

## Review Article

# Moderating Role of Individual Cultural Differences on Supervisory Rating of Employee Performance and Behavior

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## ABSTRACT

Past research studies have focused on the relationship of the employee's voice, helping, and counterproductive behavior and the increase in the likelihood that employees will receive favorable/unfavorable evaluation for their actions. However, there is a gap in investigating the effect of a supervisor's cultural differences that might influence the level of favorable/unfavorable evaluation. This article aims to identify the relations and address this gap by reviewing and summarizing the extant empirical and theoretical works to inform the state of the research, clarifying problems, and developing propositions that include the supervisor's cultural difference, that is, individualistic versus collectivistic, as a moderator on the supervisor's rating of an employee's voice, helping, and counterproductive behavior. Taken as a whole, this review article organizes, integrates, and evaluates previous literature involving the favorable/unfavorable evaluation by the supervisor on employee's voice, helping, and counterproductive behavior, and proposes the moderating effect of the supervisor's individual cultural differences on such relationships. Furthermore, the article considers the progress of current research in order to provide directions for organizations to better manage or shape their employees' voice and helping behavior or differentiate counterproductive behavior in a way that is consistent with the globally competitive environment including organizational goals and strategies. Implications and recommendations to solve the problems, and future research directions are provided.

**Keywords:** individualistic, collectivistic, performance evaluation, voice behavior, helping behavior

## บทคัดย่อ

จากการสำรวจแนวคิดและงานวิจัยที่ผ่านมาพบว่า ส่วนใหญ่ได้มุ่งเน้นศึกษาความสัมพันธ์และอิทธิพลของพฤติกรรมต่างๆ ของพนักงาน เช่น พฤติกรรมการแสดงความคิดเห็น พฤติกรรมการอาสาให้ความช่วยเหลือ และพฤติกรรมการต่อต้าน

การปฏิบัติงาน ที่มีต่อผลการประเมินความสามารถในการปฏิบัติงานของพนักงาน อย่างไรก็ต้องวัดน้ำยังมิได้ให้ความสนใจพิจารณาถึงปัจจัยเรื่องวัฒนธรรมของผู้ประเมินผลหรือผู้เป็นหัวหน้างานมากนัก ซึ่งปัจจัยดังกล่าวเนื่องมาเปลี่ยนแปลงระดับผลการประเมินความสามารถในการปฏิบัติงานของตัวพนักงานหรือลูกจ้างได้ ดังนั้น เพื่อพิจารณาความ

สัมพันธ์และช่องว่างดังกล่าว บทความปริทัศน์นี้จึงศึกษาด้านค่าว่าและประมวลทฤษฎีและงานวิจัยที่เกี่ยวข้อง เพื่อนำเสนอข้อมูลสถานะของงานวิจัย อีกทั้งจำแนกประเด็นปัญหา ตลอดจนพัฒนาข้อเสนอสมมุติฐานซึ่งได้รวมปัจจัยเรื่องวัฒนธรรมของผู้ประเมินผล กล่าวคือ วัฒนธรรมด้านความเป็นปัจเจกชนนิยม (Individualistic dimension) และด้านความเป็นส่วนรวมนิยม (Collectivistic dimension) ในฐานะตัวแปรกำกับ (Moderator) ซึ่งมีอิทธิพลต่อขนาดความสัมพันธ์ระหว่างผลประเมินการปฏิบัติงานและพฤติกรรมต่างๆ ของพนักงานดังระบุข้างต้น

