Organizational Citizenship Behaviour -

The Influence of Emotional Intelligence and

Mastery Approach Goal Orientation

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Abstract

Organizational Citizenship Behaviour has been connected to various positive outcomes in the work environment, such as increased productivity, team work and organizational effectiveness. Although many individual-level antecedents of OCB have already been identified, these are mostly focussed on the affiliative (e.g. helping colleagues, attending extra meetings) and less on the challenging types (e.g. suggesting changes, voicing an opinion). Emotional Intelligence has been connected to multiple affiliative dimensions of OCB, but its relation to the challenging ones is yet uncertain. In an effort to devise a model that relates to both types of OCB we assumed that high Emotional Intelligence coupled with a goal orientation focussed on self-development will increase employee's motivation to engage in OCB. Specifically, we hypothesised that employees with high Emotional Intelligence engage more than their lower scoring colleagues in Helping, as an affiliative type, and Voice, as a challenging type of OCB. Further, we assumed that this relationship is strengthened when employees have a high Mastery approach goal orientation. To test these assumptions, we conducted a cross-sectional online questionnaire study (N=147) with employees of various industries in Germany. Results of the analysis showed that Emotional Intelligence has a direct effect on Helping behaviour, while its effects on Voice and OCB as a multidimensional construct are not moderated, but rather mediated by Mastery Approach. In conclusion, Emotional Intelligence seems to be related to both, affiliative and challenging OCB dimensions with Mastery Approach goal orientation mediating the relationship, especially the relation to challenging types of OCB.

Keywords: OCB, Voice, Helping, Trait Emotional Intelligence, Mastery approach goal orientation

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The Influence of Emotional Intelligence and Mastery Approach Goal Orientation

In today's highly competitive and fast-paced business world, organizational effectiveness is crucial for the success of a company. And what helps organizations to be more effective? Besides task-related and structural clarity the extra-role behaviour of each employee has a strong influence on individual job performance and overall effectiveness (Organ et al., 2006; Rotundo, 2002; Yaakobi & Weisberg, 2020). These extra-role behaviours of employees that support the social and psychological environment in which job performance takes place are called Organizational Citizenship Behaviours (OCB) (Organ, 1997; Smith et al., 1983). Two opposing types of OCB that are of particular importance for organizational success are Helping and Voice (Bozionelos & Singh, 2017; Druskat & Wolff, 2001; Huy, 1999; Van Dyne & LePine, 1998). Helping colleagues sustains a positive and harmonious environment, while Voice enables progressive changes by way of suggesting new ideas and challenging the status quo (Van Dyne & LePine, 1998). Previously, the two OCB types have been connected to rather different predictors (Agnoli et al., 2015; Organ et al., 2006; Seppälä et al., 2012).

Because OCB is related to job performance (Organ et al., 2006; Yaakobi & Weisberg, 2020), it is important to investigate which factors predict individual differences. One potential predictor is Emotional Intelligence. The skills connected to Emotional Intelligence (Miao et al., 2017; Ugwu et al., 2017; Yu & Takahashi, 2020), such as recognizing others' emotions, and managing one's own emotional reactions may increase the likelihood to offer help (Alfonso et al., 2016; Paciello et al., 2013) or to hit the right tone when suggesting new ideas, thereby increasing their success rate (Chiaburu & Baker, 2006; Xie et al., 2021). Moreover, employees that are Mastery Approach oriented seek to continuously improve and

develop their skills and may view situations to help colleagues or rethink processes as opportunities to learn something (Louw et al., 2016).

Although there have been previous studies that investigated Helping at Voice simultaneously, no conclusive model of their predictors has been built yet (Bozionelos & Singh, 2017; Van Dyne & LePine, 1998). Such a model could help practitioners to select employees based on these factors, that are essential for certain jobs and organizational success (Bozionelos & Singh, 2017; Farzaneh et al., 2014). The present study investigates whether Emotional Intelligence, moderated by Mastery Approach goal orientation, influences both of these contrasting behaviours.

Emotional Intelligence and its Relation to OCB

Emotional Intelligence is connected to job performance in multiple ways (Akhtar et al., 2015; Carmeli & Josman, 2006; Miao et al., 2017; O'Boyle et al., 2011; Yu & Takahashi, 2020). Job performance consists on the one hand of task performance, the way an individual satisfies the requirements of the job description and on the other hand of contextual behaviours that go beyond the formal job description, such as OCB (Bozionelos & Singh, 2017; Organ, 2018). A number of studies has supported the link of Emotional Intelligence to task performance (Joseph et al., 2015; O'Boyle et al., 2011).

The relation between Emotional Intelligence and OCB is a more recent topic in research, but several researchers have already supported its significance (Turnipseed, 2018; Ugwu et al., 2017; Yu & Takahashi, 2020). For example, the study by Tsai (2009) demonstrated that Emotional Intelligence enables individuals to maintain a positive affective state which acts as an antecedent for OCB. Ugwu et al. (2017) concluded that Emotional Intelligence acts as a strong and significant predictor for OCB, because it enables employees to manage high work demands by flexibly adjusting their emotions and corresponding inner

states. Moreover, a recent meta-analysis by Miao et al. (2017) provided additional evidence for the significant relation between Emotional Intelligence and OCB across domains.

In research, the two main streams of Emotional Intelligence, Ability and Trait, are distinguished (Cherniss, 2010; Locke, 2005; Warwick & Nettelbeck, 2004). The Ability definition of Emotional Intelligence describes a cognitive ability related to emotions and is measured with maximum performance tests (Cherniss, 2010; Mayer & Salovey, 1997). The most well-known example of Ability Emotional Intelligence is the construct of Mayer and Salovey (1997) that distinguishes between the dimensions of perceiving, understanding and regulating emotions. On the other hand, Petrides and Furnham (2001) define Emotional Intelligence as a Trait, including the dimensions of intrapersonal and interpersonal emotional experiences, the adaptability to emotions, stress management and general mood. Trait Emotional Intelligence reflects an individual's perception and evaluation of their emotional capabilities and is assessed via self-report (Petrides & Furnham, 2001; Petrides & Furnham, 2006).

The conceptualization of Emotional Intelligence as a personality trait is more in line with the subjectivity of emotional experiences (Petrides et al., 2007). The measurement in terms of maximum performance, as proposed by the Ability Emotional Intelligence definition, is problematic, because emotions are felt and evaluated in a subjective way (Brody, 2004; Matthews et al., 2002). In contrast, Trait Emotional Intelligence measures the subjective experience of emotions by focussing on an individual's evaluation of their emotion-related capabilities.

