such

research data overstated the correlation of forms of citizenship and variables that French researchers have studied” (2010, p. 142). Furthermore, Paillé (2010) concluded that earlier studies utilized the already established OCB model in other cultural contexts, and he also argued that they are not following common practices. Furthermore, Paine and Organ (2000); Lievens et al. (2004) confirmed this by suggesting a thorough examination of the structure to verify any possible influence related to cultural context. Clearly, such observations were ignored in the research of Coyne and Ong (2007). Paillé claims that there is a cultural context which might affect the following: 1) citizenship structure and 2) the impact of attitudes at work such as job satisfaction. Therefore, Paillé (2010) encouraged first utilizing factorial structural in order to identify OCB dimensions when studying OCB dimensions in other cultures.

Factorial Structural of OCB

Factorial structural research conducted by Paillé (2010) consisted of two independent studies used to analyze primarily the dimensionality of OCB at a French organization. This was performed in order to determine if there was any salient form of OCB in the French context. In Study I an EFA was completed, and in Study II a CFA was performed to verify the structure that was observed in Study I. Paillé measured OCB in a French context by using five Western measurement scales conceptualized by Podsakoff et al. (1990, 1994). Paillé (2007) identified four OCB measure scales. Later Paillé (2010) reconfirmed an “original” OCB model with four factors for the French context (Altruism, Civic Virtue, Courtesy, and Sportsmanship). Thus, Paillé’s empirical work provided contributions to the development of knowledge not only for future study on the OCB in the French context, but to understanding the role of antecedents such

as job attitudes (e.g., organizational commitment, job satisfaction, and perceived fairness) as well.

Ortiz's OCB Scale for the Maquila Industry

Luis Ortiz (2000) argued that OCB is an important robust criterion variable in many domestic studies. He claimed in his research that “. . . understanding what the phenomena's meaning is in a different culture is of utmost importance to any research that is studying domestically created variables in an international context” (p. 6). Thus, the OCB construct is very important for researchers, managers, and employees to properly understand and measure in different countries. Furthermore, he noticed that research based on the OCB dimensions has primarily been studied in Western and Asian countries. Although this is still true in today's OCB research stream, for the most part, Ortiz conducted field research outside these two regions. He studied how administrative employees in the maquila industry conceptualize the construct of OCB in their organizations – on the Mexican side of the border. The main purpose of Ortiz's research was to explore whether OCB dimensions in a Mexican-border culture setting are unique (emic) or universal (etic) as in other cultures already studied. From his research, he developed an original/new and different Mexican-border OCB scale (MBOCB). In his study, he utilized OCB dimensions in previous studies by Organ (1988), Podsakoff and MacKenzie (1989) on the Western cultures, and Farh et al. (1997) on the Asian cultures. However, in his dissertation he sought to explore OCB's further by addressing the following two research questions: What constitutes Mexican-border OCB (MBOCB) and what predicts OCB in border Mexico? What Ortiz did was contradict the current thinking concerning the translation of questions into another

language. He felt that just translating into another language was not enough, but in order to accurately reflect culture differences, he chose to develop a new scale.

According to Cavusgil and Das (1997), many researchers view translating the constructs as an extension of their domestic research, but they are not taking into consideration factors such as culture. The above statement clearly creates studies which can have misleading conclusions and, thus, might cause a potential unexplained variance of the construct that researchers are trying to measure. From a methodological standpoint, research should be treated differently according to the meanings of the same phenomena across cultures (Lonner & Berry, 1986). Ortiz clearly addressed this issue by conducting his research in two separate studies. Study I was designed to analyze how the Mexican administrative employees recognized the Mexican Border OCB (MBOCB) construct by borrowing from the Western and Asian OCB dimensions. Based on the results from Study I, if the MBOCB phenomenon was not entirely captured, then Study II was to be conducted in order to develop an MBOCB scale. Thus, the above studies sought to answer if Mexican-border maquila employees have certain universal (etic) dimensions to their attitudes which have been discovered in previous research in different regions or if there are any specific/indigenous (emic) MBOCB dimensions yet to be uncovered. Moreover, Ortiz's research addressed the concerns of the differences that might exist in semantics and idiosyncrasies due to the different cultures being studied. The following are the results for both studies.

In Study I, Ortiz first measured Mexican-border employees' OCB (MBOCB) by borrowing the five Western dimensions scale developed by Podsakoff and MacKenzie (1989) and the two Chinese dimensions uncovered by Farh et al. (1997) by directly translating to Spanish and reverse-translating to English to show the deficiencies in simply translating domestic scales for use in other cultures. Thus, the initial OCB dimensions measured were the

following: Altruism, Courtesy, Sportsmanship, Conscientiousness, Civic Virtue, Chinese Interpersonal Harmony, and Chinese Protecting Company Resources. Ortiz concluded that only two out of seven OCB dimensions had a universal (etic) factor that applied in the Mexican-maquila border employees. They were the MBOCB dimensions of Civic Virtue and Altruism. Thus, these MBOCB dimensions of Civic Virtue and Altruism have relevance to global/universal (etic) significance because they were not only recognized in the West and in the Asian countries, but in a Latin American country as well. This is an important finding in Ortiz's study because these MBOCB dimensions have two similar cultural contexts in China, U.S., and Mexico as well.

Study I, which was a preliminary study, suggested that the other five OCB dimensions (Sportsmanship, Courtesy, Conscientiousness, Chinese Interpersonal Harmony, and Chinese Protecting Company Resources) were not identified. That is, they did not load in the appropriate dimensions and, therefore, different OCB dimensions may exist in a Mexican context. According to Ortiz (2000), all the above five dimensions had a factor loading below 0.45. Thus, Ortiz's Study I concluded "that researchers should not use these dimensions in Mexico without further qualitative research because these questions will not measure the complete phenomena . . . because the translated scale failed to capture the entire concept" (p. 77). In other words, there is a need for significant OCB refinement when used in a Mexican cultural context. Therefore, Ortiz proceeded with Study II which qualitatively developed a new MBOCB scale following Churchill's (1979) procedures. He found the following emic (unique) dimensions in the MBOCB that were missing in the U.S. and Chinese scales: Organizational Camaraderie, Organizational Sincerity, and Professional Development. Finally, Ortiz improved the conceptualization of the etic MBOCB dimensions of Conscientiousness and Sportsmanship in

the Mexican-maquila administrative employees because of the differences in semantics and idiosyncrasies of the two different cultures. This helps to better operationalize the MBOCB in the Mexican culture.

Ortiz's Limitations. Ortiz recognized two limitations in this study: First, a small geographic area was covered – five industrial parks in the McAllen/Reynosa area. Second, the sample group was made up of only maquila administrative professionals, and they were not members of a union. Furthermore, the proximity of national boundaries to where the samples were taken and also the industry type may have caused bias in the cross-cultural study (Lenartowicz & Roth, 2001). Moreover, according to Beldona, Inkpen, and Phatak (1998), employees working in multinational enterprises (MNEs) may not be natives of the host country (e.g., expatriates). Finally, Beldona and his colleagues also argued that employees working between national boundaries and for multinational firms are exposed to many different working environments while employees working in their native country may not have the same exposure (Beldona et al., 1998). Thus, studies done in MNEs (e.g., maquila plants) might have influenced Ortiz's results due to the closeness of the national boundaries and bias among the participants' responses due to value, preference, attitude, and behavior, such as those studied in the OCB. This research will address the above issues.

Scale Refinement as a Process of Scale Development

Refinement of Mexican OCB Scale Validity

There is a need for another study not only to assess the validity of the MBOCB scale but also to find which MBOCB dimensions will be uncovered with the Mexican employees in other

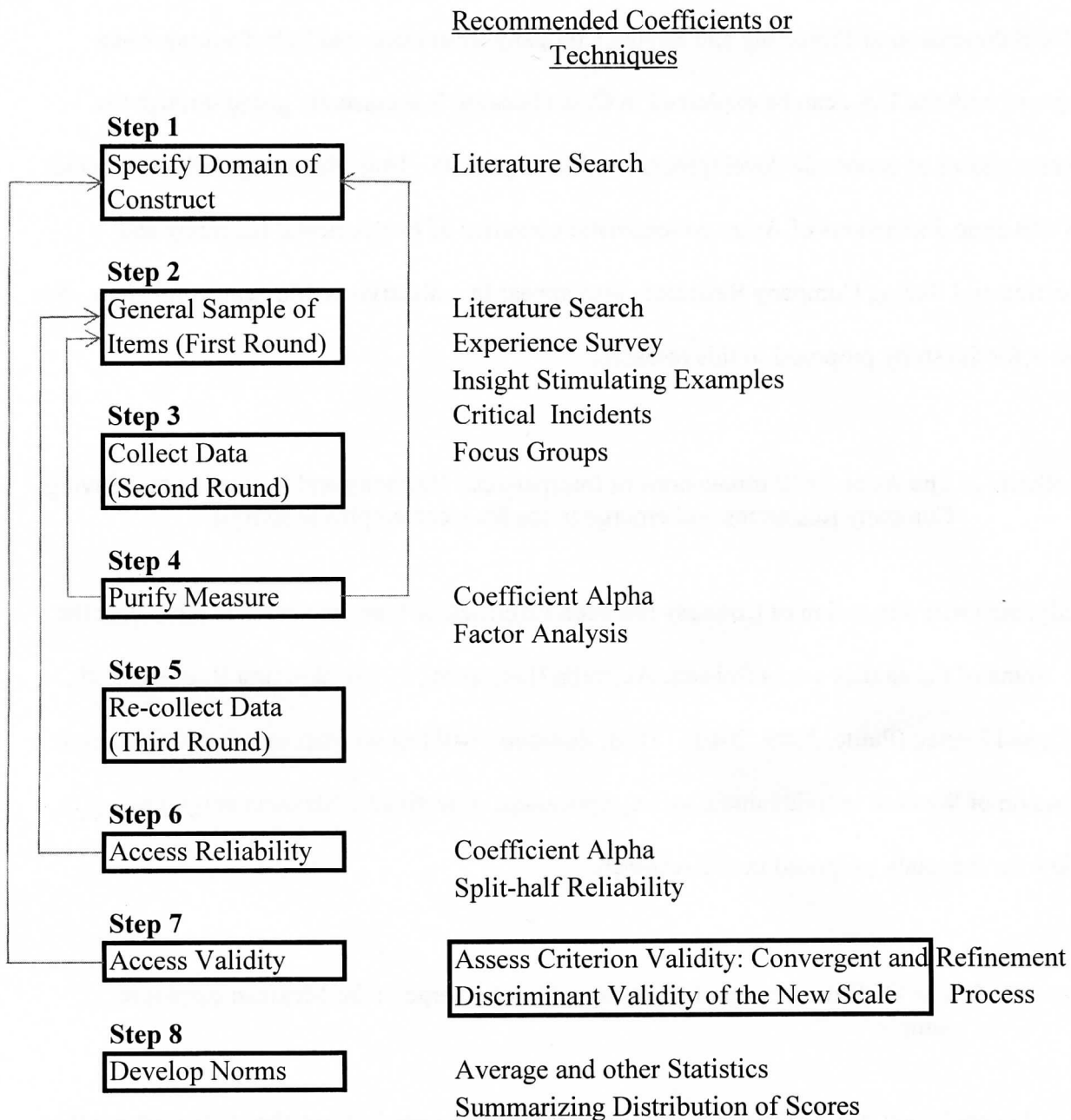
regions of Mexico and compare these dimensions with the ones already recognized in Western (e.g., the U.S.), and Asian (e.g., China) dimensions. Consequently, in order to create a more representative sample of the Mexican population, this dissertation will conduct a field study in a Mexican company with 25 different branches in several regions of Mexico. Some of the Mexican regions to be covered are the following: Northern, Central, and Southern. Thus, this research will first test Ortiz's MBOCB scale in order to assess the criterion validity; that is, convergent and discriminant validity with the Mexican employees' samples. High factor loading scores will indicate adequate convergent validity if the different OCB items load in its expected factor. On the other hand, discriminant validity will be verified by testing low loading scores with other OCB items. That is, all factor loading scores will be observed accordingly with the organizational behavior literature. This study represents a continuation in the refinement of an MBOCB scale following Churchill's suggested procedures for developing better measures (Churchill, 1979). Thus, this dissertation will utilize the knowledge from this last approach to the already developed scale for the Mexican maquila employees by Ortiz (2000). That is, this research is a continuation of MOCB scale refinement as a process of scale development (Step 7 – Access Validity) as proposed by Churchill (1979) (See Table 3).

Hypothesis 1: All of Ortiz's seven MBOCB dimensions (Altruism, Civic Virtue, Conscientiousness, Organizational Camaraderie, Sportsmanship, Professional Development, and Organizational Sincerity) will emerge in the Mexican professional employee sample.

Collectivism and OCB Dimensions

Since collectivistic members would be less likely to initiate disagreement, they would appreciate gestures that keep harmony and avoid potential conflict (Bond, Wan, Leung & Giacalone, 1985). Studies have concluded that collectivistic societies, such as the Chinese,

Table 3: Churchill's Suggested Procedures for Developing Better Measures



would tend to engage OCB in a different way; for example, Protecting Company Resources would be left to the employee's discretion (extra-role) in their culture. According to Farh et al. (2004), the Chinese conceptualize the OCB dimension of Protecting Company Resources by using personal resources (e.g., information and social capital) to help the organization and to protect the firm from disaster (e.g., fire or flood). This OCB dimension has been neglected in the literature (Podsakoff et al., 2000). Another reason according to Farh and his colleagues is that the OCB dimension of Protecting Company Resources, and Self-Training when compared with the U.S., can be explained in China because it is currently going through the different phases of economic development (Farh et al., 2004). Thus, this study will test whether the OCB emic dimensions of Asian collectivistic countries of Interpersonal Harmony and Protecting Company Resources also appear in collectivistic Mexican employees. See Table 4 for the study proposed in this research.

Hypothesis 2: The Asian OCB dimensions of Interpersonal Harmony and Protecting Company Resources will emerge in the Mexican employee sample.

Finally, the OCB dimension of Courtesy has been identified in Western societies other than the U.S. Some of the studies are as follows: Australia (Lam et al., 1999), Belgium (Lievens et al., 2004), and France (Paillé, 2009, 2010). Thus, this study will test whether or not this OCB emic dimension of Western individualistic society appears in collectivistic Mexican employees. See Table 4 for the study proposed in this research.

Hypothesis 3: The OCB dimension of Courtesy will not emerge in the Mexican professional employee sample.

Table 4: OCB Etic/Emic Dimensions Analysis in the Asian, Western, and Mexican Border Context

Western Studies done in Australia, Belgium, France, Germany, U.K. and the U.S.				Mexican Maquilas Study by Ortiz (2000) in a border city	OCB Etic/Emic Analysis See Table Below
Etic				Etic	
Altruism	Altruism		Altruism	Altruism	<u>Hypothesis 1</u> (1)
Civic Virtue	Civic Virtue	≈	Identification ≈ with Company	Civic Virtue	<u>Hypothesis 1</u> (1)
*Conscientiousness	Conscientiousness		Conscientiousness	Conscientious- ness	<u>Hypothesis 1</u> (2)
Emic				Emic	
Courtesy	**Courtesy				<u>Hypothesis 3</u> (3)
			Interpersonal Harmony (IH)		<u>Hypothesis 2</u> (4)
			Protecting Company Resources (PCR)		<u>Hypothesis 2</u> (4)
Sportsmanship	Sportsmanship			Sportsmanship	<u>Hypothesis 1</u> (5)
(1) OCB dimension recognized in all countries	<div>(1) OCB dimension recognized in all countries</div> <div>(2) Conscientiousness dimension found in all countries except for France</div> <div>*French study did not include Conscientiousness as part of OCB</div> <div>(3) Courtesy Dimension recognized in Western countries except for Germany</div> <div>**Asian countries (Japan and Hong Kong) differ significantly from Australia but not from the U.S.</div> <div>(4) Interpersonal Harmony and Protecting Company Resources dimensions recognized in China</div> <div>(5) Sportsmanship dimension recognized in Western countries, Mexican Maquilas and two Asian countries (Hong Kong and Japan)</div> <div>(6) Self Training/Organizational Development is recognized in China and Mexican maquila</div> <div>(7) Dimensions only recognized in Mexican maquila</div>				
(2) Conscientiousness dimension found in all countries except for France					
*French study did not include Conscientiousness as part of OCB					
(3) Courtesy Dimension recognized in Western countries except for Germany					
**Asian countries (Japan and Hong Kong) differ significantly from Australia but not from the U.S.					
(4) Interpersonal Harmony and Protecting Company Resources dimensions recognized in China					
(5) Sportsmanship dimension recognized in Western countries, Mexican Maquilas and two Asian countries (Hong Kong and Japan)					
(6) Self Training/Organizational Development is recognized in China and Mexican maquila					
(7) Dimensions only recognized in Mexican maquila					
			Self-Training ≈	Organizational Development	<u>Hypothesis 1</u> (6)
				Organizational Camaraderie	<u>Hypothesis 1</u> (7)
				Organizational Sincerity	<u>Hypothesis 1</u> (7)

In conclusion, ten different OCB dimensions will be tested: First, the study will test the seven MBOCB dimensions derived from Ortiz's dissertation (Altruism, Civic Virtue, Conscientiousness, Professional Development, Organizational Camaraderie, Organizational Sincerity, and Sportsmanship). Second, the research will test two additional OCB dimensions found in Asian cultures by Farh and his colleagues (Interpersonal Harmony and Protecting Company Resources). Third, the study will test the OCB dimension of Courtesy introduced by Podsakoff and MacKenzie (1989) and recognized and tested by other scholars (e.g., Organ, 1988, 1990; MacKenzie et al., 1991; Moorman, 1991; Farh et al., 1997, 2004; Lam et al., 1999; Lievens et al, 2004; Paillé, 2009, 2010) in individualistic societies. Finally, this dissertation will include the following constructs: job satisfaction, collectivism and individualism (CI) and satisfaction with work flexibility. This last part of the research will study how the gender paradox affects job satisfaction. If there is a statistical significance, this investigation will test if satisfaction with work flexibility plays a role. Furthermore, this research will study the relationship between the refined overall MOCB to collectivism and to job satisfaction. Moreover, an additional test will be performed to find out if the cultural dimension of collectivism moderates the relationship between job satisfaction and the overall MOCB.

Job Satisfaction

According to Cranny, Smith, and Stone (1992), job satisfaction is defined as a worker's expressive attitude toward a job being performed in contrast with the employee's desired outcomes. Operationally speaking, job satisfaction can be referred to as meeting or exceeding a worker's expectations with the different dimensions/attributes of job satisfaction (Porter & Steers, 1973). The studies' findings suggested that employees' anticipations toward specific job

satisfaction dimensions can be any or a combination of the following job satisfaction dimensions: pay, promotion, supervisor, benefits, operating conditions, coworkers, nature of work, and communication (Spector, 1985, 1997). There are studies that have suggested that culture significantly affects job satisfaction (Chang, 1985; Lincoln & Kalleberg, 1985). For instance, according to Griffeth and Hom (1987), the collectivistic Latin American managers scored lower than their counterparts from Western Europe. However, one major methodological problem was found in the above conclusion. That is, the cultural dimension of CI was not measured.

Job Satisfaction and Culture

One particular behavior that identifies the collectivists from the individualists is precisely the harmonious relationships (Hui, 1988; Hui et al., 1994) which were discussed in the previous sections. This particular collectivistic feature affects the individual's job satisfaction in various ways. First, the probability that collectivists would tolerate the following company's work environment – unfair policies, supervisor's autocratic leadership styles, and coworker's disagreeable behaviors/personalities – is high only if teammates appear to accept the previously stated work conditions. Second, collectivists are well-known to collaborate and compromise for in-group actions and to share in-group outcomes (Hui, Triandis & Yee, 1991); whereas individualistic members choose to attain their own goals and are more independent (Hui & Villarreal, 1989). Finally, when the collectivists' friendly and non-confrontational inclinations correspond to their coworkers' inclinations, satisfying feelings will likely occur. Thus, these three differences between collectivism and individualism can make individualistic persons more likely to confront conflict and result in low job satisfaction.

Therefore, whether the above three factors happen individually or collectively, the cumulative outcome of job satisfaction would be higher mainly among collectivistic members rather than among individualists. The above findings were reinforced by concluding that the relationship between CI and job satisfaction in regard to interpersonal relationships in the workplace showed a positive relationship between collectivism and satisfaction as well as job satisfaction (Hui, Yee & Eastman, 1995). Later, Hui and Yee (1999) replicated the above results, and he and his collaborators further reported a higher degree of job satisfaction among collectivist employees than among individualist workers. They added that, in the workgroup where coworkers promptly encouraged and helped each other, the satisfaction link was much stronger in collectivistic societies than other cultures where there is no such mutual support and collaboration (Hui et al., 1999).

Job Satisfaction and Conflict

More recent studies have concluded that role conflict has been related to a range of negative job attitudes such as the study by Beehr and Blazer (2005). Just few years ago, Spector et al. (2007) concluded that collectivistic society places more support on social connections and networks that, in turn, causes its members to be more susceptible to interpersonal conflict. Additionally, Spector and his colleagues argued that collectivistic individuals become more stressed with problems that develop in the workplace when there is internal conflict related to the job. Spector and his collaborators emphasized that collectivistic societies strengthen the relationship between job satisfaction and social relationships more than individualistic cultures (Spector et al., 2007).

In terms of countries, many studies performed by Western researchers (e.g., Hofstede, 1991; World Values Survey, 1994; Suh, Diener & Oishi, 1998) concluded that Turkey is the most collectivistic country in Europe. More recently, a study conducted in Turkey showed that workers' job satisfaction and the cultural dimension of collectivism are positively correlated at a moderate level. That is, the more an individual identified with the collectivistic orientation, the more satisfied the worker will feel about his or her work (Yetim & Yetim, 2006). In their hierarchical regression analysis, they showed that overall cultural tendencies explained 31 percent of the variations in a worker's job satisfaction. Specifically, "worker's job satisfaction was best explained by paternalism ($\beta = 0.32$) and then by collectivism ($\beta = 0.19$)" (Yetim et al., 2006, p. 275). The authors argued that the above findings can be explained mainly because the employer encourages the employees to avoid conflict and support collectivistic orientations that lead to increasing group harmony (Yetim et al., 2006). Furthermore, Kozan (1989) corroborates the fact that collectivism repudiates rivalry among peers in Turkish firms and instead, advocates avoiding conflict. Thus, individuals with a collectivistic orientation can transform the job satisfaction of other employees he/she values into group harmony in the organization.

Job Satisfaction and OCB

One of the major characteristics of the OCB is that employees tend to be proactive and show initiative. According to Wilpert (1991), the feeling of "mine" or "ours" (characteristics of collectivistic societies) promotes proactive behavior that aims at protecting and attracting the goal of ownership. Moreover, when workers have a perception that the firm provides for basic needs (e.g., sense of belongingness), employees will tend to reciprocate by making proactive and positive behaviors in favor of the firm. Additionally, Aryee, Budhwar, and Chen (2002)

concluded that OCB is a practice of reciprocity for the benefits that employees obtain from their employers. According to Lester, Meglino, and Korsgaard (2008), the doctrine of reciprocity states that a person who is the recipient of a benefit from another person will be obligated to give a favor in kind. They further argued that because of the rules of reciprocity, workers are motivated to give benefits such as helpful behaviors found in OCB. Moreover, Podsakoff et al. (2000) concluded, after an exhaustive examination of OCB literature, that extra role behaviors often begin with employees who are satisfied with their job, are committed to their organization, and have a sense of belonging to their organization.

