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# Organisational citizenship behaviour in the Vietnamese cultural context

Thi My Hanh Huynh

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## THÈSE

Pour obtenir le grade de

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préparée au sein du **Laboratoire CERAG**  
dans **l'École Doctorale EDSG**

## **Comportement de la citoyenneté organisationnelle dans le contexte culturel vietnamien**

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*À ma famille*

*“There is no wrong turn in life; only paths you didn’t know you were meant to walk. You never can be certain what is around the corner. It could be everything, or it could be nothing. You keep putting one foot in front of the other, and then one day you look back and realize you’ve climbed to the peak of the most beautiful mountain top”*

*“Learn to trust the journey even when you do not understand it. Sometimes what you never wanted or expected turns out to be what you need”*

*- Marcandanglecorner-*

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## **Résumé en Français**

## **Introduction**

Le Vietnam est une économie émergente dans la zone économique dynamique de l'Asie. De l'un des pays les plus pauvres du monde, le Vietnam est passé dans le groupe des pays en bas de la moyenne mondiale, avec une croissance et un développement économiques rapides. Selon les statistiques de la Banque mondiale, le taux d'extrême pauvreté du Vietnam a été ramené à moins de 3% en 2018. L'économie du Vietnam est vigoureuse, avec une croissance du PIB de 6,8% en 2017 et de 7,1% en 2018, sur la base d'une demande intérieure robuste et de production orientée vers l'exportation. Chaque année, le pays ouvre la porte à de nombreux travailleurs et investisseurs étrangers. Les entreprises doivent donc faire face à des concurrents potentiels dans une économie mondialisée. La concurrence est donc au cœur du succès ou de l'échec des entreprises et la stratégie concurrentielle vise à établir une position rentable et durable au sein du secteur, autrement dit obtenir un avantage concurrentiel durable (Porter, 1985). Pour y parvenir, la compréhension de ses sources est devenue un domaine de recherche majeur dans le domaine de la gestion stratégique (Porter, 1985). L'approche par les ressources (Resource Based View, RBV) insiste sur la difficulté d'imitation en tant que sources de performance supérieure et d'avantage concurrentiel (Barney, 1991). En d'autres termes, des ressources précieuses, rares, inimitables et non substituables permettent aux entreprises de développer et de conserver des avantages concurrentiels. Dans le langage traditionnel des ressources stratégiques, les ressources des entreprises incluent les atouts que les entreprises peuvent utiliser pour concevoir et mettre en œuvre leurs stratégies (Learned, Christensen, Andrews et Guth, 1969; Porter, 1981). Les ressources de l'entreprise comprennent également tous les actifs, capacités, processus organisationnels, attributs de l'entreprise, informations, connaissances, etc. contrôlés par une entreprise qui lui permettent de concevoir et de mettre en œuvre des stratégies qui améliorent son efficacité et son efficience (Daft, 1992). Barney (1991) distingue trois types de ressources, à savoir les ressources en capital physique (ressources physiques, technologiques, les installations et le matériel), les ressources en capital humain (la formation, l'expérience, les connaissances) et les ressources organisationnelles (la structure et les processus). Les ressources en capital humain offrant de bonnes performances individuelles sont considérées comme contribuant à cet atout (Armstrong et Taylor, 2014).

## Revue de la littérature

La performance individuelle comprend également deux autres classifications de performance, à savoir la performance des tâches et la performance contextuelle. Le comportement de citoyenneté organisationnelle (organizational citizenship behavior, OCB) est un type de performance contextuelle qui contribue de manière significative à la performance individuelle (Podsakoff, Blume, Whiting et Podsakoff, 2009). C'est pourquoi l'OCB a attiré de nombreux chercheurs qui l'étudient afin d'explorer, de confirmer et de développer de précieuses connaissances dans le domaine du comportement organisationnel.

La recherche sur l'OCB bénéficie d'une grande popularité . Selon le Web of Knowledge de 2018, plus de 4900 articles ont été publiés entre 1983 et 2017 dans la littérature sur OCB et ses constructions. Parmi eux, environ 83% ont été publiés au cours des 10 dernières années, et plus de la moitié (51%) ont été publiés au cours des cinq dernières années seulement (Podsakoff, Podsakoff et MacKenzie, 2018).

L'OCB est universellement reconnu comme un élément nécessaire au rendement des employés, ainsi qu'au comportement professionnel et aux comportements de travail contre-productifs (Rotundo et Sackett, 2002). Selon Tammy D. Allen et Rush (1998), Johnson, Kiker, Erez et Motowidlo (2002), MacKenzie, Podsakoff et Fetter (1991) et Podsakoff, MacKenzie, Paine et Bachrach (2000b), les managers prêtent de plus en plus d'importance de l'OCB dans l'évaluation de la performance des employés. L'OCB a le même impact sur les performances des employés que l'accomplissement des tâches et est utilisé comme critère pour les gestionnaires dans l'attribution de récompenses (Podsakoff, Podsakoff, MacKenzie, Maynes et Spoelma, 2014a). Par conséquent, il est intéressant de s'intéresser à ce type de comportement et de l'examiner.

De plus, les OCB sont considérés comme un déterminant crucial de l'efficacité et du succès des groupes, unités et organisations. Ils contribuent de manière significative aux performances unitaires, à la réalisation des objectifs et à la rapidité d'exécution des tâches, à l'efficacité, à la qualité du produit, à la satisfaction du client, à la qualité du service, à la performance sur le marché, aux ventes, aux coûts opérationnels et à la rentabilité, donc à des indicateurs tant qualitatifs que quantitatifs. Grâce à leurs effets bénéfiques sur les performances

organisationnelles, les OCB sont devenus un facteur important pour les responsables qui évaluent les performances des employés.

À l'origine, les OCB faisaient partie du domaine du comportement organisationnel et comportaient de nombreuses études portant dans différentes disciplines telles que le marketing, la gestion financière, la gestion des ressources humaines et la recherche opérationnelle. Cependant, l'intérêt généralisé suscité par les OCB s'est récemment étendu à de nombreux secteurs avec des études publiées dans les domaines de l'éthique, de l'administration publique, du travail social, de la criminologie, de la psychologie sociale, de la sociologie, des sciences politiques, de l'anthropologie, des communications, des sciences du sport et des études environnementales, de l'ingénierie, des services de santé, de la psychiatrie et des soins infirmiers (Web of Knowledge, 2018).

Enfin, l'intérêt pour les OCB a dépassé les Etats-Unis et s'est étendu à d'autres cultures nationales (Farh, Chen-Bo Zhong et Organ, 2000; Gelfand, Erez et Aycan, 2007; Jiing-Lih Farh, Earley et Shu-Chi Lin, 1997). La recherche montre que les OCB ont également un impact crucial dans de nombreux pays, notamment la Chine, Taiwan, la Corée, le Japon, Singapour, l'Australie, l'Inde, la Turquie, Israël, l'Iran, le Nigeria, le Brésil, la Russie et les pays européens.

En outre, la plupart des recherches empiriques sur les OCB et les concepts associés tels que comportement organisationnel prosocial et spontanéité organisationnelle ont davantage mis l'accent sur la validité de fond (Schwab, 1980) plutôt que sur la validité du construit (Van Dyne, Cummings et Parks, 1999). 1995). L'OCB est également étudié en relation avec ses conséquences et ses antécédents, mais la nature de l'OCB dans un le contexte d'autres pays que les Etats-Unis est toujours un sujet inachevé. Cela signifie que la littérature s'est davantage préoccupée de comprendre les relations entre la citoyenneté organisationnelle et d'autres concepts, plutôt que de définir soigneusement la nature du comportement citoyen lui-même. Schwab (1980) et Van Dyne *et al.* (1995) ont averti que, si une attention supplémentaire n'était pas accordée à des explications théoriques plus complètes des constructions et de leurs mesures, nous risquons de développer une série de publications qui pourraient s'avérer de peu de valeur sur le terrain à long terme.

Organ (2018) continue à se demander si le concept d'OCB et ses dimensions ont une valeur heuristique ou valorisent les cultures de pays spécifiques. Son étude réalisée en 2004 avec Farh



et Zhong dans le contexte culturel chinois a notamment confirmé que la construction de l'OCB est potentiellement pertinente pour un vaste spectre de cultures. De toute évidence, la culture chinoise diffère considérablement de celle des États-Unis, en particulier en ce qui concerne l'individualisme-collectivisme et la distance de pouvoir si on considère les dimensions de Hofstede (1980), ce qui entraîne une variation des dimensions des OCB dans le contexte chinois. Organ (2018) a également suggéré le développement d'un certain degré de pertinence culturelle dans les instruments de mesure qui se rapportent aux valeurs, aux comportements et aux formes que les individus perçoivent comme des exemples des OCB dans leurs contextes.

Le développement historique du peuple vietnamien est caractérisé par la civilisation du riz humide depuis des milliers d'années, en raison des conditions climatiques et géographiques de ce pays. Ceci a formé la communauté basée sur le village vietnamien travaillant principalement sur leur rizière, autour de leur bambou et sur leurs relations avec la famille et les ancêtres. De plus, avec l'influence considérable de la culture chinoise avec des milliers d'années de colonisation dans le Nord, le confucianisme, avec ses valeurs fondamentales dans le collectivisme et la hiérarchie, a fortement marqué la vie culturelle vietnamienne jusqu'à présent.

La recherche sur l'OCB au Vietnam est encore nouvelle avec des études de plusieurs thèses et articles publiés dans des conférences nationales. Cependant, ces recherches portent principalement sur les antécédents des OCB et leur impact sur les OCB dans des contextes particuliers, ainsi que sur les conséquences des OCB. L'étude de Nguyen (2014) a mis en évidence l'influence positive entre les OCB et la performance individuelle des employés vietnamiens des entreprises japonaises de la zone d'importance économique du Sud. D'autres études évaluent les facteurs responsables et influençant les OCB (Pham, 2017), tels que la relation entre le leadership des agents et les OCB (Ha, 2017) et l'impact de l'engagement affectif, de l'engagement continu et de l'engagement normatif sur les OCB (Tran, 2016). La question relative à la nature de l'OCB dans le contexte culturel vietnamien reste toujours ouverte. En outre, une recherche menée par Bartel-Radic (2013) montre que la culture nationale est considérée comme un élément permettant d'améliorer l'apprentissage interculturel organisationnel dans le cas du Brésil (Bartel-Radic, 2013). Cela signifie que la culture nationale

peut influencer le processus d'interaction et d'apprentissage en particulier, ainsi que le comportement des employés dans les organisations en général.

De ce point de vue et de l'avertissement de Schwab (1980) et de Van Dyne et al. (1995), un contexte différent de la culture vietnamienne incite le chercheur à rechercher la réponse à la question de savoir si le concept d'OCB a une valeur heuristique ou appliquée dans des pays de cultures différentes afin de proposer un nouveau modèle d'OCB dans le contexte de la culture orientale et vietnamienne par rapport à la culture occidentale - les États-Unis, où l'OCB a été défini pour la première fois par Organ en 1988.

### **Objet et design de recherche**

Le but de cette recherche est d'explorer les perceptions des employés vietnamiens à l'égard des OCB par une approche abductive. Cette recherche adopte les cadres théoriques de la citoyenneté organisationnelle et de la culture vietnamienne. Une analyse documentaire approfondie fournit un modèle conceptuel de l'OCB et de la culture vietnamienne pour répondre à la question de recherche suivante: Quelles sont les dimensions de l'OCB sous-jacentes dans le contexte culturel vietnamien?

Nous avons réalisé successivement une analyse documentaire approfondie pour définir le modèle conceptuel, une approche inductive à travers une étude qualitative de 50 entretiens en 2017, suivie d'une approche quantitative avec une enquête utilisant des questionnaires pour collecter 457 réponses (2018/2019) selon les dimensions développées. Des entretiens ont été menés avec 50 personnes travaillant dans une université et un hôpital dans une ville du centre du Vietnam. Les résultats de la recherche ont permis d'identifier des dimensions confirmées dans ce nouveau contexte et de nouvelles qui apparaissent dans la phase qualitative, ainsi qu'une échelle permettant de mesurer l'OCB pour la phase quantitative. Cette recherche est pertinente pour un certain nombre de débats universitaires sur le comportement organisationnel, la gestion des ressources humaines et la sociologie. Il propose et valide un modèle de dimensions OCB adapté à la culture vietnamienne.

## **Approches épistémologique et méthodologique**

Dans notre recherche, le pragmatisme nous a semblé le choix le plus approprié. Il est communément accepté car il affirme que les concepts ne sont pertinents que s'ils soutiennent l'action (Kelemen et Rumens 2008, cités dans Saunders et al., 2015). Cette philosophie du pragmatisme devient une solution lorsque les chercheurs souhaitent éviter la bataille des hypothèses ontologiques, épistémologiques et axiologiques entre les différentes philosophies (Saunders et al., 2015). En d'autres termes, le pragmatisme est considéré comme la conciliation entre positivisme et interprétativisme. Le déterminant le plus important pour une conception et une stratégie de recherche pragmatique serait le problème de la recherche et la question de recherche qui incorporerait l'accent pragmatique des résultats pratiques. Les pragmatiques démontrent de nombreuses façons différentes d'interpréter le monde et la recherche, car ils estiment qu'un seul point de vue ne pourrait pas donner une image complète. Par conséquent, ils utiliseront plusieurs méthodes, y compris des approches qualitatives et quantitatives, mais ce n'est pas toujours le cas, car leur utilisation dépend également de leur capacité à collecter des données crédibles, fondées, fiables et pertinentes. Une approche de méthode mixte se trouve généralement dans ce paradigme avec deux choix principaux: des méthodes mixtes explicatives séquentielles et des méthodes mixtes exploratoires séquentielles. Tandis que le premier se réfère aux méthodes quantitatives de la première étape à expliquer par les méthodes qualitatives de la deuxième étape afin d'ajouter de la profondeur et d'obtenir une compréhension plus complète d'un problème de recherche, le second propose une approche qualitative suivie d'une approche quantitative dans le but d'explorer un nouveau domaine dont on sait peu de choses (Creswell, 2014). Cependant, Saunders *et al.* ont également recommandé de ne pas considérer le pragmatisme comme une «échappatoire au défi de comprendre d'autres philosophies» (Saunders et al., 2015).

Cette recherche a adopté le pragmatisme comme base philosophique avec une méthode exploratoire mixte séquentielle pour expliquer la perception vietnamienne des dimensions de l'OCB. Ce problème de recherche est totalement exploratoire car les dimensions OCB ne sont pas bien connues dans le contexte culturel vietnamien. Il est clairement impossible de se situer dans le paradigme du positivisme. Cela serait probablement être classé dans le réalisme car le but de la recherche est de découvrir de nouvelles connaissances basées sur une explication contextuelle historiquement située dans une revue de littérature occidentale. Cependant, le

réalisme exige que le chercheur soit aussi objectif que possible, même si de nombreuses interprétations subjectives contribuent à cette étude. Par conséquent, le réalisme ne pourrait pas être une philosophie appropriée. Il semble également qu'avec de nombreuses interprétations subjectives issues d'une recherche qualitative dans laquelle le chercheur fait partie des recherches et de 50 entretiens approfondis semi-structurés, l'interprétativisme est une philosophie aux avantages indéniables. Cependant, le problème de la recherche nécessite également une analyse factorielle exploratoire basée sur une approche quantitative dans le but de construire une échelle avec les éléments de chaque dimension des OCB. Ce n'est pas cohérent avec les recommandations des interprétativistes. Dans cette perspective du but de l'étude, le pragmatisme devient la philosophie la plus appropriée pour explorer les dimensions des OCB dans le contexte culturel vietnamien.

Au cours de cette étude, une approche qualitative a été menée afin d'explorer la manière dont les dimensions d'OCB varient selon les contextes culturels nationaux. Les méthodes de recherche qualitative sont conçues pour aider les chercheurs à comprendre les gens à travers ce qu'ils disent et ce qu'ils font dans leur contexte social et culturel. En réalité, les décisions et les actions humaines ne peuvent être comprises que dans leur contexte, car cela aide à « expliquer » pourquoi quelqu'un a agi comme il l'a fait. Il est impossible de comprendre la raison pour laquelle quelqu'un a fait quelque chose ou pourquoi quelque chose s'est passé dans une organisation sans en parler aux autres. Par conséquent, pour mieux comprendre les motivations des personnes, leurs raisons, leurs actions et le contexte de leurs croyances et de leurs actions, il est préférable de mener une recherche qualitative (Myers, 2013). En outre, des interprétations avec de nombreuses explications sont une caractéristique généralement cruciale d'une collecte et d'une analyse de données qualitatives reposant sur de nombreuses preuves qualitatives recueillies.

Cette méthode de recherche a été choisie parce que les techniques d'entretiens semi-structurés dans une approche qualitative permettent de discuter de plusieurs sujets prédéterminés inspirés de la littérature antérieure, mais permettent également l'émergence de nouveaux problèmes à explorer (Creswell, 2014). Concrètement, pour être considérée comme une bonne méthode pour collecter des données riches, diverses et personnelles afin de découvrir un problème en profondeur, une approche qualitative avec des entretiens semi-structurés était l'outil le plus approprié pour étudier de nouveaux éléments d'un domaine de recherche. Cette étude a été

influencée par des études antérieures concernant les dimensions de l'OCB, telles que l'étude d'Organ (1988) et Podsakoff (2000), ainsi que par l'idée issue des résultats obtenus par une étude d'Organ *et al.* en 2000 concernant la variation des dimensions de l'OCB dans le contexte culturel chinois. Ces études contribuent à confirmer le fait que la réalité peut changer d'un contexte culturel à l'autre. Cela ne signifie pas que les théories psychologiques existantes sur les constructions OCB sont fausses en Chine ou seraient fausses au Vietnam, mais elles ne correspondent pas parfaitement à ce nouveau contexte et il sera utile de les revoir ou de prêter attention à leur utilisation dans un contexte différent.

Ensuite, une analyse thématique a été utilisée pour analyser les données. Il est important d'explicitement la différence entre une théorie enracinée (*grounded*) et une analyse thématique. Les deux méthodes sont basées sur des procédures de codage des données pour généraliser une théorie (Braun & Clarke, 2006). Cependant, dans la *Grounded Theory*, le processus d'analyse des données et le processus de collecte des données s'effectuent simultanément, ce qui permet de fonder les données sur ce qui a déjà été analysé. L'analyse des données dans la *Grounded Theory* est indéterminée avant le début d'une étude (Strauss & Corbin, 1990). En revanche, l'analyse thématique devient plus appropriée dans une étude avec un échantillon déterminé et défini dans le but d'analyser les classifications et de présenter des thèmes (modèles) qui relient les données via des interprétations (Boyatzis, 1998). L'analyse thématique permet aux chercheurs d'associer une analyse de la fréquence d'un thème à une partie de l'ensemble du contenu afin d'explorer une question dans un nouveau contexte en utilisant des interprétations de données. L'analyse thématique permettant aux chercheurs de détecter et d'identifier des facteurs ou des variables qui influencent tout problème généré par les participants, le comportement, les actions et les réflexions de ceux-ci pourraient être expliqués et interprétés de manière significative (Creswell, 2003). De plus, l'analyse thématique offre la possibilité de coder et de classer les données en thèmes en fonction de leurs similitudes et de leurs différences (Myers et Huberman, 1994). Pour atteindre ce qui précède, le processus doit inclure la familiarisation avec les données, la génération de codes initiaux, la recherche de thèmes, la révision de thèmes, la définition et la désignation de thèmes et la production de rapports (Braun et Clarke, 2006).

En résumé, l'analyse thématique permet une certaine souplesse dans l'analyse des données, fournit une structure pour l'organisation des thèmes et facilite l'interprétation du sujet de recherche (Braun et Clarke, 2006). L'utilisation de l'analyse thématique associée à la théorie sur

les OCB développée dans un contexte occidental nous a permis de capturer et d'organiser les données dans des modèles qui donnaient un sens et répondaient aux questions de recherche.

Le résultat initial de la phase qualitative ayant été combiné à l'état de l'art actuel des OCB dans l'analyse de la littérature occidentale, il serait utile de développer une échelle valide et fiable pour mesurer les perceptions d'OCB des employés dans le contexte culturel vietnamien. Pour ce faire, une approche quantitative avec une méthode d'enquête a été choisie comme méthode de recherche la plus appropriée dans cette étude. La stratégie d'enquête permet de collecter des données avec une description numérique des attitudes, des points de vue et de la tendance de l'échantillonnage (Creswell, 2003).