โดยสรุป บทความปริทัศน์นี้ได้ประมวลความรู้ ผสมผสาน และประเมินแนวความคิดที่มีอยู่ในปัจจุบันในเรื่องความสัมพันธ์ระหว่างพฤติกรรมการแสดงความคิดเห็น พฤติกรรมการอาสาให้ความช่วยเหลือ และพฤติกรรมการต่อต้านการปฏิบัติงาน กับผลการประเมินความสามารถในการปฏิบัติงานของพนักงาน โดยหัวหน้างาน และนำเสนอแนวคิดใหม่ว่าวัฒนธรรมของหัวหน้างานจะส่งผลในฐานะตัวแปรกำกับ (Moderator) ซึ่งมีอิทธิพลต่อขนาดความสัมพันธ์ดังกล่าวได้ นอกจากนี้ บทความนี้ได้ประเมินสถานะล่าสุดทางวิชาการ และนำเสนอแนวคิดใหม่เพื่อให้องค์กรสามารถปรับธารัจดการ หรือกำหนดพฤติกรรมของพนักงาน ทั้งในด้านการแสดงความคิดเห็น การอาสาให้ความช่วยเหลือ และการต่อต้านการปฏิบัติงานเพื่อให้สอดคล้องกับเป้าหมายขององค์กร กลยุทธ์ทางธุรกิจ และสภาพการเปลี่ยนผ่านยุคโลกาภิวัตน์ ส่วนสุดท้ายของบทความได้นำเสนอประโยชน์ในทางปฏิบัติสำหรับผู้บริหาร ตลอดจนนำเสนอแนวทางแก้ปัญหาและชี้ให้เห็นแนวโน้มที่ควรศึกษาและพัฒนาสำหรับงานวิจัยสาขาดังกล่าวไปในอนาคต

**คำสำคัญ:** ปัจเจกชนนิยม ส่วนรวมนิยม การประเมินผลการปฏิบัติงาน พฤติกรรมการแสดงความคิดเห็น พฤติกรรมการอาสาให้ความช่วยเหลือ

## INTRODUCTION

A growing body of research studies during the past 20 years has supported the investigations of three broad performance components—task, citizenship, and counterproductive performance—on the structure of job performance. Many research studies found a strong relationship between task performance and organizational citizenship behavior (OCB), especially, voice and helping behavior, and the supervisor's favorable job performance rating. Employees who exhibit a higher level of task performance, offer help to others, and display high levels of initiative will receive higher performance ratings (Allen & Rush, 1998; Mackenzie, Podsakoff & Fetter, 1991; Motowidlo & Van Scotter, 1994; Van Dyne & LePine, 1998; Werner 1994; Whiting, Podsakoff, & Pierce, 2008). Similarly, research progress has been made in defining the underlying structures of counterproductive behavior in a workplace including its antecedents in an attempt to predict this type of behavior, including how the counterproductive behavior in a workplace could cause an unfavorable performance rating (Orr, Sackett & Mercer, 1989; Posthuma, Campion, & Vargas, 2005).

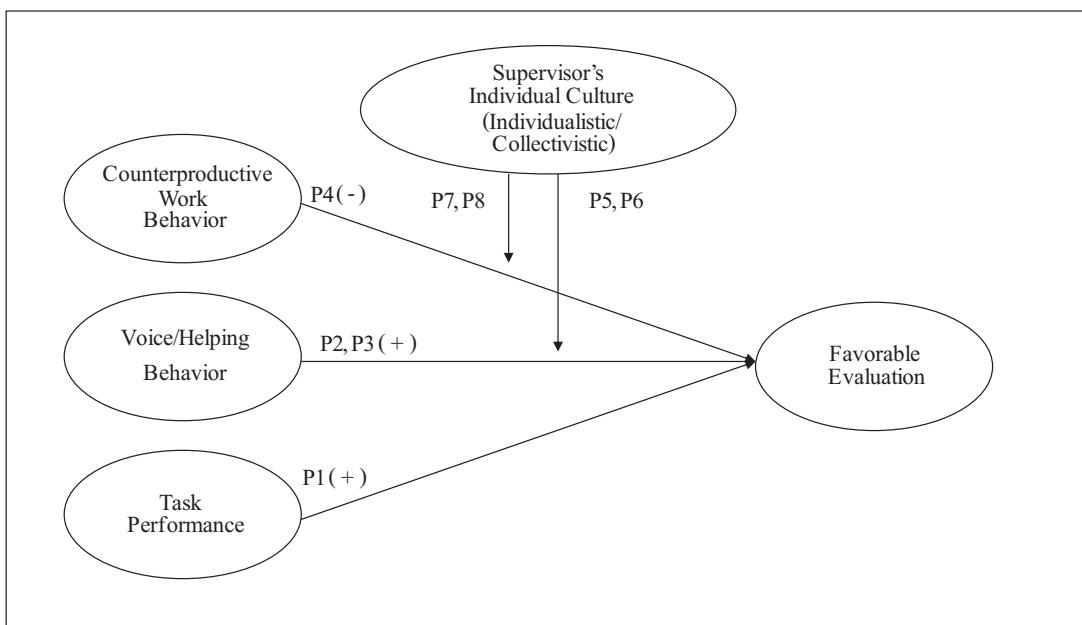
However, relatively little is known about how the supervisor's individual cultural differences could influence the relationship between an employee's voice, helping, and counterproductive behavior and the favorable/unfavorable performance evaluation rating by the supervisor. The difference between the independent/individualistic and the interdependent/collectivistic models (Hofstede, 1991; Triandis, 1995) of the supervisor may have different impacts on such a relationship.

