Behavioral Integrity, Mentoring Behavior, and Interpersonal Citizenship Behavior*

Dongkyu Kim**
Seokhwa Yun***

Organizational citizenship behavior (OCB) has been recognized as a significant factor determining organizational competitive advantage and success. Researchers have paid increased attention to OCB. This study focused on interpersonal citizenship behavior (ICB), an important form of OCB. Specifically, we examined the effects of manager's behavioral integrity and mentoring behavior, i.e., vocational support, psychological support, and role modeling, on employee's ICB. The results showed the positive relationship between manager's behavioral integrity and employee's ICBs, and also the positive relationship between vocational support and follower's ICB-person focused. Furthermore, the results provided partial support for the interaction effects of behavioral integrity and psychosocial support on ICB-person focused. In addition, there was the interaction effects of behavioral integrity and role modeling on both ICB-person focused and ICB-task focused. Limitations and future research directions are discussed.

Ⅰ. Introduction

In order to better deal with today's high-velocity environments, which are dramatically changing, uncertain, and of high-risk (Riolli-Saltzman & Luthans, 2001), organizations have increasingly adopted team-based structure (e.g., Guzzo & Dickson, 1996; LePine, Erez, & Johnson, 2002). In a team-based organization, employee's cooperation and extra-role behaviors have become progressively important as critical resources of organizational success. Recognizing these, scholars have paid increasing attention to employee citizenship behaviors. Based on Katz's (1964) suggestions that organizations depending entirely on job descriptions to draw out employee behaviors would be likely to experience poor performance, Bateman and Organ (1983) conceptualized organizational citizenship behavior (OCB) as employee's extra-role behavior and set in motion 25 years of intense study on the subject (MacKenzie, Podsakoff, & Ahearne, 1998; Organ, 1988; Podsakoff, Ahearne, & MacKenzie, 1997; Podsakoff, MacKenzie, Paine, & Bachrach, 2000; Tepper & Taylor, 2003).

Different forms of organizational citizenship behaviors have been studied. Lately, Settoon and Mossholder (2002) conceptualized interpersonal citizenship behaviors (ICB) by extending the concept of OCB-individual (Williams & Anderson, 1991), altruism (Moorman, 1993), and helping behaviors (Lepine & Van Dyne, 2001). ICB happens when an employee assists a coworker beyond the job requirements in such a way that results, either directly or indirectly, in enhanced individual job performance and finally contributes to group and organizational functioning (Bateman & Organ, 1983; Settoon & Mossholder, 2002). This contains helping as defined by Van Dyne and LePine (1998), task-focused ICB as defined by Settoon and Mossholder (2002), and altruism as defined by Organ (1988). Few studies demonstrated the importance of ICB (Bowler & Brass, 2006; Settoon & Mossholder, 2002). For instance, Bowler and Brass (2006) suggested that ICB enhances individual and group productivity,

loosens resources, increases coordination, and aids in the maintenance of a favorable work climate even more than does non-interpersonally focused OCB (Podsakoff et al., 2000). This study focused on the specific form of citizenship behaviors, that is ICB. Especially, we examined the effects of manager on follower's display of ICBs.

As representatives of organizations, managers constantly interact and establish social exchange relationship with their followers (e.g., Settoon, Bennett, & Liden, 1996; Yun, Takeuchi, & Wei, 2007). Their behaviors make significant impact on follower's attitudes and behaviors. Their deeds and words show followers desirable and acceptable attitudes and actions at workplace. In this study, we focused on two types of managerial behaviors, behavioral integrity and mentoring behavior. We suggested that these types of behaviors influence follower's citizenship behaviors. Behavioral integrity refers to "the perceived pattern of alignment between an actor's words and deeds" (Simons, 2002, p. 19) and depicts the extent to which managers are role models of desirable behaviors through their own actions. It implies a pattern of manager's actions that reflect positive workplace behaviors and the avoidance of negative workplace behaviors (Dineen et al., 2006). It is considered as a type of trustworthy behaviors (Whitener et al., 1998). Follower's perception of manager's behavioral integrity develops through not only direct interaction but also observing manager's interactions with others. Thus, it can be a manager's general tendency or characteristic.

The other type of leader behaviors we focused is mentoring behavior. Traditional definitions of mentoring can be summed up as a dyadic relationship in which the mentor, the senior person in age or experience, provides guidance and support to the less experienced person, the mentee (Hunt & Michael, 1983; Kram, 1985). Mentoring appears to be a win-win intervention with positive effects accruing not only to individual mentees but to teams and the organization itself as well (Allan, Poteer, & Burroughs, 1997; Dreher & Cox, 1996; Ragins,

1997). Some empirical studies found that a positive mentor-mentee fit can enhance the self-esteem and increase the knowledge, skills, and abilities of both persons involved (Freedman, 1992; Shea, 1994). Mentors serve to socialize mentees to the standards of the organization, by reducing turnover, and increasing organizational communication and commitment (Ensher, Thomas, & Murphy, 2001). Moreover, Kram and Hall (1996) mentioned that the informal relationship that develops between a mentor and a mentee serves as a method of management development and succession planning. Manager's mentoring behavior clearly targets individual employee and can be considered as a type of manager's support. Compared to manager's behavioral integrity, manager's mentoring behavior is support to a specific individual, a mentee. Extending mentoring literature and applying social exchange theory, this study examined its relationship with ICB.