Trait Emotional Intelligence is sometimes criticized for not adding predictive power beyond the common personality models (Cherniss, 2010). However, multiple studies underlined the validity of the Trait Emotional Intelligence construct across domains (Saklofske et al., 2003; van der Zee & Wabeke, 2004). Further, positive and significant

relations between Trait Emotional Intelligence and various dimensions of OCB have been identified (Agnoli et al., 2015; Bozionelos & Singh, 2017). For example, Alfonso et al. (2016) found a significant positive relationship between Trait Emotional Intelligence and Helping behaviours. The meta-analysis by Miao et al. (2017) implied that Emotional Intelligence, measured with self-report questionnaires, that target individuals' internal emotional states, such as proposed by the Trait definition, were significantly related to OCB. While measures with maximum performance tests as proposed by the Ability definition of Emotional Intelligence were not significantly related to OCB. Because of these empirical indications, Emotional Intelligence is conceptualized as a Trait rather than an ability in the present study.

Emotional Intelligence and its Relation to Helping and Voice

Helping and Voice behaviours are positioned on different dimensions of OCB and have thus often been seen as separate. According to the dimensionality construct developed by Van Dyne and LePine (1998) OCBs can be distinguished on the two dimensions: promotive versus prohibitive and affiliative versus challenging. Promotive types of OCB proactively encourage new things to happen while prohibitive types prevent incidents from happening (Crant, 2000; Van Dyne & LePine, 1998). Promotive and affiliative behaviours, such as Helping, are interpersonal and strengthen existing relationships. In contrast, promotive and challenging behaviours, such as Voice, include suggesting new ideas and pointing out problems (Van Dyne & LePine, 1998). These two types of OCB, Helping and Voice, are both promotive actions that depend upon social exchange and prosocial behaviour (Bozionelos & Singh, 2017). They either sustain or threaten existing relationships within the company (Choi, 2007; Fischer et al., 2019). Therefore, abilities and skills that are related to social exchange such as Emotional Intelligence may be very relevant for the successful execution of such actions (Bozionelos & Singh, 2017).

Helping includes behaviours such as lending a hand to others when they are in need, thereby contributing to a harmonious environment and positive relationships within the company (Van Dyne & LePine, 1998). In other constructs of OCB, Helping is referred to with different names, such as altruism or pro-social behaviour but the definitions are similar (McNeely & Meglino, 1994; Podsakoff et al., 1990; Smith et al., 1983). Numerous studies have investigated and confirmed the benefits of Helping behaviour for several success factors of a company such as team harmony (Anderson & Williams, 1996; McAllister, 1995), employee well-being (Lee et al., 2019; Weinstein & Ryan, 2010) and job performance (George & Bettenhausen, 1990; Lee et al., 2019; Organ et al., 2006; Podsakoff, 2000; Yaakobi & Weisberg, 2020).

The positive association between Emotional Intelligence and Helping has been researched previously (Alfonso et al., 2016; Bozionelos & Singh, 2017; Carmeli & Josman, 2006; Paciello et al., 2013; Spector & Fox, 2002). A study by Agnoli et al. (2015) found that individuals with high Emotional Intelligence sustained a high motivation to help besides getting negative feedback on its effectiveness and were also better able to manage their affective reactions. Further, the dimension of understanding other's emotions and thereby recognizing when others are in need may increase the likelihood to engage in helping behaviours (Bozionelos & Singh, 2017; Carmeli & Josman, 2006; Spector & Fox, 2002). This leads to the first hypothesis of this research:

Hypothesis 1. Individuals with high Emotional Intelligence engage more in Helping behaviours than individuals with low Emotional Intelligence.

Voice is a promotive and challenging type of OCB (Van Dyne & LePine, 1998). It describes behaviours like suggesting new ideas and challenging the status quo, that can lead to conflicts if other people disagree (Choi, 2007). This makes voice a rather risky behaviour for individuals to engage in (Fischer et al., 2019). However, challenging types of OCB are of

value because they allow the organization to continuously improve and develop on the basis of new ideas (Choi, 2007; Van Dyne & LePine, 1998). The construct of Voice has received different names and conceptualizations such as change-oriented OCB (Bettencourt, 2004; Choi, 2007; Organ, 2018; Organ et al., 2006), behaviours challenging the status quo (Chiaburu & Baker, 2006), or Voice as a part of the Civic Virtue dimension (Konovsky & Organ, 1996; Organ et al., 2006). These conceptualizations are very similar to the definition given above and will be referred to as one concept of Voice in our study.

Multiple factors imply that Emotional Intelligence may have an influence on employees' engagement in Voice Behaviours. Emotionally Intelligent individuals may be better at hitting the right tone when proposing challenging ideas, which leads to a higher acceptance of their ideas and positive reinforcement of the behaviour (Chiaburu & Baker, 2006). Supporting this, the study by Xie et al. (2021) found a significant relation between Emotional Intelligence and Voice at an individual level. Further, when challenging the status quo, conflicts with colleagues may arise (Fischer et al., 2019). The Emotional Intelligence skills of recognizing other's emotional reactions and regulating one's own emotions could be important in such conflict situations, as illustrated by the research of Bozionelos and Singh (2017). Albeit these studies suggest a significant relation between Emotional Intelligence and Voice, the generalizability of their findings is limited. Therefore, to provide further evidence for the relation we will test the following hypothesis in our study:

Hypothesis 2. Individuals with high Emotional Intelligence engage more in Voice behaviours than those with low Emotional Intelligence.

The Influence of Mastery Approach Goal Orientation

Although the relation between Emotional Intelligence and Helping has been supported in previous research (Alfonso et al., 2016; Kluemper et al., 2013), results on the relation to Voice behaviours are inconsistent (Bozionelos & Singh, 2017). Having a high level of

Emotional Intelligence may not necessarily cause promotional and prosocial behaviour. One reason is that Emotional Intelligence could be used for egoistic purposes. Emotional Intelligent individuals can also use their skills to recognize others' emotions in a manipulative way to reach their own goals instead of supporting the company's goals (Austin et al., 2007; Kilduff et al., 2010). Especially career-oriented and promotion-focussed employees may not wish to engage in constructive but costly behaviours such as Helping or Voice. These results suggest that there may be factors moderating the relationship between Emotional Intelligence and OCB (Miao et al., 2017). The type of motivation of an individual may determine the degree to which employees engage in promotive behaviours, such as Helping and Voice.