Job Satisfaction and Factors Contributing to Low Involvement in OCB

Hui, Organ, and Crooker (1994) found in their study that, when time pressure is higher inside or outside the organization, involvement in OCB is lower. Furthermore, Thompson and Werner (1997) researched the predictors of OCB, and they reconfirmed Organ's (1994) findings that time pressure at work is correlated negatively to OCB. According to Bragger and his colleagues, the more conflict a worker feels between the job's roles and at home, despite which one is believed to interfere more with the other, the employee will commit to less OCB (Bragger, Rodriguez-Srednicki, Kutcher, Indovino & Rosner, 2005). In general, time pressure at work is affected negatively in regard to OCB (Hui et al., 1994; Thompson et al., 1997) and that role conflict at work is associated negatively to OCB as well (Bragger et al., 2005).

Work and Family Conflict

In addition to the above findings, more recent studies have achieved similar results. For example, Yang (2005) connected cultural differences of CI to level of family conflict. The

author came to the conclusion that individualistic cultures such as the U.S. perceive jobs as a way to personal success and professional advancement. Yang explained that the extreme amount of time spent for job accomplishment in individualistic cultures is viewed as being more dedicated to self and carelessness toward the family. However, in collectivistic cultures such as China where individuals identify a person in terms of social networks, work roles are perceived as attending to the needs of the in-group rather than the individual (Yang, 2005). In other words, collectivistic societies viewed its individuals who are putting too much time and effort into their job as making sacrifices for their in-group (e.g., family members) and have positive support from the family and close relatives. In accordance with the arguments made by Yang (2005), Spector et al. (2007) concluded that collectivistic cultures “will view work demands as serving the needs of the family. As a result, family members will be less likely to see work as competing with family, thereby being more likely to support the person’s efforts at work and less likely to resent the person for having less time and energy for the family” (p. 811).

According to Spector et al. (2007), families in collectivistic cultures are more likely to involve family members with more than one generation than individualistic countries in which families usually include a couple with dependent children. Glaser et al. (2006) concluded that the majority of the elderly in Asia and Latin America reside with their children or live near them. Glaser and colleagues further argued that elderly family members who dwell with their children are expected to help with home chores. That is, women in collectivistic cultures may experience less of a burden in work involvement with family chores because they have domestic help from extended family members such as elderly relatives (Glaser et al., 2006). Finally, according to Beehr and Glaser (2005), role stressors in general are directly related to role conflict both at work and at home. They further suggest that role stressors lead to a range of job attitudes, in

particular negative job satisfaction. Thus, this study will test the “gender paradox” which claims that job satisfaction is found to increase with age, income, and to be higher for women (Clark, 1997). This paradox even suggests that females give higher answers to job satisfaction questions when there are unfavorable working conditions than when compared to males in similar situations. Thus, the gender paradox suggests that women have greater job satisfaction than men, and women have higher job satisfaction because they appreciate more job flexibility at work than men do.

Hypothesis 4: Mexican professional women will have higher job satisfaction than Mexican professional men.

Meta-Analyses and Theories

There have been several meta-analyses that have found a clear relationship between collectivism and job satisfaction to OCB. For example, Organ and his collaborators concluded that attitudinal views, such as job satisfaction, perceived fairness, and organizational commitment demonstrated stronger correlations to OCB than dispositional predictors such as personality traits (Organ et al., 1995). Overall, studies have concluded that two important predictors that lead to OCB are job satisfaction and organizational commitment (Bateman & Organ, 1983; Organ et al., 1997; Schnake & Dumler, 1997; Schappe, 1998; Witt, 1991). The latest OCB’s meta-analysis reported that job satisfaction, perceptions of fairness, commitment, and conscientiousness are positively and frequently related to OCB (Podsakoff et al., 2000). A more recent study confirmed the above arguments that there is considerable support for the relationship between job satisfaction and OCB (Murphy, Athanasou & King, 2002).

Smith, Kendall, and Hulin (1969) argued that satisfaction with coworkers or the work itself contributes to job satisfaction. Fassina, Jones, and Uggersleve (2008) concluded in their job satisfaction meta-analysis that more satisfaction with their tasks was due in part to positive job aspects or other conditions of the employees' work environment that are mostly unrelated to fairness; thus, workers may "pay-back" their employer through OCB. Furthermore, once employees are satisfied, they may experience a more positive affect/influence at work (Judge & Ilies, 2004). Workers may also increase the involvement of OCB because of their positive mood in the workplace that predicts more OCB above and beyond other factors, such as fairness judgments (George, 1991).

In reference to the construct of perception of unfairness, there is an assumption that a strong collectivistic tendency is believed to be able to lessen an individual's attitude toward organizational unfairness. The above assumption is based on research done by White, Tansky, and Baik (1995). White and his colleagues concluded that the stronger the collectivistic tendencies the member exhibited, the less negative the effect of organizational unfairness of the worker's job satisfaction and OCB. Thus, there is considerable support for the relationship between collectivism and the overall MOCB. In general, there are some theories that help to integrate job satisfaction and the OCB link with the literature concerning the cultural dimension of CI. This research utilizes Blau's social exchange theory (1964) suggesting that the reciprocity and self-interest/convenience between employees leads to job satisfaction and the OCB relationship (Blau, 1964). Another theory is the Adam's equity theory (1965) that argues that the relationship between job satisfaction and OCB is influenced by the cultural dimension of CI and at the same time reveals different intensities of conflict and harmony.

Culture and OCB

Equity Theory. According to Miner (2003), equity theory is frequently recognized as one of the most important theories in organizational behavior (OB). For example, the cultural dimension of CI demands a particular adaptation of policy to allocate resources (Earley, 1998). There are two important policies: the equity rule and the equality rule. According to the equity rule, valued resources should be allocated based on an employee's contribution on performance. On the other hand, the equality rule suggests that valued resources should be allocated equally to everybody regardless of performance. Triandis (1995) concluded in his studies that collectivistic societies are inclined to utilize the equality rule mainly because members desire to avoid any conflict and to create and maintain harmonious interpersonal relationships. Furthermore, Bolino et al. (2008) argued that members from more individualistic societies tend to be less preoccupied with group harmony and, thus, they have less hesitation about engaging in attempts to restore actual equity. In contrast, members from collectivistic societies are encouraged to engage in the cognitive restoration of equity in order to maintain interpersonal harmony. Bierhoff, Buck, and Klein (1986) argued that in order to avoid the actual restoration of equity that creates interpersonal tension and disagreement, individuals who appreciate relations with other group members may often face his/her inequity cognitively instead.

The studies conducted in Asian countries concluded that high collectivistic cultures perceive that the rise of conflict poses a severe threat. Therefore, in this type of society, there will be a tendency of more appreciation for spontaneous signs which would help to safeguard harmony and avoid possible conflict. Wolfson and Norden (1984) argue that collectivistic societies use passive strategies (avoid conflict), while individualistic societies use more active strategies (confrontational) in conflict situations. Leung (1988) concluded that individuals in

collectivistic societies would rather choose the equality rule (conflict negotiation) for the well-being of the group and to undertake the cognitive restoration of equity in order to preserve harmony. In contrast, people in individualistic cultures would rather choose the equity rule (conflict arbitration) for expectations and tend to have less doubt concerning creating interpersonal tension and disagreement in order to restore actual equity. A foundation for restraining OCB is the answer to the awareness of unfairness that would trigger different reactions from Adam's (1965) equity theory; that is, different cultures have a unique response to reducing inputs in order to effect equity. According to Organ (1988), "A less painful, more flexible means of responding to perceived unfairness lies in calculated, discriminating withholding of discretionary gestures of the sort suggested by OCB" (p. 553). Thus, the above theory helps to hypothesize the following.

Hypothesis 5: Collectivism will be positively associated to the overall MOCB.

Job Satisfaction and OCB

Social Exchange Theory. According to Fassina and his collaborators (2008), there are several theoretical instruments which explain the relationship between OCB and job satisfaction. For example, Lester et al. (2008) agree that the social exchange theory is without doubt the most frequently referenced theoretical foundation for OCB. Some of the reasons are as follows: First, the social exchange theory (Blau, 1964) has been used often to illustrate the correlation between job satisfaction and OCB (Bateman et al., 1983). This theory basically explains the voluntary exchange of assets that takes places between two parties. That is, within this scheme, OCB is a practice of benefits given by employees within the social exchange relationship in the workplace.

In other words, the essence of reciprocity mandates that a worker who is the beneficiary of an asset from the giver should grant a benefit in a similar way (Lester et al., 2008). Finally, Perugini, Gallucci, Presaghi, and Ercolani (2003) concluded that the instrument of expected reciprocity identifies a self-interested motivation for participating in social exchanges. Thus, this particular instrument of expected reciprocity is significant to the job satisfaction-OCB relationship (Lester et al., 2008).

Finally, Fassina et al. (2008) argued that highly satisfied workers may get involved in OCB for instrumental motives/interests. That is, workers feel the need to protect their job status as valuable employees who are viewed to be highly satisfied and motivated and the ones who are more likely to continue to exist after massive layoffs or mergers. This is mainly because the ones who will stay are the workers who are viewed to go the “extra mile” (Fassina et al., 2008). Lester et al. (2008) concluded in their study that the social exchange theory “posits an explanation for the job satisfaction-OCB relationship that involves a judgment process that is rational and self-interested in that it is based on an individual’s consideration of his or her future personal outcomes” (p. 831). On the other end, Fassina and his colleagues (2008) concluded in their meta-analysis of job satisfaction and OCB that not only is job satisfaction one of the variables that has been linked most often to OCB among other variables, but also that job satisfaction predicted all dimensions of OCB. Thus, social exchange theory helps to foster the following hypothesis.

Hypothesis 6: Job satisfaction will be positively associated to the overall MOCB.

Collectivism as Moderator of MOCB and Job Satisfaction

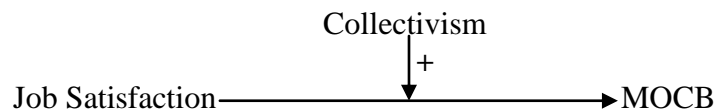
In conclusion, employees who have identified with strong collectivistic values are more apt to get involved in norms and social cues that promote collective interests, though occasionally at the expense of an individual's self-interest (Fehr & Fischbacher, 2003). In other words, the cultural dimension of collectivism has implications for the social exchange theory because it suggests likely similarities to the point at which OCB behavior in an exchange relationship is determined by expected reciprocity. Furthermore, the cultural dimension of CI influences the equity theory to the extent that it may adapt a policy to allocate resources. For instance, in a collectivistic society individuals would be included to utilize the equality rule mainly because employees desire to avoid conflict and not only to create harmony but also to preserve it as well (Triandis, 1995). A foundation for engaging in OCB due to an individual's higher level of collectivistic values can be explained by higher care for the workgroup (Clugston et al., 2000). Also, collectivistic societies are more open to interpersonal interaction (Karambayya, 1991). Thus, suggestions concerning that expectation of reciprocation, such as a history of being passive (avoid conflict), should have a positive impact on the relationship between job satisfaction and employees with higher collectivistic values than other orientations.

As noted in the earlier sections, evidence that job satisfaction shows the antecedents of an exchange between individuals who are involved in the job satisfaction-OCB relationship is presumed to be caused by expected reciprocity. Thus, the relationship between job satisfaction and OCB should be stronger for employees higher in collectivism based on the above arguments and on the integration of the theories of equity theory and social exchange theory. Finally, recent studies have concluded that the cultural dimension of CI moderates the impact of job satisfaction and optional behavior such as OCB; a strong relationship exists in collectivistic societies when

compared with individualistic societies (Gelfand et al., 2007; Posthuma, Joplin & Maertz, 2005; Thomas & Au, 2002; Thomas & Pekerti, 2003). This research will hypothesize that the cultural dimension of collectivism will positively moderate the relationship between job satisfaction and MOCB (See Figure 1).

Hypothesis 7: The relationship of job satisfaction and the overall MOCB will be positively moderated by high collectivistic.

Figure 1: The Proposed Model



CHAPTER III

METHODOLOGY

Internet-based Surveys

Technological advancements have brought changes in all aspects of everyday activities. As part of these technological improvements, Internet services have changed how most people approach their daily chores, especially in the way communication is conducted. For example, surveys for researchers are being improved not only in quantity, but quality as well; in particular, the methods of designing, collecting, and analyzing data have changed. Collecting data through Internet-based surveys has become so widely available that some researchers are now collecting Internet-based surveys through e-mails and websites. Some of the advantages of Internet-based surveys are believed to be that they are faster, better, cheaper, and more convenient to administer than traditional methods such as postal mail (Asch, 2001). This study will only consider web-based surveys mainly because the e-mail survey responses do not protect the confidentiality and privacy of the participants. Lack of anonymity for a response is a big concern when collecting data from any source, especially with Internet surveys (Shannon & Bradshaw, 2002).

Advantage of Web-based Surveys

In addition to the web-based survey's capability to maintain confidentiality, the data technology of a web-based survey provides several advantages: First, this mode of surveys can

conduct input validation as participants are answering the survey through error-checking capability (Comley, 2004). Second, web-based surveys not only offer the capability to transfer survey responses directly into a database, but also eliminate transcription errors and avoid survey modification by the participants (McCoy & Marks, 2001). Third, according to Hoonakker and Carayon (2009) web-based surveys are faster to collect (about 7 days) than postal mail surveys (about 16 days). Finally, web-based survey participants tend to be more prone to provide answers to open-ended questions than traditional methods (Bachanan, Elfrink & Vazzana, 1999).

Web-based Survey

Response Rate

Hoonakker and Carayon (2009) concluded in their study that the response rate for postal mail and web-based surveys are about the same. They argued that “single mode surveys show that the average response rate is 52.4 percent for postal mail survey, 32.1 percent for fax surveys, 32.8 percent for e-mail surveys, and 50.5 percent for web-based surveys” (p. 365-366). According to Babbie (1990, 1992), surveys using a criterion of a 50 percent response rate are considered adequate for research. However, the following web-based survey design factors will be taken into consideration to improve the response rate: First, use different entry-modes such as drop-down boxes and check options (Schonlau, Fricker & Elliott, 2002). Second, organization pre-notification (e.g., e-mail and memo), preferably coming from top management, which lets its employees know about the survey. This technique has a high probability of being read and increases the response rate (Cook, Heath & Thompson, 2000). A study carried out by Mehta and Sivadas (1995) argued for an increase of 20 percent with pre-notification. Third, sponsorship is extremely important to attract the attention of participants and boost their support (Vehovar,

Batagelj, Lozar & Zaletel, 2002). For example, sponsorship from a university instead of a marketing firm is a very important issue in relation to the response rate to the survey (Mavis & Brocato, 1998). Furthermore, Lozar, Manfreda, and Vehovar (2002) concluded that information in the head of the message (From, To, and Subject) can improve the response rate of Internet surveys. Fourth, reminders increase the response rate to Internet surveys as they do for other methods such as postal mail surveys (Vehovar et al., 2002). Sheehan and McMillan (1999) concluded that by sending a friendly reminder through e-mail, the Internet survey response rate will increase from 23 percent to 48 percent. Finally, incentives can increase the response rate in Internet surveys just like in any other method (Frick, Bachtinger & Reips, 2001). As a way of rewarding the head of HR, the researcher gave this person an electronic gadget worth about \$300 dollars (e.g., Kindle) for the company to raffle at the Christmas party that the headquarters organizes annually for its employees.

Measurements

First, this research is going to identify which of the ten OCB dimensions are present in Mexican organizations. Seven of these dimensions were discovered by Ortiz (2000) in the Mexican-border OCB context (Altruism, Civic Virtue, Conscientiousness, Sportsmanship, Organizational Camaraderie, Professional Development, and Organizational Sincerity). Two additional dimensions were uncovered by Farh et al. (1997, 2004) in the Chinese context (Interpersonal Harmony and Protecting Company Resources). The Western OCB dimension of Courtesy was first recognized by Organ et al. (1988). Second, this study is going to facilitate the understanding of whether Mexicans have the same (etic) or different (emic) perceptions of OCB dimensions as other cultures. Thus, this dissertation will expand the body of knowledge not only

by identifying which OCB dimensions are present in the Mexican context (emic), but also in Latin America, which expands it to a more global (etic) context.

Furthermore, this study is going to collect data from several states throughout Mexico versus Mexicans only in a border city, as in Ortiz's research (MBOCB). This research will discover which of the different MBOCB dimensions are being recognized by Mexicans in the interior of Mexico. Next, the different constructs to be used in this dissertation will be explained. First, the construct of satisfaction with work flexibility will be measured by using the Rothausen's (1994) scale. Second, the construct of job satisfaction will be assessed by measuring three out of nine different job satisfaction facets disclosed by Spector (1985). The following features were chosen to further analyze the employees' relationships: coworker satisfaction, supervisor satisfaction, and work satisfaction itself. In addition, this research is going to measure the construct of participants' collectivistic-individualistic (CI) values, borrowing from Wagner and Moch's (1986) scale. Wagner et al. (1986) recognized the following three structural dimensions of IC: beliefs, norms, and values. According to Namenwirth and Weber (1987), culture can be defined as "a system of values and norms that are shared among a group of people and that when taken together constitute a design for living" (p. 8). Thus, the conceptualization of culture as a system of values and norms can be considered as appropriate to measure IC. That is, this research will use Wagner and Moch's scale that measures norms and values. These structural cultural dimensions will measure the level of participants' collectivistic work behaviors. Finally, the job satisfaction attitudes will be studied in order to find if a collectivistic tendency is a moderator variable that might strengthen the relationship between job satisfaction and the overall MOCB.

Construct Scale

The participants will be asked to rate their own perceptions of other employees in their company, on each of the scales listed below, by using a six-point Likert-type scale which ranges from “Extremely Likely” (A) to “Extremely Unlikely” (F). First, the ten OCB dimensions will be measured on a four-item scale, except for the Asian OCB dimension of Protecting Company Resources – three-item scale was used to measure this dimension. Thus, the combined OCB scale will consist of 39 organizational behavioral questions. The questionnaire will clearly describe their coworkers’ attitudes for each of the OCB dimensions (See Appendix A for English and Appendix K for Spanish). The MBOCB items by Ortiz (2000) were rephrased from a supervisor’s to a coworker’s perspective in order to maximize the participants’ opinions about his/her peers. The following seven MBOCB dimensions were obtained from Ortiz (2000): Altruism, Conscientiousness, Civic Virtue, Sportsmanship, Organizational Camaraderie, Professional Development, and Organizational Sincerity. Cronbach’s alphas for the above scales were 0.80, 0.70, 0.80, 0.92, 0.85, 0.84 and 0.83, respectively. The OCB Courtesy dimension was borrowed from Podsakoff and his colleagues’ (1990) scale. Cronbach’s alpha for this scale was 0.86. Finally, the last two OCB dimensions of Interpersonal Harmony and Protecting Company Resources were accessed from Farh and his associates’ (1997) scale. Cronbach’s alphas were 0.86 and 0.80, respectively.

Second, the satisfaction with the work flexibility construct will be evaluated on a four-item scale developed by Rothausen (1994). This scale captures the employees’ opinion of how he or she feels in doing flextime job duties, and in balancing work and family responsibilities (See Appendix B for English and Appendix L for Spanish). Aryee, Luk, and Stone (1988) reported a coefficient alpha of 0.79. Third, the construct for job satisfaction will consist of a

four-item scale for each of its three facets (See Appendix C for English and Appendix M for Spanish). This scale was borrowed from Spector (1985). This particular construct version has been measuring coefficient alpha from 0.89 to 0.90 values (Blau, 1999). Finally, the scale of collectivism and individualism (CI) will differentiate between self interests and group interests in a work group context (See Appendix D for English and Appendix N for Spanish). The CI construct will be measured using an eight-item questionnaire obtained from the Wagner and his colleague's (1986) scale. Cronbach's alpha for this scale was 0.75. The participants will indicate their attitudes, perceptions, and values for each of the items. Finally, the demographic section will consist of ten-item responses (See Appendix E for English and Appendix O for Spanish). The survey, therefore, will have 74 questions. All scales were first written in English and subsequently translated into Spanish with a back-translation technique to ensure cross-cultural equivalence as suggested by Werner and Campbell (1970). Furthermore, back-translation will be done using an interactive approach to minimize translation error (Brislin, 1980). The accuracy of the translation was confirmed by competent bilinguals (Brislin, Lonner & Thorndike, 1973).

Likert Rating Scales

According to Taras, Rowney, and Steel (2009), Likert scales are among the most used and efficient ratings, but they have some limitations in research that have been extensively acknowledged. The following are some of the types of response biases. First, extreme response bias involves a systematic inclination to inflate agreement or disagreement by nailing down choices toward the ends of either extreme of the Likert scale. Second, the central tendency bias is defined as a systematic inclination to select middle answers. That is, the respondent

intentionally selects middle answers on the scale to show moderate responses. Some researchers have argued that this type of behavior in answering style is predetermined by culture. For instance, according to Triandis, there is a tendency in collectivistic cultures to respond neutrally to survey items. This is due to the related cultural norms of modesty (Triandis, 1994). Furthermore, other societies tend to choose extreme responses on either side of the answer spectrum (Harzing & Maznevski, 2002; Javeline, 1999). Third, acquiescence bias deals with quickness to agreement, and this type of attitude can be also affected by culture (Taras et al., 2009). For example, Marin, Gamba, and Marin (1992) and Smith (2004) recognized that participants from some cultures are more likely to agree with questions on the survey. Finally, social desirability bias will be taken into consideration as part of self-reporting responses. This type of bias is the inclination for some participants to answer items in a socially desirable or adequate trend rather than providing their true feelings or responses to the items (Crown & Marlowe, 1964) which can critically affect the validity of the measure. All the above biases could definitely make the study less significant and the following techniques are going to be implemented to reduce bias as much as possible.

There are several methods to avoid these sources of bias. In order to fix the acquiescence bias and extreme response bias, Schimmack, Oishi, and Diener (2005) and Smith (2004) suggested the use of a convenient way of collecting data to avoid significant sources of contamination, such as acquiescence answering style. This can be fixed by mixing positively and negatively worded items in the same set of questions measuring a particular construct (McCrae & Costa, 1997). In reference to a need to prevent neutrality bias, the survey will provide an even number of options in order to avoid a neutral answer or central tendency bias. Thus, this technique will not provide mid-point choices in all scales (Webster, 1994). Finally,

the social desirability bias will be reduced by carefully wording questions to reduce this type of bias and also by having at least one item that is reverse-worded in the different multiple-item measures used in this study (Warner, 2008).

Target Population

Podsakoff et al. (2000) concluded in their study that work distinctions are important yet are understudied antecedents of OCB dimensions. They suggested that future research should focus on the relationship between job autonomy (e.g., administrative employees) and OCB. The authors argued that the above statement is valid because autonomy is defined as the freedom to make decisions in one's job (Hackman & Oldham, 1980). That is, those administrative employees have more freedom to decide whether to engage in OCB than other types of employees such as line-workers. Therefore, a high level of autonomy will be the target of the population sample where administrative employees have few policies and a more flexible prescribed role and they are freer to perform extra-role activities such as OCB. For the purpose of this study, the focus of the sample will be administrative employees in the following categories: first-line supervisors, professionals, and technical administrators as well as their respective assistants.

Data Collection

The following procedures are going to be followed. First, the researcher will set up a telephone interview with the general manager or owner of the targeted companies. The researcher will then explain the purpose of the study and the significance of the results to be obtained. Once an agreement is reached, the company representative (e.g., general manager) will

present the proposed study to the company's department managers during their next departmental meeting from which the focus sample would be drawn. The researcher will be informed about the company's decision to participate. If they agree to participate, the researcher will then be given further instructions regarding upcoming events by either a phone call or an e-mail from the firm.

