

THE RELATIONSHIP BETWEEN I/C ORIENTATION AND ORGANIZATIONAL
CITIZENSHIP BEHAVIOR

**The relationship between individualistic/ collectivistic orientation and
organizational citizenship behavior and the possible influence of leadership
style.**

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Foreword

This thesis has been written in order to complete the Masters phase of the Sociology study, "Work, Organization and Management" at the Erasmus University Rotterdam. Before I started this study I studied International Business and Languages at the HES. After completion of this study I did not feel I knew enough, and was eager to learn more about management and the social aspects of work. Especially the profoundness and the comprehensiveness of the Sociology study appealed to me. I found the additional psychology lectures very interesting. They have really given me valuable insights into Social and Industrial & Organizational Psychology. The entire study has given me a different perspective on life. The choice for this study has proven to be a very satisfactory and enlightening one. After two years of studying, and completion of the exams and papers, "only" the thesis had yet to be written. As my interests lay in management and cultural differences it seemed logical to write a thesis on a subject that had to do with at least one of these topics. I was very happy to have had the opportunity to participate in the PhD study of Nevra Cem, whose PhD thesis addressed the investigation of cultural differences between the Turkish and Dutch and the applications of leadership styles in order to increase performances.

Although I have worked with a lot of enthusiasm and motivation on this thesis it has also been a period of constant stress and a race against time. There were some difficulties in obtaining the sample on time, and further problems consequently emerged. Nonetheless, I managed to successfully complete my thesis before my departure to Malaysia. Not only have I learned to do research and report it, I also have learned a couple of valuable life lessons.

I would like to end with some acknowledgements. First of all I would like to thank my tutor, Marise Born for her guidance through the process. I would like to thank Gerrit van Kooten for his support and his willingness to be the second corrector for my thesis. I would also like to thank Nevra Cem, who has been kind enough to let me in on her PhD thesis, and provided the questionnaires. I owe special thanks to my family and friends for helping me. Mom, thanks for your loving support and good advice. Dad, thanks for the "taxi-services" and printing. Emeline, thanks for helping me out with the data entry and spss (even though you were very busy with your own thesis), and for simply being there for me when I needed you. To my brothers, sorry I deprived you of your computer time for so long (it's all over now). To Robin, thanks

for putting up with me and giving me love and support when I needed it. I would also like to thank Pieter Corver for his emotional support and the innumerable times I was allowed to use his internet and King for his help with the spss analysis. To all of you, I really appreciated it, could not have done it without you and by putting you in my acknowledgements you now all have been immortalized, just as I promised!

Abstract

The purpose of this research is to obtain insights into how individualistic or collectivistic Dutch individuals really are, how this individualistic/ collectivistic orientation influences their Organizational Citizenship Behavior and in what way this relationship can be altered by using an empowering and paternalistic leadership style.

The study seeks to find indicators of Organizational Citizenship Behavior (OCB) in individuals' individualistic / collectivistic orientations. First the extent to which respondents are individualistic and/ or collectivistic has been investigated. An individualistic cultural orientation pertains to "a loosely knit framework in which people are supposed to take care of themselves and of their immediate families only" (Hofstede, 1980, p45). A collectivistic cultural orientation is characterized by "a tight social framework in which people distinguish between in-groups and out-groups; they expect their in-group (relatives, clans, organizations) to look after them, and in exchange for that they feel they owe absolute loyalty to it." (Hofstede, 1980, p45). The I/C orientation has been dimensionalized by Triandis and Gelfand (1998) into horizontal and vertical individualism and collectivism. OCB is generally defined as behavior that goes beyond the formal requirements of the job and is beneficial to the organization. Also, OCBs are defined as work-related behaviors that are discretionary, not related to the formal organizational reward system, and promote the effective functioning of the organization. (Organ, 1988; in Pillai, Schriesheim & Williams, 1999, p898). OCB has been dimensionalized into interpersonal facilitation (OCB towards others), job dedication (OCB towards the job) and organizational support (OCB towards the organization). Also commitment to the manager has been investigated to measure commitment. By using a written scenario describing an empowering or paternalistic leadership style, the influence of this leadership style on the relationship between individualistic/ collectivistic (I/C) orientation and OCB performance was investigated.

The research was performed by distributing two questionnaires among 100 academic students with a one week interval between the questionnaires. Previously to answering the second questionnaire, the respondents were asked to read a scenario

of either an empowering leadership style or a paternalistic leadership style and to imagine they were an employee working for the manager described in the scenario while they answered the questions of the second questionnaire. The first questionnaire measured I/C orientation, OCB and commitment to the manager, the second questionnaire only measured OCB and commitment to the manager.

Horizontal individualism was found to be most prominent in the sample. I/C orientation does influence the kind of OCB that is performed: An individualistic orientation (horizontal and vertical) is positively related to job dedication. Collectivism (horizontal and vertical) relates positively to interpersonal facilitation and organizational support. A collectivistic orientation (horizontal and vertical) also relates positively to commitment to the manager. The performance of OCB can be influenced positively by introducing an empowering leadership style. The introduction of the scenario with the paternalistic leadership style did not have a significant influence on OCB. Leadership style, however, did not influence the relationship between I/C orientation and OCB.

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1. Introduction

In this chapter the central problem that will be investigated and the goal of the research will be discussed. The subject of this study will be introduced in paragraph 1.1. In the second paragraph, the conceptual model clarifies and explains the relations among the variables that are used to perform this research.

1.1 Indicators of OCB in I/C orientation

The present study seeks to find indicators of Organizational Citizenship Behavior (OCB) in individuals' individualistic or collectivistic orientations.

The extent to which the respondents have an individualistic and/ or collectivistic orientation has been investigated. An individualistic cultural orientation pertains to "a loosely knit framework in which people are supposed to take care of themselves and of their immediate families only" (Hofstede, 1980, p45). A collectivistic cultural orientation is characterized by "a tight social framework in which people distinguish between in-groups and out-groups; they expect their in-group (relatives, clan, organizations) to look after them, and in exchange for that they feel they owe absolute loyalty to it." (Hofstede, 1980, p45). OCB is generally defined as behavior that goes beyond the formal requirements of the job and is beneficial to the organization. Also, "OCBs are defined as work related behaviors that are discretionary, not related to the formal organizational reward system, and promote the effective functioning of the organization." (Organ, 1988; in Pillai, Schriesheim & Williams, 1999, p898). By using a scenario with an empowerment or paternalistic leadership style the influence of this leadership style on the relation between I/C orientation and OCB performance will be investigated. This study investigates the possibility of improving OCB by taking into account the I/C orientation of individuals and by using a specific leadership style. This I/C orientation is amongst others defined by researchers like Hofstede (2001), Van Oudenhoven (2002), Triandis (1990; in Van Oudenhoven, 2002, p163), Trompenaars (1993; in Van Oudenhoven 2002, p162) and Schwartz (1992; in Van Oudenhoven, 2002, p161), who tried to understand cultural differences (with)in countries.

The importance of the present study lies in the possibilities that OCB offers to optimize employee performance in organizations and especially in the explanations that it gives for a better understanding of why and when it will be performed.

One way for organizations to be more effective and efficient is to have “good people”. That is, employees who work hard, are honest and who will do their utmost to contribute to the effectiveness and efficiency of the organization. But, motivating employees is not very easy. Many theories have been written about this subject. Organizational citizenship behavior (OCB) probably has existed from the very beginning of the creation of organizations in their simplest form, but OCB has been acknowledged by researchers as a separate phenomenon only since 1983. "Katz (1964) pointed out the importance of a class of discretionary and spontaneous behaviors that are beyond explicit role requirements, but that are essential for organizational effectiveness. Smith et al. (1983), in a report of empirical research on the nature and antecedents of such behaviors, conceptualize these contributions as "organizational citizenship behavior" (OCB), later defined by Organ as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988, p 4; in Farh, Zhong & Organ, 2004, p241)

However, it is still not clear what the most important antecedents of OCB are because many possible antecedents have been and still are investigated (Moorman & Blakely, 1995, p128 & Spector & Fox, 2002, p270). Why do employees perform OCB? How does a specific leadership style influence this behavior? What have I/C orientations got to do with this process? Hui and Triandis (1986), Wagner (1992) and Early (1989, 1996) believe that distinctions can be made between individuals in terms of their individualistic and collectivistic orientations (Moorman & Blakely, 1995). A part of this research seeks to find whether these differences among Dutch individuals, i.e. sociology and public administration students, exist.

It is hoped that the present study will lead to a better understanding of Organizational Citizenship Behavior and to how it may be increased by taking into account the I/C orientations and adopting a coherent leadership style.

1.2 Network of relations across variables

A conceptual model (Figure 1) has been developed, which identifies the network of relations among variables that are important in the present study. The most important variables in this research are: I/C orientation, leadership style and organizational citizenship behavior. I/C orientation refers to horizontal individualism, vertical individualism, horizontal collectivism and vertical collectivism. The leadership styles used for this research are empowerment and paternalism. Organizational citizenship behavior consists of the following subdimensions; organizational citizenship behavior towards the job, towards colleagues and towards the organization. To determine the social economic class of the respondent the following variables have been used: education level of the respondent's father, the education level of the respondent's mother, the respondent's place of birth and the respondent's residence. Additional variables are: years of job experience, the respondent's occupational category and the gender and age of the respondent.

On the next page, the conceptual model is shown in Figure 1. The arrows define the hypothesized relations among variables. The little blue boxes indicate the assumed direction of the relation, a "+" meaning a positive relation, a "-" meaning a negative relation, a "*" meaning a mutual relation and a "?" indicating an unknown relation. Only the main variables are placed in this figure. About the relations among and between variables measuring social economic class no assumptions were made.

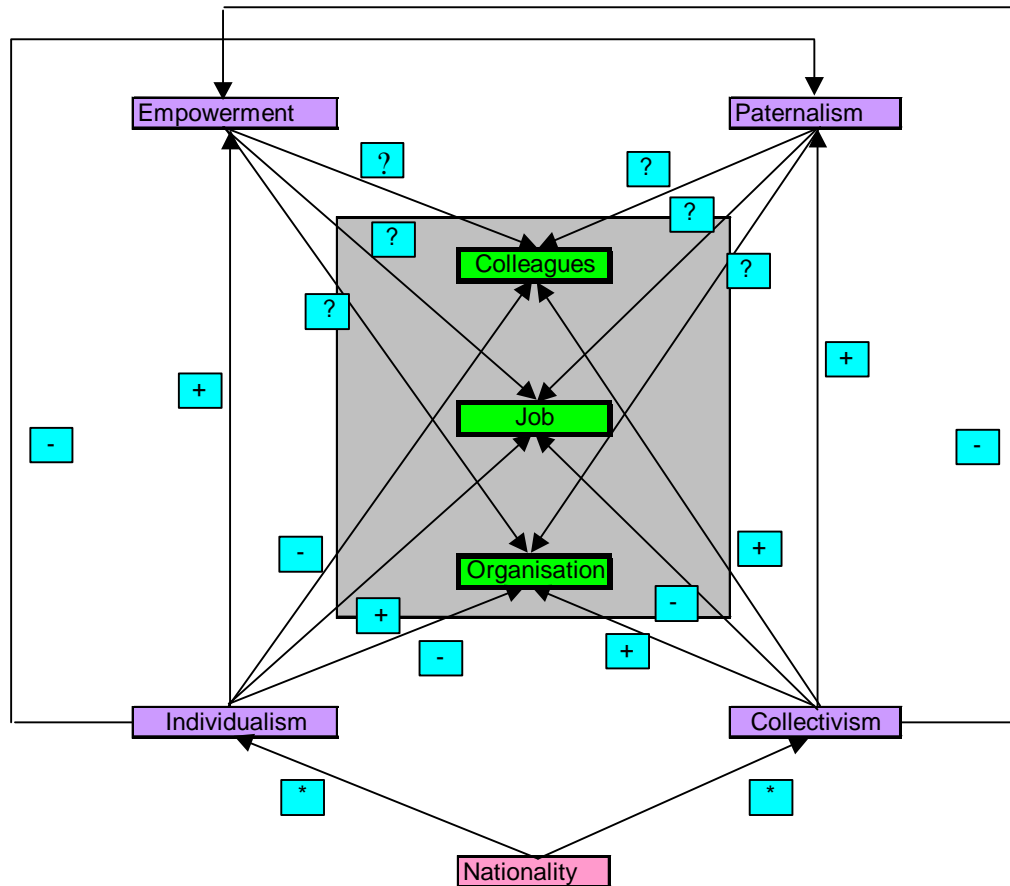


Figure 1: Conceptual model

The meaning and content of these variables will be described below. A variable can have the status of dependent, independent, moderating or intervening variable. Each type of variable will successively be described in the following sub paragraphs.

1.2.1 Dependent variables

In the present investigation Organizational Citizenship Behavior is the dependent variable. Organizational citizenship behavior is displayed in Figure 1 as the green boxes, (OCB towards) colleagues, (OCB towards the) job and (OCB towards the) organization. This behavior is assumed to be dependent on other variables and is probably a consequence of how individualistic or collectivistic the individual is. Individualism and collectivism are believed to be dependent on nationality, although only one fixed nationality has been investigated in this research. This has as a

consequence that the sample is assumed to be individualistic, as the Netherlands is classified as an individualistic country by Hofstede (1980). Nevertheless, there are researchers e.g. Moorman and Blakely (1995), who claim that individualistic and collectivistic orientations can co-exist, which is why both orientations are included in the conceptual model.

1.2.2 Independent variables

Individualism and collectivism are regarded as potential independent variables of OCB. Other potential independent variables are age, gender, the educational level of the respondent, the educational level of the respondent's father, the educational level of the respondents mother, the place of birth of the respondent, the current residence of the respondent, the number of years of job experience, and occupational category.

1.2.3 Moderating variables

The presence of a moderator alters the original relationship between the independent and the dependent variable. Perceived leadership style can be seen as a moderating variable, as the relationship between I/C orientation and OCB may change depending on whether one is confronted with an empowering leadership style or a paternalistic leadership style.

In the conceptual model the different variables are shown. In Figure 2 the relationships will be more explicitly described in terms of what kind of variables are used in order to perform this research.

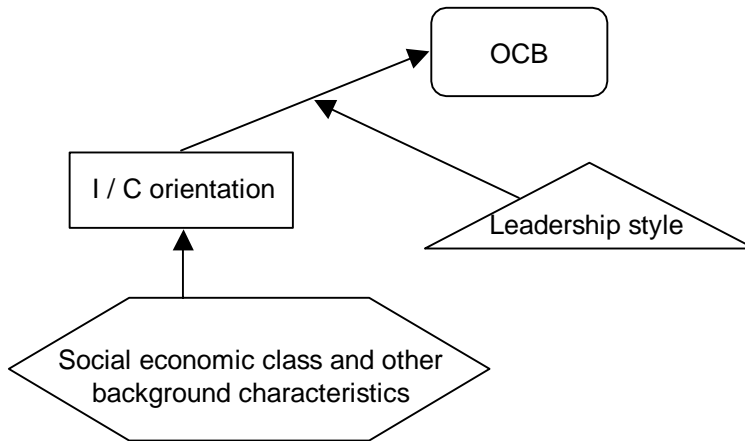


Figure 2: Relationships in the conceptual model

OCB is seen as the dependent variable. All other variables are assumed to influence OCB. OCB consists here of job dedication (OCB towards the job), interpersonal facilitation (OCB towards others) and organizational support (OCB towards the organization)

I/C orientation may depend on social economic class. The higher the economic social class of the individual, the more individualistic the individual is assumed to be.