In this article, I review the extant empirical and theoretical works, clarify problems, and develop propositions describing a moderating effect of individual's cultural differences on the relationship between an employee's voice, helping, and counterproductive behavior and the favorable/unfavorable performance rating by the supervisor.

Although past research studies have focused on the relationship of the employee's voice, helping, and counterproductive behavior and the increase in likelihood that the employee will receive favorable/unfavorable evaluation for their actions, there is a gap in investigating the effect of the supervisor's cultural differences that might influence the level of favorable/unfavorable evaluation on the employee's voice, helping, and counterproductive behavior (Grant & Ashford, 2008; Seibert, Crant, & Kraimer, 1999; Seibert, Kraimer, & Crant, 2001; Thompson, 2005). Most of the recent research studies have concentrated on the importance of the individual or organizational factors on the employee's voice, helping, and counterproductive behavior themselves or their antecedents. Therefore, this review article aims to address this gap by organizing, integrating, and evaluating previous literature involving the supervisor's rating on employee's voice, helping, and counterproductive behavior, and proposing how the differences between individualistic and

collectivistic dimensions of the supervisor may moderate the relationship between the employee's voice, helping, and counterproductive behavior and the favorable/unfavorable evaluation by the supervisor. The diagram of the proposed model is shown in Figure 1.

In addition, both research scholars and managers will benefit from the understanding of how the supervisor's rating of employee's voice, helping, and counterproductive behavior might be biased by the differences in the supervisor's individual cultural dimension. These findings would support the organizations' ability to better manage or shape its employees' voice and helping behavior or differentiate counterproductive behavior in a way that is consistent with the current competitive environment including organizational goals and strategies. Finally, the potential practical implications, recommendations to solve the problems, and directions for future research are also discussed in the last section of the paper.



**Figure 1** Moderators of the relationship between employee's voice, helping, and counterproductive behavior and favorable/unfavorable evaluation by the supervisor. (P1–P8: proposition 1 to proposition 8; “+”: positive correlation; “-”: negative correlation)

## LITERATURE REVIEW

### Employee's task performance and supervisor's rating: Definition and dimensions

Researchers have focused on identifying components of the job performance domain for more than three decades (Borman & Motowidlo, 1993; Campbell, 1994; Katz & Kahn, 1978; Whiting et al., 2008). The most obviously significant dimension of job performance which has long been accepted by many research studies is *in-role behavior* or *task performance* (Whiting et al., 2008). The definition of task performance has long been developed and integrated by many scholars. Murphy (1989) defined task performance as the accomplishment of duties and responsibilities associated with a given job, while Borman and Motowidlo (1993), focused more on the actions and performance rather than the final results, defining task performance as the activities that are formally recognized as part of the job and that contribute to the organization's technical core. For the purpose of this article, I will use the definition developed by Rotundo and Sackett (2002). They defined task performance as "behaviors that contribute to the production of a good or the provision of a service."