Once a participating company is found from which to collect data, the researcher will proceed to discuss the procedures regarding the distribution and collection of the questionnaires. This will include: First-line supervisors, professionals, and technical administrators as well as their respective assistants. Please refer to Appendix F for English and Appendix P for Spanish for the complete presentation of the survey (the different constructs and demographic questions). Since this research is collecting data from self-respondents, there might be an issue with common method variance.

Common Method Variance

According to Spector (2010), method variance is the amount of variance because of a single method used to collect data. This type of common method variance is usually expected to inflate observed relationships among variables being measured with the same method. Williams and Brown (1994) argued that shared sources of incidental variance do not automatically inflate correlations but can also attenuate them as well. Most recent arguments concluded that the existence of common method variance is overstated (Spector, 2006). Moreover, the journal of *Organizational Research Methods* presented a special topic that discussed the following common method variance issues. First, Lance and collaborators performed a meta-analysis of research utilizing the multitrait multimethod (MTMM) to calculate the amount of trait and

method variance (Lance, Dawson, Birkelbach & Hoffman, 2010). Lance and his colleagues compared different types of studies such as the ones considering multiple respondents (self vs. supervisor) with the ones using a single source (self respondent). They concluded that “about 18% of variance is due to method when one considers only studies that used different methods” (Lance et al., 2010, p. 405). Furthermore, the authors conducted further analysis and concluded similar findings as Williams and Brown’s study. That is, inflation correlation, due to method variance, is being neutralized by attenuation because of unreliability (Lance et al., 2010).

Second, their study suggested that there might be even more method variance when different methods are utilized. Their conclusion was, according to Spector (2010), “method variance might not be as large a problem as sometimes assumed, and prior results suggesting large amounts of method variance inappropriately considered source as being equivalent to method” (p. 405). Finally, Siensen, Roth, and Oliveira (2010) also analyzed the consequences that common method variance might have on observed correlations. They concluded several important points, and three of them are relevant to this dissertation. First, they suggested that the more variables included in a regression analysis, the less the regression relationships are affected by the method variance. Second, Siensen and colleagues concluded that method variance contributes to attenuating interaction effects in the regression analysis. Finally, they showed evidence that not only did method variance not inflate product terms in moderated regression, but also more complex regression provides conservative estimates as well (Siensen et al., 2010). Thus, this research will not address the issue of common variance due to the nature of the study: the number of variables to be considered in the analysis, attenuating interaction effects, and the type of regression being performed (hierarchical regression).

Sample Size

According to Tabachnick and Fidell (2007) there are several factors to be considered in order to determine the appropriate number for a sample size such as: alpha level, desired statistical power, and the specific multivariate method to be used. Hair, Black, Babin, Anderson, and Tatham (2006) suggested a test power of 0.80 (probability), at a 0.05 significance level, is needed to assess statistical significance. Thus, in order for the multivariate statistic of factor analysis to meet the above specifications, the sample size for this study will be of at least 150 participants with strong factor loadings of 0.50 for factors being analyzed to be judged as significant (Hair et al., 2006). Considering that a response rate for a web-based survey is about 50%, a total of at least 300 participants from the distribution list obtained from the general manager will receive an e-mail.

Data Analysis

Descriptive Statistics

OCB, satisfaction with work flexibility, job satisfaction, and collectivism scales are going to be utilized in this study. This study will perform a descriptive statistical analysis of the data, factor analysis, t-test, and hierarchical regression. First, descriptive statistical analysis will provide representative information such as averages and frequencies from the demographic data (e.g., age and gender, etc.) as well as the means and standard deviations of the constructs being used in the statistical tests. Second, an exploratory factor analysis (EFA) will be performed in order to find out how many of the ten OCB dimensions are going to be recognized by the Mexican sample (MOCB). Consistent with Hair et al. (2006), only items loading greater than 0.50 are going to be used to establish a solid factor structure. Third, a t-test will examine

whether Mexican professional women have higher job satisfaction levels than Mexican professional men. Finally, hierarchical regression will be performed to determine the following: (1) if collectivism is positively related to the overall MOCB, (2) if job satisfaction is positively related to the overall MOCB, and (3) if collectivism moderates the relationship between job satisfaction and the overall MOCB. Thus, three statistical analyses were run on the data.

Statistical Analysis

Factor Analysis – EFA

This dissertation will first perform an exploratory factor analysis (EFA). Through this statistical tool, an analysis of the Generalized Least Squares will be utilized to extract variance by using orthogonal rotation (Nunnally & Bernstein, 1994). Furthermore, as suggested by Child (1990), the factors extracted from an analysis will use the standard eigenvalue cutoff of 1.0 and an inspection of a screen plot will be performed. The following findings will be investigated. First, the researcher will identify and label the factors being formed. Second, the investigator will compare and contrast the findings with the MBOCB obtained through Ortiz's scale. This procedure will assess convergent and discriminant validity according to Churchill's suggested procedures for improving scale measures. Also, this study will determine if professional Mexican employees share different/similar OCB dimensions with employees in other countries. Furthermore, the research will categorize these dimensions in more conceptualized terms known by researchers as etic (similar) and emic (different) features.

T-Test Analysis

The following two variables of gender and job satisfaction will be considered in a t-test. This statistical tool will be used in order to determine if females, in fact, have higher job satisfaction than males according to the gender paradox (Clark, 1997) (Hypothesis 4). Finally, this research will execute a hierarchical regression (Hypothesis 5 through Hypothesis 7).

Hierarchical Multiple Regression Analysis

First, this part of the study is designed to test theory-based hypotheses and not for maximizing prediction. In order to meet the above condition, hierarchical regression is the statistical tool selected as suggested by Aron and Aron (1999) and Cohen (2001). Second, the hierarchical regression will be performed by having the overall MOCB as a dependent variable and entering the following variables: Step 1 -- the control variables of gender, age, and satisfaction with work flexibility will be entered; Step 2 -- the independent variables of collectivism and job satisfaction will be included; and Step 3 -- the product of these two last independent variables will be considered as an interaction effect variable. Finally, the following are some theoretical background previously discussed with its respective hypothesis.

As previously mentioned, some main characteristic behaviors that distinguish the collectivists from the individualists are the following: (1) collectivistic cultures are expected to use passive, participating, and conflict-avoidance (e.g., mediation methods) in order to avoid conflict (Ting-Toomey et al., 1991); (2) collectivistic cultures desire to avoid conflict to create harmony and preserve it as well (Triandis, 1995); and (3) collectivistic cultures show more tolerance toward the company's work environment (e.g., unfair policies) (Hui et al., 1991). These differences make individualistic people more likely to perceive low job satisfaction. Thus,

this study will test through hierarchical regression (Step 2) whether collectivism positively relates to the overall MOCB (Hypothesis 5). Furthermore, job satisfaction predicts the employees' desire to reciprocate in kind to the firm. Thus, workers are motivated to return benefits through helpful behavior found in OCB (Lester et al., 2008). This study will test (Step 2) whether job satisfaction positively relates to the overall MOCB (Hypothesis 6). Finally, hierarchical regression will test the interaction effect between job satisfaction and the overall MOCB by having collectivism as a moderator (Step 3).

According to Frazier, Trix, and Barron (2004) a researcher might include a moderator if there is a claim in the literature that when “a given intervention is [either] weak [or strong], this may be because it is effective only for some people” (p. 117). In other words, in this study the researcher will first investigate how the level of collectivism affects the relationship between job satisfaction and the overall MOCB (Hypothesis 7). Furthermore, these authors emphasized that the choice to include a moderator in the study should be based on previous studies and theory explaining why the proposed relationship may be more affective for some people than for others. This research utilized the above suggestions in the literature review section. Frazier et al. (2004) concluded that when examining moderator effects, one of the most embraced statistical procedures is hierarchical regression. Additionally, the use of hierarchical regression reveals the true attributes of continuous variables. It also covers fewer Type I and Type II errors when detecting moderator effects in regard to other methods that use cut points in order to form groups such as artificially dichotomized continuous variables (Frazier et al., 2004). However, according to Cohen and Cohen (1983), hierarchical regression has the following concerns as to the validity: entering order and causal priority.

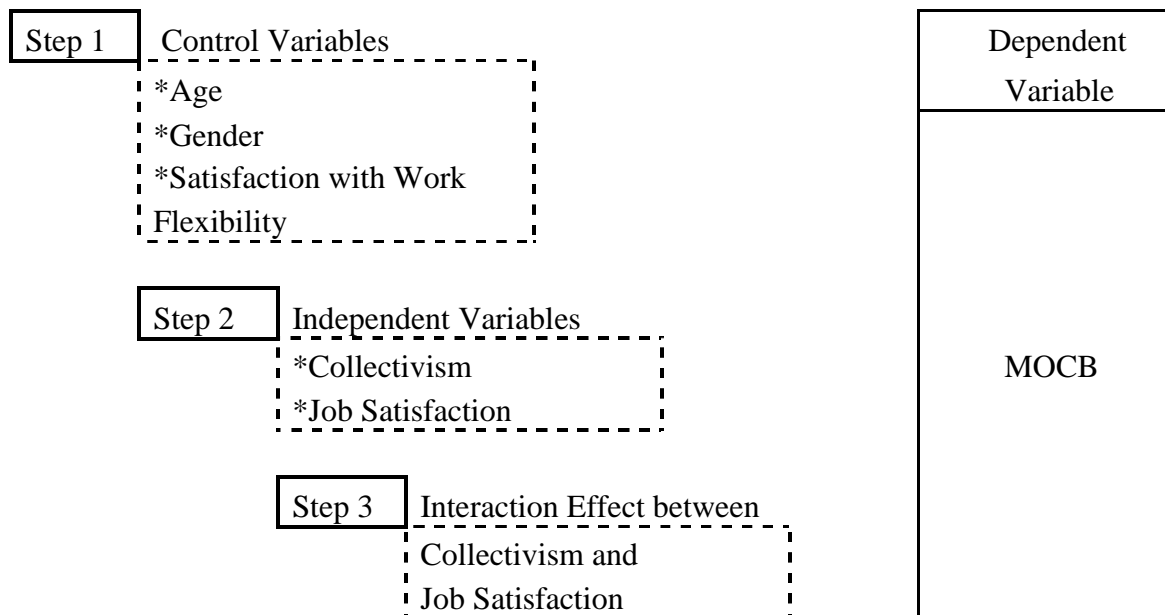
Validating of Entering Order. The order of entering of variables procedure is very important because according to Cohen and Cohen (1983) the statistical results associated with later steps depend mainly on what is entered into the analysis in the earlier steps. Petrocelli (2003) suggested that one of the principles in hierarchical regression is “the focus on the change in predictability associated with predictor variables entered later in the analysis over and above that contributed by predictor variables entered earlier in the analysis” (p. 11). Thus, not only do the selections of the variables have to be based on theory, but also the order of entry has to be according to theory as well. The above procedures are imposed at the discretion of the investigator; that is why theories are critical for the entering order of variables. This is a very important issue to consider because variables entered in later steps will be computed while statistically controlling for the variables already entered in the previous step and so on and so forth. The order threat to validity is the violation of causal priority.

Validating of Causal Priority. If causal priority in the ordering of variables is overlooked in the order they are entered “. . . variance will then mislead the investigator about the relative importance to Y of the cause and its effect” (Cohen et al., 1983, p. 121). According to Cohen and Cohen (1983), one approach to this issue is entering the first step variables in the hierarchical regression demographic variables such as gender and age. They also suggested that the variables should be entered in the hierarchical analysis as they are expected to account for variance in the criterion over and above those entered in the previous steps. Thus, the following set of variables will be entered by having job satisfaction as a predictor. First of all, the overall MOCB will be entered as a dependent variable. Then in Step 1, gender, age, and the satisfaction with job flexibility will be entered. In Step 2, collectivism will be entered as well as the

construct job satisfaction. Finally, in Step 3, the interaction effect will be analyzed; that is how the moderator variable of collectivism influences the relationship between job satisfaction and the overall MOCB. On the next page is the overall model with its respective hypothesis (See Figure 2).

The change in predictability is determined by the change in R^2 (ΔR^2). This statistical change will be calculated in each step of the hierarchical regression. Once statistical results are obtained, the ΔR^2 with its respective change in F (ΔF) and p values are going to be taken into consideration when using hierarchical regression and not the β coefficient associated with prediction of the criterion (Wampold & Freund, 1987). Thus, in hierarchical regression, the relevance of variables is determined on the basis of ΔR^2 .

Figure 2: Hierarchical Regression Model



Statistical Validity and Reliability

Even though the researchers can use well-established measures of reliability and validity, they need to be aware that by providing too few response choices (scale coarseness), they may decrease the power to detect the interaction they desire (Frazier et al., 2004). Russell and Bobko (1992) concluded that the outcome measures have to have sufficient answer choices in order to capture the interaction effect with predictor and moderator variables. Otherwise there will be a loss of power. This study is providing a six-point Likert scale to address this issue.

Other factors dealing with the measurement reliability and validity of the study involves whether there are administrative inconsistencies involved when the surveys are collected (Ortega & Richey, 1998). They concluded that consistency is required in the following areas: survey format, method of data collection, and survey timing. For example, some inconsistencies in collecting data could be because some surveys are collected in a mail-out procedure while others are hand-delivered or faxed. Furthermore, inconsistencies in the method of participation can be caused by contacting different samples across the population being studied (e.g., survey vs. interviews due to literacy level). In this study, the researcher will avoid such inconsistency (method variance) problems by using the same questionnaire format throughout the collection process in the website, the data will be collected in the same manner, and within the same time frame. However, there are some validity issues to take into consideration when using a web-based survey design that would increase the significance of interaction with sampling such as: coverage and sampling error, and probability versus non-probability sampling frames.

Coverage and Sampling Error

According to Couper's topology, coverage error is defined as the mismatch between the general population and the sampling frame (2000). Beuckelaer and Lievens (2008) argued that employees with professional jobs have a stronger tendency to prefer to answer surveys via the Internet than employees at a lower job level. One of the reasons is because more professional employees tend to have access to the Internet than employees in a lower position. The above statement is supported by Hoonakker and Carayon (2009) who recommended using an Internet survey from populations where everybody has access to the Internet such as individuals employed in information technology jobs, companies, or universities. In this research, an organization's e-mail distribution list will be accessible for the target population; thus, there will be no coverage error because every possible potential participant in the sampling frame will be included. The sampling error will be minimized mainly because the survey is directed to professional participants who are educated and computer literate (Yun & Trumbo, 2000). Therefore, an Internet survey sample can be generalizable and representative of a target population within a Mexican company. However, there are some concerns involving generalizing the results to the larger population. Finally, this study will proceed to discuss the two basic approaches of statistical inference to the population frame: probability and non-probability.

Probability and Non-Probability Sampling

There are two methods of collecting data through surveys: probability and non-probability. In the non-probability sampling also known as convenience, potential respondents are voluntary and self-selected; whereas in probability sampling, data is collected through a

random selection of potential participants in a group. Regarding the selection of a probability sample, the web-based surveys have implications in terms of how participants can be contacted. Couper (2000) argued that participants can be contacted first with other methods in order to recruit a probability sample. These methods can include first getting in touch with potential participants through traditional means of communication such as a memo or a phone call and then providing a link to those who wish to participate. In other words, a probability sampling survey is designed to obtain samples that cover most of the target population. This crucial factor not only minimizes bias but makes the sample more generalizable and has the capability to measure the sampling error (Couper, 2001). Couper (2001) classified probability-based surveys into at least two different types in which surveys can minimize sampling and coverage error: First, the intercept-based approach is based on interview methods used in exit poll surveys. The sampling frame will be all visitors who will be asked to participate in the survey poll. Second, an e-mail distribution list is used when the population is one that has access to Internet service and for which a directory of e-mail addresses is available. The above findings are validated by Alvarez and VanBeselaere (2004), in which they concluded that by having an e-mail distribution list of the firm's workers it can be used to meet the probability sampling requirements and to make generalizations about the population upon which they are based.

The non-probability method is also called convenience sampling due to the large number of potential participants that are collected without references to demographic characteristics. Generating convenience samples typically requires much less time and effort than generating probability samples and, thus, usually involves less cost; however, convenience samples generally do not support statistical inference (Henry, 1990). Andrews, Nonnecke, and Preece (2003) argued that Internet surveys based on non-probability modes do not make an attempt to

identify the sampling frame or randomly selected participants. Furthermore, according to De Leeuw (1992), the response rate is used to measure the relative response to the size of the sampling frame. He stated that there are no sampling frames for convenience samples because rates for those samples are not meaningful; whereas, the response rate in probability samples can be interpreted. In this study, the researcher will obtain an organization's e-mail distribution list of the target population. Thus, there is no inference made about population parameters from the use of a non-probability survey (Andrews et al., 2003).

In sum, this study will collect data through web-based surveys by taking the following issues into considerations. First, the sample frame is well defined from a population where e-mail addresses are available and the coverage error will not be a concern. That is, the probability sample will not be in jeopardy and this specific population is more likely to be Internet users, has access to Internet service and computer equipment, has a professional job, and has basic computer literacy skills. Second, there will be a general list of e-mail addresses (distribution list), from which a probability sampling survey will be designed in order to obtain samples that cover most of the target population. Furthermore, non-probability or convenience sampling techniques would be avoided mainly because of the importance to demographic characteristics (e.g., professional and educated). Thus, the sample will be representative of the population (sample statistic will not be biased and it will be generalizable within the target population). Finally, the first approach to contact potential participants will be by one of the general managers through the company's distribution list. In this way, the response rate will not only be large enough for the study, but the sampling will be more generalizable to the target population and avoid as much as possible the effect of general population bias. Other validity concerns are the following: content, criterion-related, discriminant, and convergent.

Statistical Validity Assessment

Several types of validity issues are addressed in this research. First, content validity was established mainly by selecting items from well-known authors and by using scale instruments being utilized by other researchers. Also, these scales were verified by a thorough literature review. Second, once the data are collected, the validity of the measures will be evaluated using criterion-related validity measures. Criterion-related validity will be evaluated by analyzing correlations between the test scores and by theoretically defining a set of relevant variables. For example, the variable job autonomy/satisfaction with work flexibility helps to measure the job satisfaction construct (Agho, Mueller & Price, 1993; Judge et al., 1998; Robie, Ryan, Schmieder, Parra & Smith, 1998) as well as the overall OCB (Hackman & Oldham, 1980; Organ, 1994; Thompson & Warner, 1997; Podsakoff et al., 2000). Discriminant and convergent validity involve the main part of this study, which will assess the criterion validity as a continuation of Ortiz's MOCB scale validity/refinement. That is, factor loadings will be taken into consideration for high stability and to maintain homogeneity as suggested by Singleton and Straits (2005). This will not only help with purification of the scale, but also to maintain its parsimonious psychometric properties.

Statistical Reliability Assessment

In terms of construct reliability the three facets of job satisfaction scale used in this study by Spector (1985) and Blau reported coefficient alphas of 0.89. Finally, for the CI construct, the reliability is 0.75 (Wagner, 1992). In addition to performing an intensive literature review and applying theory in order to ensure the test of interaction, there are other issues to consider. First, when choosing variables (e.g., criterion and moderator), the researchers have to consider the

reliability. The reliability of the interaction term boosts its standard error and shrinks the power of the statistical test (Frazier et al., 2004). Second, Aguinis and Stone-Romero (1997) concluded that the range restriction can also reduce power. This is when all the potential participants in a population have an equal probability to be selected from the sample. Third, according to Aguinis (1995), the poor selection of an outcome variable can lower correlation with the predictors/moderators; that is, the reliability can be low. This scenario can shrink the total R-square and thus the overall power of the test. The above issues would be taken into consideration to cover the reliability concerns.

Also each of the scales used in this study will test internal consistency reliability coefficients in order to check their stability. Nunnally (1978) recommended that reliabilities not fall below 0.70. For example, for all OCB dimensions the Cronbach alphas were over 0.70 in previous studies (i.e., Organ, 1990, 1995; MacKenzie, Podsakoff & Fetter, 1991; Moorman, 1991; Farh et al., 1997, 2004; Ortiz, 2000). According to Spector (1992) “It is a sound practice to calculate coefficient alpha every time a scale is used. There should be little variation in the magnitude of the statistic from sample to sample. There may be times, however, when a scale’s internal consistency breaks down. For this reason it should always be checked” (p. 65). Thus, as part of the item analysis, this study will establish the internal-consistency reliability in all constructs and their respective dimensions by conducting a pilot study.

Pilot Study

A pilot study was conducted to check the reliabilities of each of the constructs to be used in this research. In order to increase the response rate, the researcher proceeded to collect advertisement materials from the Office of Graduate Studies at the University of Texas – Pan

American (UTPA) as an incentive to responders. This strategy was chosen because it is known that Mexican professionals are looking for ways to better themselves by either obtaining graduate degrees (e.g., Master's) or improving their English skills. The following materials were provided free of charge from the Office of Graduate Studies: UTPA folders, pens, key chains, and flyers which advertised not only the UTPA graduate programs, but the English Language Institute (ELI) as well. These flyers were placed inside the left cover of the folder; whereas on the right side, a presentation letter of the study (See Appendix G for English and Appendix Q for the Spanish version) was placed along with a stamped self-addressed envelope (for pilot survey please refer to Appendix H for English and Appendix R for Spanish). Thus, this method was seen as a win-win situation; that is, to advertise the graduate programs and ELI, and to provide incentives in order to increase the response rate of potential participants.

People from the border town of Reynosa, Tamaulipas, Mexico, and from the industrial city of Monterrey, Nuevo León, Mexico, helped the researcher on a voluntary basis. Reynosa is the researcher's hometown where he has close friends. However, most of his relatives live in Monterrey. About 80 packets were distributed among friends, relatives, and acquaintances in these two cities. The volunteers were asked to provide a packet to Mexican professionals who met the following criteria. First, they must be 18 years old or older; second, they must be working at least part-time; and third, they have to have an administrative position or supervise the work of others. As mentioned before, every packet included a presentation letter that explained the purpose of the study, participants' rights, a guarantee of protecting their identity, and instructions concerning how to submit their survey through the traditional mail service. After a week, the researcher contacted the volunteers to remind the participants about the survey. After the second week, the researcher contacted the volunteers again, and asked them to send

another reminder, encouraging them to use different ways to contact the participants (e.g., Facebook, e-mail, or phone calls). After a month of waiting, the response rate was 46%; that is, 37 surveys were completed and used to conduct the pilot study.

The constructs were tested for reliability. All the Cronbach's alphas were greater than 0.70, as suggested by Nunnally et al. (1994), except for one construct. The following item under the job satisfaction construct that was intended to measure satisfaction with work itself was dropped: "I sometimes feel my job is meaningless." This question did not contribute to the above construct's reliability. Furthermore, this pilot study discovered that the construct of CI measured a low reliability; thus another cultural dimension was added to increase its Cronbach's alpha. Consequently, three questions of beliefs were annexed to the other cultural dimensions already included in the study (values and norms). The last question of the survey was open-ended where a space was provided for the participants to suggest any feedback or ideas of how the study could be improved. The following changes were requested and made to the study. First, the term supervisor (supervisor in Spanish) was changed to boss (jefe in Spanish). This term emphasizes a more authoritative image, which clearly reflects a culture of high-power distance. Hofstede argued that Mexico is one of the countries with the highest-power distance societies just below India (Hofstede, 2003). Second, the term organization was changed to company due to the participants' understanding of the concept of organization as an institution outside the work environment. Finally, more specific examples were provided for some of the questions in order to capture the context of the construct being measured.