Leadership style is hypothesized to be a moderating variable which influences the relation between I/C orientation and OCB.

2. Individualistic/ collectivistic orientation

In the first chapter of this thesis the main goal has been described. In the second, third and fourth chapter the findings from literature will be discussed. The purpose of these chapters is to provide a theoretical background of the research. In the present chapter, the literature findings pertaining to nationality and I/C orientation will be described. In chapter three, the literature on Organizational Citizenship Behavior is discussed. In the fourth chapter findings on leadership styles will be treated. In this thesis, the I/C orientations of the sample will be investigated. However, the following paragraphs will pertain to culture as an explanatory variable in differences and resemblances among individuals. Cultural dimension has been investigated extensively in cross cultural (management) studies. In order to give a better understanding of I/C orientation and to put it in a broader context the cultural dimension will be elucidated in the following paragraphs. In paragraph 2.1 culture as an explaining variable for differences among countries will be discussed. In paragraph 2.2 criticism will be given on culture as an explaining variable. In paragraph 2.3 the cultural dimension individualism versus collectivism will be elucidated. In paragraph 2.4 criticism on this culture dimension will be described. In paragraph 2.5 horizontal and vertical individualism and collectivism will be elucidated. In paragraph 2.6 the relevance of the I/C orientation for the present thesis will be explained.

2.1 Culture as an explanatory variable

For many years researchers have sought for ways to differentiate among countries in order to make generalisations and comparisons among countries possible. With a basis on which to compare countries, differences can be understood and managed and events can be anticipated. Especially in the cross-cultural management literature a lot of attention has been given to finding the right distinguishing variable on which all countries could be compared in order to explain and understand differences in for example the effectiveness of a specific kind of organization or management style (Ajiferuke & Boddewyn, 1970). There is still a lot of discussion about the subject and clear answers can not be given (yet).

The cultural explanation assigns culture as being the most important explanation for the resemblances and differences between countries. There is no unambiguous definition of culture. Even though some quantitative research has been done on psychological explanations of resemblances and differences pertaining to for example management, most research on culture is qualitative because of the vagueness around the phenomenon of culture. Often research is done across different countries. This is why it is relatively easy to designate culture as the cause of differences in the outcomes between countries (Ajiferuke & Boddewyn, 1970).

2.2 Critique on culture as distinguishing variable

Culture is not necessarily the correct or only variable that distinguishes individuals between countries. There are possibly other distinguishing variables that give an explanation for resemblances and differences, namely, economical, psychological and sociological explanations.

Economical explanations assume that resemblances and differences are related to the level of economic development of a country and especially industrialization. This explanation does not deny the impact of culture, but sees cultural variables as less significant explanations of differences among behaviors of citizens in different countries (Ajiferuke & Boddewyn, 1970). An example from the cross cultural management research elucidates the economical explanation in the following way: "Managers that operate in economical equal environments will behave the same, while managers that work in different economical environments will also behave differently." (Kerr, et al., 1964) in Ajuferuke & Boddewyn, 1970). Differences in hierarchy would not be a consequence of I/C orientation, but a consequence of a country's economic status. For example, managers who work in countries that have a high economic status will all give more responsibilities to their employees, while managers in countries with a less high economic status will give less responsibilities to their employees.

The psychological explanation assumes that personality traits are co-influenced by culture, but are mostly the result of someone's unique experiences in relation to his/her total environment (physical, social, political and economic

environment). Because of this, traits may differ within a society and also across societies (Ajiferuke & Boddewyn, 1970).

The sociological explanation sees the background of citizens as an explanation of resemblances and differences in their behavior. By background, amongst others are meant social class of an individual, ethnic origin, education and age. The sociological explanation is different from the economical, cultural and psychological explanation but because an individual's background also is influenced by cultural and psychological aspects, the sociological explanation can not be seen as completely separated from the cultural and psychological explanation (Ajiferuke & Boddewyn, 1970).

2.3 Culture dimension Individualism versus collectivism

As mentioned in paragraph 2.2, the perfect variable to distinguish countries has not yet been found. However, there are many researchers who agree on culture as a differentiating variable and who as a consequence focus on the dimension individualism versus collectivism in order to explain all kinds of differences among countries, such as work attitude, politics etc. (Ajiferuke & Boddewyn, 1970). These cultural dimensions used in cross cultural (management) studies, will be called I/C orientations in this thesis, because the performed research is not cross cultural, but only held among Dutch Sociology and Public Administration students.

Individualism

Hofstede has explained the individualistic orientation as follows; "Individualism implies a loosely knit social framework in which people are supposed to take care of themselves and of their immediate families only" (Hofstede, 1980, p45). "In society, everybody is supposed to take care of himself/herself and his/her immediate family; 'I' consciousness holds sway; Identity is based in the individual; There is emotional independence of the individual from organizations or institutions; The involvement with organizations is calculative; The emphasis is on individual initiative and achievement; Leadership is the ideal; Everybody has a right to a private life and opinion; Autonomy, variety, pleasure and individual financial security are sought in

the system; The need is for specific friendships; Belief is placed in individual decisions; Value standards should apply to all (universalism)" (Hofstede, 1980, p48). Moorman (1995) described an individualistic society as follows; "An individualistic society is characterized by citizens who seek to promote their own interests and welfare" (Moorman & Blakely, 1995, p129). According to Hofstede (1980) The Netherlands as a country is more individualistically than collectivistically orientated.

Collectivism

"A collective society is characterized by citizens who seek to support the goals of the group and protect the group welfare." (Moorman & Blakely, 1995, p129).

Hofstede (1980) has explained the collectivistic orientation as follows: "collectivism is characterized by a tight social framework in which people distinguish between in-groups and out-groups. They expect their in-group (relatives, clan, organizations) to look after them, and in exchange they feel they owe absolute loyalty to their in-group". (Hofstede, 1980, p45). People are born into extended families or clans who protect them in exchange for loyalty; the group feeling is dominant. Identity is obtained through the social system. The individual is emotionally dependent on the organization and institution. Private life and the organization/ institution are interwoven; a moral involvement exists, opinions are predetermined and based on the influences of the organization. Expertise, order, duty and security are provided by the organization or clan. Friendships are predetermined by stable social relationships, but there is need for prestige within these relationships. Belief is placed in group decisions. Values standards differ for in-groups and out-groups (particularism) (Hofstede, 1980).

Support for the cultural dimension individualism versus collectivism

There are many researchers who support the individualistic-collectivistic orientation as an important distinguishing variable among countries. Hofstede, has identified four cultural dimensions of which one is individualism versus collectivism (Hofstede, 2001). Hofstede (1980) and others suggested this I/C orientation as a fundamental distinction between cultures. Trompenaars also made the distinction between

individualism versus collectivism (Trompenaars, 1993; in Van Oudenhoven, 2002, p162). There are also researchers who use different names for more or less the same dimensions. Schwartz (1992) recognizes seven culture dimensions. "His contrast of affective autonomy versus conservatism is strongly consistent with Hofstede's dimension of individualism versus collectivism." (Van Oudenhoven, 2002, p161). Fiske (1992) differentiates four dimensions of which the dimension low and high communal sharing is comparable to individualism and collectivism (Van Oudenhoven, 2002, p162). Inkeles and Levinson (1954; in Van Oudenhoven 2002) acknowledge three dimensions of which the dimension conceptions of the self, relates to the dimension individualism- collectivism.

2.4 Criticism on the individualistic/collectivistic orientation

This paragraph discusses the critique on the individualism-collectivism dimension by referring to Van Oudenhoven (2002).

According to Van Oudenhoven individualism versus collectivism is an often used but at the same time a weak dimension. Triandis (1990) calls it "the most important world view that differentiates cultures" (Van Oudenhoven, 2002, p164). Gudykunst (1994) refers to it as "The major dimension of cultural variability used to explain cross-cultural differences in behavior." (Van Oudenhoven, 2002, p164). The positive points of this dimension are, amongst other things, that everybody understands this dimension immediately as it is a clear theoretical concept which explains differences in cognitions and behaviors. But there are also a couple of downsides to this dimension, namely, whether the differences among countries on this dimension really do exist. A turn from collectivism to individualism can take place within one generation as a consequence of economic growth and the fact that individualism is strongly related to prosperity, on which grounds the question arises whether I/C is an economic concept rather than a cultural concept. Based on these objections there is a chance that the concept may function as a stereotype (Van Oudenhoven, 2002). Countries can be designated an individualistic or collectivistic orientation, because it is relatively easy, without this having to be necessarily true. Despite the questionability of I/C as being the explaining variable of differences

across and within countries, this thesis will follow the line of Triandis (1990) and other researchers that are in favour of using the cultural dimensions collectivism and individualism. In contrast to Hofstede's (1980) strategy of averaging the responses of all respondents from a given country and assigning that average as the country value on the dimension, I/C will be regarded as an individual-differences variable. This is in line with Moorman and Blakely (1995, p. 129), who state that "Though most recent work has been cross-cultural, there is some evidence to suggest that a distinction between collectivists and individualists may exist within cultures in the form of an individual difference". In the research performed for this thesis, collectivism and individualism are measured within the same country and within the same culture, and on an individual level. As a consequence of Hofstede's (1980) research, the I/C orientation has been used and investigated by other researchers. Countries are assumed to be either individualistic or collectivistic. The Netherlands is assumed to be individualistic ever since. The average I/C value among the respondents participating in the present study will be calculated in order to see if the result is consistent with the assumption that the Netherlands is an individualistic country; if at least the majority of the respondents is individualistically orientated or not.

2.5 Horizontal and vertical individualism and collectivism

Triandis (1995; Triandis & Bhawuk 1997) suggested a variation on Hofstede's dimension of individualism/collectivism, that is, a horizontal/vertical dimension interacting with individualism/collectivism. Horizontal cultures are those which minimize distances between individuals (much like Hofstede's power distance dimension) while vertical cultures accept and depend on those distances. "Hofstede's power distance dimension indicates the degree to which less powerful members of an organization accept and expect an unequal distribution of power" (Landy & Conte, 2004, p27)

Triandis (1996) has made a chart (see Table 1) in which the relation of horizontal and vertical individualism and collectivism are related to other typologies.

Table 1: Dimensions of I/C orientation (from: Triandis & Gelfand, 1998, p119)

Dimension	Collectivism	Individualism
Vertical self	<i>self different form others</i>	<i>self different from others</i>
Fiske (1992)	communal sharing authority ranking	market pricing authority ranking
Rokeach (1973)	low freedom low equality communalism	high freedom low equality market democracy
Horizontal self	<i>self same as others</i>	<i>self same as others</i>
Fiske (1992)	communal sharing equality matching	market pricing equality matching
Rokeach (1973)	low freedom high equality communal living	high freedom high equality democratic socialism

Triandis and Gelfand (1998) specify horizontal and vertical individualism and collectivism further in the following way; "in HI (horizontal individualism), people want to be unique and distinct from groups, they are likely to say "I want to do my own thing.", and are highly self-reliant, but they are not especially interested in becoming distinguished or in having high status. In VI (vertical individualism) people often want to become distinguished and acquire status, and they do this in individual competitions with others. They are likely to say "I want to be the best.". In HC (horizontal collectivism), people see themselves as being similar to others (e.g. one person, one vote) and emphasize common goals with others, interdependence, and sociability, but they do not submit easily to authority. In VC (vertical collectivism), people emphasize the integrity of the in-group, are willing to sacrifice their personal goals for the sake of in-group goals, and support competitions of their in-groups with out-groups. If in-group authorities want them to act in ways that benefit the in-group but are extremely distasteful to them, they submit to the will of these authorities." (Triandis & Gelfand, 1998, p119).

2.6 Applicability to the reseach

Despite the criticism on the I/C orientation it is used in the present study because it is a very clear theoretical concept and generally understood. Also, by investigating this I/C orientation further it will add to the discussion on this subject.

"Hui and Triandis (1986) said that, cultures which are labelled collectivistic or individualistic are simply cultures in which the majority of individuals have the corresponding collectivistic or individualistic individual difference." (Hui & Triandis, 1986; in Moorman & Blakely, 1995, p129). "Early (1989,1993) measured individualism-collectivism directly. He did not merely rely on country or culture to indicate the degree the respondents were either individualistic or collectivistic." (Moorman & Blakely, 1995, p 129).

The outcomes of the research performed in this thesis will either support or reject the statement of Hui and Triandis about the majority determining the individualism or collectivism of a country. The Netherlands is supposedly an individualistic country. In order to support the statement above, the results of the research should show more individuals having an individualistic orientation than a collectivistic orientation. majority having individualistic individual differences. Horizontal and vertical individualism and collectivism have been measured, as the scores on these variables can give insight in the differences in distance between individuals.

3. Organizational Citizenship Behavior

In the second chapter the cultural dimension of individualism versus collectivism has been discussed. In the present chapter a theoretical background will be provided for Organizational Citizenship Behavior by presenting results from the literature studying this domain. In paragraph 3.1 the origin, definition and meaning of OCB will be described. In paragraph 3.2 different dimensions of OCB will be discussed. In paragraph 3.3 antecedents of OCB will be mentioned and explained. In paragraph 3.4 the importance and effects of OCB will be discussed.

3.1 Origin, definition and meaning of OCB

In this paragraph the origin, definition, meaning and validity of OCB will be described. After having clarified this interesting phenomenon, its dimensions, antecedents and effects will be discussed in the following paragraphs.

Origin of OCB

As already described in paragraph 1.1 of this thesis, organizational citizenship behavior (OCB), has probably existed from the very beginning of the creation of organizations in their simplest form, but it has been acknowledged by researchers as a separate phenomenon since 1983. "Katz (1964) pointed out the importance of a class of discretionary and spontaneous behaviors that are beyond explicit role requirements, but that are essential for organizational effectiveness. Smith et al. (1983), in a report of empirical research on the nature and antecedents of such behaviors, they conceptualize these contributions as "organizational citizenship behavior" (OCB), later OCB is defined by Organ as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988, p 4; in Farh, Zhong & Organ, 2004, p241). Organ (1990) noted that his original conceptions of OCB grew from Barnard's (1939) description of a "willingness to cooperate". Individual differences should play an important role in predicting whether an employee would offer such cooperation (Organ, 1988, p 4; in Farh, Zhong & Organ, 2004, p241).

Definition

OCB is generally defined as behavior that goes beyond the formal requirements of the job and is beneficial to the organization. "Organizational Citizenship Behaviors, are defined as on-the-job behaviors and as work related behaviors that are discretionary, not related to the formal organizational reward system, and promote the effective functioning of the organization" (Organ, 1988; in Pillai, Schriesheim & Williams, 1999, p898).

The essence of OCB

Citizenship behaviors are often performed by employees to support the interest of the group or organization even though they may not directly lead to individual benefits. They are behaviors that are helpful to the company, yet they are not behaviors considered part of the core elements of the job (Moorman & Blakely, 1995).

