

Master Thesis

**The Relationship between Helping Behavior in Workplace and
Work to Family Enrichment: A Multi-Foci and
Dual-cultural Study**

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Sincerity from the very bottom of my heart

Wish everyone all the best of the best

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Abstract

Based on social exchange theory and Hofstede's culture study, this study examined the relationship between helping behavior in the workplace and work to family enrichment, as well as the moderating effect of cultural context on this relationship. The multi-foci(s) of helping behavior, namely, helping behavior towards supervisors and coworkers are distinctly examined as well as their relationships with work to family enrichment. A survey with 234 respondents conducted both in China and the Netherlands showed that helping behavior, regardless of towards supervisors, coworkers or overall, is significantly positively related to work to family enrichment. The relationship between helping behavior towards supervisors and work to family enrichment is moderated by cultural context. In specific, helping behavior towards supervisors is more positively related to work to family enrichment in China than in the Netherlands. The findings were discussed and implications for future research and management practice were suggested.

Keywords: Helping behavior, Work to family enrichment, Cultural context, Multi-foci

Introduction

Helping behavior in the workplace¹, as an important dimension of organization citizenship behavior (OCB), refers to individuals' "involvement of voluntarily helping others with, or preventing the occurrence of work related problems" (Podsakoff, Mackenzie, Paine & Bachrach, 2000. p. 516). Research shows that helping others in the workplace has a variety of consequences for the helper, such as better performance evaluation results (Park, 1986;

¹ For the sake of convenience, sometimes I use "helping behavior" to stand for "helping behavior in workplace" in the subsequent paragraphs.

Werner, 1994; Allen & Rush. 1998; Rotundo & Sackett. 2002), more promotion recommendations (Park, 1986) and more training opportunities (Park, 1986). However, all these consequences suggested by prior research are only related to work. Few researchers studied how helping behavior can benefit the helper beyond the work, namely, family.

In the meantime, research on the positive linkage between work and family is still not prominent although it has been promoted for long time (Crouter, 1984; Grzywacz, 2000; Grzywacz, Almeida, & McDonald, 2002, Frone, 2003). Up until now, Greenhaus and Powell's (2006) work family enrichment framework is probably the most rigorous one about the work family positive linkage. They defined work to family enrichment as the extent to which experiences in work role improve the quality of life in family, and proposed five types of resources generated in the workplace that can enable work to family enrichment. (Greenhaus & Powell. 2006). However, they did not discuss the antecedents of work family enrichment, in another word, "how can the resources be generated for work to family enrichment?"

To fill the gap in both helping behavior and work to family enrichment research, I decided to examine the relationship between helping behavior and work to family enrichment, and thus contribute to current literature by 1) demonstrating the consequences of helping behavior for the helper beyond his or her work life, namely, family 2) exploring the antecedents of work to family enrichment.

If we take a closer look at prior research on helping behavior, we may find they usually treat "helping behavior" as a whole, although helping behavior can be directed towards supervisors or coworkers. As Lavelle, Rupp and Brockner (2007) suggested, treating helping

behavior towards supervisor and coworker differently, in another word, taking a multi-foci perspective, would deepen our understanding of helping behavior. Besides, most research on helping behavior and work family linkages was conducted in United States, and did not take into consideration of cultural context. Among a small number of studies about work family linkages that were conducted cross cultural context, researchers focus on work family conflict (Aryee, Fields, & Luk. 1999;Nang, Chen, Choi, & Zou. 2000; Yang, Hawkins, & Ferris.2004; Casper, Harris, Taylor-Bianco, & Wayne. 2011). For work family linkages, past cross cultural research only explored the different meanings of helping behavior in different cultures (Farh, Zhong, & Organ. 2004). Therefore, in the need of taking multi-foci approach for studying helping behavior, and the need of cross cultural perspective for studying both helping behavior and work to family linkages, I decided to take a multi-foci approach to see how helping behavior towards supervisor and coworker differ in their consequences and examine the influence of culture context on the relationship. Thus, this study could make two other contributions: 3) examine the multi-foci nature of helping behavior and their differential consequences, and 4) investigate the influence of culture context on the relationship between helping behavior towards coworkers or supervisors and work to family enrichment.

Research Question: What is the relationship between helping behavior in the workplace and work to family enrichment? How does culture influence the relationship, in particular, the relationship between the multi-foci(s) of helping behavior and work to family enrichment?

Theoretical Background

Helping Behavior in the Workplace

Helping behavior in the workplace, for instance, helping the supervisor to coach a new employee or with coworkers' heavy workload, is characterized by discretionary and spontaneous assistance to others. The kind of assistance is not stated in the formal job description and not rewarded explicitly by the employer (Organ, Podsakoff, & Mackenzie, 2006). Helping behavior can not only lead to better social exchange relationships with supervisors and coworkers, but also enhance their interpersonal trust as well as personal liking (Allen & Rush, 1998), indicating that helping behavior can change the situation in which the helper works.

Furthermore, helping behavior may be towards two different beneficiaries, namely, organization and individuals. Lavelle, Rupp and Brockner (2007) named the beneficiary as "foci" and suggested citizenship behavior has two foci(s): citizenship behavior towards team members/coworkers and citizenship behavior towards supervisors (Lavelle, Rupp, & Brockner, 2007). Although they did not conclude helping behavior has two foci(s) like citizenship behavior, it is reasonable to infer so because helping behavior is one dimension of citizenship behavior. Besides, Lavelle, McMahan and Harris (2009) found the two foci(s) of citizenship behavior---towards team/members/coworkers and supervisors have differential antecedent: perceived supervisor support (PSS) and perceived workgroup support (PWS) respectively. Although they did not conclude helping behavior towards coworkers and supervisors have differential antecedents as citizenship behavior towards coworkers and supervisors do, once again, it is reasonable to infer so because helping behavior is one dimension of citizenship behavior. Take one step further, we may also infer that helping behavior towards coworkers and supervisors have differential consequences, which will be examined in this study.

Work to Family Enrichment

Work to family enrichment (WFE) refers to the extent to which experiences in the work role improve the quality of life in family (Greenhaus & Powell. 2006). It occurs through the mechanism that resources generated in work can enhance the quality of family. Five types of resources can enable work to family enrichment: perspectives (ways of perceiving or handling situations) and skills (i.e. a set of task-related cognitive, interpersonal, coping skills and wisdom derived from role experiences), psychological (positive self evaluations and emotions) and physical resources (health), social capital (i.e. information and influence), flexibility (flexible schedule and location) and material resource (income, money and presents) (Greenhaus & Powell. 2006).

As Greenhaus and Powell (2006) suggested, the first condition of work to family enrichment is that there must be resources generated in work domain. Second, regarding the resource that cannot spillover automatically such as social capital and flexibility, individuals must have the intention to apply the resources that have been generated in the work place to their family domain. However, individuals differ in their intention to apply resources in work to family; for instance, women may have higher intention because women usually view family role more importantly than men. This intention to apply is highly influenced by the preference to segment work from or integrate it with family (Powell & Greenhaus. 2010). Theorists and empirical researchers (Ashforth, Kreiner, & Fugate. 2000; Rothbard, Philips, & Dumas. 2005) have suggested that those who prefer to integrate work and family are have more intention to apply resources in the workplace to family than those who prefer to segment them, and hence more likely to gain work to family enrichment.