The following procedures were taken in the web-based survey: First, an e-mail distribution list was obtained from top management. Second, the researcher will contact the managers in charge of each of the business areas. Upon the study confirmation, the researcher

will proceed to send the first participation e-mail to all potential participants informing them about the survey data to be collected (See Appendix H for the first e-mail in English and Appendix R for the first e-mail in Spanish). Second, the web-based survey was fixed according to the pilot study's findings (See Appendix I for the revised survey in English and Appendix S for the revised survey in Spanish). Furthermore, a friendly follow-up e-mail will be sent after a week to all participants (See Appendix J for English and Appendix T for Spanish). In both e-mails, the participants will be given a link to the website where the web-based survey can be found. The web-based service to be used will be *SurveyMonkey*.

The Company's Profile

The participating company in the dissertation operates in two different industries across 26 states in Mexico: in the real estate of retail shopping centers (land acquisition, design, construction, and development) and in the shopping center management industry (security, cleaning, maintenance, marketing, financing, leasing, legal services, and management). The firm has a portfolio of 45 retail centers and has more than 30 years of experience in this field. Its main focus is not only to provide a comfortable place to shop, but to stroll and to entertain the entire family in one single location. The company just opened two more retail shopping malls, and is expected to open one more in the following months, not only adding to its portfolio, but expanding its presence to another Mexican state. However, its leading business focuses on the management of retail shopping centers which targets Mexico's growing middle class.

Currently, this organization manages 25 shopping malls in 14 different Mexican states; therefore, this research involves data collected from these locations. Because of the nature of the research, only administrative and professional personnel were invited to complete the survey.

That is, only employees who provide administrative services in each of the shopping malls and professional employees in the headquarters in the capital state of Nuevo Leon were invited to participate. The participants were divided into the following percentages: 65% of the participants were from the different shopping malls and 45% of the participants were professional employees working at the headquarters. It is important to mention that the main office houses professional and administrative teams of employees that work in both of the firm's main industries: real estate and shopping center management. This explains the disproportionate amount of employees between those who manage each of the shopping malls and the number of workers in the headquarters.

CHAPTER IV

RESULTS

Response Rate

As mentioned before, the data was collected using *SurveyMonkey*. A total of 300 potential respondents were asked to participate and 215 surveys were collected (72% response rate). Out of these 215 survey submissions, only 200 were completed and usable questionnaires. The success of the disclosed response rate can be explained mainly because the head of Human Resources (HR) conducted a campaign two weeks before this survey collection started. Part of this campaign consisted of informing the employees in different meetings of the importance of their participation. The head of HR sent out the first e-mail to 300 employees through the company's distribution list, and after the first week, 140 employees had completed the survey (47%). The following week, a friendly reminder e-mail was sent and an additional 75 surveys were received (25%). Thus, each employee received two e-mails from the head of HR inviting them to participate in the study. Each e-mail included a hyperlink to a website where the online survey was found.

Reliability

First, the researcher checked the reliability of all the OCB dimensions and the different constructs being analyzed in this study. As mentioned before, Cronbach's alphas are

recommended to be greater than 0.70, as suggested by Nunnally et al. (1994). The following are the reliability measurements (See Table 5).

Table 5: Cronbach's Alphas of All OCB Dimensions and the Other Constructs

OCB Dimensions	Items	Alphas
Altruism	alt1 - alt4	0.894
Civic Virtue	civic1 - civic4	0.837
Conscientiousness	consc1 - consc3	0.807
Courtesy	court1 - court4	0.906
Interpersonal Harmony	harm1 - harm4	0.834
Organizational Camaraderie	ocam1 - ocam4	0.890
Organizational Sincerity	osinc1 - osinc4	0.895
Professional Development	pdev1 - pdev4	0.740
Protecting Company Resources	preso1 - preso3	0.883
Sportsmanship	sport1 - sport4	0.866
Other Constructs		
Collectivism	collect 1 – 6	0.701
Job Satisfaction	Jobsat 1 – 11	0.787
Satisfaction with Work Flexibility	workflexi 1 – 4	0.699

Descriptive Statistics

A great majority of the sample consisted of professional employees (87%). That is, most of the participants either had a college degree (71.5%), some graduate course work (7%) or a master's degree (8.5%). The remaining 13% had not completed their college education. These participants either had some college education (7.5%), an associate's degree (5%), or a high school diploma (0.5%). In terms of gender, 55.5% of the respondents were females and the rest were males (44.5%). The distributions related to marital status were as the follows: 50.5% married; 46% single; 2% separated; and 1.5% divorced. The age percentage ranges as follows: 0.5% from 18 to 20; 47% from 21 to 29; 41.5% from 30 to 39; 9% from 40 to 49; 1% from 50 to 59; and 1%, 60 or older.

The number of working hours per week was as follows: 23% said that they worked more than 51 hours; 62% between 41 to 50 hours; 14% full-time, that is 40 hours; and 1% between 21 to 39 hours. In terms of tenure, almost half of the employees have worked at least 3 years in their jobs (45.5%). The following were the distribution of percentages: 21.5% of the employees have been working for months; 28.5% between 1 to 2 years; 28% between 3 to 4 years; 11.5% between 5 to 6 years; 5% between 7 to 8 years; and 5.5% for 9 or more years.

Finally, the regional distribution was as follows with regard to their respective states: 13% of the participants were from the border region (Baja California Norte, Chihuahua, and Tamaulipas); 12% from the central region (Queretaro, Guerrero, Guanajuato, Estado de Mexico, San Luis Potosi, and Hidalgo); 5% from the peninsular region (Baja California Sur and Sonora) as well as the southern region (Yucatan); and 65% of the participants were from the northern region of Mexico (Nuevo Leon, Chihuahua – except Ciudad Juarez, and Coahuila). This last percentage can be explained because the Mexican company has its headquarters in Monterrey, the capital city of the state of Nuevo Leon, which accounted for 25% of its total personnel. That is, out of 300 employees 75 of them are housed inside its main office. Also, eight of the firm's branches are located in Monterrey's metropolitan area. Finally, this Mexican region is composed of two additional Mexican states (Chihuahua and Coahuila) (See Table 6).

Correlations of Constructs

Table 7 shows the correlations of the following construct used in the statistical tests: age, gender, collectivism, job satisfaction, satisfaction with work flexibility, and the overall MOCB. The following four sets of constructs have a significant correlating at the 0.01 level. The first set of constructs is the overall MOCB correlated significant with job satisfaction. This correlation

Table 6: Demographics

	Frequency	Percentages	Cumulative Percentages
Gender			
Female	111	55.5	55.5
Male	89	44.5	100
Total	200	100	
Age			
18 - 20 years old	1	0.5	0.5
21 - 29 year old	94	47	47.5
30 - 39 years old	83	41.5	89
40 - 49 years old	18	9	98
50 - 59 years old	2	1	99
60 + years old	2	1	100
Total	200	100	
Education			
High School Diploma	1	0.5	0.5
Associate's degree	10	5	5.5
Some College	15	7.5	13
College degree	143	71.5	84.5
Some Grad courses	14	7	91.5
Master's degree	17	8.5	100
Total	200	100	
Marital Status			
Single	92	46	46
Married	101	50.5	96.5
Divorced	3	1.5	98
Separated	4	2	100
Total	200	100	
Working Hours			
Between 21 - 39 hrs.	2	1	1
Full time 40 hrs.	28	14	15
Between 41 - 50 hrs.	124	62	77
51 hrs. +	46	23	100
Total	200	100	
Region			
Border	26	13	13
Northern	130	65	78
Peninsular	10	5	83
Central	24	12	95
Southern	10	5	100
Total	200	100	

was expected because in order to perform OCB the employees need to have job satisfaction. The second set of constructs highly correlated is the overall MOCB with satisfaction with work flexibility. These two constructs have been found in the literature to be directly related because the employees need to have flexible time on the job in order to carry out citizenship behaviors. The third set of correlated items is job satisfaction and satisfaction with work flexibility. This relationship has been acknowledged to play a direct impact in the literature especially in professional workers. The last set of constructs to have a significant correlation at the 0.01 level were the demographic variables of age and gender. This correlation can be explained because more than 50% of the participants were females and 89% of sample pool was younger than 39 years of age. Finally, there was only one set of constructs correlated at the 0.05 level. This set was age and collectivism. The correlations between these constructs can be interpreted by the

Table 7: Correlations of Constructs

	Gender	Age	WorkFlexi	MOCB	Collect	Jsavg
Gender	1					
Age	0.356**	1				
WorkFlexi	0.030	-0.078	1			
MOCB	0.001	-0.105	0.843**	1		
Collect	0.066	0.150*	0.027	-0.075	1	
JSavg	0.003	-0.093	0.622**	0.704**	0.096	1

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

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

fact that the great majority of participants were young professional adults as explained above and that the Mexican culture is being recognized by the literature as collectivistic society.

Examining the Data

As mentioned before, some of the questions in the survey were reverse coded; thus the first task was to transform the following set of questions to their original form before any further analysis. For the MBOCB scale: Sportsmanship items 13, 14, 15, and 16; for the Asian OCB scale: Interpersonal Harmony items 33, 34, 35, and 36, and the Protecting Company items 37, 38, and 39; for the satisfaction with work flexibility scale: item 44; for the job satisfaction scale: items 47 and 48 (job satisfaction with supervisor), item 51 (job satisfaction with coworker); and finally, for cultural dimension scale of collectivism: items 59 and 60 (cultural value), items 66, 67, and 68 (cultural beliefs).

Factor Analysis

Three statistical analyses were run on the data. First, the exploratory factor analysis (EFA) was conducted in order to find out how many of the ten OCB dimensions were identified by professional Mexicans. Second, a t-test was executed to examine whether Mexican professional women have higher job satisfaction than Mexican professional men. Finally, a hierarchical regression was carried out to test if there was a positive association between the dependent variable of the overall MOCB and the following independent variables: the cultural dimensions of collectivism and job satisfaction. Also, this hierarchical regression served to detect whether the cultural dimension of collectivism positively moderated the relationship between job satisfaction and the overall MOCB.

Factor analysis was performed to find out the dimensionality of the Mexican professionals. Before conducting the factor analysis, the following approaches were utilized, not only to justify the application of factor analysis but also to check if there were any items to be

dropped. First, a visual inspection of all 39 OCB items in the correlation matrix were analyzed and verified for the adequacy of the sample, also known as the Measure of Sampling Adequacy (MSA). Second, the researcher checked for any crossloadings as recommended by Hair and his colleagues (Hair et al., 2006). Third, a visual inspection of correlations revealed that there were two OCB items with correlations less than 0.30 (pdev3 and consc4). Finally, the Kaiser-Meyer-Olkin measure of sampling adequacy was performed, and this procedure reinforced the previous findings by detecting items with a low measure of sampling adequacy. Due to these complicating items, the following two OCB items were dropped: the third question concerning Personal Development (pdev3) and the fourth question related to Conscientiousness (consc4). Thus, 37 OCB items were left to be analyzed for the following statistical analyses.

According to Nunnally and Bernstein (1994), if items to be factored have problems concerning normality, the method of factor extraction to be selected is Generalized Least Squares. Varimax rotation was selected because it is referred to as a very successful tool in facilitating the interpretation of the factor matrix (Hair et al., 2006). Warner (2008) suggested that the ideal number of variables correlating with each retained factor should be at least three. Moreover, a factor with loading items of 0.50 or better is desirable and indicates a solid factor (Osborne & Costello, 2009). Finally, a percentage of variance criterion to be considered in this study will be consistent with the recommendations from Hair et al. (2006), that a solution accounting for 60 percent of the total variance is considered to be satisfactory. Thus, the above settings for the factor analysis were taken into consideration to establish and identify factors.

Number of Factors in MOCB

The first approach used to decide the number of factors to extract was based on the hypotheses that were proposed in the OCB literature review. That is, the OCB items should load in ten different factors. Taking into consideration the above foundation, the total percentage of variance was accounted for 72.21% of the OCB items (See Table 8). Nevertheless, Factor Ten did not load any item, and Factor Nine only loaded one item. Thus, the researcher proceeded to take into consideration nine distinct factors.

Table 8: Ten Factors

Total Variance Explained			
Rotation Sums of Squared Loadings			
Factor	Total	Percent of Variance	Cumulative Percent
1	18.316	48.578	48.578
2	2.070	4.579	53.157
3	1.624	3.225	56.382
4	1.396	3.009	59.391
5	1.194	3.019	62.410
6	1.159	2.659	65.069
7	0.983	1.772	66.841
8	0.790	2.238	69.079
9	0.723	1.520	70.599
10	0.712	1.614	72.212

When nine factors were analyzed the following were the results. First, the total percentage of variance was accounted for 70.61% of the OCB items (See Table 9). There was a 1.6% decrease of variance accounted for between these two tests. However, Factor One loaded twelve items with factor loadings greater than 0.50. Furthermore, the last factor did not load any item. In order to make the study parsimonious, factor analysis was performed again, this time

with eight factors to extract. The total variance explained decreased only by 1% (69.05%) (See Table 10). As expected, the results obtained were better: Factor One loaded eight items and

Table 9: Nine Factors

Total Variance Explained			
Factor	Total	Rotation Sums of Squared Loadings	
		Percent of Variance	Cumulative Percent
1	6.232	16.842	16.842
2	3.990	10.784	27.626
3	3.166	8.556	36.182
4	2.996	8.098	44.280
5	2.893	7.819	53.098
6	2.752	7.437	59.535
7	2.048	5.535	65.070
8	1.404	3.793	68.864
9	0.647	1.748	70.611

Table 10: Eight Factors

Total Variance Explained			
Factor	Total	Rotation Sums of Squared Loadings	
		Percent of Variance	Cumulative Percent
1	6.014	16.254	16.254
2	4.174	11.280	27.534
3	3.153	8.523	36.056
4	2.955	7.986	44.042
5	2.923	7.899	51.942
6	2.669	7.214	59.156
7	2.067	5.586	64.742
8	1.595	4.311	69.054

general results for the other factors became more parsimonious as well, but the last Factor 8 loaded two items. Finally, the extraction of seven factors was performed. The variance

explained decreased by more than 2 percent (66.87%) (See Table 11). Factor One loaded eight items, the last factor accounted for only one item, with a factor loading greater than 0.50. A single item indicated no correlation with other items; thus, the last factor does not group into a set of items (Warner, 2008). According to Osborne and Costello (2009), “A factor with fewer

Table 11: Seven Factors

Total Variance Explained			
Factor	Total	Rotation Sums of Squared Loadings	
		Percent of Variance	Cumulative Percent
1	6.286	16.990	16.990
2	4.581	12.382	29.372
3	3.326	8.990	38.362
4	3.209	8.672	47.034
5	2.909	7.863	54.898
6	2.707	7.315	62.213
7	1.723	4.657	66.870

than three items is generally weak and unstable...” (p. 138). Thus, by taking into consideration the above recommendations and results, this study decided to keep the following eight factor dimensions for MOCB (See Table 12).

The following factors were indentified in the Mexican professional OCB (MOCB):

Factor One: osinc1 (0.527), osinc2 (0.611), osinc4 (0.561), pdev4 (0.612), court1 (0.754), court2 (0.779), court3 (0.651), and court4 (0.563); Factor Two: alt1 (0.7), alt2 (0.851), and alt3 (0.752); Factor Three: sport1 (0.598), sport2 (0.499), sport3 (0.669), and sport4 (0.703); Factor Four: alt4 (0.546), civic1 (0.737), and civic3 (0.615); Factor Five: preso1 (0.703), preso2 (0.838), and preso3 (0.653); Factor Six: harm1 (0.635), harm2 (0.891), and harm3 (0.595); Factor Seven:

pdev1 (0.566), pdev2 (0.511), and consc2 (0.502); and Factor Eight: ocam1 (0.539), and ocam2 (0.503).

Table 12: Eight Factors Loadings

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
osinc1	0.527	0.275	0.159	0.158	0.223	0.145	0.295	0.405
osinc2	0.611	0.343	0.018	0.172	0.142	0.040	0.312	0.251
osinc4	0.561	0.329	0.125	0.254	0.216	0.103	0.332	0.287
pdev4	0.612	0.091	0.155	0.307	0.132	0.069	0.299	0.170
court1	0.754	0.274	0.337	0.160	0.193	0.247	0.008	-0.058
court2	0.779	0.251	0.245	0.154	0.217	0.179	0.043	0.047
court3	0.651	0.196	0.281	0.112	0.249	0.255	0.101	0.123
court4	0.563	0.171	0.194	0.144	0.171	0.292	0.077	0.137
alt1	0.304	0.700	0.136	0.321	0.129	0.103	-0.056	0.074
alt2	0.184	0.851	0.225	0.164	0.147	0.125	0.096	0.048
alt3	0.261	0.752	0.174	0.081	0.192	0.202	0.181	0.195
sport1	0.234	0.160	0.598	0.135	0.283	0.159	0.116	0.124
sport2	0.125	0.261	0.499	-0.051	0.215	0.230	0.261	0.038
sport3	0.301	0.230	0.669	0.214	0.162	0.214	0.055	0.123
sport4	0.328	0.190	0.703	0.280	0.177	0.106	0.217	0.101
alt4	0.338	0.439	0.064	0.546	0.184	0.120	0.156	0.098
civic1	0.193	0.214	0.284	0.737	0.107	0.090	0.258	0.061
civic3	0.295	0.269	0.203	0.615	0.112	0.111	0.053	0.217
preso1	0.354	0.112	0.155	0.189	0.703	0.243	0.122	0.007
preso2	0.211	0.186	0.259	0.044	0.838	0.186	0.078	0.092
preso3	0.179	0.213	0.158	0.126	0.653	0.266	0.025	0.185
harm1	0.243	0.109	0.143	0.198	0.202	0.635	-0.041	0.067
harm2	0.207	0.164	0.120	0.053	0.217	0.891	0.117	0.093
harm3	0.163	0.160	0.269	0.062	0.214	0.595	0.179	0.065
pdev1	0.233	0.112	0.226	0.129	0.019	0.107	0.566	0.141
pdev2	0.019	-0.069	0.191	0.057	-0.009	0.083	0.511	0.025
consc2	0.200	0.246	0.088	0.380	0.296	0.122	0.502	0.023
ocam1	0.426	0.361	0.233	0.254	0.177	0.199	0.119	0.539
ocam2	0.400	0.298	0.247	0.249	0.261	0.184	0.256	0.503

Results for Factor Analysis

Hypothesis 1: All of Ortiz's seven MBOCB dimensions (Altruism, Civic Virtue, Conscientiousness, Organizational Camaraderie, Sportsmanship, Professional Development, and Organizational Sincerity) will emerge in the Mexican professional employee sample.

The MBOCB dimensions of Altruism, Organizational Camaraderie, Professional Development, Civic Virtue, and Sportsmanship were supported in the Mexican OCB (MOCB). The MBOCB dimension of Conscientiousness was not supported in the MOCB. Please notice that Factor One loaded eight items of which three came from MBOCB Organizational Sincerity; thus, Hypothesis 1 was partially supported.

Hypothesis 2: The Asian OCB dimensions of Interpersonal Harmony and Protecting Company Resources will emerge in the Mexican professional employee sample.

The Asian OCB dimensions Interpersonal Harmony and Protecting Company Resources were recognized in the MOCB dimensions. Thus, Hypothesis 2 was supported.

Hypothesis 3: The Western OCB dimension of Courtesy will not emerge in the Mexican professional employee sample.

As mentioned above, Factor One loaded 8 items, and four of these items belonged to the OCB Dimension of Courtesy. Thus, Hypothesis 3 was partially supported in the MOCB dimensions.

T-Test

Hypothesis 4: Mexican professional women will have higher job satisfaction than Mexican professional men.

A t-test was performed in order to determine whether there was a significant difference between the means in relation to job satisfaction based on the gender of the participants. Job satisfaction showed no indication of significant differences between genders. Overall, there was no significant difference between female and male participants in regard to job satisfaction. In other words, job satisfaction is not affected as a function of gender. Thus, Hypothesis 4 was not supported. Please refer to Table 13.

Tables 13: Mexican Job Satisfaction between Genders

Results of T-Test between gender groups and Mexican's job satisfaction						
Variable		F	Sig	T	df	Sig (2-tailed)
Jsavg	Equal variances assumed	0.195	0.659	-0.038	198	0.969
	Equal variances not assumed			-0.038	188.224	0.969

Finally, a hierarchical regression was carried out to test if there was a positive association between the dependent variable of the overall MOCB and the following independent variables: the cultural dimension of collectivism and job satisfaction. Also, this hierarchical regression served to detect whether the cultural dimension of collectivism positively moderated the relationship between job satisfaction and the overall MOCB.

Hierarchical Regression

In this section, the moderating effect of collectivism on the relationship between job satisfaction and the overall MOCB was examined with a hierarchical regression analysis method in three different steps. First, before any variables were entered in any of different steps the variable of the overall MOCB was entered as a dependent variable. Then, in the first step, the demographic variables of gender and age were included as recommended by Cohen and Cohen (1983) and also satisfaction with work flexibility was taken into consideration as a control variable as suggested in the literature review. In the second step, the moderated regression analysis included the predictor variables of collectivism and job satisfaction. Finally, in the last step, the product of collectivism and job satisfaction variables was included as the interaction effect variable. If a product term had a significant regression coefficient, this would mean that the collectivism in the model had a significant moderation effect. Thus, the above variables were entered into the regression formula step-by-step in the order they were described. The results of the hierarchical regressions are shown in Table 14. The following hypotheses were tested:

Hypothesis 5: Collectivism will be positively associated to the overall MOCB.

The cultural dimension of collectivism showed a statistical significance at $p < .001$, but the regression coefficient was negative. Thus, Hypothesis 5 was not supported (See Table 14).

Hypothesis 6: Job satisfaction will be positively associated to the overall MOCB.

Job satisfaction showed a significant association with the overall MOCB. This test was significant at the 0.0001 level ($p < .0001$). Thus, job satisfaction was associated positively and strongly with the overall MOCB. Therefore, Hypothesis 6 was supported (See Table 14).

