

# **Organizational Citizenship Behaviors of Pharmacy Faculty: Modeling Influences of Equity Sensitivity, Psychological Contract Breach, and Professional Identity**

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*The purpose of this paper is to develop a model that defines the impact of psychological contract breach, identity salience, and equity sensitivity on organizational citizenship behavior (OCB) of pharmacy faculty. Using social exchange and social identity theories, we develop a model and propose the potential relationships among model constructs. Our theory-based model posits that equity sensitivity will have direct effects on OCB and will also moderate the relationships between contract breach, identity salience, and the performance of OCB. This paper provides university and pharmacy school leadership teams insight into the potential predictors of job performance of pharmacy faculty members.*

## **INTRODUCTION**

Healthcare organizations operate in an extremely dynamic environment. Because of this environment and the perpetual need to do more with less, those who educate healthcare professionals must also be well versed in professional flexibility. The academic landscape of healthcare has not been immune to the need for flexible employees who are willing to exceed their formal job descriptions. Consequently, these academicians not only teach flexibility but must also be adaptable themselves. Universities are finding it necessary to do more with fewer resources. Pharmacy schools in particular are facing the challenges of educating pharmacists in a dynamic environment, with increasing demands being placed on faculty in terms of the academic missions of teaching, research and service. The Doctor of Pharmacy (Pharm.D.) curriculum has been implemented at all schools and colleges of pharmacy with a clear expectation of programmatic assessment by the accreditation body (ACPE, 2011). Despite these challenges the growth in the number of new colleges or schools of pharmacy continues. According to the American Association of Colleges of Pharmacy website, student pharmacist enrollments have continued to rise for the past ten

years. As with many educational institutions, new and existing Pharm.D. programs find these challenges come at a time when state funding is diminishing and grants to fund important research are more difficult to obtain. Further complicating the academic pharmacy predicament, is that student enrollment continues to increase and faculty shortages persist.

Much like the larger population of healthcare professionals, pharmacy faculty members are diverse and autonomous. The study of pharmacy encompasses knowledge of chemistry, pharmacology, pharmacotherapeutics, and the clinical sciences, as well as the social and administrative sciences. The backgrounds and responsibilities of pharmacy faculty are diverse both within and across these domains. Individual faculty members may vary in their educational backgrounds and practical training, pharmacist licensure status, and job responsibilities. For example, pharmacy faculty may or may not have a practice degree in pharmacy and many have a discipline specific degree such as economics, chemistry, public health, or management. Some hold the professional doctorate (Pharm.D.) while others have a Ph.D. in the pharmaceutical sciences or a related field and some have both. In addition to teaching responsibilities, perhaps in both professional (Pharm.D.) and graduate programs (M.S. and Ph.D.), many pharmacy faculty members also have research, service, clinical practice, and administrative responsibilities. These responsibilities may vary between and within sub-disciplines as well as between and within schools of pharmacy. Given the precarious economy, faculty shortages, and the required curricular revisions facing pharmacy schools, it should be no surprise that they are asking more of their faculty than ever before. There is little research available on the performance of organizational citizenship behaviors (OCBs) by university faculty in general and to our knowledge no one has specifically examined the OCBs of pharmacy school faculty members. This paper attempts to address this gap in the literature. More specifically, this work will explore the relationship between psychological contract breach, identity salience, equity sensitivity, and the performance of OCBs.

The model described provides a unique contribution to management research by proposing equity sensitivity as a moderator of the relationships between psychological contract breach, identity salience, and the performance of OCB. First, we explain assumptions and specific claims of two theories that underlie the constructs and relationships proposed in this paper, namely social exchange and social identity theories. Second, we develop a model by drawing on these theories, thus addressing the motivations of pharmacy faculty members to contribute to the overall outcomes of the university and pharmacy school by performing OCBs. In order to provide a firm foundation upon which to explore the proposed relationships, a theoretical framework for this work will be discussed. Third, we present a brief review of each of the constructs of the model and articulate the proposed relationships. To conclude we discuss the implications of the proposed model and outline directions for future research.

