DOES BEING HELPED HURT OR BENEFIT EMPLOYEES? COMPARING BENEFICIAL AND HARMFUL RESPONSES TO RECEIVED HELP

by

ANDREA LYNN HETRICK

(Under the Direction of Brian Hoffman)

ABSTRACT

Despite the positive outcomes that often come from helping, the social support, prosocial behavior, organizational citizenship behavior (OCB), and helping literatures have begun to expose the potential harmful outcomes of receiving help. Despite these insights, the reasons underlying the harmful effects of receiving help remain unclear. This study explores this line of inquiry by examining the processes employees undergo when they react to receiving help from coworkers. Drawing from self-determination theory, I propose that received help can result in either positive or negative performance outcomes because it influences various psychological need states of employees. Specifically, I theorize that whether employees experience enhanced or decreased levels of task performance, OCB, or counterproductive work behavior will be a result of whether employees view help as an enhancement to their sense of belonging, efficiency, or skills, or as a threat to their self-esteem. I will test the hypothesized model using multiple daily measurements completed by employees over a 10-day period.

INDEX WORDS: self-determination theory; received help; citizenship behavior; counterproductive work behavior; help reactions

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DEDICATION

I would like to dedicate this work to my fiancé and biggest fan, Ben, for providing me with support, encouragement, food, and memes throughout my graduate school career. Thank you for always believing in me. It means so much.

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CHAPTER 1

INTRODUCTION

The helping literature is rich with evidence supporting the idea that receiving help at work is beneficial (Ehrhart, 2016). Individuals who receive help experience greater levels of job satisfaction, trust, and perceived coworker support (Halbesleben & Wheeler, 2008; Scott, Matta, & Koopman, 2016). Those who perceive their workplace as supportive are more satisfied, committed, and less inclined to want to leave their organization (Ng & Sorensen, 2008; Riggle, Edmondson, & Hansen, 2009). Perceptions of social support are positively related to performance and negatively related to absenteeism, anxiety, stress, burnout, and overload (Humphrey, Nahrgang, & Morgeson, 2007). Across the literature, the consensus is that helpful and supportive work situations are more beneficial to employees than work situations that are not. However, researchers have recently brought attention to the possibility that recipients can react negatively to help. For example, Ehrhart (2016) stated, "[An] aspect to the dark side of organizational citizenship behavior (OCB) that has been almost entirely overlooked…[is that] there are reasons to think that OCB could…be detrimental to the receiver" (p. 22).

To this end, the social support (Gleason & Iida, 2015), prosocial behavior (Bolino & Grant, 2016), OCB (Scott et al., 2016), and helping (Ehrhart, 2016) literatures have begun to explore the potential negative outcomes that help receivers can experience. For example, in contrast to research studies using cross-sectional and between-subjects designs that tend to point to beneficial effects of receiving help (see Scott et al., 2016, for

a review), emerging research employing experimental and experience sampling methodology (ESM) methodologies shows that those who receive help can experience higher levels of stress (Bolger, Zuckerman, & Kessler, 2000), anxiety (Bolger & Amarel, 2007), and lower self-esteem (Deelstra et al., 2003). Other research has found that individuals feel better on days when support is given to them discretely as opposed to days when support is provided openly and in front of others (Bolger et al., 2000). This stream of research is in direct contrast to established wisdom in management scholarship—that help is a uniformly positive experience.

This research seeks to resolve research inconsistencies on the impact of receiving help to employees and establish a more dynamic view to shed light on employees' reactions to receiving help. Based on self-determination theory, I build a theoretical model to suggest that responses to receiving help fluctuate on a daily basis. These fluctuations influence motivational states that determine and guide behavioral reactions. Across time, receiving help is theorized to potentially enhance and diminish different psychological need states that influence their behavior (Deci & Ryan, 2000). Experiencing received help can both enhance some psychological needs states while diminishing other psychological need states. An enhanced state from received help promotes productive behavior, whereas a diminished state from received help produces deleterious behavior (Bartholomew, Ntoumanis, Ryan, Bosch, & Thøgersen-Ntoumani, 2011). Specifically, receiving help is proposed to influence four need states—sense of belonging, efficiency, skill enrichment, and self-esteem—that then influence organizationally relevant behavior, namely task performance, organizational citizenship behavior (OCB), and counterproductive work behavior (CWB).

The present effort contributes to the helping literature in several ways. First, because limited research attention has explored help from the recipient's perspective (Ehrhart, 2016; Scott et al., 2016), the literature has yet to untangle the mystery regarding why received help is sometimes detrimental. This study's theoretical frame explains how psychological need states (e.g., increased sense of belonging, efficiency, skill enrichment, and threatened self-esteem) can be differentially triggered from received help, which then influence task performance, OCB, and CWB. In addition, by comparing mediating mechanisms within a full model of reactions to received help, this study will add to the helping literature in showing which responses are most strongly related to received help and whether positive or negative reactions are more strongly connected to received help. This study's model will also show which of these reactions has the strongest influence on performance outcomes and thus, whether the negatives of received help can actually outweigh the benefits of received help, as has recently been suggested.

Second, this work builds upon self-determination theory, providing a novel theoretical explanation as to why employees sometimes react positively and sometimes react negatively to received help. Organizational researchers have recently shown the usefulness of self-determination theory in exploring within-person effects (Dimotakis, Scott, & Koopman, 2011) and explaining what motivates organization members to help their coworkers (Poile, 2017). I add to the theory by showing that self-determination theory is also an appropriate lens for understanding employee reactions to receiving help and its impacts on performance outcomes. Self-determination theory posits that intrinsic motivation is reflected in basic psychological needs of relatedness, autonomy, and competence (Deci & Ryan, 2000). When these needs are met rather than thwarted,

productive behavior emerges. Examining how received help impacts employees' psychological need states reflected in employees' sense of belonging, efficiency, skill enrichment, and self-esteem can help us better understand why employees may be more or less motivated to engage in higher levels of performance in response to receiving help.

Third, by examining daily received help this study unpacks how received help influences daily fluctuations in psychological need states that affect important organizational outcomes (e.g., task performance, OCB, CWB). An ESM approach allows for an examination of how received help affects employees across time, which helps to understand prior inconsistencies in research on the impact of help to recipients—inconsistencies that cross-sectional studies are unable to address (Humphrey et al., 2007). For example, using a diary study, Bolger et al. (2000) found that law students studying for the bar exam who reported receiving support also reported higher levels of subsequent anxiety and depression during the same day. Similarly, Gleason, Iida, Shrout, and Bolger (2008) used a daily diary method and showed that law students studying for the bar exam who received help, within the same day, experienced higher levels of anger, depressed mood, and anxiety. This study extends prior research that has examined received help in an ESM framework by explaining the intra-individual processes that influence daily work-related performance outcomes beyond within-person individual consequences, such as stress and anxiety.

CHAPTER 2

THEORETICAL OVERVIEW

According to self-determination theory, the motivation of individuals can differ in the extent to which people feel that their actions are self-directed intrinsically or externally motivated (Deci & Ryan, 2000, 2002b). People vary in the extent to which they perceive their actions as independent or controlled based on how much they internalize behavior that their environment demands (Gagné & Deci, 2005). When individuals agree with or fully internalize behavior that is requested by external forces, they perceive their behavior as being in line with their beliefs, values, identity, and goals. When this internalization occurs, people experience the purest form of intrinsic motivation, which leads to the best outcomes in terms of well-being, functioning, vitality, and performance. Individuals who do not internalize their actions positively feel controlled, which diminishes intrinsic motivation and leads to undesirable outcomes.

Whether people experience internalization depends on the extent to which their environment and behaviors assist in the attainment of basic psychological needs. Psychological needs are defined as nutriments that are vital to the healthy growth and productive functioning of individuals (Deci & Ryan, 2000). Self-determination theory recognizes three psychological needs that are crucial to the effective functioning of individuals: relatedness, autonomy, and competence. Relatedness is defined as the basic human need to feel connected to and have a sense of belonging with others (Greguras & Diefendorff, 2009). Autonomy involves the desire to self-establish behavior and

experiences and to have one's actions align with one's unified sense of self (Deci & Ryan, 2000). Competence refers to the perception that individuals' interactions with their social environment are effective and that they have opportunities to act on and display their capacity (Deci & Ryan, 2002a).