The present research has three purposes. First, by integrating behavioral integrity and ICB literatures, we proposed that employees are likely to display citizenship behaviors when they observe the behavioral integrity of their manager. Second, applying social exchange theory, we investigated the effects of the manager's mentoring behavior on employee ICB. Specifically, we suggest a positive relationship between mentoring behavior and employee ICB. Furthermore, we proposed interaction effect of behavioral integrity and mentoring behavior on ICB. Thus, this study intends to extend our understanding of employee ICB by investigating the roles of manager's mentoring behavior and behavioral integrity.

Ⅱ. Hypotheses Development

1. Behavioral Integrity and ICB

Managers play critical role to establish norms and climate regarding appropriate workplace behaviors. Since individual employees are likely to desire to reduce uncertainty and enhance predictability at workplace, they strongly rely on inferences drawn from observing their manager's behavior (Erber & Fiske, 1984; Rousseau & Greller, 1994). They use managers in particular as referents in shaping their own perceptions of norms and level of appropriate behavior (Lewicki, Poland, Minton, & Sheppard, 1997). Managers are posited to be a central source of information regarding follower's role expectations (e.g., Wimbush, 1999), and prominent managers are those who establish norms of appropriate and desirable behaviors for their followers through their actions (O'Leary-Kelly et al., 1996).

Behavioral integrity is a dimension of trustworthy behaviors that could reflect manager's general characteristic or general tendency (Whitener et al., 1998). Trustworthy behavior refers to "…volitional actions and interactions performed by managers that are necessary though not sufficient to engender employees' trust in them…" (Whitener et al., 1998). Earlier work on integrity tended to view this construct as equivalence with trustworthiness and honesty (Butler & Cantrell, 1984; Yukl & Van Fleet, 1992). Simons (2002) defined behavioral integrity as "the perceived pattern of alignment between an actor's words and deeds" (p. 19). Empirical studies demonstrated positive effects of manager's behavioral integrity. For instance, Dineen, Lewicki, and Tomlinson (2006) found that behavioral integrity as a distinct construct has been shown to have important consequences such as the establishment of norms among employees regarding appropriate workplace behavior. According to Simons et al. (2007), behavioral integrity affects trust in management, which can lead to follower citizenship

behaviors according to the trust literature (Mayer, Davis, & Schoorman, 1995). Thus, we expect the following hypothesis:

Hypothesis 1: Manager's behavioral integrity is positively related to follower's ICBs.

2. Mentoring Behavior and ICB

Social exchange theory has long been used as an overarching framework to explain the motivational basis behind various employee attitudes and employee behaviors (e.g., Ilies, Nahrgang, & Morgeson, 2007; Settoon, Bennett, & Liden, 1996; Shanock & Eisenberger, 2006). According to social exchange theory, at a workplace, employees establish social exchange relationships with the organization and managers. As a part of these relationships, employees feel obligated to reciprocate high-quality relationships (Blau, 1964; Gouldner, 1960). Consequently, they increase their commitment to the organization and behavior beneficial to the other party such as organizational citizenship behavior (e.g., Ilies, Nahrgang, & Morgeson, 2007). In particular, discretionary efforts of employees are likely to be increased when they feel responsibility of reciprocation. Applying social exchange theory, scholars have found that support has a positive effect on employee attitudes such as job satisfaction (e.g., Rhoades & Eisenberger, 2002; Settoon, Bennett, & Liden, 1996) and behaviors such as OCB (e.g., Ilies, Nahrgang, & Morgeson, 2007).

Manager's mentoring behavior can be considered as a type of managerial support to a mentee (e.g., Scandura, 1992). Mentors offer three types of support to their mentees. The first is vocational support, which can be operationalized as status, information, and services (Ensher, Thomas, & Murphy, 2001). The second type of mentor support is social support, which is often referred to as psychosocial support as well throughout a lot of the literature (Kram, 1985).

The last is role modeling, which is similar to the love/emotional social exchange category (Kram, 1985). These three types of mentor support can be regarded as the currency of exchange between mentors and mentees.

Chao, Walz, and Gardner (1992) found a positive relationship between vocational support and job satisfaction for mentored followers. In addition, Ensher, Thomas, and Murphy (2001) found that vocational support was the only type of mentor support that predicted follower's job satisfaction and perceived career success. Also, Lankau and Scandura (2002) showed that vocational support was positively related to relational job learning and empirical research have generally shown that a positive mentor-mentee fit can enhance the self-esteem and increase the knowledge, skills, and abilities of both persons involved (Freedman, 1992; Shea, 1994). Kram and Hall (1996) mentioned that managers serve to socialize followers to the norms of the organization, reducing turnover, and increasing organizational communication and commitment. Ehy (1997) also found that vocational support includes helping followers with difficult assignments, conveying feelings of respect to followers, and helping followers build skills. Vocational support is related much in common with traditional descriptions of OCB (McManus & Russell, 1997).