Le but de la phase quantitative est de développer une échelle pour une compréhension holistique du construit de l'OCB. L'analyse factorielle exploratoire (EFA) est choisie parce qu'elle permet de découvrir « une structure sous-jacente des variables observées » (Mvududu et Sink, 2013).

## **Résultats de la phase qualitative de la recherche**

### Dimensions de l'OCB confirmées dans le contexte vietnamien

La conscience est la première dimension de l'OCB qui a également été trouvée dans le contexte vietnamien. La conscience se définit comme la volonté de prendre des responsabilités supplémentaires, telles que faire des heures supplémentaires de manière volontaire, s'acquitter de tâches supplémentaires et partager des informations relatives au travail avec d'autres. Cette dimension est similaire à la conscience, telle que définie dans les travaux d'Organ en 1988. Le thème de la « conformité organisationnelle » identifié par Podsakoff comme une dimension de l'OCB, est regroupé dans cette dimension avec l'accord des trois chercheurs. La conformité organisationnelle concerne la ponctualité des employés sur le lieu de travail ainsi que l'obéissance aux règles et procédures organisationnelles en matière de temps de pause, de vacances et d'absence.

La deuxième dimension commune est l'altruisme ou l'aide apportée aux collègues. Cela signifie la volonté d'aider d'autres personnes sur le lieu de travail, que ce soit dans le cadre de problèmes liés au travail ou non. Cette construction ressemble à l'altruisme (Smith, Organ et Near, 1983) ou à l'aide (Van Dyne, Graham et Dienesch, 1994c) et se reflète dans les déclarations de nos

interlocuteurs. La dimension de « courtoisie » est également classée ici, parce que la courtoisie est comprise par Organ (1988) comme aider les collègues même avec des problèmes de tâches non liés au travail, et les aidant à empêcher l'apparition de problèmes dans leur travail. Ce comportement reflète généralement aussi le comportement d' « aider ».

La troisième dimension commune est la vertu civique ou la participation à des activités de groupe qui fait référence à la participation à des activités organisées par l'entreprise ou le syndicat. Cette dimension est similaire à la vertu civique dans la littérature occidentale.

La dernière dimension commune est la construction et la promotion d'une image de l'organisation semblable à la loyauté dans la littérature occidentale d'OCB. Elle est également classée dans la dimension de la fidélité au Vietnam. Par conséquent, cette dimension se compose de deux parties, « construire et promouvoir l'image de l'organisation » et son « dévouement » à long terme. Premièrement, les employés vietnamiens pensent que l'image de l'organisation est aussi leur image dans la société. Deuxièmement, dans le sens de la loyauté, les participants donnent également la preuve de leur dévouement professionnel dans le cadre de la loyauté.

#### Nouvelles dimensions de l'OCB émergent du contexte vietnamien

La première nouvelle dimension apparue dans le contexte vietnamien consiste à protéger et à économiser des ressources organisationnelles, notamment à économiser de l'argent, de l'information et de l'image, et à protéger l'organisation des catastrophes telles que les inondations et les incendies. Cette dimension est absente de la littérature occidentale (Podsakoff et al., 2000). Cette dimension est classée dans le groupe de la dimension de la vertu civique.

La deuxième dimension ajoutée est un lieu de travail respectueux de l'environnement. La première composante de cette dimension est de garder le lieu de travail propre. Bien que Organ (1998) et Van Dyne et al. (1994) suggèrent cette dimension dans leurs travaux, elle n'a finalement pas été considérée comme une dimension dans la littérature occidentale (Podsakoff et al., 2000). Le deuxième élément de cette dimension est un lieu de travail respectueux de l'environnement.

La troisième nouvelle dimension est l'apprentissage continu, y compris l'auto-formation et le partage des connaissances. L'auto-formation se réfère à la volonté d'améliorer ses

connaissances, ses compétences et ses aptitudes au service de l'organisation. Tous les répondants de l'Université d'économie et de l'hôpital aimeraient être formés.

La dernière dimension issue de notre étude est l'harmonie interpersonnelle, qui fait référence aux actions des employés sur le lieu de travail afin de préserver des relations harmonieuses entre collègues. Cette dimension est négligée dans la littérature occidentale (Podsakoff et al., 2000) bien qu'Organ (1998) ait jadis envisagé le « rétablissement de la paix » comme une forme d'OCB. Cette dimension examine les comportements d'évaluation de la performance des collègues, et non leurs caractéristiques, le fait de ne pas utiliser un langage offensant lors de la discussion d'un problème lié à une tâche connexe et de maintenir une atmosphère harmonieuse sur le lieu de travail.

#### Dimensions qui ne sont pas cohérentes dans le contexte culturel vietnamien

Par rapport aux dimensions dans la littérature occidentale, certaines nouvelles dimensions apparaissent, tandis que d'autres sont classées dans un groupe plus adéquat. Une dimension, la « sportivité » disparaît. Le terme « sportivité » dans le contexte occidental est comprise comme un comportement d'adaptation à des conditions de travail difficiles sans se plaindre. Pour les Vietnamiens, ne pas se plaindre est la norme et les gens surmontent des conditions de travail difficiles sans les verbaliser. Même en cas de difficulté, se plaindre n'est pas un critère d'évaluation des performances d'une personne. Le problème important est la façon dont les gens réagissent et surmontent leurs problèmes. « Je ne pense pas que l'esprit sportif soit important pour être perçu comme une dimension d'OCB car j'ai beaucoup de collègues qui se plaignent toujours, mais ils réalisent aussi de bonnes performances. C'est la façon dont ils résolvent le problème aura un sens. » « Je me plains généralement. Mais cela ne signifie pas que j'ai une attitude négative. C'est juste un moyen de réduire mon stress. J'essaie toujours de trouver comment surmonter ces difficultés. »

Le tableau 20 présente les résultats après avoir effectué l'analyse thématique. Les dimensions en italique dans la première colonne sont celles qui apparaissent dans la littérature occidentale et qui apparaissent également au Vietnam, mais où elles ne peuvent être considérées comme une dimension solide. Par conséquent, elles sont considérées comme un sous-thème et intégrées dans d'autres dimensions solides.



## Résultats de la phase quantitative de la recherche

Une analyse en composantes principales avec rotation Varimax a été utilisée pour confirmer la validité du construit. Les résultats de l'analyse factorielle, des charges factorielles et de la variance expliquée sont présentés dans le tableau 29. Comme le montre ce tableau, cinq facteurs expliquant 61,828% de la variance totale ont été obtenus. La valeur de chargement du facteur de chaque item est supérieure à 0,5. Par conséquent, la qualité globale de l'analyse peut être considérée comme bonne.

Seuls 16 des 67 éléments proposés dans le questionnaire sont regroupés dans les dimensions. Cependant, l'étude a commencé par une représentation diversifiée de la coopération au sein du groupe, puis les éléments ont été regroupés de manière intuitive. Ce faisant, il n'est pas surprenant que l'item CONS8 ne soit pas représenté dans le facteur de la conscience, mais dans la dimension de la vertu civique.

Chaque dimension a été nommée conformément à la construction expliquée par les éléments. La première dimension est appelée loyauté. Les éléments de cette dimension sont liés au comportement loyal des employés envers l'organisation. La dimension se compose de trois items avec des chargements de 0,687, 0,770, 0,705 et explique 14,548% de la variance totale. Elle inclut la promotion de l'organisation auprès de personnes extérieures par le biais de la coopération externe, la promotion de la diversité des organisations au niveau régional et international et l'obtention de prix et de médailles pour l'organisation.

Les éléments de la deuxième dimension sont liés à l'esprit d'apprentissage continu des employés en tant que citoyens de l'organisation. Ce facteur nommé apprentissage continu comprend trois éléments. La charge factorielle des éléments de cette dimension est comprise entre 0,567 et 0,771 et explique 28,188% de la variance totale. L'auto-formation active avec de nouvelles tâches pour augmenter la contribution, avoir un objectif et un chemin de carrière, créer un environnement de partage des connaissances sur le lieu de travail et créer un environnement de partage des connaissances sur le lieu de travail sont des exemples d'items de cette dimension.

La troisième dimension avec quatre éléments est nommée vertu civique en raison de ses éléments, notamment le développement de l'organisation, la participation à des réunions qui ne

sont pas obligatoires mais qui sont considérées comme importantes, prêtes à assumer des responsabilités supplémentaires qui dépassent le minimum requis, mais qui profitent également à l'organisation. Les charges factorielles sont de 0,792, 0,791 et 0,564 respectivement.

La quatrième dimension est appelée conscience. Elle comprend le fait d' obéir à la réglementation des pauses pendant le temps de travail, de ne pas prendre de pauses supplémentaires, un faible taux d'absence et de ne pas utiliser le temps de travail pour effectuer d'autres activités individuelles, avec des charges de 0,771, 0,643, 0,652 et 0,567 respectivement.

La dernière dimension comprend deux items (manger à l'endroit autorisé sur le lieu de travail et garder le lieu de travail rangé). Elle est étiquetée comme garder le lieu de travail propre.

Les cinq facteurs pris ensemble expliquent 61,828 de la variance.

En résumé, une analyse factorielle exploratoire des items du questionnaire a produit une structure simple et interprétable à cinq facteurs. Les cinq facteurs sont la loyauté, l'apprentissage continu, la vertu civique, le sens de la conscience et la propreté du lieu de travail.

De plus, l'échelle de mesure de l'OCB (OCBQ) a des scores de fiabilité adéquats allant de 0,69 à 0,742. Les principales variables démographiques saillantes (sexe, âge, origine, formation, ancienneté et secteur) n'ont pas d'effet significatif sur les scores factoriels dérivés de l'OCBQ. Les effets d'interaction se sont avérés non significatifs. Enfin, de faibles corrélations significatives ont été trouvées entre le niveau de scolarité et les scores / dimensions du facteur 4 de l'OCBQ.

### **Les contributions de la recherche**

Cette recherche offre deux contributions originales au champ du comportement organisationnel, liées à la compréhension de la perception des employés du comportement organisationnel en matière de citoyenneté. Premièrement, cette recherche contribue à la théorie via la conceptualisation et la validation d'un nouveau modèle d'OCB reposant sur l'OCB et la théorie de la culture vietnamienne. Quatre dimensions supplémentaires du modèle ajoutent du poids à la première contribution originale: (a) protéger et économiser les ressources de l'organisation, (b) un lieu de travail respectueux de l'environnement, (c) l'apprentissage continu et (d) l'harmonie interpersonnelle. Deuxièmement, cette recherche propose également une échelle de mesure de

l'OCB dans le contexte culturel vietnamien qui pourrait être utile à ceux qui souhaiteraient mener une enquête sur l'OCB dans ce pays.

En premier lieu, l'étude montre que ce qui est considéré comme un comportement citoyen peut varier considérablement d'une culture à l'autre. La culture conditionne notre conviction sur les comportements qui contribuent à l'efficacité organisationnelle. Parce que les Vietnamiens estiment que le conflit est dommageable pour les organisations et qu'ils aiment l'harmonie au sein d'une communauté, l'harmonie interpersonnelle apparaît comme une forme majeure d'OCB au Vietnam. La culture détermine également nos critères d'efficacité organisationnelle.

L'étude a également révélé que l'auto-formation était une dimension importante de l'OCB. À la différence d'autres formes d'OCB, l'autoformation contribue à l'efficacité organisationnelle en rendant les employés plus productifs. Dans une société centrée sur le savoir, l'auto-formation peut jouer un rôle plus important à l'avenir.

Cette recherche comporte une utilité managériale en fournissant une meilleure compréhension des leviers que peuvent utiliser les gestionnaires qui souhaitent travailler dans le contexte de la culture vietnamienne. De plus, l'échelle de mesure de l'OCB développée peut servir d'instrument pour étudier l'impact de l'OCB sur la performance des employés dans une organisation. Cela peut aider à mieux comprendre l'expérience des employés vietnamiens et à identifier le(s) facteur(s) qui a (ont) le plus fort impact sur l'expérience OCB des employés.

Les résultats de la recherche peuvent être utilisés pour évaluer la performance des employés et orienter une planification stratégique dans laquelle les facteurs d'OCB méritent la plus grande attention. Par exemple, si une étude de cas était réalisée dans une organisation donnée à l'aide d'OCBQ et que les gestionnaires découvraient que l'apprentissage continu devenait la mesure la plus importante, l'organisation pourrait créer des programmes pour renforcer les capacités des employés et créer une atmosphère d'apprentissage positive sur le lieu de travail. Elle peut aussi encourager le comportement d'apprentissage continu des employés. Toutefois, si la vertu civique apparaît comme le problème le plus important dans une organisation, le service des ressources humaines pourrait accorder une attention particulière aux activités visant à rappeler ou à accélérer les préoccupations des employés en matière de développement organisationnel.

L'échelle peut également servir à mesurer quantitativement l'OCB dans les campagnes de recrutement pour éventuellement identifier des candidats potentiels pour une organisation. Par

exemple, les employés qui ont un score élevé dans les dimensions 1 (loyauté) et 2 (apprentissage continu) pourraient être utiles aux organisations qui recherchent des employés qui travaillent depuis longtemps avec un enthousiasme pour l'auto-formation et le partage des connaissances, comme on pourrait le trouver dans les universités.

## **Les limites de la recherche**

### Une approche qualitative avec une analyse thématique

Cette étude comporte plusieurs contraintes majeures qui limitent la possibilité de généraliser ses résultats. Premièrement, bien que le chercheur ait obtenu un groupe diversifié de 50 répondants dans des organisations situées au centre du Vietnam, notre échantillon peut ne pas être représentatif de la population active de ce pays.

Ainsi, les conclusions de cette recherche sont de nature exploratoire et doivent être confirmées dans les recherches futures avant de pouvoir les généraliser. Deuxièmement, bien que cette étude ait révélé que les formes de OCB varient entre les États-Unis et le Vietnam, il était toujours impossible d'inclure ou de contrôler d'autres modificateurs contextuels potentiellement pertinents d'OCB dans l'étude (par exemple, le secteur économique, la technologie ou l'orientation stratégique de l'entreprise). Les recherches futures devraient inclure ces facteurs contextuels dans une seule étude afin que les effets du contexte sur l'OCB puissent être examinés plus en détail. Troisièmement, les résultats peuvent être conditionnés par la nature du travail effectué par les répondants à cette étude. Par exemple, certaines formes de l'OCB (maintenir le lieu de travail propre, par exemple) peuvent être plus appropriées pour des postes non professionnels et dans des environnements médicaux comme un hôpital, mais pas pour les professionnels. D'autres formes d'OCB (aider les collègues, par exemple) sembleraient convenir à ceux qui travaillent en étroite collaboration avec d'autres, mais pas à ceux qui travaillent de manière isolée sur le terrain. En d'autres termes, les formes considérées comme les plus importantes de l'OCB peuvent dépendre de la définition du travail, du fait que le travail s'inscrit dans la chaîne de valeur et de sa relation attendue avec des tiers. Étant donné que l'échantillon de travailleurs n'est pas choisi de manière aléatoire, il se peut que la nature des emplois constituant l'échantillon explique certaines des relations observées, plutôt que les grandes différences culturelles et institutionnelles. La saillance de l'OCB en tant que dimension de la performance varie en fonction des rôles les plus

importants, pas seulement des emplois, et du fait que les participants sont appelés à jouer un rôle dans différents contextes de travail. Les futurs chercheurs devraient explorer ces possibilités.

### Une approche quantitative avec une analyse factorielle exploratoire

Malgré les nombreux avantages de l'OCBQ, il y a plusieurs limites à noter, qui ouvrent des pistes de recherche futures. La validité interne, qui permet à une étude de faire de vraies inférences sur les relations étudiées, joue un rôle très important dans cette étude car cette étude a tenté d'établir l'OCBQ. Les menaces à la validité interne dans cette étude incluaient probablement plusieurs types de biais, y compris la sélection, l'auto-déclaration, la réponse à la désirabilité sociale, la tendance centrale et l'ordre.

Un biais de sélection est fréquent dans les enquêtes. Par exemple, les employés peuvent avoir participé à l'enquête en raison de leur intérêt particulier pour l'OCB, avoir déjà expérimenté l'OCB et avoir utilisé l'OCBQ comme outil pour le « signaler » anonymement, ou avoir observé ces comportements d'autres personnes. Les biais de réponse auto-déclarés et de désirabilité sociale se sont manifestés dans l'étude en termes de réponse des participants aux éléments. Ils ont répondu ce qu'ils pensaient être plus acceptable ou plus approprié. De plus, malgré la confidentialité, les participants ne pouvaient éviter de craindre que leurs réponses aient un impact négatif sur leur évaluation.

De plus, les biais d'ordre, de tendance centrale et de réponse extrême peuvent avoir influencé la façon dont les participants ont répondu aux questions du sondage. L'ordre des items de l'OCBQ était familier à tous les participants avec les items démographiques, suivi des 67 items OCB de l'échelle de Likert et des 16 items issus de l'expérience. L'ordre de ces éléments a influencé les participants qui ont été inclus dans l'analyse finale des données car certains participants n'ont terminé que la première moitié de l'enquête avec des réponses sur papier. Le biais de tendance central et les réponses extrêmes influencent souvent les études utilisant des échelles de Likert. Les participants ont peut-être choisi la réponse moyenne ou la réponse la plus extrême, ce qui a pu avoir une incidence sur les résultats.

La validité externe est la mesure dans laquelle l'étude pourrait être généralisée à la population plus large. Compte tenu d'un échantillonnage de convenance, les conclusions de la présente

étude ne peuvent être généralisées à un public plus large. Plus précisément, une grande partie de l'échantillon comprenait des habitants du Centre du Vietnam et une majorité d'entre eux étaient originaires de Danang et de Quang Nam. Plus de 80% des répondants fréquentaient des établissements d'enseignement supérieur dans la région centrale du Vietnam. Enfin, bien que la taille de cet échantillon ait été robuste pour les analyses statistiques (N = 457), les résultats de l'étude représentent une mesure statique des perceptions et des croyances des participants au moment où ils ont répondu au sondage.

En outre, l'élaboration des éléments reposait principalement sur la revue de la littérature et sur la contribution d'experts possédant une expertise dans la recherche et le travail en université.

### **Recommandations pour des recherches futures**

Ces limitations ouvrent la voie à des recommandations pour des recherches futures. Premièrement, les enquêtes futures sur les perceptions des employés vis-à-vis de l'OCB devraient inclure un plus grand nombre de participants de différentes régions géographiques comme le Nord ou le Sud du Vietnam. Les chercheurs devraient encourager les participants de divers types d'organisations, de contextes et de secteurs à participer.

Une autre recommandation clé pour les recherches futures concerne la validité de l'OCBQ. Dans cette perspective, une analyse factorielle confirmatoire devrait être réalisée avec un nouvel échantillon pour corroborer la dimensionnalité de la mesure ou sa validité conceptuelle. La validité concurrente d'OCBQ doit être évaluée à l'aide d'autres instruments similaires. L'échelle OCBQ peut également être corrélée à d'autres variables importantes comme les antécédents d'OCBQ.

En raison de la taille réduite de l'échantillon, nous n'avons pas pu tester que l'influence de caractéristiques démographiques sur la structure factorielle de l'OCBQ. À l'avenir, un échantillon diversifié plus grand et plus représentatif serait utile pour examiner plus avant l'invariance entre différents types d'organisations, les niveaux d'adaptation culturelle ou les caractéristiques familiales.



## Chapter 1: Introduction

### 1.1. Origin of the subject

Vietnam is an emergent economy in the dynamically economic zone in Asia. From one of the poorest nations in the world, Vietnam has switched to the group of lower middle countries with a rapid economic growth and development. According to the World Bank statistic, the extreme poverty rate of Vietnam has decreased to below 3 percent in 2018. Vietnam's economy spurred a fundamental strength with 6.8 percent of growth in 2017 and GDP growth accelerated to 7.1 percent in 2018 based on its robust domestic demand and export-oriented manufacturing. Every year, this country has opened the door to welcome numerous laborers and investors coming from different geographical places in the area and over the world. Enterprises therefore must confront potential competitors in their sector in the context of globalization. Competition therefore is at the core of the success or failure of firms and competitive strategy aims to establish a profitable and sustainable position against the forces that determine industry competition, that could be called later a competitive advantage and a sustained competitive advantage of an organization (Porter, 1985). From this perspective, to achieve sustained competitive advantage for firms, understanding sources that organizations base has become a major area of research in the field of strategic management (Porter, 1985). Therefore, Barney (1991) proposed the resource – based view as a theory to analyze and interpret resources of the organization in order to fathom the way by which organizations achieve sustainable competitive advantage. The Resource Based View (RBV) emphasizes the concept of difficult to imitate attributes of the firms as sources of superior performance and competitive advantage (Barney, 1991). In another word, resources that are valuable, rare, inimitable and non-substitutable make it possible for business to develop and maintain competitive advantages. In the language of traditional strategic, firm resources includes strengths that firm can use to conceive of and implement their strategies (Learned, Christensen, Andrews, & Guth, 1969; Porter, 1981). Firm resources also consist of all assets, capabilities, organizational processes, firm attributes, information, knowledge, etc. controlled by a firm that enable the firm to conceive of and implement strategies that improve its efficiency and effectiveness (Daft, 1992). Barney (1991) classified three types of resources, namely physical capital resources (i.e. physical, technological, plant and equipment), human capital resources (i.e.



training, experience, insights) and organizational capital resources (i.e. formal structure. Employees in the set of human capital resources with good individual performance are considered a kind of that asset (Amstrong & Taylor, 2014).