A motivational framework that has previously been linked to Organizational Citizenship Behaviours and Emotional Intelligence is the one of approach and avoidance motivation (Louw et al., 2016; Vandewalle et al., 2019; Weiner, 1985). The model by Elliot and McGregor (2001) describes a 2x2 framework including a distinction between performance versus mastery orientation and the well-known approach-avoidance distinction. This framework is based on the achievement goal theory which says that individuals engage in achievement behaviours because of different types of goals (Dweck, 1986). These different goals are called mastery and performance orientation in the framework of Elliot et al. (2005). Performance Approach motivation is focussed on inter-individual competition for reaching a set goal (Elliot et al., 2005). In contrast, Mastery Approach motivation focusses on achieving intra-individual competence (Elliot & Church, 1997; Elliot & McGregor, 2001; Louw et al., 2016). This type of approach motivation goes hand in hand with the notion of high intrinsic motivation and the belief that intelligence and competence can be learned and developed (Elliot & Church, 1997).

Mastery Approach orientation motivates individuals to continuously improve and develop themselves and to seek out opportunities to do so (Louw et al., 2016). For example, helping others may be seen as an opportunity to learn something. Employees with a Mastery Approach goal orientation wish to continuously improve themselves and may thus also be interested in the continuous improvement of the company they work for. This focus may further enable them to recognize opportunities for progressive changes faster than others and additionally grant them the motivation to speak up.

The possible influence of motivation and specifically Mastery Approach orientation on Organizational Citizenship Behaviours has been mostly neglected in previous research. One of the first to investigate such a relationship was the study by Bettencourt (2004) which demonstrated that the learning goal orientation of employees moderates the positive relation between organizational commitment and OCB. More recently, Louw et al. (2016) specifically investigated and confirmed the effect of Mastery Approach on OCB. They demonstrated that Mastery Approach goal orientation adds explanatory value for differences in OCB beyond personality correlates. Further, they suggest that Mastery Approach orientation may not act as a direct antecedent of OCB but rather as a Mediator or Moderator between individual-level antecedents and OCB (Louw et al., 2016).

Therefore, I hypothesise based on the evidence of previous studies, that Emotional Intelligence acts as the primary antecedent to provide the skills necessary for engaging in OCB (Carmeli & Josman, 2006; Miao et al., 2017; Ugwu et al., 2017) while Mastery Approach motivation acts as a moderator. In consequence, Mastery Approach may not be directly related to these behaviours but rather strengthen the likelihood to engage in them when high Emotional Intelligence is already present.

Hypothesis 3a. The relationship between Emotional Intelligence and Helping will be moderated by Mastery Approach goal orientation, such that Emotional Intelligence will have

a stronger positive relationship with Helping at higher than at lower levels of Mastery Approach goal orientation.

Hypothesis 3b. The relationship between Emotional Intelligence and Voice will be moderated by Mastery Approach goal orientation, such that Emotional Intelligence will have a stronger positive relationship with Voice at higher than at lower levels of Mastery Approach goal orientation.

The present research

The present research investigates whether Emotional Intelligence moderated by Mastery Approach orientation predicts OCB Helping and Voice behaviours in employees. First, the influence of Emotional Intelligence on Helping and Voice will be examined. Afterwards, I investigate the potential moderating influence of Mastery Approach goal orientation on these two relationships. We will study them by measuring participants scores on the four study variables with a cross-sectional online questionnaire in Germany. The research model to be tested can be seen in Figure 1. Specifically, the following hypotheses are made:

Hypothesis 1. Individuals with high Emotional Intelligence engage more in Helping behaviours than individuals with low Emotional Intelligence.

Hypothesis 2. Individuals with high Emotional Intelligence engage more in Voice behaviours than those with low Emotional Intelligence.

Hypothesis 3a. The relationship between Emotional Intelligence and Helping will be moderated by Mastery Approach goal orientation, such that Emotional Intelligence will have a stronger positive relationship with Helping at higher than at lower levels of Mastery Approach goal orientation.
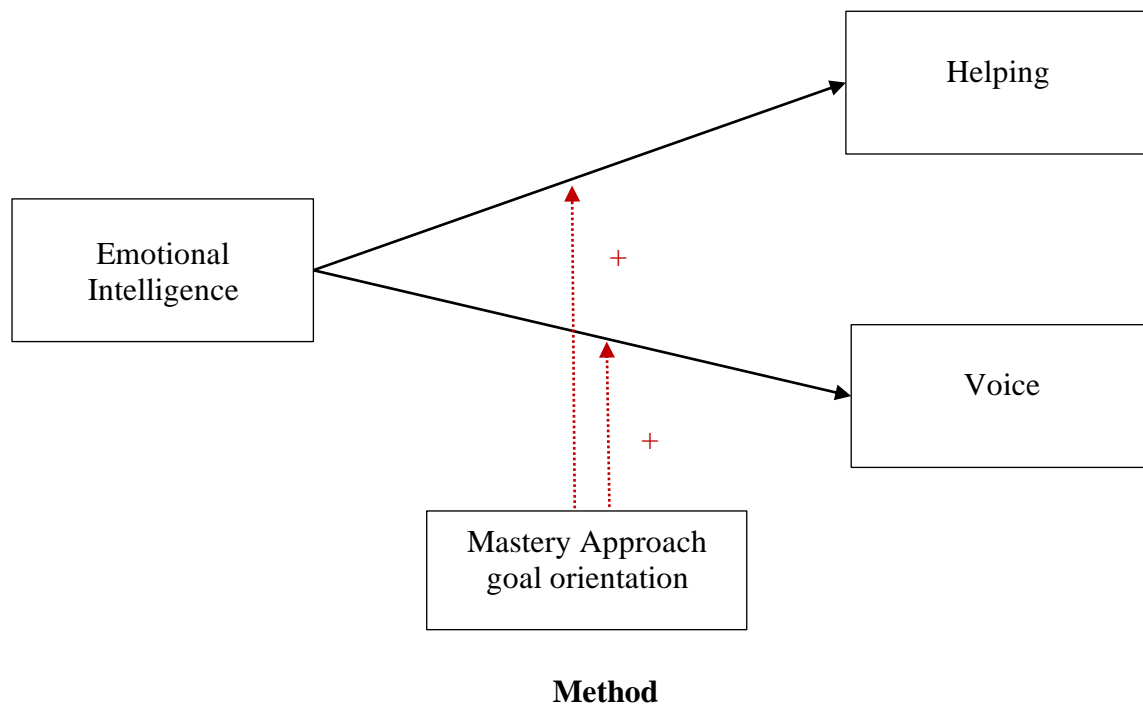
Hypothesis 3b. The relationship between Emotional Intelligence and Voice will be moderated by Mastery Approach goal orientation, such that Emotional Intelligence will have

a stronger positive relationship with Voice at higher than at lower levels of Mastery

Approach goal orientation.