CHAPTER 3

A PSYCHOLOGICAL NEEDS MODEL OF RECEIVED HELP

Because they involve supportive interactions between coworkers, helping behaviors can make employees feel as though they have quality workplace relationships and that they belong within their workgroup. Help involves an interaction in which a coworker can convey care and concern for an employee, meeting an employee's relatedness needs. Being helped also often involves offloading tasks to coworkers, which will free up their time and enhance their need for autonomy. Receiving help has the potential to influence employees' competence needs because it can provide employees with the skill and knowledge they need to feel confident in their ability to perform but can also make them feel as though they are incapable in completing work tasks without assistance. Therefore, because receiving help involves interaction between coworkers in regard to job duties, receiving help impacts the extent to which employees' relatedness, autonomy, or competence needs are met (Parker, Ohly, Kanfer, Chen, & Pritchard, 2008). Research has shown that when individuals receive help, it can result in increases regarding their connectedness to others (Facteau, Facteau, & Jackson, 2000), their freedom to act (Humphrey et al., 2007) and their sense of self-worth (Deelstra et al., 2003). To establish a theory-driven model that tests whether employees perceive received help as an enhancement or threat to their needs, four psychological needs are examined in response to received help: a) *increased sense of belonging*, b) *efficiency*, c) *skill enrichment* and d) *self-esteem*.

Sense of belonging is defined as the human drive to maintain lasting and quality interpersonal relationships with others and is used interchangeably in the literature with the need to belong (Baumeister & Leary, 1995; Deci, Olafsen, & Ryan, 2017). As a result, the present effort uses sense of belonging to represent the need for relatedness. The concept of efficiency is defined as being productive within one's workplace, which occurs when employees possess adequate time, control, and focus over their time—essentially when their need for autonomy is met (Carlson, Kacmar, Wayne, & Grzywacz, 2006). We therefore represent need for autonomy using the concept of efficiency, as efficiency captures the elements of autonomy that are most likely directly influenced by receiving help. Skill enrichment is defined as when one obtains useful resources in the form of abilities and or knowledge that helps improve one's effectiveness within his or her role (Carlson et al., 2006). Given competence's focus on the ability for individuals to display that they are effective, skill enrichment provides a fitting way to measure one's need for competence. Self-esteem refers to the favorability of individuals' self-evaluations (Brockner, 1988). Because competence involves the perception that one is effective, which is a positive self-evaluation, self-esteem can capture whether one's need for competence has been met. Below I explain the theoretical reasons as to why received help will influence these psychological need states that will then influence task performance, OCB, and CWB.

Received help and sense of belonging. People have an innate need to uphold high-quality relationships with others that involve frequent, positive interactions, a sense of shared emotional concern, and a dependability on others (C. D. Barnes, Carvallo, Brown, & Osterman, 2010; Baumeister & Leary, 1995). This need to be connected to

others, or a sense of belonging, is crucial to the health and well-being of individuals because humans are social beings that rely on each other for survival (C. D. Barnes et al., 2010; Baumeister & Leary, 1995). Thus, one of the most dominant drivers of employee motivation is a sense of belonging, which is synonymous with the need for relatedness (Baumeister & Leary, 1995; Deci et al., 2017; Thau, Aquino, & Poortvliet, 2007).

In order for employees to receive help, they must interact with a coworker. Interaction provides employees with social contact, which is necessary for relationships to be maintained. The maintenance of relationships is a necessary component of one's sense of belonging. When coworkers provide help to employees, they show that they are invested in their well-being. Receiving help therefore can lead to employees feeling that they are cared about by their workgroup. Being cared about by another person is a sign that one is part of a high-quality relationship. Receiving help can therefore cause employees to feel that they possess high-quality relationships at work, which is an important factor of sense of belonging. Conversely, if employees never receive help from their coworkers, they may feel ostracized and rejected by their workgroup. As a result, they will not feel that they possess high-quality relationships at work. A lack of high-quality, lasting relationships is, by definition, indicative of low of sense of belonging.

Research shows that help and support are associated with several forms of relatedness needs. For instance, social support is related to higher levels of group cohesiveness and perceived social contact (Facteau et al., 2000). Researchers have proposed that helping behaviors within teams can increase morale, group cohesiveness, and sense of belonging (Podsakoff, Ahearne, & MacKenzie, 1997). Receiving support is also associated with diminished feelings of loneliness (Cavanaugh & Buehler, 2016). It

can also increase the likelihood that one perceives themselves as part of the in-group in their workplace. Given the adverse effects ostracism can have on employees (O'Reilly & Robinson, 2009), feeling a part of the team can be particularly important to them. Those who experience social support feel a greater sense of relationship effectiveness and trust for their coworkers (Young & Perrewe, 2000). Without proper support, people feel separate and distant (Wiesenfeld, Raghuram, & Garud, 2001), and employees who do not receive help from their coworkers may feel that their relatedness needs have been threatened. Employees who do not receive adequate help are left more susceptible to negative psychological outcomes (Bacharach & Bamberger, 2007). Thus, I hypothesize:

Hypothesis 1. *On a daily basis, received help is positively related to sense of belonging.*

Received help and efficiency. Efficiency involves gaining resources related to time, productivity, focus, and urgency (Carlson et al., 2006). Being helped can allow employees to offload certain tasks to their coworkers that may demand too much of their time or that may conflict with one another. Having fewer tasks to worry about can increase one’s focus at work. With this newly gained time and focus, employees will be more likely to have the urgency needed to be productive. Help can also provide individuals with more flexibility over how they spend their time, allowing them to more effectively allocate their time. Because help can allow individuals to have more time to engage in and focus on desired actions, it is likely to help meet their need for autonomy.

Receiving support has been shown to lead to decreased feelings of role overload among employees, which is important to freeing up their time (Chou & Robert, 2008). Research shows that when individuals perceive social support at work, they experience a

diminished sense of work role conflict, which allows them to better handle their tasks (Michel, Mitchelson, Pichler, & Cullen, 2010). Giving up specific tasks to others has been shown to lead to employees feeling less overwhelmed and more able to focus on tasks that are critical to achieving high levels of performance within their organization (Beehr, Jex, Stacy, & Murray, 2000). Walz and Niehoff (1996) found that helping behavior resulted in increased overall operating efficiency. Because receiving help can free up employees' time and give them more flexibility and agency over their time, it is likely to result in higher levels of efficiency.

Hypothesis 2*. On a daily basis, received help is positively related to efficiency.*

Received help and skill enrichment. Received help is also beneficial in that it bolsters employees' work-related skills, leading to higher levels of employee *skill enrichment*. Help often provides employees with the knowledge necessary to complete tasks, making it valuable to organizations and to employees (Porter et al., 2003). Without assistance, employees may have trouble learning effective workplace skills on their own. For this reason, mentors are often tasked with helping protégés learn and develop, and mentoring programs are an effective technique for knowledge and skill transfer to new employees and are often used in organizational training programs (Kraimer, Seibert, Wayne, Liden, & Bravo, 2011). Research has shown that assistance from coworkers can boost the abilities of employees, allowing them to accomplish tasks that they were once unable to undergo (C. M. Barnes et al., 2008). Because help can assist in skill development, and skill development allows people to have a greater influence over their environment, help can help assist in the attainment of one's need for competence.

Not only is help likely to teach employees how to complete duties relevant to their work tasks, help can also lead to reduced uncertainty among employees. Receiving assistance can clarify organizational expectations of employees and make their responsibilities clear, leading to an enhanced understanding of what they are supposed to do. Workplace support has been shown to be associated with lower levels of role ambiguity (Parasuraman, Greenhaus, & Granrose, 1992). Additionally, research shows that social support is positively related to employee perceptions of job control (Daniels, Boocock, Glover, Hartley, & Holland, 2009). Therefore, the developmental benefits of help could cause employees to experience higher levels of skill enrichment after receiving help.