Social Exchange Theory

Social exchange theory is widely used in helping behavior research to predict the antecedents and consequences of helping behavior. “According to Blau (1964), social exchange refers to the relationship that entails unspecified obligations” (p 657, Konovsky & Pugh. 1994). In a short run, social exchange is based on trust that the other party will discharge their obligations. In the long run, the two parties need to fulfill the norm of reciprocity to sustain the exchange relationship. People can exchange a variety of resources such as power, credibility, and respect. What should be exchanged is usually not specified, thus what people actually exchange is based on their perceptions about their exchange partners’ needs and on their examination of their possessed resources (Blau, 1964). In other words, one provides his or her exchange partners what his or her partners need in order to maintain the exchange relationship, but it depends on if one is aware of his or her partners’ needs. Besides, individuals may have different social exchange relationship with different exchange partners such as organization, supervisors and coworkers. (Lavelle, Rupp, & Brockner. 2007)

Prior research have applied social exchange theory to helping behavior and have demonstrated antecedents such as perceived organizational support (Moorman, Blakely, & Niehoff. 1998), organizational commitment, job satisfaction (Williams, Anderson. 1991) and leader membership exchange (Wang, Law, Hackett, Wang, & Chen. 2005), as well as the consequences such as better performance evaluation (Park, 1986; Werner, 1994; Allen & Rush. 1998; Rotundo & Sackett. 2002) and more training opportunity (Park, 1986). Multi-foci study showed that POS, PSS, PWS respectively predicated citizenship behavior towards organization, supervisor, and coworkers Lavelle, McMahan, & Harris. 2009).

Hypotheses Development

The Relationship between Helping Behavior and Work Family Enrichment

As stated above, helping behavior in the workplace can somehow change the situation in which the helper works. According to the rationale of social exchange theory, one who receives help bears the obligation to reciprocate the help by the resources that one possesses (Blau, 1964; Korsgaard, Meglino, Lester, & Jeong, 2010), suggesting that the helping others can increase the helper's resources by receiving helping from people who he or she has helped. When people exchange a variety of resources with each other, resources may cover those proposed in work family enrichment literature. For instance, when one helps his supervisor with coaching a new employee, the supervisor may pay back by lending a flexible working schedule if someday the helper needs to take care of the children in working days, here, the resource---flexibility enabling work to family enrichment. When one helps coworker with heavy work load, the coworker may reciprocate by some useful schooling information if some day the helper would send his/her children to school, here, the resource---social capital stimulating work to family enrichment (Greenhaus & Powell, 2006).

Apart from resources gained by social exchange, psychological or emotional resources can be increased by helping behavior and these resources may impact family life positively as well. As social psychology research suggested (Daniel, 1976; Schroeder, Penner, Dovidio, & Piliavin, 1995; Weinstein & Ryan, 2010), helping others can lead to higher self-esteem, feeling of accomplishment and self efficacy, which increases the perceived self-value. High self efficacy and positive emotional state have been demonstrated to be positively associated

with benevolence to family members, manifesting as more consideration, assistance and caring (Rothboard, 2001).

Moreover, individuals can also obtain new skills or perspectives by helping others and those new perspective and skills may be applied in family and enhance family life. Helping behavior is often identified as extra role behavior, suggesting that it is beyond the role script social actors ought to follow. According to role accumulation theory (Sieber, 1974; Marks, 1977), individuals who take roles besides their own may gain new views and perspectives. In particular, helping others with their work may get knowledge about others' view of job assignments or gain understanding about how other people do their tasks, which can improve the helper's knowledge and cognitive ability (Slavin. 1983). The improvement on cognitive ability and knowledge can increase the helper's possibility to be promoted and paid better, which is the material resource that can be applied to benefit family (Greenhaus & Powell. 2006). Furthermore, helping others may also enhance the helper's certain skill (Daniel, 1976), for instance, an employee who actively takes his/her manager's job may learn sort of managerial skills such as motivating people (Greenhaus & Powell. 2006), which can be applied to motivate children to participate in school.

To sum up, helping others i.e. coworkers and supervisors in the workplace may escalate resources in the helper's work domain, and these resources may be transferred into family life and enhance the quality of family. Therefore, I hypothesize:

***Hypothesis 1a:** Helping behavior in the workplace is positively related to work to family enrichment.*

***Hypothesis 1b:** Helping behavior towards supervisors is positively related to work to family enrichment.*

Hypothesis 1c: Helping behavior towards coworkers is positively related to work to family enrichment.

Culture Influence on the Relationship: China VS. The Netherlands

Culture is “*the collective programming of the mind distinguishing the members of one group or category of people from others*” (P1: Hofstede, 2001). In other words, people from one culture share some commonality about what is valued and what is right. According to Brewster, Sparrow and Vernon (2007), culture includes elements such as “who are we” “how do we relate to the world” “what do we do” “how do we relate to each other”? Based on Hofstede’s culture framework, cultures differ in collectivism vs. individualism, long term vs. short term orientation, masculinity vs. femininity, high vs. low uncertain avoidance, and high vs. low power distance. Culture may not predict an individual’s behavior and attitude very well, but it can forecast how people in one culture behave collectively and what they value as a group (Hofstede, 2001).

Since culture underpins human beings’ attitudes and behaviors, it may unavoidably influence the mechanism linking helping behavior and work family enrichment. Specifically, culture may first influence the social exchange process that is led by helping behavior. Second, culture may influence the characteristics of the boundary between work and family, and hence the transfer of resources from work to family. I will explain and examine how each of the Hofstede’s culture dimensions impacts the relationship between helping behavior and work to family enrichment. Since China is not significantly different from the Netherlands in Uncertainty Avoidance (China scored at 53 and the Netherlands scored at 40) (Hofstede, 2001), I will focus on the other four dimensions. In addition, it is necessary to state that

Hofstede's "four culture dimensions" is only a lens for me to see how Chinese differs from Dutch culture and how the difference influences the relationship between helping behavior and work to family enrichment.

Power Distance & Long/Short Term Orientation

Power distance refers to "the degree to which the less powerful members of a society accept and expect that power is distributed unequally" (p45: Hofstede, 1980). In high power distance culture such as the Chinese scored at 80 in Hofstede's culture index, individuals may take the hierarchy for granted and keep certain distance from their supervisors, while in low power distance culture such as the Dutch scored at 38 in Hofstede's culture index (Hofstede, 2001), individuals may tend to have more power equality and low distance with their higher up.

As such, when resources that can enable work to family enrichment have been generated by helping supervisors, a Chinese may be less likely to expose their needs of the resource to his or her supervisors due to the large power distance that hinders to send out the message. It can lead to the less likelihood to get the resource in the end, since exchange partners in social exchange reciprocate things they feel valuable to each other. For example, when a Chinese who helps his or her supervisor want to take care of his/her children and have flexible working schedule, he or she may be less likely to expose the need to supervisors than his or her Dutch counterpart, and hence less likely to get the flexibility resource.

Long term orientation may also play a role here. Long term orientation refers to how a society deals with the search for virtue (Hofstede, 1980). Societies with a long-term

orientation such as China (scored at 118 in Hofstede's culture index) tend to "save and invest, thriftiness, perseverance in achieving results" (p351: Hofstede, 2001), whereas societies with a short-term orientation such as the Netherlands (scored at 44 in Hofstede's culture index) may "exhibit.....a relatively small propensity to save for the future, and a focus on achieving quick results" (p351: Hofstede, 2001), As such, Dutch people may immediately use the resource they could get from their supervisor such as flexibility, while their Chinese counterpart may preserve the resource for one moment, presenting as self sacrifice, which can result in the supervisor's feeling of indebtedness and hence more significant pay-off in future, for instance promotion.