Figure 1

Proposed Research Model

Method

Participants

A total of 154 participants (62 females, 92 males, $M_{age} = 42$, SD = 12) took part in this

study. The requirements to participate were a minimum age of 18 years, working at least 20

hours per week, speaking German fluently and having regular collaboration with colleagues.

Participants worked in diverse industries such as chemical industry (56.5%), education

(11.0%), service provider (4.5%), metal industry (4.5%), healthcare (3.2%) and multiple

others (20.3%). The most frequent education levels were master (35.1%), completed

apprenticeship (23.4%), foreman/technician (14.9%) and bachelor (9.1%). Most of the

participants (66.2%) worked 35-40 hours per week. 21.4% worked more than 40 hours per

week on a regular basis and 12.3% between 20-35 hours per week. Participants were between

20 and 61 years old with a mean age of 42, but only 128 of the 154 participants indicated

their age. 29.2% of participants have leadership responsibilities in their job. An a priori

power analysis based on multiple regression showed that 141 participants were required to

achieve a small to medium effect size of 0.08[1] and a power of .80.

Participation was entirely voluntary and consent had to be given after reading the

information letter and before the questionnaire started. We also informed about the possibility

to withdraw consent by stopping the questionnaire. No incentives were provided. Participants

were recruited via the social media and networking platforms LinkedIn and Xing and by

direct approach. The questionnaire was anonymous and no data to make inferences about the

participants identity was collected. After finishing the questionnaire, participants saw a

debriefing letter which informed about the purpose of the study and the variables we

measured. The entire study including the advertisement was approved by the ethical board of

the Rijksuniversiteit Groningen.

Research Design and Procedure

The study was conducted as a cross-sectional online questionnaire which took

respondents approximately 10-20 minutes to complete. It was available via the online-

platform Qualtrics. Hence the participants could take part in the study from everywhere via

computer or Smartphone. We collected information about gender, age, industry, service-

orientation of the company, educational background, working hours (part-time, full-time or

more than 40 hours), period of employment, home-office, company size and leadership

responsibilities.

The scales that we used measure the four relevant variables of the study, Trait Emotional

Intelligence, Mastery approach goal orientation, Helping (as part of a multidimensional OCB

measure) and Voice. All scales have either been translated via back-translation or German

versions were available. Further, because the questionnaire was a shared project with another

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[1] This effect size was chosen as a conservative estimate, because no prior research has studied these
relationships before.

student other scales were included that are not relevant for this study but increased the overall length of the questionnaire. These scales measured self-efficacy, job autonomy, job satisfaction, perception of autonomy and need for autonomy. Scales were presented in the order they are named above.

Measures

All answers of the scales were rated on a 5-point scale and participants were asked how accurately the statements applied to them (1= *does not apply at all*, 5 = *fully applies*). In Table A1 (Appendix A) all items are listed. All of the beyond mentioned multi-item measures were averaged into scales for the following analyses.

Trait Emotional Intelligence

To measure Emotional Intelligence the Trait Emotional Intelligence Questionnaire – Short form (TEIQue-SF) (Petrides & Furnham, 2006) was implemented. It consists of 30 questions. Example items are: "I usually find it difficult to regulate my emotions.", "I'm usually able to find ways to control my emotions when I want to". To counterbalance response biases, 15 of the 30 items are reverse coded. The scale has been tested for incremental validity and is available translated to many languages, including German. Internal consistency was good with a Cronbach's alpha of .82.

Mastery Approach goal orientation

Mastery Approach was measured with four questions that were used and validated in the study by Baranik et al. (2007). The four items were: "I am willing to select a challenging work assignment that I can learn a lot from.", "For me, development of my work ability is important enough to take risks.", "I often look for opportunities to develop new skills and knowledge.", "I enjoy challenging and difficult tasks at work where I'll learn new skills.". Cronbach's alpha for the scale was good with 0.87.

Helping

Helping was measured as part of the scale by Podsakoff et al. (1990) which also included the dimensions Conscientiousness, Sportsmanship, Civic virtue and Courtesy (for full scale see also Table A1). The Helping dimension consists of five questions. An example item is: "I help others who have heavy workloads." This scale has been validated in multiple previous studies. The scale was translated to German with the back-translation procedure. Cronbach's alpha was good with 0.8.

Voice

Voice ($M = 14.39$, $SD = 3.08$) was measured with four items adapted from Choi (2007). This scale measures change-oriented OCB whose definition can be seen as similar to the abovementioned definition of Voice. The items are: "I frequently come up with new ideas or new work methods to perform my task.", "I often suggest work improvement ideas to others.", "I often suggest changes to unproductive rules or policies.", "I often change the way I work to improve efficiency.". Internal consistency was moderate with a Cronbach's alpha of .75.

Results

Preliminary Analysis

Descriptive statistics and bivariate correlations of all central variables, and the demographics gender and age are illustrated in Table 1. In line with Hypotheses 1 and 2, the correlation between Emotional Intelligence and the outcome variables, Helping and Voice was significant. Interestingly, the correlations between Mastery Approach and Voice and OCB were significant as well.

Table 1

Means, standard deviations and correlations between central study variables.

	Variable	*M*	*SD*	1	2	3	4	5
1	Gender	1.39	.49	-				
2	Age	41.87	11.88	-.13	-			
3	EI	3.88	.38	.11	.25*	-		
4	MA	4.31	.57	-.13	.04	.38**	-	
5	Helping	4.37	.56	.08	-.04	.22*	.13	-
6	Voice	3.60	.77	-.05	.13	.27*	.42**	.15
7	OCB	4.16	.39	.10	.11	.62**	.39**	-

Note. Gender: male $=$ *1,* female $=$ *2;* *significant at $p < .05$, **significant at $p < .01$; EI $=$ Emotional Intelligence; MA $=$ Mastery Approach.

The small but significant correlation between Age and Emotional Intelligence is noteworthy. Based on prior theory, no relation between Age and Emotional Intelligence was expected. However, the correlation could be due to an estimation error since only 120 of the participants indicated their age, which is below the required sample size (N = 141) to reach the required power of 80%.