Hypothesis 3*. On a daily basis, received help is positively related to skill enrichment.*

Received help and self-esteem. Received help may be detrimental to competence needs and, particularly to self-esteem. Self-esteem involves the positive self-appraisal individuals make about themselves. Threats to one's self-esteem occur when the favorable views individuals have about themselves are challenged by an event or outside agent (Baumeister, 1997)—for example, receiving help. Accomplishing tasks independently and effectively can play a key role in developing positive appraisals of one's self. Being provided help may imply that the recipient was perceived as incapable of completing a task independently and, therefore, is not providing much value to the work environment (Brockner, 1988; Brockner & Guare, 1983). In addition, help may be detrimental to an employees' self-esteem because receiving help makes them feel as

though they may not have been able to complete the task on their own. Individuals may feel dependent and helpless and question their ability to contribute to their workgroup.

Although several studies propose and show that support has positive impacts on efficacy (Humphrey et al., 2007), other studies have shown that receiving help can actually be harmful to individuals (see Gleason & Iida, 2015 for a review). When examined in the moment, help has been shown to threaten one's self-esteem (Alvarez & Leeuwen, 2015; Schneider, Major, Luhtanen, & Crocker, 1996; Song & Chen, 2014). Further, receiving help has been associated with higher levels of anxiety, anger, and depression when examined within-person (Bolger et al., 2000; Gleason et al., 2008). In line with this logic, Deelstra et al. (2003) found, using a lab study, that decreases in self-esteem were experienced among individuals who received imposed help. Research has also shown that recipients who are aware of having received support experience more anger and anxiety and less self-efficacy than recipients who do not realize they have been helped (i.e., invisible support, Howland & Simpson, 2010). Awareness of being helped is associated with greater levels of depression and fatigue and decreased vigor when compared to ignorance regarding being helped (Bolger & Amarel, 2007; Bolger et al., 2000). Accordingly, I predict that individuals who receive help may experience lower self-esteem. In this way, receiving help can act as a threat to one's psychological need for competence.

Hypothesis 4. *On a daily basis, received help is negatively related to self-esteem.*

CHAPTER 4

THE INFLUENCE OF RECEIVED HELP ON PERFORMANCE OUTCOMES

Because of the probable impact that receiving help has on psychological needs, it is likely that this received help will be related to employee performance outcomes. Indeed, a basic tenant of self-determination theory is that individuals who perceive that their needs are met are more likely to have the intrinsic motivation necessary to engage in high levels of performance—more likely than those who do not perceive their needs as met. *Job performance* is defined as the total expected value that an individual's discrete behavioral episodes add to an organization over a set period of time (Motowidlo, 2003), making task performance, OCB, and CWB all part of one's job performance. In support of the theory, recent meta-analytic work has established the importance of meeting these psychological needs for various work-related outcomes of employees, including task performance, OCB and decreased CWB (Van den Broeck, Ferris, Chang, & Rosen, 2016). Thus, employees who feel that their needs are met are more likely to have the intrinsic motivation that translates into increased task performance, increased OCB, and decreased CWB. In contrast, employees who do not perceive their needs as met will less motivated to bolster their task performance and OCB and curb their CWB. To examine the role of helping on needs in a workplace setting, the current study examines how receiving help relates to the basic psychological needs of relatedness, autonomy, and competence and ultimately task performance, OCB, and CWB.

Task performance is defined behaviors that directly impact the production of goods or services in an organization (Motowidlo, 2003). Because it involves producing outcomes of value to an organization, task performance is a specific type of job performance. When employees perceive help as an enhancement to their psychological need states in terms of their sense of belonging, efficiency, skill enrichment, and self-esteem, they will be more likely to internalize and personally identify with the external pressures that the organization places on them in terms of producing goods or services (Deci & Ryan, 2002a). The internalization individuals experience, if fully realized, leads to them personally placing importance and value on the behaviors related to delivering goods and services—behaviors that eventually become a key part of their identity. This type of identification with their work tasks makes individuals more intrinsically motivated to perform well. Numerous empirical studies have shown a positive association between employee psychological needs being met and task performance and a negative association of unmet needs on task performance (see Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Halbesleben & Bowler, 2007; Halbesleben & Wheeler, 2008).

OCBs are behaviors that do not directly contribute to the technical requirements of one's role but instead contribute to the "broader organizational, social, and psychological environment" (Borman & Motowidlo, 1993, p. 73). In this way, OCBs are a part of job performance because they add value to the organization. In the same way that need attainment is positively related to increased intrinsic motivation and therefore increased task performance, meeting one's psychological needs through receiving help will also likely lead to increased OCBs. Engagement, a state employees experience when their psychological needs are met, has been shown to lead to higher levels of OCB

(Halbesleben, Harvey, & Bolino, 2009) . On the other hand, emotional exhaustion, which can result from one's needs not being met, has been shown to result in lower OCB (Cropanzano, Rupp, & Byrne, 2003). Research has shown a link between meeting one's needs for relatedness, autonomy, and competence and increased OCB (Greguras & Diefendorff, 2009). Researchers have established that OCBs directed toward organizations (OCBO) should be noted as distinct from OCBs directed toward individuals (OCBI; Gabriel, Koopman, Rosen, & Johnson, 2018; McNeely & Meglino, 1994; Organ, 1997; Williams & Karau, 1991). OCBO can be viewed as a reflection of the motivation one has to engage in beneficial behaviors toward the organization, whereas OCBI is an indication of the motivation one has to devote toward their coworkers. Because evidence from the literature suggests helping behaviors are interpersonal in nature and should therefore have a greater impact on future OCBI behaviors as opposed to future OCBO behaviors (see W. M. Bowler & Brass, 2006; Gabriel et al., 2018), OCBI behaviors are specifically examined.

CWBs are employee behaviors that harm the interests of organizations (Bennett & Robinson, 2000). Although detrimental to an organization's interests, CWBs are considered a part of job performance because they make up the ultimate value one adds to an organization (Motowidlo, 2003). In line with self-determination theory, employees with unmet needs are more prone to engaging in CWB because they lack the intrinsic motivation necessary to perform well. Need attainment, however, makes employees more likely to be intrinsically motivated, leading to a decreased likelihood of CWB. Research has shown that unmet needs lead to increased deviant behaviors (Lian, Ferris, & Brown, 2012). The current effort examines CWB toward individuals (CWBI), as it is expected

that receiving help, because of its social nature, would most likely directly impact CWB as opposed to CWB toward organizations (CWBO).

Received Help, Sense of Belonging and Performance Outcomes

The sense of belonging employees experience from receiving help can provide them with the motivation they need to perform well at work. Feeling as though one is an important part of a collective on a daily basis can boost the confidence of employees and make them more inclined to believe their role in the organization matters because their need for relatedness has been met. Conversely, when employees do not feel a sense of belonging and hence perceive as that their relatedness need is not met, their intrinsic motivation may become thwarted. For these reasons, received help is proposed to yield increased task performance and OCB and decreased CWB through sense of belonging.

In line with this notion, Pearce and Randel (2004) found that increased workplace social inclusion was related to higher levels of employee job performance. Employee adjustment, which includes experiencing a sense of belonging, has also been shown to be positively related to performance (Ostroff, 1992). Employees who find themselves in an environment in which they feel as though they belong experience higher levels of increased professional efficacy (Leiter, Laschinger, Day, & Oore, 2011), which is related to higher levels of performance (Bandura & Locke, 2003). Strength of friendship among coworkers has been shown to lead to enhanced OCB (M. C. Bowler & Woehr, 2006), and a sense of oneness with others predicts helping types of OCB behavior (Cialdini, Brown, Lewis, Luce, & Neuberg, 1997). When individuals feel ostracized and hence less identified with the organization and their coworkers, they engage in fewer OCBs (Wu, Liu, Kwan, & Lee, 2016). Likewise, when employees do not feel adequate levels of

belonging, they could experience decreased identification with their work tasks an hence lower levels of intrinsic motivation, therefore engaging in more CWB (Thau et al., 2007). Van den Broeck et al. (2016)'s meta-analytic results showed that meeting one's relatedness needs was positively related to task performance and OCB and negatively related to deviance. Therefore, it is hypothesized:

> ***Hypothesis 5.*** *On a daily basis, received help is indirectly and positively related to task performance (**H5a**) and organizational citizenship behavior (**H5b**), and indirectly and negatively related to counterproductive work behavior (**H5c**) through sense of belonging.*

Received Help, Efficiency and Performance Outcomes

Given receiving help's role in freeing up the time of employees and thus giving them more control over and flexibility with their time at work, receiving help should result in employees feeling as though their need for autonomy is better met. Self-determination theory asserts that when individuals' needs for autonomy are attained, they will experience higher levels of intrinsic motivation, and thus they will perform better and experience enhanced well-being (Deci & Ryan, 2000). In line with this reasoning, receiving help can allow employees to offload less critical yet necessary tasks to their coworkers, allowing employees to engage in behaviors that are more beneficial to their task performance. If someone helps with an employee's inrole tasks specifically, it can give the employee more time to allot toward engaging in OCBs. Not being overloaded with job-specific tasks may also mean that employees can participate in OCBs that are beneficial to the social functioning of the organization without their performance ratings suffering as a result. In addition, the human interaction and collaboration aspects of

receiving help may enhance employees' awareness of the impact of their actions on their coworkers. This may increase their sense urgency and focus in completing their work duties and OCB. Help may additionally make one feel less overloaded, meaning they may have a greater ability to avoid engaging in CWB. Conversely, unmet autonomy needs can leave employees frustrated and more likely to decrease their task performance and OCB efforts and increase their CWB efforts.