Table 14: Relationships of Mexican OCB and Collectivism to Job Satisfaction

						MOCB
						Sig.
Step 1						
	(Constant)	1.018	0.208		4.906	0.000
	Gender	-0.017	0.062	-0.011	-0.273	0.785
	Age	-0.035	0.040	-0.036	-0.873	0.384
	WorkFlexi	1.253	0.057	0.840	21.811	0.000
<i>F</i>		161.472				0.000
<i>R</i> ²		0.712				
Step 2						
	(Constant)	0.696	0.235		2.966	0.003
	Collect	-0.113	0.032	-0.121	-3.500	0.001
	JobSat	0.310	0.044	0.308	7.068	0.000
<i>F</i>		135.744				0.000
<i>R</i> ²		0.778				
<i>R</i> ² -Changed		0.066				
Step 3						
	(Constant)	0.760	0.235		3.229	0.001
	IntCollectJobSat	0.076	0.039	0.068	1.193	0.055
<i>F</i>		115.332				0.000
<i>R</i> ²		0.782				
<i>R</i> ² -Changed		0.004				

The Moderating Effect of Collectivism on the Relationship between Job Satisfaction and the overall MOCB

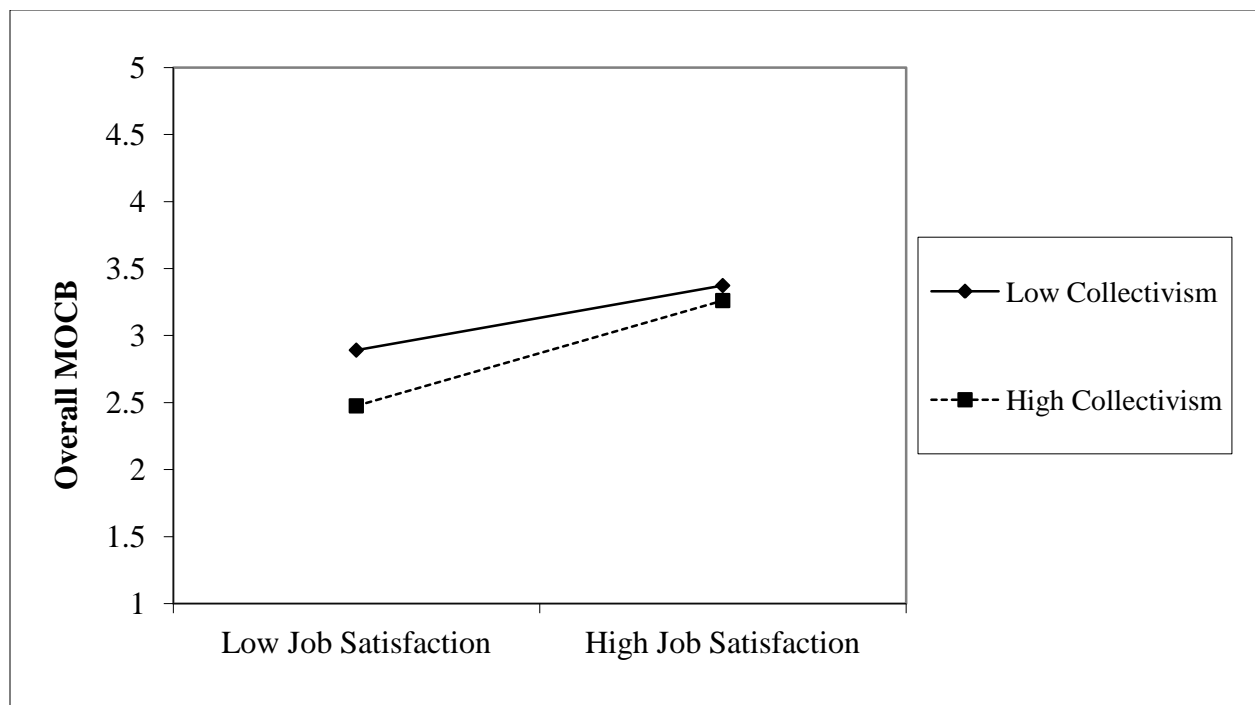
Hypothesis 7: The relationship of job satisfaction and the overall MOCB will be positively moderated by high collectivism.

The dependent variable of the overall MOCB disclosed that 71.2% of the variance was accounted for by the control variable and was significant, $F(3/196) = 161.472, p < .0001$. But the inclusion of the antecedents of collectivism ($\beta = -0.113, p < .001$) and job satisfaction ($\beta = 0.310, p < .0001$) yielded a 77.8% variance ($\Delta R^2 = 6.6\%$). This 6.6% variation in the overall MOCB $F(5/194) = 135.744, p < .0001$, indicated a significant contribution. Finally, the inclusion of the interaction effect between collectivism and job satisfaction ($\beta = 0.076, p > .05$), resulted in 78.2%; that is, a 0.004% change (ΔR^2) in variance in the overall MOCB. Although there is a negative significant moderating effect on the relationship between collectivism and the overall MOCB, there is a positive significant moderation effect in the relationship between job satisfaction and the overall MOCB. The moderating effect of collectivism on these relationships was positive and the direction that was hypothesized, but it was moderately statistically significant at alpha 0.05. Thus, Hypothesis 7 was partially supported.

In order to interpret the direction of the moderated relationship between low and high job satisfaction and the overall MOCB, this study followed the procedure recommended by Aiken and West (1991) and Dawson and Richter (2006). These authors suggested plotting the two-way interaction effects. They advise using the unstandardized coefficients; these values were obtained from Table 14. The following unstandardized coefficients values were entered in the two-way interaction effect: the independent variable of job satisfaction; then the moderator variable of collectivism; and finally the interaction effect between these two independent variables. Results of this analysis are presented in Figure 3. As the positive beta of the interaction effect term suggests, for the high collectivism of Mexican professionals, the overall MOCB increased as job satisfaction increased. For low collectivism, the overall MOCB was higher and it showed that a negative coefficient of collectivism could moderate the relationship

between the overall MOCB and job satisfaction. Thus, Hypothesis 7 dealing with the moderating direction of collectivism was found to be positive in this study as hypothesized, but this finding was partially significant at an alpha level of 0.05. In summary, out of seven hypotheses examined in this research, two hypotheses were not supported, three more were partially supported, and two were supported. The following are the results: Hypothesis 1 was

Figure 3: Moderating Effect of Collectivism on the Relationship between Job Satisfaction and the Overall MOCB



partially supported – some of the MBOCB were recognized by the MOCB, others were partially recognized and only the MBOCB dimension of Conscientiousness was not identified.

Hypothesis 2, the Asian OCB dimensions of Interpersonal Harmony and Protecting Company Resources were recognized in the MOCB dimensions and it was supported. In Hypothesis 3, since Factor One loaded eight items, and four of those items belonged to OCB dimension of

Courtesy, this hypothesis was partially supported in the MOCB dimensions. In Hypothesis 4, job satisfaction is not affected as a function of gender; thus, Hypothesis 4 was not supported. In Hypothesis 5, the cultural dimension of collectivism showed a negative and significant association with the overall MOCB; thus, Hypothesis 5 was not supported. In Hypothesis 6, job satisfaction showed a positive and significant association with the overall MOCB dimensions; thus, this hypothesis was supported. Finally, for Hypothesis 7, the moderating effect of collectivism on the relationship between job satisfaction and the overall MOCB was positive in the direction that was hypothesized. But, this moderation relationship was moderately significant at alpha 0.05. Thus, Hypothesis 7 was concluded to be partially supported.

CHAPTER V

DISCUSSION

One of the primary goals of this study was to validate/refine the MOCB dimensions by combining the MBOCB (Ortiz, 2000), the Asian OCB (AOCB) (Farh et al., 1997, 2004, 2008), and the Western OCB (WOCB) dimension of Courtesy (Organ, 1988; Lam et al., 1999; Lievens et al., 2004). This WOCB dimension of Courtesy has been appearing in different cross-cultural studies. Moreover, this study tested whether the gender paradox affected the level of job satisfaction of women; that is, whether Mexican women professionals have experienced higher job satisfaction than men. Also, this research tested through hierarchical regression, the relationship between the cultural dimension of collectivism and the overall MOCB and examined the relationship between the constructs of job satisfaction and the overall MOCB. Finally, this same statistical tool was applied to test if the moderating impact of collectivistic orientations was a positive one between the relationship of job satisfaction and the overall MOCB.

Refinement of the MBOCB Scale

Factor One loaded a total of eight items: half from the MBOCB dimensions and the other half from the OCB. More specifically, four items came from Ortiz's scale (2000) of the MBOCB; that is, three items came from Organizational Sincerity and one came from Professional Development. The last four items, however, came from Organ's original scale

(1988) which involved the OCB dimension of Courtesy. According to the definition, Organizational Sincerity is an employee's desire to take responsibility and demonstrate faithfulness to the firm and to its objectives (Ortiz, 2000). On the other hand, Courtesy is defined as positive behaviors with other workers in the firm, such as sharing information and giving advance notice of possible outcomes (Organ, 1988). Thus, Factor One was named Organizational Dedication which clearly includes characteristics of the definitions above. Thus, Organizational Dedication is categorized as an emic (unique) of the MOCB dimensions.

Factor Two favorably loaded three out of four items that were designed to measure the MBOCB dimensions of Altruism. According to the definition, this discretionary behavior aims at helping certain people in a firm with relevant tasks. Thus, this study found that Altruism has an etic (universal) dimension in Mexican professional employees when compared to the Western and Asian OCB conceptualization of the same concept.

Factor Three strongly loaded four out of four items that were designed to capture the MBOCB of Sportsmanship. Please notice that the fourth item, designed to measure this dimension, almost loaded ($\text{sport2} = 0.499$) to the minimum loading (0.50); that is, this study considered this item as part of the factor (See Table 12). This particular MBOCB was transformed by Ortiz (2000) due to the differences in semantics and idiosyncrasies of how other cultures conceptualized it. Thus, this research confirmed that the Sportsmanship dimension in the MOCB has a common dimension when compared to Western societies. That is, the MOCB of Sportsmanship had a similar categorization when compared to Western but different to Asian society.

Factor Four was composed of two items from MBOCB of Civic Virtue and one item from MBOCB of Altruism. After these three items, the next item with the highest loading

(civic2 = 0.45) was another designed to measure Civic Virtue. The definition of Civic Virtue is the engagement that the workers demonstrate in the political life of the organization. Some of the examples include the employee keeping up with the firm's meetings, internal e-mails, announcements, etc. However, the Altruism question that loaded to this dimension is very similar to the above activities as it relates to internal organizational politics. Thus, Civic Virtue has been determined to be an etic (universal) dimension in the Mexican professional sample as well as in the Western and Asian OCB.

Factor Five successfully loaded three out of three items that were designed to capture this Asian OCB of Protecting Company Resources. The literature review justified the inclusion of this Asian OCB dimension mainly because it is part of a developing country, and due to the scarcity of resources, its workers would conserve company resources such as supplies and electricity (Farh et al., 1997, 2004). Thus, Protecting Company Resources is categorized as a common dimension in collectivistic cultures which includes the Mexican sample as well as the Asian countries.

Factor Six effectively loaded three out of four items that were designed to capture the Asian OCB of Interpersonal Harmony. As in the above dimension, this OCB dimension was first recognized in Asia and the application of this dimension in a Latin American country is the first of its kind. This demonstrates that employees encouraged routine behaviors that would pursue harmony and relationship goals rather than initiate conflict such as engaging in confrontational tactics (e.g., direct communication) (Ting-Toomey et al., 1991). Thus, Interpersonal Harmony is recognized in this study, and it was also identified in Asian countries; thus, this dimension is shown to be a common dimension to MOCB.

Factor Seven was composed of two items from the MBOCB dimension of Personal Development and one item from MBOCB of Conscientiousness. The definition of Personal Development, according to Ortiz (2000), is the employee's aspiration to advance in his or her job-related education for the benefit of the organization even if the monetary resources come from the employee. As mentioned before, the participating company does provide flexible time, and this motivates the workers to sharpen their skills. Thus, this MOCB is categorized as a common dimension in collectivistic societies such as Mexico and Asian countries.

Factor Eight consisted of two out of four items from the MBOCB dimension of Organizational Camaraderie. It is important to mention that the other two items intended to capture this dimension were the top two with the highest loadings (0.365 and 0.334); the other items that follow them were very low: 0.262, 0.187, 0.170, 0.052, and 0.03. That is, this MOCB dimension needs further refinement (i.e., semantics or idiosyncrasies) for the other two items in question to load to this particular factor. Thus, the dimension of Organizational Camaraderie was categorized as an emic (unique) dimension to Mexican professional employees.

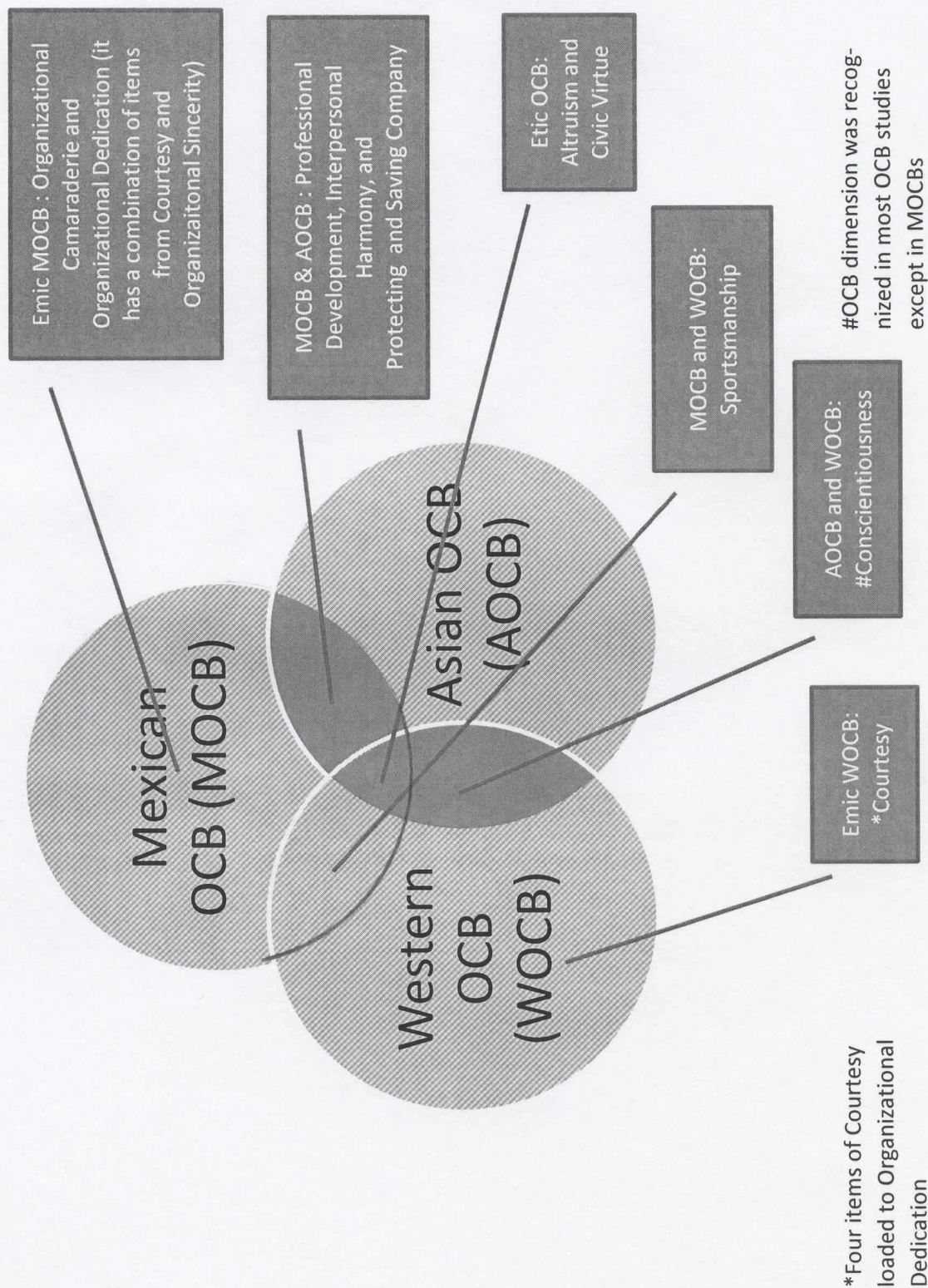
In terms of refinement of the MOCB scale, the following were the results: (1) only Conscientiousness was not recognized; (2) Altruism, Organizational Camaraderie, Civic Virtue, Professional Development, and Sportsmanship were successfully categorized; (3) Organizational Sincerity and the Western OCB of Courtesy were partially recognized, and they were combined into emic (unique) MOCB of Organization Dedication. Finally, the Asian OCB dimensions of Interpersonal Harmony and Protecting Company Resources were strongly conceptualized by Mexican professional employees. This investigation made the discovery that there are some common OCB dimensions being shared among different regions. The above results also clearly confirmed the claim that there is an OCB dimensionality in the emic (unique) not being

recognized in other regions of the world. Please refer to the Venn diagram in Figure 4 of this chapter for a visual representation of the above discussion. This study is an effort to expand the etic (global) and emic (unique) context of OCB in Latin America and a continuation of scale refinement is encouraged. Most importantly, this study found it interesting to test all the OCB dimensions being uncovered thus far in other emerging economies in Latin America and other trade partners of the U.S. such as Colombia, Chile, and Panama.

Job Satisfaction and Demographics

As mentioned before, Hypothesis 4 was not supported. That is, Mexican professional women did not report higher job satisfaction than Mexican professional men. Spector (1997) argued in his book that results between gender and job satisfaction have been remarkably inconsistent across studies. He added “When results of different studies are combined with meta-analysis. . . men and women have the same levels of job satisfaction” (p. 28). Sousa-Poza and Sousa-Poza (2000) concluded in their study that the gender paradox by Clark (1997) should not be generalized. Some of the reasons could be the following. First, according to Clark the gender paradox vanishes for younger employees, higher-educated employees, and employees in professional or managerial positions among other factors (Clark, 1997). Furthermore, Sousa-Poza and his colleague (2000) concluded in their study “. . . that in most countries there is no gender/job-satisfaction paradox; only in eight of twenty-one countries do women report a higher job-satisfaction level than men” (p. 149). They remarked that the large job satisfaction rating attributed to women’s support is mainly detected in Great Britain and the U.S.; that is, it is an Anglo-Saxon phenomenon (Sousa-Poza & Sousa-Poza, 2000).

Figure 4: Venn Diagram of OCB Dimensions in Three Different Cultures



Second, Kaiser (2007) conducted a study covering 14 countries of the European Union. In his paper, he suggested the difference in job satisfaction between genders lessens if their job positions are similar or equal (i.e., professional level). Third, he confirmed that wherever there is a gender-job satisfaction paradox, it is only a transitory phenomenon because of the gender/modernization of the labor market regime which favors equal conditions and equal opportunities (Kaiser, 2007). Finally, a more recent study in Malaysia by Noordin and Jusoff (2009), confirmed the above conclusions. They suggested that among lecturers/professors, there was no significant difference between genders with concern to job satisfaction. That is, job satisfaction did not increase as a function of gender. Some of the reasons for the above findings are that participants were professionals and have similar job status (i.e., junior and senior lecturers, associate professors, professors, etc.), which is analogous to data collected for this study (e.g., educated and young professional employees). This leads to a conclusion that Mexican professionals, for the most part, regardless of their gender, do not have a different perception of job satisfaction.

Collectivism and Demographics

Trandis (1996) suggested that globalization would decrease collectivistic values and strengthen individualistic orientations in traditionally collectivistic societies mainly because capitalism is strongly related to some individualistic tendencies. Earlier studies predicted that young people will have stronger individualistic values than older people do (e.g., Hui & Yee, 1994; Wang, 1992). More recent studies involving cultural transformation argued that in addition to the economic development of countries, the forces of modernization play a very important role in young people (Inglehart & Baker, 2000). The above factors influenced this

study because Mexico is considered one of the major emerging economies in Latin America and its population is mainly composed of young people (*The Economist*, 2010). The following is a discussion of the results of this study regarding Mexico's cultural dimension of individualism/collectivism (IC).

Hypothesis 7 was based on Hofstede's cultural dimension of individualism/collectivism. The results showed that the cultural dimension of collectivism did influence the relationship between job satisfaction and the overall MOCB and although this relationship was positive, the statistical test was partially significant at alpha 0.05. Inglehart and Baker (2000) have been studying cultural transformation for several decades. They concluded that the following factors have contributed to the cultural changes to some extent: (1) the cultural heritage of the society, (2) the economic development of countries, and (3) the forces of modernization. These last two changes dominate the field mainly due to economic growth and technological advancements throughout the world (Fang, 2011). Although there are different perspectives on how technologies affect culture, for the most part, the new tendencies are believed to be changing cultures to reflect more gender equality. For example, according to Hofstede and his colleagues, the tendency toward gender equality is very much influenced by a woman's educational level, which is highly correlated with national wealth and thus indirectly affects the level of individualism in society (Hofstede, Hofstede & Minkow, 2010). This explains the previous finding of weak collectivism scores related to the relationship between gender and job satisfaction, mainly because the men and women worked in the same level, both genders were highly-educated, and the employees were relatively young (e.g., 88.5% of the participants had an age range between 21 through 39 and 87% had at least a college degree).

Thus, the results of the present research revealed that Mexican professional employees did strengthen the expected relationship from the collectivism scores as was expected; although this finding was partially supported. This study could be a reflection of the effects of a Mexican employee's value orientation because the sample used in the present study came mainly from the Northern region (65%). This region included data collected in Monterrey which is the capital city of the state of Nuevo Leon. It is considered the third largest metropolitan area in Mexico where many significant international corporations are located and is the second richest city in Mexico. Therefore, the previous findings might not be generalizable to other regions of Mexico.

CHAPTER VI

CONCLUSIONS

The following chapter of conclusions will disclose the findings, contributions, and implications. The overall purpose of this study was to validate Ortiz's (2000) MBOCB scale and to explore the implications of MOCB dimensions concerning the relationship between the cultural dimension of collectivism and job satisfaction. Several types of validity issues were addressed in this research. First, the content validity of the scales was verified by the literature review. Second, the criterion-related validity was evaluated by analyzing correlations between the constructs included in the statistical analyses. This analysis of correlations helped to validate the measurements being utilized in later statistical tests. Convergent and discriminant validity was accessed through factor loadings. For example, high loading scores indicated convergent validity if the expected items loaded in its corresponding factor. Furthermore, some factors/OCB dimensions were analyzed by identifying the universal OCB dimensions (etic) of Altruism and Civic Virtue; others were categorized as unique (emic) (e.g., Organizational Dedication) and some were compare and contrast to be common among the different regions.

The findings included the following. First, Ortiz's MBOCB dimensions were refined with a sample from Mexican professionals working throughout different states of Mexico. Second, the MOCB scale recognized both etic and emic dimensions previously found in other

regions of the world. Third, some OCB dimensions were found to be common among the different regions where OCB have been studied. Fourth, gender does not affect the construct of job satisfaction; that is, the gender paradox did not apply to Mexican women professionals. Fifth, collectivism was negatively associated with the overall MOCB. Sixth, job satisfaction was positively associated with the overall MOCB. The final finding involved the cultural dimension of collectivism and it was found to have an influence on the relationship between job satisfaction and the overall MOCB, and this relationship was positive as hypothesized. However, this last result was moderately statistically significant at alpha level of 0.05. Thus, the last hypothesis was partially accepted with some reservations. In other words, last finding might indicate that the cultural dimension of collectivism needs to be revisited with other measurements in order to take into consideration the dynamic paradigm (within-culture diversity and cultural changes over time) proposed by other researchers (e.g, Fang, 2005, 2011; Leung et al., 2005; Tung, 2008; McSweeney, 2009; Fang & Faure, 2010; Leung et al., 2005; Tung & Verbeke, 2010).

The most important finding was that there are etic (universal) OCB dimensions in Mexico. This research confirmed two etic dimensions of OCB. Altruism and Civic Virtue seem to demonstrate that Mexican employees etically recognize part of the OCB. On the other hand, some Asian cultures such as China, Hong Kong, Japan, and Taiwan, share traits with strong collectivistic societies like Mexico and have the following OCB dimensions in common: Professional Development, Interpersonal Harmony, and Protecting Company Resources. Also, Mexico is the only country thus far with an emic (unique) OCB dimension called Organizational Camaraderie and Organizational Dedication. Without any doubt, indigenous approaches are essential for the development of OCB and a need to be emphasized in future research. These actions will not only provide for the enrichment of etic (universal) knowledge that contributes to

the transfer of knowledge between cultures, but they will also assist us in comprehending our own culture (Gelfand & Brett, 2004). Thus, cross-cultural research should be prioritized more toward an emic (indigenous) direction in order to uncover reluctant dimensions in other cultures and to contribute to a better understanding of global science in organizational behavior.