Performance is usually measured by how well employees perform the tasks that make up their jobs (Muchinsky, 2000). "Organizational researchers have discovered that some employees contribute to the welfare or effectiveness of their organization by going beyond the duties prescribed in their jobs. They give extra discretionary contributions that are neither required nor expected. This OC behavior also sometimes is referred to as prosocial organizational behavior and extra-role behavior." (Muchinsky, 2000,p 282).

Jex (2002) has also described OCB, he sees it as a form of productive behavior: In total he acknowledges three forms: Job Performance, OCB and innovation in organizations. OCB is essentially a dimension of job performance, if performance is viewed broadly. It is covered as a separate form of productive behavior because it has been studied separately from the antecedents of in-role performance (Jex, 2002).

Brief and Motowidlo (1986) compare OCB to prosocial organizational behavior and George and Brief (1992) compare it to organizational spontaneity. However, some important differences exist. "Prosocial organizational behavior (POB) describes a broad spectrum of helping behaviors which include many OCBs. However, POB also includes behaviors which might be helpful to an individual in the organization, but would be dysfunctional to the organization (i.e. an employee might help someone cover up performance problems). Organizational spontaneity (OS) is like OCB in that it only includes functional behaviors, but OCBs are not directly recognized by the

organizational reward system, while OS could be part of such a reward system." (Moorman & Blakely, 1995, p127).

In/ ex role behavior

As originally defined by Organ (1977; in Jex, 2002, p107), "OCB represents behavior that is above employees' formal job responsibilities, and for which there are no formal rewards. Nevertheless, it is becoming increasingly questionable whether, in performing their day-to-day activities, employees make the "in-role" versus "extra-role" distinctions upon which OCB is based". Part of the job responsibility, as seen by many employees, include activities such as helping other employees, occasionally attending functions on behalf of their organization, and being courteous to others (Jex, 2002). Morgan (1994) suggests that a supervisor might view these behaviors as being OCB. He also found that employees, reporting high job satisfaction and high affective organizational commitment, were likely to classify OCBs as inrole behaviors.

Inducting a positive mood state had no impact on classification of OCB as in-role or ex-role behavior (Bachrach & Jex, 2000). However, employees experiencing a negative mood induction classified fewer of the OCBs belonging to their job responsibilities compared to those in positive or neutral mood conditions. This suggests that negative affect can result in a less broad definition of one's role. These findings, together with Morrison's (1994) study, question the "in-role" versus "ex-role" distinction implicit in OCB research (Jex, 2002).

3.2 Dimensions of OCB

Although there is still no complete agreement on which dimensions OCB really consists of, this paragraph presents the most frequently used dimensions of OCB.

There appear to be several dimensions of citizenship behavior (Organ, 1988; Van Dyne, Graham & Dienesch, 1994). "Five dimensions are most frequently proposed by researchers; altruism, conscientiousness, courtesy, sportsmanship and civic virtue" (Muchinsky, 2000, p282). Altruism (helping behavior) pertains to voluntarily helping specific people with regard to an organizationally relevant task or problem. Conscientiousness refers to meticulously following company rules, regulations and procedures, being punctual and low absence rates. Courtesy is being

mindful and respectful of other people's rights. Sportsmanship refers to an aversion of complaints, petty grievances, gossip and falsely magnifying problems. Civic virtue refers to participating responsibly in the political life of the organization; letting the organization prevail above personal goals. Employees are expected to attend meetings, attend to inhouse communications and speak up with regard to issues (Muchinsky, 2000).

Organ and Konovsky (1989) divided OCB into two categories of behaviors, those that are specifically required and those that are not, respectively altruism and compliance. Altruism is helping another employee or supervisor with a problem, even though it is not required. Examples of this behavior are helping a co-worker who has been absent or making suggestions to improve conditions (Spector, 2000). Altruism is therefore "something extra", it is behavior that is specifically required to be performed in order to call this behavior OCB (of category one; altruism). "Compliance is doing what needs to be done and following rules, such as going to work on time and not wasting time." (Spector, 2000, p236). Because performing "compliance" is supposed to be normal, this behavior is not specifically required, or extra, in order to name it OCB (of category two; compliance).

In this thesis, OCB has been dimensionalized in line with Scotter et al. (1996) into interpersonal facilitation (OCB towards others), organizational support (OCB towards the organization), and into job dedication (OCB toward the job itself) in the line of Borman et al (2001). Commitment to manager has also been investigated, but this is not a dimension of OCB, it is used as a scale to measure commitment.

3.3 Antecedents of OCB

Several antecedents of OCB have been investigated. The antecedents have been divided into individual dispositions, situational antecedents and positive affect, which will all be described successively below. Finally, there seem to be different causes for different types of OCB.

Individual dispositions

One of the antecedents of OCB is individual disposition. Support for dispositional antecedents comes from the "big five" model of personality. The dimensions'

agreeableness (the ease or difficulty one has in getting along with people, or how good-natured one is with respect to interpersonal relationships) and conscientiousness (reliability, dependability, punctuality and discipline) appear to be relevant (Muchinsky, 2000). Jex (2002) also indicated dispositions as being an explanation for employees engaging in OCB.

Situational antecedents

Situational antecedents lie in the concept of organizational justice (Muchinsky, 2000). "Citizenship behavior is related to perceptions of organizational justice and can be viewed as one dimension of social exchange between the employee and the organization." (Muchinsky, 2000, p 284). Jex (2002) also mentions this explanation for people engaging in OCB, that is the cognitive evaluation of the fairness of employees' treatment by an organization (Jex, 2002). Employees evaluate their work situations by comparing their input to the organization to the outcome they receive in return. (Equity theory, Adams, 1965). An organization giving a fair and just treatment, will have employees who are likely to reciprocate by engaging in OCB (Jex, 2002).

Additional to the situational antecedent of perceived fairness, there are different forms of fairness or justice that predict OCB. The manner in which supervisors treat employees while they carry out organizational policies and procedures is the best predictor of OCB (Moorman, 1991). Others (Konovsky & Pugh, 1990) are of the opinion that procedural justice is a better predictor of OCB than this distributive justice. Procedural justice refers to employees perceptions of the fairness of procedures used to make decisions. Distributive justice refers to perceptions of fairness of the outcomes one receives as a result of those procedures (Jex, 2002)

Causes of an employee's decision to perform OCB lay in job attitudes (Moorman & Blakely, 1995), "such as, job satisfaction" (Bateman & Organ, 1983; Smith, Organ & Near, 1983; Williams & Anderson, 1992; in Moorman & Blakely, 1995, p128), "organizational commitment" (Becker, 1992; in Moorman & Blakely, 1995, p128), "task characteristics" (Farh, Podsakoff, & Organ, 1990; Moorman & Sayeed, 1992; in Moorman & Blakely, 1995, p128), "and interpersonal trust" (Podsakoff, MacKenzie, Moorman & Fetter, 1990; in Moorman & Blakely, 1995, p128). "Certain contextual factors such as work unit size, stability of unit membership

and interpersonal interaction may also influence an individual's decision to perform citizenship behaviors" (Karambayya; in Moorman & Blakely, 1995, p128).

Positive affect

Jex (2002) distinguished positive affect as an OCB antecedent, typically in the form of job satisfaction. Spontaneous prosocial behavior is stimulated by a positive mood. Positivity and helping behavior are mutually reinforcing because this behavior makes people feel good.

Organ and Ryan (1995) conducted a meta-analysis of 55 studies to evaluate the impact of various antecedents of OCB. Job satisfaction and perceived fairness were correlated with OCB at approximately the same magnitude. However, the results of dispositional predictors of OCB (personality traits such as conscientiousness, agreeableness, positive and negative affectivity) were disappointing. These were unrelated to OCB. The conclusion drawn from Organ and Ryan's meta-analysis is that affective and cognitive influences combine in an additive fashion to determine OCB (Jex, 2002).

"McNeely and Meglino (1994) found that different types of OCB were related to different variables. Actions benefitting other employees correlated with concern for others. Actions benefitting the organization correlated with perceived equity. Although both were related to job satisfaction, each OCB had different causes (Spector, 2000).

Possible influences on OCB unsettled

As mentioned earlier individual disposition was one type of antecedent. An additional individual difference is possibly individualism/ collectivism. Not many attempts have been reported to measure the relationship between individual differences and OCB (George, 1991; Organ & Konovsky, 1989; Smith et al.; 1983; Williams, 1988). In one of the last attempts reported, the focus was put on positive affectivity (PA): a personality trait which describes an avowed zest for life and a pronounced predisposition to face a situation in a good mood (Watson & Clark, 1984). Empirical tests designed to examine the influence of PA on OCB have provided contradictory results, Williams (1988) and Organ and Konovsky (1989) found that when PA was studied simultaneously with cognition, PA did not add to the explanation of OCB variates. George (1991) specifically tested the relationship between mood trait (such as PA), mood state, and OCB and found that when measured separately, moodstate

was related to OCB. One could say that, given these results, the search for individuals predictors for OCB is still unsettled. (Moorman & Blakely, 1995).

I/C orientation as a predictor of OCB

Both Romero (2002) and Zoogah and Noe (2003) found that differences in cultural behaviors of managers and subordinates often lead to frictions hindering performance. According to Parsons and Shills (1951), I/C orientation is a way to distinguish between individuals who are oriented more towards self-interest and reaching their own goals, and individuals who are orientated towards the collective and focus more on the social system rather than themselves (Earley, 1989). Individualism-collectivism (IC) is a bi-polar construct where the individualist (1) would consider his/her personal interest more important than the interests of a group, (2) he/she would look out for him/herself, and (3) would consider the attainment of his/her personal goals of primary importance (Earley, 1989; Wagner and Moch, 1986). On the other hand, a collectivist would allow the interest of the group to take precedence over those of the individual. A collectivist would greatly value membership in a group and would look out for the well-being of the group even at the expense of his/her own personal interest (Wagner, 1992; Wagner & Moch, 1986; in Moorman & Blakely, 1995, p129).

We would expect to find employees indicating collectivistic tendencies more likely to perform OCBs (Moorman & Blakely, 1995). OCBs are behaviors supporting the wellbeing of the collective, and usually require the subordination of self-interest.

Citizenship behavior, which is defined by Graham (1989) as behavior which supports the collective rather than individual self-interest, has been shown as a likely means of reciprocating fair procedures because it is discretionary behavior which supports the collective's interests (Moorman, 1991). If the key to the relationship between procedural justice and OCB is the way fair procedures engender sensitivity towards the welfare of the group, it makes sense that such sensitivity may also grow from an employee's orientation towards collectivism." (Moorman & Blakely, 1995, p130).

Effects of I/C orientation on the different dimensions of OCB

As has been stated earlier, different antecedents of OCB may affect different dimensions of OCB. Work with the dimensionality of OCB provides a basis for

suggesting that some OCB dimensions may be related to individualism versus collectivism more than others. Graham (1989) has proposed a four-dimension model of OCB and she suggested that there may be different causes for different dimensions. Her four dimensions of OCB are: Interpersonal helping (which focusses on helping coworkers in their jobs when such help is needed); Individual initiative (which describes communications to others in the workplace to improve individual and group performance); Personal industry (which describes the performance of specific tasks above and beyond the call of duty) and Loyal boosterism (which describes the promotion of the organizational image to outsiders) (Moorman & Blakely, 1995).

Personal industry could easily be construed as in-role behavior. Interpersonal helping, individual initiative and loyal boosterism OCB dimensions can more easily be distinguished from in-role behavior and the motivation of their performance would depend more on factors outside one's self-interest. It would be expected that these dimensions would more likely be performed by collectivists rather than by individualists. On the other hand, both individualists and collectivists might find reasons to perform personal industry because it is more inline with in-role behavior (Moorman & Blakely, 1995).

3.4 Importance and effect of OCB

In order for organizations to be effective, OCB, as a form of productive behavior, is necessary (Katz & Kahn, 1978 & Jex, 2002). "OCB can be an important aspect of an employee's behavior that contributes to overall organizational effectiveness" (Spector, 2000, p236).

Individuals who score highly on OCB are not necessarily the best performers in other areas. MacKenzie, Podsakoff and Fetter (1991) assessed OCB and objective sales performance of salespeople. They found little relation between the two types of behavior. However, Podsakoff, Ahearne and MacKenzie (1997) studied 40 work crews in a paper mill, assessing the OCBs of individual members in relation to the crew's overall performance rather than individual employee performance. Results showed that higher levels of OCB among crew members were associated with higher

total crew productivity and fewer defects. As can be concluded from the above, individual OCB has a positive effect on overall group performance.

The next chapter will describe and explain the leadership styles of empowerment and paternalism, as these are believed to influence the relationship between the cultural dimension of individualism versus collectivism and OCB.

4 Leadership

In this chapter the leadership styles of empowerment and paternalism will be described and explained, as these are believed to influence the relationship between the cultural dimension of individualism versus collectivism and OCB. In paragraph 4.1 the difference between leadership and management will be explained. In paragraph 4.2 the leadership styles used in the research of this thesis, empowerment and paternalism will be described. In paragraph 4.3 additional information on the relationship between culture and leadership style will be presented by means of a short introduction of the GLOBE-research. In paragraph 4.4 the relevance of leadership to this thesis will be explained.

4.1 Leadership versus management

In the last decades a lot of literature has been written about management and leadership. But, what exactly is the difference between the two of them? In the paragraphs below definitions are given for both concepts and a very illustrative distinction between the two of them by Bennis (1993) has been quoted.

Leadership

There are many different definitions of leadership, but none of them has been universally accepted (Yukl, 1989; in Spector, 2000). A common idea is that leadership involves influencing the attitudes, beliefs and feelings of other people (Spector, 2000). Leadership in comparison to management has been defined by Hersey, Blanchard and Johnson (2001, p9) as follows: "Leadership is a broader concept than management. Management is a special kind of leadership in which the achievement of organizational goals is paramount". These researchers also defined leadership in a broader way; "Leadership occurs whenever one person attempts to influence the behavior of an individual or group, regardless of the reason. It may be for one's own goals or for the goals of others, and these goals may or may not be congruent with organizational goals." (Hersey, Blanchard & Johnson, 2001, p9)

Management

Management has been defined as a special kind of leadership. "Management is the process of working with and through individuals and groups and other resources (such as equipment, capital and technology) to accomplish organizational goals." (Hersey, Blanchard & Johnson, 2001, p9). Management is a much more limited concept than leadership.

Distinction by Bennis (1993)

To elucidate the difference between leadership and management the following distinction is made by Bennis (1993).

" Leaders conquer the context, the volatile, turbulent, ambiguous surroundings that sometimes seem to conspire against us and will surely suffocate us if we let them-while managers surrender to it. The manager administrates; the leader innovates. The manager is a copy; the leader is an original. The manager maintains; the leader develops. The manager focuses on systems and structure; the leader focuses on people. The manager relies on control; the leader inspires trust. The manager has a short-range view; the leader has a long-range perspective. The manager asks how and when; the leader asks what and why. The manager has an eye on the bottom line; the leader has his eye on the horizon. The manager imitates; the leader originates. The manager accepts the status quo; the leader challenges it....Managers do things right; leaders do the right things." (Warren Bennis quoted in Cherie Carter-Scott, "The differences between Leadership and Management", *Manage*, October 1994, p12) in (Hersey, Blanchard & Johnson, 2001, p9)

In this research two leadership styles have been used to measure their relationship to and their effect on cultural dimension and OCB performance. In this thesis leadership has been investigated, because it is broader than management.