Research on multitasking shows that working on fewer tasks leads to better performance outcomes (Pesante, Williges, & Woldstad, 2001). The converse has also been found: the absence of needed task-related help can hinder effective performance (B. A. Jackson, Baker, Ridgely, Bartis, & Linn, 2004). When individuals are overloaded at work, it becomes more challenging to regulate their behavior, and thus, CWB is more prone to emerge (Penney & Spector, 2005). Thus, a primary explanation for CWB pertains to not having enough resources, such as time or focus (Halbesleben & Wheeler, 2015). Consistent with this idea, receiving an offer of task-related assistance during the workday from coworkers has been found to decrease employee CWB (Bacharach, Bamberger, & Biron, 2010). Van den Broeck et al. (2016)'s meta-analysis showed that meeting employees' needs for autonomy is positively related to task performance and OCB and negatively related to deviance. In sum, if received help results in employee perceptions that their efficiency has been enhanced, increases in task performance and OCB and decreases in CWB are predicted to follow. Thus, I hypothesize:

Hypothesis 6*. On a daily basis, received help is indirectly and positively related to task performance (**H6a**) and organizational citizenship behavior (**H6b**), and*

*indirectly and negatively related to counterproductive work behavior (**H6c**) through efficiency.*

Received Help, Skill Enrichment and Performance Outcomes

Workers may have beneficial performance outcomes as a result of being helped because the help provides them with specific knowledge or teaches them a skill that is important to their job. When help leads to teaching and developing an employee, it is likely to give them a sense of clarity about the behaviors they need to exhibit for successful performance within their role. For this reason, employees who receive help may experience decreased role ambiguity, which allows them to perform work-related tasks better and exhibit more OCBs. In addition, having knowledge about how to most effectively complete duties can allow for quicker completion of the job, freeing up employees' time, leading to increases in their productivity and hence their task performance and OCB. As a result, employees can more effectively engage in higher levels of inrole and extrarole performance if being helped enriches their work-related skills. Further, because skill enrichment is a form of competence, if this psychological need is enhanced by receiving help, it will lead to positive performance outcomes. Conversely, lacking the skills that are necessary for an employee's workplace role can make the job more difficult for the employee, leading to depletion and the lessened ability to avoid engaging in CWB. If this were the case, one's need for competence may be thwarted, leading to detrimental performance outcomes.

Research supports the notion that skill enrichment can lead to increased task performance and OCB and decreased CWB. For example, decreased role ambiguity has been shown to be related to increases in performance (Abramis, 1994; S. E. Jackson &

Schuler, 1985), and increases in knowledge are also associated with increases in performance (Bell & Kozlowski, 2002). In support of this notion, Sparrowe, Liden, Wayne, and Kraimer (2001) showed that individuals who reported receiving more information, assistance, and guidance received higher job performance ratings from their supervisors. Van den Broeck et al. (2016)'s meta-analysis showed that there is a positive relationship between meeting one's competence needs and task performance and OCB and a negative relationship between meeting one's competence needs and deviance. Thus, I hypothesize:

> ***Hypothesis 7****. On a daily basis, received help is indirectly and positively related to task performance (**7a**) and organizational citizenship behavior (**H7b**), and indirectly and negatively related to counterproductive work behavior (**H7c**) through skill enrichment.*

Received Help, Self-Esteem and Performance Outcomes

Because receiving help has the potential to undermine one's competence, receiving help can lead to lower levels of self-esteem that can decrease the likelihood that individuals will possess the mental stability and confidence they need to perform well and avoid engaging in deviant behavior. It is feasible that individuals who experience decreases in their self-esteem feel less competent with regard to completing work tasks effectively, which may decrease the amount of energy they will devote to performing well. Threats to the self-esteem of individuals may cause them to have a lesser view of themselves, which can make them more prone to engaging in deviant behavior. Individuals with higher self-esteem are more likely to respond positively to challenging situations and are more likely to have a positive outlook in general (Brockner, 1988). In

line with self-determination theory, if help prevents employees from meeting their need for competence, they will be less intrinsically motivated, and negative well-being and performance outcomes will result.

In concordance with this notion, self-esteem threat has been linked to self-destructive behaviors, even though such behavior is seemingly paradoxical because acting in damaging ways (such as engaging in CWB) does not lead often to a more favorable self-image (Baumeister, 1997). Threats to one's self-esteem have been found to lead to anxiety, depression, and emotional distress—negative outcomes that are triggered by the possibility that one may have to alter their current self-appraisal to a less favorable one (Baumeister, Heatherton, & Tice, 1993; Heatherton & Polivy, 1991; Higgins, 1987). Research has found that individuals experience decreases in their performance following a threat to their self-esteem, as decreases in self-esteem reduce the energy one is able to devote to performing well (Dai, 2000; A. Miller & Hom, 1990). Ferris, Spence, Brown, and Heller (2012) showed that lower daily self-esteem predicted daily workplace deviance. Again, Van den Broeck et al. (2016)'s meta-analysis showed that there is a positive relationship between meeting the need for competence and task performance and OCB and a negative relationship between meeting the need for competence and deviance. Consequently, I hypothesize:

Hypothesis 8*. On a daily basis, received help is indirectly and negatively related to task performance (**H8a**) and organizational citizenship behavior (**H8b**), and indirectly and positively related to counterproductive work behavior (**H8c**) through self-esteem.*

CHAPTER 5

METHODS

Procedure and Sample

A total of 414 individuals were recruited using TurkPrime to complete a one-time screening survey. Of these individuals, 206 were selected to participate based on their full-time work status and their availability to participate in a registration survey and two daily surveys across 10 working days. Participants were compensated for their participation up to $27.80 each.

Qualified participants first completed a registration survey, which contained demographic questions asking about their tenure (organization, position, and job tenure), job industry, job position, age, gender, and race. Due to the importance of careful responding in diary studies, instructed response items (e.g., “Please answer “Strongly disagree” to this statement”) were embedded in the registration and daily surveys (Meade & Craig, 2012). Observations with incorrect responses to these items were not included in the analyses. On each day of the study, participants were emailed one survey just before noon and were instructed to complete the survey by 2:30pm and another survey at 4:00pm to be completed as soon as possible before 6:30pm. The first daily survey included the measure of the independent variable (received help), and the second daily survey included the mediating variables (belonging, efficiency, skill enrichment, and self-esteem) and the dependent variables (task performance, OCB, and CWB).

Forty-six participants did not to participate in any of the daily surveys, and thirty participants were lost due to attrition during the two weeks of the study or were removed because they missed three or more daily surveys. After listwise deletion, the final sample contained 1041 observations out of a possible 1160 observations (89.74%) from 116 participants out of a possible 130 participants. Observations were nested within participants, and the average number of observations per participant was 8.97. On average, participants were 37.21 years old (*SD* = 9.33) and worked at their company 6.82 years (*SD* = 5.43); 53.4% of the sample was female and 83.6% identified as Caucasian. Participants worked in a variety of industries—education, finance, healthcare, and retail were most frequently cited—and 50.9% held nonsupervisory positions.