Because the research model includes two dependent variables, a multivariate ANOVA was the first analysis choice. But the two dependent variables Helping and Voice were not significantly correlated (see Table 1) which is a necessary prerequisite for a multivariate ANOVA. Instead, we conducted two separate multiple regression analyses to investigate the effects of Emotional Intelligence and Mastery Approach on Helping (Model 1) and Voice (Model 2). Further, we standardised all variables and computed the interaction term of

Mastery Approach and Emotional Intelligence to investigate the moderation effect of Mastery Approach.

For a multiple regression analysis, the assumptions of linearity, normality, independence and homoscedasticity must be met (Alexopoulos, 2010). To test these assumptions, standardized residuals were plotted against the standardized predicted values. These plots suggested that assumptions of linearity, homoscedasticity, autocorrelation and multivariate normality were met. Moreover, although the correlation between Emotional Intelligence and Mastery Approach was significant at an alpha level of .05, the VIF and Tolerance values suggested no multicollinearity for any of the regression models.

Case analysis revealed that seven cases have a potential strong influence on the regression models as indicated by their extreme values on Centred Leverage Values, Mahalanobis distance and their outlier positions in the partial regression plots. These seven cases were excluded from further analyses. Additionally, two participants did not answer all of the questions in the Emotional Intelligence scale and were excluded from further analyses, leaving a sufficiently large sample size of $N = 145$ to reach the desired power.

Model 1. The Influence of Emotional Intelligence and Mastery Approach on Helping

A multiple regression analysis with Emotional Intelligence, Mastery Approach and the interaction term on Helping as dependent variable was conducted. The model was significant ($F_{(1, 145)} = 2.77$, $p = .04$, $R^2 = .06$). Confirming Hypothesis 1, Emotional Intelligence was positively related to Helping, as indicated by the significant main effect ($p = .02$, see Table 2). The interaction effect was not significant, suggesting that high Mastery Approach Motivation did not strengthen the relation between individual's high Emotional Intelligence and Helping Behaviour, leading to a rejection of Hypothesis 3a.

Table 2

Regression coefficients of the Moderation model on Emotional Intelligence as independent

variable, Mastery Approach as Moderator and Helping as dependent variable

Model	Unstandardized Coefficients		*t*	*p*	95% CI	
	B	SE			LL	UL
(Constant)	4.35	.05	88.31	<.001	4.25	4.45
EI	.31	.13	2.34	.02	.05	.58
MA	.06	.09	.64	.52	-.12	.23
Interaction	.21	.22	.97	.33	-.22	.65

Note. EI = Emotional Intelligence; MA = Mastery Approach; CI = Confidence Interval; LL =

Lower limit; UL = Upper limit.

Model 2. The Influence of Emotional Intelligence and Mastery Approach on Voice

In order to test the effect of Emotional Intelligence and Mastery approach on Voice,

another multiple regression analysis was conducted. The model was significant and explained

20% of the variance in Voice behaviour ($F (1, 145) = 11.38$, $p < .001$, $R^2 = .20$). In contrast to

Hypothesis 2 and the correlational analysis, Emotional Intelligence did not show a significant

effect on Voice behaviour of individuals (see Table 3). As in the first model, no moderating

effect of Mastery Approach on the relationship between Emotional Intelligence and Voice

was found (see Table 3), leading to a rejection of Hypothesis 3b. Although not hypothesised

by us, Mastery Approach did have a significant effect on Voice (see Table 3), which was

already indicated by the previous correlational analyses (see Table 1).

Table 3

Regression coefficients of the Moderation model on Emotional Intelligence as independent variable, Mastery Approach as Moderator and Voice as dependent variable

	Unstandardized Coefficients				95% CI	
	B	SE	*t*	*p*	LL	UL
(Constant)	3.64	.06	59.30	<.001	3.52	3.76
EI	.23	.17	1.39	.17	-.1	.56
MA	.48	.11	4.31	<.001	.26	.70
Interaction	-.39	.27	-1.41	.16	-.92	.15

Note. EI = Emotional Intelligence; MA = Mastery Approach; CI = Confidence Interval; LL = Lower limit; UL = Upper limit.

Exploratory analyses: OCB as a Multidimensional Construct

The correlation analysis revealed that Emotional Intelligence and Mastery Approach were both significantly correlated with OCB as a multidimensional construct (see Table 1). This construct includes the dimensions of Conscientiousness, Sportsmanship, Civic Virtue, Courtesy and Helping (see Table A1). Because OCB is often measured and analysed as a multidimensional construct, the significant correlation of Emotional Intelligence and Mastery Approach was worth a closer look. Thus, in an additional analysis we conducted a multiple regression on OCB as the dependent variable.

The model was significant and explained 41% of the variance in OCB ($F (1, 145) = 32.1, p < .001, R^2 = .41$). The main effects of Emotional Intelligence and Mastery Approach on OCB were both significant (see Table 4). Hence, individuals scoring high on Emotional Intelligence or on Mastery Approach indicated to engage more in OCB than the employees scoring low on either of those two dimensions. The interaction term was, again,

nonsignificant. Therefore, no moderating effect of Mastery Approach on the relationship between Emotional Intelligence and OCB was found.

Table 4

Regression coefficients of the Moderation model on Emotional Intelligence as independent variable, Mastery Approach as Moderator and OCB as dependent variable

	Unstandardized Coefficients				95% CI	
	B	SE	t	p	LL	UL
(Constant)	4.16	.03	152.41	<.001	4.1	4.21
EI	.58	.07	7.76	<.001	.43	.72
MA	.13	.05	2.53	.01	.03	.22
Interaction	.01	.12	.06	.96	-.23	.25

Note. EI = Emotional Intelligence; MA = Mastery Approach; CI = Confidence Interval; LL = Lower limit; UL = Upper limit.

Exploratory analyses: Mastery Approach as a Mediator

The results of previous analyses revealed that Mastery Approach did not moderate the relationship between Emotional Intelligence and the different OCB dimensions, contradicting our hypotheses. Instead, Mastery Approach had significant main effects on the two outcome variables, Voice and OCB (see Table 3 and 4). Moreover, because Emotional Intelligence and Mastery Approach were significantly correlated ($r = .38$; see Table 1 for full correlations), there may also be another type of relationship between these two variables.