## **SOCIAL EXCHANGE THEORY**

Social exchange theory (SET) is a rational paradigm that has been used to explain work behavior (Cropanzano & Mitchell, 2005). The main concepts of social exchange theory are rewards, resources, and costs. Resources and rewards reflect the benefits of social exchange in terms of the satisfaction or gratification gained from being engaged in a social exchange relationship (Thibaut & Kelley, 1959). Blau (1964) asserts that social exchange is the central process of social life underlying the relations between individuals and groups (e.g., organizations). Specifically, Blau (1964) accentuates reciprocity within the exchange as the main driver of the subsequent social interactions because individuals are motivated in the reciprocated social exchange to further their own self-interests.

A classic social exchange relationship and the object of much research is that of employee and employer. According to SET, a positive employee-employer relationship evolves over time into one of mutual commitments when both parties abide by certain rules of exchange (Blau, 1964). These rules may be purely economic in nature or they may involve more social terms. They act as guidelines of the exchange process (Cropanzano & Mitchell, 2005). Perhaps the most widely recognized exchange rule is that of reciprocity or repayment in kind. This rule of reciprocity indicates that an action by one party will lead to a reciprocating response by the other party. For example, should the organization exhibit

supportive and positive behaviors toward the employee, the employee, in turn, will likely respond in a positive manner, perhaps by exhibiting OCB toward the employer. This performance of OCBs will improve the chance that the organization will continue or repeat its positive behavior. However, the opposite scenario is also possible. If the employer fails to live up to the employee's expectations and thus breach the psychological contract, the employee will no longer feel obligated to engage in OCBs. These scenarios illustrate how social exchange theory may explain the proposed relationship between psychological employment contract and OCB.

## **GROUP VALUE MODEL**

A complementary theoretical perspective to social exchange theory is that of the group value model. This perspective posits that individuals view their relationships with institutions as an important part of their identity (Tyler, 1989). Individuals may classify themselves and others into a number of different social categories such as organizational or professional memberships, religious groups, race, or age (Ashforth & Mael, 1989). When individuals strongly identify with a particular group, thus creating their social identity, they may perceive that their individual goals are categorically interchangeable with other group members (Haslam, Jetten, & Waghorn, 2009). As such, the individual as a group member will work to advance group goals as his or her own. However, each individual may have a number of different identities ranging from those with clear-cut definitions like that of a pharmacy professor to those more abstract in nature such as that of an American citizen (Ellemers, Spears, & Doosje, 2002). The fact that each individual may have multiple identities that are more or less salient across situations suggests that identity salience is an important determinant of OCB, particularly in professional/academic settings.

The group value model also posits that the way the organization treats its employees is significant as it communicates important identity-related information to each employee (Restubog, Hornsey, Bordia, & Esposito, 2008). Should the employer behave in an equitable and positive manner the employee will feel valued as a group member and develop a stronger group identity. In contrast, unjust or unfair treatment may indicate that, the employee is not valued causing the employee to identify less with that particular group. As such, employee identification has been found to correlate with the performance of OCBs (Ricketta, 2005; Restubog et al., 2008) suggesting that the group value model is an appropriate theoretical framework for the relationship between identity and OCB.