Individual performance also consists of two other classifications of performance, namely task performance and contextual performance. Organizational citizenship behavior (OCB) is a kind of contextual performance that contributes significantly to the individual performance (Podsakoff, Blume, Whiting, & Podsakoff, 2009). Therefore, OCB has attracted numerous scholars studying it in order to explore, confirm and build valuable knowledge in the area of organizational behavior.

OCB research is accelerating dramatically in popularity and is having a huge impact on researchers. According to the Web of Knowledge in 2018, the literature on OCB and related constructs has been published with over 4900 articles between 1983 and 2017. Among them, approximately 83% of the articles have been published within the past 10 years, and over half (51%) have been published in just the past 5 years (Podsakoff, Podsakoff, & MacKenzie, 2018).

OCB is universally appreciated as a necessary part of the employee performance together with task performance and counterproductive work behaviors (Rotundo & Sackett, 2002). According to (Tammy D. Allen & Rush, 1998; Johnson, Kiker, Erez, & Motowidlo, 2002; MacKenzie, Podsakoff, & Fetter, 1991; P. M. Podsakoff, MacKenzie, Paine, & Bachrach, 2000b), managers pay more and more attention nowadays to the OCB with a considerable amount of weight while evaluating the employee performance. OCB has the similar impact on employee performance like task performance and is used as a criteria for managers making reward allocation decisions (Podsakoff, Podsakoff, MacKenzie, Maynes, & Spoelma, 2014a). Therefore, it is worthwhile to be concerned with and examine this kind of behavior.

Moreover, OCBs are considered as a crucial determinant of group / unit / organizational effectiveness and success. They contribute significantly to the unit performance, goal achievement, and speed of task performance, efficiency, product quality, customer satisfaction, service quality, market performance, sale revenue, operating costs, and profitability in both the qualitative and quantitative sides. Thanks to their beneficial effects on organizational performance, OCBs have become a substantial factor for managers evaluating employee performance.

Originally, OCBs were a part of the organizational behavior field with numerous studies concerning different business disciplines such as marketing, management, human resources management, industrial-labor relations and operations research. However, the widespread interest on OCBs has recently expanded into many others sectors with many research studies published in the fields of ethics, public administration, social work, criminology, social psychology, sociology, political science, anthropology, communications, sports science, environmental studies, engineering, health care services, psychiatry, and nursing (Web of Knowledge, 2018).

Last but not least, interest in OCBs has passed the barrier of the American boundary and extended to other national cultures (Farh, Chen-Bo Zhong, & Organ, 2000; Gelfand, Erez, & Aycan, 2007; Jiing-Lih Farh, Earley, & Shu-Chi Lin, 1997). Research shows that OCBs also have a crucial impact at both the individual and organizational levels in many different countries, namely China, Taiwan, Korea, Japan, Singapore, Australia, India, Turkey, Israel, Iran, Nigeria, Brazil, Russia and the European Union.

Additionally, most of the empirical research on organizational citizenship behavior, and the related concepts such as prosocial organizational behavior and organizational spontaneity has focused more on the substantive validity (Schwab, 1980) rather than on construct validity (Van Dyne, Cummings, & Parks, 1995). OCB is also popularly studied in relationship with its consequences and its antecedents, but the nature of OCB in another context is still an unfinished issue. This means that the literature has paid more attention to understanding the relationships between organizational citizenship and other constructs, rather than carefully defining the nature of citizenship behavior itself. Schwab (1980) and (Van Dyne et al., 1995) warned that if additional attention is not directed toward more comprehensive theoretical explications of the constructs and their measures, we are in danger of developing a stream of literature that may prove of little value to the field in the long term.

Organ (2018) continues question if the concept of OCB and its dimensions have heuristic or applies value in countries with different cultures. His study with Farh and Zhong in 2004 that was conducted in the Chinese cultural context especially confirmed that the construct of OCB is potentially relevant to a broad continuum of culture. Obviously, the Chinese culture differs significantly from the United States based on Hofstede's dimensions, particularly in

individualism-collectivism and power distance, and that leads to the variation of OCB dimensions in Chinese context. Organ (2018) also suggested developing some degree of cultural relevance in the measuring instruments that pertain to the values, behaviors, and forms that individuals perceive as exemplars of OCB in their contexts.

The historical development of Vietnamese people has been characterized by the wet rice civilization for thousands of years due to the climatically and geographical condition of this country. This formulated the community based on the village of Vietnamese working mainly on their paddy field, around their bamboo and with their relationship to ancient relatives. Moreover, with the considerable influence of Chinese culture with thousands of years of Northern colonization, Confucianism with their core values in collectivism and hierarchy has strongly imprinted on the Vietnamese cultural life until nowadays.

In addition, the research on OCB in Vietnam is still new with studies from only several theses and papers published in national conferences. However, these researches focus mainly on the antecedents of OCB and its impact on OCB in particular contexts as well as the consequences of OCB. The study of Nguyen (2014) emphasized the positive influence between OCB and Individual Performance of Vietnamese employees in Japanese companies of the Southern important economics area. Other studies evaluate the factors causing and influencing OCB such as Pham (2017), the relationship between servant leadership and OCB (Ha, 2017) and the impact of affective commitment, continuance commitment and normative commitment on OCB (Tran, 2016). The attention on the nature of OCB in Vietnamese cultural context is still left open. Moreover, an intercultural research conducted by Bartel – Radic (2013) presents that national culture is considered as an element to enhance the organizational intercultural learning in the Brazilian case (Bartel-Radic, 2013). It means that national culture influences on the process of interaction and learning in particular and on the behaviors of employees in organizations in general.

From this perspective and the warning of Schwab (1980) and Van Dyne et al. (1995), a different context of Vietnamese culture motivates the researcher to find out the answer for the question of whether the OCB concept has heuristic or applied value in countries with different cultures in order to contribute a new model of the OCB in the context of eastern, Vietnamese culture compared with the western one – the US - where OCB was first conceived by Organ in 1988.

## **1.2. Research Purpose and Research Question**

The purpose of this research is to explore the Vietnamese employees' perceptions of organizational citizenship behavior via an inductive approach. This research adopts the theoretical frameworks of organizational citizenship and Vietnamese culture. An extensive literature review provides a conceptual model of OCB and Vietnamese culture to address the following research question: What are the dimensions of OCB underlying in Vietnamese Cultural context?

After an extensive literature review to define the conceptual model, an inductive approach through a qualitative study of 50 interviews during the year of 2017, followed by a quantitative approach with survey study using questionnaires to collect 457 responses (2018/2019) across the dimensions were developed. Interviews were conducted with 50 people working in Universities and a Hospital in a city in the center of Vietnam. The research results consist of dimensions that are confirmed in new contexts as well as some others that emerge for the first phase and a scale to measure the OCB in the second phase. This research is relevant to a number of scholarly debates in organizational behavior, human resource management and sociology. It provides and validates a model of OCB dimensions influenced by cultural factors.

## **1.3. Thesis Structure**

This thesis is composed of six chapters.

### ***Chapter 1: Introduction***

The opening chapter presents an overview and an introduction to the study. It outlines the reasons for the thesis being carried out, the purpose and the research question and the structure of the thesis.

### ***Chapter 2: Paradigm of the study***

This chapter refers to pragmatism in order to identify the philosophical position and the reason for conducting two qualitative and quantitative approaches for this study. This chapter also considers the research design and ethical considerations as well as strategies for data preparation.

### ***Chapter 3: Literature review***

The third chapter reviews and evaluates literature concerning existing conceptual models of organizational citizenship behavior and Vietnamese context. This chapter permits a strong belief on the cross-cultural variation of OCB dimensions in Vietnamese cultural context with a deep comparison of the significant difference between the US and Vietnamese cultural context.

### ***Chapter 4: A thematic Analysis of Organizational Citizenship Behavior in Vietnamese cultural context***

This chapter presents the qualitative approach based on a thematic analysis, resulting in a discussion of findings for each dimension from the data collected from 50 semi-structured interviews developed from the research question.

### ***Chapter 5: An exploratory factor analysis examining experiences and perceptions of Organizational Citizenship Behavior in Vietnamese cultural context***

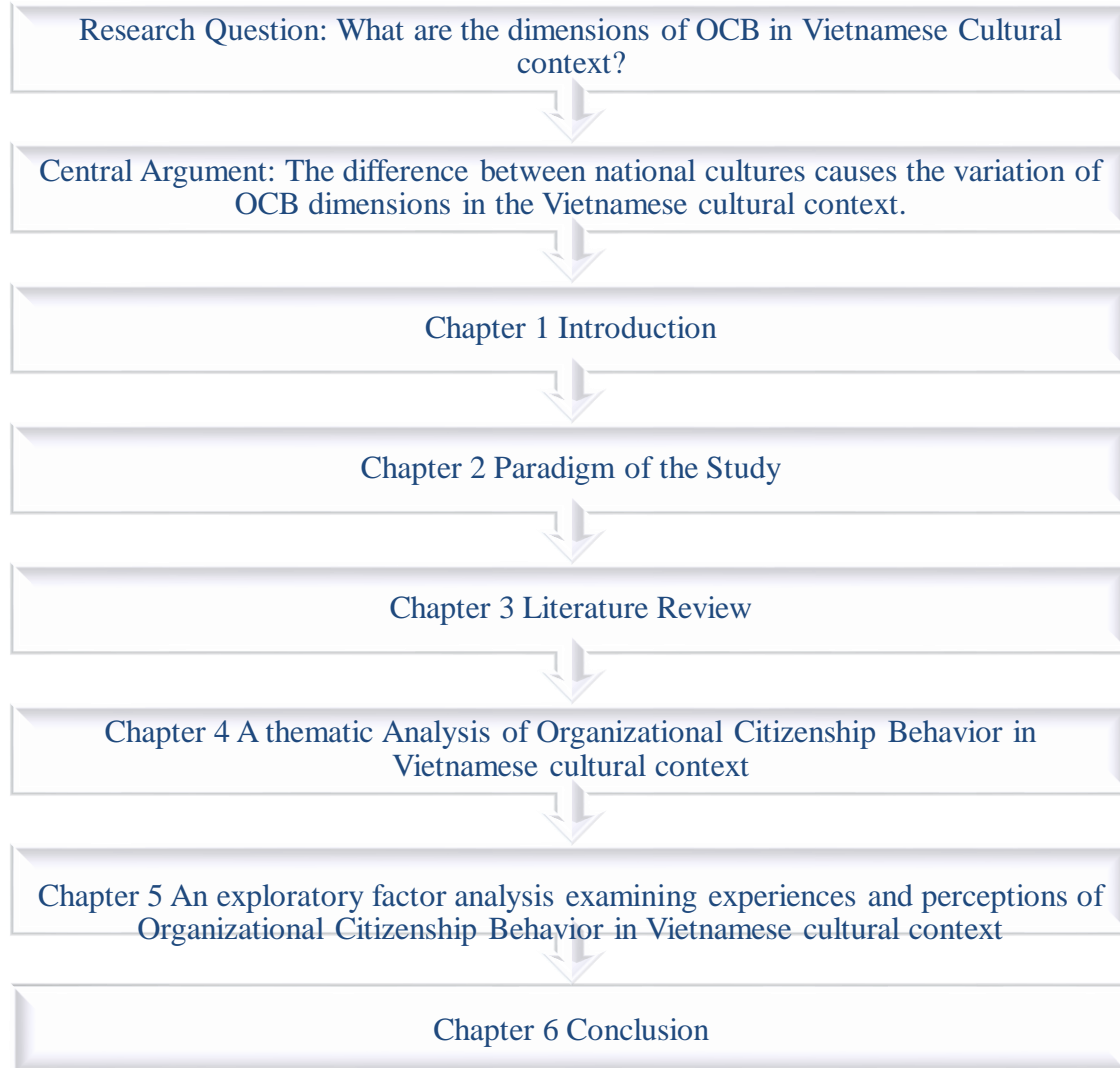
The fifth chapter using the quantitative approach to build a scale measuring OCB dimensions via an exploratory factor analysis with 457 respondents would be reported with its research design, data collection, data analysis, results and discussion.

### ***Chapter 6: Conclusion***

The final chapter provides a conclusion with the discussion on theoretical and practical contribution of this research as well as its limitations and directions for future research.

Figure 1 below represents the structure of the thesis.

Figure 1: Structure of the thesis



## Chapter 2: Paradigm of the study

The purpose of this chapter is to present the research philosophy of this thesis as well as the respective methodology used. Research philosophy is understood as the development of knowledge and the nature of that knowledge. In other words, the research philosophy reflects the way in which researchers view the world.

As stated in the general introduction to the thesis, the purpose of this research is to explore how OCB dimensions vary across the cultural context. To do so, the research strategy is based on interpretation philosophy, induction logic, a qualitative approach with a thematic analysis on semi-structured interviews and a quantitative approach with an exploratory factor analysis on a survey study. The reason for these choices will be explained and clarified through this chapter.

Section one positions the research philosophy of this study as pragmatism among the paradigms in management research as well as its implications for research design. Section two explains the qualitative approach applied in this study while section three will present the quantitative approach for obtaining the empirical research objectives. A brief conclusion with the main points will end this section.

### **2.1. Research philosophy of the study**

The questions of epistemology and ontology are primary to the question of methods (Guba & Lincoln, 1994). The argument of Guba and Lincoln appreciates a crucial role in positioning the study in a research philosophy. To clarify a research philosophy, it is important and necessary to consider its three main classifications including epistemology, ontology and axiology.

Firstly, to be considered as a branch of philosophy which is concerned with social beings, ontology refers to the question: what is the nature of reality? (Saunders, Lewis, & Thornhill, 2009) Two extremes were identified in this classification. While objectivist thinks that social entities exist in a reality that is external to the social actors, subjectivist preserves the idea that social phenomena are created from the perceptions and consequent actions of social actors.

Secondly, epistemology refers to the question: what constitutes acceptable, valid and legitimate knowledge and how we can communicate knowledge to others? This came from Burrell and

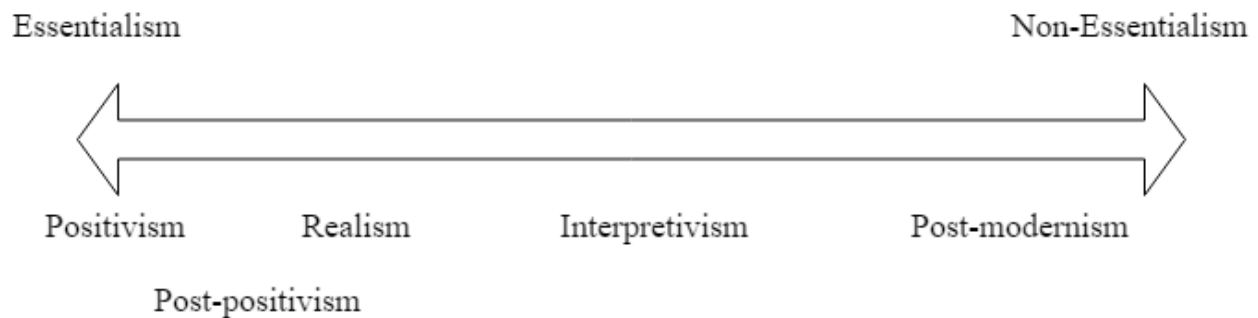
Morgan(1979, cited in (Saunders, Lewis, Thornhill, & Bristow, 2015). In other words, it represents the sources of knowledge. There are three main dominant paradigms in management research, including positivism, realism which includes critical realism and interpretivism, or social constructivism. Positivists believe that only observable phenomena can provide credible data and facts. They focus mainly on the causality and the end product can be law-like generalizations similar to those in the physical and natural sciences. Realists protect their point of view: what the senses show us is reality or truth. This means that observable phenomena also provide credible data and facts, but phenomena also create sensations that create the misinterpretation. Furthermore, insufficient data means inaccuracies in sensations. They focus on explaining the world within a context or contexts. Objects have an existence that is independent of the human mind. Interpretivists recommend that the researcher should understand the differences between humans in our role as social actors. They appreciate the subjective meanings and social phenomena by focusing on the details of the situation, the reality behind these details, subjective meanings and motivating actions.

Finally, axiology, a branch of philosophy which is concerned with social beings, refers to the question: what is the role of values? (Saunders et al., 2009). In other words, axiology reflects the role of the researcher's value on the whole research process by clarifying the "purpose" of the research: a researcher is attempting to explain or explore the world. The positivist carries out the research in a value-free way. It means that the researcher and the data exist independently and they keep an objective stance. Realists however are biased by world views, cultural experiences and upbringings that influence the research findings. Their research therefore is value laden. In another extreme, interpretivists consider themselves as a part of what is being researched. They cannot be separated, leading their research to be value bound and subjective.

The figure 2 below, from Thietart (2014) helps to visualize these paradigm classifications.



Figure 2: Epistemology paradigms (Thiétart, 2014)



Thiétart (2014) divided the epistemological paradigms into more detailed classifications with the appearance of post-positivism and post modernism in order to better clarify the whole research philosophy (Thiétart, 2014). Because there are numerous studies that are difficult to classify in the three axes proposed by Saunders, Thiétart tried to position them in this continuum by recommending two more classifications. In their new work in 2015, Saunders et al also proposes post-modernism as an epistemological paradigm (Saunders et al., 2015).

However, the choice between either positivism or interpretivism is still a debated issue. It is indispensable that the argument of Guba and Lincoln (1994) above is reasonable, but in reality, in many cases, the positioning of one study becomes more difficult than before. Tashakkori and Teddlie (2003) recommended that it is better for the researchers in a particular study to think about the research philosophy as a continuum rather than opposite extremes because “at some point the knower and the known must be interactive, while at others, one may more easily stand apart from what one is studying” (Tashakkori & Teddlie, 2003).

In this case, pragmatism becomes the most appropriate choice and is commonly accepted because pragmatism argues that concepts are only relevant when they support action (Kelemen and Rumens 2008, cited in Saunders et al., 2015). This philosophy of pragmatism becomes a solution when the researchers are becoming so impatient with the battle of ontological, epistemological and axiological assumptions between the difference philosophies that they could not question the relevance between their research and a philosophy (Saunders et al., 2015). In other words, pragmatism is considered as the reconcilability between positivism and

interpretivism. The most important determinant for a pragmatist research design and strategy would be the research problem and the research question that in turn would incorporate the pragmatist emphasis of practical outcomes. Pragmatists demonstrate many different ways of interpreting the world and the research because they believe that a single point of view could not give the entire picture. Therefore, they will use multiple methods including qualitative and quantitative approaches but that is not always the case because the use of methods also depends on their capacity to collect credible, well-founded, reliable and relevant data. A mixed-method approach is usually found out in this paradigm with two main choices including sequential explanatory mixed methods and sequential exploratory mixed methods. While the former refers to quantitative methods of stage one to be explained by qualitative methods of stage two in order to add depth and obtain a more comprehensive understanding of a research problem, the latter proposes a qualitative approach followed by a quantitative approach with the purpose of exploring a new field of which little is known (Creswell, 2014). However, Saunders et al also recommended not treating pragmatism as an “escape route from the challenge of understanding other philosophies” (Saunders et al., 2015).