4.2 Leadership styles in this research

The two leadership styles empowerment and paternalism, that are the focus of the present study, will be described. These leadership styles have been used because the literature suggests that collectivists will favour a paternalistic leadership style and that individualists will favour an empowering leadership style (Landy & Conte, 2004).

Research findings also suggests that there might be a relationship between the leadership style applied, and the performance of OCB (see chapter 3).

Empowerment

Definition

Empowerment is a form of interaction that includes delegation. It aims at an increased workplace effort and at the full development of others in an organization through collaboration. Empowerment implies a special way of directing employees in order to use human potential in an organization optimally and to achieve organizational goals in the best possible way (Keuning, 1995). If delegating authority is considered setting freedom-of-action boundaries, then this is liberating. Employees are given the freedom of decision-making action within prescribed delegated boundaries. If authority is considered as setting forth specific policies and guidelines, the empowerment approach is more meaningful. Authority is delegated to take specific actions. (Hersey, Blanchard & Johnson, 2001)

Empowerment helps people to meet needs such as self-realisation and acceptance which are higher needs, according to Maslow (1943). Empowerment enables people to work autonomously with a certain form of control at a distance (Keuning, 1995). Empowerment has a positive effect on efficiency and effectivity and could lead to more innovative and renewing possibilities. Empowerment tries to promote new possibilities and energy by influencing the behavior, motivation and mindset of employees in a positive way, thus increasing effectivity and flexibility (Keuning, 1995).

Development and origin

Before empowerment was adopted as a management term, empowerment was most often used, for the description of political aspects, or in relation to social work, feminist theory and Third World aid. Empowerment meant providing individuals (usually disadvantaged) with the tools and resources to further their own interest, as they see them. Within the field of management empowerment is commonly used with a different meaning: providing employees with tools, resources, and discretion to further the interests of the organization (as seen by senior management). Conger and Kanungo (1988) define empowerment as a psychological construct a proces of

fostering self efficacy beliefs among employees. Empowerment pertains here to removing sources of powerlessness and providing employees with positive feedback and support, as a principal goal of most forms of employee involvement (Schuler & Van de Ven).

Paternalism

In this paragraph the other leadership style that has been used in the research, paternalism, will be elucidated.

Definition

Kim (1994) outlines paternalistic leadership behavior as follows. The leader creates a family atmosphere at the workplace by behaving like a father to his subordinates. He gives them fatherly advice in their professional as well as in their personal life. The leader establishes close and individualized relationships with subordinates. He is aware of their personal problems and their family situation in detail. The leader is genuinely concerned with the employees welfare, taking a close interest in the subordinates private and professional life. More over, the leader is also involved in non-work domain areas of his subordinates. He attends weddings, funerals, graduations etcetera of his subordinates and their family members. If and when needed, he gives financial support and acts as a mediator between his employee and the employees spouse if marital problems arise. In return the leader expects loyalty and commitment from his subordinates. This includes the expectation that subordinates let company matters prevail above personal matters when needed. Furthermore, he expects subordinates to accept his authority on all fronts, careerwise and in private matters. The expectation of emotional bonding with the paternalistic leader is present. He expects subordinates to look up to him, obey him, seek his advice on both personal and private matters, to trust him, be loyal, deferent and protective of him with regard to criticism inside and outside the company. He also expects subordinates to voluntarily work overtime, and to help him in which ever way they can (e.g. helping him paint his house) (Aycan, et al., 2000).

Compliance to the paternalistic leader is on a voluntary basis in a paternalistic relationship (Aycan, 2000). A paternalistic relationship was explained by Singh and

Bhandarker (1990) as "...a person looks for a father-figure (symbolically speaking) in the work place for empowering, protection, grooming and development. In return, the individual develops respect for his superior and demonstrates willingness to accept his authority" (Ayca, et al., 2000, p11).

Origin of paternalism

"Literature also suggests that paternalism is prevalent in countries of the Middle East" (Ali, 1993; in Ayca, et al., 2000, p5). Tone (1997) explains that paternalism has enjoyed a long reign in American and European history. Weber (1958) traces the roots of paternalism back to the 19th century religious ideologies and early industrialisation (Ayca, et al., 2000).

Development of paternalism

In the organizational context, "new paternalism" is developed to "humanize" and "remoralize" the workplace as well as to establish more flexible management systems instead of rigid and contractual relationships between employers and workers. Anthony (1986) stated that paternalism mediates between humanity and economic exploitation. In the new paternalism, companies are more involved in non-worklives of their employees by assisting them in their social and family problems. According to Gordon (1998) "companies are helping themselves by helping their employees" (p68), because such programs ease personal burden, and promote performance and commitment." (Ayca, et al., 2000, p8). Paternalism is perceived negatively in Western developed and industrialized societies. In spite of of the fact that paternalism is perceived negatively in western developed and industrialized societies it is also considered as a valuable solution to their societal and organizational problems. Possible beneficial outcomes of paternalism for the organization are reduced cost, increased flexibility, decreased turnover and improved commitment, loyalty and teamwork. Especially important is the empowerment of the subordinates. Ayca, et al. (2000) found a positive relation between paternalism and empowerment (Ayca, et al., 2000).

4.3 GLOBE: Global Leadership and Organizational Behavior Effectiveness

Is there a best leadership style?

"Empirical studies tend to show that there is no normative (best) style of leadership. Effective leaders adapt their leader behavior to meet the needs of their followers and the particular environment. If their followers are different, they must be treated differently. Therefore, effectiveness depends on the leader, the followers, and other situational variables. Anyone who is interested in effectiveness as a leader must give serious thought to both behavioral and environmental considerations." (Hersey, Blanchard & Johnson, 2001, p124)

The GLOBE study, a large-scale cross cultural study of leadership, is being performed by 170 social scientists and management researchers in over 60 countries (House, Hanges, & Ruiz-Quintanilla, 1997; House, Hanges, Ruiz-Quintanilla et al., 1999; in Cooper and Robertson, 2002, p161) The goal of this project is to analyse the relationship between culture and leadership practices. The project is now in its' 13th year and data are just recently becoming available (Landy & Conte, 2004; Gannon & Newman, 2002; Smith & Peterson, 2002)

One of the outcomes of the GLOBE study is that there are both universals and culture-specific accepted leader behaviors (Landy & Conte, 2004). These behaviors are listed in Table 2 below.

Table 2: Universally accepted, rejected and culture specific aspects of leadership

universally accepted	universally rejected	cultural specific
integrity - trustworthy- just charismatic, visionary, encouraging, positive, confidence builder, team oriented - team communicating, excellence oriented, intelligent, win-win problem	loner noncooperative ruthless nonexplicit irritable dictatorial	cunning sensitive ambitious status

source: Landy & Conte, 2004, p473

"Culture specific characteristics are leader-characteristics that are more acceptable in some countries than others" (Landy & Conte, 2004, p473).

The list of universally accepted attributes fits neatly with the concepts of transformational and charismatic leadership. In contrast, the universally rejected leadership attributes would never be mistaken for the attributes of a transformational or charismatic leader. The attributes and behaviors that seem to be endorsed or rejected depending on the culture are hard to label, although the traits of ambition and status consciousness might fit into Hofstede's cultural concepts of power distance or individualism/collectivism. (Landy & Conte, 2004).

Traits that are seen as effective in The Netherlands according to the GLOBE study are: integrity, inspirational, visionary, team integrator, performance, decisive, non-autocratic and participative. According to the Dutch, these traits facilitate outstanding leadership (Brodbeck et al, 2000; in Landy & Conte, 2004).

4.4 Relevance to this research of leadershipstyle

Why culture matters

By investigating the relationship between I/C orientation and leadership styles, a relationship between these variables is presumed. Support for this idea comes from Landy and Conte. "We would expect culture to affect the manner in which leadership is expressed, as well as the relative effectiveness of various leadership strategies. For example the extent to which a culture could be characterized as collectivist or individualist, or high in power distance compared with low in power distance, would be expected to influence the effectiveness of participative versus autocratic, or individually directed versus team directed leadership strategies." (Landy & Conte, 2004, p72).

In applying Hofstede's (1980) theory of cultural determination to the workplace, Noe, Hollenbeck, Gerhart, and Wright (2001) identified several reasons why managers ought to be sensitive to culture. Cultures differ strongly on how subordinates expect leaders to lead and what motivates individuals. In collectivist cultures, group decision making is more highly valued, but in individualist cultures, individual decision making is more the norm. This type of discrepancy will inevitably lead to problems in communication and decision making when an individual who shares one culture is placed into work groups or worksettings with individuals from another culture (Landy & Conte, 2004).

Relation of paternalism to individualism and collectivism

In collectivistic cultures, paternalism seems to be a valued characteristic. This is not so in individualistic cultures. In the individualism-collectivism construct there are five main components. Ho and Chiu (1994) found that three of these have direct implications for paternalism: autonomy-conformity (including privacy expectations), responsibility, and self-reliance/interdependence. In collectivistic cultures where there is a high conformity, more responsibility taken for others, and more interdependence, paternalism is viewed positively. In contrast, in individualistic societies where autonomy, self-reliance, and self-determination are of pivotal importance, paternalism is undesirable (Ayman, et al., 2000). Paternalistic leader's involvement in employee personal and family life can be perceived as a violation of privacy in individualistic cultures, whereas it is desired and expected in collectivistic ones (Ayman, et al., 2000). Whether or not the paternalistic relationship is perceived appropriate is

determined by the sociocultural context. Paternalism corresponds with characteristics of collectivistic and high power distant cultures (Aycan, et al., 2000). As vertical collectivism coincides with high power distance, high scores on this variable will coincide with the performance of OCB (Aycan, 2000).

A theoretical background now has been provided for the empirical part of this study, that will be described, discussed and analysed in the next chapters.

5. Research issues

In this chapter the research issues and hypotheses, which are based on the results of the literature study, will be presented. In paragraph 5.1 a series of issues will be presented and a justification for these questions will be given. These issues will be framed in terms of hypotheses in paragraph 5.2.

5.1 Main research issues

The research issues formulated in this paragraph give an indication of what is to be investigated by the research.

1. I/C orientations
 - 1.1. To what extent are the respondents individualistic and/or collectivistic?
 - 1.2. To what extent do the respondents show horizontal and vertical individualism and collectivism?
2. What is the relationship between I/C orientations and OCB performance?
3. How is the relationship between I/C orientations and OCB influenced by an empowering or paternalistic leadership style?

Justification for the first research issue

It is often assumed that western countries are individualistic and that eastern countries are collectivistic (Oyserman, Conn & Kemmelmeier, 2002). This is not necessarily so. There are researchers who claim that culture (alone) does not imply whether citizens of a country are individualistic or collectivistic. According to Van Oudenhoven (2002), Ajiferuke and Boddewyn (1970), Harbison and Meyers (Kelley & Worthley, 1981) a country's economic status could be determining whether a country is individualistic or collectivistic. Ajiferuke and Boddewyn (1970) and Negandhi (1983; in Kelley, Whatly & worthley, 1987, p19) state that psychological and sociological explanations could be determining factors. Van Oudenhoven (2002) claims that the existence of differences within nations is not investigated sufficiently and

contemplates that culture dimensions can change from for example collectivism to individualism or vice versa in just one generation. Several researchers consider I/C orientation as a within-country characteristic and have found significant relationships between collectivism and cooperative behaviors in groups (Chatnab & Barsade, 1995; Cox et al., 1991; Moorman & Blakely, 1995, Wagner, 1995; Zoogah & Noe, 2003, p9). Hui & Triandis (1986) & Wagner (1992) state that individualism and collectivism are not each others' absolute opposites; collectivistic or individualistic individual differences are measured when a culture is labeled as individualistic or collectivistic (Moorman & Blakely, 1995) an individual can have both a collectivistic and an individualistic orientation. Oyserman, Coon and Kimmelmeier also support the view that individualism and collectivism are not each others' conceptual opposites. "Following Schwartz (1994), it seems more reasonable to view societies as dealing with collective- and individual-oriented value choices separately. This means any given society is likely to have at least some representation of both individualistic and collectivistic world views" (Oyserman, Coon & Kimmelmeier, 2002, p8). According to Hofstede (1980) The Netherlands as a country is more individualistically orientated than collectivistically. With the research it will be investigated if this finding corresponds with the I/C orientation of the respondents. Also it will be investigated if individualism and collectivism are opposites (negatively related to each other) or if they can co-exist. Triandis (1995) suggested a variation on Hofstedes I/C orientation; horizontal and vertical individualism and collectivism. The research will investigate to what extent the respondents show horizontal and vertical individualism and collectivism.

Justification for the second research issue

The research issue concerning the relation between I/C orientation and OCB performance relates to the idea that collectivists will perform more OCB. But not because they are more committed or social towards others. Rather, they may regard this OCB behavior, supposedly ex-role behavior, as in-role behavior (Moorman & Blakely, 1995). If this interpretation holds, it is questionable whether or not this behavior classifies as OCB behavior as it is defined as ex-role behavior. Moorman and Blakely (1995) found that being either more individualistic or collectivistic is related to the performance of different kinds of OCB. The answers to this issue will hopefully give valuable insights into the antecedents of OCB performance.

Justification for the third research issue

It would seem logical to assume that a positive relationship exists between individualism and empowerment and also between collectivism and paternalism. However, a paternalistic leadership style could also be seen as empowering in the sense of having a positive influence on performance because it answers to specific needs of advocates of the paternalistic leadership style (Aycan, et al., 2000). The influence that a specific leadership style has on the relationship between I/C orientation and leadership style could for example explain some possible difficulties which managers who are using either an empowerment or paternalistic leadership style may have with subordinates who have different I/C orientations. If the introduction of a specific leadership style does affect the extent to which OCB is performed and influences the kinds of OCB performed, this finding might suggest that a specific leadership style could be used to provoke OCB behavior(s). The answers to this issue may be beneficial to managers, organizations and eventually employees as well.

5.2 Hypotheses

The following hypotheses were derived from the conceptual model, the results of the literature study and the research issues.

H1: Respondents will show more individualism than collectivism
(based on the literature that has been discussed in paragraph 2.3)

H2a: Social Economic class is positively related to individualism

H2b: Social Economic class is negatively related to collectivism
(Based on the literature that has been discussed in paragraph 2.3)

H3a: A collectivistic orientation is positively related to OCB

H3b: An individualistic orientation is negatively related to OCB.

H3c: An individualistic orientation is positively related to job dedication

H3d: A collectivistic orientation is positively related to interpersonal facilitation

H3e. A collectivistic orientation is positively related to organizational support

(Based on the literature that has been discussed in paragraph 3.3)

4a: Collectivistic orientation is positively related to commitment to the manager

4b. An individualistic orientation is negatively related to commitment to the manager.

(Based on the literature that has been discussed in paragraph 2.3)

5: A leadership style that fits the individualistic/ collectivistic orientation (empowerment fitting individualism; paternalism fitting collectivism) will increase OCB as a consequence.

(Based on the literature that has been discussed in paragraph 4.4)

A research objective has been formulated below. The answers to the research issues and hypothesis will lead to the conclusion of the research objective.

Research objective

"The purpose of this research is to obtain insights into how individualistic or collectivistic Dutch students really are, how this I/C orientation influences the performance of Organizational Citizenship Behavior and in what way this relation can be altered by using an empowering and paternalistic leadership style."