Kram (1985) mentioned that psychosocial support provided by managers includes counseling, affirmation, and friendship. High levels of psychosocial support provoke trust, guidance, and encouragement (Kram, 1985). Then followers feel safe to ask questions, to take risks, and to talk about fears, anxieties, or disagreements. Honest and truthful conversations about an organization may be more likely to occur in a supportive relationship (Lankau & Scandura, 2002). Kram (1985) found that managers use feedback and active listening, rather than provide solutions, to help followers.

Role modeling is manager's act as a role model for followers. If a follower identifies with a manager, he or she may try to imitate manager's attitudes, values, and behaviors (Kram, 1985). Followers often believe that managers

have more political know-how than they have and are more knowledgeable about the organization they both belong to and about the "bigger picture" (Lankau & Scandura, 2002). The desire to resemble their managers may motivate followers to be more proactive in information seeking (McCauley & Young, 1993; Morrison, 1993). Through high levels of role modeling or observation (Bandura, 1977), followers may strengthen their own performance of work activities (Lankau & Scandura, 2002). In summary, research demonstrated that mentoring behaviors have positive impact on employee attitude and behaviors.

We suggest that mentoring behavior is positively related to employee ICB. When managers provide mentoring, individual employee is likely to recognize it as supportive behavior (e.g., Scandura, 1992). According to social exchange theory, when employees receive support, they feel obligation. As a return for manager's mentoring behavior, individual employees are likely to reciprocate it. Since managers are considered as a representative of an organization, there are several different forms of return that employees use to reciprocate the favor from managers (e.g., Ilies, Nahrgang, & Morgeson, 2007; Settoon, Bennett, & Liden, 1996; Shanock & Eisenberger, 2006; Whitener, Brodt, Korsgaard, & Werner, 1998) in order to contribute the functioning and improve the performance of an organization. One form of such a return can be extra-role behaviors including interpersonal citizenship behaviors. Therefore, we expect the following hypotheses:

Hypothesis 2: Manager's mentoring behavior is positively related to follower's ICBs.

Hypothesis 2a: Manager's vocational support is positively related to follower's ICBs.

Hypothesis 2b: Manager's psychosocial support is positively related to follower's ICBs.

Hypothesis 2c: Manager's role modeling is positively related to follower's ICBs.

3. Interaction Effects of Manager's Behavioral Integrity and Mentoring Behavior

Beyond the main effects proposed above, we further suggest the interaction effect of manager's behavioral integrity and mentoring behavior on ICBs. The relationship between behavioral integrity and ICBs can be strengthened or weakened depending on the level of manager's mentoring behaviors. Whitener et al. (1998) argued that behavioral integrity is a dimension of trustworthy behaviors that could see manager's general characteristic or general tendency. They defined managerial trustworthy behavior as "···volitional actions and interactions performed by managers that are necessary though not sufficient to engender employees' trust in them···". Employee perception of manager's behavioral integrity can be formed based on manager's behaviors observed, which may not be only directed to him/her but also directed to someone else.

Compared to behavioral integrity, mentoring is more individualized behavior and support. Manager's mentoring behaviors are types of manager's support that is directly targeted individual employees. Therefore, followers perceive that manager's mentoring behavior is directly related to them, so it will more directly affect followers than the perception of manager's behavioral integrity does. In other words, high levels of a manager's mentoring behavior (vocational support, psychosocial support, & role modeling), a direct support, can make followers feel obligations to provide some benefit in return such that followers might engage in more ICBs. As a result, the effects of manager's general characteristic of behavioral integrity on ICBs will be smaller. On the other hand, when the manager's mentoring behavior is low, a lack of direct support, the effects of manager's general characteristic of behavioral integrity have bigger impact on individual employee's ICBs. Thus, we hypothesize the followings:

Hypothesis 3: Manager's mentoring behavior interacts with behavioral integrity

on ICBs such that behavioral integrity will have a stronger effect on ICBs when mentoring behavior is low than when mentoring behavior is high.

Hypothesis 3a: Manager's vocational support interacts with behavioral integrity on ICBs such that behavioral integrity will have a stronger effect on ICBs when mentoring behavior is low than when mentoring behavior is high.

Hypothesis 3b: Manager's psychosocial support interacts with behavioral integrity on ICBs such that behavioral integrity will have a stronger effect on ICBs when mentoring behavior is low than when mentoring behavior is high.

Hypothesis 3c: Manager's role modeling interacts with behavioral integrity on ICBs such that behavioral integrity will have a stronger effect on ICBs when mentoring behavior is low than when mentoring behavior is high.

Ⅲ. Methods

1. Participants and Procedures

To increase external validity, data were collected using questionnaires distributed to employees and their immediate managers from a variety of industries (e.g., 66.8% from manufacturing, 16.1% from public enterprises, 14.1% from informational technology services, 1.5% from financial & insurance services, and 1.5% from other service industries) in the South Korea. Surveys were distributed to 300 employees who were supported form their direct managers, who are traditional mentors often perform the classic "godfather" role for the mentees (Hunt & Michael, 1983). Of the surveys distributed, 227 were returned,

giving a response rate of 75.7%. Eliminating surveys that could not be matched and those with missing data produced a sample of 205 surveys from 204 independent teams. Of the respondents, 78% were male, and 51.7% were not married. The education level of employees varied: 7.3% had high school graduates, 14.6% had 2-year college graduates, 70.2% had completed undergraduate school, and 7.8% had finished graduate school. On average, their age was 30.62 years (SD = 4.654), and their job tenure was 41.74 months (SD = 36.69).

