# Chapter 56 Stretched Thin

# Stress, In-Role, and Extra-Role Behavior of Educators

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Table 1

Relationship Between Level of OCB Engagement and Outcomes

|  |  |  |
| --- | --- | --- |
|  | Outcome for individual | Outcome for the organization |
| Too little OCB | Positive (+) short-term |  |
| 1. • Αttentive to contractual job obligations
 |  |  |
| 1. • Low need to manage time and other resources to meet demands
 |  |  |
|  | Positive (+) short-term |  |
| 1. • Focus on completing contractual job obligations
 |  |  |
|  |  |  |
|  | Negative (−) long-term |  |
| 1. • Negative impact on performance evaluations
 |  |  |
| 1. • Poor position relative to peers, cultural norms, identity
 |  |  |
| 1. • Susceptible to coercion by supervisor and others
 |  |  |
| 1. • Resentment from those who do engage in OCB
 |  |  |
|  | Negative (−) long-term |  |
| 1. • Lower overall performance output
 |  |  |
| 1. • Extra resources needed to complete tasks outside defined job responsibilities
 |  |  |
| 1. • Less cohesive culture; increased turnover
 |  |  |
|  |  |  |
| Balanced OCB | Positive (+) | Positive (+) |
| Too much OCB | Positive (+) short-term |  |
| 1. • Increased visibility, perceptions of being a “team-player”
 |  |  |
| 1. • Improved performance evaluations
 |  |  |
| 1. • Improved position relative to peers
 |  |  |
| 1. • Support of OCB identity
 |  |  |
|  | Positive (+) short-term |  |
| 1. • Higher overall performance output
 |  |  |
| 1. • More cohesive culture
 |  |  |
|  |  |  |
|  | Negative (−) long-term |  |
| 1. • Stress, frustration, negative spillover
 |  |  |
| 1. • Inability to decrease or withdraw behaviors
 |  |  |
| 1. • Burnout
 |  |  |
|  | Negative (−) long-term |  |
| 1. • Time, attention, resources diverted from contractual job obligations
 |  |  |
| 1. • Direct and indirect costs of turnover
 |  |  |
|  |  |  |