One possibility is that Mastery Approach mediated the relationship between Emotional Intelligence and Voice or OCB. This would imply that high Emotional Intelligence leads to a higher Mastery Approach orientation and because of this high Mastery Approach orientation individuals are more likely to engage in Voice and OCB. Emotional

Intelligence might have positively influenced Mastery Approach, which in turn positively influenced Voice and multidimensional OCB. Helping was not significantly correlated with Mastery Approach and is thus not part of a mediated relationship between Emotional Intelligence and Mastery Approach.[2]

To test the possibility of Mastery Approach as a Mediator in the relationship between Emotional Intelligence and Voice and OCB, we ran two separate mediation models as additional analyses, using the PROCESS macro-SPSS Model 4 with a 5000 bootstrapped sample (Hayes & Little, 2018).

The first mediation model with Voice as the dependent variable suggested that Mastery Approach acts as a mediator. In line with results of the previous moderation analyses Emotional Intelligence did not have a significant direct effect on Voice (p = .122; see Table 5 for full coefficients). This direct effect describes the effect of Emotional Intelligence on Voice when controlling for Mastery Approach. Emotional Intelligence had a significant effect on Mastery Approach (p < .001; see path A in Table 5), which in turn was significantly related to Voice (p < .001; see path B in Table 5). In line with this pattern, the indirect effect of Emotional Intelligence on Voice via Mastery Approach was significant, as the 95% Confidence interval did not include zero (see Table 5). According to Baron and Kenny (1986) the lack of a significant direct effect implies that no mediation can be concluded. However, as Shrout and Bolger (2002) explained, mediation can still be assumed when the effect size is small or suppression is possible. In our case the relatively small sample causes a small effect size. Based on our results and these discussions, we suggest that Mastery Approach mediated the relationship between Emotional Intelligence and Voice.

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[2] Nonetheless, for completeness of analyses, a mediational analysis with Helping as Dependent Variable was conducted. The results showed a significant direct effect between Emotional Intelligence and Helping ($ß$ = .30, SE = .13, p = .026), but no relation between Helping and Mastery Approach ($ß$ = .05, SE = .09, p = .57). Therefore, no mediation of Mastery Approach goal orientation of the relation between Emotional Intelligence and Helping was found.

Table 5

Results of PROCESS mediation model with Emotional Intelligence as independent variable,

Mastery Approach as Mediator and Voice as dependent variable

		Effect size (SE)	t	p	95% CI [LL, UL]
EI → MA	Path A	$b = .59$ (.12)	4.90	<.001	[.34, .80]
MA → Voice	Path B	$b = .49$ (.11)	4.44	<.001	[.27, .71]
EI → Voice (controlling for MA)	Direct effect	$b = .26$ (.17)	1.56	.122	[-.07, .59]
EI → MA → Voice	Indirect effect	$b = .28$ (.17)			[.13, .45]
EI → Voice	Total effect	$b = .54$ (.16)	3.29	.001	[.22, .86]

Note. EI = Emotional Intelligence; MA = Mastery Approach; CI = Confidence Interval; LL = Lower limit; UL = Upper limit.

The second mediation analysis was conducted on OCB as the outcome variable. Emotional Intelligence had a positive and significant direct effect on OCB, in line with results of previous analyses. The effect of Mastery Approach on OCB was significant (see path B Table 6). Further, the indirect effect of Emotional Intelligence on OCB via the Mediator Mastery Approach was marginally significant as well, as indicated by the 95% Confidence Interval (see Table 6). Hence, we conclude that Mastery Approach mediated the positive relationship between Emotional Intelligence and OCB although its mediational effect does not seem to be as strong as for Voice.

Table 6

Results of PROCESS mediation model with Emotional Intelligence as independent variable,

Mastery Approach as a mediator and OCB as dependent variable.

		Effect size (SE)	*t*	*p*	95% CI [LL, UL]
EI → MA	Path A	*b* = .57 (.12)	4.90	<.001	[.34, .80]
MA → OCB	Path B	*b* = .13 (.05)	2.55	.011	[.02, .22]
EI → OCB (controlling for MA)	Direct effect	*b* = .58 (.07)	7.84	<.001	[.43, .72]
EI → MA → OCB	Indirect effect	*b* = .07 (.03)			[.01, .15]
EI → OCB	Total effect	*b* = .65 (.07)	9.34	<.001	[.51, .78]

Note. EI = Emotional Intelligence; MA = Mastery Approach; CI = Confidence Interval; LL =

Lower limit; UL = Upper limit.

Discussion

Does Emotional Intelligence have a positive effect on the engagement in contextual

behaviours which are beneficial for a company's success, such as helping colleagues or

actively suggesting changes? And is this effect even stronger when employees have a goal

orientation focused on personal growth and skill development? Those were the question we

set out to answer in the present study. Specifically, we investigated the effect of Emotional

Intelligence on Voice, Helping and Organizational Citizenship Behaviour as a

multidimensional construct and the influence of Mastery Approach goal orientation on these

relationships. We hypothesised that Emotional Intelligence positively correlates with the

amount of Helping and Voice Behaviours an employee engages in. Further, we investigated

whether Mastery Approach goal orientation strengthens this positive relationship between Emotional Intelligence, Helping and Voice.

Emotional Intelligence and OCB

Our results showed that high levels of Emotional Intelligence had positive effects on participants' indicated engagement in Helping behaviours. This confirms our first hypothesis and is in line with previous research, suggesting that Emotional Intelligence has an influence on the degree to which employees show Helping behaviours at the workplace, such as covering for a sick colleague or showing new employees around (Alfonso et al., 2016; Carmeli & Josman, 2006; Spector & Fox, 2002). Although the effect was significant, it was surprisingly small (b = .31, SE = .13), given the large number of previous studies suggesting a positive relationship.

In contrast to our second hypothesis, Emotional Intelligence did not have a direct effect on Voice Behaviour. One reason for this may be that Voice can lead to conflicts and Emotional Intelligent individuals prefer to maintain a positive emotional atmosphere in the company. However, this is contradicting previous research, such as the study by Bozionelos and Singh (2017). It showed that the high scorers on Emotional Intelligence are more likely to express Voice behaviours. Further, Xie et al. (2021) proposed that Emotional Intelligence directly reinforces engagement in Voice behaviour because it enables employees to be more successful in suggesting changes. Thus, the lack of a significant effect between Emotional Intelligence and Voice may be explained by other factors. One possibility is that Mastery Approach mediated the relationship between Emotional Intelligence and Voice. Indeed, our exploratory analyses revealed an indirect effect of Emotional Intelligence on employees' Voice behaviour, mediated by Mastery Approach, as will be discussed in detail later on.