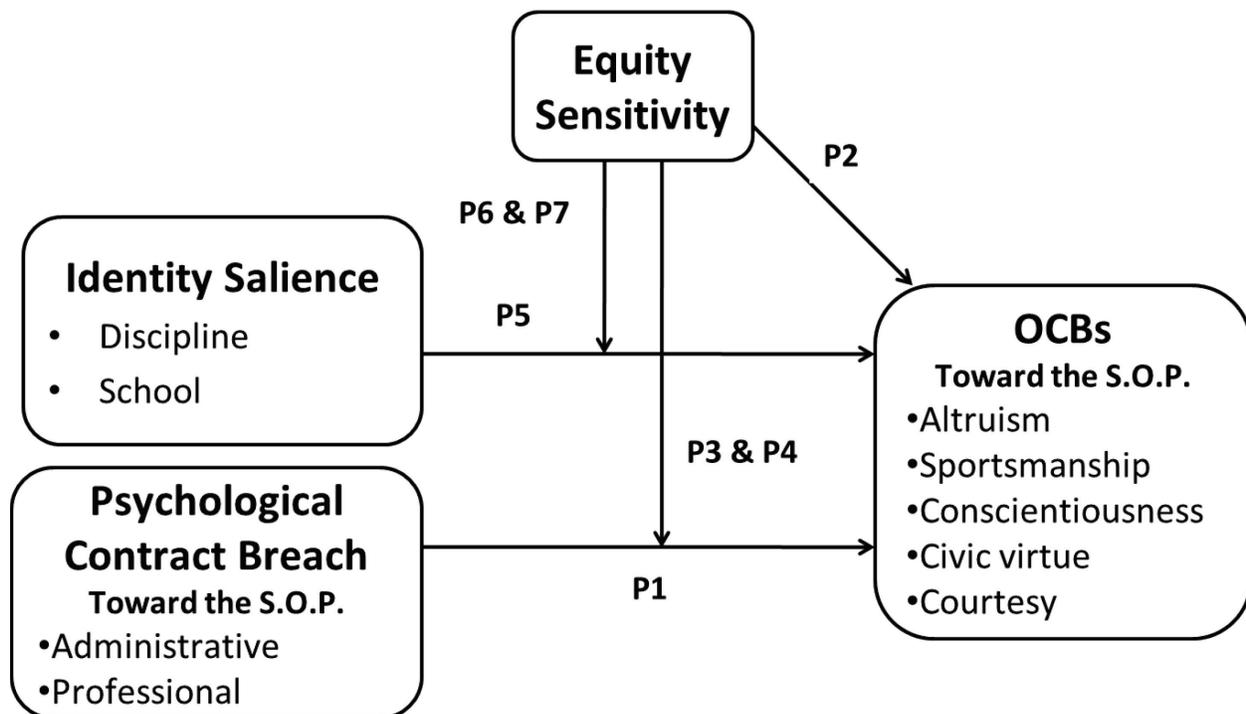
Drawing on the theoretical roots of both social exchange theory and social identity theory, equity theory suggests that people evaluate relationships by assessing the ratio of their outputs and inputs to that relationship in comparison with others. Should they perceive this ratio to be unequal the individual will experience distress and work to restore that balance (Adams, 1963, 1965; Huseman, Hatfield & Miles, 1987). From equity theory, grew the idea of equity sensitivity (Huseman et al., 1987). Equity sensitivity was initially conceptualized as a continuum with three points, benevolent, equity sensitive and entitlement, with the anchors of this continuum as benevolence and entitlement. Generally speaking, benevolent individuals are givers. They are most content when their outcomes to inputs ratios are lower than their comparison other (Huseman et al., 1987). On the other end of the continuum, entitlements are takers. They are most content when their outcome to inputs ratio is higher than their comparison other (Huseman et al., 1987). Equity sensitives are those individuals who prefer their inputs and outputs to be balanced.

Early work in this area demonstrated that an employee's job performance might change in relation to the employee's perceptions of inequitable outcomes (Moorman, 1991). Bing and Burroughs (2001) confirmed the idea of a relationship between equity sensitivity and in-role job performance demonstrating that as the individual level of benevolence increased the job performance increased. As it relates to the equity sensitivity continuum, Organ (1988) suggested OCB could be considered as an input for one's equity ratio. Thus by increasing or decreasing the amount of OCBs an employee performs, they could achieve a balance in their equity ratio.

## THE PROPOSED MODEL

We integrate social exchange theory, the group value model and equity theories to develop a model proposing the effects of the perceived psychological contract breach, identity salience, and equity sensitivity on an important employee outcome, namely OCB. In the academic context of pharmacy schools, the model depicts the effect of equity sensitivity on the relationships between identity salience, type of perceived contract breach (both administrative and professional contract types) and the performance of OCBs toward the School of Pharmacy by pharmacy school faculty.