Measures

To capture within-person variations for the study variables (i.e., received help, sense of belonging, efficiency, skill enrichment, and self-esteem) participants were asked to complete the daily surveys based on their experiences that day at work. All measures were rated on a 5-point scale of 1 (*Strongly disagree*) to 5 (*Strongly agree*). Unless otherwise indicated, participants were asked to what extent they agreed with the listed statements.

Independent Variable

Received help. Participants rated the extent to which they received help that day from a coworker. Items from Settoon and Mossholder's (2002) scale of task-focused citizenship were adapted to include past-tense and first-person language and to focus on the help itself as opposed to the need for help. The instructions read, "TODAY at work, a coworker…" and the items I used include: "took on extra responsibilities in order to help

me today"; "helped me with an assignment"; "assisted me with my work load even though it is not part of his/her job today"; "helped me with my work today"; "went out of the way to help me with work-related problems today."

Mediating Variables

Sense of Belonging. I adapted Van Beest and William's (2006) 5-item measure of belongingness to measure sense of belonging. The instructions read, "My interactions with others at work TODAY (e.g., coworkers' help or offered help) have helped me to…" and the items I used were: "feel connected to my workgroup today"; "have the feeling that I belonged to my workgroup today"; "feel accepted by my workgroup today"; "feel connected with one or more of my coworkers today"; "feel like less of an outsider with my coworker(s) today."

Efficiency. I used a seven-item scale adapted from Carlson et al.'s (2006) work-family enrichment efficiency scale to measure efficiency. The instructions read "My interactions with others at work TODAY (e.g., coworkers' help or offered help) have helped me to…" The items included are: are: "be a more efficient worker today"; "avoid wasting time at work today"; "minimize distractions while working today"; "get the most out of my workday as possible today"; "use my work time in a focused manner today"; "be more focused at work today"; "concentrate on the important things today."

Skill enrichment. I used a six-item scale adapted from Carlson et al.'s (2006) work-family enrichment development scale to measure skill enrichment. The instructions read "My interactions with others at work TODAY (e.g., coworkers' help or offered help) have helped me to…" The items used were: "understand how to be a better worker

today"; "develop my abilities today"; "gain knowledge today"; "acquire skills today"; "learn new behaviors today"; "expand my knowledge today."

Self-esteem. I used two items from Schlegel, Hicks, Arndt, and King's (2009) measure of self-esteem and four items from Broeck, Vansteenkiste, Witte, Soenens, and Lens's (2010) measure of competence. The instructions read "My interactions with others at work TODAY (e.g., coworkers' help or offered help) have helped me to…" The items used were: "feel that others respect and admire me today"; "have a negative attitude toward myself today"; "really master my tasks at my job today"; "feel competent at my job today"; "be good at the things I do in my job today"; "have the feeling that I can even accomplish the most difficult tasks at work today."

Dependent Variables

Task performance. I used Griffin, Neal, and Parker's (2007) 3-item measure of task proficiency to measure task performance. The instructions read "Please rate the extent to which you engaged in each of these behaviors at work TODAY since the last survey." The items used were: "Carried out the core parts of the job well today"; "Completed core tasks well using the standard procedures today"; "Ensured that tasks were completed properly today."

OCB. I used Dalal, Lam, Weiss, Welch and Hulin's (2009) 6-item measure of OCB toward coworkers to measure OCB. The instructions read, "Please rate the extent to which you engaged in each of these behaviors at work TODAY since the last survey." The items were: "Went out of my way to be nice to a coworker today"; "Tried to help a coworker today"; "Defended a coworker's opinion or suggestion today"; "Went out of

my way to include a coworker in a conversation today"; "Tried to be available to a coworker today"; "Spoke highly about a coworker to others today."

CWB. I used Dalal, Lam, Weiss, Welch and Hulin's (2009) 6-item measure of CWB toward coworkers to measure CWB. The instructions read, "Please rate the extent to which you engaged in each of these behaviors at work TODAY since the last survey." The items were: "Behaved in an unpleasant manner toward a coworker today"; "Tried to harm a coworker today"; "Criticized a coworker's opinion or suggestion today"; "Excluded a coworker from a conversation today"; "Tried to avoid interacting with a coworker today"; "Spoke poorly about a coworker to others today."

CHAPTER 6

RESULTS

Descriptive Statistics

Descriptive statistics, person-centered correlations, and coefficients alpha reliabilities for study variables can be found in Table 1.

Confirmatory Factor Analysis

Multilevel confirmatory factor analysis (CFA) using Mplus 7.3 (Muthen & Muthen, 2012) was conducted to test the fit of the measurement model specifying 8 different factors corresponding to the 8 study variables. The results for the measurement model provided an adequate fit to the data (χ^2) = 4147.21, *df* = 1006, $p < .05$; CFI = .89; RMSEA = .06; SRMR = .05).

Analyses and Variance Components

Model results are shown in Figure 1. Establishing adequate within-person variance (σ^2) for the constructs was necessary to test the hypothesized model. Results suggest that overall, daily variables showed sufficient variance at the within-person level (Ilies et al., 2007; LeBreton & Senter, 2008). Pseudo R-squared values were calculated using Raudenbush and Bryk (2002)'s equation 4.20 and are shown in Table 3 (Tepper et al., 2018). The pseudo R-squared value suggest that OCB was the outcome variable whose variance was most accounted for (.12-.19) by the psychological need state variables (sense of belonging, efficiency, skill enrichment, and self-esteem) and received help (.07). The pseudo R-squared values also suggest that a substantial portion of the

variance (.21-.29) in the psychological need state variables was accounted for by received help. Thus, model hypotheses were tested using multilevel path analysis with robust full maximum likelihood estimation in Mplus version 7.0 (Muthen & Muthen, 2012). Doing so allows for the modelling and controlling of the variance in and amongst the constructs that exist at the between-person level (Preacher, Zyphur, & Zhang, 2010), providing unbiased parameter estimates at the within-person level. Multi-level path analysis also allows for the testing of mediation, which is necessary to test the hypotheses. Predictor constructs were person-centered in the analyses (Preacher et al., 2010), and listwise deletion was used prior to analyses. First, a random effects model was tested to see which slopes varied on a daily basis. Slopes that did not significantly vary were set to be fixed in the random and fixed effects model, which was the model used to test the hypotheses—a common approach used in the organizational sciences (Jex & Bliese, 1999; Luksyte, Avery, & Yeo, 2015; Pinheiro & Bates, 2000; Snijders & Bosker, 1999).

In addition to the hypothesized paths, direct effect paths from received help to task performance, OCB, and CWB were included in the model because these paths are needed for testing mediation (MacKinnon, Lockwood, Hoffman, West, & Sheets, 2002). Including these paths prevents spuriously inflating the indirect effect results, even if they are not significant (Preacher & Hayes, 2008).

The product of coefficients approach was used to test indirect effects (MacKinnon et al., 2002). A statistically significant product of the independent variable → mediators → outcomes path coefficients suggests mediation. Due to the typically non-normal distribution of the product of path coefficients, I tested the significance of the indirect effects by correcting for non-normal product terms using a distribution of product method

(MacKinnon, Lockwood, & Williams, 2004). This method typically demonstrates more power and less problematic Type I error rates when compared to traditional product of coefficient approaches, such as the Sobel test (MacKinnon, Fritz, Williams, & Lockwood, 2007; MacKinnon et al., 2004; Tofighi & MacKinnon, 2011). To do so, I used the RMediation package in R to test the indirect effect hypotheses (Tofighi & MacKinnon, 2011). RMediation results can be found in Table 2.

Hypothesis Tests

Hypothesis 1 predicted that, on a daily basis, received help will lead to higher levels of employee sense of belonging. In support of Hypothesis 1, the results show that the direct effect of received help on sense of belonging was significant and positive (b = .16, p < .05). Therefore, Hypothesis 1 was supported.

Hypothesis 2 predicted that, on a daily basis, received help will lead to higher levels of employee efficiency. In support of Hypothesis 2, the results show that the direct effect of received help on efficiency was significant and positive (b = .17, p < .05). Therefore, Hypothesis 2 was supported.