***Hypothesis 2:** The cultural context moderates the relationship between helping behavior towards supervisor and work to family enrichment, such that helping behavior towards supervisor in China is less positively related to work to family enrichment than in the Netherlands.*

Individualism/Collectivism

Individualism/Collectivism dimension refers to "the degree of interdependence a society maintains among its members" (p209: Hofstede, 2001). In high collectivistic countries such as China that is scored at 80, people tend to identify themselves with a certain group. Once when they are in a group, they are supposed to take care of all the group members. On the contrary, in high individualistic countries such as the Netherlands that is scored at 20, people only look after themselves and their core family members.

As such, when a Chinese receives help from coworkers in workplace, he may reciprocate the help by seeking for the opportunity to take care of coworkers and even coworkers' family, because it may be assumed appropriate and normal to inquiry and help coworkers with their family related issue, due to their collectivistic nature. As Farh, Zhong and Organ (2004) has demonstrated in their study, employees in China helped their colleagues even with repairing house. On the contrary, in the Netherlands, everyone ought to only take care of themselves or at most their core family, keeping distance far-from others. Even when helping coworkers may have already generated resources that can be applied in family, it might be less likely to acquire the resources in the end, because the coworkers may assume it is inappropriate to interfere with other people's family.

***Hypothesis 3:** The cultural context moderates the relationship between helping behavior towards coworker and work to family enrichment, such that helping behavior towards coworker in China is more positively related to work to family enrichment than in the Netherlands.*

However, the individualistic and collectivistic cultural dimension may have other impact on the mechanism between helping behavior and work to family enrichment, regardless of helping behavior towards supervisors or coworkers. As stated above, the amount of resources in the workplace is only one of conditions of work family enrichment. To gain work to family enrichment, the boundary between work and family cannot be clearly drawn or fixed. Some people tend to integrate work with family and blur work family boundary, however others prefer to segment work from family and maintain a clear boundary. As Ashforth, Kreiner, & Fugate suggested (2000), this preference of integration and implementation is influenced by culture. Individuals with the same culture background may have the similar tendency to

segment or integrate work and family, and differ from individuals from other cultures, since individuals from the same culture may have the same type of self-construal that is different from other types. As Markus and Kitayama (1991) suggested in their seminal work, individuals from collectivistic culture such as the Chinese scored at 80 in Hofstede's culture index may have self-construal with many "others", whereas those from individualistic culture such as the Dutch scored at 20 have independent self construal where the self is all about the "one" (Hofstede, 2001). Ashforth, Kreiner, & Fugate (2000) stated that people from China define themselves by relating to others and therefore have more expansive self definition than people from the Netherlands, and this expansive self definition leads to the tendency to see all of their role domains i.e. family and work, integrated rather than segmented. Because those who tend to blur the boundary between work and family are more likely to apply the resources generated in work place to family, I could argue that, individuals from China may experience higher level work to family enrichment than their Dutch counterparts, when the amount of accumulated resources through helping behavior holds the same.

***Hypothesis 4a:** The cultural context moderates the relationship between helping behavior and work to family enrichment, such that helping behavior in China is more positively related to work to family enrichment than in the Netherlands.*

Masculinity/Femininity

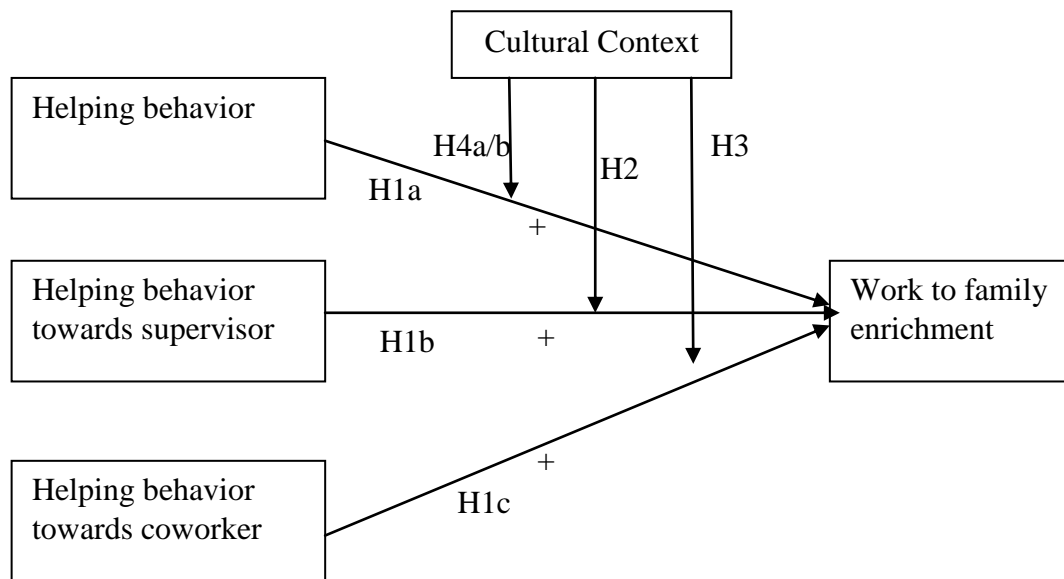
Masculinity/Femininity dimension refers to the degree a society is driven by competition, achievement and success (Hofstede, 2001). In high masculine countries such as China that is scored at 66 in Hofstede's cultural index, the high masculinity drives people to take career

and social status as priority; whereas in low masculine countries such as the Netherlands that is scored at 14, people care more about the quality of life and their well-being.

As such, Chinese may be less likely to expose their needs of the resource that can be applied to family to their supervisors and coworkers, since he/she may take the work and career as the priority in the first place and do not count family and quality of life as the same weight as his/her Dutch counterpart. According to expectancy theory, people will be motivated to do what may lead to the results valuable for them (Vroom, 1964). Unlike Chinese, Dutch may actively seek for the resources that can be used to enrich their family if there is any, because they value quality of life and their overall well-being. If they help others in the workplace and others have the tendency to lend some resources, they may actively expose their needs of those resources and grasp the chance to get them. For example, if a Dutch helps others in work place and someday they need to work from home to take care of children, they may ask their supervisor directly and “activate” the resource of flexibility, or please their coworkers to do a favor in their work.

***Hypothesis 4b:** The cultural context moderates the relationship between helping behavior and work to family enrichment, such that helping behavior in the Netherlands is more positively related to work to family enrichment than in China.*

Hypothesis 4a and 4b are competing hypotheses (4a vs. 4b) due to the different implications of national culture. To sum up, the conceptual model is as below:



Methods

Data Collection and Sampling

Since this study is to examine the effect of cultural background on the relationship between helping behavior and work to family enrichment, the data collection was conducted in both China and the Netherlands. As culture may differ to some extent between generations and regions even in one country, I tried to get my respondents as diverse as possible, from diverse demographic groups and from diverse areas of each country, in order that the sample can stand for the national culture as much as possible.

In China, the majority of my data was collected by “snow-balling”. I posted my online questionnaire in social media, i.e. Chinese Facebook (www.xiaonei.com) and Twitter (t.sina.com.cn), and requested people connected with me to fill it in. Since most of my friends in social media started working two years ago, I asked them to send the online questionnaire

to their family members and colleagues of their family members, so that the sample can cover a larger range of working people and hence is more diversely resembled. In addition, I asked my relatives at my hometown to help me to get at least 20 respondents from the public sector in a small city of Middle Western China, in order to diversify my respondents, given that most of the respondents obtained through social media may come from business and private sector. In the end, I received 184 responses from China; however, many of them were not completed. After deleting those incomplete ones, 120 responses were remained.