The survey packet included a managerial survey, with a pre-addressed reply envelope, which participants delivered to their immediate managers. 227 managers returned the survey (response rate: 75.7%), eliminating surveys that could not be matched and those with missing data produced a sample of 205 surveys, of whom 95.1% were male and 86.3% were married. Their average age was 39.15 years (SD = 5.937). They had an average job tenure of 98.19 months (SD = 75.24). The education level of managers varied: 7.3% had high school graduates, 15.6% had 2-year college graduates, 62.4% had completed undergraduate school, and 14.6% had finished graduate school.

2. Measures

The focal employees were asked to provide information on the perception of manager's behavioral integrity, and mentoring behavior. Their immediate managers were asked to rate their follower's level of ICBs. All of the items were measured on a seven-point Likert scale (ranging from 1 = strongly disagree to 7 = strongly agree).

1) Behavioral Integrity

Behavioral integrity was measured using 8-item Simons and McLean-Parks' (2000) scale. Simons (2002) suggested that behavioral integrity might consist of two subfacets—word-deed alignment and promise keeping—and previously

suggested that empirical evidence for two distinct facets is likely in a well-educated sample (Simons & McLean-Parks, 2000). The sample items were "There is a match between my manager's words and actions," "My manager practices what he/she preaches," and "My manager does what he/she says he/she will do." Cronbach's alpha for this scale was .94.

2) Mentoring Behavior

Castro and Scandura's (2004) 9-item Mentor Functions Questionnaire (MFQ) was used to measure the three types of mentor support. The MFQ consisted of three factors (see Scandura & Schreisheim [1991], Scandura [1992], and Scandura & Ragins [1993] for information on the validity of the three-factor solution). The first factor was vocational support with 3 items and included an item such as "My manager has taken a personal interest in my career." The second factor, psychosocial support with 3 items included an item such as "I have shared personal problems with my manager." The third factor, role modeling with 3 items included an item such as "I try to model my behavior after my manager." The reliabilities of these three scales, vocational support, psychosocial support, and role modeling were .89, .91, and .83 respectively.

3) Interpersonal Citizenship Behaviors

Drawing on a review of the organizational behavior and social psychology literatures as well as existing measures of citizenship and help-giving behaviors, Settoon and Mossholder (2002) created a pool of 98 items. The criterion for generating this initial item pool was that items had to reflect helpful behavior directed at another coworker. In some instances, the referent in the item was changed to "coworker." Seventy-one of the items were taken from extant citizenship scales, and the remaining 27 items were created for their study on the basis of scales published in the social psychology literature and exploratory research on help giving. After eliminating essentially redundant items, 47 items remained.

Seven organizational behavior scholars, considering the definition of ICB and instructions that items must refer to behavior directed at coworkers, reduced the pool of 47 potential ICB items to 16. Using these 16 items, supervisors indicated the extent to which each of their subordinates engaged in ICB. At our research sites, managers tended to work along with followers, increasing the likelihood that they would observe a range of ICB over time. An exploratory factor analysis was conducted with CEFA 3.01 on the 16 items using data from managers who rated follower's ICB ($N = 205$). Two factors were extracted, accounting for 70.66% of the variance. One item had multiple loadings and was discarded; remaining items had loaded of at least .40 on one of the two factors. 7 items loaded on the first factor described behaviors that provided passive support to others, whereas the 8 items loading on the second factor concerned behaviors representing active assistance to those in need. The content of the respective 7- and 8-item factors were consistent with two dimensions of helping behaviors that have been considered as primarily person-focused and task-focused (DePaulo et al., 1983). Cronbach's alpha for these scale were .92 for ICB-person and .95 for ICB-task.

3. Analytical Strategy

 To test Hypothesis 1 through Hypothesis 3, we performed four sets of hierarchical regression analyses. In step 1, we included control variables followed by behavioral integrity in step 2 and the three types of mentor support (vocational support, psychosocial support, & role modeling) in step 3. In step 4, the interaction term between the two (behavioral integrity x three types of mentor support) was entered. In addition, according to Aiken and West (1991), we plotted the significant interaction effect, using ±1 standard deviation. The online interactive calculator for probing interactions developed by Preacher, Curran, and Bauer (2006) was also used to statistically investigate the relationship between

behavioral integrity and ICBs when manager's mentoring behavior (vocational support, psychosocial support, & role modeling) was high and when mentoring behavior was low. We conducted analyses with several control variables such as demographics (marriage, gender, job tenure, and job category). Irrespective of control variables, the results of these analyses were stable and those were depicted in Table 2 and Table 3.

Ⅳ. Results

The means, standard deviations, and correlations are depicted in Table 1. Table 2 and Table 3 show the results of the hierarchical regression analyses for behavioral integrity, the three types of mentor support, and ICBs. Model 1-4 report the standardized beta coefficients (βs) associated with each step. Hypothesis 1 proposed a positive relationship between behavioral integrity and follower's ICBs. The behavioral integrity was significantly and positively related to ICB-P (β = .32, p < .001; see Table 2 and Model 2), and also ICB‐T (β = .26, p < .001, see Table 3 and Model 2). Thus, the results provided support for Hypothesis 1.