Hypothesis 3 predicted that, on a daily basis, received help will lead to higher levels of employee skill enrichment. In support of Hypothesis 3, the results show that the direct effect of received help on skill enrichment was significant and positive (b = .14, p < .05). Therefore, Hypothesis 3 was supported.

Hypothesis 4 predicted that, on a daily basis, received help will lead to lower levels of employee self-esteem. Testing Hypothesis 4, the results show that the direct effect of received help on self-esteem was significant (b = .07, p < .05). However, the

direction of this relationship was the opposite direction of the predicted relationship. Therefore, support for Hypothesis 4 was not found.

Hypothesis 5 predicted that, on a daily basis, received help will indirectly influence task performance (***H5a***), OCB (***H5b***), and CWB (***H5c***) through sense of belonging. In support of Hypothesis 5, the results show that the indirect effect of received help on OCB ($\rho = .02$, $p < .05$, 95% CI = [.003, .038]) was significant. However, the indirect effect of received help on task performance ($\rho = .01$, *ns*, 95% CI = [-.009, .023]), and CWB ($\rho = -.01$, *ns*, 95% CI = [-.019, .001]) through sense of belonging was not significant. Therefore, Hypothesis 5 received partial support: Hypothesis 5b was supported, but Hypotheses 5a and 5c were not supported.

Hypothesis 6 predicted that on a daily basis, received help will indirectly influence task performance (***H6a***), OCB (***H6b***), and CWB (***H6c***) through efficiency. In partial support of Hypothesis 6, the results show that the indirect effect of received help on task performance ($\rho = .02$, $p < .05$, 95% CI = [.004, .040]) through efficiency was significant, but the indirect effects of received help on OCB ($\rho = .01$, *ns*, 95% CI = [-.008, .019]) and CWB ($\rho = .00$, *ns*, 95% CI = [-.007, .007]) through efficiency were not significant. Therefore, Hypothesis 6 received partial support: Hypothesis 6a was supported, but Hypotheses 6b and 6c were not supported.

Hypothesis 7 predicted that on a daily basis, received help will indirectly influence task performance (***H7a***), OCB (***H7b***), and CWB (***H7c***) through skill enrichment. In partial support of Hypothesis 7, the results show that the indirect effects of received help on task performance ($\rho = .01$, $p < .05$, 95% CI = [.000, .025]) and OCB ($\rho = .01$, $p < .05$, 95% CI = [.002, .026]) through skill enrichment were significant, but the

indirect effect of received help on CWB (ρ = -.00, *ns*, 95% CI = [-.010, .007]) through skill enrichment was not significant. Therefore, Hypothesis 7 was received partial support: Hypotheses 7a and 7b were supported, but Hypotheses 7c was not supported.

Hypothesis 8 predicted that on a daily basis, received help will indirectly and negatively influence task performance (***H8a***), OCB (***H8b***), and CWB (***H8c***) through self-esteem. The results of the show that the indirect effects of received help on task performance (ρ = .02, $p < .05$, 95% CI = [.007, .037]) and OCB (ρ = .01, $p < .05$, 95% CI = [.002, .023]) through self-esteem were significant but in the opposite of the predicted relationship. The indirect effect of received help on CWB (ρ = -.00, *ns*, 95% CI = [-.007, .000]) through self-esteem was not significant. Therefore, Hypothesis 8 was not supported.

CHAPTER 7

DISCUSSION

This study conducted an experience sampling study of employee responses to receiving help from a within-person, self-determination theory perspective in order to determine the mechanism that account for both the positive and potentially negative impacts of receiving help on performance outcomes. The results provided support that employee sense of belonging, efficiency, skill enrichment, and self-esteem would be higher on days when help is received. In addition, on days when employees experienced greater sense of belonging, employees also engaged in greater levels of OCB. On days when employees experienced greater efficiency, they also engaged in greater levels of task performance. When employees experienced greater daily skill enrichment, they also engaged in greater task performance and OCB. Finally, on days when employees experienced greater levels of self-esteem, they also engaged in greater levels of task performance and OCB. In contrast, the results did not support the recent idea that receiving help can actually be detrimental to performance outcomes. In contrast with our predictions, receiving help was beneficial, rather than detrimental, to employee self-esteem.

Research Implications

This research has implications for the helping behavior and motivation literatures. First, helping behavior domain has had inconsistent findings in terms of how helping impacts individuals on a daily basis (Gleason & Iida, 2015). Although helping behaviors

had been established by the literature as beneficial in a broad sense (Ehrhart, 2016), studies have shown that, in the moment, receiving help can reduce one's self-esteem (Deelstra et al., 2003) and lead to higher levels of anxiety, depression, and anger (Bolger et al., 2000; Gleason et al., 2008). The present model provided a test to see whether employees, on a daily level, experience lower self-esteem as a result of received help that is then associated with harmful performance outcomes. In contrast, with recent suggestions in management research (e.g., Koopman, Lanaj, & Scott, 2016) this within-person, recipient-focused perspective suggests that receiving help does not negatively impact employees' daily self-esteem, but instead leads to higher levels daily of sense of belonging, efficiency, skill enrichment, and self-esteem.

A few boundary conditions may be responsible for the differences between these findings and prior research. For example, the specific situation participants encountered during the data collection of previous research could have led to negative consequences of receiving help—situations that may be unlikely to occur in day-to-day organizational life. In the Deelstra et al. (2003) laboratory study in which receiving help was related to decreases in self-esteem, even if the participants protested against the help, the confederate coworker still continued to help them—a scenario that is unlikely to occur in organizations. In the Gleason, Iida, Bolger, and Shrout (2003) daily diary study, romantic couples were examined; the relationship between couples is likely very different than relationships experienced with coworkers, which may result in different received help outcomes. Shrout, Herman, and Bolger (2006) also studied romantic couples using daily diary methods, although in their sample one partner was studying for the law board exams—participants were therefore under pressure triggered by a very specific stressful

future event, an event that differs substantially from stressors typically experienced in the workplace. Considering this prior research using methods that capture in-the-moment responses and the present research findings collected using ESM, there are likely unaccounted for boundary conditions that can influence whether or not received help is perceived as beneficial that transcend beyond in-the-moment examinations of receiving help. Together, although recent management research has proposed that help can be detrimental to self-esteem and other work-related outcomes (Ehrhart, 2016) , the present findings call into question this hypotheses and suggest that, at least in general, help is not detrimental to those on the receiving end.

Second, this study answers the question of how and why helping can impact the workplace performance outcomes of employees. To our knowledge, this is the first study to use self-determination theory as a lens to establish that psychological need states are responsible for the performance outcomes of received help. The present results show that help can be beneficial to performance because of its ability to help satisfy the basic psychological needs of workers. The results in the context of self-determination theory suggest that because receiving help had a positive impact on the psychological need states of employees, it lead to employees becoming especially intrinsically motivated, which resulted in increased task performance and OCB. The present study's model allowed comparisons to be made in regard to the impact that the different psychological need state responses to received help individually have on performance outcomes. In line with self-determination theory, all the beneficial psychological responses to help were important and resulted in subsequent higher levels of task performance and/or OCB.

Third, the present effort is the first, to my knowledge, to apply self-determination theory to examining employee responses to received help. Self-determination theory has typically been explored in organizational research in the domains of leadership, organizational politics, employee well-being, job design, and employee proactivity (Van den Broeck et al., 2016). The current study shows that self-determination theory is also an appropriate theoretical lens for the study of received help, as it gives us crucial insight as to why receiving help can have an impact on motivation and performance. Specifically, these results in light of self-determination theory show that psychological needs of relatedness, autonomy, and competence can be met through the receipt of help at work. Meeting these needs, according to the theory, resulted in positive performance outcomes due to need attainment's role in the employee internalization process—employees developed intrinsic motivation because meeting their needs enabled them to fully identify with their tasks and view them as part of their innate values and goals as opposed to purely external pressures (Deci & Ryan, 2000).