**FIGURE 1**  
**THE PROPOSED MODEL**



## ORGANIZATIONAL CITIZENSHIP BEHAVIORS

Bateman and Organ (1983) first conceptualized OCB as a wide array of discretionary extra-role behaviors which contribute to organizational effectiveness yet, are not required by the organization (Moorman, 1991). OCB has received an abundance of attention from organizational researchers (for a review, see Podsakoff et al., 2009). Of particular interest for the present work is the Organ (1988) five factor model. The five unique factors of this model are described by Podsakoff, MacKenzie, Moorman, & Fetter (1990, p. 115) as:

- *Altruism*-Discretionary behaviors that have the effect of helping a specific other person with an organizationally relevant task or problem.
- *Conscientiousness*-Discretionary behaviors on the part of the employee that go well beyond the minimum role requirements of the organization in the areas of attendance, obeying rules and regulations, taking breaks, and so forth.
- *Sportsmanship*-Willingness of the employee to tolerate less than ideal circumstances without complaining.

- *Courtesy*-Discretionary behavior on the part of an individual aimed at preventing work-related problems with others from occurring.
- *Civic Virtue*-Behavior on the part of an individual that indicates that he/she responsibly participates in, is involved in, or is concerned about the life of the company.”

Through the substantial amount of research on extra-role behaviors, it has become evident that these behaviors are important determinants of organizational and individual outcomes such as effectiveness, efficiency, satisfaction, and productivity (Erturk, 2007). Interestingly, despite our knowledge of the positive impact of OCB, there has been little research of this construct in the academic work setting.

## PSYCHOLOGICAL CONTRACTS AND CONTRACT BREACH

The employment relationship can be conceptualized as consisting of two distinct contracts. The first is a legal contract explicating service requirements and remuneration responsibilities of the employee and the employer. The second is an unwritten contract which refers to the behavioral expectations that are not explicitly covered in the formal, legal contract. Rousseau defined a psychological contract as “individual beliefs, shaped by the organization, regarding terms of an exchange agreement between individuals and their organization” (Rousseau, 1995, p. 9), grounding it in exchange theory. A noteworthy aspect of the definition of psychological contract is the inclusion of individual perceptions and expectations as well as promises and obligations, suggesting that an individual’s perceptions of the employment relationship and the psychological contract play an important role in the employer/employee relationship (Milward & Hopkins 1998; Purvis & Cropler, 2003; Rousseau, 1990).

The contract typology that is most applicable to the current project is that of Bunderson (2001), who posits that an employee’s psychological contract is influenced by the competing professional and administrative work ideologies found in a professional work setting. The differences between professional and administrative ideologies have a prominent place in the study of organizations (Bunderson, Lofstom, & Van De Ven, 2000). However, there are few examinations of an individual’s underlying or unspoken mental model. Bunderson et al. (2000) developed this typology by focusing on the internal and external components of both the administrative and professional organizational categories. Daily work is based on these different work ideologies, however in industry where knowledge-based work is of primary importance the employee is often affected by both professional and administrative work. These competing ideologies become very important in determining how employees view their psychological contract. Broadly speaking, professional models emphasize technical competence, commitment to work, collegiality, and service while administrative models focus on bureaucracy, commitment to the organization, and efficiency (Bunderson et al., 2000; Van Maanen & Barley, 1984).

The research on psychological contracts is quite diverse. There has been research in the nature, antecedents, consequences, and content of the contract. However, the research stream most relevant to the current work is that of violation or breach of contract. Morrison and Robinson (1997) suggest that perceived breach of a psychological contract refers to the cognition that the organization has not met one or more of the employee’s expected obligations. Past research has provided evidence that perception of contract breach can have significant implications for employee attitudes and behaviors such as job satisfaction, organizational commitment, and performance of OCB (Robinson & Rousseau, 1994; Robinson & Morrison, 1995; Turnley & Feldman, 1999). More specifically, Turnley and Feldman (1999) suggest that the individual response to the breach of contract will be dependent on the transactional or relational nature of the contract.