〈Table 1〉 Descriptive Statistics of the Variables [a]

Variables	Mean	SD	1	2	3	4	5	6
1. Behavioral Integrity [b]	5.11	.91	(.94)					
2. Vocational Support [b]	4.68	1.17	.583**	(.89)				
3. Psychosocial Support [b]	4.24	1.35	.530**	.582**	(.91)			
4. Role Modeling [b]	4.70	1.12	.655**	.695**	.677**	(.83)		
5. ICB-Person Focused [c]	5.12	.89	.347**	.353**	.245**	.313**	(.92)	
6. ICB-Task Focused [c]	5.06	.99	.281**	.249**	.191**	.236**	.772**	(.95)

Note. N=205. Reliabilities are on the diagonal in parentheses. [a] Means and standard deviations are listed for informational purposes only because these were standardized for the regression analyses. [b] These variables were measured from followers. [c] Managerial rating. ** p≤.01 (two-tailed)

Hypothesis 2 suggested a positive relationship between the mentoring behavior (vocational support, psychosocial support, & role modeling) and follower's ICBs. Table 2 and Table 3 present the results of Hypothesis 2a through Hypothesis 2c. The results provided partial support for Hypothesis 2a, but no support for Hypothesis 2b and Hypothesis 2c. In sum, the results only provided partial support for Hypothesis 2.

〈Table 2〉 Hierarchical Regression Results on Interpersonal Citizenship Behavior-Person Focused

Variable [a]	ICB-P					
	Model 1	Model 2	Model 3	Model 4A	Model 4B	Model 4C
Step 1: Control variables						
1. Manager's Marriage	-.11	-.12	-.16†	-.15†	-.15†	-.15†
2. Manager's Gender	-.05	-.04	.00	.00	.00	-.01
3. Manager's Job Tenure	-.05	-.05	-.04	-.05	-.04	-.04
4. Manager's Job Category	.19*	.11	.13	.13	.13	.13
5. Follower's Marriage	-.07	-.05	-.07	-.07	-.08	-.07
6. Follower's Gender	.10	.09	.11	.11	.13†	.13†
7. Follower's Job Tenure	.02	-.02	-.01	.00	-.01	-.01
8. Follower's Job Category	-.15	-.08	-.11	-.11	-.12	-.11
Step 2: Main effects						
9. Behavioral Integrity		.32***	.13	.12	.09	.11
Step 3: Manager's Mentoring Behavior						
10. Vocational Support			.22*	.22*	.22*	.22*
11. Psychosocial Support			-.02	-.03	-.03	-.03
12. Role Modeling			.11	.10	.09	.07
Step 4: Interaction						
13. Behavioral Integrity * Vocational Support				-.08		
14. Behavioral Integrity * Psychosocial Support					-.15*	
15. Behavioral Integrity * Role Modeling						-.17*
Overall F	1.41	3.92***	3.99***	3.80***	4.11***	4.21***
R^2	.05	.15	.20	.21	.22	.22
F change		22.73***	3.71*	1.47	4.70*	5.68*
R^2 change		.10	.05	.01	.02	.02

Note. N=205. Entries are standardized regression coefficients. Regardless of control variable, results are stable. [a] Variables are standardized variables. ICB-P = Interpersonal citizenship behavior that provided passive support to others person. † $p \leq .1$, * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$ (two-tailed)

〈Table 3〉 Hierarchical Regression Results on Interpersonal Citizenship
Behavior-Task Focused

| Variable [a]	ICB-T					
	Model 1	Model 2	Model 3	Model 4A	Model 4B	Model 4C
Step 1: Control variables						
1. Manager's Marriage	-.21*	-.21*	-.24**	-.24**	-.24**	-.23**
2. Manager's Gender	-.02	-.02	.01	.01	.01	.01
3. Manager's Job Tenure	.00	.00	.01	.00	.00	.01
4. Manager's Job Category	.18†	.11	.13	.13	.13	.13
5. Follower's Marriage	-.08	-.07	-.08	-.08	-.08	-.08
6. Follower's Gender	.11	.11	.12†	.13	.14†	.14†
7. Follower's Job Tenure	-.04	-.07	-.07	-.06	-.06	-.07
8. Follower's Job Category	-.14	-.09	-.11	-.11	-.12	-.11
Step 2: Main effects						
9. Behavioral Integrity		.26***	.11	.10	.08	.10
Step 3: Manager's Mentoring Behavior						
10. Vocational Support			.12	.12	.12	.12
11. Psychosocial Support			.01	.00	.00	.00
12. Role Modeling			.11	.09	.09	.08
Step 4: Interaction						
13. Behavioral Integrity * Vocational Support				-.09		
14. Behavioral Integrity * Psychosocial Support					-.13†	
15. Behavioral Integrity * Role Modeling						-.12
Overall F	2.04*	3.53***	3.11***	2.99**	3.15***	3.09***
R^2	.08	.14	.16	.17	.18	.17
F change		14.32***	1.75	1.46	3.19†	2.60
R^2 change		.06	.02	.01	.02	.01