In Figure 3 the research objective has been displayed schematically.

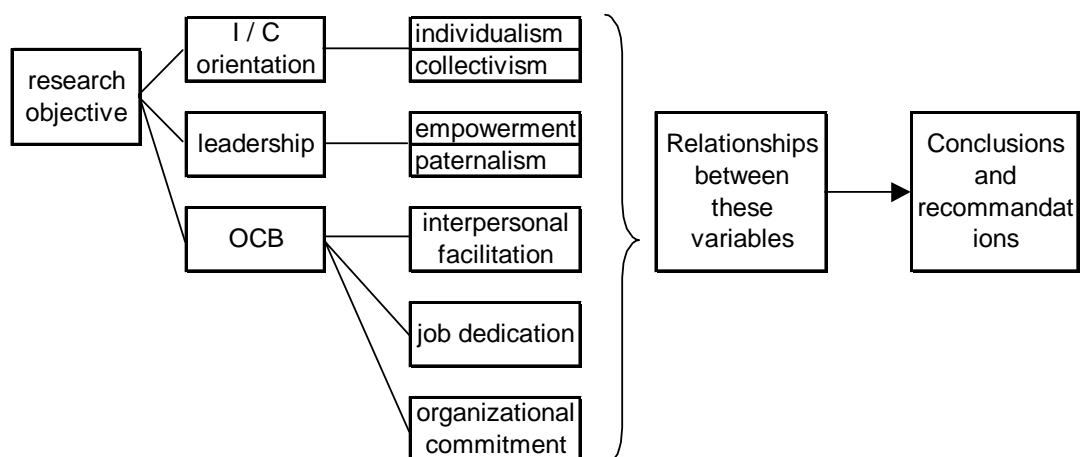


Figure 3: Research objective

6. Method

The present chapter describes the method used to perform the empirical research part of this thesis.

6.1 Research design

The research has been conducted among a sample of university studies according to a between-subjects design with a pretest and a posttest. Subjects were assigned randomly to one of two conditions. Each condition contained a written scenario describing one of both leadership styles. A measure of OCB was used as pre- and as posttest.

Questionnaires were developed and distributed among Dutch Sociology and Public Administration students at the Erasmus University Rotterdam. These questionnaires started with general questions to obtain background information from the respondent. The second part of the questionnaire consisted of questions that measure individualism-collectivism. The third part of the questionnaire consisted of questions that measured OCB. A week after having filled in this questionnaire, the same students were asked to read a scenario in which either an empowerment or a paternalistic leader was described and were then asked to answer the same OCB questions (as in part three of the first questionnaire), but now as if they were an employee working for the manager described in the scenario.

6.2 Sample and procedure

100 students participated in the study. Respondents who had only filled in one of the two questionnaires were excluded, as were those not born in The Netherlands or not of Dutch nationality. Also respondents who did not have a job were excluded because it was assumed that the respondents needed work experience in order to be able to answer the questions about OCB that pertain to performance in a work environment. All respondents are born in and still live in The Netherlands and are of

Dutch nationality. 47 of the respondents are male, 53 are female. 70 of them are Sociology students and 30 of them are Public Administration students. All of them have at least one job, of which 40 are "easy" jobs like being a cashier or waitress. 40 of the respondents have jobs of average complexity, for example as an administrative employee. 20 of the respondents have complex jobs, for example having a manager role at an organization. 22 of the respondents have worked at their recent job for less than one year, 17 respondents one to two years, 18 respondents two to three years, 16 respondents three to four years, 13 respondents four to five years and 14 respondents worked over five years in their present job. The numbers of hours that the respondents work varies quite a bit, as both full-time and part-time students are part of the sample. Five of them work up to half a day per week, 11 of them work up to 1 day a week, 32 of them work up to two days a week, 16 of the respondents work up to three days a week and 27 of the respondents work over three days a week. Nine of the respondents did not answer how many hours they worked.

The questionnaires were distributed to the students during classes. Participation was voluntarily. Individual data were only used for the purposes of this study. Student numbers were requested. Where this was refused, a nickname was requested in order to match the questionnaires of T0 and T1. The respondents were aware of this, before filling in the questionnaire.

6.3 Measures

The measures included are described below. Most of these were adaptations of scales used in previous research. The items were answered on 5-point Likert scales ranging from 0 (never) to 4 (always). Questions to measure the commitment to the manager, reverse items and some "regular" items have been developed by Cem (2004) based on a pilot study by the means of interviews with workers from Turkey. The questionnaires have been translated from (Turkish into) English into Dutch and backtranslations have been performed to ensure accuracy. Two psychologists, myself, and Born were involved in this process.

Cronbach's alpha for each of the scales discussed below are presented in Table 3 and 4, as well as the means and standard deviations. The intercorrelations between all scales are shown in this table as well. For each scale, the best possible alpha (by deleting one or several items), and the alpha based on all original scale items are given.

Table 3: Correlations for all variables part 1

	Alpha	Mean	SD	1	2	3	4	5	6	7
	best/total	best/total	best/total							
1 Individualism	.75/ .72	2.18/ 2.30	.54/ .50							
2 Collectivism	.65/ .64	2.38/ 2.34	.51/ .47	.07/ .08						
3 Horizontal Individualism	.69/ .61	2.54/ 2.68	.64/ .52	.75**/ .79**	-.15/ -.11					
4 Vertical Individualism	.74/ .68	2.12/ 1.91	.78/ .67	.87**/ .88**	.24**/ .21**	.40**/ .40**				
5 Horizontal Collectivism	.61/ .61	2.36/ 2.36	.54/ .54	-.11/ -.06	.48**/ .61**	-.31**/ -.21**	.04/ .07			
6 Vertical Collectivism	.70/ .67	2.30/ 2.33	.80/ .68	.14/ .14	.88**/ .87**	-.01/ -.00	.25**/ .21**	.08/ .13		
7 T0 OCB	.60/ .66	2.14/ 2.22	.38/ .31	.02/ .03	.26**/ .38**	-.12/ -.09	.08/ .13	.41**/ .45**	.05/ .19**	
8 T0 Interpersonal Facilitation	.75/ .69	2.16/ 2.27	.39/ .32	.04/ -.07	.46**/ .51**	-.14/ -.23**	.15/ .07	.50**/ .50**	.23**/ .32**	.60**/ .65**
9 T0 Job Dedication	.69/ .64	2.61/ 2.56	.45/ .40	.29**/ .31**	.13/ .25**	.24**/ .25**	.24**/ .27**	.16/ .23**	.04/ .17	.65**/ .72**
10 T0 Organizational support	.70/ .62	2.57/ 2.57	.44/ .37	.10/ .04	.27**/ .35**	.01/ -.04	.13/ .09	.31**/ .36**	.10/ .20**	.77**/ .74**
11 T0 Management Commitment	.83/ .60	1.24/ 1.49	.84/ .64	-.18*/ -.12	.04/ .14	-.26**/ -.18*	-.11/ -.04	.24**/ .28**	-.09/ -.00	.77**/ .77**
12 T1 OCB	.55/ .57	2.26/ 2.27	.37/ .30	.05/ .01	.33**/ .45**	-.08/ -.13	.09/ .12	.43**/ .47**	.17/ .26**	.42**/ .52**
13 T1 Interpersonal Facilitation	.77/ .75	2.32/ 2.33	.39/ .33	-.02/ -.07	.40**/ .50**	-.22**/ -.28**	.11/ .10	.45**/ .45**	.23**/ .34**	.24**/ .34**
14 T1 Job Dedication	.74/ .71	2.61/ 2.56	.45/ .40	.29**/ .31**	.13/ .25**	.20**/ .25**	.24**/ .27**	.16/ .23**	.04/ .17	.65**/ .72**
15 T1 Organizational support	.77/ .75	2.53/ 2.53	.46/ .41	.10/ .04	.35**/ .40**	-.16/ -.18	.09/ .07	.37**/ .35**	.22**/ .27**	.34**/ .37**
16 T1 Management Commitment	.83/ .58	1.56/ 1.67	.85/ .63	-.06/ -.11	.14/ .18	-.07/ -.15	-.11/ -.04	.25**/ .29**	.04/ .04	.10/ .13

** Correlation is significant at the 0.05 level.

Table 4: Correlations for all variables part 2

	Alpha	Mean	SD	8	9	10	11	12	13	14	15
	best/total	best/total	best/total								
1 Individualism	.75/ .72	2.18/ 2.30	.54/ .50								
2 Collectivism	.65/ .64	2.38/ 2.34	.51/ .47								
3 Horizontal Individualism	.69/ .61	2.54/ 2.68	.64/ .52								
4 Vertical Individualism	.74/ .68	2.12/ 1.91	.78/ .67								
5 Horizontal Collectivism	.61/ .61	2.36/ 2.36	.54/ .54								
6 Vertical Collectivism	.70/ .67	2.30/ 2.33	.80/ .68								
7 T0 OCB	.60/ .66	2.14/ 2.22	.38/ .31								
8 T0 Interpersonal Facilitation	.75/ .69	2.16/ 2.27	.39/ .32								
9 T0 Job Dedication	.69/ .64	2.61/ 2.56	.45/ .40	.41**/ .48**							
10 T0 Organizational support	.70/ .62	2.57/ 2.57	.44/ .37	.48**/ .44**	.46**/ .46**						
11 T0 Management Commitment	.83/ .60	1.24/ 1.49	.84/ .64	.132/ .241**	.21**/ .29**	.39**/ .38**					
12 T1 OCB	.55/ .57	2.26/ 2.27	.37/ .30	.38**/ .51**	.31**/ .41**	.34**/ .37**	.25**/ .31**				
13 T1 Interpersonal Facilitation	.77/ .75	2.32/ 2.33	.39/ .33	.56**/ .61**	.04/ .13	.21**/ .27**	.04/ .14	.70**/ .71**			
14 T1 Job Dedication	.74/ .71	2.61/ 2.56	.45/ .40	.41**/ .48**	x	.46**/ .46**	.21**/ .29**	.31**/ .41**	.04/ .13**		
15 T1 Organizational support	.77/ .75	2.53/ 2.53	.46/ .41	.30**/ .34**	.22**/ .27**	.40**/ .42**	.14/ .15	.84**/ .83**	.63**/ .60**	.22**/ .27**	
16 T1 Management Commitment	.83/ .58	1.56/ 1.67	.85/ .63	.03/ .13	-.13/ -.09	.03/ .01	.23**/ .24**	.80**/ .75**	.40**/ .37**	-.13/ -.09	.52**/ .45**

** Correlation is significant at the 0.05 level.

6.3.1 Individualism and Collectivism

The scales used to measure Individualism and Collectivism have been adapted from Triandis and Gelfand (1998). Examples of items that have been used to measure horizontal individualism are: "I'd rather depend on myself than others.", "I rely on myself most of the time. Examples of items that have been used to measure vertical individualism: "It is important that I do my job better than others.", "Winning is everything.". Items that have been used to measure horizontal collectivism are for example: "If a co-worker gets a prize, I would feel proud." and "The well-being of my co-workers is important to me.". The following items have been used to measure vertical collectivism: "Parents and children must stay together as much as possible." and "It is my duty to take care of my family, even when I have to sacrifice what I want.".

6.3.2 Organizational Citizenship Behavior

Scales measuring three dimensions, namely job dedication (OCB towards the job), interpersonal facilitation (OCB towards others) and Organizational support (OCB towards the organization) were used. An additional scale to measure commitment is commitment to the manager. Scales for interpersonal facilitation and organizational support have been taken from Scotter et al. (1996). Items measuring job dedication have been taken from Borman et al (2001). Some items were added. Examples of items for each scale are: "I praise coworkers when they are successful" and "I treat others fairly" for interpersonal facilitation, "I put in extra hours to get work done" and "I take the initiative to solve a work problem" for job dedication, "I show loyalty to the organization by staying with the organization despite temporary hardships" and "I support the organization's mission and objectives" for organizational support, "I am emotionally attached to my manager" and "I think I could just as easily get attached to another manager as I am now to my current manager" for commitment to the manager.

6.3.3 Leadership style empowerment & paternalism scenario's

Two scenario's were developed, in which the respondent has to imagine him/her self being an employee for Peter van Huizen, who had in scenario A, an empowering leadership style and in scenario B, a paternalistic leadership style.

6.3.4 Social economic class

As an operationalization of SEC, the education level of the parents of the respondent, as well as the level of education of the respondent him/herself are utilized. These three measures were redivided into three levels of education; a low education level (for example levels of education comparable to illiterate and primary school for example "basisonderwijs") an average educational level (levels comparable to high school and college for example "MAVO", "VWO" and "MBO"), and a high educational level (levels comparable to university for example "HBO" and "(post)universitair onderwijs").

7. Results

Paragraph 7.1 discusses the results concerning the I/C orientation. In paragraph 7.2 the relationship between I/C orientation and OCB performance will be explained. In paragraph 7.3 the influence of the leadership scenarios on the relationship between I/C orientation and OCB performance will be elucidated.

7.1 I/C orientation

The first hypothesis stated that respondents will show more individualism than collectivism. This hypothesis was embedded in the general research issue concerning the extent to which Dutch respondents demonstrate an individualistic and a collectivistic orientation. The hypothesis was tested with the paired-samples T Test, which is used to compare two means. Table 5 presents the means on the individualism and collectivism scales and shows the results of the T test.

Table 5: Average scores and t-test results on individualism and collectivism

variable	mean		T - value		df		P - value	
	total	best alpha	total	best alpha	total	best alpha	total	best alpha
horizontal individualism	2.68	2.54	3.98	1.98	99	99	.00	.03
horizontal collectivism	2.36	2.36	-4.97	-1.88	99	99	.00	.03
vertical individualism	1.91	2.12	11.72	5.43	99	99	.00	.00
vertical collectivism	2.33	2.30	.33	.56	99	99	.37	.29
			4.13	2.35	99	99	.00	.00
			-5.41	-2.54	99	99	.00	.01

From the values displayed in Table 5, it can be concluded that the respondents show significantly more HI than HC, VI and VC. This finding corresponds with the idea of The Netherlands being an egalitarian (horizontal) and individualistic (a rejection of vertical and collectivistic) country. Furthermore, no significant difference between horizontal and vertical collectivism was shown by the respondents. Vertical individualism is in comparison with HI, HC and VC the dimension that is significantly least shown by the respondents.