In the Netherlands, since I have a small number of connections in social media and those connections are relatively weak, I collected data through other resources. In one day, I took the Dutch Intercity trains to four major cities in the Netherlands, i.e. Nijmegen, Den Haag, Amsterdam, and Maastricht, which are in opposite directions, and asked people to fill in my paper-based questionnaire on the train. People in both the first and second class of the train were asked, so were people at different ages. I sent out 140 questionnaires in one day, and 114 of them were filled in completely.

Then I combined these two sub-samples. The final sample is therefore consisted of 234 responses, 120 from China and 114 from the Netherlands. 122 of respondents are female (60 Dutch and 62 Chinese) and 112 are male (53 Dutch and 59 Chinese). The average age is 35.14(41.58 for Dutch sample and 29.02 for Chinese sample), showing the average age in the Dutch sample is much higher than the Chinese. However, since age is a control variable in the first place, it may not cause severe problem in data analysis. Additionally, the standard deviation of age is 11.74 and 12.89 for Dutch sample and 5.91 for Chinese sample, so it seems that the Dutch sample is more diverse than the Chinese sample in their age. However, I noticed that the highest age in the Dutch sample is 70, but 51 in the Chinese sample. It

explains to some extent the bigger standard deviation of age in the Dutch sample. Regarding marital status, 60% of the respondents are single and 40% are married. 64% of the Dutch respondents are married and so are 56% of the Chinese respondents. Besides, 79% of the Dutch and 69% of the Chinese respondents have no children, but most of the Chinese respondents who have children only have one.

Measurement

The measurement scale for helping behavior and work to family enrichment are both originally in English. For the Chinese questionnaire, I first translated it and then sent it to two Chinese OBHR PHD students in well-known universities in North America. One of them validated my translation and the other one translated the validated version back to English. Then we had an online meeting to solve inconsistency. For the Dutch questionnaire, I asked two Dutch PHD students in Organization and Strategy studies at Tilburg University to translate the English questionnaire to Dutch and then asked a multilingual Dutch research master in Organization and Strategy to translate it back to English, on the purpose of validating the translation. The main content of the English, Chinese and Dutch scale can be found in Appendix.

Helping Behavior The scale was adapted from a couple of studies on organization citizenship behavior (Smith, Organ, & Near, 1983; Podsakoff, Mackenzie, Moorman, & Fetter. 1990; Williams & Anderson. 1991; Moorman & Blakely. 1995), and included 9 statements such as “It happens a lot that I help coworkers with heavy workloads” “It happens a lot that I take added responsibility when my supervisor(s) is (are) absent.”. “Helping behavior towards coworkers” and “helping behavior towards supervisors” were distinctively measured. The

respondents were asked to evaluate each statement ranging from “strongly agree” to “strongly disagree” with a Likert scale (Strongly agree is 7, strongly disagree is 1). The one factor Confirmatory Factor Analysis (CFA) by AMOS 19.0 showed that the one-factor model fits the dataset well $\chi^2(19, N=234)=35.366, p=.013$ (GFI=.967; CFI=.978; RMSEA=.061), suggesting that it is reasonable to treat “helping behavior” as one variable, regardless of its multi-foci(s). However, I noticed that the path coefficients are low (.478, .396, .543) for three items “I help coworkers who have been absent” “I willingly adjusts my work schedule to accommodate other employees’ requests for time off” and “I pass along work-related information on to my supervisor(s)”, and therefore I removed them out of the model and conducted CFA with one factor again $\chi^2(10, N=234)=27.992, p=.002$ (GFI=.965; CFI=.967; RMSEA=.088). Although the model fit was not significantly improved $\Delta\chi^2(9, 234)=7.374, p>0.1$, there were no low path coefficients anymore and all of them were above 0.8. Therefore, in the end, 6 items were used to measure helping behavior as a whole.

Next, I conducted a two-factor model CFA, where one factor is helping behavior towards coworkers with three items and the other factor is helping behavior towards supervisors also with three items. The results showed that the two-factor model fit the dataset well $\chi^2(7, N=234)=8.225, p=.313$ (GFI=.989; CFI=.997; RMSEA=.027). Then I compared the two-factor with one-factor model and the chi-square test showed that the two-factor model fits the dataset significantly better $\Delta\chi^2(3, 234)=19.767, p<.001$. To sum up, the results showed that the one-factor and two-factor model both fit the dataset well although the two-factor model fits better, which provides support for treating helping behavior as a whole as well as with two foci(s).

Work to family Enrichment I measured work to family enrichment based on Carlson, Kacmar, Wayne and Grzywacz's (2006) work to family enrichment. However, there are inconsistencies between their scale and Greenhaus and Powell's (2006) theoretical framework for work to family enrichment, probably due to the fact that their scale was published almost at the same time as Greenhaus and Powell's (2006) theoretical framework. First, In Kacmar, Wayne and Grzywacz's scale (2006), two types of WFE were separately measured: 1) through affect and 2) (psychological) capital, which highly reflect the nature of WFE through psychological resources suggested by Greenhaus and Powell(2006), although Greenhaus and Powell(2006) did not distinguish them and instead include them in one category---WFE through psychological resources. Secondly, Kamcar, Wayne and Grzywacz(2006) did not design items to measure WFE through social capital, flexibility and material resources, but they were included in Greenhaus and Powell's (2006) theoretical framework. Thirdly, Kamcar etc. (2006) deployed the terminology "WFE through development" to describe WFE through perspectives, knowledge and skills in Greenhaus and Powell's (2006) theoretical framework. To reconcile these inconsistencies, I decided to remain the two types WFE through psychological resources (affect and capital) in my scale as different dimensions, as they may indeed capture different types of WFE within WFE through psychological resources. Meanwhile, I added six items that cover other types of resources i.e. three items for social capital, two for flexibility and one for material resources. The respondents were asked to evaluate each statement ranging from "strong agree=7" to "strongly disagree=1" in a Likert scale.

During the data collection, respondents suggested that they could not well understand the last item about material resources (i.e. My involvement in my work puts me in a better material situation and this helps me be a better family member), I removed it before data analysis.

Then fourteen items were analyzed by CFA: three items for WFE through perspectives, knowledge and skills (WFE through development in Kamcar's etc. scale); three items for WFE through affect; three for WFE through (psychological) capital; WFE through psychological resources, three items for WFE through social capital, and two items for WFE through flexibility. The CFA with one-factor model showed that it fits the dataset well $\chi^2(56, N=234)=146.624, p=.000$ (GFI=.918; CFI=.968; RMSEA=.083) and the path coefficients of all items are high (>0.80), suggesting it is reasonable to treat work to family enrichment as one variable. Next, I conducted CFA with a five-factor model (1. WFE through perspectives, knowledge and skills; 2.WFE through affect; 3. WFE through capital; 4.WFE through social capital; 5. WFE through flexibility) and the results showed that the value of chi-square increased compared to the one-factor model $\chi^2(66, N=234)=162.653, p=.000$ (GFI=.913; CFI=.966; RMSEA=.079), therefore I took the one-factor model with 14 items for work to family enrichment into subsequent analysis.