More specifically, our results showed that received help was most strongly related to efficiency (b = .17), sense of belonging (b = .16), and skill enrichment (b = .14). Self-esteem (b = .29) and efficiency (b = .12) were shown to be most strongly related to task performance; self-esteem (b = .16) and sense of belonging (b = .12) were shown to be most strongly related to OCB. The strongest indirect effect paths at ρ = .02 were from received help to OCB through sense of belonging and from received help to task performance through efficiency and self-esteem. Finally, the strongest variance accounted for as established by pseudo-R squared included .29 for self-esteem by received help, .28 for skill enrichment by received help, and .26 for sense of belonging by

received help. OCB was the outcome that had the most variance accounted for by variables in the model, as .19 of the variance in OCB was due to sense of belonging, .18 due to skill enrichment, .14 due to efficiency, .12 due to self-esteem, and .07 due to received help. From these findings it is reasonable to suggest that OCB is an important outcome variable to examine when establishing models of reactions to received help. Further, the psychological need variables of sense of belonging, efficiency, skill enrichment, and self-esteem are important explanatory variables to study in the relationship between received help and OCB.

Fourth, none of the CWB hypotheses were supported, and 1% of the pseudo R-squared variance in CWB was accounted for by self-esteem, whereas the other variables in our model accounted for 0% of the pseudo R-squared variance of CWB. However, upon closer examination of the data, it was very rare for participants to indicate that they had engaged in deviant behavior. For the six CWBI items, 92.00% of responses indicated strongly disagree, 4.20% chose disagree, 2.18% neither agreed nor disagreed, 1.41% agreed, and .21% strongly agreed. The data are therefore indicative that a low base rate of reported CWB was to blame for the null results regarding CWB. Low base rates, however, are common among ESM studies of deviance (Zhang, Mayer, & Hwang, 2018).

Practical Implications

Employee helping behaviors are considered a vital element for success in the modern-day work environment (C. C. Miller, 2015). Given this study's findings that show the importance of receiving help for meeting one's innate psychological needs, managers and organizations should encourage employee helping at work. Fostering a workplace environment where employees are enabled to develop high-quality

relationships with their coworkers and feel psychologically safe has been established as necessary for helping to occur in organizations (Carmeli, Brueller, & Dutton, 2009; Edmondson, 1999). Thus, managers should prioritize ensuring that employees feel as though they are able to ask for help when they need it and help others when it is fitting to do so. At the same time, concerns stemming from other literatures that helping others has potentially negative effects have potentially been overstated or, at a minimum, do not generalize to employment settings. Thus, organizations should not avoid promoting helping behaviors for fear of somehow harming employee well-being.

This study's findings showing the importance of receiving help to employees' efficiency and skill enrichment perceptions underscore the potential effectiveness of one-on-one helping within organizational development systems. Implementing a mentoring system within an organization's onboarding process for new employees, according to these findings, has the potential to ensure that employees develop the skills they need for the job, allowing them to become productive members of the organization. Further, as employees progress in their careers, having an organizational system that guarantees they will have means by which to receive help could be important to meeting their basic psychological needs and ensuring that they are intrinsically motivated. As the present results suggest, doing so can have a downstream effect in the way of increasing an employee task performance and OCB on a day-to-day level.

Managers can also stress the importance of assisting employees in meeting their innate psychological needs of relatedness, autonomy, and competence—whether through receiving help or through other means—to obtaining outcomes that are important to organizations. Depending on the most valued outcomes of an organization, this study's

findings show that managers can encourage employees to engage in help for specific reasons, making specific performance outcomes more likely. The present findings suggest that managers should prioritize focusing on the self-esteem boosting impact of receiving help on task performance and OCB, as self-esteem was most strongly related to performance outcomes in comparison to the other examined responses to received help. Aside from concentrating on self-esteem, this study's findings suggest that managers should focus on help's impact on sense of belonging if OCBs are a valued organizational outcome and the efficiency benefits of receiving help if task performance is of specific concern. These findings also suggest that managers can also increase the task performance and OCB of employees if they focus on how receiving help can develop their work-relevant skills.

Limitations

As with all research, this study is not without limitations. First, all variables were self-reported. Because the relationships of the variables of interest involved examining employee reactions and perceptions, self-reports were an appropriate source to draw from. In addition, because experience sampling studies tend to be resource intensive, it is quite common for ESM studies to measure performance outcomes with self-reports. Still, collecting a coworker or supervisor report for the performance-oriented variables in addition to self-reports would have potentially allowed stronger inferences to be drawn from the present results. Yet again, research has shown that self and other reports have similar patterns of findings and are comparable for variables such as CWB (Berry, Carpenter, & Barratt, 2012), which strengthens the conclusions that can be made from this study's results.

Researchers have asserted that data collected from a single source may make responses more susceptible to common method variance biases (Podsakoff, MacKenzie, & Podsakoff, 2012). Although received help, the mediators, and outcomes were time-lagged, the mediators and outcome variables were both measured at the same time. Thus, the relationships between the mediators and the criterion variables could be inflated by common method variance. However, because the model specified multiple mediators on each dependent variable, this is effectively a marker variable approach that controls for variance that is common across all the mediating variables (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

Next, all of the measures were adapted from existing measures. Most measures, however, underwent slight revision to ask participants to think about their experiences that day or to instruct them to think about the phenomena in the context of receiving help. Therefore, items and measures did not differ substantially from the original measures. Further, our self-esteem scale consisted of items chosen from two different measures in order to capture different elements of self-esteem and keep the scale short as to reduce participant fatigue. Despite these changes to the original measures, our CFA indicated a high degree of fit among our variables, and our scales showed high levels of reliability. Further, this type of scale adaptation is typical when using ESM to avoid participant fatigue and attrition (e.g., Gabriel et al., 2018; Ilies et al., 2007).

There are also limitations that come with recruiting participants online through TurkPrime (Zhou & Fishbach, 2016). For example, the ability to access surveys using any mobile device, tablet, laptop, or desktop computer could have meant that participants were in distracting environments when they completed the surveys. However, I took steps

to ensure that participant responses were of high quality. Individuals who did not pass attention checks during the screening survey or registration survey were not allowed to participate in future surveys. Also, participants who completed the screening or registration surveys in an unreasonably quick or extended amount of time were not approved to participate in subsequent surveys. Further, if any of the attention check items were failed, that participant's observation was removed from the data. Turkprime panels were used to recruit individuals who met the strict criteria necessary for the study, and these individuals were further screened with the first survey to ensure they met the criteria. Further, research has established that data collected in this manner produces reliable results that are consistent with prior organizational research and that there are many commonalities between Mechanical Turk participants and traditional samples (Goodman, Cryder, & Cheema, 2013).

Future Directions

To further develop this domain of research, scholars may consider expanding upon this study's self-determination theoretical frame of reactions to received help. Because self-determination theory is a motivational theory that links employee psychological needs being met and performance outcomes, I focused on the performance-oriented outcomes of employee task performance, OCB, and CWB. Given that the theory also establishes that fulfilling psychological needs is likely to have an impact on employee well-being, future research should examine various employee well-being outcomes and how they are impacted as a result of received help's influence on psychological needs.

Future ESM studies examining received help may explore the potential for cross-level moderators related to individual dispositional characteristics. Such factors could impact employee reactions to help and influence the extent to which psychological needs are met as a result of receiving help. Because self-determination theory was used in this study, no personality characteristics were examined as moderators, as the theory assumes that psychological needs are universal and impact individuals similarly (Deci & Ryan, 2000). Therefore, future research that examines personality differences in daily reactions to received help should choose a different theoretical framework to establish a model that accounts for individual differences. Doing so can help clear up some of the inconsistencies within the receiving help literature.

Future directions of this research may also include the examination of various aspects of help that may influence how employees respond to receiving help. Studying these boundary conditions can also help address the differential outcomes of receiving help. For example, whether or not help is solicited or not has been proposed by research to serve an important role in the effectiveness of help (Ehrhart, 2016). Although the majority of help happens in response to a request, a substantial percentage of help that occurs at work happens without solicitation (Nadler, 1991). Perhaps solicited help is particularly helpful to meeting employee psychological needs, whereas unsolicited help can lead to decreases in one's autonomy or competence. Another domain for future study involves the extent to which individuals feel as though they can reciprocate the help they receive. In general, research shows that if individuals feel they are overbenefitting or underbenefiting from a relationship, they are more likely to experience negative affect (Buunk, Doosje, Jans, & Hopstaken, 1993). If individuals who receive help feel that they

receive a favor that is too great and cannot be repaid, they may not be as likely to meet their psychological needs as a result of received help.