Note. N=205. Entries are standardized regression coefficients. Regardless of control variable, results are stable. [a] Variables are standardized variables. ICB-T = Interpersonal citizenship behavior that representing active assistance to those in need. † $p \leq .1$, * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$ (two-tailed)

Hypothesis 3 proposed an interaction effect of mentoring behavior (vocational support, psychosocial support, & role modeling) on the relationship between behavioral integrity and follower's ICBs. Contrary to our expectation, there was no significant interaction effect of manager's vocational support on the relationship between behavioral integrity and ICB-P ($\beta = -.08$, *ns*; see Table

2 and Model 4A), and ICB‑T (β = −.09, *ns*; see Table 3 and Model 4A). Therefore, Hypothesis 3a was not supported. Hypothesis 3b argued for an interaction effect of manager's psychosocial support on the relationship between behavioral integrity and follower's ICBs. The last step of the regression analysis indicated that the interaction terms explained 2 percent of the incremental variance on the ICB-P and 2 percent of the incremental variance on the ICB-T. The beta coefficients for this step showed a significant interaction effect of behavioral integrity and psychosocial support on ICB-P (β = −.15, *p* < .05; see Table 2, Model 4B, and Figure 1a) and ICB-T (β = −.13, *p* < .1; see Table 3, Model 4B, and Figure 1b). The simple slopes estimated by online interactive calculator, displaying the positive relationship between behavioral integrity and ICB-P, were significant when psychosocial support was low (β = .21, *p* < .05), but not significant when psychosocial support was high (β = −.03, *ns*). Also, the simple slopes estimated by calculator, showing the positive relationship between behavioral integrity and ICB-T, were significant when psychosocial support was low (β = .09, *p* < .1), but not significant when psychosocial support was high (β = −.03, *ns*). Thus, these results provided support for Hypothesis 3b. Hypothesis 3c proposed an interaction effect of manager's role modeling on the relationship between behavioral integrity and follower's ICBs. The results showed a significant interaction effect between behavioral integrity and role modeling on ICB-P (β = −.17, *p* < .05; see Table 2, Model 4C, and Figure 2), but not on ICB-T (β = −.12, *ns*; see Table 3and Model 4C). The simple slopes estimated by online interactive calculator, demonstrating the positive relationship between behavioral integrity and ICB-P, were significant when role modeling was low (β = .23, *p* < .05), but not significant when role modeling was high (β = −.02, *ns*). Therefore, the results provided partial support for Hypothesis 3c. According to the results of Hypothesis 3a through Hypothesis 3c, Hypothesis 3 was partially supported.
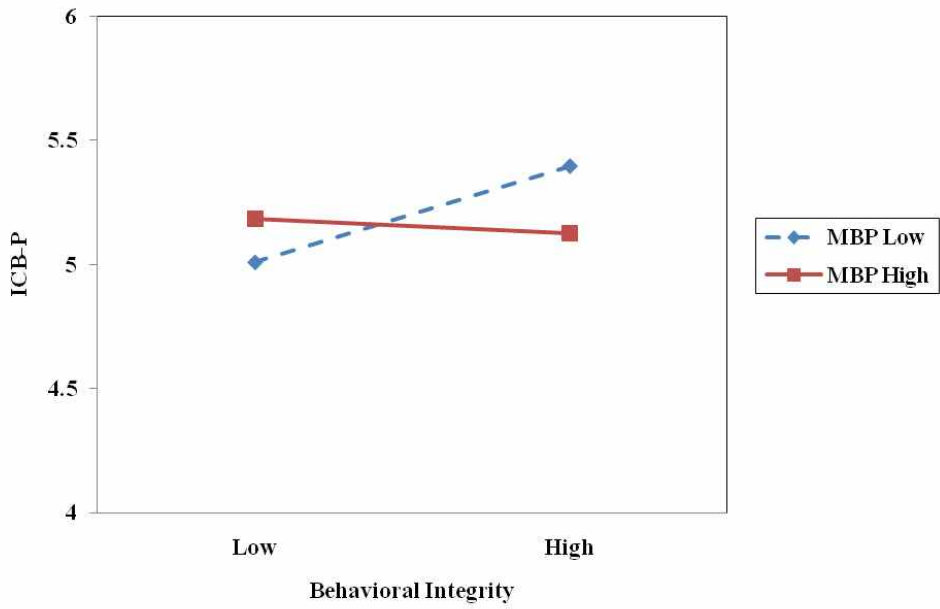
〈Figure 1a〉 Interaction of Behavioral Integrity and Psychosocial Support on ICB-P
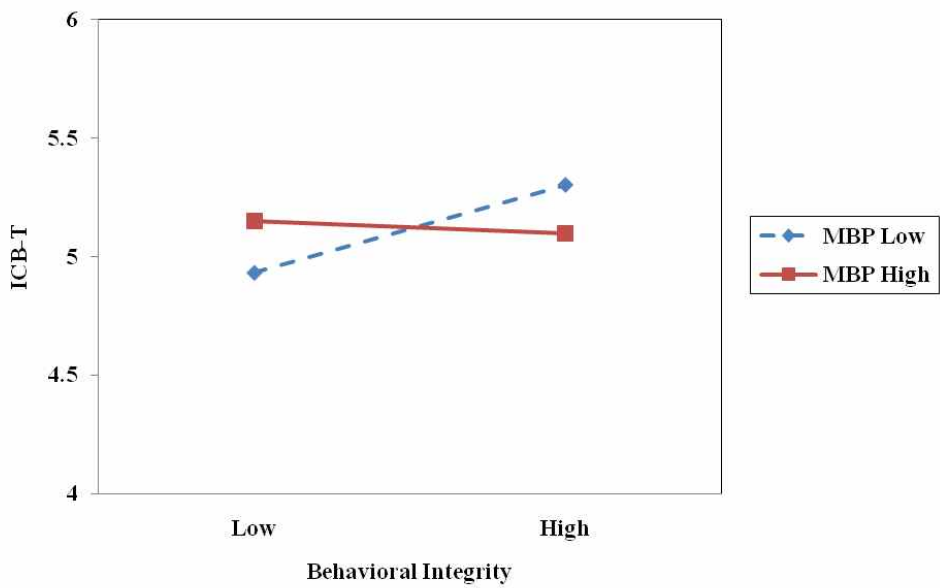
〈Figure 1b〉 Interaction of Behavioral Integrity and Psychosocial Support on ICB-T
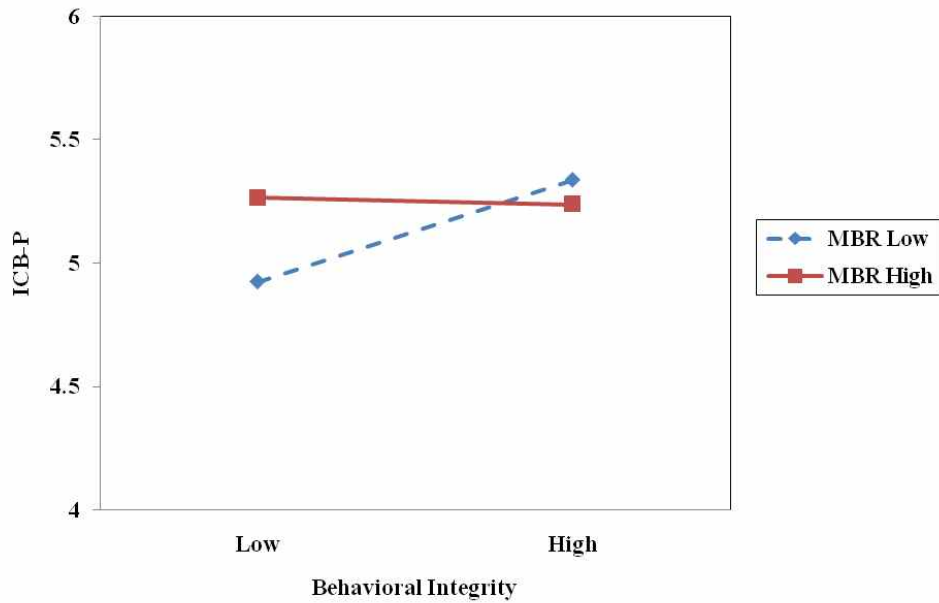
〈Figure 2〉 Interaction of Behavioral Integrity and Role Modeling on ICB-P