Because previous studies have suggested a positive relationship between Emotional Intelligence and OCB as a multidimensional construct and our preliminary correlation

analyses demonstrated significant correlations between the two, we conducted an additional analysis to explore this relationship further. Our study provides evidence that Emotional Intelligence has a significant effect on OCB and the model including Mastery Approach explained for 41% of the variance in OCB. This finding is in line with previous studies suggesting that higher Emotional Intelligence of employees leads to more engagement in OCB (Kluemper et al., 2013; Turnipseed, 2018; Ugwu et al., 2017; Yu & Takahashi, 2020). Further, our study provides support that the conceptualization of Emotional Intelligence as a Trait is significantly related to OCB (Alfonso et al., 2016; Miao et al., 2017).

The results of this study illustrate that Emotional Intelligence is an individual-level factor that is significantly related to both, affiliative and challenging types of OCB. The direct effect of Emotional Intelligence on the affiliative types of OCB, such as Helping or the other OCB dimensions included in the multidimensional OCB construct is in line with suggestions of previous research (Miao et al., 2017; Ugwu et al., 2017; Yu & Takahashi, 2020). Our study adds to the previous literature, that Emotional Intelligence also indirectly affects the challenging type of OCB such as Voice and Civic Virtue[3]. Further, Emotional Intelligence can be used as a tool for personnel selection methods because it has a high likelihood to correlate with expression of OCB (Miao et al., 2017).

The Role of Mastery Approach

Regarding the influence of Mastery Approach on the relationships between Emotional Intelligence and OCB dimensions, the results were contradicting our initial hypotheses that Mastery Approach acts as a Moderator. No significant moderation effect could be found across all three regression analyses. Hence, we have to conclude that higher Mastery Approach does not strengthen the influence of Emotional Intelligence on Helping and Voice Behaviour. This may be due to the later finding that Mastery Approach is directly related to Emotional Intelligence and OCB and may act as a Mediator rather than a Moderator.

Further, Mastery Approach does not influence the relationship between Emotional Intelligence and Helping, which is contradicting our hypotheses. Possibly, helping your colleagues is not, as we hypothesised, seen as an opportunity to increase one's skills and competencies. Employees with high Mastery Approach goal orientation may be more focussed on their personal development than on helping their colleagues. This contradicts the proposal of Louw et al. (2016) that Mastery Approach is related to all kinds of OCB. Instead, our results suggest that Mastery Approach may be less related to the affiliative but more to the challenging types of OCB such as Voice and Civic virtue[3]. The specific influences of Mastery Approach on the different OCB types should be explored in more detail in future research.

In line with the proposition that Mastery Approach is related to specific types of OCB our analyses demonstrated that it was correlated with OCB and Voice. These significant correlations led us to further explore the influence Mastery Approach may have on the two. Because Mastery Approach was also significantly correlated to Emotional Intelligence, there was a possibility that it mediates the relationship between Emotional Intelligence and the outcome variables, Voice and OCB. One reason why Mastery Approach might mediate the relation is that individuals with high Emotional Intelligence reflect more upon their emotions and this self-reflection leads to a focus on intra-individual development as is the case in Mastery Approach goal orientation. Its influence on Voice is due to the focus on improvement and constant changes in Mastery Approach oriented individuals which may extend beyond themselves onto the company they work for. Previously, Louw et al. (2016)

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[3] Whether or not civic virtue is a challenging type of OCB is open to discussion. Some studies merge the affiliative (e.g. attending extra meetings) with the challenging parts (e.g. suggestion of improvements) into one civic virtue dimension (see for example Konovsky & Organ, 1996; Organ et al., 2006). Others define civic virtue as afilliative, while the challenging parts are seen as separate, in terms of change-oriented OCB or Voice (Choi, 2007; Graham, 1991; VanDyne et al., 1994; VanDyne & LePine, 1998). Interestingly, our analysis indicated correlations between Civic Virtue and Emotional Intelligence as well as Mastery Approach, while no correlation between Emotional Intelligence and Voice was found (see Table A2). This may be interpreted as further evidence for the two concepts of Civic Virtue and Voice should be seen as distinct.

also suggested that Mastery Approach may act as a Moderator or Mediator on the relationship between individual-level antecedents and OCB. Therefore, we conducted additional analyses to explore whether Mastery Approach acts as a Mediator.

Results of the analyses suggest that Mastery Approach mediated the relation between Emotional Intelligence and Voice, and partially mediated its relation to OCB. Hence, Emotional Intelligent individuals seem to have a higher Mastery Approach motivation, which in turn positively influences engagement in Voice behaviours and OCB. Emotional Intelligence thus also predicts this more challenging type of OCB via the indirect route of Mastery Approach as a mediator.

Our findings imply that Mastery Approach goal orientation may be related to specific dimensions of OCB. While Mastery Approach does not influence Helping, it does have an effect on Voice. This difference may be due to the opposing positions of these two types of OCB on the dimension of affiliative versus challenging (Van Dyne & LePine, 1998). Whereas Helping is an affiliative type of OCB, focussed on sustaining a harmonious environment, Voice behaviours tend to challenge the status quo in a company (Choi, 2007; Van Dyne & LePine, 1998). On that account, Mastery Approach may relate mainly to challenging types of OCB, motivating employees to engage in suggestion of improvement and changes regardless of the risks provided by these behaviours (Fischer et al., 2019). These specific influences of Mastery Approach motivation and its role as a Mediator on the relationship between Emotional Intelligence and OCB should be investigated in future research.

Practical Implications

Our study offers practical implications for Human Resources, especially for personnel selection and development. The finding that Emotional Intelligence is either directly or indirectly related to both types of OCB, affiliative and challenging, marks it as a good

predictor for future engagement in OCB (Miao et al., 2017). This is particularly relevant for jobs where teamwork and performance beyond the required tasks is wished for, and beneficial for the company (Bergeron, 2007). Furthermore, positions in the company that ask for a high degree of Voice Behaviours, such as actively suggesting changes to existing work processes, for example in quality management, may profit from testing for Mastery Approach motivation of potential employees.

Our findings are also of relevance for the development of personnel. There are implications, that Emotional Intelligence and Mastery Approach goal orientation can both be influenced by external circumstances and may thus be targeted by personnel development programs (Choi, 2007). For example, specific trainings to increase an employee's level of Emotional Intelligence (David et al., 2011; Nelis et al., 2009) or investing in the development of an organizational climate that supports a mastery goal orientation rather than one focussed on profit and individual success, may in consequence increase OCB (Kao, 2017).