#### Consequences of task performance

There are several theoretical and practical reasons for expecting that employees who deliver high levels of task performance will receive a more favorable job evaluation rating from their supervisors. Practically, most job appraisals are intended to capture this form of behavior and use it as the basis for rewarding in the formal organization system (Whiting et al., 2008). Likewise, research studies in both field and laboratory settings provided evidence that task performance is significantly related to the job performance rating (Allen & Rush, 1998; Mackenzie et al., 1991; Motowidlo & Van Scotter, 1994; Orr et al., 1989; Rotundo & Sackett, 2002; Werner 1994; Whiting et al., 2008). Although a positive effect between employees' task performance and job evaluation rating from

supervisors is not a surprise; I include a proposition as a baseline for demonstrating a complete concept of a proposed model. Therefore:

**Proposition 1:** The employee who exhibits a higher level of task performance will receive a favorable rating.

### Employee's voice and helping behavior and supervisor's rating: Definition and dimensions

Increasing competition in the global business world encourages organizations to pay more attention to employees through organizational citizenship behavior (OCB). OCB has been known to increase both the quality and quantity of work group performance, customer satisfaction, profitability, and revenue per full time employee (Whiting et al., 2008). As business is shifting toward the customer-centric paradigm, organizations tend to rely on employees who possess OCB in order to promote initiative, creativity, innovation, and changes in the nature of jobs, and also communicate to the employees how their OCB will be valued and rewarded.

Many researchers differentiate between task performance and OCB by considering whether the behavior is in-role, part of the job description, or extra-role (Katz & Kahn, 1978; Rotundo & Sackett, 2002; Van Dyne, Cummings, & McLean Parks, 1995). Van Dyne and LePine (1998) described two forms of extra-role behavior: helping (affiliative-promotive) and voice (challenging-promotive). They defined helping as a cooperative behavior that emphasizes a small act of consideration and is non-controversial, whereby defining voice as a promotive behavior that emphasizes expression of constructive challenge intended to improve rather than merely criticize. In addition, while voice is making innovative suggestions for change and recommending modifications to standard procedures even when others disagree, helping is building and preserving relationships and focusing on interpersonal harmony (Van Dyne et al., 1995; Van Dyne & LePine, 1998).

### Consequences of voice and helping behavior

According to many research studies, employees who engage in extra-role behavior, either in offering help or initiative, will receive reward or punishment, depending heavily on how others evaluate their behavior (Ashford, Blatt, & VandeWalle, 2003; Grant & Ashford, 2008; Williams, Miller, Steelman, & Levy, 1999). In general, if the employee's extra-role behavior such as voice or helping behavior is viewed as interpersonally or organizationally beneficial, it will be linked to the reward reinforcement or favorable outcomes (Grant & Ashford, 2008). The favorable outcomes to the employees who present their voice and helping behavior could be in forms of higher supervisor ratings, more awards, and a greater number of promotions (Allen & Rush, 1998; Borman, White, & Dorsey, 1995; Mackenzie et al., 1991; Van Scotter, Motowidlo, & Cross, 2000). In keeping with these previous studies, I expect that:

Proposition 2: The employee who exhibits a higher level of helping behavior will receive a favorable rating.

Proposition 3: The employee who exhibits a higher level of voice will receive a favorable rating.

Although the other dimensions of OCB (for example, dependability and attendance, and following policies and procedures) are also known to support a favorable job performance rating, I focus on two types of OCB—voice and helping behavior—because they (a) are directed at the organization, (b) are of growing interest to researchers, but (c) have not been examined intensively in a job evaluation rating context (Whiting et al., 2008). In addition, I also focus attention on a more critical issue which is the supervisor's rating since it is the direct feedback that the supervisor will provide to the employee while other forms of favorable outcomes, (for example, awards or promotion) might not be under the supervisor's sole discretion.

### Employee's counterproductive behavior and supervisor's rating definition and dimensions

Antecedents, dimensions, and underlying structures of employee's counterproductive behavior have become increasingly important aspects of job performance analysis in an effort to predict such behavior (Gruys & Sackett, 2003; Hunt, 1996; Raelin 1994; Robinson & Bennett, 1995; Rotundo and Sackett, 2002;). The reason for the growing interest in this area might be the increasing prevalence of this negative behavior including the inefficiency and enormous costs to the organizations that are associated with this counterproductive behavior nowadays (Chiu & Peng, 2008). This area of counter productivity is becoming burdened with various definitions and conceptualizations of deviant workplace behavior. Robinson and Bennett (1995) referred to the four classes of deviant behavior as (1) production deviance (for example, intentionally working slower than you could have worked), (2) political deviance (for example, repeated gossip about a co-worker), (3) property deviance (for example, taking property from work without permission), and (4) personal aggression (for example, making an ethnic or sexually harassing remark or joke at work).