Reliability and Validity I firstly tested reliability of the measurement scale. The Cronbach's Alpha for helping behavior is .811 and .931 for work to family enrichment, and .804 and .826 for helping behavior towards coworkers and supervisors respectively, suggesting that these scales are all reliable. Next, I tested whether the measurement models were equivalent across the two cultural context since my study was conducted in two cultural contexts. Firstly, I formulated a baseline model in which factor loadings are allowed to vary across cultural contexts. The goodness of fit index showed that the number of factors was the same for both cultural contexts (Helping behavior: $\chi^2(12, N=234)=14.7, p=.068$ GFI=.980, CFI=.995, RMSEA=.031; work to family enrichment: $\chi^2(106, N=234)=205.667, p=.000$ GFI=.894, CFI=.967; RMSEA=.064), suggesting the two models are structural invariant across the two cultural contexts. Then I put path constrains in the factor models, the Chi-

Square tests showed that there is a path invariant for helping behavior ($\Delta\chi^2 = 2.9$, $\Delta df = 6$, $p = .821$), but not for work to family enrichment ($\Delta\chi^2 = 28.333$, $\Delta df = 14$, $p = .013$). Therefore I checked the path coefficient of each item within work to family enrichment, and did not find significant difference between the two cultural contexts. Because I was only to examine the degree of overall work to family enrichment, instead of the way to attain work to family enrichment, the difference in path coefficients between two cultural contexts may not influence the validity of results.

Culture context I treated the cultural context as a dummy variable, since only two cultures are in my study. It was coded with zero if it is from the Netherlands (paper based questionnaire), and with one if it is from China (online questionnaire).

Control variables The first significant control variable is gender, since past research suggested that gender is an important antecedents of work family linkages, regardless of conflict or positive spillover. Women are more likely to focus more on family than men, and hence more likely to use resources generated in work in family life (Greenhaus & Powell, 2010). Gender was coded with one if it was male and with zero if it is female. Other important control variables include marital status, age, and the number of children. Older, married people with more children are more likely to have more family demand than younger people (Nang, Chen, Choi, & Zou, 2000) and hence have stronger tendency to use resources generated in work to family life. Regarding to the number of children, I asked the respondents to fill in the birth year of their children, and only took into account their children younger than 18 years old, since children who are already adults may not demand much from their parents.

Results

Table 1 reports the correlations between variables. We can see that age is significantly correlated with other control variables such as marital status ($r=.353, p<.01$) and number of children ($r=.223, p<.01$), and cultural context is significantly correlated with age ($r=-.536, p<.01$). Marital status is significantly correlated with helping behavior ($r=.175, p<.01$) and with helping behavior towards coworkers ($r=0.144, p<.01$) and towards supervisors ($r=.156, p<.01$). Number of children is significantly correlated with helping behavior towards coworkers ($r=.129, p<.01$). Regarding the independent variables, helping behavior towards coworkers is significantly correlated with helping behavior ($r=.818, p<.01$), and with helping behavior towards supervisors ($r=.475, p<.01$). Helping behavior towards supervisors is significantly correlated with helping behavior ($r=.895, p<.01$). Control variables are all not significantly correlated with work to family enrichment. Helping behavior is significantly correlated with work to family enrichment ($r=.379, p<.01$) and helping behavior towards coworkers and supervisors are both significantly correlated with work to family enrichment ($r=.370, p<.01; r=.293, p<.01$).

Next to correlation analysis, I conducted ANOVA to examine whether the degrees of helping behavior and work to family enrichment differ across the two cultural contexts. Firstly, the F-test shows that neither of the degrees of helping behavior or work to family enrichment is significantly different across the two cultural context $F(1,232)=1.858, p=.174; F(1,232)=.550, p=.429$. Secondly, when it comes to each factor within helping behavior, the average level of helping behavior towards coworkers is not significantly different across cultural contexts $F(1,232)=0.300, p=.584$, but the average level of helping behavior towards supervisors is $F(1,232)=6.431, p=.012$. Chinese show greater helping behavior towards supervisors than their Dutch counterparts.

Table 1

Descriptive Statistics and correlation between variables											
Variables	N items	Mean	SD	1	2	3	4	5	6	7	8
Helping behavior (Hb)	6	5.23	0.90								
Hb towards coworkers	3	5.50	0.91	.818***							
Hb towards supervisors	3	4.98	1,18	.895***	.475***						
Work to family enrichment	15	4.57	0.87	.379***	.370***	.293***					
Cultural context		0.51	0.50	.089	-.036	.164**	-.049				
Age		35.14	11,74	.068	.141	-.005	.128	-.536***			
Gender		0.49	.55	.083	.058	.082	.061	.010	.120		
Marital Status		0.40	.049	.175***	.144**	.156**	.051	.075	.353***	.026	
Number of Children		0.35	.69	.094	.129**	.044	.057	-.069	.223***	.065	.443***

***=p<.01; **=p<.05; *=p<.10 (2-tailed)

Table 2

The results of ANOVA--comparing the means of variables between cultural contexts						
Variables	Mean of Chinese sample	Mean of Dutch sample	Between group df.	Within group df.	F value	Sig.
Helping behavior (Hb)	5.3125	5.1520	1	232	1.858	.174
Hb towards coworkers	5.4694	5.5351	1	232	.300	.584
Hb towards supervisors	5.1556	4.7690	1	232	6.431	.012
Work tofamily enrichment(WFE)	4.5250	4.6111	1	232	.550	.459

Then I conducted Hierarchical Multiple Regression Analysis to test hypotheses H1a---H4b and presented the results in Table 3. In the first step, I entered all the control variables into the regression model and found no significant relationship between any control variable and work to family enrichment. In the second step, I entered helping behavior (Hb), Hb towards coworkers and Hb towards supervisors as independent variable one by one. The results showed that helping behavior, Hb towards coworkers and supervisors are all significantly related to work to family enrichment positively $\beta=.379, p<.01$; $\beta=.361, p<.01$; $\beta=.300, p<.01$. Thus Hypothesis 1a, 1b, 1c are all strongly supported.

Table 3

Regression analysis predicting work to family enrichment from helping behavior								
	Step1	Step 2a	Step 2b	Step 2c	Step 3a	Step 3b	Step 3c	Step 4
	β	β	β	β	β	β	β	β
<i>Control variables</i>								
Gender	.045	.015	.031	.034	.034	.030	.025	.019
Age	.117*	.119	.184*	.119**	.119	.095	.102	.104
Marital Status	-.005	-.068	-.033	-.063	-.063	-.045	-.071	-.059
Number of children	.029	.023	-.003	.036	.036	.009	.024	.014
<i>Independent variables</i>								
Helping behavior(Hb)		0,379***					.300***	
Hb towards coworkers			.361***			.322**		.282***
Hb towards supervisors				.300***	.198**			.166**
Cultural context					-.566*	-.211	-.497	
Hb*cultural context							.497	
Hb towards coworkers*cultural context						.235		
Hb towards supervisors*cultural context					.578*			