CHAPTER 8

CONCLUSION

Despite literature suggesting help can have negative impact on various employee outcomes such as self-esteem, the results of this ESM study did not suggest that employees react negatively to receiving help. Received help had a positive influence of all four of the examined psychological need states variables, which was associated with beneficial performance outcomes for employees. Helping was not found to have a negative impact on employees, but instead appeared to assist in the attainment of their innate psychological needs of relatedness, autonomy, and competence, which was shown to be related to increased levels of task performance and OCB.

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Table 1. *Person-Centered Correlations, Descriptive Statistics, and Coefficients Alpha Reliability Estimates*

Variables	**M**	**SD**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1. Received help	2.34	1.09	(.94)							
2. Sense of Belonging	3.67	.96	.21*	(.95)						
3. Efficiency	3.34	1.03	.21*	.40*	(.96)					
4. Skill Enrichment	3.08	1.06	.16*	.38*	.41*	(.97)				
5. Self-esteem	3.83	.73	.11*	.45*	.39*	.28*	(.87)			
6. Task performance	4.05	.87	.08*	.22*	.26*	.21*	.32*	(.94)		
7. Organizational citizenship behavior	2.65	1.07	.15*	.24*	.19*	.20*	.22*	.27*	(.90)	
8. Counterproductive work behavior	1.14	.40	.01	-.12*	-.05	-.07*	-.10*	-.06*	.01	(.86)

Note. n = 1041 observations. *N* =116 participants. Coefficients alpha reliability estimates are displayed in parentheses on the diagonal. * $p < .05$.

Table 2. *RMediation Random Effects Results of Received Help on Outcome Variables through Mediating Variables*

Mediating Variable	**Outcome Variable**	**ρ**	**s.e.**	**95% CI**	***p***
Sense of belonging					
	Task performance	.01	.01	-.010, .025	.36
	Organizational citizenship behavior	.02	.01	.004, .040	.02
	Counterproductive work behavior	-.01	.00	-.015, .000	.10
Efficiency					
	Task performance	.02	.01	.004, .040	.01
	Organizational citizenship behavior	.01	.01	-.010, .025	.44
	Counterproductive work behavior	.00	.00	-.007, .007	.80
Skill enrichment					
	Task performance	.01	.01	.000, .025	.04
	Organizational citizenship behavior	.01	.01	.002, .026	.03
	Counterproductive work behavior	-.00	.00	-.007, .004	.58
Self-esteem					
	Task performance	.02	.01	.005, .046	.01
	Organizational citizenship behavior	.01	.01	.002, .029	.04
	Counterproductive work behavior	-.00	.00	-.008, .000	.19

Note. n = 1041 observations. *N* =116 participants.

Table 3. *Variance Accounted for by Study Variables*

Predictor Variable	Outcome Variable	Pseudo-R^2
Received help	Sense of belonging	.26
Received help	Efficiency	.21
Received help	Skill enrichment	.28
Received help	Self-esteem	.29
Received help	Task performance	.01
Received help	Organizational citizenship behavior	.07
Received help	Counterproductive work behavior	.00
Sense of belonging	Task performance	.04
Sense of belonging	Organizational citizenship behavior	.19
Sense of belonging	Counterproductive work behavior	.00
Efficiency	Task performance	.05
Efficiency	Organizational citizenship behavior	.14
Efficiency	Counterproductive work behavior	.00
Skill enrichment	Task performance	.01
Skill enrichment	Organizational citizenship behavior	.18
Skill enrichment	Counterproductive work behavior	.00
Self-esteem	Task performance	.09
Self-esteem	Organizational citizenship behavior	.12
Self-esteem	Counterproductive work behavior	.01

Note. n = 1041 observations. *N* =116 participants. Pseudo-R^2 refers to the reduction in the variance of the outcome variable compared to a null model (Tepper et al., 2018).

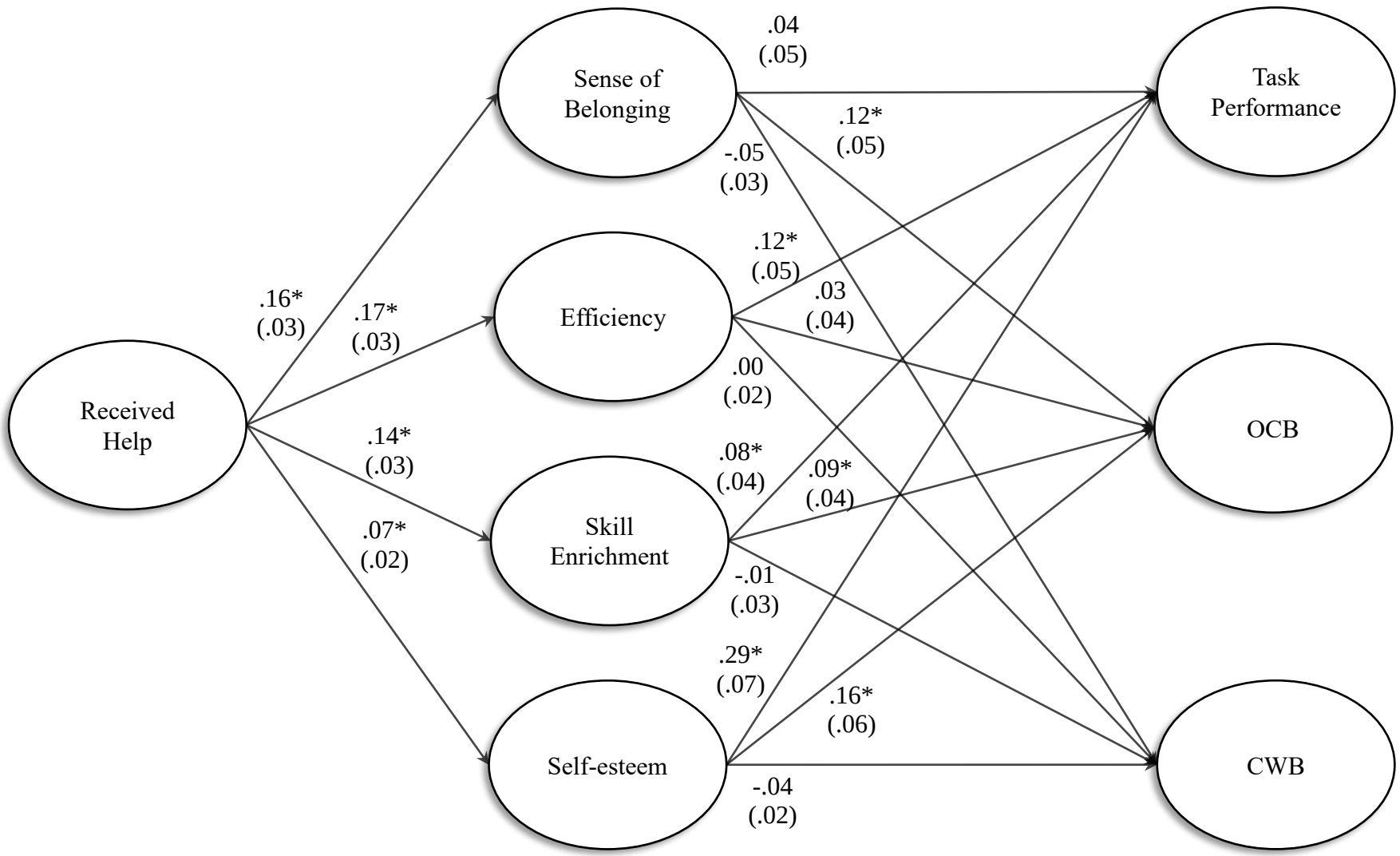

Figure 1. *Results of Hypothesized Model*

Note: n = 1041 observations. *N* =116 participants. Organizational citizenship behavior = OCB; counterproductive work behavior = CWB. Standard errors are presented in parentheses. Direct effect paths from received help to task performance (*b* = .00, s.e. = .02, *ns*), OCB (*b* = .08, s.e. = .03, *p* < .05), and CWB (*b* = .02, s.e. = .01, *ns*) to received help are modelled but are not shown. * *p* < .05.