This research adopted pragmatism as the philosophical basis with a sequential exploratory mixed method to explain the Vietnamese perception of OCB dimensions. This research problem is totally exploratory because the OCB dimensions are not well known in the Vietnamese cultural context. It is clearly impossible to be located in the positivism paradigm. It seems possibly to be classified in realism because the research purpose is to find out new knowledge based on a contextual explanation that is historically situated in a Western literature review. Yet realism requires the researcher to be as objective as possible even while many subjective interpretations contribute to this study. Therefore, realism could not be a suitable philosophy. It seems also that with many subjective interpretations from a qualitative research in which the researcher is a part of what is researched and with in-depth 50 semi-structured interviews, interpretivism is an undeniable philosophy. However, the research problem also requires an exploratory factor analysis based on a quantitative approach in an attempt to build a scale with the items in each OCB dimensions. That is not the recommendation from interpretivists. From this perspective of the study purpose, pragmatism becomes the most appropriated philosophy to explore the OCB dimensions in the Vietnamese cultural context.

The sections below continue to discuss the reasons for a qualitative approach with the semi-structured technique used to collect data and a thematic analysis to analyze data on the one hand, and a quantitative approach with survey research used to collect data and an exploratory factor analysis (EFA) to analyze data on the other.

## **2.2. The qualitative phase of the research**

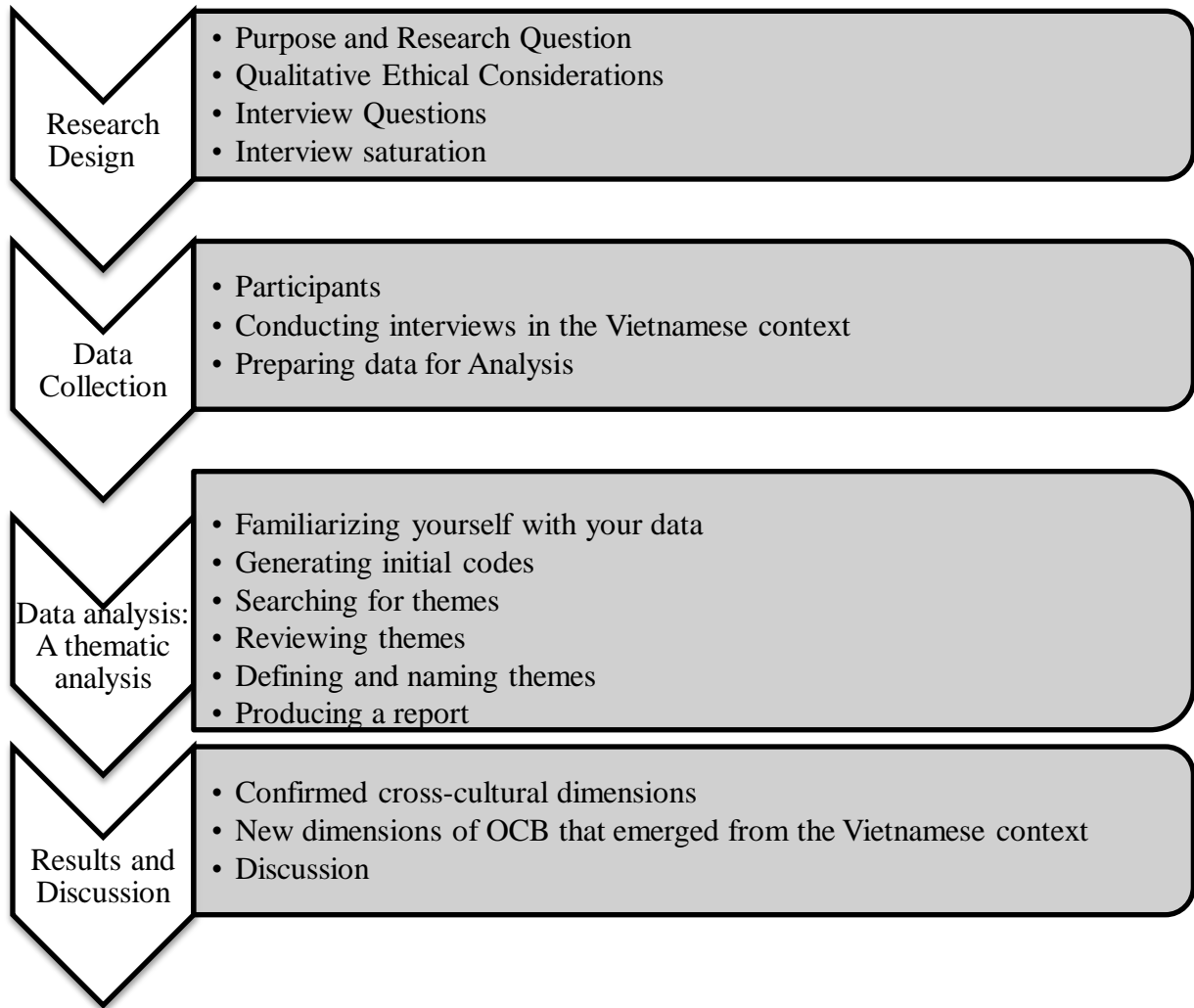
A qualitative approach was carried out during this study in order to explore the way OCB dimensions vary across national cultural contexts because qualitative research methods are designed to help researchers understand people through what they say as well as what they do in the social and cultural contexts. In reality, human decisions and actions can only be understood in context because the context helps “explain” why someone acted as they did. It is impossible to fathom the reason why someone did something or why something happened in an organization without talking to people about it. Therefore, to understand people’s motivations, their reasons, their actions, and the context for their beliefs and actions in an in-depth way, qualitative research is best (Myers, 2013). Also, interpretations with many explanations are a typically crucial characteristic of a qualitative data collection and analysis based on numerous qualitative evidence collected.

This method of research has been chosen because semi-structured interview techniques in a qualitative approach allow discussing several predetermined topics that were inspired by previous literature but permits also an emergence of new issues to explore (Creswell, 2014). Concretely, to be considered as a good method to collect rich, diverse and personal data to discover an issue in depth, a qualitative approach with semi-structured interviews was the most appropriate tool for studying new items of a research field. This study was influenced by previous studies concerning the OCB dimensions such as the study of Organ (1988) and Podsakoff (2000) and by the idea coming from the results achieved from a study of Organ et al. in 2000 concerning the variation of OCB dimensions in the Chinese cultural context. These studies contribute to confirm the fact that reality can change across cultural contexts. It does not mean that existing psychological theories of OCB constructs are wrong in China or would be not right in Vietnam, but they do not match perfectly in a new context and it will be useful to review or to pay attention in using it in a different situation.

Then a thematic analysis was used to carry out the data analysis. It is important to verify the difference between a Grounded Theory and Thematic Analysis. Both of them are based on coding data procedures to generalize a theory (Braun & Clarke, 2006). However, in Grounded Theory the data analysis process and the data collection process are carried out at the same time, making data be grounded on what has been previously analyzed, and data analysis in Grounded Theory is undetermined before beginning a study (Strauss & Corbin, 1990). By contrast, the thematic analysis becomes more suitable in the study with a determined and defined sample with the purpose of analyzing classifications and present themes (patterns) that relate data via interpretations (Boyatzis, 1998). Thematic Analysis permits researchers to associate an analysis of the frequency of a theme with one part of the whole content in order to explore an issue in a new context by using data interpretations. Because Thematic Analysis enables researchers to detect and identify factors or variables that influence any issue generated by the participants, the behavior, actions and thoughts of participants could be significantly explained and interpreted (Creswell, 2003). In addition, Thematic Analysis provides the opportunity to code and categorize data into themes according to its similarities and differences (Myers & Huberman, 1994). In order to achieve the above, the process should include familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing reports (Braun & Clarke, 2006).

In brief, thematic analysis allows for flexibility in the analysis of data, provides a structure for organization of themes, and assists in interpreting the research topic (Braun & Clarke, 2006). The use of thematic analysis along with OCB theory developed in a Western context allowed me to capture and organize the data into patterns that provided meaning and answered the research questions. The figure 3 below illustrates the research design of the qualitative phase in this study.

Figure 3: Research design of the Qualitative phase



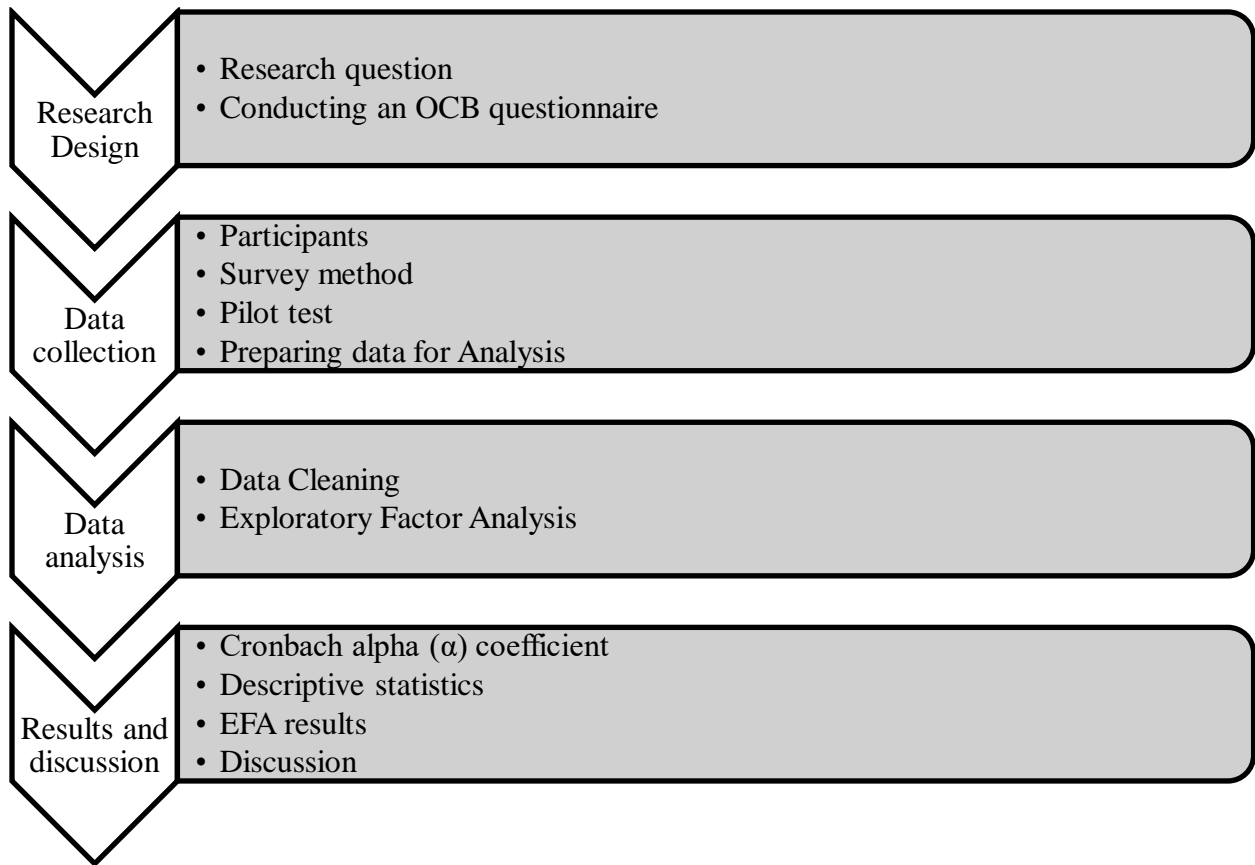
### **2.3. The quantitative phase of the research**

With the initial result from the qualitative phase in combination with the current scale of OCB in the Western literature review, it would be useful to develop a valid and reliable scale to measure the OCB perceptions of employees in the Vietnamese cultural context. To do so, a quantitative approach with a survey method was chosen as the most appropriate research method in this study. Survey strategy permits to collect data with numeric description of attitudes, points of view and the trend of the sampling (Creswell, 2003).

The purpose of the quantitative phase is to develop a scale for a holistic understanding of the “OCB” construct. Exploratory factor analysis (EFA) is chosen because it allows to discover “the underlying structure of observed variables” (Mvududu & Sink, 2013).

The figure 4 below illustrates the research design in the quantitative phase of this study.

Figure 4: Research design of the Quantitative phase



### Summary

In conclusion, this thesis adopts a pragmatic philosophy with two phases of empirical research including a qualitative approach and a quantitative approach to explore the OCB dimensions in the Vietnamese cultural context. Chapter 4 will discuss the qualitative phase while the quantitative approach will be found in chapter 5.

## Chapter 3: Literature Review

The purpose of this chapter is to review and discuss the theoretical foundations of the organizational citizenship behavior and the Vietnamese culture in order to better understand how the dimensions of OCB change in different cultural contexts. Chapter 3 is presented in two main sections including organizational citizenship behavior and Vietnamese culture.

### **3.1. Organizational Citizenship Behavior**

#### **3.1.1. The roots of Organizational Citizenship Behavior**

In the organizational behavior research, one of the most widely studied topics is organizational citizenship behavior (OCB). The first time “OCB” was reported was in 1983 with the initial idea from Organ and his colleagues. At that time, OCB was understood as contributions to organizational effectiveness that are neither mandated by individual job requirements nor recognized by the formal reward system, [and that] illustrates the challenge posed to narrowly defined models of rational self-interest. OCB is discretionary, nor an enforceable role requirement (Bateman & Organ, 1983; Smith, Organ, & Near, 1983). However it was not until 1988 when they introduced an official definition.

Organ (1988) defined Organizational Citizenship Behavior 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. By discretionary, we mean that the behavior is not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person’s employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable” (Organ, 1988, p.4).

OCBs are a special type of individual behavior in the context of the organization in which employees are working. According to the definition above, OCB is firstly considered as individual behaviors that are beneficial to the organization. Secondly, they are discretionary and optional behaviors. Thirdly, these behaviors are not directly or explicitly recognized by the formal rewards system. An organization’s ability to elicit employee behaviors going above and

beyond the call of duty would benefit for the organizational competitive advantages because these behaviors owned by employees could be seen as key assets that are difficult for competitors to imitate based on the resource-based view (Barney, 1991).

Despite significant increases in the concern about the type of citizenship behavior and despite the fact that definitions of OCB have been stated in various studies, there has not been a consensus reached on the OCB dimensions in the literature (Podsakoff et al., 2000). The definition of Organ with his five dimensions is commonly accepted.

As defined in the late 1980s, the term “organizational citizenship behavior” is quite “vintage” (Organ, 2018). Tracing back to the 18<sup>th</sup> century, with a military context, the term “beyond the call of duty” was mentioned and step-by-step entered into the civilian sector. Even earlier by a couple of millennia or more, the Greeks talked about the kinds of behavior expected of citizens of city-states. A paper presented by Graham at the Annual Meeting of the Academy of Management in Chicago in 1986 provided an instructive exposition of the relevance of those ideas to what we have come to call OCB. In examining the different types of citizenship-like behavior identified in the literature, they identified the following categories: helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development. Additionally, from the point of view that all citizenship behavior studies were influenced by Katz (1964), it is evident that these underlying dimensions imply a strong resemblance to the construct of “innovative and spontaneous” behavior that was identified for the first time in his original article. His article was composed of the following dimensions: (1) cooperating with others, (2) protecting the organization, (3) volunteering constructive ideas, (4) self-training, and (5) maintaining a favorable attitude toward the company. Concretely, cooperating with others is reflected in the helping and sportsmanship dimensions; protecting the organization is reflected in the civic virtue and organizational loyalty dimensions; volunteering constructive ideas is reflected in the individual initiative dimension; self-training is reflected in the self-development dimension; and maintaining a favorable attitude toward the company is reflected in the organizational loyalty and, perhaps, sportsmanship dimensions. In short, in a sense, almost every dimension of citizenship behavior could be traced back to Katz’s seminal framework (Katz, 1964).



### **3.1.2. Organizational Citizenship Behavior in a broader conceptualization of work performance**

Referred to as work behavior by an individual that generates value for the organization (Campbell, McCloy, Oppler, & Sager, 1993), individual performance has been a central topic for researchers and practitioners for almost a century (Henderschott, 1917). There are two main types of approaches that researchers usually use to investigate the individual work performance, including focusing on the prediction of job performance and focusing on understanding the nature of job performance. The former uses ability and personality tests to evaluate the outcome of one person such as productivity, efficiency, training time, quality, work samples, accidents, tenure and ratings (Austin & Villanova, 1992). However, the latter pays attention more to fathom the nature of job performance by identifying its dimensionality (Van Dyne, Graham, & Dienesch, 1994a). In the cadre of the second perspective, the Katz's (1964) study had a significant influence thanks to his differentiation of "in-role," the extent to which individuals conduct their assigned roles that formally are described in the job description to a minimum standard of both quality and quantity and "extra-role" behavior, neglected requirements falling outside the traditional frontier of one's role but are none the less instrumental in attaining organizational objectives (Katz, 1964). Seven key extra-role behaviors were identified by Katz, including innovative and spontaneous behavior, cooperation, protection, constructive ideas, self-training and favorable attitude. Although there are numerous studies influenced by this Katz stream, others argued that this distinction was not as clear-cut as Katz proposed. Morrison (1994), for instance, suggested that the way and the extent to which employees define their work roles will decide their in-ole and extra-role behavior.

However, the work of Katz in 1964 significantly contributed to constructing the concept of organizational citizenship behavior. To be considered as discretionary behavior, OCB goes above and beyond the formal requirements of a given role (Bateman & Organ, 1983) and it "lubricate[s] the social machinery of the organization" (Smith et al., 1983). In the initial study, Bateman and Organ developed a 30-item instrument of OCB including behaviors such as compliance, altruism, dependability, cooperation, and punctuality. Further study refining the OCB construct was carried out by Smith and his colleagues in 1983 with a scale of 16 items and two factors measuring the OCB with the focus on altruism and generalized compliance. Recently Podsakoff, Podsakoff, MacKenzie, Maynes and Spoelma (2104) emphasized 37 OCB-like

constructs in the literature that attested to the fervor with which this construct has been researched (Podsakoff, Podsakoff, MacKenzie, Maynes, & Spoelma, 2014b).

Building on the work of predecessors, Brief and Motowidlo (1986) developed the introduction of prosocial organizational behavior, that is performed by a member of an organization, “directed toward an individual, group, or organization with whom he or she interacts while carrying out his or her organizational role, and performed with the intention of promoting the welfare of the individual, group, or organization toward which it is directed” (Brief & Motowidlo, 1986). Eleven types of functional and two types of dysfunctional prosocial organizational behaviors were presented. They also distinguished between various types of helping behavior and complemented other behaviors such as principled organizational dissent and voice, putting in extra effort, loyalty, and organizational compliance.

In addition, in 1993, Borman and Motowidlo presented a two-dimensional model of individual performance including task performance and contextual performance. The former refers to the proficiency with which an individual executes the role-prescribed parts of his/her job and includes behaviors such as job specific and non-job-specific task proficiency that are considered as “in-role” according to Katz (Borman & Motowidlo, 1993). The latter, similar to the existing OCB and prosocial organizational behavior is defined as behaviors that do not directly support the technical core of the organization but rather contribute to the organization, both through the social and psychological environment. Both authors argued that cognitive ability is a crucial antecedent of task performance while individual motivation and personality are the core antecedents of contextual performance. In a study conducted to test the model with a sample of 421 U.S. Air Force mechanics, Motowidlo and Van Scotter (1994) used multisource supervisor ratings of performance to include that both task and contextual performance contributed uniquely to ratings of overall job performance.

In 1997, a taxonomy of contextual performance developed by Borman and Motowidlo included five factors namely persisting with enthusiasm and extra effort, volunteering to carry out task activities that are not formally part of one’s own job, helping and cooperating with others, following organizational rules and procedures, and endorsing, supporting and defending organizational objectives (Borman & Motowidlo, 1997). They also recommended that

personality was correlated to a greater extent with contextual performance as opposed to overall performance.

The turn of the century witnessed a dramatic increase in research related to OCB as well as other types of performance (Podsakoff et al., 2000a). Indeed, the modern workplace requires a broader conceptualization of work performance in order to capture all aspects of behaviors that positively contribute to the achievement of organizational goal. The beginning of the 20<sup>th</sup> century saw turbulent global economies, advances in technology, wide-spread organizational restructuring and other salient changes contributed to develop the adaptive performance (N. Smith & Chan, 2014). This construct raised a debate in its classification. While some scholars agreed adaptive performance was under other performance constructs like task performance or contextual performance, others argued that it referred to a distinct form of individual performance. The authors in the second perspective developed the taxonomy of individual adaptive work performance with eight types of adaptive performance including creative problem solving , dealing with uncertain and unpredictable work situations, learning work tasks, technologies, and procedures, demonstrating interpersonal adaptivity, demonstrating cultural adaptivity, handling emergencies of crisis situations and handling work stress (Pulakos, Arad, Donovan, & Plamondon, 2000).