*** p<0,01;** p<0,05; * P<0,10.

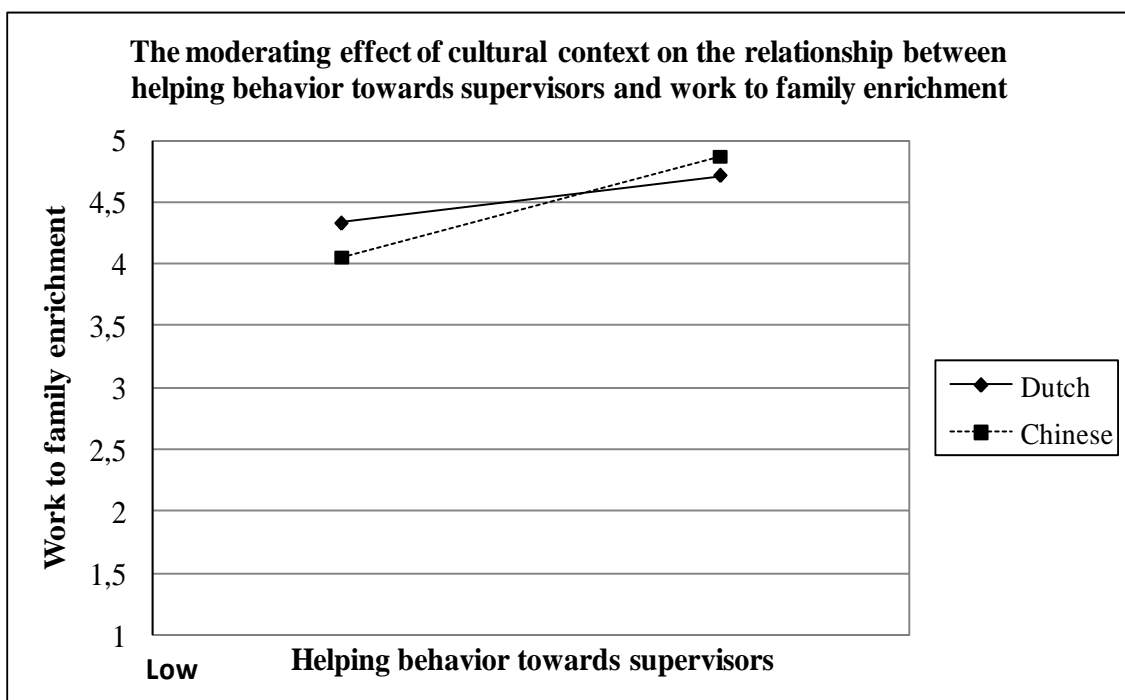
Hb=helping behavior

To test hypothesis 2, I entered Hb towards supervisors*cultural context as an independent variable and its coefficient is significant at $p=.10$ level, $\beta=.578$, $p=.051$. The results also showed work to family enrichment increases on average by .520 unit more for Chinese than Dutch when Hb towards supervisors increase by the same one unit, which is exactly opposite to hypothesis 3, that is, the same increase on helping behavior leads to less increase on work to family enrichment for Chinese than Dutch. Thus, Hypothesis 2 is partially supported. Figure 1 elaborated the moderating effect of cultural context on the relationship between helping behavior towards supervisors and work to family enrichment.

To test Hypothesis 3, I entered Hb towards coworkers*cultural context as an independent variable in the regression model. Its coefficient was not significant at $p=.10$ level, $\beta=.235$, $p=.541$, suggesting Hypothesis 3 was not supported. Next, I entered cultural context and Hb*cultural context as an independent variable to test Hypothesis 4a and 4b. The regression result showed that the coefficient of Hb*cultural context was not significant at $p=.10$ level, $\beta=.497$, $p=0.158$, which means Hypothesis 4a and 4b was neither statistically supported.

In addition, to explore which foci of helping behavior---- towards coworkers or supervisors plays a more important role in relating to work to family enrichment, I conducted another regression where helping behavior towards coworkers and supervisors are independent variables. The result showed that helping behavior towards coworkers explains more variance in work to family enrichment $\beta=.282, p=0.000$ than helping behavior towards supervisors $\beta=.166, p=0.019$.

Figure 1



Discussion

There are several interesting findings in this study: 1) Chinese on average show a greater extent of helping behavior towards their supervisors than their Dutch counterpart; 2) although the main effect of helping behavior on work to family enrichment(WFE) is strongly

supported, the moderating effect of cultural context on the relationship is not statistically significant; 3) although cultural context does not moderate the relationship between helping behavior and work to family enrichment, it *does* moderate the relationship between helping behavior towards supervisors and WFE. More interestingly, Chinese experience a larger extent of increase on work to family enrichment when a certain degree of increase on helping behavior towards supervisors is given, which is exactly opposite to Hypothesis 2; 4) culture context was not demonstrated to moderate the relationship between helping behavior towards coworkers and WFE. I will discuss the reasons for these four interesting findings one by one.

First, Chinese on average show a greater extent of helping behavior towards their supervisors than their Dutch counterpart. There are reasons from both economic and cultural perspectives. From an economic perspective, China has been developing its economic significantly since the economic reform, which is featured by Deng's slogan "to be rich is glorious" (Nang, Chen, Choi, & Zou. 2000). Helping supervisors, as one facet of organizational citizenship behavior (OCB), has been demonstrated by OCB researchers to be positively related to performance appraisal results and promotion (Park, 1986; Werner, 1994; Allen & Rush. 1998; Rotundo & Sackett. 2002). With "to be rich is glorious" in mind, Chinese may be more motivated than their Dutch counterpart to take initiatives to climb "the ladder of social status". These initiatives may be manifested as helping behavior towards supervisors. From a cultural perspective, "the general pattern of Chinese social relations is characterized as a "differential mode of association. It is analogized as the circles that appear on the surface of a lake when a rock is thrown into it". (p 722: Chan, 2009). There are three types of relations for Chinese around an ego: ascribed, acquired personal and business relation, and these three layers are chained from inside to outside like an onion. Ascribed relation is usually kinship, acquired personal relation is, for example, friendship, and the relation with supervisor is often

categorized into business. However, a distinct feature of Chinese relation (*guanxi*), apart from its western counterpart, is that interpersonal interactions can *change* in which layer of the onion a certain relation is located. In extreme cases, as showed by Chan's (2009) study, a relation can move from the "business" layer to "ascribed", if one delivers extra caring and kindness to his interacting partner. Additionally, the extra caring and kindness could be based on economic calculation and function as an instrument for desirable economic benefits. It may imply that helping behavior towards supervisor may function as a way to show one's extra caring and kindness towards the supervisor so that it leads to a change in the nature of the relation with supervisors. This change results in more work related benefits such as better performance appraisal and promotion, leading to the observed fact that Chinese showed greater extent of helping behavior towards supervisors than their Dutch counterparts.

Second, although the main effect of helping behavior is strongly supported, the moderating effect of cultural context on the relationship between helping behavior and WFE is not statistically significant. There might be two reasons. One reason may be that different dimensions of cultural context have opposite effects on the relationship between helping behavior and work to family enrichment, which makes the overall moderating effect of cultural context offset. As I developed for Hypothesis 4a and 4b, when an increase on helping behavior is given, collectivism may lead to blurring boundary between work and family and hence a larger increase on work to family enrichment for Chinese, while masculinity may lead work to be a priority over family, and hence less intention to use the resources coming from helping behaviors and also a smaller increase on work to family enrichment for Chinese. As Chinese culture is higher than the Dutch in both collectivism and masculinity, the overall moderating effect on the relationship between helping behavior and work to family enrichment might have been offset. Another reason may be that I used nationality as a proxy

for cultural context but this proxy may not function well since nationality can stand for many other things besides cultural context, such as economic development and social institution. These things may also influence the relationship between helping behavior and work to family enrichment. In a rapid growing economy, Chinese may change their jobs and employers so quickly that it is less likely to develop a long term reciprocating relationship with their colleagues (Froses, Xiao. 2012; Hui, Lee, & Rousseau. 2004). In this case, they may have already left the company when their colleagues reciprocate the help that could be with resources enabling work to family enrichment. On the other hand, in a highly developed society like the Netherlands, people are able to have a stable career thanks to the well-established companies, legislations and strong union power (Brewster, Sparrow, & Vernon. 2007). It leads to more possibility to develop a long term relationship with colleagues, and hence more likelihood of work to family enrichment resulting from helping colleagues. Therefore, the influence of economic and societal development may have offset the potential moderating effect of cultural context on the relationship between helping behavior and work to family enrichment.