Table 6: Correlations among the individualism and collectivism scales

Correlations

		Horizontal Individualism total	Vertical Individualism total	Horizontal Individualism better alpha	Vertical Individualism better alpha	Horizontal Collectivism total	Vertical Collectivism total	Horizontal Collectivism better alpha	Vertical Collectivism better alpha
Horizontal Individualism total	Pearson Correlation Sig. (2-tailed) N	1 100							
Vertical Individualism total	Pearson Correlation Sig. (2-tailed) N	,40 ** ,00 100	1 100						
Horizontal Individualism better alpha	Pearson Correlation Sig. (2-tailed) N	,95 ** ,00 100	,35 ** ,00 100	1 100					
Vertical Individualism better alpha	Pearson Correlation Sig. (2-tailed) N	,45 ** ,00 100	,95 ** ,00 100	,40 ** ,00 100	1 100				
Horizontal Collectivism total	Pearson Correlation Sig. (2-tailed) N	-,21 * ,04 100	,07 ,47 100	-,31 ** ,00 100	,04 ,69 100	1 100			
Vertical Collectivism total	Pearson Correlation Sig. (2-tailed) N	-,00 ,99 100	,21 * ,03 100	-,03 ,74 100	,26 ** ,009 100	,13 ,21 100	1 100		
Horizontal Collectivism better alpha	Pearson Correlation Sig. (2-tailed) N	-,21 * ,04 100	,07 ,47 100	-,31 ** ,00 100	,04 ,69 100	1,00 ** ,00 100	,13 ,21 100	1 100	
Vertical Collectivism better alpha	Pearson Correlation Sig. (2-tailed) N	,02 ,88 100	,20 ,05 100	-,01 ,96 100	,25 * ,01 100	,08 ,46 100	,98 ** ,00 100	,08 ,46 100	1 100

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

As can be concluded from Table 6, the correlations between horizontal collectivism and vertical collectivism are very low, (.13 and .08) it is therefore questionable if collectivism (horizontal and vertical collectivism together) is a meaningful variable. I/C orientation will therefore be measured by measuring horizontal and vertical individualism and collectivism separately.

For the relationships across the variables, horizontal and vertical individualism and collectivism, no assumptions were made. The correlations between these variables have been analysed by means of Pearson's correlation in SPSS. In terms of relationships among the four scales, several significant relations exist, as can be seen in Table 6. These are the following: horizontal individualism is significantly and positively related to vertical individualism, but significantly and negatively related to horizontal collectivism. This negative relation is logical because horizontal collectivists see themselves as being similar to others. Horizontal individualism is not significantly related to vertical collectivism. Vertical collectivism and vertical individualism are significantly and positively related. This outcome is understandable

if one takes into consideration that the vertical dimension emphasizes hierarchy which corresponds with the collectivistic dimension. The individualistic aspect of vertical individualism has as a consequence that people want to become distinguished and acquire status, but do this in individual competitions with others. Horizontal collectivism and vertical collectivism are not significantly related to each other.

Hypothesis 2a and 2b concerned the influence of social economic class on an individualistic and a collectivistic orientation respectively. Specifically, it was expected that sec is positively related to individualism, and negatively to collectivism.

No significant correlations were found (table 7), which leads to the conclusion that social capital has no influence on the relationship between nationality and cultural dimension. These results have been obtained after grouping the answers on educational level into a low, average and high educational level. (The educational levels were classified as follows: low is ongeschoold and basisonderwijs; average is MAVO, HAVO, VWO, LBO and MBO; high is HBO, universiteit, en postuniversitair). If the educational levels are not classified, the educational level of the mother appears be significantly negative related to vertical collectivism. This result would form a partial support for hypothesis 2b; "Social Economic Class is negatively related to collectivism".

Table 7: I/C orientation and SEC correlation significance level

I/C orientation	significance p 0.05	
	father	mother
HI total	.70	.26
VI total	.40	.43
HI best	.07	.36
VI best	.34	.30
HC total	.35	.08
VC total	.08	.26
HC best	.35	.08
VC best	.09	.26

7.2 I/C orientation and OCB performance

The second research issue pertained to the relationship between I/C orientation and OCB. More specifically, it was hypothesized that a collectivistic orientation is positively related to OCB. This research issue led to the following hypotheses. "An individualistic orientation is negatively related to OCB", "An individualistic orientation is positively related to job dedication", "A collectivistic orientation is positively related to interpersonal facilitation and organizational support". Furthermore it was hypothesized that a collectivistic orientation is positively related to commitment to the manager and that an individualistic orientation is negatively related to commitment to the manager.

The hypotheses have been tested by correlational analyses. The results are shown in Table 8.

Partial support has been found for hypothesis 3a; a collectivistic orientation is positively related to OCB. Table 8 shows that horizontal collectivism is indeed significantly and positive related to OCB. And so is vertical collectivism best alpha. However, no other significant relations have been found.

Support has been found for hypothesis 3c: an individualistic orientation is positively related to job dedication. Table 8 shows that both horizontal and vertical individualism are significantly and positively related to job dedication. Whereas horizontal collectivism best alpha was also significantly positive related, and horizontal collectivism total and vertical collectivism total and best alpha were not.

Hypothesis 3d: a collectivistic orientation is positively related to interpersonal facilitation, is also supported by the results shown in Table 8. Both horizontal and vertical collectivism (total and best alpha) significantly positively relate to interpersonal facilitation. Horizontal individualism best alpha relates significantly negative to interpersonal facilitation. No significant relations were found for horizontal individualism total and vertical individualism total and best alpha.

Support has also been found for hypothesis 3e; a collectivistic orientation is positively related to organizational support. Horizontal collectivism both total and best alpha

and vertical collectivism best alpha are significant and positively related to organizational support. No significant relationships were found for horizontal and vertical individualism and vertical collectivism total.

There is partial support for hypothesis 4a; a collectivistic orientation is positively related to commitment to the manager. Horizontal collectivism is significant and positive related to commitment to the manager. However, no significant relationship was found for vertical collectivism.

Partial support has been found for hypothesis 4b; an individualistic orientation is negatively related to commitment to the manager. Horizontal individualism is significant and negative related to commitment to the manager. However, no significant relationships were found for vertical individualism.

Table 8: Correlations between I/C orientation and OCB dimensions.

	HI total/best alpha	VI total/best alpha	HC total/best alpha	VC total/best alpha
OCB	-.12 / -.09	.08 / .13	.41**/ .45**	.05 / .19**
INTFAC	-.14 / -.23**	.15 / .07	.50**/ .50**	.23**/ .32**
JOBDED	.24**/ .25**	.24**/ .27**	.16 / .23**	.04 / .17
ORGSUP	.01 / -.04	.13 / .09	.31**/ .36**	.10 / .20**
MANCOM	-.26**/ -.18*	-.11 / -.04	.24**/ .28**	-.09 / -.00

** Correlation is significant at the 0.05 level.

7.3 The influence of leadership style on the relationship between I/C orientation and OCB

This paragraph relates to the third research issue, namely “How is the relationship between I/C orientation and OCB influenced by introducing an empowerment or paternalistic leadership style?”. The hypotheses that consequently has been formulated was: “A leadership style that fits the individualistic/ collectivistic orientation (empowerment fitting individualism; paternalism fitting collectivism) will increase OCB as a consequence”.

In partial support of hypothesis 5, stating that an empowering leadership style will have a positive effect on ocb, and paternalism will have a negative effect on ocb, a significant effect of scenario on OCB ($F = 11$; $P = .00$) has been found. After the introduction of the empowerment scenario, the OCB significantly increased. The introduction of the paternalistic scenario in contrast did not have an increase of OCB as a consequence (see Figure 4). Leadership style appears to be an independent variable instead of a moderator.

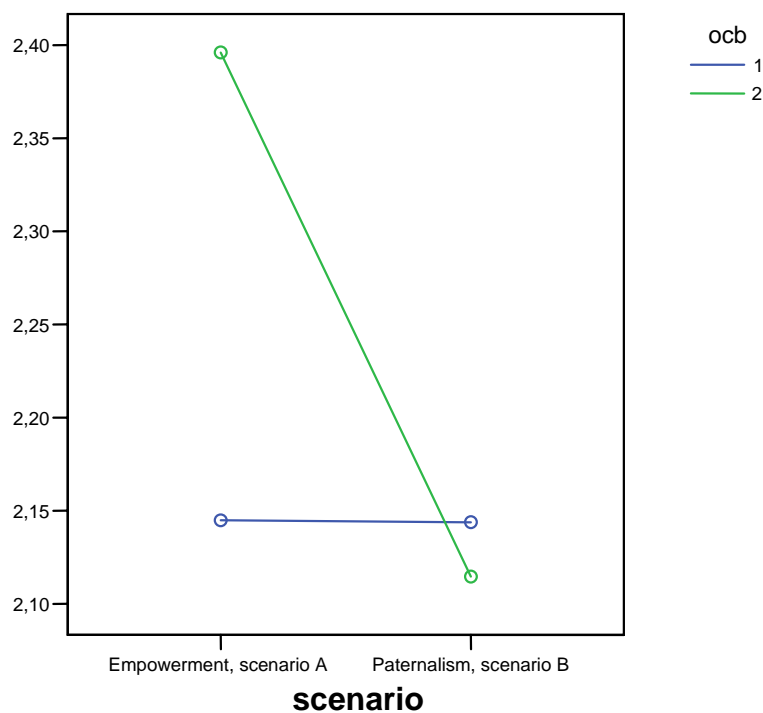


Figure 4 Interaction between type of scenario and OCB

The influence of the scenario on the different type of OCB was also tested. There is a significant effect ($p = 0.01$) of scenario type on interpersonal facilitation, as can be seen in Figure 5. This finding also forms partial support for hypothesis 5 stating that an empowering leadership style will have a positive effect on OCB.

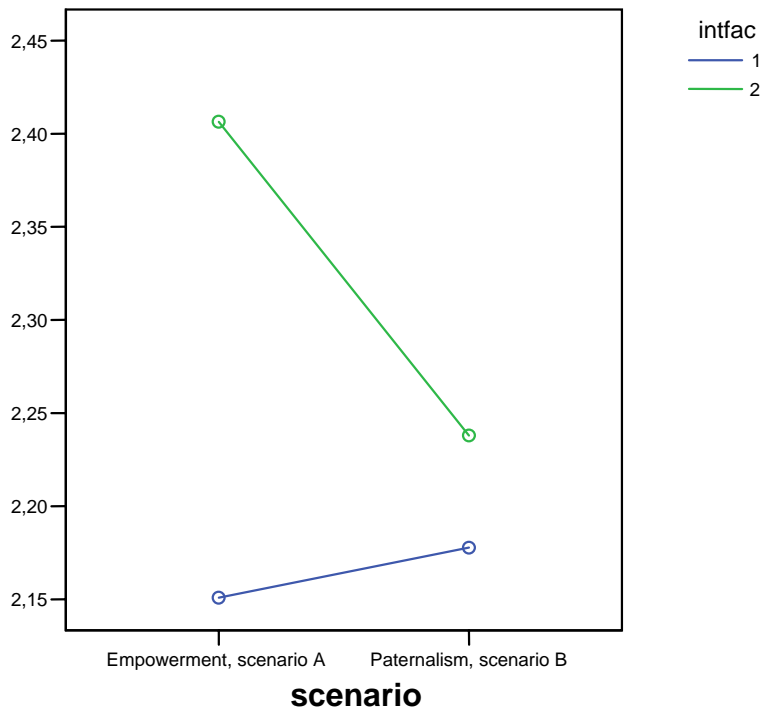


Figure 5: Interaction between scenario and interpersonal facilitation

intfac 1 = interpersonal facilitation measured by the first questionnaire

intfac 2 = interpersonal facilitation measured by the second questionnaire, after the introduction of the leadership style scenario.

Table 9: Means for interpersonal facilitation

		scenario *			
Measure:					
scenari	intfac	Mea	Std.	95% Confidence	
				Lower	Upper
Empowerme scenario	1	2,15 ^a	,05	2,06	2,24
	2	2,41 ^a	,05	2,31	2,50
Paternalism,	1	2,18 ^a	,05	2,09	2,27
	2	2,24 ^a	,05	2,14	2,33

a. Covariates appearing in the model are evaluated at the following values:
 Individualism better alpha = 2,54, Vertical Individualism better
 Horizontal Collectivism better alpha = 2,36, Vertical Collectivism better
 Horizontal Individualism total = 2,68, Vertical Individualism total =
 Collectivism total = 2,36, Vertical Collectivism total = 2,33, Individualism
 Collectivism total = 2,34, Individualism better alpha = 2,18, Collectivism
 2,38.

There is no significant effect of scenario type and job dedication. After the introduction of scenario's, the scores on job dedication did not change significantly. This finding does not support the fifth hypothesis.

There is a significant effect ($F= 19.90$; $p < 0.00$) of scenario type on organizational support. After the introduction of scenario A, the scores on organisational support increase. After the introduction of scenario B, the scores on organizational support decrease, as can be seen in Figure 6. This also forms partial support for hypothesis 5 stating that an empowering leadership style will have a positive effect on OCB and a paternalistic leadership style will have a negative effect on OCB.

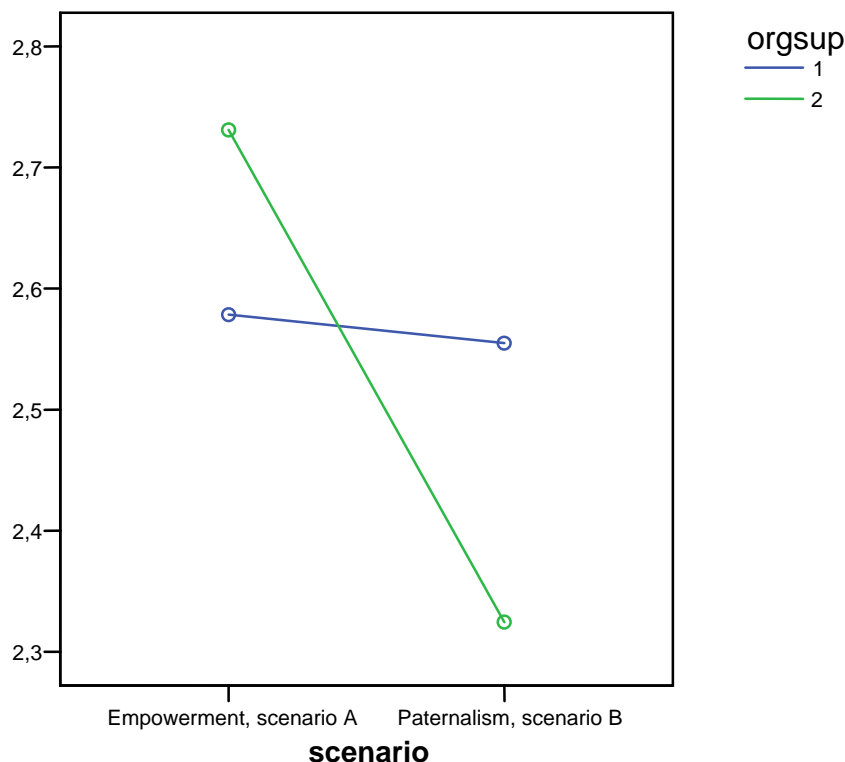


Figure 6: Effect of scenario type on organizational support

orgsup 1 = organizational support measured by the first questionnaire

orgsup 2 = organizational support measured by the second questionnaire, after the

introduction of the leadership style scenario.

Table 10: Means on organisational support

scenario *

Measure:

scenari	orgsu	Mea	Std.	95% Confidence	
				Lower	Upper
Empowerme scenario	1	2,57 ^a	,061	2,45	2,70
	2	2,73 ^a	,056	2,62	2,84
Paternalism,	1	2,55 ^a	,061	2,43	2,67
	2	2,32 ^a	,056	2,21	2,43

a. Covariates appearing in the model are evaluated at the following values:
better alpha = 2,18, Collectivism better

There also is a significant effect ($F = 5.57$; $p = 0.02$) between scenario type and commitment to the manager. After the introduction of scenario A, the scores on commitment to the manager increased significantly. After the introduction of scenario B, the scores on commitment to the manager increased a little. As commitment to the manager is officially not a dimension of OCB, this finding does not support the fifth hypothesis. However it is interesting that leadership style does influence the scores on commitment to the manager.