CHAPTER VII

LIMITATIONS AND FUTURE RESEARCH

The last chapter of this dissertation is going to be divided into the following two sections: This first section focuses on the limitations of this field research. The second section addresses different future research approaches. There are several limitations to this study. Even though the participants had a choice of whether or not to participate and to terminate the survey at any given time, they received the e-mail invitation and the reminder e-mail from one of their top managers. Thus, respondents might have felt obligated to participate having the request come from a top manager, especially coming from a high-power distance country such as Mexico. Consequently, it is possible that respondents may have been influenced to complete the survey in a socially desirable way, rather than responding honestly. Another limitation was that more than half of the respondents were from the state of Nuevo Leon and its surrounding metropolitan area; therefore, this proximity of participants might have affected the generalizability of the results to the general Mexican professional population. Even though the data were collected from 14 different Mexican states and in different regions, the data were gathered from one Mexican company; thus, the results cannot be generalized. According to Schnake (1991), since this study relied on employee's answers/self-reported data, this may have created the potential for common-method bias. This type of bias can be lessened by including multiple feedbacks such as from coworkers and immediate supervisors. Finally, Oyserman et al. (2002) carried out a study on meta-analysis of CI, and they showed that small-effect size can impact psychological results

when cultural dimensions are studied. Kirkman, Lowe, and Gibson (2006) concluded in their article that “. . . a general trend of relatively low amounts of variance [can only be] explained by the cultural values” (p. 313). This study is not the exception because of the relatively low amount of variance explained by collectivism.

Future research in this field of study could include the consideration of exploring a moderating effect of other dimensions of the national culture where the individualistic and collectivistic individuals share opposite scores. For example, power distance (PD) is another characteristic where most developed and individualistic countries such as the U.S. differ from other countries with opposite characteristics such as Mexico. Furthermore, Bradley et al. (2006) urged researchers to include PD whenever CI is being studied. They concluded in their research that PD is not only an important cultural value, but it is also seldom considered but “. . . level analysis is clearly ripe for the inclusion of PD (only two studies at this level) [out of 180 articles]” (p. 310). For example, Fischer and his co-authors’ (2003) meta-analysis confirmed that PD achieved more significance when related to cross-cultural differences in the construct of reward allocation than CI. Thus, including cultural moderators such as PD would offer more evidence concerning how cultural values relate to the different OCB dimensions. Moreover, Brett, Tisley, Janssens, Barsness, and Lytle (1997) suggested that there is a controversy concerning whether cultures offer “[a] relatively stable system in equilibrium” (p. 78) versus the dynamism view that culture is changing more often than previously assumed (Leung et al., 2005). The finding that Mexican professional employees have weak collectivistic values than previously thought is interesting but more research is needed to reach a reliable conclusion. Future studies should make an extra effort to use multiple and more reliable scales to measure people’s IC orientations. For example, some methods to utilize improvements of the scale’s

psychometrics would be to gather more related details of the different cultural perceptions. This can be accomplished with multiple methods. These methods could include deep interviews, a scenario test, and ethnography by using qualitative content analysis to capture additional cultural similarities and/or differences.

This study also recommends performing confirmatory factor analysis (CFA) to analyze criterion validity (e.g., convergent and discriminant) as a continuation in the refinement process of MOCB. Thus, future study on MOCB will demonstrate divergences and convergences with the OCB literature as part of the scale validation process. For example, if the items of Civic Virtue and Sportsmanship are weakly correlated factors, this result will not only demonstrate consistency with OCB literature, but it will also show discriminant validity. On the other hand, if the items of the specific OCB dimension load on its respective factor(s), it will confirm convergent validity and consistency with previous results in the literature (e.g., Farh et al., 1997, 2004; Ortiz, 2000; Coyne et al., 2007; Lievens et al., 2004; Paillé, 2009, 2010). Thus, the above suggested analysis will emphasize the importance of uncovering indigenous organizational citizenship and the relevance of categorizing them as emic or etic or identify similarities among other regions in order to compare and contrast with others being discovered in other part of the world for a better understanding of the topic of organizational behavior and answering the how, what, where, and why of OCB in a more global context.

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APPENDICES

APPENDIX A

APPENDIX A

QUESTIONNAIRES FOR OCB

OCB by Ortiz (2000)

Etic

I. Altruism Items:

1. The employee helps to finish the details and task of work.
2. The employee is available to help at any given moment.
3. The employee has a good disposition for helping his or her co-workers.
4. The employee helps his or her boss at work.

II. Conscientiousness Items:

1. The employee is always available for when the organization needs him or her.
2. The employee makes much effort to arrive early and before time to begin work (for example, he or she prepares his or her work area before beginning the day, has things ready for when others begin work, etc...)
3. The phrase, "The employee puts true effort into their work" applies to this employee?
4. The employee exceeds the normal level of attendance at work.

III. Civic Virtue:*

1. The employee makes an effort to talk positively about the company to given a good image of it in the community.
2. The employee gives good advice about the company to his or her co-workers.
3. The employee tries to communicate with his or her co-workers before making a decision that is going to affect the work of others.
4. The employee shares the common resources of the organization.

IV. Sportsmanship:*

1. The employee participates in or creates gossip (R)
22. The employee brings personal problems to the professional work environment (e.g., personal problems from home) (R)

3. The employee is jealous of others in the organization (R)
4. The employee spends his or her time complaining about trivial issues (R)

Emic

V. Organizational Camaraderie:

1. The employee demonstrates a good spirit of camaraderie.
2. The employee demonstrates good treatment to all people.
3. The employee is just (fair) with his or her co-workers.
4. The employee tries to be the same with everyone.

VI. Professional Development:*

1. The employee helps the foreigner to learn the language (Spanish).
2. The employee makes an effort to learn another language (English).
3. The employee helps other departments within the organization.
4. The employee gives his or her opinions, ideas, and point of view in the moment set aside for the betterment of the environment of the organization (e.g., he or she gives advice about training, gives advice in order to better quality, etc...).

VII. Organizational Sincerity:

1. The employee takes the responsibility of motivating the other employees.
2. The employee finds ways to improve processes even if there are not sufficient resources to do so.
3. The employee is faithful (loyal) to the organization.
4. The employee is creative in solving problems at work.

*Etic OCB dimension recognized by the Chinese and Mexican sample

OCB by Podsakoff, MacKenzie, Moorman, and Fetter (1990)

VIII. Courtesy:

1. The employee avoids creating problems for co-workers.
2. The employee takes steps to prevent problems with other employees.
3. The employee considers the impact of his/her actions on co-workers.
4. The employee do not abuse the rights of others.

OCB by Farh, Earley, and Lin (1997)

IX. Interpersonal Harmony Items:**

1. Uses illicit tactics to seek personal influence and gain with harmful effect on interpersonal harmony in the organization (R)
2. Uses position power to pursue selfish personal gain (R)
3. Takes credits, avoids blame, and fights fiercely for personal gain (R)
4. Often speaks ill of the supervisor or colleagues behind their backs (R)

X. Protecting Company Resources Items:**

1. Conducts personal business on company time (e.g., trading stocks, shopping, going to barber shops)(R)
2. Uses company resources to do personal business (e.g., company phones, copy machines, computers, and cars) (R)
3. Views sick leaves as benefit and makes excuse for taking sick leave (R)

Items denoted with (R) are reverse scored.

**Emic dimensions recognized in all Asian countries

APPENDIX B

APPENDIX B

QUESTIONNAIRE FOR SATISFACTION WITH WORK FLEXIBILITY

By Rothausen (1994)

1. The extent to which management accommodates family responsibility needs without any negative consequences.
2. The opportunity to perform your job well, but I still take advantages to perform adequately obligations related to the household.
3. There are difficulties getting time off for family matters when requested. (R)
4. The opportunity to have flexible work time without penalty.

Item denoted with (R) are reverse scored.

APPENDIX C

APPENDIX C

QUESTIONNAIRE FOR THREE FACETS OF JOB SATISFACTION

By Spector (1985)

Supervision Satisfaction Items:

1. My supervisor is quite competent in doing his/her job
2. My supervisor is unfair to me (R)
3. My supervisor shows too little interest in the feelings of subordinates (R)
4. I like my supervisor

Co-workers Satisfaction Items:

1. I like the people I work with
2. I find I have to work harder at my job than I should because of the incompetence of people I work with (R)
3. I enjoy my co-workers
4. There is too much bickering and fighting at work (R)

Work Itself Satisfaction Items:

1. I sometimes feel my job is meaningless (R)
2. I like doing the things I do at work
3. I feel a sense of pride in doing my job
4. My job is enjoyable

Items denoted with (R) are reverse scored.

APPENDIX D

APPENDIX D

QUESTIONNAIRE FOR COLLECTIVISM-INDIVIDUALISM (CI)

By Wagner and Moch (1986)

Values:

1. I prefer to work with others in my work group rather than work alone
2. Given the choice, I would rather do a job where I can work alone rather than do a job where I have to work with others in my work group (R)
3. I like it when members of my work group do things on their own, rather than working with others all the time (R)

Norms:

1. People in my work group should be willing to make sacrifices for the sake of the work group (such as working late now and then, going out of their way to help, etc.)
2. People in my work group should realize that they sometimes are going to have to make sacrifices for the sake of the work group as a whole
3. People in my work group should recognize that they are not always going to get what they want
4. People should be made aware that if they are going to be part of a work group, they are sometimes going to have to do things they don't want to do
5. People in my group should do their best to cooperate with each other instead of trying to work things out on their own

Believes:

1. My workgroup is more productive when its members do what they want to do rather than what the group wants them to do. (R)
2. My workgroup is most efficient when its members do what they think is best, rather than what the group wants them to do. (R)
3. My workgroup is more productive when its members follow their own interests and concerns. (R)

Items denoted by (R) are reverse scored.

APPENDIX E

APPENDIX E

QUESTIONNAIRE FOR DEMOGRAPHICS

1. What is your age?

- a) 18 to 20 b) 21 to 29 c) 30 to 39 d) 40 to 49 e) 50 to 59 f) More than 60

2. What is your gender?

- a) Female b) Male

3. What is your current level of education?

- a) High School Diploma b) Associate's Degree c) Some College d) Bachelors' Degree e) Some graduate work f) Master's Degree

4. What is your current marital status?

- a) Single b) Married c) Widowed d) Divorced e) Separated

5. How many children do you have?

- a) 0 b) 1 c) 2 d) 3 e) 4 f) 5 or more

6. How many dependent do you have excluding your children (i.e., parents, grandparents, nephews, nieces, etc.)?

- a) 0 b) 1 c) 2 d) 3 e) 4 f) 5 or more

7. How long have you been employed by this company?

- a) Months b) 1-2 years c) 3-4 years d) 5-6 years e) 7-8 years f) 9 or more years

8. How many hours do you work in an average per week?

- a) Less than 20 hrs. b) Between 21 to 39 hrs. c) Full time (40 hrs.) d) Between 41 to 50 hrs. e) More than 51 hrs.

9. What is your current job title (i.e., general manager, supervisor, administrative position, assistant, etc.)?

10. Do you have any comments that you would like to provide improve this study?

APPENDIX F

APPENDIX F

PILOT STUDY SURVEY

<p>Instructions: Please choose a number for each question that comes closest to your opinion: <u>from 1 (Strongly Disagree) to 6 (Strongly Agree)</u>.</p> <p>All the information is strictly confidential.</p> <p>Your opinion is very important... Thank you one more time for your participation!</p>						
	Strongly Disagree	Mostly Disagree	Disagree	Agree	Mostly Disagree	Strongly Agree
Questions about your coworkers:						
1. The coworkers help to finish the details and the tasks of work.	1	2	3	4	5	6
2. The coworkers are available to help at any given moment.	1	2	3	4	5	6
3. The coworkers have a good disposition for helping other coworkers.	1	2	3	4	5	6
4. The coworkers help their boss at work.	1	2	3	4	5	6
5. The coworkers make an effort to talk positively about the company and to give a positive image of it to the community.	1	2	3	4	5	6
6. The coworkers give good advice to their coworkers.	1	2	3	4	5	6
7. The coworkers try to communicate with their coworkers before making a decision that is going to affect the work of others.	1	2	3	4	5	6
8. The coworkers share the common resources of the organization.	1	2	3	4	5	6
9. The coworkers are always available when the organization needs them.	1	2	3	4	5	6
10. The coworkers make much effort to arrive early to begin work (e.g. they prepare their work area before beginning the day; they have things ready when others begin work, etc.).	1	2	3	4	5	6
11. The phrase, "The employee puts true effort into their work" applies to the coworker.	1	2	3	4	5	6
12. The coworkers exceed the normal or average level of attendance at work.	1	2	3	4	5	6
Questions about your work environment:						
1. The coworkers participate in or create gossip.	1	2	3	4	5	6
2. The coworkers bring personal problems to the professional work environment (e.g., personal problems from home).	1	2	3	4	5	6
3. The coworkers are jealous of others in the organization.	1	2	3	4	5	6
4. The coworkers spend their time complaining about trivial issues.	1	2	3	4	5	6
5. The coworkers demonstrate a good spirit of camaraderie.	1	2	3	4	5	6
6. The coworkers demonstrate a good attitude to all people.	1	2	3	4	5	6
7. The coworkers are just (fair) with their coworkers.	1	2	3	4	5	6
8. The coworkers treat everyone the same.	1	2	3	4	5	6

9. The coworkers take the responsibility of motivating the other employees.	1	2	3	4	5	6
10. The coworkers find ways to improve processes even if there are not sufficient resources to do so.	1	2	3	4	5	6
11. The coworkers are faithful (loyal) to the organization.	1	2	3	4	5	6
12. The coworkers are creative in solving problems at work.	1	2	3	4	5	6
Questions about your coworkers influences:						
1. The coworkers try to improve their knowledge or work skills (e.g. they improve themselves or study in their free time).	1	2	3	4	5	6
2. The coworkers make an effort to learn another language (e.g. English).	1	2	3	4	5	6
3. The coworkers help other departments within the organization.	1	2	3	4	5	6
4. The coworkers give their opinions, ideas, and points of view for the betterment of the environment of the organization (e.g. they give advice about training, give advice in order to achieve better quality work, etc.).	1	2	3	4	5	6
5. The coworkers avoid creating problems for coworkers.	1	2	3	4	5	6
6. The coworkers take steps to prevent problems with other employees.	1	2	3	4	5	6
7. The coworkers consider the impact of their actions on coworkers.	1	2	3	4	5	6
8. The coworkers do not abuse the rights of others.	1	2	3	4	5	6
9. The coworkers use illicit tactics to seek personal influence and gain harmful effects on interpersonal harmony in the organization.	1	2	3	4	5	6
10. The coworkers use position power to pursue selfish personal gain.	1	2	3	4	5	6
11. The coworkers take credit, avoid blame, and fight fiercely for personal gain.	1	2	3	4	5	6
12. The coworkers often speak ill of the supervisor or colleagues behind their backs.	1	2	3	4	5	6
13. The coworkers conduct personal business on company time (e.g., trading stocks, shopping, going to barbershops/beauty shops).	1	2	3	4	5	6
14. The coworkers use company resources to do personal business (e.g., company phones, copy machines, computers, and cars).	1	2	3	4	5	6
15. The coworkers view sick leave as a benefit and make invalid excuses for taking sick leave.	1	2	3	4	5	6
Questions about your work:						
1. The extent to which management accommodates family responsibility needs without any negative consequences.	1	2	3	4	5	6
2. The opportunity to perform your job well but not be able to perform home-related duties adequately.	1	2	3	4	5	6
3. The ease of getting time off for family as needed.	1	2	3	4	5	6
4. The opportunity to do flextime work without being penalized.	1	2	3	4	5	6
5. My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
6. My supervisor is unfair to me.	1	2	3	4	5	6
7. My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
8. I like my supervisor.	1	2	3	4	5	6
9. I like the people I work with.	1	2	3	4	5	6
10. I find I have to work harder at my job than I should because of the incompetence of people I work with.	1	2	3	4	5	6
11. I enjoy my co-workers.	1	2	3	4	5	6
12. There is too much bickering and fighting at work.	1	2	3	4	5	6
13. I sometimes feel my job is meaningless.	1	2	3	4	5	6
14. I like doing the things I do at work.	1	2	3	4	5	6
15. I feel a sense of pride in doing my job.	1	2	3	4	5	6

16. My job is enjoyable.	1	2	3	4	5	6
Questions about Mexican culture:						
1. I prefer to work with others in my work group rather than work alone.	1	2	3	4	5	6
2. Given the choice, I would rather do a job where I can work alone rather than do a job where I have to work with others in my work group.	1	2	3	4	5	6
3. I like it when members of my work group do things on their own, rather than working with others all the time.	1	2	3	4	5	6
4. People in my work group should be willing to make sacrifices for the sake of the work group such as working late now and then, going out of their way to help, etc.	1	2	3	4	5	6
5. People in my work group should realize that they sometimes are going to have to make sacrifices for the sake of the work group as a whole.	1	2	3	4	5	6
6. People in my work group should recognize that they are not always going to get what they want.	1	2	3	4	5	6
7. People should be made aware that if they are going to be part of a work group, they are sometimes going to have to do things they do not want to do.	1	2	3	4	5	6
8. People in my work group should do their best to cooperate with each other instead of trying to work things out on their own.	1	2	3	4	5	6

APPENDIX G

APPENDIX G

PILOT STUDY – COVER LETTER

Dear Participants:

My name is Miguel Angel Baeza, and I am pursuing a Doctorate in Business Administration at the University of Texas-Pan American (UTPA). As part of my graduate studies, I am working on my doctorate dissertation that consists of a scientific research with the support of my faculty advisor (Dr. John Sargent) and the rest of my committee members at UTPA. The topics that I am studying are about work attitudes, cultural values, and specific behaviors between coworkers. The purpose of this study is to learn more about how to improve the work environment. Your participation in this survey should take about 10-15 minutes for you to complete.

Although your participation in this study would be greatly appreciated, it is also entirely voluntary. You may discontinue your participation at any time without penalty. That is, you can simply return the blank or incomplete survey to me if you decide that you do not want to participate. If you decide to participate, please place the survey in the self-addressed envelope included in the folder, seal it and mail it out. This assures that your participation is completely anonymous. Thus, all mail survey responses that I receive will be anonymous and treated with the highest confidentiality. Once I collect the survey information needed for the study, I will examine the data and use this information to write my dissertation.

If you agree to participate, you must be 18 years or older and work at least 20 hours a week. Please feel free to ask any questions about this survey or if you would like further information, you can contact me at baeza@utpa.edu. After completion of this project, I would be happy to provide a summary of the results to you.

This research has been reviewed and approved by the UTPA Institutional Review Board for the Protection of Human Subjects. If you have questions about your rights as a subject in research, please contact the IRB (irb@utpa.edu or 956-665-3002).

Thank you in advance for completing this important survey,

Miguel A. Baeza

Graduate Student

UTPA/Ph.D. Program

P.S. As a show of gratitude, please allow me to give you a folder and a pen from the department of graduate studies where I am currently studying (UTPA).

APPENDIX H

APPENDIX H

WEB-BASED – FIRST E-MAIL TO THE PARTICIPANTS

Dear Participants:

My name is Miguel A. Baeza, and I am a Ph.D. candidate in Business Administration at the University of Texas-Pan American (UTPA). As part of my doctoral studies, I am working on my dissertation which consists of scientific research with the support of my faculty advisor (Dr. John Sargent) and the rest of my committee members at UTPA. The topics that I am studying are work attitudes, cultural values, and specific behaviors between coworkers. The purpose of this study is to learn more about how to improve the work environment. Your participation in this survey should take about 10-15 minutes to complete.

Although your participation in this study will be greatly appreciated, it is also entirely voluntary. There is no way I can determine your e-mail address in this survey once you click the link provided below nor if you cut and paste the link to a new browser window. Also, you can stop the survey at any time, simply by closing the browser window.

All survey responses received will be anonymous and treated with the highest confidentiality. However, given that the surveys can be completed from any computer (e.g., personal, work, school), we are unable to guarantee the security of the computer on which you choose to enter your responses. As a participant in our study, we want you to be aware that certain “keylogging” software programs exist that can be used to track or capture data that you enter and/or websites that you visit. Once I collect the survey information needed for the study, I will examine the data and use this information to write my dissertation.

If you agree to participate, you must be 18 years or older and work at least 20 hours a week. Please feel free to ask any questions about this survey or if you would like further information, you can contact me at baeza@utpa.edu. After completion of this project, I will be happy to provide a summary of the results to you.

This research has been reviewed and approved by the UTPA Institutional Review Board for the Protection of Human Subjects. If you have questions about your rights as a subject in research, please contact the IRB at (irb@utpa.edu or 956-665-2889).

Thank you in advance for completing this important survey,

Miguel A. Baeza
Graduate Student
UTPA/Ph.D. Program

P.S. To show my gratitude for your participation, I will raffle an electronic gadget worth about \$300 dollars (i.e., Kindle) at the Christmas party that headquarters organize annually for the employees.