Third, helping behavior towards supervisors is more positively related to work to family enrichment for Chinese than their Dutch counterpart, which is exactly opposite to Hypothesis 2. In Chinese culture, as suggested by Chan (2009), when a relation moves from the “business” layer in the onion to “acquired personal” or even “ascribed”, trust, affect and asymmetric obligations significantly increase between the two parties in the relation, which play a highly important role in social exchange. When the relation with the supervisor is moved from “business” to the other two layers more inside the onion, it becomes more likely for the supervisor to lend resources, for instance flexibility, to enable work to family enrichment. These resources can be in a much higher volume because of the intimacy starting

to exist in the relation. Compared to the Chinese, Dutch relations may not be subject to such change that could have resulted from helping behavior, as there might be more fixed boundary between different types of relations. In other words, when a Chinese helps his or her supervisors, the helping behavior may function as an instrument that moves the subordinate-supervisor relation to a more inside layer of the relation onion. One unit increase in the helping behavior may increase the trust, affect and intimacy by a very large extent, larger than for Dutch counterparts, and hence larger extent of resources that can enable work to family enrichment. This difference between Chinese and Dutch might be big enough so that the moderating effect of culture is still significant, even though the culture context was only measured by a proxy---nationality which could not separate effect of economy development and institutions from effect of culture.

Fourth, culture context has a insignificant moderating effect on the relationship between helping behavior towards coworkers and work to family enrichment. It is partially because the culture context was not directly measured as mentioned above, but it can be also because culture may have been shifted within one country. As Bender and Chasiotis(2011) suggested, Chinese are becoming more and more individualistic because of the single child policy which leads to a highly individualist socialization process in people's childhood. As such, Chinese may be not collectivist, and hence do not feel they need to take care of others and their family besides the ego as I assumed in the hypothesis development. When Chinese help coworkers in the workplace, their coworkers may not tend to be more likely to participate in colleagues' family matters than the Dutch counterpart since they may not differ so much in collectivism in their self-construal. This can be confirmed to some extent by the finding that the extent of helping behavior towards coworkers in China is even slightly less than in the Netherlands despite of the difference not statistically significant (Mean of Chinese: 5.46, Mean of Dutch:

5.53). All above imply that Chinese do not tend to be as likely as expected to care about their coworkers because of high collectivism, unless helping coworkers can bring potential economic benefits like those resulted from helping supervisors.

Limitations and Future Research

The first limitation of this study is that I did not measure culture directly. If I measured the culture directly, then I could examine the effect of each dimension of culture on the relationship between helping behavior and work to family enrichment, and also separated the cultural influence from the influence of other factors such as economic and social context. However, this might also be a major limitation of other cultural studies. It has not been unusual to see peer-reviewed published cultural studies use nationality as a proxy for cultural context, regardless of in organization behavior or international business field (Kashima & Triandis. 1986; Tse, Lee, Vertinsky & Wehrung. 1988; Adler & Graham. 1989; Keil, Tan, Wei, Saarinen, Tuunainen & Wassenaar. 2000). But this proxy can be problematic when carefully examined as argued above, Future research should attempt to measure culture directly, and more closely investigate how each dimension of culture influences the relationship between helping behavior and work to family enrichment. To support measuring cultural directly, scholars specialized in “culture” may need to explore new methodology that can be used to measure culture with a small sample size and relatively simplified procedure. The two current most frequently cited studies that measured culture are Hofstede’s study and Schwartz’s national value survey, but both of them used extremely large sample and complicated statistic procedure. Most importantly, the cultural dimensions they proposed are not equivalent at individual level, such that other researchers cannot simply aggregate individual responses of their personal value into cultural level (Fishcher, Vauclair, Fontaine

& Schwartz. 2010), which makes the chance slim to measure culture in an individual-based survey and limit the accuracy of most of cultural studies. Therefore, scholars specialized in “culture” may try to theoretically connect the individual level value and national culture first, which can be helpful for developing methodology to measure culture more conveniently.

Second, although I tried my best to make the two samples equivalent in demographic characteristics, it might still be possible that the Chinese sample is generally more educated and located in a relatively high social class in China, while the Dutch sample may be more diverse. I collected the Chinese sample via my social network, which is comprised of many graduates from an elite Chinese university, whereas the Dutch sample is comprised of people with more diverse education and social class because the sample was collected on the train. Besides, I collected the data thanks to people’s help, but it may be possible that all the respondents have stronger tendency to show helping behavior in the first place, otherwise they would not help me. Therefore, future research may attempt to conduct the study in a more randomly selected sample in order to get more predictive results.

Third, this study is cross sectional. Longitudinal study may be better at looking into the social exchange process and the causal relationship between helping behavior and work to family enrichment. Besides, this study is also subject to common method bias since the independent and dependent variable is measured in one questionnaire and the questionnaire was completed by the same respondent. Future research may conduct longitudinal survey and ask the respondent’s supervisors and coworkers to evaluate the respondent’s helping behavior, instead of relying on respondents’ self-report. Fourth, future research may take an updated perspective of Chinese culture, as it may have changed in the past years as suggested above.

Theoretical Contribution and Practical Implications

Although there are several limitations in this study, there are still noticeable contributions that the findings of this study made to current literature: 1) empirically showed that helping behavior in the workplace can bring benefits beyond work, that is, work to family enrichment, which broadens current research on the consequences of helping behavior in the workplace; 2) advanced research on work to family enrichment by demonstrating one of its antecedents and answered the question “how resources can be gain in the workplace to enable work to family enrichment”; 3) empirically confirmed there are multi-foci(s) within helping behavior and their differential effect on work to family enrichment, impling there is indeed need to take multi-foci perspective in organization behavior research; 4) shed light on the proposition that social exchange involves culture process , because culture context may play an important role in determining what can be valued and exchanged.

This study also has meaningful practical implication. First, since helping behavior is strongly positively related to work to family enrichment, organizations should encourage a climate featured by supporting and helping. If it is too costly for an organization to implement work life balance programs, a supportive organization climate may be a substitute. Second, as Dutch firms entry Chinese market, they may not need to invest in work life balance program as much as in the Netherlands, since in China employees are naturally motivated to show helping behavior towards their supervisors and hence gain more work to family enrichment. Third, multinational companies operating both in China and the Netherlands may manage work life balance issues in these two countries consistently, that is, encouraging employees to help others, but in the meantime leave leeway for subsidiaries to decide how much they

would invest in work life balance program or encourage helping behavior, with consideration of a particular cultural context.

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Appendix 1a: English Questionnaire

Gender: Male/Female

Age:

Married Status: Married/Non-married

Number of Children:

Birthyear of each children:

Part I

Please indicate if the statements below are aligned with the reality in your work.

1. It happens a lot that I help coworkers with heavy workloads.
2. It happens a lot that I help coworkers who have been absent.