An employee's counterproductive or deviant behavior can be categorized variously with respect to the form or context in which it is carried out. Gruys and Sackett (2003) proposed eleven general categories of counterproductive work behavior which are (1) theft and related behavior; (2) destruction of property; (3) misuse of information; (4) misuse of time and resources; (5) unsafe behavior; (6) poor attendance; (7) poor quality work; (8) alcohol use; (9) drug use; (10) inappropriate verbal actions; and (11) inappropriate physical actions. They integrated and described a multidimensional scaling analysis and finally suggested that most categories varied on two dimensions: an interpersonal-organizational dimension and a task relevance dimension (Gruys & Sackett, 2003).

In contrast to this stream of research, others have examined employee deviance on the basis of targets of behavior. Bennett and Robinson (2000) classified employee work deviant behavior into two forms: interpersonal deviance and organizational deviance. As suggested by Berry, Ones, and Sackett (2007), Hershcovis et al. (2007), Lee and Allen (2002), Robinson and Bennett (1995), the two forms of employee deviance may differ from each other according to their respective antecedents in that individual difference factors may be more related to interpersonal deviance, whereas organizational (or contextual) factors may be more related to organizational deviance (Chiu & Peng, 2008).

Building on Gruys and Sackett (2003), Raelin (1994), and Robinson and Bennett (1995), I would categorize the employee's counterproductive work behavior into two groups that will yield different consequences according to the differences in the supervisor's individual cultural values and dimensions—(1) counterproductive behavior which is individual-directed, for example, personal aggression (serious deviance directed at other individuals), political deviance (minor deviance directed at other individuals), drug use, alcohol use, and (2) counterproductive behavior which is organization-directed, for example, production deviance (minor deviance directed at the organization), property deviance (serious deviance directed at the organization), poor quality work, and other related deviant behaviors that directly harm the well-being of the organization.

### **Consequences of counterproductive behavior**

Researchers and practitioners have long been interested in identifying which aspects of an employees' performance are rewarded by supervisors in performance ratings. Although it is generally believed that the employee's counterproductive behavior plays an important role in how supervisors form overall impressions of and evaluate their employees, there is a limited amount of research that has investigated other factors that

might moderate the role of this component in performance evaluations.

Rotundo and Sackett (2002) investigated the relative importance of three major components of job performance rating—task performance, contextual performance, and counterproductive performance—and found that overall ratings of performance were influenced by these three factors. Empirical studies showed that employees who exhibit more counterproductive work behavior (for example, late, absent, unsafe, or careless) will also receive lower performance ratings since the supervisors take into account all dimensions of their employees' counterproductive work behavior in their assessment of job performance evaluation (Orr et al., 1989; Posthuma et al., 2005). Considering these findings along with my proposed dimensions of CWB as discussed earlier, I propose the following:

**Proposition 4:** The employee who exhibits a higher level of either organization-directed or individual-directed CWB will receive an unfavorable rating.

### **Moderating role of supervisor's cultural differences**

With the pursuit of global business opportunities by large-sized and middle-sized organizations, the need to delineate and understand employees with diverse cultural backgrounds becomes a business imperative. As organizations step into globalized and multicultural competition with diverse cultural human resources, another important factor that warrants attention is the cultural differences. As mentioned earlier, research supports that there is a positive/negative relationship between the employee's voice and helping behavior/counterproductive behavior and the supervisor's favorable evaluation. Research progress has been made in investigating the effect of contextual difference in employee's voice and helping behavior (Frazier & Bowler, 2015; Whiting et al., 2012). For example, recent research found that although employee voice behavior is expected to have

important organizational benefits, employees voicing their recommendations for organizational change may be evaluated either positively or negatively by other observers in the organization (Whiting et al., 2012). However, less is known about the influence of a supervisor's cultural differences that might influence such a relationship (Grant & Ashford, 2008; Seibert et al., 1999 & 2001; Thompson, 2005). Since a primary goal of mine is to extend the existing literature on the different effects of individual cultural values—collectivism/individualism—the next section will discuss the definitions and importance of these two specific types of individual cultural values.