Limitations and Future Directions

One limitation of the present study is that the use of a self-report questionnaire alone may lead to an overestimation of effect sizes because of common source variance. Further, as most of the measured factors represent socially desirable behaviours, such as helping colleagues or being proactively engaged in the company, there is a strong likelihood for the influence of social desirability response bias influencing the results (King & Bruner, 2000). Although some studies claim that self-report scales in organizational research are a target of response biases (James & Mazerolle, 2001; Paulhus & Reid, 1991) other research, including a meta-analysis by Moorman and Podsakoff (1992) suggest that social desirability is less of an issue. Specifically, for Emotional Intelligence measures (Downey et al., 2006), when ensuring anonymity (Richman et al., 1999) and with the use of online questionnaires (Martin

& Nagao, 1989; Nederhof, 1984) the influence of social desirability biases can be decreased and are along these lines expected to have been small in this study.

The cross-sectional design is also a limitation of the study as it prevents any interpretation of causality. However, it was the best choice for our study because it allowed testing of multiple variables to gain a first picture of the ongoing relations. The next step in future studies should be an experimental set-up that allows for controlling and manipulating the independent variables, while not influencing the dependent ones.

Another avenue for future research is the use of a measurement of Trait Emotional Intelligence that distinguishes between its multiple dimensions. Our results provide further evidence that some dimensions of Emotional Intelligence influence specific OCB types more than others. The results of previous research further underline the necessity to investigate the influence of the Emotional Intelligence dimensions on different OCB dimensions (Bozionelos & Singh, 2017; Kluemper et al., 2013; Maini et al., 2012). This is especially relevant because not all OCB types are similarly important or even helpful for distinct kinds of jobs (Bateman & Organ, 1983). Hence, this could help to make personnel selection tools more precise with a higher focus on person-job fit (Farzaneh et al., 2014).

Conclusion

Taken together, these results provide support for the influence of Trait Emotional Intelligence on various types of OCB, be it affiliative or challenging. Further, the study highlights that Mastery Approach as a specific type of goal orientation has an influence on and mediates the relationship between Trait Emotional Intelligence and OCB, especially for the more challenging types of OCB, such as Voice.

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Appendix

Table A1

Overview of all questionnaire items of the study variables.

Scale	Dimension	Item
Emotional Intelligence		1. Expressing my emotions with words is not a problem for me.
		2. I often find it difficult to see things from another person's viewpoint. (reverse-coded)
		3. On the whole, I'm a highly motivated person.
		4. I usually find it difficult to regulate my emotions. (reverse-coded)
		5. I generally don't find life enjoyable.
		6. I can deal effectively with people.
		7. I tend to change my mind frequently. (reverse-coded)
		8. Many times, I can't figure out what emotion I'm feeling. (reverse-coded)
		9. I feel that I have a number of good qualities.
		10. I often find it difficult to stand up for my rights. (reverse-coded)
		11. I'm usually able to influence the way other people feel.

12. On the whole, I have a gloomy perspective on most things. (reverse-coded)

13. Those close to me often complain that I don't treat them right. (reverse-coded)

14. I often find it difficult to adjust my life according to the circumstances. (reverse-coded)

15. On the whole, I'm able to deal with stress.

16. I often find it difficult to show my affection to those close to me. (reverse-coded)

17. I'm normally able to "get into someone's shoes" and experience their emotions.

18. I normally find it difficult to keep myself motivated. (reverse-coded)

19. I'm usually able to find ways to control my emotions when I want to.

20. On the whole, I'm pleased with my life.

21. I would describe myself as a good negotiator.

22. I tend to get involved in things I later wish I could get out of. (reverse-coded)

23. I often pause and think about my feelings.

24. I believe I'm full of personal strengths.

25. I tend to "back down" even if I know I'm right. (reverse-coded)

26. I don't seem to have any power at all over other people's feelings. (reverse-coded)

27. I generally believe that things will work out fine in my life.

28. I find it difficult to bond well even with those close to me. (reverse-coded)

29. Generally, I'm able to adapt to new environments.

30. Others admire me for being relaxed.

Mastery Approach	1. I am willing to select a challenging work assignment that I can learn a lot from.
	2. For me, development of my work ability is important enough to take risks.
	3. I often look for opportunities to develop new skills and knowledge.
	4. I enjoy challenging and difficult tasks at work where I'll learn new skills.
Voice	1. I frequently come up with new ideas or new work methods to perform my task.
	2. I often suggest work improvement ideas to others.
	3. I often suggest changes to unproductive rules or policies.

		4. I often change the way I work to improve efficiency
OCB	Conscientious-ness	1. My attendance at work is above the norm.
		2. I do not take extra breaks.
		3. I follow company rules and regulations even when no one is watching.
		4. I am one of the most conscientious employees.
		5. I believe in giving an honest day's work for an honest day's pay.
	Sportsmanship (REVERSE)	6. I consume a lot of time complaining about trivial matters.
		7. I always focus on what's wrong, rather than the positive side.
		8. I tend to make "mountains out of molehills."
		9. I always find fault with what the organization is doing.
		10. I am the classic "squeaky wheel" that always needs greasing.
	Civic Virtue	11. I attend meetings that are not mandatory but are considered important.
		12. I attend functions that are not required but help the company image.

		13. I keep abreast of changes in the organization.
		14. I read and keeps up with organization announcements, memos, and so on.
	Courtesy	15. I take steps to try to prevent problems with other workers.
		16. I am mindful of how my behaviour affects other people's jobs.
		17. I don't abuse the rights of others.
		18. I try to avoid creating problems for coworkers.
		19. I consider the impact my actions on coworkers.
	Helping	20. I help others who have been absent.
		21. I help others who have heavy workloads.
		22. I help orient new people even though it is not required.
		23. I willingly help others who have work related problems.
		24. I am always ready to lend a helping hand to those around him/her.

Note. All ratings were on 5-point scales ranging from 1 = *does not apply at all,* 5 = *fully applies.*

Table A2

Correlation between predictor variables and outcome variables, including OCB

subdimensions.

Variable	Subdimension	Emotional Intelligence	Mastery Approach
Emotional Intelligence		1	.379**
Mastery Approach		.379**	1
Voice		.265**	.423**
OCB		.615**	.389**
	Helping	.217**	.126
	Conscientiousness	.305**	.170*
	Sportsmanship	.604**	.342**
	Civic virtue	.419**	.307**
	Courtesy	.306**	.228**

Note. *significant at *p* < .05, **significant at *p* < .01.