Moreover, the performance of literature reviews also witnessed a parallel shift with the emergence of constructs focused on individual agency at work. That is anticipatory and proactive behaviors exhibited by employees (Grant & Ashford, 2008). Other constructs proposed by the other authors such as taking charge (Morrison & Phelps, 1999) and helping and voice (Van Dyne & LePine, 1998) are considered as extra-role behaviors, while others attempted to distinguish these behaviors by using labels like proactive behavior (Crant, 2000; Parker, Williams, & Turner, 2006) and personal initiative (Frese & Fay, 2001). According to Crant (2000), proactive behavior is “taking initiative in improving current circumstances or creating new ones; it involves challenging the status quo rather than passively adapting to present conditions.” There are three main characteristics helping to distinguish proactive behavior with other types of individual performance including the self-starting nature of the behavior, that the behavior is anticipatory and future-focused as opposed to reactive and that the behavior is intended to change the situation and/or oneself (Parker et al., 2006).

From this perspective, it could be seen that the study of Katz in 1964 ignited a revolution in the performance literature that was followed by the introduction of contextual performance, adaptive behavior, proactive behavior and the introduction of OCB. The proliferation of research on OCBs and other forms of extra-role behavior has resulted in a lack of recognition of some of the similarities and differences in some of these constructs. A careful reading of the conceptual definitions of organizational citizenship behavior (Organ, 1988), prosocial organizational behavior (Brief & Motowidlo, 1986), organizational spontaneity (George & Brief, 1992; George & Jones, 1997), contextual performance (Borman & Motowidlo, 1993), adaptive behavior (Pulakos et al., 2000) and proactive behavior (Crant, 2000) suggests it is inevitable and valuable to consider some important differences between those constructs, although it is not uncommon to see these differences glossed over, if not completely ignored. The risk in not recognizing the differences in these constructs is that the same construct may have conflicting conceptual connotations for different people. Moreover, the literature also suggests that there are a number of situations in which the same idea or concept has essentially been given different labels by different researchers. The obstacle with this practice is that it is not easy to see the overall patterns existing in the research literature.

### **3.1.3. Multilevel Antecedents of Organizational Citizenship Behavior**

In light of many positive benefits of OCB, employees may be motivated to engage in OCBs and managers may be interested in encouraging such behavior. To do so, it is necessary for managers to understand the underlying antecedents of OCB. This section will discuss these types of antecedents of OCB.

#### ***OCB and the Big Five personality traits***

For over a quarter of a century, organizational scholars have sought to understand the ways in which employees contribute to organizational success through their OCB. Personality traits have considered as an important lens for illuminating what motives such discretionary behaviors. From this perspective, Chiburu *et al.* (2018) considered individual differences as important predictors of OCB based on the definition of OCB as “individual behavior.” If citizenship

behaviors are defined as discretionary, individual differences like altruistic personality should serve as valuable predictors of these behaviors. Therefore, five-factor model personality traits could be used as antecedents of the OCB (Chiaburu, Oh, & Marinova, 2018).

### ***OCB and gender***

One issue of interest is the relationship between gender and OCB. The question is raised: “Do differences exist with regard to the extent men and women engage in OCB?” Gender is described as the most recognized and earliest learned social dichotomy (Allen & Jang, 2018). Gender differentiation begins at birth (e.g., blue is for boys; pink is for girls) and continues throughout the adult life span (e.g., woman should take care of the children; men should take care of the lawn). Gender roles refer to the shared beliefs that apply to members of society based on their socially identified sex (Eagly, 1987). Gender role beliefs are embedded in the expectations of others and therefore can act as a social norm. They imply different prosocial behaviors across men and women (Eagly, 2009). According to Eagly (2009), prosocial behaviors are more common to women to the extent that the behavior has a communal focal and more common to men to the extent that the behavior has an agentic focus. Kidder and Parks (2001) concluded that other-oriented behaviors (like OCB-I, altruism and courtesy) are consistent with female communal characteristics, and self-oriented behavior (like OCB-O, civic virtue, conscientiousness and sportsmanship) are consistent with male agentic characteristics (Kidder & Parks, 2001). In addition, a study conducted by Allen and Rush (2001) examined rater expectation for men and women to engage in OCB. As a result, they found that there were greater expectations for woman than for men to perform OCB (Allen & Rush, 2001). Concerning the concrete dimensions of OCB, Ehrhart and Godfrey (2003) indicated that helping behaviors were more consistent with participants’ schema for women while civic virtue behaviors were more consistent with participants’ schema for men. Additionally, Farrell and Finkelstein (2007) also conducted a study on sex differences at the dimensional level and showed that there were greater expectations for women than for men to perform altruism. With civic virtue, Chiaburu, Sawyer, Smith, Brown and Harris (2014) presented that participants expected more civic virtue from male employees than from female employees by activating gender stereotypes. They also

found that there were no gender differences in sportsmanship citizenship behaviors performance (Chiaburu et al., 2014).

### ***OCB and prosocial value, organizational concern, and impression management***

As mentioned above, managers need to understand the underlying motives of OCB to understand why people engage in OCB. To do so, researchers focus on the conscious and sub-conscious decision processes that guide workplace behaviors (Grant & Myers, 2009). Individuals may choose to engage in OCB because they are concerned with the welfare of others and the organization or because of prosocial values, organizational concern and impression management (Bolino & Turnley, 2005). There are three predominant motives including prosocial values, organizational concern and impression management considered as reasons why individuals engage in OCB (Rioux & Penner, 2001). Prosocial values refer to a desire to help others while being courteous to them and concerned about them. Organizational concern indicates the individual focuses on the company and is committed to its long-term success. Impression management presents an attempt to influence how one is perceived by others. It could be understood in the OCB context as a process by which employees engage in OCB with the goal of obtaining rewards or other positive outcomes of themselves (Bolino, 1999). Prosocial and organizational concern has a strong relationship with OCB geared toward organizational improvement (Grant & Myers, 2009; Rioux & Penner, 2001) while impression management was found to have mixed ties to OCB (Rioux & Penner, 2001) until it was incorporated as an interactive term with coworker support based on the situation (Kim, Van Dyne, Kamdar, & Johnson, 2013). Coworker support indicates a proximal indicator of the type of help one receives in the social context daily work and it significantly influences on how employees experience their job (Chiaburu & Harrison, 2008).

### ***OCB and organizational justice***

Although organizational justice and OCB have older antecedents roots, they have developed together, and much of their contemporary formulation was articulated in the mid-1980s (Bateman & Organ, 1983; C. Ann Smith et al., 1983). Early in the history of OCB, justice was

found as a predictor of citizenship behavior (Organ, 1988a). That is, when individuals believe that they are being treated fairly, other things being equal, they are more likely to perform OCB. The “Big Three” justice dimensions are distributive justice, procedural justice and interactional justice. Distributive justice refers to the fairness of outcomes, including equity, equality and need. Equity refers to outcomes in accordance with contributions, equality refers to equivalent outcomes for all and need presents outcomes based on necessity or individual requirements (Deutsch, 1975). Procedural justice pertains to the fairness of the decision-making processes (Bobocel & Gosse, 2015). Just procedures provide consistent treatment, suppression of biases, accuracy, correctability, representative of relevant views and ethicality. Considered as developing from procedural justice but now generally regarded as distinct, interactional justice refers to the interpersonal treatment received (Bies, 2015). Bies (2015) also found that distributive justice, procedural justice and interactional justice were positively related to OCB, causing increased OCB but only procedural justice added incremental variance beyond the other.

### ***OCB and trust***

Research on trust and OCB focuses mainly on how OCB performance may be a consequence of trusting relationships. According to Organ (1988), OCBs are more discretionary than traditional aspects of job performance and could become the avenue through which workers manifest positive job attitudes. In fact, a great deal of research has explored the relationships between various job attitudes and psychological states with OCB performance. These studies have found that many are at least as predictive of OCB as they are of other forms of performance (Hoffman, Blair, Meriac, & Woehr, 2007). Among them, trust is identified as “a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another” (Rousseau, Sitkin, Burt, & Camerer, 1998). Additionally, trust is also considered as an essential element of effective relationships in organizations because it increases both the efficiency and effectiveness of interpersonal exchanges (Weber, Malhotra, & Murnighan, 2005). When present in a relationship, trust increases cooperation without waiting on time and resources – consuming efforts to define every act and outcome needed (Dirks & Ferrin, 2001, 2002; Schoorman, Mayer, & Davis, 2006). Solomon and Flores (2001) said that “...without trust the corporation becomes not a community but a brutish state odd nature, a war

of all against all in which employment tends to be nasty, brutish, and short” (cited in Moorman, Brower, & Grover, 2018). Instead, trust facilitates cooperation because it prevents one party’s vulnerability from restricting their behavior. Both trust and OCB are useful in understanding how the nature of relationships in organizations can affect work performance. Most studies on the relationship between trust and OCB consider OCB as a consequence of trust. Moorman *et al.* (2018) proposed a reciprocal relationship between them and specified that this relation is best described as a reinforcing spiral.

### ***OCB and leadership***

In both modern and classical models of effective leadership, a link between leadership and the followers’ willingness to exhibit contextual, prosocial or extra-role behavior is largely self-evident. Effective leadership is identified as outcomes that reflect fundamental citizenship among followers, and leadership is revealed when followers do more than they would otherwise, or more than that required by a particular job. Persuasive leaders try to know how to move followers beyond the “zone of indifference”(Barnard, 1938). Several of the most popular scales measuring modern concepts in leadership include items assessing a follower’s willingness to go beyond formal requirements of the job. From this perspective, an employee’s willingness to go above and beyond exhibits OCB and becomes a measure to define leadership. In other words, leadership may just be defined when effective management is revealed by one’s ability to encourage efficiency in competing assignments.

Effects of leadership on variants of OCB have been examined in numerous studies (Chiaburu, Lorinkova, & Van Dyne, 2013; Judge & Piccolo, 2004; P. M. Podsakoff, Bommer, Podsakoff, & MacKenzie, 2006). In these studies, a robust influence of various leadership types on dimensions of OCB has been reported. Those effects were explained through both cognitive-job perceptions (Piccolo & Colquitt, 2006) and affective mechanisms-trust (Podsakoff, MacKenzie, & Bommer, 1996; P. M. Podsakoff, MacKenzie, Moorman, & Fetter, 1990). However, these studies just provide insight on the classic and neo-classical models of leadership such as transformational leadership or substitutes for leadership. Therefore, other new models of leadership including servant, ethical and authentic leadership should be examined. In addition, most studies expect that leadership causes followers’ OCB but the reverse finding showed that follower’s OCB is



identified as a cause of leader behavior. This is because Smith and Kirkman (2012) argued that a follower's personality shaped the ability of a leader to be transformational or transactional to encourage proactive OCB (Smith & Kirkman, 2012). This perspective emphasizes the role of the follower in shaping the leader's behavior and effectiveness. Therefore, the reciprocity between OCB and leadership is worth exploring.

### ***OCB and Employee Organizational Relationship***

Employee and organizational relationship (EOR) is “an overarching term to describe the relationship between the employee and organization” (Shore, Tetrick, Taylor, Coyle-Shapiro, & Van Dyne, 2004). It consists of a number of frameworks including psychological contracts (Rousseau, 1989), perceived organizational support (Eisenberger, Huntington, Hutchison, & Sowa, 1986), employment relationships (Tsui, Pearce, Porter, & Tripoli, 1997), social and economic exchanges (Shore, Tetrick, Lynch, & Barksdale, 2006) and idiosyncratic deals (Rousseau, Ho, & Greenberg, 2006). Although these frameworks developed independently and are distinct, they share common ground in capturing the relationship developed by employees with their organization or the relationship developed by the organization with a group of employees. Moreover, they are also based on the same theoretical foundation in social exchange theory and the inducement-contribution model (Coyle-Shapiro, Diehl, & Chang, 2018). Social exchange theory gives a crucial foundation to understanding OCB in the workplace that is supported by the empirical evidence. The norm of reciprocity is a dominant explanation for the question why employees engage in OCB because they reciprocate the resources received or the quality of the relationship they have with their organization. However, it is not the only explanation. There are a large number of studies on the positive linking between EOR and OCB. However, the extent to which OCB is expected as part of the employee-organization exchange relationship is still the linkages when discussing about this issue.

### ***OCB and types of fit in the organization***

Person-environment (PE) fit is one of the most venerable lines of scholarship in applied psychology and management. The fundamental ideas underlying this construct are that

individuals are better suited for certain work environments than for others. Outcomes are dependent on both the person and environment. The problem is that how to find out an environment where a person's characteristics are suitable with those of others', as well as with the conditions of the job and the organization in order to find a good fit. Fit gives positive consequences for individuals, including stress reduction, satisfaction, commitment, trust and team cohesion (Arthur, Bell, Villado, & Doverspike, 2006; Kristof-Brown, Zimmerman, & Johnson, 2005; Oh et al., 2014). Fit has also been found to relate to performance, specifically with contextual performance including OCB, as a more predictable outcome than task performance (Kristof-Brown et al., 2005; Oh et al., 2014). PE fit consist of various aspects of the environment, including the organization (Person-Organization or PO fit), the job (Person-Job or PJ fit) and the supervisor (Person-Supervisor or PS fit). While PO fit emphasizes the similarity between individual and organizational values, PJ and PS fit focus on personality, goal and work style similarity or the suitability between individual skills and the group's demand. OCB has a strong relationship with PO, PJ and PS fit leading to the fact that individuals who experience good fit are more likely engaged in OCB. The strength of the relationship is contingent on many factors including the operationalization of fit or the kind of fit measure used, the characteristics on which fit is assessed in terms of values, goals and personality, the types of OCB studied in term of OCB-I or OCB-O, the source of the ratings of OCB, namely self-report versus others' report, and the level of analysis in terms of individual or unit (Kristof-Brown, Li, & Schneider, 2018).

### ***OCB and job embeddedness***

Job embeddedness was first introduced by Mitchell *et al.* (2001) as a broad constellation of force from job and community contexts that influence the employee attachment to their employing organization. There are three factors that generate those forces. The first factor is the extent to which people have links to other people or activities in the organization and community environment. The second one is the extent to which their job and community are similar to or fit with aspects in their life spaces. The last one is individual perception about cost in case they leave their employing organization or their community (Mitchell, Holtom, Lee, Sablinski, & Erez, 2001). These authors also suggested that embedded individuals tend to perform more OCB

that was supported by further empirical tests. Wijayanto and Kismono (2004) argued that job embeddedness correlates positively with OCB and suggested the need of including other variables that may have an impact on this relationship as well as using more appropriate conceptualizations of sense of responsibility in order to capture phenomena in both OCB and job embeddedness (Wijayanto & Kismono, 2004). Holtom and Sekiguchi (2018) also emphasize the lack of examining the relationship between job embeddedness with different types or dimensions of OCB because the classification of each OCB dimension was based on the beneficiary and target differences (Holtom & Sekiguchi, 2018). Therefore, considering the motives for OCB as mediators also allows theorizing the relationship between different types of job embeddedness and different dimensions of OCB.

### ***OCB and cross-cultural perspective***

Culture plays an important role in shaping the social and psychological environment in which OCB takes place. An understanding of OCB would be incomplete without taking into account the context within which organizational members find themselves. Therefore, there are various studies that have pushed the boundaries of OCB by looking at it from a cultural perspective. Paine and Organ (2000) concluded that “the challenge lies not so much in debating whether OCB exists around the world but in understanding and defining what constitutes OCB in various cultures and countries” (Paine & Organ, 2000, p. 58). The findings of Lai, Lam and Lam (2013) indicate the understanding on how context affects OCB. They found that team culture affects which types of OCB are more influential on team performance (Lai, Lam, & Lam, 2013). Confucian Asians also consider OCB as part of their job to a greater extent than do their North American counterparts and understand that qualities affiliated with OCB such as helping or courtesy are more likely to be considered a part of one’s job than change-oriented OCB like voice or taking initiative. Earley and Calic (2018) however provide a more general framework for individuals to use in exploring the implications of cultural variables on OCB. They recommended to focus more on a linking mechanism such as justice, including organizational, procedural and interactional, as a way of understanding what general trigger will increase the display of OCB instead of just emphasizing predictions of the type “In culture X, we will see OCB more than in culture Y.” From this perspective, the concept of cultural intelligence is

introduced as a means of fathoming and predicting why the link of justice to OCB display across cultural boundaries might or might not be manifested. Therefore, on moving to understand the nature of OCB across culture frontiers, it is critical to look at a person's capability to understand cultural situations and to engage in them proactively and effectively (Earley & Calic, 2018).

### **3.1.4. Consequences of Organizational Citizenship Behavior**

#### ***OCB and organizational level and individual level outcomes***

In the aggregate, over time OCB is believed to enhance organizational effectiveness (Organ, 1988a; Podsakoff et al., 2014b). Although OCB may be exhibited at the individual level, it is only when these behaviors are aggregated to the unit level that they have a meaningful effect on unit performance (MacKenzie, Podsakoff, & Podsakoff, 2018). It is important that effective organizations not only meet or exceed their financial goals but also perform their primary tasks well, satisfy their customers, and continually strive to improve business processes (Kaplan & Norton, 1992). A meta-analysis by Podsakoff, Blume, Whiting and Podsakoff, (2009) indicates the significant and strong relationship between OCB and unit-level performance.

Individual level consequences could be understood as performance evaluations, reward allocations and employee withdrawal behaviors. Meta-analysis by Podsakoff *et al.* (2009) also confirmed the significant impact of OCB on performance evaluation when it generally accounted for at least as much variance in performance evaluations as did task performance. In addition, the relationship between OCB and reward recommendations is substantially stronger than the relationship between OCB and actual rewards. Also, the relationship between OCB and turnover intentions is somewhat stronger than the relationship between OCB and actual turnover. One potential reason for these differences may be that there are many more things that affect actual rewards than the manager's reward recommendations (e.g., amount of managerial discretion in determining raises, HR and/or senior management oversight and budgetary considerations), and there are many more things that affect actual turnover other than one's intentions such as whether other acceptable jobs are available, employment or unfinished contracts, tenure/seniority protections and family considerations (MacKenzie et al., 2018).

To be found as an influential factor on performance appraisals, OCB is also expected to be related to other types of appraisals and selection decisions. Whiting and Maynes (2016) found that OCB behavior in the form of helping and conscientiousness influenced the player's draft order and the amount of money they received in their first-year contract as well as his performance on the field in his first year. There is also some evidence in the literature that OCB influences individual career success. Shore, Barksdale and Shore (1995) found that altruism, a dimension of OCB, is positively related to ratings of employee promotability. A study by Jawahar and Ferris (2011) also confirmed that interpersonal facilitation and job dedication (two aspects of contextual performance) are positively related to judgments of a person's promotability.

### ***OCB and career outcomes***

A huge attention of research shows the positive relationship between OCB and subjective performance evaluations, but there has been less focus on its relationship with objective career outcomes such as compensation, promotion and career advancement. The literature review above emphasized the strong positive relationship between OCB and organizational and group level outcomes such as productivity, efficiency and customer satisfaction, leading to the great benefits at the organizational level. It is also important to understand if spending time on these behaviors of OCB benefits individual's career success as well as organizational success.

However, according to the study conducted by Bergeron, Van Esch and Thompson (2018), OCB seems have a mixed relationship with productivity, showing positive, negative and nonsignificant relationships depending on the type of control system, and some may be due to the lack of inclusion of a measure of task behavior. For salary and financial rewards, OCB has a negative or nonsignificant relationship, regardless of the type of system. However, OCB has a positive relationship with rewards and reward recommendations. With regard to promotion, most studies found that the relationship between OCB and promotion was either minimal or not significant. Concerning career advancement, the available research indicated that OCB is not related to promotion and that it results in slower career advancement speed. For most outcomes, the overall trend is that task behavior is more important than OCB in determining these outcomes. From this perspective, it could be seen that the relationship between OCB and

objective career outcomes may be different than its relationships with performance evaluations. This thinking would be faulty because of two reasons. The first reason is that it assumes the relationship between task behavior and outcomes is linear. It means that the impact of task behavior on career outcomes levels off at a certain point. The second reason is that it eschews the possibility of OCB having positive indirect relationships that may have a powerful impact on objective career outcomes. Past research also presents that other variables have indirect relationships to OCB which may influence career outcomes. For instance, liking and attribution of motive are mediators of the relationships between OCB and reward compensations (T.D Allen, 2006). It may be that OCB as its definition is not recognized in the reward system, and it is noted by Organ (1988) that “What one does to enhance OCB may well militate against the attainment of...other valued commodities.” This makes it become less important than task behaviors in considering an objective career outcome. However, it is clear that supervisors should find other ways to reward informally OCB thanks to its positive influence on organizational level performance (Bergeron et al., 2018).