<http://www.surveymonkey.com/s/comporgamexi>

APPENDIX I

APPENDIX I

WEB-BASED SURVEY

Instructions: Please indicate your opinion by clicking one of the following options: <u>from 1 (Strongly Disagree) to 6 (Strongly Agree).</u> Your opinion is very important... Thank you one more time for your participation!						
	Strongly Disagree	Mostly Disagree	Disagree	Agree	Mostly Agree	Strongly Agree
Questions about your coworkers:						
1. The coworkers help to finish the details and the tasks of work.	1	2	3	4	5	6
2. The coworkers are available to help at any given moment.	1	2	3	4	5	6
3. The coworkers have a good disposition for helping other coworkers.	1	2	3	4	5	6
4. The coworkers help their boss at work.	1	2	3	4	5	6
5. The coworkers make an effort to speak positively about the company and to give a good image of it to the community.	1	2	3	4	5	6
6. The coworkers give good advice to others.	1	2	3	4	5	6
7. The coworkers try to communicate to others before making a decision that could affect their work.	1	2	3	4	5	6
8. The coworkers share common resources of the company (i.e., office supplies).	1	2	3	4	5	6
9. The coworkers are always available when needed by the company.	1	2	3	4	5	6
10. The coworkers do a great effort to arrive early to begin work (i.e., they prepare their work area before starting the day).	1	2	3	4	5	6
11. The phrase, "The employee puts true effort into their work" applies my coworkers.	1	2	3	4	5	6
12. The coworkers exceed the normal or average level of attendance at work.	1	2	3	4	5	6
Questions about your work environment:						
1. The coworkers are involved in/or creating gossip.	1	2	3	4	5	6
2. The coworkers bring personal problems to the professional working environment (i.e., personal problems from home).	1	2	3	4	5	6
3. The coworkers are jealous of others in the company.	1	2	3	4	5	6
4. The coworkers spend their time complaining about minor issues.	1	2	3	4	5	6
5. The coworkers demonstrate a good spirit of fellowship.	1	2	3	4	5	6
6. The coworkers demonstrate a good attitude to all people.	1	2	3	4	5	6
7. The coworkers are fair to others.	1	2	3	4	5	6
8. The coworkers treat everyone the same.	1	2	3	4	5	6
9. The coworkers take the responsibility to motivate others.	1	2	3	4	5	6

10. The coworkers find ways to improve processes even if there are not sufficient resources to do so.	1	2	3	4	5	6
11. The coworkers are faithful (loyal) to the company.	1	2	3	4	5	6
12. The coworkers are creative in solving work problems.	1	2	3	4	5	6
Questions about your coworkers influences:						
1. The coworkers try to improve their knowledge or work skills (e.g. they improve themselves or study in their free time).	1	2	3	4	5	6
2. The coworkers make an effort to learn another language (e.g. English).	1	2	3	4	5	6
3. The coworkers help other departments within the company.	1	2	3	4	5	6
4. The coworkers give their opinions, ideas, and points of view to improve business environment (e.g. they give advice to achieve better quality work).	1	2	3	4	5	6
5. The coworkers avoid creating problems for others.	1	2	3	4	5	6
6. The coworkers take preventive measures to avoid problems with others.	1	2	3	4	5	6
7. The coworkers consider the impact of their actions on others.	1	2	3	4	5	6
8. The coworkers do not abuse the rights of others.	1	2	3	4	5	6
9. The coworkers use illicit tactics to seek personal influence and gain harmful effects on the interpersonal harmony of the company.	1	2	3	4	5	6
10. The coworkers use position power to pursue selfish personal gain.	1	2	3	4	5	6
11. The coworkers take credit, avoid blame, and fight fiercely for personal gain.	1	2	3	4	5	6
12. The coworkers often speak badly about the supervisor or colleagues behind their back.	1	2	3	4	5	6
13. The coworkers conduct personal business on company time (i.e., go shopping).	1	2	3	4	5	6
14. The coworkers use company resources for personal matters (i.e., use copy machines).	1	2	3	4	5	6
15. The coworkers view sick leave as a benefit and make invalid excuses to take sick leave.	1	2	3	4	5	6
Questions about your work:						
1. The extent to which management accommodates family responsibility needs without any negative consequences.	1	2	3	4	5	6
2. The opportunity to perform your job well, but I still take advantages to perform adequately obligations related to the household.	1	2	3	4	5	6
3. There are difficulties getting time off for family matters when requested.	1	2	3	4	5	6
4. The opportunity to have flexible work time without penalty.	1	2	3	4	5	6
5. My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
6. My supervisor is unfair to me.	1	2	3	4	5	6
7. My supervisor shows little interest in the feelings of subordinates.	1	2	3	4	5	6
8. I like my boss' job.	1	2	3	4	5	6
9. I like the people I work with.	1	2	3	4	5	6
10. I find that I have even more work than I should have because of the incompetence of the people I work with.	1	2	3	4	5	6
11. I enjoy my co-workers.	1	2	3	4	5	6
12. There is too much bickering and fighting at work.	1	2	3	4	5	6
13. I like what I do at work.	1	2	3	4	5	6
14. I feel a sense of pride in doing my job.	1	2	3	4	5	6
15. My job is enjoyable.	1	2	3	4	5	6
Questions about Mexican culture:						
1. I prefer to work with others in groups instead of working alone.	1	2	3	4	5	6

2. Given the choice, I prefer to work by myself rather than with others in a workgroup.	1	2	3	4	5	6
3. I enjoy when members of my work group do things on their own, instead of working with others all the time.	1	2	3	4	5	6
4. Members of my work group should be willing to make sacrifices for the sake of the work group (i.e., work late occasionally or go beyond their responsibilities to help).	1	2	3	4	5	6
5. Members of my work group should realize that they sometimes will have to make sacrifices for the sake of the work group in general.	1	2	3	4	5	6
6. Members of my workgroup should realize they will not always get what they want.	1	2	3	4	5	6
7. Members of my workgroup should be aware that if they become part of a group, they will have to do things they do not want to.	1	2	3	4	5	6
8. Members of my workgroup should do their best to cooperate with each other instead of trying to resolve issues themselves.	1	2	3	4	5	6
9. My workgroup is more productive when its members do what they want to do instead of what the group wants.	1	2	3	4	5	6
10. My workgroup is most efficient when its members do what they think is best, instead of doing what the group wants.	1	2	3	4	5	6
11. My workgroup is more productive when its members follow their own interests and concerns.	1	2	3	4	5	6

Demographics:

1. What is your age?

a) 18 to 20 b) 21 to 29 c) 30 to 39 d) 40 to 49 e) 50 to 59 f) More than 60

2. What is your gender?

a) Female b) Male

3. What is your current level of education?

a) High School Diploma b) Associate Degree c) Some College
d) Bachelors' Degree e) Some graduate work f) Master's Degree

4. What is your current marital status?

a) Single b) Married c) Widowed d) Divorced e) Separated

5. How many children do you have?

a) 0 b) 1 c) 2 d) 3 e) 4 d) 5 or more

6. How many dependent do you have excluding your children (i.e., parents, grandparents, nephews, etc.?)

a) 0 b) 1 c) 2 d) 3 e) 4 d) 5 or more

7. How long have you been employed by this company?

- a) Months b) 1-2 years c) 3-4 years d) 5-6 years e) 7-8 years f) 9 or more years

8. How many hours do you work in an average per week?

- a) Less than 20 hrs. b) Between 21 to 39 hrs. c) Full-time (40 hrs.)
d) Between 41 to 50 hrs. e) More than 51 hrs.

9. Which Mexican region do you work?

a) **Border Region** includes the following Mexican states: Tijuana (Baja California Norte), Cd. Juarez (Chihuahua), Matamoros and Reynosa (Tamaulipas).

b) **North Region** includes the following Mexican states: Nuevo Leon, Chihuahua (except Cd. Juarez), and Coahuila.

c) **Peninsular Region** includes the following Mexican states: Sonora, Baja California Sur, and Baja California Norte (except Tijuana).

d) **Central Region** includes the following Mexican states: Queretaro, Guanajuato, Edo. de Mexico, San Luis Potosi and Hidalgo

e) **South Region** includes the following Mexican states: Guerrero and Yucatan

10. If you would like to include any comment or suggestion please do so in the space provided below?

APPENDIX J

APPENDIX J

WEB-BASED – A FRIENDLY REMINDER TO THE PARTICIPANTS

Dear Participant:

Recently I sent you an e-mail inviting you to take part in a very important survey that I am conducting to study work attitudes, cultural values, and specific behaviors between coworkers. The purpose of this study is to learn more about how to improve the work environment. If you have already completed the survey, please disregard this friendly reminder, and I want to thank you very much for your participation. However, if you have not had the chance to complete the survey yet, I would like to encourage you to take this opportunity to do so. At the bottom of this e-mail you will find a website link to an online survey which should take about 15-20 minutes for you to complete. I would like to thank you in advance for taking the time to complete this important questionnaire.

Although your participation in this study will be greatly appreciated, it is also entirely voluntary. There is no way I can determine your e-mail address in this survey once you click the link provided below nor if you cut and paste the link to a new browser window. Also, you can stop the survey at any time, simply by closing the browser window.

All survey responses received will be anonymous and treated with the highest confidentiality. However, given that the surveys can be completed from any computer (e.g., personal, work, school), we are unable to guarantee the security of the computer on which you choose to enter your responses. As a participant in our study, we want you to be aware that certain “keylogging” software programs exist that can be used to track or capture data that you enter and/or websites that you visit. Once I collect the survey information needed for the study, I will examine the data and use this information to write my dissertation.

If you agree to participate, you must be 18 years or older and work at least 20 hours a week. Please feel free to ask any questions about this survey or if you would like further information, you can contact me at baeza@utpa.edu. After completion of this project, I will be happy to provide a summary of the results to you.

This research has been reviewed and approved by the UTPA Institutional Review Board for the Protection of Human Subjects. If you have questions about your rights as a subject in research, please contact the IRB at (irb@utpa.edu or 956-665-2889).

Thank you in advance for completing this important survey,

Miguel A. Baeza
Graduate Student
UTPA/Ph.D. Program

P.S. To show my gratitude for your participation, I will raffle an electronic gadget worth about \$300 dollars (i.e., Kindle) at the Christmas party that headquarters organize annually for the employees.

<http://www.surveymonkey.com/s/comporgamexi>

APPENDIX K

APPENDIX K

QUESTIONNAIRE FOR OCB (SPANISH)

By Ortiz (2000)

Etic

I. Altruismo/Altruism:

1. Mis compañeros(as) ayudan a terminar los detalles y tareas del trabajo.
2. Mis compañeros(as) están disponibles para ayudar en cualquier momento.
3. Mis compañeros(as) tienen buena disposición para ayudar a los demás.
4. Mis compañeros(as) ayudan a su jefe(a) en el trabajo.

II. Conciencia/Conscientiousness:

1. Mis compañeros(as) siempre están disponibles para cuando lo necesita la empresa.
2. Mis compañeros(as) hacen un mayor esfuerzo de llegar temprano para comenzar el trabajo (ej. prepara su área antes de empezar el día, etc.).
3. La frase, “le echa ganas al trabajo” aplica a mis compañeros(as).
4. Mis compañeros(as) exceden el nivel normal o promedio de asistencia en el trabajo.

III. Virtud Civil/Civic Virtue:*

1. Mis compañeros(as) hacen esfuerzo de hablar positivamente de la empresa y dan una buena imagen de ella a la comunidad.
2. Mis compañeros(as) dan buenos consejos a los demás.
3. Mis compañeros(as) tratan de comunicar a sus compañeros(as) antes de hacer una decisión que les va a afectar el trabajo de otros(as).
4. Mis compañeros(as) comparten los recursos en común de la empresa (ej. utensilios de la oficina).

IV. Benevolencia/Sportsmanship:*

1. Mis compañeros(as) participan en/o crean chismes.
2. Mis compañeros(as) traen problemas personales al ambiente profesional del trabajo (ej. problemas de casa).
3. Mis compañeros(as) son celosos(as) de otros en la empresa.
4. Mis compañeros(as) se la pasan quejándose por asuntos sin importancia.

Emic

V. Compañerismo Organizacional/Organizational Camaraderie:

1. Mis compañeros(as) demuestran un buen espíritu de compañerismo.
2. Mis compañeros(as) demuestran una buena aptitud con toda la gente.
3. Mis compañeros(as) son justos(as) con los demás.
4. Mis compañeros(as) tratan a todos por igual.

VI. Desarrollo Profesional/Professional Development:*

1. El empleado ayuda al extranjero a aprender el lenguaje (Español).
2. Mis compañeros(as) hacen el esfuerzo por aprender otro idioma (ej. Ingles).
3. Mis compañeros(as) ayudan a otros departamentos dentro de la empresa.
4. Mis compañeros(as) dan sus opiniones, ideas y puntos de vista para mejorar el ambiente de la empresa (ej. dan consejos de entrenamiento, dan consejos para alcanzar una mejor calidad de trabajo, etc.).

VII. Sinceridad Organizacional/Organizational Sincerity

1. Mis compañeros(as) toman la responsabilidad de motivar a los demás.
2. Mis compañeros(as) hallan maneras de mejorar procesos aun si no tienen suficiente recursos para hacerlo.
3. Mis compañeros(as) son fieles (leales) a la empresa.
4. Mis compañeros(as) son creativos en solucionar problemas del trabajo.

*Etic OCB dimension recognized by the Chinese and Mexican sample

VIII. Cortesía/Courtesy:

1. Mis compañeros(as) evitan crear problemas para los(as) demás.
2. Mis compañeros(as) toman medidas preventivas para evitar problemas con otros(as).
3. Mis compañeros(as) consideran el impacto de sus acciones en los demás.
4. Mis compañeros(as) no abusan en los derechos de los demás.

By Farh et al. (1997)

IX. Armonía Interpersonal/Interpersonal Harmony:**

1. Mis compañeros(as) usan tácticas ilícitas para buscar influencias personales y ganar con efectos perjudiciales para la armonía interpersonal en la organización (R).
2. Mis compañeros(as) usan el poder de su posición para obtener el beneficio personal.
3. Mis compañeros(as) adquieren puntos a favor, evitan la culpa y pelean ferozmente para el beneficio personal (R).
4. Mis compañeros(as) usualmente hablan mal del supervisor o compañeros de trabajo atrás de sus espaldas (R)

X. Protección de los Recursos de la Compañía/Protecting and Saving Company Resources:**

1. Mis compañeros(as) llevan a cabo negocios personales durante el horario de trabajo (ej. ir de compras).
2. Mis compañeros(as) usan los recursos de la compañía para hacer negocios personales (ej. uso la fotocopidora).
3. Mis compañeros(as) perciben días de enfermedad como un beneficio y hacen excusas inválidas para tomar estos días.

Items denoted with (R) are reserved scored.

**Emic dimensions recognized in all Asian countries.

APPENDIX L

APPENDIX L

QUESTIONNAIRE FOR SATISFACTION WITH WORK FLEXIBILITY (SPANISH)

By Rothausen (1994)

Preguntas sobre su trabajo:

1. La administración acomoda las responsabilidades de la familia sin la necesidad de ninguna consecuencia negativa.
2. La administración me da oportunidad de realizar mi trabajo bien y todavía así realizo adecuadamente obligaciones relacionadas para el hogar.
3. La administración no da facilidad de obtener tiempo libre para asuntos de familia a como se necesite (R).
4. La administración da oportunidad de tener tiempo flexible sin ser penalizado(a).

Item denoted with (R) are reverse scored.

APPENDIX M

APPENDIX M

QUESTIONNAIRE FOR THREE FACETS OF JOB SATISFACTION (SPANISH)

By Spector (1985)

Puntos para la satisfacción del supervisor:

1. Mi supervisor es bastante competente haciendo su trabajo.
2. Mi supervisor es injusto hacia mi persona (R).
3. Mi supervisor muestra muy poco interés en los sentimientos de los subordinados (R).
4. Me gusta el trabajo de mi supervisor.

Puntos para la satisfacción del compañero de trabajo:

1. Me gusta la gente con quien trabajo.
2. Me encuentro que tengo aun mas trabajo de lo que debería tener debido a la incompetencia de la gente con quien trabajo (R).
3. Disfruto a mis compañeros de trabajo.
4. Hay demasiado disputa y peleas en el trabajo (R).

Puntos para la satisfacción del trabajo en si:

1. A veces me siento que mi trabajo no tiene sentido (R).
2. Me gusta lo que hago en el trabajo.
3. Siento un sentido de orgullo haciendo mi trabajo.
4. Mi trabajo es agradable.

Items denoted with (R) are reverse scored.

APPENDIX N

APPENDIX N

QUESTIONNAIRE FOR COLLECTIVISM-INDIVIDUALISM (SPANISH)

By Wagner and Moch (1986)

Valores:

1. Prefiero trabajar con otros(as) en mi grupo de trabajo en vez de trabajar solo(a).
2. Dado la opción, preferiría hacer el trabajo donde yo pueda trabajar por mi mismo(a) en vez de hacerlo con otros(as) en un grupo de trabajo (R).
3. Disfruto cuando los miembros de mi grupo de trabajo hacen cosas por ellos(as) mismos(as), en vez de trabajar con otros(as) todo el tiempo (R).

Normas:

1. Miembros de mi grupo de trabajo deben estar más dispuestos(as) hacer sacrificios por el bienestar del grupo de trabajo como lo es quedarse trabajar tarde de vez en cuando o ir fuera de sus responsabilidades para ayudar, etc.
2. Miembros de mi grupo de trabajo deben darse cuenta que ellos(as) a veces van a tener que hacer sacrificios por el bienestar del grupo de trabajo en general.
3. Miembros de mi grupo de trabajo debe de reconocer que ellos(as) no siempre van a obtener lo que quieren.
4. Miembros de mi grupo deben ser conscientes que si ellos(as) van hacer parte de un grupo de trabajo, ellos(as) van a tener que hacer cosas que ellos(as) no quieran hacer.
5. Miembros de mi grupo deben hacer lo mejor para cooperar con unos(as) y con otros(as) en vez de tratar de solucionar por ellos(as) mismos(as).

Creencias:

1. Mi grupo de trabajo es más productivo cuando sus miembros hacen lo que ellos(as) quieren hacer en vez de lo que el grupo quiera. (R)
2. Mi grupo de trabajo es más eficiente cuando sus miembros hacen lo que ellos(as) piensan que es mejor, en lugar de hacer lo que el grupo quiera. (R)
3. Mi grupo de trabajo es más productivo cuando sus miembros llevan a cabo sus propios intereses y asuntos. (R)

Items denoted by (R) are reverse coded.

APPENDIX O

APPENDIX O

QUESTIONNAIRE FOR DEMOGRAPHICS (SPANISH)

1. ¿Cuál es su edad?

- a) Menos de 20 b) De 21 a 29 c) De 30 a 39 d) De 40 a 49 e) De 50 a 59 f) Mas de 60

2. ¿Cuál es su sexo?

- a) Femenino b) Masculino

3. ¿Cuál es su nivel de educación actual?

- a) Preparatoria b) Estudios de carrera Técnica c) Universidad Incompleta d) Universidad Completa e) Maestría Incompleta f) Maestría Completa

4. ¿Cuál es su estado civil actual?

- a) Soltero(a) b) Casado(a) c) Viudo(a) d) Divorciado(a) e) Separado(a)

5. ¿Cuántos hijos(as) tiene?

- a) 0 b) 1 c) 2 d) 3 e) 4 f) 5 o más

6. ¿Cuántos dependientes tiene excluyendo a sus hijos (ej. padres, abuelitos, etc.)?

- a) 0 b) 1 c) 2 d) 3 e) 4 f) 5 o más

7. ¿Cuántos años tiene trabajando para esta compañía?

- a) Meses b) 1-2 años c) 3-4 años d) 5-6 años e) 7-8 años f) 9 o más

8. ¿Cuántas horas trabaja en promedio por semana?

- a) Menos de 20 hrs. b) Entre 21 a 39 hrs. c) Tiempo Completo 40 hrs. d) De 41 a 50 hrs. e) Más de 51 hrs.

9. ¿Cuál es su posición actual en la empresa (ej. gerente, supervisor, puesto administrativo, asistente, etc.)?

10. ¿Tiene algún comentario que le gustaría dar para mejorar este estudio?

APPENDIX P

APPENDIX P

PILOT STUDY SURVEY (SPANISH)

<p>Instrucciones: Favor de indicar su opinión encerrando en un círculo una de las siguientes opciones: <u>del 1 (Totalmente en Desacuerdo) al 6 (Totalmente de Acuerdo)</u>. Al finalizar, por favor de poner la encuesta en el sobre anexo en la carpeta y séllelo.</p> <p>Toda la información es estrictamente confidencial.</p> <p>Su opinión es muy valiosa... Gracias nuevamente por su participación!</p> <p>Preguntas sobre los(as) compañeros(as) de trabajo:</p>						
	Totalmente en Desacuerdo	Muy en Desacuerdo	En Desacuerdo	De Acuerdo	Muy de Acuerdo	Totalmente de Acuerdo
1. Mis compañeros(as) ayudan a terminar los detalles y tareas del trabajo.	1	2	3	4	5	6
2. Mis compañeros(as) están disponibles para ayudar en cualquier momento.	1	2	3	4	5	6
3. Mis compañeros(as) tienen una buena disposición para ayudar a los demás.	1	2	3	4	5	6
4. Mis compañeros(as) ayudan a su jefe(a) en el trabajo.	1	2	3	4	5	6
5. Mis compañeros(as) hacen un esfuerzo por hablar positivamente de la empresa y dan una buena imagen de ella a la comunidad.	1	2	3	4	5	6
6. Mis compañeros(as) dan buenos consejos a los demás.	1	2	3	4	5	6
7. Mis compañeros(as) tratan de comunicarse con sus compañeros(as) antes de hacer una decisión que pueda afectar el trabajo de otros(as).	1	2	3	4	5	6
8. Mis compañeros(as) comparten los recursos en común de la empresa (ej. utensilios de la oficina).	1	2	3	4	5	6
9. Mis compañeros(as) siempre están disponibles para cuando los necesita la empresa.	1	2	3	4	5	6
10. Mis compañeros(as) hacen un gran esfuerzo por llegar temprano para comenzar el trabajo (ej. preparan su área antes de empezar el día, etc.).	1	2	3	4	5	6
11. La frase, "le echa ganas al trabajo" aplica a mis compañeros(as).	1	2	3	4	5	6
12. Mis compañeros(as) exceden el nivel normal o promedio de asistencia en el trabajo.	1	2	3	4	5	6
Preguntas sobre el ambiente de trabajo:						
1. Mis compañeros(as) participan en/o crean chismes.	1	2	3	4	5	6
2. Mis compañeros(as) traen problemas personales al ambiente profesional del trabajo (ej. problemas de casa).	1	2	3	4	5	6
3. Mis compañeros(as) son celosos(as) de otros(as) en la empresa.	1	2	3	4	5	6
4. Mis compañeros(as) se la pasan quejándose por asuntos sin importancia.	1	2	3	4	5	6
5. Mis compañeros(as) demuestran un buen espíritu de compañerismo.	1	2	3	4	5	6
6. Mis compañeros(as) demuestran una buena actitud con toda la gente.	1	2	3	4	5	6
7. Mis compañeros(as) son justos(as) con los demás.	1	2	3	4	5	6
8. Mis compañeros(as) tratan a todos por igual.	1	2	3	4	5	6

9. Mis compañeros(as) toman la responsabilidad de motivar a los demás.	1	2	3	4	5	6
10. Mis compañeros(as) hallan maneras de mejorar procesos aun si no tienen suficientes recursos para hacerlo.	1	2	3	4	5	6
11. Mis compañeros(as) son fieles (leales) a la empresa.	1	2	3	4	5	6
12. Mis compañeros(as) son creativos en solucionar problemas del trabajo.	1	2	3	4	5	6
Preguntas sobre las influencias de los(as) compañeros(as):						
1. Mis compañeros(as) tratan de mejorar sus conocimientos o habilidades en el trabajo (ej. se preparan o estudian en su tiempo libre).	1	2	3	4	5	6
2. Mis compañeros(as) hacen el esfuerzo por aprender otro idioma (ej. Ingles).	1	2	3	4	5	6
3. Mis compañeros(as) ayudan a otros departamentos dentro de la empresa.	1	2	3	4	5	6
4. Mis compañeros(as) dan sus opiniones, ideas y puntos de vista para mejorar el ambiente de la empresa (ej. dan consejos para alcanzar una mejor calidad de trabajo, etc.).	1	2	3	4	5	6
5. Mis compañeros(as) evitan crear problemas para los(as) demás.	1	2	3	4	5	6
6. Mis compañeros(as) toman medidas preventivas para evitar problemas con otros(as).	1	2	3	4	5	6
7. Mis compañeros(as) consideran el impacto de sus acciones en los demás.	1	2	3	4	5	6
8. Mis compañeros(as) no abusan en los derechos de los demás.	1	2	3	4	5	6
9. Mis compañeros(as) usan tácticas ilícitas para buscar influencias personales y perjudicar la armonía interpersonal en la organización.	1	2	3	4	5	6
10. Mis compañeros(as) usan el poder de su posición para obtener beneficios personales.	1	2	3	4	5	6
11. Mis compañeros(as) adquieren puntos a favor, evitan la culpa y pelean ferozmente para el beneficio personal.	1	2	3	4	5	6
12. Mis compañeros(as) usualmente hablan mal del supervisor(a) o compañeros(as) de trabajo a sus espaldas.	1	2	3	4	5	6
13. Mis compañeros(as) llevan a cabo negocios personales durante el horario de trabajo (ej. ir de compras).	1	2	3	4	5	6
14. Mis compañeros(as) usan los recursos de la empresa para hacer negocios personales (ej. usan la fotocopidora).	1	2	3	4	5	6
15. Mis compañeros(as) perciben días de enfermedad como un beneficio y hacen excusas inválidas para tomar estos días.	1	2	3	4	5	6
Preguntas sobre el trabajo:						
1. La administración acomoda las responsabilidades de la familia sin la necesidad de ninguna consecuencia negativa.	1	2	3	4	5	6
2. La administración me da oportunidad de realizar mi trabajo bien y todavía así realizo adecuadamente obligaciones relacionadas para el hogar.	1	2	3	4	5	6
3. La administración no da facilidad de obtener tiempo libre para asuntos de familia cuando se requiere	1	2	3	4	5	6
4. La administración da oportunidad de tener tiempo flexible sin ser penalizado(a).	1	2	3	4	5	6
5. Mi supervisor(a) es bastante competente haciendo su trabajo.	1	2	3	4	5	6
6. Mi supervisor(a) es injusto(a) hacia mi persona.	1	2	3	4	5	6
7. Mi supervisor(a) muestra muy poco interés en los sentimientos de los(as) subordinados(as).	1	2	3	4	5	6
8. Me gusta el trabajo de mi supervisor(a).	1	2	3	4	5	6
9. Me gusta la gente con quien trabajo.	1	2	3	4	5	6
10. Me encuentro que tengo aun mas trabajo de lo que debería tener debido a la incompetencia de la gente con quien laboro.	1	2	3	4	5	6
11. Disfruto a mis compañeros(as) de trabajo.	1	2	3	4	5	6

12. Hay demasiadas disputas y peleas en el trabajo.	1	2	3	4	5	6
13. A veces me siento que mi trabajo no tiene sentido.	1	2	3	4	5	6
14. Me gusta lo que hago en el trabajo.	1	2	3	4	5	6
15. Tengo sentido de orgullo haciendo mi trabajo.	1	2	3	4	5	6
16. Mi trabajo es agradable.	1	2	3	4	5	6
Preguntas sobre la cultura mexicana:						
1. Prefiero trabajar con otros(as) en mi grupo de trabajo en vez de trabajar solo(a).	1	2	3	4	5	6
2. Dada la opción, preferiría hacer el trabajo donde yo pueda trabajar por mi mismo(a) en vez de hacerlo con otros(as) en un grupo de trabajo.	1	2	3	4	5	6
3. Disfruto cuando los miembros de mi grupo de trabajo hacen cosas por ellos(as) mismos(as), en vez de trabajar con otros(as) todo el tiempo.	1	2	3	4	5	6
4. Miembros de mi grupo de trabajo deben estar más dispuestos(as) a hacer sacrificios por el bienestar del grupo como lo es quedarse a trabajar tarde de vez en cuando o ir fuera de sus responsabilidades para ayudar, etc.	1	2	3	4	5	6
5. Miembros de mi grupo de trabajo deben darse cuenta que ellos(as) a veces van a tener que hacer sacrificios por el bienestar del grupo en general.	1	2	3	4	5	6
6. Miembros de mi grupo de trabajo deben darse cuenta que ellos(as) no siempre van a obtener lo que quieren.	1	2	3	4	5	6
7. Miembros de mi grupo de trabajo deben ser conscientes que si ellos(as) van a formar parte de un grupo, ellos(as) van a tener que hacer cosas que ellos(as) no quieran hacer.	1	2	3	4	5	6
8. Miembros de mi grupo de trabajo deben hacer lo mejor para cooperar con unos(as) y con otros(as) en vez de tratar de solucionar asuntos por ellos(as) mismos(as).	1	2	3	4	5	6

APPENDIX Q

APPENDIX Q

PILOT STUDY – COVER LETTER (SPANISH)

Estimado(a) Participante:

Mi nombre es Miguel Ángel Baeza, soy candidato a doctorado en administración de empresas en la Universidad de Texas-Pan American (UTPA). Como parte de mis estudios de postgrado estoy haciendo mi disertación doctoral que consiste en una investigación científica con el apoyo del profesorado y de UTPA. Los temas que estoy investigando son sobre la percepción de actitudes, valores culturales, y en específico los comportamientos entre los(as) compañeros(as) de trabajo. El propósito de este estudio es descubrir cómo mejorar el ambiente de trabajo en general. Su participación sólo le tomaría de unos 10 a 15 minutos.