Research has found that the extent of contract fulfillment was positively related to the performance of OCB (Turnley, Bolino, Lester, & Bloodgood, 2003). Consistent with these findings, Restubog and colleagues (2006) found differences when comparing transactional and relational obligations (Robinson, & Rousseau, 1994; Turnley et al., 2003). Their research revealed that a relational breach was associated with less civic virtue behavior while a transactional breach was not. Because the administrative ideology involves primarily transactional exchanges, and the professional ideology involves more relational

exchanges, it stands to reason that perceived administrative breaches would differ from perceived professional breaches in professional employees' behaviors and attitudes. We suggest that the more transactional administrative breach will be unrelated to performance of OCBs while the more relational, professional breach will influence the performance of OCB. Thus, it follows that:

*P1: Perceived professional breach with the School of Pharmacy will be negatively related to performance of organizational citizenship behaviors by pharmacy faculty toward their School of Pharmacy.*

## **EQUITY SENSITIVITY**

As previously stated, Huseman et al. (1987) proposed the equity sensitivity construct suggesting that individuals react in consistent but individually different ways to both perceived and real inequity. Early work in equity theory and equity sensitivity demonstrated that employee job performance might change in relation to the employee's perceptions of inequitable outcomes (Moorman, 1991). Bing and Burroughs (2001) confirmed the idea of a relationship between equity sensitivity and in-role job performance such that as the individual level of benevolence increased the job performance increased. As it relates to the equity sensitivity continuum, Organ (1988) suggested OCB could be considered as an input for one's equity ratio. Thus by increasing or decreasing the amount of OCB an employee performs, they could achieve a balance in that ratio. This type of performance modification is much safer than changing their performance of any of the more formal role requirements (Moorman, 1991).

Early organizational citizenship researchers focused on perceptions of justice and fairness as a predictor of the performance of OCB (Farh, Podsakoff, & Organ, 1990; Moorman, 1991, Organ & Moorman, 1993). They suggested that if the organization was viewed as fair, employees would be more likely to perform OCB. Since that time, researchers have confirmed the strength of the relationship between perceptions of justice or fairness and the performance of OCB (Blakely, Andrews, & Moorman, 2005; Cohen-Charash & Spector, 2001; Moorman, 1991; Organ & Ryan, 1995; Podsakoff et al., 2000). Interestingly, there are some findings suggesting that there are differences among individuals regarding the types of inputs that are considered 'fair' (Organ, 1990). For example, some people may believe that fair pay raises would be based on productivity, while others would put emphasis on effort, still others may consider external market pay, thus complicating the relationship.

According to equity theory, benevolent individuals are natural givers, while those who feel entitled are less likely to give. Benevolent individuals have a greater tolerance for under-reward and prefer their ratios of outcome to inputs to be less than a referent other. Entitled individuals, on the other hand, are more focused on outcomes. They prefer that their outcomes to inputs ratio be greater than others. Those who act in accordance with Adams' (1965) conceptualization of equity are called equity sensitives and prefer balance in the input outcomes ratio. Because OCBs are performed often with no foreseeable reward, it is unlikely that entitled individuals will perform these types of behaviors. There have also been consistent results in under and over-reward situations where benevolent individuals have the highest level of job satisfaction and are willing to work harder for less pay (Huseman, Hatfield, & Miles, 1985; Miles, Hatfield, & Huseman, 1989). Because of the lack of foreseeable reward associated with the performance of OCB, it is unlikely that individuals who differ on equity sensitivity will perform these types of behavior similarly. As benevolent individuals have a greater tolerance for under-reward and because OCBs are often not formally rewarded, it is likely that benevolents will perform more OCBs than both equity sensitives and entitleds. Therefore, the following is proposed:

*P2: Equity sensitivity will be positively related to the performance of organizational citizenship behaviors toward the School of Pharmacy. That is, faculty with higher equity sensitivity scores (benevolent orientation) will engage in more organizational citizenship behaviors than faculty with lower equity sensitivity scores (entitled orientation).*

## THE INTERACTIVE EFFECTS OF EQUITY SENSITIVITY

Because those with an entitled orientation are less tolerant of under reward (Huseman, 1987), they will tend to monitor the employment relationship carefully to ensure the appropriate return for their contributions. As such they will be more likely to recognize breaches in psychological contracts than their benevolent counterparts. Given Organ's (1988) assertion that by changing the amount of OCBs an employee performs, they could achieve a balance in their input to output ratio, it stands to reason that should the entitled individual perceive a psychological breach they would decrease their performance of OCBs. Further, it is evident that perception of contract breach can have significant implications for employee attitudes and behaviors (Robinson & Rousseau, 1994; Robinson & Morrison, 1995; Turnley & Feldman, 1999). There is also evidence that perceptions of breach are influenced by the nature of the contract (Turnley & Feldman, 1999). The nature of the contract breach considered in the current study is dichotomized as administrative and professional. Therefore, it follows that there may be differences in employee behaviors between these categories. Although we expect no main (or constant) effect of perceived administrative breach on the performance of OCBs (see previous section), equity sensitivity orientation is likely to affect the relationship between perceived administrative and breach and the performance of OCBs in addition to the perceived professional breach-OCB performance relationship. This assertion leads to the following two propositions:

*P3: Equity sensitivity will interact with perceived administrative breach with the School of Pharmacy such that administrative breach will have a greater negative association with the performance of organizational citizenship behaviors toward the School of Pharmacy for those with lower equity sensitivity scores (entitled orientation) than faculty with higher equity sensitivity scores (benevolent orientation).*

*P4: Equity sensitivity will interact with perceived professional breach with the School of Pharmacy such that professional breach will have a greater negative association with the performance of organizational citizenship behaviors toward the School of Pharmacy for faculty with lower equity sensitivity scores (entitled orientation) than faculty with higher equity sensitivity scores (benevolent orientation).*

## PROFESSIONAL IDENTITY

Previous research has investigated the concept of professional identity. Moore and Hofman (1988) consider professional identity to be the extent to which an individual believes his or her professional role is important and in harmony with other roles. According to Van Dick et al. (2005) individuals may identify with a particular career, with unique subunits within an organization, or with the larger organization. As has been previously discussed, employees may identify with several different groups simultaneously. The extent to which they identify with each is a function of the salience of that position. That identification has been shown to predict employee attitudes and behaviors (Van Dick & Wagner, 2002).

Research related to group productivity and individual job performance has provided mixed results. As early as 1949, Mayo suggested that work groups themselves could be the source of inefficiency or great organizational output. Consistent with this dichotomy, his research of aircraft workers demonstrated that some departments were extremely productive while others were not. He notes that members of the productive work groups identified themselves with the pronoun "we" while others in the workplace used the word "I". His research led him to believe that group solidarity is very important to group productivity. The social identity approach suggests that when individuals define themselves as group members their performance of group tasks should be enhanced. Further, Donnellon (1996) suggests that the key to productivity is whether the form of their individual contribution is based upon a shared social identity. It stands to reason, then, that individual behavior placing the groups' goals above the individual's goals and

behaviors that exceed formal expectations will be performed based on the degree of social identity one feels for his or her group.