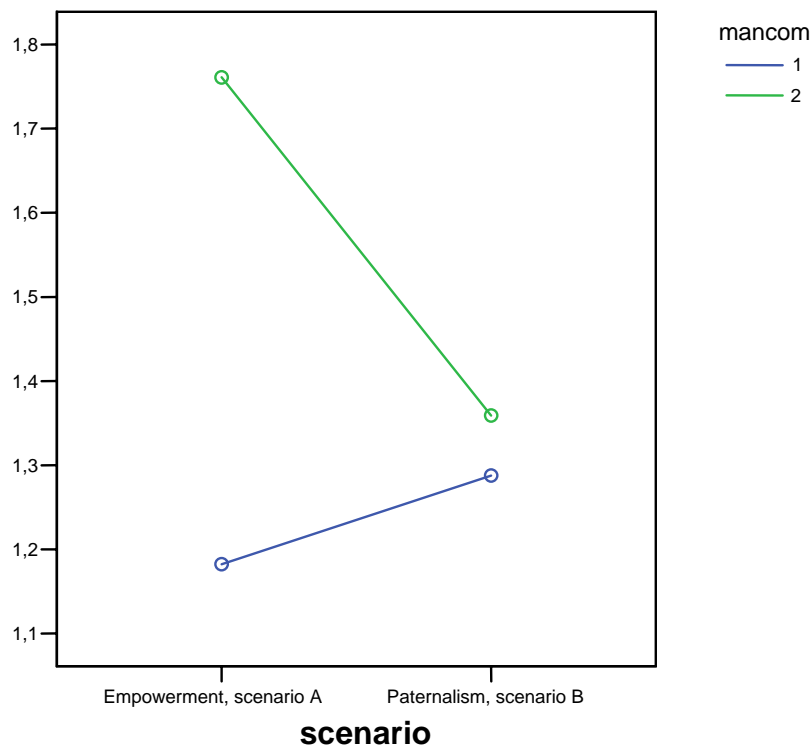


Figure 7: Interaction between scenario and management commitment
 mancom 1 = commitment to the manager measured by the first questionnaire
 mancom 2 = commitment to the manager measured by the second questionnaire,
 after the introduction of the leadership scenario.

Table 11: Means for management commitment

scenario *

Measure:

scenari	manco	Mea	Std.	95% Confidence	
				Lower	Upper
Empowerme scenario	1	1,18 ^a	,12	,94	1,42
	2	1,76 ^a	,12	1,52	2,00
Paternalism,	1	1,29 ^a	,12	1,05	1,53
	2	1,36 ^a	,12	1,12	1,60

a. Covariates appearing in the model are evaluated at the following values:
 better alpha = 2,18, Collectivism better alpha

8. Discussion and conclusions

In this chapter, the results of this study will be discussed in relationship to the existing literature in this domain. Some limitations will be described and suggestions for future research will be made.

8.1 Research issue 1: individualistic and collectivistic orientation among Dutch individuals.

In line with Triandis (1995; Triandis & Bhawuk 1997) who introduced a horizontal and vertical dimension of individualism and collectivism, thereby introducing four different orientations, the present study investigated differences among Dutch individuals in these four differentiations . Table 12 summarizes the interpretation of each style.

Table 12: Horizontal and vertical individualism and collectivism

	horizontal	vertical
individualism	low status interest	high status interest
	individual is unique	through competition with individuals status is obtained
collectivism	no submittance to hierarchy	submittance to hierarchy
	individual is similar to others	individual is similar to others

The results showed that our sample preferred the horizontal individualistic style significantly above all other styles. This finding supports the image of Dutch culture of being egalitarian (horizontal) and individualistic (a rejection of vertical and collectivistic). Horizontal collectivism and vertical collectivism share a second place. Vertical individualism is significantly least shown by the respondents and therefore comes in the third place. Horizontal and vertical individualism were significantly and positively correlated. Horizontal and vertical collectivism were not significantly correlated. Another interesting finding was that vertical individualism and vertical

collectivism were significantly positively correlated, while horizontal individualism and horizontal collectivism were significantly negatively correlated.

On the vertical dimension, the hierarchy idea seems to be prevalent because there is a positive relationship on this dimension between individualism and collectivism. (If the "individual competition" versus "all are similar" ideas would have been prevalent, a negative relationship would have existed between these variables). On the horizontal dimension the individual versus group idea seems to be crucial because this dimension shows a negative correlation between individualism and collectivism. In short this means: Respondents who scored high on horizontal individualism also scored high on vertical individualism. A higher score on horizontal collectivism however, does not necessarily mean a higher score on vertical collectivism and vice versa. If a respondent scored high on horizontal individualism, he or she scored high on vertical individualism, but low on horizontal collectivism and vice versa. If a respondent scored high on vertical individualism, he or she also scored high on vertical collectivism.

Social economic class could partially influence the I/C orientation, because the educational level of the mother was significantly negatively related to vertical collectivism.

From the above it can be concluded that the sample's I/C orientation corresponds with the idea of the Netherlands being egalitarian and individualistic. (And therefore corresponds with Hofstede's finding that the Netherlands is an individualistic country). There were significant differences in the scores on the horizontal and vertical dimension of individualism and collectivism, which also corresponds with the dimensions that Triandis (1995; Triandis & Bhawuk 1997) introduced. Individualistic and collectivistic orientation can co-exist, which is proven by the relationships that exist across these orientations. This corresponds with amongst others Hui and Triandis (1986) and Moorman and Blakely (1995) that these orientations are not each others' absolute opposites and can therefore co-exist.

8.2 Research issue 2: I/C orientations and OCB

Partial support has been found for a collectivistic orientation being positively related to OCB. However no significant negative relations were found between individualism

(either horizontal or vertical) and OCB. Support has been found for an individualistic orientation being positively related to job dedication. Support has also been found for a collectivistic orientation being positively related to interpersonal facilitation and organizational support. Only horizontal collectivism had a significant and positive relationship with commitment to the manager.

8.3 Research issue 3: leadership style and OCB

The third research issue regards to the influence of an empowering and paternalistic leadership style on the relation between I/C orientation and OCB. In Figure 8 the relationships in the conceptual model have been displayed again. The arrow that pointed from leadership style to the arrow between I/C orientation and OCB in Figure 2, has to point to OCB as can be concluded from the results of the research. Leadership does not influence the relationship between I/C orientation and OCB, but it influences OCB directly. Leadership is therefore not a moderating variable but an indent variable. It was interesting to find that the introduction of a leadership style does have significant consequences for the extent to which OCB is performed, as well as for the kind of OCB that is performed. The introduction of the empowering scenario had a significant positive effect on the performance of OCB as a whole and on the dimensions of interpersonal facilitation, and organizational support. The empowering scenario also had a significant positive effect on management commitment. The introduction of the paternalistic scenario did not have a significant influence on the performance of OCB as a whole, nor on the dimension of interpersonal facilitation. Neither did the paternalistic scenario have a significant influence on commitment to the manager. On the dimension of organizational support, paternalism even had a negative effect. Only for the dimension of job dedication there was no significant influence visible after the introduction of both an empowerment leadership style and a paternalistic leadership style.

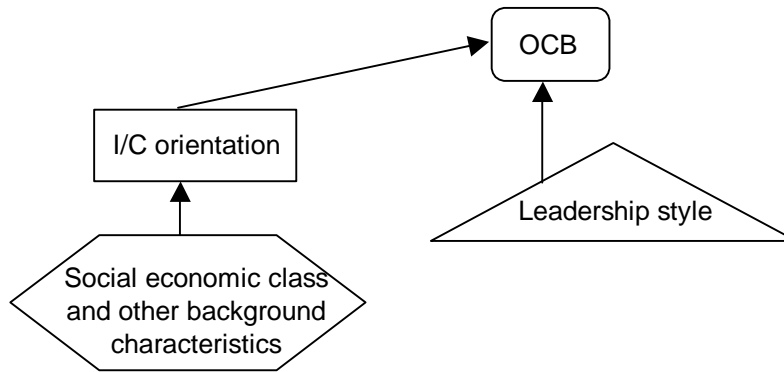


Figure 8: Relationships in the conceptual model 2

8.4 Completion of the research objective

In this paragraph the research findings that lead to the completion of the research objective are summarized in short.

The objective of the research was to obtain insights into how individualistic or collectivistic Dutch students really are, how this I/C orientation influences the performance of Organizational Citizenship and in what way this relation can be altered by using an empowering and paternalistic leadership style. Horizontal individualism was found most in the sample, however, individualism and collectivism, horizontal or vertical can exist simultaneously because several significant correlations have been found. I/C orientation does influence the kind of OCB that is performed. An individualistic orientation (horizontal and vertical) is positively related to job dedication. Collectivism (horizontal and vertical) relates positively to interpersonal facilitation and organizational support. A collectivistic orientation (horizontal and vertical) also relates positively to commitment to the manager. The performance of OCB can be influenced positively by introducing an empowering leadership style.

8.5 Limitations and suggestions for further research

In this chapter the limitations of the research will be described and suggestions for further research will be done.

The original subject and contents of this thesis was thought up by Nevra Cem, who is writing her PhD on this subject presently at the Institute of Psychology. In order to write this thesis, literature collected by N. Cem has been used, as well as the questionnaires that she put together with M. Born. N. Cem was to provide a sample of Turkish students living in Turkey. She would use the sample of Dutch and Turkish students living in the Netherlands which she would get in return for sharing her research and providing the questionnaires. Unfortunately, due to time limitations, the original idea could not be followed through. Because the questionnaires were only ready in the last two weeks of the school year, a lot of stress was put on obtaining the sample. There was too little time left to approach the Turkish students in the Netherlands. Furthermore, the questionnaires distributed in Turkey were not returned in time. Therefore the Turkish sample in both Turkey and the Netherlands could not be obtained, which led to the sole use of the Dutch sample of Dutch students to perform the research on. The present study is the first step in a series of comparisons between student samples from individualistic and collectivistic cultural backgrounds.

A follow-up on this research is to compare the present sample with Turkish students in Turkey and in the Netherlands with Dutch students and Turkish students. This follow-up will contribute more to the present discussion on cultural dimension as a distinguishing variable between countries. Especially because in this thesis the performance of OCB, as a consequence of I/C orientation, is studied with the possibility of altering this relationship by introducing an empowerment or paternalistic leadership style. A suggestion for further research would be to investigate several countries that (are supposed to) differ on I/C orientation and compare them. To see if I/C orientation can change it would be interesting to perform this study on minorities that live in a country that has the opposite cultural dimension of their original country and compare the findings of this sample with the results of a sample of people living in the country of origin of the respondent and with the results of a sample of people that live in the "new" country of the respondent.

A limitation of the research would be the sample, as it is a random sample of the Dutch population. Nevertheless, the preference among the respondents of the horizontal-individualist orientation fits in the general profile of the Dutch culture very well. The variable of social economic class, which only consisted of the education level of the parents of the respondent, did not have any influence on I/C orientation when it was measured after being categorized. Before being categorized, the educational level of the mother was significantly negatively related to vertical collectivism. Social economic class is usually a broader concept, which does make sense if a sample would be taken from a less restricted sample than university students. The question in the questionnaire whether the respondent lived in a village or in a city, could be an indicator of social capital in Turkey for example, but in the Netherlands it did not make a difference.

Another limitation was, that of over 300 questionnaires which had been sent by e-mail to sociology master students, only seven were returned. Eventually, these seven were not used to secure a sample as homogeneous as possible; only the questionnaires on paper were used.

A further limitation may be the number of leadership styles that have been investigated in this research; only empowerment and paternalism. There are of course more leadership styles than just these two. It would be interesting to do more research on the impact of leadership styles on the performance of OCB. Especially the existence of universally accepted and rejected traits of leaders is an interesting given to perform additional research on in relationship to the performance of OCB. As I/C orientation partially explained an effect on the performance of OCB, it would be very interesting to investigate other possible antecedents of OCB.

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Appendix A:

Questionnaire T0

KIJK OP WERK FASE 1

Het doel van deze vragenlijst is het onderzoeken van jouw kijk op werk en je werkervaringen. Deze vragenlijst bestaat uit 2 fasen met een tussenliggende periode van 7 dagen. Dit is de eerste fase van het onderzoek. Het bestaat uit 2 delen. Je antwoorden zullen vertrouwelijk en anoniem behandeld worden, en worden alleen gebruikt voor het doel van deze studie.

Deel 1

Het eerste deel van deze vragenlijst bestaat uit 15 vragen over je achtergrond karakteristieken. Beantwoord onderstaande vragen en kruis de vakjes svp aan indien nodig.

Open voor het tweede deel van deze vragenlijst het excelbestand. Dit bestand bestaat uit twee pagina's.

Alvast bedankt!

Studentnummer

Geslacht man vrouw

Geboorte datum [. . - . . - . .] (dd,mm,jj)

Geboorteland

Nationaliteit

Universiteit

Studie richting

Heb je werkervaring in Nederland? ja nee Zo ja, welk beroep.....

Hoe lang heb/had je deze baan? < 1 jr 1-2 jr 2-3 jr 3-4 jr 4-5 jr >5jr

Heb je meer dan één baan? ja nee

Indien ja, welk(e) beroep(en).....

Hoeveel uur werk je per week?

nvt

0- 4 uur

5- 8 uur

9-16 uur

17-24 uur

meer dan 25 uur

Type geboorte plaats dorp stad

Huidige woonplaats dorp stad

Opleidingsniveau van je vader

Ongeschoold

Basisonderwijs

Voortgezet onderwijs MAVO HAVO VWO Anders, nl.....

Beroeps opleiding LBO MBO HBO Universitair Post-universitair

Opleidingsniveau van je moeder

Ongeschoold

Basisonderwijs

Voortgezet onderwijs MAVO HAVO VWO Anders, nl.....