Su participación en este estudio es altamente apreciada pero voluntaria. Le puedo asegurar que no hay manera que yo pueda darme cuenta de su identidad una vez que usted deposite su encuesta en el sobre vacío anexado en la carpeta y lo selle. Esto asegurará que su participación es estrictamente anónima. De esta manera, todas las encuestas que yo reciba serán anónimas y tratadas con la más alta confidencialidad. Una vez recolectadas todas las encuestas necesarias para el estudio, analizaré la información y usare estos datos para elaborar mi disertación doctoral.

Este estudio ha sido revisado y aprobado por la Junta de Revisión Institucional para la Protección de Sujetos Humanos (en Inglés – Institutional Review Board for the Protection of Human Subjects). Favor de hacerme saber cualquier pregunta acerca de esta encuesta o si bien, usted quisiera saber más información, me puede contactar al siguiente correo electrónico: baeza@utpa.edu

Muchas gracias de antemano por llenar esta encuesta tan importante,

Miguel A. Baeza
The University of Texas-Pan American
Departamento de Estudios Doctorales

1201 West University Drive
Edinburg, TX. 78539-2999

P.D. Como una forma de gratitud por su participación, permítame obsequiarle una carpeta y pluma del departamento de estudios de postgrado en donde estoy estudiando (UTPA).

APPENDIX R

APPENDIX R

WEB-BASED – FIRST E-MAIL TO THE PARTICIPANTS (SPANISH)

Estimado(a) Participante:

Mi nombre es Miguel Angel Baeza y soy candidato a Doctorado en Administración de Empresas en la Universidad de Texas-Pan Americana (UTPA). Como parte de mis estudios de postgrado estoy haciendo mi disertación que consiste en una investigación científica bajo la dirección de un asesor docente (Dr. John Sargent) y el resto del comité son profesores en UTPA. Los temas que estudio son sobre la percepción de actitudes laborales, valores culturales y en específico los comportamientos entre los(as) compañeros(as) de trabajo. El propósito de este estudio es aprender más sobre cómo mejorar el ambiente de trabajo en general. Su participación solo tomaría de unos 10-15 minutos.

Aunque su participación en este estudio será profundamente agradecida, es también totalmente voluntaria. No hay manera en que pueda darme cuenta de su correo electrónico en esta encuesta por Internet una vez que usted haga clic en el enlace provista abajo o si bien, usted gusta cortar y pegar el enlace en una nueva ventana del navegador. También usted puede discontinuar su participación en cualquier momento simplemente cerrando la ventana navegadora.

Todas las respuestas de las encuestas serán recibas y tratadas con la máxima confidencialidad. Sin embargo, dado que las encuestas se pueden realizar desde cualquier computadora (ej. personal, de trabajo, de la escuela), estoy imposibilitado de garantizarle la seguridad de la computadora en la cual usted elija para dar sus respuestas. Como un participante en nuestro estudio, queremos que esté advertido que algún “keylogging” (registro de pulsaciones de teclas) programa de software pueda que exista y ser usado para rastrear o capturar datos que usted pueda dar y/o sitios Webs que usted visite. Una vez que colecte la información de las encuestas necesarias para el estudio, examinare los datos y usare esta información para escribir mi disertación.

Si usted está de acuerdo en participar, debe ser mayor de edad (tener 18 años o más) y trabajar cuando al menos 20 horas a la semana. Por favor, no dude en hacerme cualquier pregunta sobre esta encuesta, o si desea más información me puede contactar al siguiente correo

electrónico baeza@utpa.edu. Después que termine este proyecto, estaré dispuesto en proveerle un resumen de los resultados.

Este estudio ha sido revisado y aprobado por la Junta de Revisión Institucional para la Protección de Sujetos Humanos, abreviación en Inglés IRB (Institutional Review Board for the Protection of Human Subjects). Si tiene preguntas sobre sus derechos como sujeto de investigación, favor de contactar el IRB en (irb@utpa.edu o al 956-665-2889).

Muchas gracias de antemano por llenar esta encuesta tan importante,

Miguel A. Baeza
Estudiante de Graduado
UTPA/Programa de Doctorado

P.S. Para mostrar mi gratitud por su participación, rifaré un utensilio electrónico con un valor de \$300 dólares (ej. Kindle) en el convivio anual de la posada navideña organizado por el corporativo.

<http://www.surveymonkey.com/s/comporgamexi>

APPENDIX S

APPENDIX S

WEB-BASED SURVEY (SPANISH)

Instrucciones: favor de indicar su opinión con un clic a una de las siguientes opciones: <u>del 1 (Totalmente en Desacuerdo) al 6 (Totalmente de Acuerdo).</u> Su opinión es muy valiosa... Gracias nuevamente por su participación!	Totalmente en Desacuerdo	Muy en Desacuerdo	En Desacuerdo	De Acuerdo	Muy de Acuerdo	Totalmente de Acuerdo
Preguntas sobre los(as) compañeros(as) de trabajo:						
1. Mis compañeros(as) ayudan a terminar los detalles y tareas del trabajo.	1	2	3	4	5	6
2. Mis compañeros(as) están disponibles para ayudar en cualquier momento.	1	2	3	4	5	6
3. Mis compañeros(as) tienen una buena disposición para ayudar a los demás.	1	2	3	4	5	6
4. Mis compañeros(as) ayudan a su jefe(a) en el trabajo.	1	2	3	4	5	6
5. Mis compañeros(as) hacen un esfuerzo para hablar positivamente de la empresa y dan una buena imagen de ella a la comunidad.	1	2	3	4	5	6
6. Mis compañeros(as) dan buenos consejos a los demás.	1	2	3	4	5	6
7. Mis compañeros(as) tratan de comunicar a los demás antes de hacer una decisión que pueda afectar el trabajo de ellos(as).	1	2	3	4	5	6
8. Mis compañeros(as) comparten los recursos en común de la empresa (ej. utensilios de la oficina).	1	2	3	4	5	6
9. Mis compañeros(as) siempre están disponibles para cuando los necesita la empresa.	1	2	3	4	5	6
10. Mis compañeros(as) hacen un gran esfuerzo para llegar temprano para comenzar el trabajo (ej. preparan su área de trabajo antes de empezar el día).	1	2	3	4	5	6
11. La frase, "le echa ganas al trabajo" aplica a mis compañeros(as).	1	2	3	4	5	6
12. Mis compañeros(as) exceden el nivel normal o promedio de asistencia en el trabajo.	1	2	3	4	5	6
Preguntas sobre el ambiente de trabajo:						
1. Mis compañeros(as) participan en/o crean chismes.	1	2	3	4	5	6
2. Mis compañeros(as) traen problemas personales al ambiente profesional de trabajo (ej. personales de casa).	1	2	3	4	5	6
3. Mis compañeros(as) son celosos(as) de otros(as) en la empresa.	1	2	3	4	5	6
4. Mis compañeros(as) se la pasan quejándose por asuntos sin importancia.	1	2	3	4	5	6
5. Mis compañeros(as) demuestran un buen espíritu de compañerismo.	1	2	3	4	5	6
6. Mis compañeros(as) demuestran una buena actitud con toda la gente.	1	2	3	4	5	6
7. Mis compañeros(as) son justos(as) con los demás.	1	2	3	4	5	6
8. Mis compañeros(as) tratan a todos por igual.	1	2	3	4	5	6

9. Mis compañeros(as) toman la responsabilidad de motivar a los demás.	1	2	3	4	5	6
10. Mis compañeros(as) hallan maneras de mejorar procesos aun si no tienen suficientes recursos para hacerlo.	1	2	3	4	5	6
11. Mis compañeros(as) son fieles (leales) a la empresa.	1	2	3	4	5	6
12. Mis compañeros(as) son creativos en solucionar problemas del trabajo.	1	2	3	4	5	6
Preguntas sobre las influencias de los(as) compañeros(as):						
1. Mis compañeros(as) tratan de mejorar sus conocimientos o habilidades en el trabajo (ej. se preparan o estudian en su tiempo libre).	1	2	3	4	5	6
2. Mis compañeros(as) hacen el esfuerzo por aprender otro idioma (ej. Ingles).	1	2	3	4	5	6
3. Mis compañeros(as) ayudan a otros departamentos dentro de la empresa.	1	2	3	4	5	6
4. Mis compañeros(as) dan sus opiniones, ideas y puntos de vista para mejorar el ambiente de la empresa (ej. dan consejos para alcanzar una mejor calidad de trabajo).	1	2	3	4	5	6
5. Mis compañeros(as) evitan crear problemas para los(as) demás.	1	2	3	4	5	6
6. Mis compañeros(as) toman medidas preventivas para evitar problemas con otros(as).	1	2	3	4	5	6
7. Mis compañeros(as) consideran el impacto de sus acciones en los demás.	1	2	3	4	5	6
8. Mis compañeros(as) no abusan en los derechos de los demás.	1	2	3	4	5	6
9. Mis compañeros(as) usan tácticas ilícitas para buscar influencias personales y perjudican la armonía interpersonal de la empresa.	1	2	3	4	5	6
10. Mis compañeros(as) usan el poder de su posición para obtener beneficios personales.	1	2	3	4	5	6
11. Mis compañeros(as) adquieren puntos a favor, evitan la culpa y pelean ferozmente para el beneficio personal.	1	2	3	4	5	6
12. Mis compañeros(as) usualmente hablan mal de su jefe(a) a sus espaldas.	1	2	3	4	5	6
13. Mis compañeros(as) llevan a cabo asuntos personales durante el horario de trabajo (ej. ir de compras).	1	2	3	4	5	6
14. Mis compañeros(as) usan los recursos de la empresa para hacer asuntos personales (ej. usan la fotocopidora).	1	2	3	4	5	6
15. Mis compañeros(as) perciben días de enfermedad como un beneficio y hacen excusas inválidas para tomar esos días.	1	2	3	4	5	6
Preguntas sobre el trabajo:						
1. La administración facilita las responsabilidades de la familia sin la necesidad de ninguna represalia.	1	2	3	4	5	6
2. La administración da oportunidad de realizar mi trabajo bien, pero aun así aprovecho para realizar adecuadamente las obligaciones relacionadas con el hogar.	1	2	3	4	5	6
3. La administración no da facilidades de obtener tiempo libre para asuntos de familia cuando se requiere.	1	2	3	4	5	6
4. La administración da oportunidades de tener tiempo flexible sin ser penalizado(a).	1	2	3	4	5	6
5. Mi jefe(a) directo es bastante competente haciendo su trabajo.	1	2	3	4	5	6
6. Mi jefe(a) directo es injusto(a) hacia mi persona.	1	2	3	4	5	6
7. Mi jefe(a) directo muestra muy poco interés en los sentimientos de los(as) subordinados(as).	1	2	3	4	5	6
8. Me gusta el trabajo de mi jefe(a) directo.	1	2	3	4	5	6
9. Me gusta la gente con quien trabajo.	1	2	3	4	5	6
10. Me encuentro que tengo aun mas trabajo de lo que debería tener debido a la incompetencia de la gente con quien trabajo.	1	2	3	4	5	6
11. Disfruto a mis compañeros(as) de trabajo.	1	2	3	4	5	6

12. Hay demasiadas disputas y peleas en el trabajo.	1	2	3	4	5	6
13. Me gusta lo que hago en el trabajo.	1	2	3	4	5	6
14. Tengo sentido de orgullo haciendo mi trabajo.	1	2	3	4	5	6
15. Mi trabajo es agradable.	1	2	3	4	5	6
Preguntas sobre la cultura:						
1. Prefiero trabajar con otros(as) en mi grupo de trabajo en vez de trabajar solo(a).	1	2	3	4	5	6
2. Dada la opción, preferiría hacer el trabajo donde yo pueda trabajar por mi mismo(a), en vez de hacerlo con otros(as) en un grupo de trabajo.	1	2	3	4	5	6
3. Disfruto cuando los miembros de mi grupo de trabajo hacen las cosas por su cuenta, en lugar de trabajar con los demás todo el tiempo.	1	2	3	4	5	6
4. Miembros de mi grupo de trabajo deben estar más dispuestos(as) a hacer sacrificios por el bienestar del grupo (ej. trabajar tarde de vez en cuando o ir fuera de sus responsabilidades para ayudar).	1	2	3	4	5	6
5. Miembros de mi grupo de trabajo deben darse cuenta que ellos(as) a veces van a tener que hacer sacrificios por el bienestar del grupo en general.	1	2	3	4	5	6
6. Miembros de mi grupo de trabajo deben darse cuenta que ellos(as) no siempre van a obtener lo que quieren.	1	2	3	4	5	6
7. Miembros de mi grupo de trabajo deben ser conscientes que si ellos(as) van a formar parte de un grupo, ellos(as) van a tener que hacer cosas que ellos(as) no quieran hacer.	1	2	3	4	5	6
8. Miembros de mi grupo de trabajo deben hacer lo mejor para cooperar con unos(as) y con otros(as) en vez de tratar de solucionar asuntos por ellos(as) mismos(as).	1	2	3	4	5	6
9. Mi grupo de trabajo es más productivo cuando sus miembros hacen lo que ellos(as) quieren hacer en vez de lo que el grupo quiera.	1	2	3	4	5	6
10. Mi grupo de trabajo es más eficiente cuando sus miembros hacen lo que ellos(as) piensan que es mejor, en lugar de hacer lo que el grupo quiera.	1	2	3	4	5	6
11. Mi grupo de trabajo es más productivo cuando sus miembros llevan a cabo sus propios intereses y asuntos.	1	2	3	4	5	6

Preguntas Demográficas:

1. ¿Cuál es su edad?

- a) De 18 a 20 b) De 21 a 29 c) De 30 a 39 d) De 40 a 49
e) De 50 a 59 f) Más 60

2. ¿Cuál es su sexo?

- a) Femenino b) Masculino

3. ¿Cuál es su nivel de educación actual?

- a) Diploma de Preparatoria b) Carrera de 2 años c) Algo de Universidad
d) Licenciatura de Universidad e) Algo de postgrado f) Maestría

4. ¿Cuál es su estado civil actual?

- a) Soltero(a) b) Casado(a) c) Viudo(a) d) Divorciado(a) e) Separado(a)

5. ¿Cuántos hijos(as) tiene?

- a) 0 b) 1 c) 2 d) 3 e) 4 d) 5 o más

6. ¿Cuántos dependientes tiene excluyendo a sus hijos (ej. padres, abuelitos, sobrinos, etc.)?

- a) 0 b) 1 c) 2 d) 3 e) 4 d) 5 o más

7. ¿Cuántos años tiene trabajando para esta compañía?

- a) Meses b) 1-2 años c) 3-4 años d) 5-6 años e) 7-8 años f) 9 o más

8. ¿Cuántos horas trabaja en promedio por semana?

- a) Menos de 20 hrs. b) Entre 21 a 39 hrs. c) Tiempo completo (40 hrs.)
d) Entre 41 a 50 hrs. e) Más de 51 hrs.

9. ¿En cuál región de México trabaja usted?

a) **Región Frontera** incluye las siguientes ciudades: Tijuana (Baja California Norte), Cd. Juárez (Chihuahua), Matamoros y Reynosa (Tamaulipas).

b) **Región Norte** incluye los siguientes estados de la Republica Mexicana: Nuevo León, Chihuahua (excepto Cd. Juárez) y Coahuila.

c) **Región Peninsular** incluye los siguientes estados de la Republica Mexicana: Sonora, Baja California Sur y Baja California Norte (excepto Tijuana).

d) **Región Central** incluye los siguientes estados de la Republica Mexicana: Querétaro, Guanajuato, Estado de México, San Luis Potosí e Hidalgo.

e) **Región Sur** incluye los siguientes estados de la Republica Mexicana: Guerrero y Yucatán

10. ¿Si desea incluir un comentario o sugerencia favor de hacerlo en este espacio?

APPENDIX T

APPENDIX T

WEB-BASED – A FRIENDLY REMINDER TO THE PARTICIPANTS (SPANISH)

Estimado(a) Participante:

Recientemente le envié un correo electrónico invitándole a tomar parte en una encuesta muy importante que estoy llevando a cabo para estudiar actitudes laborales, valores culturales y en específico los comportamientos entre los(as) compañeros(as) de trabajo. El propósito de este estudio es aprender más sobre cómo mejorar el ambiente de trabajo en general. Si usted ya tuvo la oportunidad de llenar la encuesta, favor de ignorar este cordial recordatorio, y le agradezco mucho su participación. Sin embargo, si usted no ha tenido la oportunidad de contestar la encuesta, me gustaría tomar esta oportunidad para invitarlo a que lo haga. Al final de este correo electrónico encontrará un enlace al sitio Web de una encuesta en línea que le tomara de unos 10-15 minutos para llenarla.

Aunque su participación en este estudio será profundamente agradecida, es también totalmente voluntaria. No hay manera en que pueda darme cuenta de su correo electrónico en esta encuesta por Internet una vez que usted haga clic en el enlace provista abajo o si bien, usted gusta cortar y pegar el enlace en una nueva ventana del navegador. También usted puede discontinuar su participación en cualquier momento simplemente cerrando la ventana navegadora.

Todas las respuestas de las encuestas que reciba serán tratadas con la máxima confidencialidad. Sin embargo, dado que las encuestas se pueden realizar desde cualquier computadora (ej. personal, de trabajo, de la escuela), estoy imposibilitado de garantizarle la seguridad de la computadora en la cual usted elija para dar sus respuestas. Como un participante en nuestro estudio, queremos que esté advertido que algún “keylogging” (registro de pulsaciones de teclas) programa de software pueda que exista y ser usado para rastrear o capturar datos que usted pueda dar y/o sitios Web que usted visite. Una vez que colecte la información necesaria para el estudio, examinare los datos y usare esta información para escribir mi disertación.

Si usted está de acuerdo en participar, debe ser mayor de edad (tener 18 años o más) y trabajar al menos 20 horas a la semana. Por favor, no dude en hacerme cualquier pregunta sobre esta encuesta, o si desea más información me puede contactar al siguiente correo electrónico

baeza@utpa.edu. Después que termine este proyecto, estaré dispuesto en proveerle un resumen de los resultados.

Este estudio ha sido revisado y aprobado por la Junta de Revisión Institucional para la Protección de Sujetos Humanos, abreviación en Inglés IRB (Institutional Review Board for the Protection of Human Subjects). Si tiene preguntas sobre sus derechos como sujeto de investigación, favor de contactar el IRB en (irb@utpa.edu o al 956-665-2889).

Muchas gracias de antemano por llenar esta encuesta tan importante,

Miguel A. Baeza
Estudiante de Graduado
UTPA/Programa de Doctorado

P.S. Para mostrar mi gratitud por su participación, rifaré un utensilio electrónico con un valor de \$300 dólares (ej. Kindle) en el convivio anual de la posada navideña organizado por el corporativo.

<http://www.surveymonkey.com/s/comporgamexi>

BIOGRAPHICAL SKETCH

Miguel Angel Baeza's educational background includes a Bachelor of Business Administration with a major in Computer Information Systems (1998) at The University of Texas-Pan American (UTPA) in Edinburg, Texas, a Master in Business Administration (2002) at UTPA, and a Ph.D. in Business Administration (2012) at UTPA with an emphasis in Management. Miguel has worked in different industries. For example, from 1996 through 2002 he worked in a higher education institution holding several professional positions related to computer systems and from 2003 until 2004 Miguel worked in the construction industry. For the last years, he has been a part-time instructor in the College Business at UTPA since 2006.

The courses that he has taught at UPTA are: Principles of Management, International Management, and International Business. Miguel has been a visiting lecturer at the University of Leuphana in Lüneburg, Germany (summer 2006). Since summer 2009, Miguel has worked and contributed in the Entrepreneurship Camp for junior and senior high school students (e.g., California and Texas). Miguel has also been involved in study abroad programs in Germany and Spain (Summer 2002) and independent Argentina and Uruguay (Summer 2004). As a result of this international experience he has published articles, including the *European Journal of Management* and *The TQM Journal*. He is currently working on research related to Organizational Citizenship Behavior in the Mexican context, job satisfaction, the gender paradox, and the cultural dimension of collectivism. Dr. Baeza's research agenda includes extending his current findings to other Latin American countries.