### **3.1.5. Dimensions of Organizational Citizenship Behavior**

OCB dimensions like its definitions are widely discussed and vary depending on each scholar’s point of view. Numerous studies were conducted to classify these citizenships dimensions, including Bateman and Organ (1983), Smith *et al.* (1983), Graham (1991), Williams and Anderson (1991), Van Dyne, Graham and Dienesch (1994) and Van Dyne *et al.* (1995). After its first launch by Bateman and Organ in 1983, the term “Organizational Citizenship Behavior” has attracted researchers who have since identified thirty different forms of OCB (P. M. Podsakoff et al., 2000b).

In 1983, a factor analysis taking a 16-item measure of OCB which resulted in two factors, altruism and generalized compliance (also called conscientiousness), was conducted by Smith, Organ and Near. A five factor model was then developed by deconstruction by Organ and consisted of five dimensions, namely altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. *Altruism* refers to “voluntarily helping others with a specific work related task, such as assisting a co-worker with a heavy work load” (Organ, 1988a). *Courtesy* is composed of discretionary behaviors with the purpose of preventing work related problems such as providing

advance notice to colleagues when you would like to change something that may affect them. *Conscientiousness* represents exceeding the minimum role requirements of the organization. It includes punctuality, adherence to company rules, regulations and procedures even when no one is watching. *Sportsmanship* refers to the willingness of employees to “tolerate less-than-ideal organizational situations without complaining and sacrificing one’s own personal interest” (Organ, 1988a). *Civic virtue* represents the deep concerns and active attention in the existence of employees in the organization (Organ, 1988a), such as giving one’s own contribution for development in a meeting.

Williams and Anderson (1991) categorized OCB in terms of target of the behavior. They divided the OCB construct into two dimensions consisting of OCB-individuals (OCBI) and OCB-organizations (OCBO). Concretely, OCBI has an indirect contribution to the organization by benefiting peers and co-workers. OCBI is “directed towards other individuals in the organization” such as through altruism and courtesy. Some examples for this dimension are making additional copies of the meeting agenda for co-workers or helping a new employee in performing his tasks. Meanwhile, OCBO includes behaviors prone to the organization as a whole such as punctuality, making suggestions for organization advancement and obeying rules.

Van Dyne, Graham and Dinesh (1994) introduced three others dimensions for OCB including obedience, loyalty and participation. *Obedience* refers to the respect for orderly structures and processes. *Loyalty* involves “promoting and protecting community and contributing additional effort for the common good.” *Participation* consists of the behaviors of contributing to the process of community self-governance.

In 2000, Podsakoff *et al.* defined seven common dimensions of citizenship behaviors after reviewing the existing literature regarding OCB and other related constructs (Podsakoff et al., 2000b). First of all, *helping behavior* refers to voluntarily helping behaviors toward others. It is similar to the term of “altruism.” Secondly, *sportsmanship* refers to individuals who can maintain their positive attitudes under the challenging situations and do not complain when they are inconvenienced by others. Thirdly, *organizational loyalty* refers to employee’s behaviors promoting organizations to outsiders and committing to organizations even under adverse conditions. It had the similar meanings as “loyalty” in the scale of Van Dyne et al. (1994). Fourthly, *organizational compliance* refers to obedience toward the organization’s policies and

procedures. It seems to be a part composing the civic virtue behaviors. Fifthly, *individual initiative* refers to employee's performance of duties beyond the expected levels that are required to solve a problem. Sixthly, *civic virtue* involves responsible and constructive participation of employees in the organization. Finally, self-development refers to employee's voluntary behavior to improve his knowledge, skills, and abilities for better job performance. Among them, the last dimension, self-development, has not received any empirical confirmation (Podsakoff et al., 2000b).

In brief, the literature review describes unanimous acceptance of the five dimensions developed by Organ. The dimensions developed by other scholars are overlapping in nature and in some other cases the dimensions are inadequate to describe the entire framework of OCB.



Table 1: Organizational citizenship behavior dimensions developed by Organ (1988)

Dimensions	Definitions	Items
Altruism	discretionary behaviors that have the effect of helping a specific work colleague with an organizationally relevant task or problem  Behavior that is directly and intentionally aimed at helping a specific person in face-to-face situations	+orienting new people +assisting someone with a heavy workload +sharing sales strategies +teaching employees useful knowledge or skills +showing employees how to accomplish difficult tasks
Conscientiousness	behaviors where employees accept and adhere to the rules, regulations, and procedures of the organization	+Does not take extra breaks. +Obey company rules and regulations even when no one is watching
Civic virtue	behaviors that indicate the employee's deep concern and active interest in the life of the organization	+attend meetings +engage in policy debates + express one's opinion about what strategy the organization ought to follow
Courtesy	discretionary behaviors that aim at preventing work-related conflicts with others	Take steps to try to prevent problems with other workers
Sportsmanship	a willingness on the part of the employee that signifies the employee's tolerance of less-than-ideal organizational circumstances without complaining and blowing problems out of proportion.	

Below, a summary of the dimensions of OCB is presented (based on Podsakoff et al., 2000).

Table 2: Helping Behavior or Altruism

Authors	Results	Definition
Smith, Organ & Near (1983)	Altruism	“Altruism captures behavior that is directly and intentionally aimed at helping a specific person in face-to-face situations (e.g., orienting new people, assisting someone with a heavy workload)” (p. 657)
(Organ, 1988a, 1990a, 1990b)	Altruism	“Voluntary actions that help another person with a work problem – instructing a new hire on how to use equipment, helping a co-worker catch up with a backlog of work, fetching materials that a colleague needs and cannot procure on his own” ( p. 96)
	Courtesy	“Subsumes all of those foresightful gestures that help someone else prevent a problem – touching base with people before committing to actions that will affect them, providing advance notice to someone who needs to know to schedule work” (p. 96)
	Peacemaking	“Actions that help to prevent, resolve or mitigate unconstructive interpersonal conflict” (p. 96)
	Cheerleading	“The words and gestures of encouragement and reinforcement of coworkers’ accomplishments and professional development” (p. 96)
Podsakoff (2000)	Helping Behavior	“helping behavior involves voluntarily helping others with, or preventing the occurrence of, work related problems”

		(p.516)
(Graham, 1991; Moorman & Blakely, 1995)	Interpersonal Helping	“Focuses on helping coworkers in their jobs when such help was needed” (Moorman & Blakely, page.130)
(George & Brief, 1992; George & Jones, 1997)	Helping coworkers	“Includes all voluntary forms of assistance that organizational members provide each other to facilitate the accomplishment of tasks and attainment of goals. Helping coworkers includes behaviors ranging from helping a coworker with a heavy workload and sharing resources, to calling attention to errors and omissions and providing instruction in the use of new technology when one is not required to do so” (George & Jones, 1997, p.154)
(Borman & Motowidlo, 1993, 1997)	Helping and Cooperating with others	Including assisting/helping coworkers...assisting/helping customers...altruism (p. 82)
(Van Scotter & Motowidlo, 1996)	Interpersonal Facilitation	“Consists of interpersonally oriented behaviors that contribute to organizational goal accomplishment... In addition to the spontaneous helping behaviors that (C. Ann Smith et al., 1983) called altruism, and George and Brief (1992) labeled helping coworkers, interpersonal facilitation encompasses deliberate acts that improve morale, encourage cooperation, remove barriers to performance, or help coworkers perform their task-oriented job activities. Thus, interpersonal facilitation

		encompasses a range of interpersonal acts that help maintain the interpersonal and social context needed to support effective task performance in an organizational setting” (p. 526).
(Williams & Anderson, 1991)	OCB-I	“Behaviors that immediately benefit specific individuals and indirectly through this means contribute to the organization (e.g., helps others who have been absent, takes a personal interest in other employees)... Prior research has labeled the OCB-I dimensions as altruism...” (p. 602)

Table 3: Sportsmanship

Authors	Results	Definition
Organ (1988, 1990a,1990b)	Sportsmanship	a citizen-like posture of tolerating the inevitable inconveniences and impositions of work without whining and grievances (p. 96)
Podsakoff (2000)	Sportsmanship	“people who not only do not complain when they are inconvenienced by others, but also maintain a positive attitude even when things do not go their way, are not offended when others do not follow their suggestions, are willing to sacrifice their personal interest for the good of the work group, and do not take the rejection of their ideas personally” (p.517)
Borman & Motowidlo (1993, 1997)	Helping and cooperating with others	[Including] organizational courtesy and not complaining... ( p. 82)

Table 4: Organizational Loyalty

Authors	Results	Definition
Podsakoff (2000)	Organizational Loyalty	“Organizational loyalty entails promoting the organization to outsiders, protecting and defending it against external threats, and remaining committed to it even under adverse conditions”(p.517)
Graham (1989); Moorman & Blakely (1995)	Loyalty Boosterism	The promotion of the organizational image to outsiders (Moorman & Blakely, p. 130)
Graham (1991)	Organizational Loyalty	“Identification with and allegiance to organizational leaders and the organization as a whole, transcending the parochial interests of individuals, work groups, and departments. Reprehensive behaviors include defending the organization against threats; contributing to its good reputation; and cooperating with others to serve the interests of the whole” (p. 255)
George & Jones (1997)  (Also see George & Brief, 1992)	Spreading Goodwill	“Is the means by which organizational members voluntarily contribute to organizational effectiveness through efforts to represent their organizations to wider communities in a beneficial light, whether it be describing one’s organization as supportive and caring or

		describing an organization's goods and services as being high-quality and responsive to customers' needs; instances of spreading goodwill contribute to organizational effectiveness by insuring that organizations obtain needed resources from various stakeholder groups" (p. 155)
Borman & Motowidlo (1993, 1997)	Endorsing, Supporting, and Defending Organizational Objectives	[Including] organizational loyalty...concern for unit objectives...staying with the organization during hard times and representing the organization favorably to outsiders (p. 82)

Table 5: Organizational Compliance

Authors	Results	Definition
Smith, Organ & Near (1983)	Generalized Compliance	“Pertains to a more impersonal form of conscientiousness that does not provide immediate aid to any one specific person, but rather is indirectly helpful to others involved in the system. The behavior (e.g., punctuality, not wasting time) seems to represent something akin to compliance with internalized norms defining what a “good employee ought to do” (p. 657)
Podsakoff (2000)	Organizational Compliance	“This dimension appears to capture a person’s internalization and acceptance of the organization’s rules, regulations, and procedures, which results in a scrupulous adherence to them, even when no one observes or monitors compliance”(p.517)
Graham (1991)	Organizational Obedience	“An orientation toward organizational structure, job descriptions, and personal policies that recognizes and accepts the necessity and desirability of a rational structure of rules and regulations. Obedience may be demonstrated by a respect for rules and instructions, punctuality in attendance and task completion, and stewardship of organizational resources” (p. 255)
Borman & Motowidlo (1993, 1997)	Following Organizational Rules	[ including] following orders and regulations and respect for



	and Procedures	authority...complying with organizational values and policies... conscientiousness...meeting deadlines (p. 82)
Van Scotter & Motowidlo (1996)	Job Dedication	“Centers on self-disciplined behaviors such as following rules... It encompasses Smith et al.’s (1983) generalized compliance dimension...” (p. 526)
Williams and Anderson (1991)	OCB-O	“Behaviors that benefit (e.g., gives advance notice when unable to come to work, adheres to informal rules devised to maintain order)... Prior research has labeled... the OCB-O dimensions as generalized compliance....” (pp. 601-602)

Table 6: Individual Initiative or Conscientiousness

Authors	Results	Definition
Organ (1988, 1990a,1990b)	Conscientiousness	“A pattern of going well beyond minimally required levels of attendance, punctuality, housekeeping, conserving resources, and related matters of internal maintenance” (p. 96)
Podsakoff (2000)	Individual Initiative	“This form of OCB is extra-role only in the sense that it involves engaging in task-related behaviors at a level that is so far beyond minimally required or generally expected levels that it takes on a voluntary flavor. Such behaviors include voluntary acts of creativity and innovation designed to improve one’s task or the organization’s performance, persisting with extra enthusiasm and effort to accomplish one’s job, volunteering to take on extra responsibilities, and encouraging others in the organization to do the same. All of these behaviors share the idea that the employee is going “above and beyond” the call of duty” (p.524)
Graham (1989); Moorman & Blakely (1995)	Personal Industry	The performance of specific tasks above and beyond the call of duty (Moorman & Blakely, p. 130)
Graham (1989); Moorman & Blakely (1995)	Individual Initiative	“Communications to others in the workplace to improve individual and

		group performance” (Moorman& Blakely, p. 130)
George & Jones (1997)  (also see George & Brief, 1992)	Making Constructive Suggestions	“Includes all voluntary acts of creativity and innovation in organizations. Such suggestions can range from the relatively mundane (a more efficient way to handle paperwork) to the more monumental (reorganization of an entire unit to better serve a changing customer base)... workers who engage in this form of organizational spontaneity... actively try to find ways to improve individual, group, or organizational functioning” (p. 155)
Borman & Motowidlo (1993, 1997)	Persisting with enthusiasm and extra effort	“Persisting with enthusiasm and extra effort as necessary to complete own task activities successfully. [Includes] perseverance and conscientiousness...[and] extra effort on the job...”(p. 82)
	Volunteering to carry out task activities	“Volunteering to carry out task activities that are not formally part of own job...[Includes] suggesting organizational improvements...[and] initiative and taking on extra responsibility” (p. 82)
Van Scotter & Motowidlo (1996)	Job dedication	“Centers on self-disciplines behaviors such as...working hard, and taking the initiative to solve a problem at work. It encompasses... the “will do” factors

		identified in... (Campbell et al., 1990). Job dedication is the motivational foundation for job performance that drives people to act with the deliberate intention of promoting the organization's best interest" (p. 526)
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Table 7: Civic Virtue

Authors	Results	Definition
Organ (1988, 1990a,1990b)	Civic Virtue	“Is responsible, constructive involvement in the political process of the organization, including not just expressing opinions but reading one’s mail, attending meetings, and keeping abreast of larger issues involving the organization” (p. 96)
Podsakoff (2000)	Civic Virtue	“Civic virtue represents a macro-level interest in, or commitment to, the organization as a whole. This is shown by a willingness to participate actively in its governance (e.g., attend meetings, engage in policy debates, express one’s opinion about what strategy the organization ought to follow, etc.); to monitor its environment for threats and opportunities (e.g., keep up with changes in the industry that might affect the organization); and to look out for its best interests (e.g., reporting fire hazards or suspicious activities, locking doors, etc.), even at great personal cost. These behaviors reflect a person’s recognition of being part of a larger whole in the same way that citizens are members of a country and accept the responsibilities which that

		entails”(p.525)
Graham (1991)	Organizational Participation	“Interest in organizational affairs guided by ideal standards of virtue, validated by keeping informed and expressed through full and responsible involvement in organizational governance. This includes attending non requires meetings, sharing informed opinions and new ideas with others, and being willing to deliver bad news and support an unpopular view to combat groupthink” (p. 255)
George & Jones (1997)  (also see George & Brief, 1992)	Protecting the Organization	“Includes those voluntary acts organizational members engage in to protect or save life and property ranging from reporting fire hazards, securely locking doors, reporting suspicious or dangerous activities, to taking the initiative to halt a production process when there is the potential for human injury” (p. 155)

Table 8: Self - Development

Authors	Results	Definition
Podsakoff (2000)	Self-development	“Self-development includes voluntary behaviors employees engage in to improve their knowledge, skills, and abilities”(p.525)
George & Brief (1992)	Developing Oneself	“Includes all the steps that workers take to voluntarily improve their knowledge,

George & Jones (1997)		skills, and abilities so as to be better able to contribute to their organizations. Seeking out and taking advantage of advances training courses, keeping abreast of the latest developments on one's field and area, or even learning a new set of skills so as to expand the range of one's contributions to an organization..." (George & Jones, p. 155)
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### 3.1.6. OCB research in the cross-cultural context

These three papers below were the starting point that led the researcher to a study of OCB in the Vietnamese cultural context. The two first papers conducted an evaluation on the validity and reliability of OCB developed by Organ (1988) in Malaysia (Asian context) and in South African (African context). They confirmed the meanings of OCB in cross-cultural context. However, they did not focus on the nature of OCB in their own context. A study in 2004 by Jiing-Lih Farh, Chen-Bo Zhong, Dennis W. Organ in Chinese cultural context gave an inspiration on the research of OCB construct. From this study, some dimensions of OCB were not relevant but others emerged in Chinese context. It therefore becomes interesting to explore OCB dimensions in Vietnamese cultural context that has been influenced significantly by Chinese culture for a long term.

The first paper is Dimensionality of Organizational Citizenship Behavior (OCB) in a Multicultural Society: The Case of Malaysia studied by May Lo and T. Ramayah. The paper was published in 2009 in the Journal of International Business Research.

The study has contributed to the growing research in the OCB field by using a series of tests to test for validity and reliability of the constructs. A valid (content, construct, convergent, discriminant and nomological) as well as reliable four-dimension scale for measuring OCB was found in the preliminary results. This study starts by testing the 20 items from the five dimensions of OCB as proposed by Organ (1988). As a result, only four dimensions of OCB,

namely civic virtue, conscientious, altruism, and courtesy are capable of explaining sufficient variation in the construct being measured. Nonetheless sportsmanship was not found to be a valid dimension in the Malaysia context. The results of this study show some interesting similarities and differences concerning the dimensionality of OCB. Thus, having a guide like the present study to follow can be very helpful to researchers in OCB related areas.

The second paper is A study to confirm the reliability and construct validity of an organizational citizenship behavior measure on a South African sample studied by Bright Mahembe, Amos S. Engelbrecht, Willie Chinyamurindi, Linda R. Kandekande. The article was published in 2015 in SA Journal of Industrial Psychology.

The purpose of this study is to test whether the original form of Organizational Citizenship Behavior (OCB), which was documented in the study of Smith et al., (1983), is reliable and valid for the working conditions of the private insurance sector during the wartime in Syria. To this end, we used Cronbach's alpha for checking the reliability and Confirmatory Factor Analysis (CFA) for checking the model fitting and the validity including the convergent and discriminant validity. The findings reveal a shorter version of OCB completely fitting the working conditions of the private insurance companies in Syria. This would virtually help the organization to identify the most functional OCBs and to develop the tools promoting such behaviors during difficult times

This study seeks to explore Organizational Citizenship Behavior (OCB) which is regarded as the prerequisite for the success of any organization. OCB includes those behaviors which are above and beyond their formal call of duty and contribute towards the organizational effectiveness. With this objective, there is a need to understand the concept of OCB and its various dimensions which may vary from organization to organization and from region to region. This paper makes an attempt to revalidate the scale of Organ's five-factor model and to have better understanding of banking employees with regard to OCB. A five-point Likert scale has been used on a sample of 602. Exploratory Factor Analysis and Confirmatory Factor Analysis were applied to determine different factors of OCB in select banks in the states of Jammu and Kashmir in India. This entire sample was utilized for measuring the content, construct, convergent and discriminant validity and reliability of this instrument. EFA and CFA supported this five factor model of OCB namely Altruism, Conscientiousness, Civic Virtue, Courtesy and Sportsmanship. This paper



concluded and recommended that this OCB scale is regarded as a reliable instrument which can be of great utility for practitioners and academicians in the field of citizenship behavior (Mahembe, Engelbrecht, Chinyamurindi, & Kandekande, 2015).

The third paper is Paper 3: Organizational Citizenship Behavior in the People's Republic of China conducted by Jiing-Lih Farh, Chen-Bo Zhong, Dennis W. Organ. The article was published in 2004 in *Organization Science*.