Beroeps opleiding LBO MBO HBO Universitair Post-universitair

Deel 2

Deel 2 bevat een aantal stellingen over jouw werkgedrag en waarden.
Kruis svp het best passende antwoord aan

		/nooit	zelden	af en toe	vaak	altijd		/nooit	zelden
1	Ik werk extra uren om het werk te kunnen afronden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
2	Ik verleen iemand hulp zonder dat diegene er om vraagt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
3	Ik laat mijn tevredenheid blijken over mijn organisatie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4	Ik werk harder dan nodig is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5	Ik glimlach vriendelijk ook al ben ik het niet eens met iemand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6	Ik steun de missie en doelen van de organisatie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
7	Ik vermijd een collega te ondersteunen die persoonlijke problemen heeft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
8	Ik let goed op belangrijke details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
9	Ik denk dat ik gemakkelijk net zo gehecht kan raken aan een andere manager als aan mijn huidige manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
10	Ik doe suggesties in de organisatie die tot verbeteringen kunnen leiden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
11	Ik houd me aan de regels en procedures van de organisatie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
12	Ik help misverstanden tussen mijn collega's op te lossen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
13	Ik vraag om uitdagende taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
14	Ik blijf loyaal aan mijn organisatie door er te blijven werken ondanks tijdelijke tegenslagen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
15	Ik neem belangrijke beslissingen zelf, zonder de behoefte om mijn collega's te raadplegen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
16	Wanneer mijn collega's niet op het werk kunnen komen, spring ik voor hen in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
17	Ik werk zo hard als nodig is, maar niet harder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
18	Ik help misverstanden tussen mijn collega's en de organisatie op te lossen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
19	Ik houd mijn tevredenheid met mijn organisatie voor me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
20	Ik behandel anderen rechtvaardig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
21	Lastige taken verlagen mijn interesse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
22	Ik houd de plek waar ik werk schoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
23	Tijdens mijn werk gedraag ik me gedisciplineerd en beheerst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
24	Ik zal proberen bij de organisatie weg te gaan als er tijdelijk tegenslagen zijn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
25	Ik leen geld aan mijn collega's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
26	Ik prijs collega's als ze succesvol zijn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
27	Bij mijn taken richt ik me op de grote lijnen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
28	Voordat ik actie onderneem praat ik met anderen die door deze actie beïnvloed kunnen worden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
29	Ik stimuleer anderen om hun onderlinge verschillen te overwinnen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
30	Ik vermijd in te vallen voor collega's als die andere verplichtingen hebben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
31	Ik ben vastbesloten om moeilijkheden die ik tegenkom te overwinnen bij het voltooien van een taak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
32	Ik zal bij de organisatie blijven als er tijdelijk tegenslagen zijn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
33	Ik weiger me aan te passen aan regels en procedures van de organisatie waarmee ik het niet eens ben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

	nooit	zelden	af en toe	vaak	altijd		nooit	zelden
34 Ik neem onze klanten mee voor een lunch of diner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50 Het welzijn van mijn collega's vind ik belangrijk	<input type="checkbox"/>	<input type="checkbox"/>
35 Ik ben meegaand in mijn contacten met anderen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51 Ik vertrouw meestal op mezelf; Ik vertrouw zelden op mijn collega's	<input type="checkbox"/>	<input type="checkbox"/>
36 Ik neem het initiatief om een probleem op het werk op te lossen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52 Voor mij betekent plezier hebben tijd doorbrengen met mijn collega's	<input type="checkbox"/>	<input type="checkbox"/>
37 Ik gedraag me op correcte wijze als ik met anderen in contact ben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	53 Ik voel me prettig als ik samenwerk met collega's	<input type="checkbox"/>	<input type="checkbox"/>
38 Voordat ik belangrijke beslissingen neem, raadpleeg ik eerst mijn collega's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	54 Ik ga vaak mijn eigen gang	<input type="checkbox"/>	<input type="checkbox"/>
39 Ik pak een moeilijke taak enthousiast aan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55 Het is mijn plicht om voor mijn gezinsleden te zorgen, ook al betekenen dit, dat ik mijn eigen verlangens moet opofferen	<input type="checkbox"/>	<input type="checkbox"/>
40 Ik voel me emotioneel gehecht aan mijn manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56 Mijn persoonlijke identiteit, onafhankelijk van anderen, is erg belangrijk voor me.	<input type="checkbox"/>	<input type="checkbox"/>
41 Ik ben nonchalant bij het netjes houden van mijn werkplek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	57 Het is belangrijk dat ik mijn werk beter doe dan mijn collega's	<input type="checkbox"/>	<input type="checkbox"/>
42 Ik zeg dingen waardoor mensen zich goed gaan voelen over zichzelf of hun werkteam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58 Het is belangrijk voor me dat ik de beslissingen respecteer die mijn gezin heeft genomen	<input type="checkbox"/>	<input type="checkbox"/>
43 Ik representeer mijn organisatie op een positieve manier, door voor de organisatie op te komen en er reclame voor te maken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59 Winnen is alles voor me	<input type="checkbox"/>	<input type="checkbox"/>
44 Mijn manager betekent veel voor me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60 Als een collega een prijs wint voel ik me trots	<input type="checkbox"/>	<input type="checkbox"/>
45 Ik ga voorzichtig om met de materialen en voorzieningen van het bedrijf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	61 Rivaliteit is een natuurwet	<input type="checkbox"/>	<input type="checkbox"/>
46 Ik voel me "een deel van de familie" door de managementstijl van mijn manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 Gezinsleden horen bij elkaar te blijven, ongeacht de offers die daarvoor gebracht moeten worden	<input type="checkbox"/>	<input type="checkbox"/>
47 Ik help een collega als deze persoonlijke problemen heeft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	63 Het is belangrijk voor me dat ik de beslissingen respecteer die mijn werkteam heeft genomen	<input type="checkbox"/>	<input type="checkbox"/>
48 Ik zou heel blij zijn om de rest van mijn loopbaan door te brengen bij mijn manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64 Als een collega beter werk levert dan ik, word ik nerveus en gespannen	<input type="checkbox"/>	<input type="checkbox"/>
49 Ik ben liever van mijzelf afhankelijk dan van mijn collega's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65 Ouders en kinderen zouden zoveel mogelijk bij elkaar moeten blijven	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B:

Empowering scenario

Scenario A: Empowerment

Verkoopafdeling Gemko

Peter van Huizen is de directeur van de verkoopafdeling van de fabriek GEMKO. Deze fabriek maakt wasmachines, afwasmachines, koelkasten, TV's, DVD spelers, air conditioners en kleine elektrische huishoudelijke apparaten. Peter heeft de leiding over acht medewerkers die als vertegenwoordiger werken op de verkoopafdeling.

Peter laat zijn medewerkers zelf bepalen wat de beste manier is om de doelstellingen te behalen, in plaats van hen nauwkeurig te vertellen wat ze moeten doen. Hij moedigt zijn medewerkers dan ook aan om zelfstandig te denken. Als klanten het bijvoorbeeld niet eens zijn met medewerkers tijdens onderhandelingen over de details van contracten en betalingen, moedigt Peter zijn medewerkers aan keuzemogelijkheid te bieden.

Peter biedt zijn medewerkers een hoge mate van vrijheid om hun werk uit te voeren, hij moedigt zijn medewerkers aan hun eigen potentieel te ontwikkelen, en, als ze naar hem toekomen voor hulp, moedigt hij ze aan te komen met suggesties om problemen op te lossen. Hij daagt zijn medewerkers uit om op nieuwe manieren na te denken over de problemen en steunt medewerkers die verantwoordelijkheid op zich nemen om problemen op te lossen, zelfs als dit conflicteert met de benadering die Peter zelf zou kiezen.

Als er bijvoorbeeld een probleem is met het transport bedrijf over de levertijd, worden de medewerkers aangemoedigd het probleem zelf op te lossen. Zij kunnen ofwel proberen andere transportbedrijven te vinden die de orders op tijd kunnen leveren, ofwel, ze kunnen met de klanten onderhandelen over een nieuwe levertijd. Welke oplossing de medewerkers ook suggereren voor de problemen, ze zijn zelf verantwoordelijk voor de uitkomst van deze oplossingen.

Peter wijst uitdagende verantwoordelijkheden toe aan zijn medewerkers. Hij moedigt zijn medewerkers aan te speuren naar handel shows en conferenties die het bedrijf nog nooit eerder heeft bijgewoond en deze te bezoeken, om zo in contact te komen met nieuwe potentiële klanten. Hij betreft medewerkers bij beslissingen die hun eigen werk beïnvloeden. Medewerkers hebben bijvoorbeeld de mogelijkheid om zelfstandig prijsschattingen en aanbiedingen op te stellen die tegemoetkomen aan specifieke behoeften van de klant. Zolang zijn medewerkers Peter informeren over wat zij hebben uitgewerkt, is hij tevreden met wat zij doen.

Appendix C:

Paternalistic scenario

Scenario B: Paternalism

Verkoopafdeling Gemko

Peter van Huizen is de directeur van de verkoopafdeling van de fabriek GEMKO. Deze fabriek maakt wasmachines, afwasmachines, koelkasten, TV's, DVD spelers, air conditioners en kleine elektrische huishoudelijke apparaten. Peter heeft de leiding over acht medewerkers die als vertegenwoordiger werken op de verkoopafdeling.

Peter hecht belang aan de formele rangen op het werk en verwacht dat werknemers zich hiernaar gedragen. Hij gelooft dat hij weet wat goed is voor de medewerkers en hun loopbaan en hij wil dat er geen twijfels bestaan over zijn autoriteit. Als klanten het bijvoorbeeld niet eens zijn met medewerkers tijdens onderhandelingen over de details van contracten en betalingen, kunnen de medewerkers alleen alternatieven bieden met de goedkeuring van Peter. Hij geeft op vaderlijke manier advies aan zijn medewerkers over werkgerelateerde zaken maar ook over zaken in hun privé-leven. Ook draagt hij oplossingen aan voor problemen als medewerkers hem om hulp komen vragen. Als er bijvoorbeeld een probleem is met het transportbedrijf over de levertijd, probeert Peter oplossingen te vinden voor dit probleem.

Het is erg belangrijk voor Peter een familieomgeving te creëren op het werk. Als bijvoorbeeld één van de medewerkers een huwelijkscnflict doormaakt, probeert Peter te bemiddelen en geeft hij advies aan zijn medewerker zoals een gerespecteerd familielid dat zou doen. Hij voelt zich verantwoordelijk tegenover zijn medewerkers zoals een vader zich verantwoordelijk voelt tegenover zijn kinderen. Hij verwacht toewijding en loyaliteit in ruil voor de interesse die hij toont in zijn medewerkers en zijn betrokkenheid bij hun ontwikkeling. Peter vraagt om ideeën van medewerkers over welke handel show en conferenties bezocht kunnen worden, maar hij zal altijd het laatste woord hebben over welk idee gebruikt zal worden.

Als het nodig is, zal hij niet twijfelen actie te ondernemen in naam van zijn medewerkers zonder hun goedkeuring te vragen.

Als medewerkers beoordeeld worden en er beslissingen over hen genomen worden (zoals promotie of ontslag) zijn de meest belangrijke criteria voor hem hun loyaliteit en hun goede manieren. Deze vindt hij belangrijker dan hun werkprestaties.

Appendix D:

Questionnaire T1

Deel 2

Deel 2 bevat een aantal stellingen over jouw werkgedrag en waarden ten aanzien van werken bij Gemko. Kruis svp het best passende antwoord aan.

	<i>nooit</i>	<i>zelden</i>	<i>af en toe</i>	<i>vaak</i>	<i>altijd</i>		<i>nooit</i>	<i>zelden</i>
1 Ik zou extra uren werken om het werk te kunnen afronden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16 Wanneer mijn collega's niet op het werk zouden kunnen komen, zou ik voor hen inspringen	<input type="checkbox"/>	<input type="checkbox"/>
2 Ik zou iemand hulp verlenen zonder dat diegene er om vraagt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17 Ik zou bij Gemko zo hard werken als nodig is, maar niet harder	<input type="checkbox"/>	<input type="checkbox"/>
3 Ik zou mijn tevredenheid laten blijken over deze organisatie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18 Ik zou misverstanden tussen mijn collega's en Gemko helpen oplossen	<input type="checkbox"/>	<input type="checkbox"/>
4 Ik zou harder werken dan nodig is bij Gemko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19 Ik zou mijn tevredenheid over Gemko voor me houden	<input type="checkbox"/>	<input type="checkbox"/>
5 Ik zou vriendelijk glimlachen ook al ben ik het niet eens met iemand die bij Gemko werkt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20 Ik zou anderen rechtvaardig behandelen	<input type="checkbox"/>	<input type="checkbox"/>
6 Ik zou de missie en doelen van deze organisatie steunen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21 Lastige taken zouden bij Gemko mijn interesse verlagen	<input type="checkbox"/>	<input type="checkbox"/>
7 Ik zou bij Gemko vermijden een collega te ondersteunen die persoonlijke problemen heeft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22 Ik zou mijn werkplek schoon houden	<input type="checkbox"/>	<input type="checkbox"/>
8 Ik zou bij deze manager goed letten op belangrijke details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23 Tijdens mijn werk zou ik me gedisciplineerd en beheerst gedragen	<input type="checkbox"/>	<input type="checkbox"/>
9 Ik denk dat ik gemakkelijk net zo gehecht zou kunnen raken aan een andere manager als aan Peter van Huizen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24 Ik zou proberen bij Gemko weg te gaan als er tijdelijk tegenslagen zouden zijn	<input type="checkbox"/>	<input type="checkbox"/>
10 Ik zou bij Gemko suggesties doen die tot verbeteringen kunnen leiden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25 Ik zou geld aan mijn collega's lenen	<input type="checkbox"/>	<input type="checkbox"/>
11 Ik zou me bij Gemko aan de regels en procedures van de organisatie houden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26 Ik zou bij Gemko collega's prijzen als ze succesvol zouden zijn	<input type="checkbox"/>	<input type="checkbox"/>
12 Ik zou bij Gemko misverstanden tussen mijn collega's helpen oplossen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27 Bij mijn taken zou ik me op de grote lijnen richten	<input type="checkbox"/>	<input type="checkbox"/>
13 Ik zou bij Gemko om uitdagende taken vragen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28 Voordat ik actie zou ondernemen, zou ik met anderen praten die door deze actie beïnvloed zouden kunnen worden	<input type="checkbox"/>	<input type="checkbox"/>
14 Ik zou bij Gemko loyaal aan mijn organisatie blijven door er te blijven werken ondanks tijdelijke tegenslagen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29 Ik zou anderen stimuleren om hun onderlinge verschillen te overwinnen	<input type="checkbox"/>	<input type="checkbox"/>
15 Ik zou bij Gemko belangrijke beslissingen zelf te nemen, zonder de behoefte om mijn collega's te raadplegen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 Ik zou vermijden in te vallen voor collega's als die andere verplichtingen zouden hebben	<input type="checkbox"/>	<input type="checkbox"/>

		<i>nooit</i>	<i>zelden</i>	<i>af en toe</i>	<i>vaak</i>	<i>altijd</i>		<i>nooit</i>	<i>zelden</i>	
31	Ik zou vastbesloten zijn om moeilijkheden die ik tegenkwam te overwinnen bij het voltooiën van een taak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
32	Ik zou bij Gemko blijven als er tijdelijk tegenslagen waren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
33	Ik zou weigeren me aan te passen aan regels en procedures van Gemko waarmee ik het niet eens zou zijn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
34	Ik zou onze klanten van Gemko meenemen voor een lunch of diner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
35	Ik zou meegaand zijn in mijn contacten met anderen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
36	Ik zou het initiatief nemen om een probleem op het werk op te lossen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
37	Ik zou me op correcte wijze gedragen als ik met anderen in contact zou zijn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
38	Voordat ik belangrijke beslissingen zou nemen, zou ik mijn collega's eerst raadplegen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
39	Ik zou een moeilijke taak enthousiast aanpakken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
40	Ik zou me emotioneel gehecht voelen aan deze manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
41	Ik zou nonchalant zijn bij het netjes houden van mijn werkplek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
42	Ik zou dingen zeggen waardoor mensen zich goed gaan voelen over zichzelf of over hun werkteam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
43	Ik zou Gemko op een positieve manier representeren, door voor de organisatie op te komen en er reclame voor te maken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
44	Deze manager zou veel voor me betekenen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
45	Ik zou voorzichtig omgaan met de materialen en voorzieningen van Gemko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
46	Ik zou me "een deel van de familie" voelen door de managementstijl van Peter van Huizen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
47	Ik zou een collega helpen, als deze persoonlijke problemen had	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
48	Ik zou heel blij zijn om de rest van mijn loopbaan door te brengen bij deze manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