Ⅴ. Discussion

Organizational citizenship behaviors (OCBs) have been recognized as the significant factor determining organizational competitive advantage and success. This study examined the effects of managers on employee citizenship behaviors. Specifically, we investigated the main and interaction effects of manager's mentoring behaviors and behavioral integrity on interpersonal citizenship behavior (ICB), an important form of OCB. Our results demonstrated a positive relationship between behavioral integrity and follower's ICBs, and also a positive relationship between vocational support and follower's ICB-person focused. Further, we found moderating effects of manager's psychosocial support and role modeling on the relationship between behavioral integrity and ICBs.

Our findings indicated the importance of manager's individual characteristics,

specifically behavioral integrity. The result suggested that manager's general characteristic of behavioral integrity is one of the critical conditions to motivate voluntary ICBs. These results implied that managers and organizations should pay more attention to consistency of manager's words and deeds. Employee perception of manager's behavioral integrity can be formed based on observation as well as direct interaction with managers. In other words, employee's perception of manager's behavioral integrity is created based on the manager's interaction with others and general tendency as well as manager's interaction with the employee. Employees daily interact with managers, who are representatives of the organization. Employees watch manager's behaviors and words, which provide foundation of their perception of manager's behavioral integrity. Thus, managers need to be more cautious. In addition, organizations need to emphasize the importance of behavioral integrity to managers.

The result of our research was consistent with social exchange theory. On the basis of the reciprocity norm, social exchange theorists suggest that favorable treatment oblige the return of it. Employees, acting from this sense of reciprocation, perform various extra-role behaviors by their own discretion. ICB is a valuable discretionary behavior for reciprocation, which requires pretty much time and effort. Interestingly enough, vocational support was positively related to ICBs, but did not have interaction effects. Furthermore, the significant main effects of manager's behavioral integrity disappeared when vocational support was added (Table 2 and 3). These results implied that vocational support leads to citizenship behaviors regardless of manager's behavioral integrity. It might be the case that employees can get significant and direct benefit from manager's vocational support at workplace. On the other hands, psychosocial support and role modeling did not have main effect, but had interaction effects. These results indicated that when both are low, behavioral integrity is significantly and positively related to citizenship behaviors. The findings indicated that dimensions of mentoring behavior influence citizenship behaviors through different

mechanism. It may be due to the relative criticality of the dimensions. Future research needs to address this issue further.