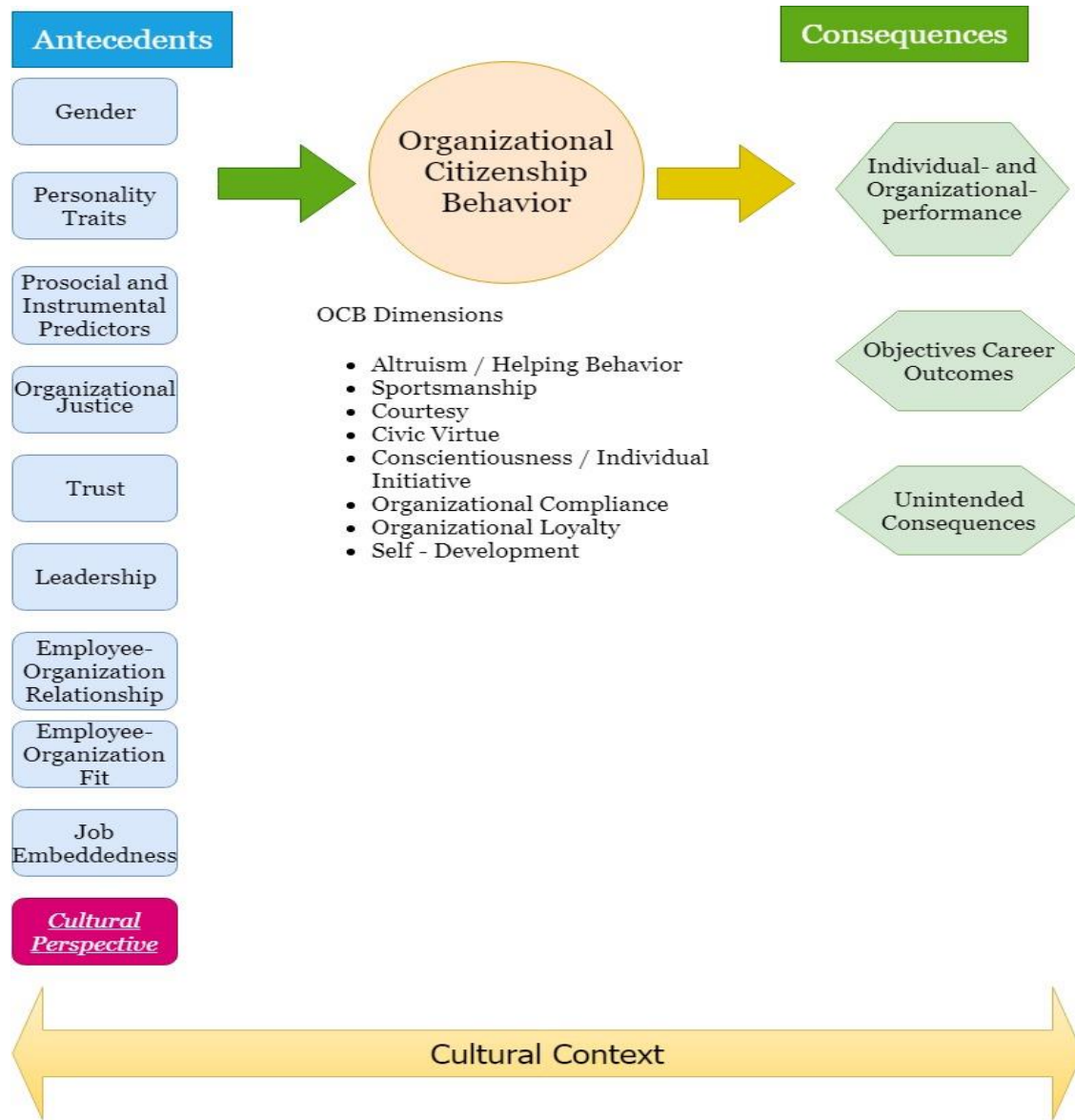
By using an inductive approach, three researchers examined OCB in the People's Republic of China (PRC), a socialist country with strong collectivism. Results of the analysis revealed 11 dimensions of OCB with at least two dimensions not evident at all in the Western literature and four that do not figure importantly in established measures of OCB. Results suggested that Chinese formulation of OCB differs from its Western counterparts, and is embedded in its unique social and cultural context (Farh, Zhong, & Organ, 2004). The table 9 below shows the comparison of OCB dimensions between the Western literature and Chinese one.

Table 9: A comparison of OCB dimensions between the Western and the Chinese context

<b>OCB dimensions in the Western literature</b>	<b>OCB dimensions in China</b> (Farh et al., 2004)
Altruism/ Helping behavior	Helping coworkers
Conscientiousness/ Individual Initiative	Conscientiousness
Sportsmanship	
Courtesy	
Civic Virtue	Group activity participation
Organizational Compliance	
Loyalty	Promoting company image
Self-development	Self-training
	Voice
	Social welfare participation
	Protecting and saving company resources
	Keeping the workplace clean
	Interpersonal harmony

In brief, an overview of the big picture on OCB literature review will be shown in the figure below.

Figure 5: Summary of the literature on OCB: antecedents, dimensions and consequences



*A picture of Organizational Citizenship Behavior*

*“National Culture cannot be changed, but you should understand and respect it.”*

*-Geert Hofstede-*

### **3.2. Vietnamese culture**

“Culture is the collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values”(Hofstede, 1991). From the definition of Hofstede, it can be seen that culture is long time integration of the values, beliefs, collective activities, symbols, traditions, norms, meaning and expectations into the society that were established and influenced by family, school, religion, workplace, friends and media. The collective programming emphasized the national culture and was established from the ways of life that are shared by people of one nation (Flynn & Saladin, 2006). The characteristics of geographical, climatic, social, historical, economic and political challenges that one nation has to overcome contribute to the formation of a nation’s culture. Geographically, Vietnam is known as a tropical monsoon country located in Southeast Asia, with the paddy-rice agricultural economy. The community is organized based on closed villages (Tran, 2006), with the harmonious environment caused by the warm climate as well as rich alluvial soils. From the economic, political, social and historical view, Vietnam went through three major cultural periods. The first period spanned from the Stone Age to 208 BC, marked by the invasion of Zhao Tuo in Northern Vietnam. This was called the cultural formation period. The second period marked the cultural exchange with foreign countries including China and three other cultural layers from Southeast Asia, East Asia and South Asia. This period has lasted from 208 BC until the present. Finally, the third period was the interaction with Western culture from the 16th century until the present. Based on these natural, social, economic, and historical backgrounds, Vietnam witnessed an early process of cultural foundation, exchanges and integration (Tran, 2006).

According to Nguyen Khac Thuan, Vietnese history began with an endogenous culture from the Red River civilization. After a long time of Chinese occupation and a feudal period, Vietnamese culture was mixed with other external ones that strongly impacted Vietnamese spiritual life such as Confucianism, Taoism, Buddhism and Christianity. Among them, Confucianism and

Buddhism exert the most significant impact (Nguyen, 2009). (Luong, 2006) also believes that these four poles of culture, namely Melanesia, Buddhism, Taoism and Confucianism, have influenced the Vietnamese culture and psychology. In this study, Confucianism influence will be discussed.

### **3.2.1. An overview of political and economic characteristics of Vietnam**

Situated in South East Asia, bordering China, Laos and Cambodia, Vietnam appears as an emergent economy in the world map. Politically, after the liberation in 1975, Vietnam became a single – party socialist republic country. In this system, the only party leader is General Secretary of the Communist Party with the head of Politburo, who holds the highest and the most powerful position in the one-party system. The Vietnamese president is the head of the state while the Prime Minister is the head of government in the one-party system of the Communist Party of Vietnam.

Economically, the Socialist Republic of Vietnam is a socialist-oriented market economy and is a member of the Asia-Pacific Economic Cooperation (APEC in 1998), Association of Southeast Asian Nations (ASEAN in 1995) and World Trade Organization (WTO in 2007). Until 1858, the civilization of Vietnam had still been created based on agriculture and was under the control of a king of the feudal dynasties. The national economy was totally self-sufficient and village-oriented until the first interventions of the French in the early 17<sup>th</sup> century. That was marked by the arrival of Alexandre de Rhodes, the Jesuit missionary. The year of 1858 witnessed an important historical event marking the invasion of the French colonial empire with its successful attack on Tourane (Danang nowadays) under the leadership of Charles Rigault de Genouilly, a French Admiral according to the orders of Napoleon III, causing a great damage to the city. However, after three months of fighting without perspective, an approval was sent to him asking for movement to the Southern Vietnam. To serve the benefits of French colonizers with the need of raw materials and a vast market for French manufactured commodities, they shaped Southern Vietnam to produce agricultural production such as rice (based on its advantages of the Mekong Delta) and other industrial trees such as cotton, tea, tobacco, rubber and coffee in the Central Highlands while they directed the North for the development of export-coal because this territory consisted naturally of mineral resources. Vietnam became also an importer of French products in

order to stimulate their domestic commerce. Even in the period of colonization, the Vietnamese economy witnessed a miracle development thanks to the policy of agriculture production acceleration. Vietnam started to have foreign trade with other countries in the region. At this time, Saigon was considered “the Pearl of the Orient.”

The August Revolution launched by Viet Minh in 1945 marked a milestone in Vietnam history. It ended the Nguyen dynasty with the abdication of the emperor Bảo Đại on 25<sup>th</sup> August 1945 and the declaration of the independence of the North of Vietnam under the name of Democratic Republic of Vietnam by Ho Chi Minh, the leader of Vietminh organization. Especially, after the Battle of Dien Bien Phu in 1954 with the control of the Geneva Accord, France’s colonial presence was terminated in Vietnam; the 17<sup>th</sup> parallel was used as the frontier politically dividing Vietnam into two parts, leading to the two different economic ideologies: communism in the North and capitalism in the South.

The event of 30 April 1975 marked the day of southern liberation for nation reunification with the official name of Socialist Republic of Vietnam. Since then, the economy of Vietnam was put under the strict control of the government, a centrally planned economy with three Five-Year Plans in order to recovery the economy post war. Economic growth dropped significantly with the soaring inflation rate to over 700 percent, imbalances in supply and demand, and decreased Soviet assistance making the Vietnamese economy isolated from the whole world. The 6<sup>th</sup> National Congress of the Communist Party of Vietnam in December 1986 decided to approve the political and economic renewal campaign named Doi Moi with the purpose of creating a social-oriented market economy. The 6th National Congress of the Communist Party renovated the economic thinking by recognizing a multi-sector economy, abolishing the economic management regime based on central plans and subsidies, constructing a new mechanism compatible with the objective rules and the development level of the economy, and fully and correctly applying the commodity-currency relationship. Moreover, production was required to be connected with the market and must protect the legitimate interests of laborers. One of the most valuable points of this policy is the permission and encouragement of the establishment of private business and foreign investment. In addition, this policy also enforces the role of international cooperation and the role of Vietnam all over the world.

Economic growth in 2018 increased 7.08% compared to 2017 – the highest increase in 11 years. With the policy for foreign direct investment since 1998, foreign investments are promoted as a part of Vietnam’s development strategy. Vietnam’s Department of Foreign Investment declared FDI in 2017 at 35.9 billion US dollars, a 42.3% increase year to year. This means that more and more foreign investors with different cultures are interested in and are creating a cross-cultural working environment in Vietnam.

### **3.2.2. The influence of Confucianism on Vietnamese culture**

In East Asia, Confucianism has long been considered as the cultural foundation for not only social norms but also political order (He, 2010). Actually, in analyzing fundamental Vietnamese culture and its influence on management, researchers emphasized the impact of the Chinese culture with Confucianism as the main factor making the difference between Vietnamese culture and Westerners one (Warner, 2014; Whitmore, 1984).

The founder of Confucianism is the philosopher Confucius (Kongzi in Chinese and Khổng Tử in Vietnamese) who lived from c.551 to c. 479 BCE in China. Confucianism is composed of a set of worldviews, moral systems, political ideologies and scholarly traditions that use the teachings of Confucius as its foundation and is then complemented by the teachings of Mencius and Xunxi. Confucius taught that fulfilling roles of one person in these social relationships is essential to keeping harmony and stability within a society.

In *Khổng Giáo Phê Bình Tiểu Luận (Short Critique of Confucianism)*, Dao Duy Anh wrote that, “For more than two thousand years... whether in Chinese society or in Vietnamese society, one breathed a Confucian atmosphere, fed on the milk of Confucianism, ate Confucianism, and even died with Confucian rites... [N]othing escaped the control of Confucian philosophy and ritual teaching” (McHale, 2002). This quotation implied the long-standing and deep influence of Confucian values on Vietnamese society. Vietnam nowadays still keeps the very ancient traces of Confucianism under the image of the temple, such as the Temple of Literature in Hanoi or the Temple of Souvenirs in Ho Chi Minh City. These historical and cultural monuments are also the site for the annual solemnly honored celebration of Confucius’s birthday. The core values of Confucianism stay deeply rooted in Vietnamese society and become so habitual that within Vietnamese daily life, they are not even noticed or remarked upon. They become the unwritten

lessons or the evident teachings that the elders transfer for to the youth, from generation to generation.

This study uses the five cardinal relationships identified in Confucianism as the ethical norms in order to analyze and clarify its influence on Vietnamese culture. According to Confucianism, relationships in society are composed of five cardinal relationships including the ruler and the ruled – *Đạo Vua Tôi*, father and son – *Đạo làm con*, husband and wife – *Đạo vợ chồng*, between brothers – *Tình anh em* and between friends- *Tình bè bạn* (Yang, 2015). These relationships are put under the control of “eight virtues,” namely loyalty and filial piety, benevolence and love, honesty and justice, and harmony and peace (Lai, 2009).

Among them, ***loyalty and filial piety*** are valued as the most important and most fundamental virtues that define all human relations. In the feudal context, this means the loyalty to the emperor who was worshipped as the son of the God, and in every situation, people must respect and show their loyalty to the emperor. Anyone who is familiar with the history of Vietnam is certainly familiar with the story of Le Lai and Le Loi. Le Loi was the emperor of Dai Viet, the name of Vietnam in the 15<sup>th</sup> century. After the warrior revolt of the Ming Dynasty of China, he founded the Lê Dynasty and governed the country through the most prosperous era in the country’s history. However, before achieving this illustrious victory, he was taken by the Chinese and was confronted with a crushing defeat without the sacrifice of a loyal warrior named Le Lai. With all his courage, loyalty and patriotism, Le Lai voluntarily held off the Ming forces by dressing up in Le Loi’s uniform to fool them while Lê Lợi and the majority of his forces escaped. Le Lai and a group of rebels who were willing to die for the country understood well that if Lê Lợi were captured by Ming forces, the revolution, the fighting spirit of the forces and the hope of freedom from the Ming Dynasty would be resoundingly broken. The unsung hero, Lê Lai saved the future emperor and also saved a nation. He became the immortal image to describe the loyalty of a citizen towards the emperor, as Confucius taught in the relationship of the ruler and the ruled – “*đạo Vua tôi*”.

In the familial context, this relationship means the obedience and the filial piety of the children. When parents or those who are older talk to a child, the younger person must say “*ạ, vâng, ạ,*” no matter how old he/she is. Although these words all mean “yes,” they show a very polite, respectful and hierarchal attitude because the older is always considered superior and must be



respected. "Filial piety and fraternal submission--are they not the root of all benevolent actions?" said Confucius (Tran, 1930). Especially, an individual is considered less important than the family. "While his parents are alive, a son should not dare to consider his wealth his own; or to hold any of it for his private use," said Confucius (Tran, 1930). From the very early years of their life, children are well-educated to obey the adults without argument, even when their parents or the elders say something wrong. Moreover, children must look after their parents until their death to show gratitude to those who gave birth to them. Numerous histories about filial piety are told from generation to generation as good examples to teach piety in the community such as "*Mài đạo dạy vợ*", teaching the daughter-in-law to be pious with her mother-in-law.

In school, this relationship is confirmed one more time because teachers are always considered as superior, according to Confucius. When meeting a teacher, children and kids have to cross their arms and bow to greet them. When a teacher enters a classroom, the entire class has to stand up and greet him/her. In Vietnam, Teacher's Day is held on 20th November and is an important national day dedicated to paying respect to the teachers.

A motto exists that is usually seen at the gate of each school in Vietnam, namely "tiên học lễ, hậu học văn" from a Chinese proverb, "先學禮, 後學文". It means that one has to learn politeness first, and then learn the other subjects. If someone who is literate does not know how to show politeness and respect, or even ignores filial piety, he/she will be looked down upon. The literary works of Confucian scholars like Nguyễn Trãi and Chu Văn An, some of the most influenced students by Confucianism, are still taught in school.

Secondly, ***benevolence and love*** refers to the principle of dealing with others and of defining moral values including benevolence, compassion, acting for the benefit of the people and sharing their worries. Confucius called "benevolence" as "*Ren*" and considered it as the paramount virtue (Xie & Ge, 2013). *Ren* means to love all: families, others, and country. According to Confucius, filial piety was the basis of benevolence, and loving families is the root of loving others and loving the nation. He believed strongly that if someone does not love his/her family, it would be hard to show love to others and the nation. Treating others the way you would want to be treated is a core idea in Confucian thinking. Benevolent men should treat others as well as themselves, try to care and help others, and seek to establish and put others first (Xie & Ge, 2013). The Vietnamese culture demonstrates the spirit of "benevolence and love" in a number of ways in

Vietnamese daily life through the folk sayings like: “Oh gourd, love the pumpkin. Though of different species, you share the same trellis – *Bầu ơi thương lấy bí cùng. Tuy rằng khác giống nhưng chung một giàn*”. There are some other proverbs showing this spirit such as: “When drinking water, think of its source - *Uống nước nhớ nguồn*,” which shows respect as well as love for the ancestors, “Sister fell I lift – *Chị ngã em nâng*” or “Siblings as arms and legs, helping together in the case of hunger and disease – *Anh em như thể tay chân, rách lành đùm bọc hai thân vui vầy*,” which emphasizes the love between siblings, and “If you would like to cross the river, you should ask for a bridge or a ferry man. Therefore, if you would like to have an educated child, you must respect the teacher – *Muốn sang thì bắt cầu kiều, muốn con hay chữ hãy yêu lấy thầy*,” which shows love as well as gratitude to the teacher.

Thirdly, ***honesty and righteousness*** refers to the desire of equal relationships between siblings and friends, including helping each other in need, acting in good faith, and keeping promises and commitments. In the treasury of Chinese literature, the story of Ba Nha (Bo Ya in Chinese) and Chung Tu Ky (Zhong Ziqi in Chinese) is a good example for a righteous soulmate legend. Bo Ya was a royal official and Zhong Ziqi was a mere woodman, but they became close with mutual and shared feelings thanks to the tune and melody from Bo Ya’s lute. After Zhong Ziqi passed away, Bo Ya stood beside Zhong Ziqi’s grave, bowed four times, played a melody and then broke his lute because he thought that the melody was now no longer alive as his heart was mourning Zong Ziqi. Zong Ziqi was no longer alive, so no one could share this melody with him. In Vietnamese, a similar spirit was written in a poem in “*Nôm*,” a type of Vietnamese word which is an interaction between Chinese and Vietnamese words, with 6-8 verses. The story is about the friendship between Lru Bình and Dương Lễ.

Finally, ***harmony and peace*** refers to relationships with strangers, including striving for peaceful words, avoiding conflict and integrating based on a harmonious and equal goodwill. The meaning of harmony in Confucian thinking contains both “difference” and “encourages the coexistence of difference,” making the term of “harmony” attached to openness, equality and reason (Wei & Li, 2013). Harmony is firstly an ethical notion describing the principles that human beings must follow to act such as to “not look at anything unless it is in accordance with harmony,... not speak about anything unless it is in accordance with harmony, [and]... not do anything unless it is in accordance with harmony” (Wei & Li, 2013). Secondly, harmony is the coexistence and the coordination of multiple parties with benevolence and righteousness as

criteria. Thirdly, harmony is a process by which similarities and differences go hand-in-hand and step-by-step toward harmony in the long term. Last but not least, a harmonious relationship requires not only mutual complementarity but mutual support between the parties that could act both for and against one another's growth (Wei & Li, 2013).