#### **Cultural values: Independence/individualism and interdependence/collectivism**

The collective mental programs of the mind which are an accumulation of cultural patterns and processes resulting in unique ways of thinking and perceiving phenomena are what distinguish one culture from another (Hofstede, 1980; Yamaguchi, 1993). Cultural values not only define what is right or wrong according to group norms, but they also guide the actions of group members (Adler, 1997; Buttery & Holt, 2000; Ravlin & Meglino, 1987; Trompenaars, 1993). Researchers generally use cultural values as a construct to explain how the individuals of a specific cultural system would act in a given circumstance.

The framework from Hofstede's seminal cultural study (1980) provides that collectivism is characterized by its dominant cultural value preference of mutual dependence, while individualism is characterized by its dominant cultural value preference of self-reliance where individual needs are valued with higher priority than group needs (Hofstede, 1994; Mendenhall, Punnett, & Ricks, 1995).

On the other hand, Markus and Kitayama (1991) suggest that people in different cultures have strikingly different construals of the self, of others, and of the interdependence of the others. In addition, they state that construals can influence, and in many

cases determine, the very nature of individual experience, including cognition, emotion, and motivation. In sum, they theorized that an interdependent and collectivistic individual will have a high sense of interconnectedness and belongingness with one's social ingroup, while the independent and individualistic one will pay more attention to direct personal control over social situations, a sense of autonomy, and a desire to express internal attributes in order to establish uniqueness among others.

According to these various schools of thought, we may summarize that a person who is highly collectivistic is one who defines the self as an interdependent entity which is a part or aspect of a group, prioritizes group goals over personal goals, acts according to social norms, and emphasizes having a strong relationship in group. In contrast, a person who is highly individualistic (or high in individualism) is one who views the self as independent of others and being autonomous, focuses on personal goals, acts upon personal beliefs and values, acts according to attitudes rather than social norms, and emphasizes task outcomes (Hofstede, 1991; Markus & Kitayama, 1991; Triandis, 1995).

#### **Models of moderating effects of supervisor's cultural differences**

The provision and perception of helping behavior should be of particular extrinsic and intrinsic value to a member of the collectivistic culture. One may argue that since helping behavior could be viewed as a part of social norms, it may be of maximum intrinsic value and an expected action to fulfill one's responsibilities. However, for thousands of years, helping and repaying have long been generally acceptable behaviors which will lead to group success and allow for maintaining social harmony among people in countries with a high level of collectivism, for example, Japan, China, Korea, and Thailand. In addition, since the collectivist will have a high sense of interconnectedness, it is likely that the employee

who shows that he/she is likely to engage in social networking, build close interpersonal relationships, and establish a sense of belongingness, will also be valued by the collectivistic supervisor. Thus:

**Proposition 5:** If the supervisor's collectivism is high, the employee who exhibits a higher level of helping behavior will receive a higher favorable rating.

In contrast, provision and perception of voice behavior in displaying high levels of initiative should be of particular extrinsic and intrinsic value to a member of the individualistic culture or, in other words, of the culture with a lower level of collectivism. Since the individualists possess a model of the self as fundamentally independent, this motivates them to strive for expressing their internal attributes in establishing uniqueness from the others (Markus & Kitayama, 1991). Thus, voice behaviors in showing a high level of initiative or creativity could be viewed as unique attributes of oneself and could contribute to an organization, thereby increasing a favorable evaluation by the supervisor. Nevertheless, these behaviors may be valued less if the supervisor has a higher level of collectivism since the displaying of uniqueness may also represent a signal of not being a part of the ingroup or an attempt to be inconsistent with the social norms. Therefore, I expect the following:

**Proposition 6:** If the supervisor's collectivism is low, the employee who exhibits a higher level of voice will receive a higher favorable rating.