Consistent with previous research on mentoring behaviors (e.g., Ensher, Thomas, & Murphy, 2001; Scandura, & Ragins, 1993; Scandura, & Viator, 1994), our findings showed the importance of mentoring behavior. Organizations need to encourage managers to engage in mentoring followers. They may need to introduce formal mentoring system. In addition, they need to train managers and constantly emphasize the importance of mentoring to managers. The training program and formal mentoring system can be more beneficial when followers may not interact frequently with managers. In addition, feedback system may be beneficial to both managers and followers. Followers may perceive the degree and effectiveness of manager's mentoring differently from managers. Thus, feedback from followers on mentoring can be very useful information for managers.

In this study, we focused on the effects of managers on citizenship behaviors. However, the effects of manager's mentoring and of a manager's behavioral integrity on citizenship behaviors may be affected by the characteristics of an employee. For instance, manager's mentoring behaviors may have more influence on those employees who are open-minded, have high degree of emotional intelligence, and/or have high degree of exchange ideology. In addition, individual goal orientation and self-efficacy can play significant role as well. For example, employees with high learning goal orientation may better respond to manager's mentoring and behavioral integrity than those who have performance-avoid goal orientation. Future research needs to address this important issue.

1. Limitations and Conclusion

This study has some limitations as well. First, a limitation of this study involves its cross-sectional nature. We collected the data at one point in time.

Therefore, we cannot infer causality, although our hypotheses were theoretically driven. Future research needs to utilize longitudinal research design in order to better infer causality. Another limitation may be the diversity of respondents' jobs in this survey. The participants held various types of jobs and were in various industries. This can be an advantage of the research, which supports the generalization of the study, but can also be a potential source of confusion. Particularly, diverse jobs and industries might have different requirements about the extent of follower's ICBs. Third, in this study, we investigated limited number of potential antecedents of follower's ICBs, i.e., manager's behavioral integrity, and mentoring behavior. However, numerous factors which affect follower's ICBs are remained. For instance, organizational climate such as group cohesion will reduce barriers of follower's ICBs. Strong climate of helping and sharing is expected to promote active ICBs in organization. In addition, diverse reinforcement such as pay system, reward for ICB would be critical to activate ICB in organization. Thus, future research needs to take more comprehensive approach by including other factors related to ICBs.

Despite its limitations, this study advances our understanding of follower's ICBs in organization by investigating the roles of manager's behavioral integrity and mentoring behavior. Our study demonstrated the importance of manager's behavioral integrity and mentoring behavior by showing the main and interaction effects on citizenship behaviors. Specifically, manager's vocational support and behavioral integrity had significant positive main impact on follower ICBs. In addition, behavioral integrity had significant and positive impact on follower ICBs when there was low level of manager's psychosocial support and/or role modeling, Although the current study made contributions to behavioral integrity, mentoring behavior, and citizenship behaviors literatures, we still do not have enough understanding about these topics. Thus, additional research seems critical.

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상사의 행위 진실성과 멘토링 행동이 부하의 대인관계시민행동에 미치는 영향에 관한 연구

김 동 규*
윤 석 화**

요 약

본 연구는 일상적인 부하들의 역할외 행동보다 조직 유효성에 더 큰 기여를 할 것으로 기대되는 재량적이고 호혜적인 역할외 행동 (대인관계시민행동)의 동기과정을 밝히고자 하는 것을 목적으로 한다. 구체적으로 부하의 재량적 대인관계시민행동을 유발할 것으로 기대되는 상사의 행위 진실성을 선행요인으로 행위 진실성의 효과와 그로 인해 유발되는 부하의 대인관계시민행동에 대해 살펴보고자 하였다. 또한 이러한 관계 사이에서 상사의 멘토링 행동이 주는 조절효과에 대해 살펴봄으로써 입체적인 대인관계시민행동의 동기과정에 주목하였다. 연구결과, 상사의 행위 진실성이 부하의 대인관계시민행동에 긍정적인 영향을 주는 것으로 나타났다. 그리고 상사의 멘토링 행동 중 직무적 도움과 심리사회적 도움은 상사의 행위 진실성과 부하의 사람 중심적 대인관계시민행동 관계에만 긍정적인 조절효과를 주고, 상사의 행위 진실성과 역할 모델링의 상호작용 효과는 부하의 사람 및 직무 중심적 대인관계시민행동에 영향을 미치는 것으로 나타났다. 본 연구는 상사의 행위 진실성과 멘토링 행동간의 상호작용 관계가 부하의 재량적 대인관계시민행동에 미치는 영향을 본 실증적 연구로서 그 의의가 크다고 볼 수 있다.

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*   웨스턴대학교 아이비 경영대학(dkim.phd@ivey.ca)
** 서울대학교 경영대학(syun@snu.ac.kr), 교신저자