The study of pharmacy encompasses a number of different domains. Professors teaching within these different domains must be subject matter experts in their particular discipline. As mentioned previously, the educational and practical backgrounds of pharmacy faculty can vary considerably. They often have discipline-specific education and training. Despite (or perhaps because of) these diverse backgrounds pharmacy school faculty members come together to provide a well-rounded education for the pharmacy student. This diversity may have an impact on the way in which they identify with their employer, their school of pharmacy. These professors may primarily identify with the School of Pharmacy or they may identify with their individual disciplines, chemistry for example (or they may have a high degree of identification with both). Because the OCBs of interest are with respect to ones' School of Pharmacy, we expect that discipline identity salience will generally be unrelated to the performance of OCBs directed toward the School of Pharmacy. However, the greater one's identification with their School of Pharmacy, the more likely they will be to perform OCBs directed toward their School. Therefore, the following proposition is suggested:

*P5: School identity salience will be positively related to performance of organizational citizenship behaviors by faculty toward their School of Pharmacy.*

## **THE INTERACTIVE EFFECTS OF EQUITY SENSITIVITY**

As previously stated, those with an entitled orientation are less tolerant of under reward (Huseman et al., 1987) and will tend to monitor the employment relationship carefully. Entitled individuals will be more likely to underperform or perform behaviors that are consistent with their job descriptions. Given Organ's (1988) assertion that by changing the amount of OCB's an employee performs, they could achieve a balance in their input to output ratio, it follows that entitled individuals will be less likely to perform OCBs regardless of their identity, whereas the effect of identity may be more pronounced for benevolents and equity sensitives. In other words, equity sensitivity orientation is likely to affect the relationship between social identity salience and the performance of organizational citizenship behaviors. Although we predict no main (or constant) effect of discipline identity salience as described in the previous section, it is still possible for equity sensitivity orientation to moderate the relationship between discipline identity salience and the performance of OCBs as well as the school identity salience-OCB performance relationship. Therefore the following two propositions are suggested:

*P6: Equity sensitivity will interact with discipline identity salience such that discipline identity salience will have a greater positive association with the performance of organizational citizenship behaviors toward the School of Pharmacy for those with higher equity sensitivity scores (benevolent orientation) as compared to those with lower equity sensitivity scores (entitled orientation).*

*P7: Equity sensitivity will interact with school identity salience such that school identity salience will have a greater positive association with the performance of organizational citizenship behaviors toward the School of Pharmacy for those with higher equity sensitivity scores (benevolent orientation) as compared to those with lower equity sensitivity scores (entitled orientation).*

## **DISCUSSION AND CONCLUSION**

The current work provides a unique contribution to management research by exploring the role of equity sensitivity as a moderator of the relationships between psychological contract breach, identity salience and OCB. Significant empirical work remains, including 1) assessing whether currently available

OCB measures, designed in the employer-employee context, are appropriate for university faculty and 2) testing the relationships proposed in our model. Research in the area would advance higher education research by expanding the current literature regarding the contribution faculty members can make to their school or university by considering a unique typology of psychological contract breach, as a factor that affects a more traditional human resource outcome, organizational citizenship behaviors. Additionally, Bunderson et al. (2000 and 2001) called for further examination of the generalizability of professional and administrative breach typology across professional settings. Testing these relationships would answer that call by examining the typology in a unique professional setting – that of academia.

Given the new realities facing higher education in general and schools of pharmacy specifically, leadership of universities and professional schools (e.g., schools of pharmacy) must find ways to do more with fewer resources. The performance of OCBs by university faculty is one way in which the university will be able to do more with the same or fewer resources. This paper suggests that the academic and healthcare leadership should consider several individual and organizational factors when seeking to increase the performance of OCBs. First, the organizational climate of professional courtesy and trust is a key antecedent to citizenship behaviors. As such, leadership must make efforts to create or enhance a professional climate of collegiality and mutual respect. It is also important that leadership recognize the role that individual identity has in the performance of desired behaviors. Leadership teams must work to bring the goals of the individual discipline and the goals of the School of Pharmacy in alignment when possible. Moreover, this paper suggests that benevolent individuals are more likely to perform OCB. As such, hiring teams may consider assessing an applicant's equity sensitivity status prior to offering the position. Finally, because of the similarities between the healthcare academician and the healthcare professional, this work provides insight into the work-life of healthcare professionals overall. Healthcare administrators may also consider fostering a climate of collegiality, recognizing discipline-specific success and an individual's equity sensitivity as they ask more of healthcare professionals whom they supervise.

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