Since individuals with different values possess different "patterned ways of thinking" (Kluckhohn, 1951), they also differ in their attitude to which behavior is appropriate or inappropriate (Ng & Van Dyne, 2001), including the level of sensitivity and impact of such appropriateness. These attitudes in turn influence behavioral responses (Eagly & Chaiken, 1998). Based upon a collectivist's value orientation that emphasizes interdependence and the group's goal rather than the self and promotes social harmony within the group or organization (Trilandis, 1995), it is likely that the

supervisor who possesses high collectivism will place more negative weight when rating an employee who exhibits organization-directed, counterproductive behavior than one with individual-directed, counterproductive behavior. However, for a supervisor who is high in individualism, that is, one who views the self as independent of others, focuses on personal goals, and acts upon personal beliefs and values (Trilandis, 1995), it is likely that he/she will place more negative weight on the individual-directed, counterproductive behavior than the organization-directed, counterproductive behavior. Therefore, it is predicted that the supervisor's individualism/collectivism difference will influence the job performance rating when evaluating the employee's counterproductive work behavior.

**Proposition 7:** If the supervisor's collectivism is high, the employee who exhibits a higher level of organization-related CWB will receive a more unfavorable rating.

**Proposition 8:** If the supervisor's collectivism is low, the employee who exhibits a higher level of individual-related CWB will receive a more unfavorable rating.

## DISCUSSION AND CONCLUSION

This article has reviewed the extant empirical and theoretical works, clarified practical problems, and developed propositions for assessing the effect of individual's cultural dimensions on the relationship between employee's voice, helping, and counterproductive behavior and favorable/unfavorable ratings by the supervisor. In sum, the proposed conceptual model is a bridge between the employee's voice, helping, and counterproductive behavior literature and the supervisor's individual cultural variation. The propositions suggest moderating effects on the relationship between the employee's voice, helping, and counterproductive behavior and the favorable rating by the supervisor by identifying different influences of the supervisor's

cultural dimensions on different contexts of the employee's behavior. This concept is quite unique yet at the same time consistent with the intuition of researchers and with the practical implications of organizations in global business management today. The propositional inventory of this paper represents a clearer linkage between the individual cultural values and the degree of favorable rating that the employee might receive from his/her supervisor. Three specific recommendations are outlined as shown below.

First, more empirical works need to be conducted to support the concept and propositions. If the findings of a proposed empirical study support the above mentioned propositions, the message for practitioners will be clearer. That is, the understanding of how the supervisor's rating on employee's voice, helping, and counterproductive behavior might be biased by the difference in the supervisor's individual cultural dimension would help the organization to effectively manage the employee's voice, helping, and counterproductive behavior in a way that corresponds to the goals, corporate strategies, and competitive environment of the employee.

Second, to increase the generalizability, researchers should undertake more investigation of other dimensions of cultures, for example, low/high power distance, uncertainty avoidance, long/short term commitment, masculinity/femininity, tightness/looseness. Although the characteristics of cultural values of collectivism/individualism may overlap with, if not be already covered by, the other dimensions of cultures as specified above, it is still interesting to explore whether other different cultural dimensions or a combination of them may strengthen or weaken the relationship between the employee's voice, helping, and counterproductive behavior and the favorable/unfavorable evaluation rating by the supervisor.

Finally, since voice, helping, and counterproductive behavior are anticipatory actions, it is likely that the result of the supervisors'

evaluation, which may be biased by his/her cultural differences, will affect the employee's focus on his/her current and future behavior both in terms of context and intensity. As a result, the employee may consciously plan to engage in voice or helping behavior in a way that will strategically present his/her extra-role performance to match the difference associated with the supervisor's preference. Thus, the recommendation is to expand the scope of future research to a richer and more complex range of contexts for each behavior. The richness and complexity of the understanding would be increased and it would be helpful from a managerial perspective to explore the employee's specific behavior regarding his/her preference for such behavior that might be triggered according to the impact of the supervisor's cultural differences.

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