3. It happens a lot that I help coworkers who have work-related problems.
4. It happens a lot that I willingly adjust my work schedule to accommodate other employees' requests for time off.
5. It happens a lot that I go out of the way to make newer employees feel welcome in the work group.
6. It happens a lot that I take added responsibility when my supervisor(s) is(are) absent.
7. It happens a lot that I assist my supervisor(s) with my supervisor(s) work (when not asked)
8. It happens a lot that I help my supervisor(s) when my supervisor(s) has(have) heavy workloads
9. It happens a lot that I pass along work-related information on to my supervisor(s)

Part II

To respond to the items that follow, mentally insert each item into the sentence where indicated. Then indicate your agreement with the entire statement using the scale provided below. Place your response in the blank in front of each item.

Please note that in order for you to strongly agree (6 or 7) with an item you must agree with the full statement. Take for example the first statement:

My involvement in my work helps me to understand different viewpoints and this helps me be a better family member.

To strongly agree, you would need to agree that (1) your work involvement helps you to understand different viewpoints AND (2) that these different viewpoints transfer to home making you a better family member.

My involvement in my work _____.

1. Helps me to understand different viewpoints and this helps me be a better family member
2. Helps me to gain knowledge and this helps me be a better family member
3. Helps me acquire skills and this helps me be a better family member
4. Puts me in a good mood and this helps me be a better family member
5. Makes me feel happy and this helps me be a better family member
6. Makes me cheerful and this helps me be a better family member
7. Helps me feel personally fulfilled and this helps me be a better family member
8. Provides me with a sense of accomplishment and this helps me be a better family member
9. Provides me with a sense of success and this helps me be a better family member
10. Provides me with information that can be used in family life and this helps me be a better family member
11. Provides me with interpersonal relationships and this helps me be a better family member
12. Provides me with social connections and this helps me be a better family member
13. Provides me with flexible working schedule and this helps me be a better family member
14. Provides me with flexible working location and this helps me be a better family member.
15. Puts me in a better material situation and this helps me be a better family member.

Appendix 1b: Chinese Questionnaire

性别：男/女

年龄：

婚姻状况：已婚/单身

子女数量：

子女的出生年份：

第一部分：

请指出如下描述和您在您工作中真实经历的相似度：

帮助领导者的行为：

1. 当同事工作任务重的时候，我经常施以援手
2. 当同事因为某种原因不能在工作场所出现的时候，我经常施以援手
3. 当同事在工作上遇到问题的时候，我经常施以援手
4. 我常自愿调整我的工作安排和节奏，以方便同事休假
5. 当新同事加入的时候，我常主动帮助他们融入团队

帮助同事的行为

6. 当我的上司不在的时候，我常主动承担更多的责任
7. 即使我的上司没有要求我，但我仍时常帮他/她做一些我力所能及的事
8. 当我的上司工作任务繁重的时候，我常帮助他/她做一些我力所能及的事
9. 我常向我上司传递一些和他/她工作相关的信息

第二部分

请指出您对如下描述的同意程度。注意：如果您对下列陈述的同意，您必须同意每一个陈述所表述出来的两部分意思，比如：

我对工作的参与帮我理解不同的观点，这使我在家庭生活中有更好的表现。如果您同意这句陈述，您必须同意，1) 我对工作的参与帮我理解不同的观点。2) 这样的理解帮我在家庭生活中有更好的表现。

我对工作的参与

1. 帮助我理解不同的观点，这使我在家庭生活中有更好的表现
2. 帮助我增长知识，这使我在家庭生活中有更好的表现
3. 帮助我获得技能，这使我在家庭生活中有更好的表现
4. 让我处于一种好的情绪状况中，这使我在家庭生活中有更好的表现
5. 让我感觉开心，这使我在家庭生活中有更好的表现
6. 让我感觉愉悦，这使我在家庭生活中有更好的表现
7. 帮我实现自我价值，这使我在家庭生活中有更好的表现

8. 给我一种成就感，这使我在家庭生活中有更好的表现
9. 让我觉得成功，这使我在家庭生活中有更好的表现

10. 让我拥有一些可以被用于家庭生活中的信息，这使我在家庭生活中有更好的表现
11. 让我拥有私人关系，这使我在家庭生活中有更好的表现
12. 让我拥有社会联系，这使我在家庭生活中有更好的表现

13. 让我拥有灵活的工作时间，这使我在家庭生活中有更好的表现
14. 让我拥有灵活的工作地点，这使我在家庭生活中有更好的表现

15. 让我的物质情况更好，这使我在家庭生活中有更好的表现

Appendix 1c: Dutch Questionnaire

Geslacht: Man/Vrouw

Leeftijd:

Burgerlijke staat: Gehuwd/Ongehuwd

Aantal kinderen:

Birthyear of Children:

Onderdeel 1

Geef aan wat voor u van toepassing is:

1. Ik help collega's die een zware werkdruk hebben
2. Ik help collega's die afwezig zijn geweest
3. Ik help collega's die werk-gerelateerde problemen hebben
4. Ik pas mijn eigen werk schema aan om collega's te helpen vrij te nemen
5. Ik doe veel moeite om nieuwe collega's zich welkom te laten voelen

6. Ik neem extra verantwoordelijkheid als mijn baas/bazen afwezig is/zijn
7. Ik help mijn baas ongevraagd met zijn/haar taken
8. Ik help mijn baas met het opvangen van zijn/haar zware werkdruk
9. Ik voorzie mijn baas van werk-gerelateerde informatie

Onderdeel II

Op een schaal van 1 tot 7, met 1 zijnde sterk oneens en 7 zijnde sterk mee eens, vul in in hoeverre u het eens bent met de volgende statements. Let op: voor het sterk eens zijn met de stelling (6 of 7) houdt in dat u het met de volledige zin eens bent. Bijvoorbeeld de eerste zin:

Mijn betrokkenheid bij mijn werk helpt mij verschillende perspectieven en invalshoeken te begrijpen en dit helpt mij een betere familielid te zijn.

Houdt in dat u in geval van het er sterk mee eens te zijn u vindt dat uw werk bijdraagt aan uw begrip van andere invalshoeken EN dat deze u helpen een beter familielid te zijn.

Mijn betrokkenheid bij mijn werk_____

Helpt mij verschillende perspectieven en invalshoeken te begrijpen en dit helpt mij een beter familielid te zijn.

Helpt mij meer kennis te vergaren en dit helpt mij een beter familielid te zijn.

Helpt mij meer vaardigheden te beheersen en dit helpt mij een beter familielid te zijn.

Zorgt ervoor dat ik mij goed voel en dit helpt mij een beter familielid te zijn.

Zorgt ervoor dat ik mij gelukkig voel en dit helpt mij een beter familielid te zijn.

Zorgt ervoor dat ik mij opgewekt voel en dit helpt mij een beter familielid te zijn.

Zorgt ervoor dat ik mij voldaan voel en dit helpt mij een beter familielid te zijn.

Zorgt voor een gevoel van succes en dit helpt mij een beter familielid te zijn.

Zorgt voor een gevoel van zelfrealisatie en dit helpt mij een beter familielid te zijn.

Zorgt voor informatie die ik kan gebruiken in mijn familielevens en dit helpt mij een beter familielid te zijn.

Zorgt voor meer persoonlijke relaties met anderen en dit helpt mij een beter familielid te zijn.

Zorgt voor sociale contacten en dit helpt mij een beter familielid te zijn.

Zorgt voor een flexibel werkschema en dit helpt mij een beter familielid te zijn.

Zorgt voor een flexibele werkruimte en dit helpt mij een beter familielid te zijn.

Stopt mij in een materialistische situatie en dit helpt mij een beter familielid te zijn.