### **3.2.3. Vietnamese village culture**

Vietnamese society is structured around villages based on an agricultural economy with the village culture (Nguyen, 2009). Therefore, life in villages has a serious influence on Vietnamese customs. In anthropological and cultural research, this term of “village culture – *văn hóa làng xã*” is considered as a singularity of the Vietnamese and still influences strongly on Vietnamese character today (Nguyen, 2015). “*Làng xã*” is an officially administrative unit of residence in the countryside with an independent cultural space of Vietnamese farmers. They are self-sufficient and a basic administrative unit composed by the state. Imagining Vietnamese traditional villages, there are always the image of bamboos surrounding the outside, one market with local products, one solemn but closed pagoda, one communal house for the official and administrative procedure and for the local festivals, villagers' houses with almost all the same architecture, dirt roads and paths, the immense fields, some small stores, ancient temples, and so on. Especially, every village has its own entrance gate as a symbol marking the frontier and the territory with the other ones. Each village includes a set of smaller units depending on the placement of the villager's residence and their family relationship with the same name – *dòng tộc*, professional associations – *phường, hội* and administration – *thôn*, creating a community under the control of village organizations (V. L. Nguyen, 2017). An advisory board represents the village government to make decisions in approving the village policy and resolving all political, economic and cultural problems in the village. The government members are appointed by village citizens based on their position, their prosperity, and also the village's customs. The village government shows the autonomy of the village because they have the rights to decide all matters occurring in the village without the intervention of the state. Therefore, there is one proverb that describes this power of the village government, namely “*Phép vua thua lệ làng*”, which means that “even the emperor's rules are superseded by the village's practices” (Nguyen, 2017). Today village governments are more modern but the village is still a symbolic characteristic of Vietnamese culture despite the

urbanization policy of the government. This shows the fact that the village organization tradition is ingrained in the Vietnamese people and nothing could replace its long standing culture, no matter what kind of time period or what kind of government that controls the country. The village is the basis of society (Nguyen, 2017) and deeply influences the life style and the characteristics of Vietnamese people (Huynh, 2008; Tran, 1996).

Vietnamese village culture influences collectivism in Vietnam because, according to the studies by Tran (N. T. Tran, 2004, 2006), the community spirit with a feudal hierarchy beside a tight knit community and self-governance with a democratic community are two characteristics of a typical Vietnamese village. The community spirit is the uniformity in which Vietnamese people are always ready to connect to help together. They consider their fellows in the community as their siblings in a family. This spirit is expressed clearly in proverbs that were spread from generation to generation as a lesson or a way to encourage and to educate the youth, such as “When the blood sheds, the heart aches – *Máu chảy ruột mềm*,” “When a horse is sick, the whole stable refuses grass - *Một con ngựa đau cả tàu bỏ cỏ*,” “The good leaves protect the worn-out ones” – *Lá lành đùm lá rách*,” “A cut on the hand of others also hurts me – *Tay đứt ruột đau*,” and “One for all and all for one – *Một người vì mọi người, mọi người vì một người*.” The sense of “self” is outside the thinking of Vietnamese people because they always try to attach themselves to the community with social relationships and solve problems by uniting the whole village. This point is different from the Western culture where from a very young age, people are educated to be “their own” in the society. This results in the habit of over-reliance of Vietnamese people on others such as “to swim with the tide – *gió chiều nào xoay chiều đó*” until the moment of “doing nothing to be peaceful – *An phận thủ thường*” (Nguyen, 2017). By contrast, self-governance emphasizes the differences between the villages that create the self-reliant community spirit. According to this thinking, the Vietnamese have a habit of selfishness, which leads to the tendency to “support one’s local area but also to practice factionalism, sectionalism” (Nguyen, 2017). Some proverbs could be found to explain this meaning such as “You make your own barriers for your field – *Ruộng ai người nấy đắp*,” and “Take care of yourself, take care of your cow – *Thân ai người nấy lo, bò ai người nấy giữ*.” Moreover, the self-governance point of view of the Vietnamese also leads to shape the tendency of dictation and dogmatism (*gia trưởng* in Vietnamese) as well as hierarchy (*tôn ti* in Vietnamese). One person

can enforce his/her ideas upon others and make an irrational level of hierarchy because of an unwritten law saying that “longevity makes you become the seniors – *Sống lâu lên lão làng*.”

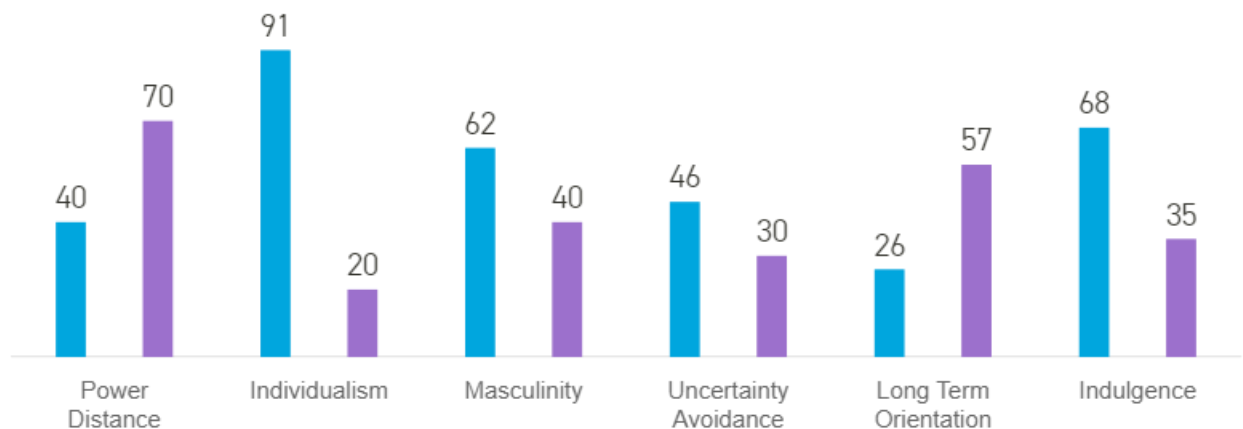
From these analyses above, it can be seen that there is a contradictory logic in the Vietnamese thinking: while they would love to be united to help each other, they also keep a sort of selfishness to support themselves and their local area; while they would love to be harmonious, they also strive for their personal benefit and the benefit of their community; while they would love to have a democratic and equal lifestyle, there still remains a tendency of being dogmatic and recognizing the hierarchy in society; even they always try to be hardworking and self-reliant, they still keep the habit of over-relying on others. Two sides of a coin exist in every Vietnamese person who steps out from the village culture with two spirits of community and self-governance. The degree of this two spirit expression depends on the circumstances of the Vietnamese person. The Vietnam War is beautiful evidence proving that in the most difficult situations that threaten the survival of the community, the community spirit achieves the highest level. The Vietnam War ended with the victory of the Communist Party who knew how to use the power of the entire population to make a united community efficiently. After the war, a new Vietnamese government called upon the assistance of all Vietnamese people to recover the economy and to build the destroyed country caused by the war through numerous programs and campaigns such as Golden Weeks (*Tuần lễ vàng*) or Independent Fund (*Quỹ độc lập*) whose purpose is to encourage the financial contribution from the bourgeois class in society. “I hope that the whole country, especially the rich is very devoted to the sacrifice of the country. I believe that the whole nation, especially the wealthy, in this donation, will be worthy of the sacrifices and struggles of patriotic soldiers on the fronts. I’m looking forward to the whole country following obligations. Live independent Vietnam,” said Ho Chi Minh in 1945 (Hò, 2015). As a result, people from all classes “*sĩ, nông, công, thương*” had funded 370 kilograms of gold and 20 million Indochinese Dong. This was a huge amount in the period of multiple difficulties after the war and proves the community spirit of the Vietnamese people. However, after the rainfall, selfishness and the support for their own will rise in the thinking of Vietnamese people.

### 3.2.4. Hofstede cultural dimensions – A comparison between Vietnam and the U.S.

As discussed above, the geographical, economic, political and social conditions play a crucial role in forming the Vietnamese national culture. The influence of national culture could be addressed through the 6-D Model© developed from the landmark of six distinctive cultural dimensions, including collectivism, power distance, masculinity, uncertainty avoidance, long term orientation and indulgence (Hofstede, Hofstede, & Minkov, 2010).

The figure below compares how these dimensions differ from Vietnam to the U.S. The comparison was conducted via the program available on <https://www.hofstede-insights.com/country-comparison/the-usa,vietnam/>. The blue color refers to the U.S.A. context while the violet one refers to Vietnam.

Figure 6: Vietnam in comparison with the U.S.A



**Power Distance** is “the degree to which the less powerful members of a society accept and expect that power is distributed unequally” (Hofstede et al., 2010).

The U.S. achieved a score of 40 while Vietnam achieved a high score in this dimension (70). This means that the Vietnamese accept a hierarchical order more than the U.S. This phenomenon could be easily explained thanks to the influence of Confucianism in Vietnamese culture as well as the organization of village culture as seen in the analysis above. Hierarchy reflects the inherent inequalities and centralization in an organization where subordinates would like be told

what should to do. Benevolent autocrat becomes the image of an ideal boss and it is hard to propose any challenges to the leadership (Hofstede et al., 2010).

***Individualism versus Collectivism:*** Individualism refers to “a loosely-knit social framework in which individuals are expected to take care of only themselves and their immediate families” (Hofstede et al., 2010). At the other extreme, collectivism represents “a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty. A society’s position on this dimension is reflected in whether people’s self-image is defined in terms of ‘I’ or ‘we’” (Hofstede et al., 2010).

A score of 20 tells that Vietnam is a collectivistic society. This is understandable because of the spirit of community in village culture and the restraint from the loyalty and benevolence values from Confucian thinking. Collectivism here represents close, long-term, individual commitments to the “member” group, family, organization and extended relationships. Loyalty is emphasized in a collectivist culture that overrides other societal rules and regulations. Relationships – so-called *guanxi* by Confucius - are put in the center of the society in which everyone takes responsibility for fellow members of their group. In collectivistic societies, offence causes shame and even the loss of face. A family relationship is an advantage for hiring and promotion in the organization and the management occurs as in-group management (Hofstede et al., 2010).

In the U.S. context, the score of 91 in individualism makes the U.S. as the highest individualist culture in the world. This can be seen in the saying “liberty and justice for all” and in the American premise emphasizing on “equal rights in all aspects of American society and government” (Hofstede et al., 2010). Hierarchy is established for convenience. In addition, superiors are accessible and managers run the organizations based on the belief of individual employees and teams for their expertise. Managers and employees work in an informative environment where both of them expect to be consulted. Informal, direct and participative communication is characteristic of the individualist society. The loose-knit society expects people to look after themselves and just their immediate families and that they should not rely (too much) on authorities for support, leading to a high degree of geographical mobility in the United States. Americans are self-reliant and display initiative without any shyness of

approaching their prospective counterparts in order to obtain or seek information. Hiring, promotion and decisions in an organization are based on merit or the competence evidenced by what one has obtained or can do.

***Masculinity versus Femininity:*** “The Masculinity side of this dimension represents a preference in society for achievement, heroism, assertiveness, and material rewards for success. Society at large is more competitive. Its opposite, Femininity, stands for a preference for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus-oriented” (Hofstede et al., 2010).

With the score of 40, Vietnam is considered as a Feminine society in which the focus is on “working in order to live.” Moreover, managers strive for consensus; equality, solidarity and quality are valued in their working lives. Compromise and negotiation are used to resolve conflict. An effective manager is someone supportive who makes decisions through involvement.

The U.S. achieved the score of 62 for the dimension of Masculinity. This is explainable by the evident combination of high Masculinity going along with the most Individualist society. The shared value between American relationships is that they “strive to be the best they can be” and that “the winner takes all” (Hofstede et al., 2010).

***Uncertainty Avoidance Index*** is “the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity. The fundamental issue here is how a society deals with the fact that the future can never be known: should we try to control the future or just let it happen?” (Hofstede et al., 2010).

The uncertainty avoidance index of Vietnam scores 30 making it a low preference for avoiding uncertainty. Vietnamese people believe that rules are unnecessary and they would like to work with a flexible schedule. Hard working is undertaken in some urgent cases but not for its own sake. Precision and punctuality are not highly appreciated and innovation is not focused on.

With a low score of 46, below average on the uncertainty avoidance dimension, there is a fair degree of acceptance for new ideas and innovative products in the U.S. context. A lot of rules are



not necessary. The American is willing to try something new or different, is more tolerant of different ideas or opinions from others, and allows freedom of expression.

***Long Term Orientation versus Short Term Normative Orientation:***

“Societies who score low on this dimension, for example, prefer to maintain time-honored traditions and norms while viewing societal change with suspicion. Those with a culture which scores high, on the other hand, take a more pragmatic approach: they encourage thrift and efforts in modern education as a way to prepare for the future. Every society has to maintain some links with its own past while dealing with the challenges of the present and the future. Societies prioritize these two existential goals differently” (Hofstede et al., 2010).

A pragmatic culture is reserved to the Vietnamese context because its score is 57. In pragmatic societies, people believe that the truth depends significantly on the situation, context and time. They express an ability of adaptation to changed conditions, a strong propensity to save and invest based on their thriftiness and perseverance in achieving results.

The normative and low score of 26 on the fifth dimension in the United States reflects that Americans have a tendency to analyze new information to verify whether it is true. The U.S. does not have a pragmatic image, but they are still practical, being reflected by the “can-do” spirit as mentioned above.

***Indulgence:*** “Indulgence stands for a society that allows relatively free gratification of basic and natural human drives related to enjoying life and having fun. Restraint stands for a society that suppresses gratification of needs and regulates it by means of strict social norms” (Hofstede et al., 2010). In other words, it refers to the extent to which people try to control their desires and impulses.

On this dimension, Vietnam sees a low score of 35, making it be considered as a restrained culture. A tendency of cynicism and pessimism is at the core of such a society. People are aware that their actions are tightly restrained by social norms and that it is not normal behavior to indulge oneself. By contrast, the U.S. achieved 68 for this dimension indicating the spirit of “Work hard and play hard.”

In brief, in this study, Vietnamese culture is analyzed based on two main influential cultural fluxes, including Confucianism and village culture. These two factors result in a significant difference between the Vietnamese context and the U.S. context as seen through Hofstede's six cultural dimensions, namely collectivism, power distance, masculinity, uncertainty avoidance, long term orientation and indulgence.

In brief, Vietnamese culture is determined by two main dimensions, namely Confucianism and the "village culture". The value system influenced by these two factors contributes to create a culture characterized by high collectivism, high power distance, weak masculinity, weak uncertainty avoidance, moderate long-term orientation and weak indulgence compared with the US culture.

### **Summary of the chapter 3**

It is evident from the above analysis that the differences of national culture between the US and Vietnam. Do these differences cause the variety of citizenship behaviors between these two national cultures? The answers will be showed in the following chapters: the qualitative approach with a thematic analysis will be displayed in chapter 4, and the quantitative approach with an exploratory factor analysis (EFA) in chapter 5.

*If there is one thing which distinguishes humans from the natural world, it is their ability to talk. It is only talking to people or reading what they have written, that we can find out what they are thinking, and understanding their thoughts goes a long way towards explaining their actions.*

*Michael D. Myers*

## **Chapter 4: A Thematic Analysis of Organizational Citizenship Behavior in the Vietnamese Cultural Context**

### **4.1. Research question**

Literature concerning the organizational citizenship behavior dimensions is still in debate, especially in the cross-cultural context. The Vietnamese context is different from the U.S. one where OCB was first defined in 1988 by Denis Organ, as described in our literature review. Additionally, the Vietnamese economy has been characterized by a semi-reformed market economy since 1986, the absence of legal and commercial infrastructure and a highly collectivist culture. This chapter will explore and analyze the differences of the OCB dimensions in the Vietnamese context by conducting an inductive approach throughout 50 semi-structured interviews in public organizations in a city in Vietnam. The research results will contribute to the understanding of the OCB construct in the field of OCB research as well as provide a deep comprehension of OCB that will be helpful for local and foreign managers working in the context of Vietnamese culture.

This chapter gives a report on the analysis of qualitative data by applying the thematic analysis process as indicated in the methodology. The purpose of the qualitative interview-based study is to explore the perceptions of OCB in the context of Vietnamese culture based on the literature review of OCB in the Western context. The study was guided by the central research question: What are the dimensions of OCB in the Vietnamese cultural context?

This chapter starts with the research design of the qualitative research, data collection and data analysis. Findings and discussion will be focused upon at the end of this chapter.

## **4.2. Research Design**

The study utilized qualitative inquiry and specifically thematic analysis to examine the perception of Vietnamese employees on OCB in two public organizations in a city in the center of Vietnam. A qualitative approach is employed when a problem or issue needs to be explored; it focuses on words, not numbers (Creswell, 2012; Miles, Huberman, & Saldana, 2014). Qualitative data is "...organized into incidents or stories, has a concrete, vivid, meaningful flavor that often proves far more convincing to a reader..." (Miles et al., 2014). Qualitative research provides "...a complex detailed understanding of the issue," which can only be "established by talking directly with people, going to their home or places of work, and allowing them to tell their stories..." (Creswell, 2012). The use of qualitative research will allow the researcher to "...empower individuals to share their stories, hear their voices..." and to "...be sensitive to issues such as gender differences, race, economic status, and individual differences" (Creswell, 2012). In qualitative research, the frontier between data collection and its analysis is ambiguous (Casell & Symon, 1994). According to Cohen, Manion and Morrison (2007), there is an overlap of data analysis and results interpretation.

Thematic analysis is a kind of qualitative analysis that is used to analyze classifications and present themes (patterns) relating to the data. To be considered as the most appropriate for any study, thematic analysis seeks to discover the context using interpretations (Boyatzis, 1998). Moreover, by providing a systematic element to data analysis, thematic analysis permits the researcher to associate an analysis of the frequency of a theme with one of the whole content (Marks & Yardley, 2004). In addition, thematic analysis also emphasizes the identification and description of both implicit and explicit ideas because codes developed for ideas or themes are linked to raw data and include a comparison of the relative frequencies of themes within a data set. The researcher could look for code co-occurrence and graphically display code relationships (Namey, Guest, Thairu, & Johnson, 2008). Briefly, thematic analysis permits the researcher to not only precisely determine the relationships between concepts but compare them with the replicated data. Concretely, by using thematic analysis, there is the possibility to identify relationships between the various concepts and opinions of the participants as well as to compare them with the data collected in different situations or at different moments during the project. All possibilities for interpretation are possible.

In this case, the qualitative approach aims to yield in-depth employees' responses about their experiences, perceptions, opinions, feelings and knowledge concerning Organizational Citizenship Behavior. This qualitative phase adopted semi-structured interviews, using open-ended questions and providing a greater understanding of the employees' perceptions of OCB, which was appropriate for explaining phenomena undergoing constant change (Gioia, Corley, & Hamilton, 2013). Appendix A and B show the participant information sheet and the consent form for the interviews. Interview transcripts helped to build a coding collection to develop and define themes via thematic analysis.

#### **4.2.1. Ethical Considerations for the Qualitative Data Collection**

Interviews were conducted in person at the University, Hospital B, a coffee shop, a restaurant or in the canteen of the University or Hospital or by telephone. The researcher intentionally chose these places to make the participants feel as relaxed as possible within their own daily environment. In an effort to minimize bias, the same researcher conducted all interviews. An informed consent form was provided to each participant before their participation in the interview, and participants additionally had the opportunity not to answer specific questions or to end participation at any time. As part of the debriefing process, interviewees were asked not to discuss the interview questions with other interviewees until completion of all interviews. This sought to reduce bias where employees from the same department or faculty participated in the interviews. The real names of the interview participants were changed to "Participant" numbered from 1 to 50 in order to ensure confidentiality and anonymity. Furthermore, the electronic transcripts were kept in a password-protected computer to ensure confidentiality and compliance with the institutional code of ethics. The interview transcripts were only accessed by the lead researcher and by the supervision team who represented researcher two and three in the thematic analysis process.

#### **4.2.2. Interview Questions**

This section addresses the qualitative stage of data collection by discussing the interview questions asked of participants, alongside justification for the inclusion of each question based

on the literature review. These questions were used as guidance for the interview, but there were numerous other questions that were adjusted and that emerged depending on the context or the story of each participant. For example, instead of asking interviewees if they agreed that keeping the workplace clean should be considered a factor of OCB, the researcher depended on the context by looking at the office and observing its cleanliness. The researcher then immediately asked the interviewee if he/she loved a clean workplace and why. The interviewee gave surprising answers and provided useful information for data analysis. Therefore, a well-prepared question list is good for directing the interview, but the flexibility and the sensitivity of the researcher in each situation also plays a very crucial and determinant role. Some examples of questions are listed as follows:

1. What does the term Organizational Citizenship Behavior mean to you?

The literature review adopted Organ's (1988) definition of OCB. The inclusion of this question at the start of the interview facilitated comparisons between the literature definitions and the employees' definitions.

2. What factors/behaviors do you perceive as relevant to OCB?

The literature review underpinned a conceptual model of OCB with several dimensions. This question was posed to ensure that additional factors of OCB not evidenced in the literature were considered.

3. What challenges do you see in getting a new task and in this case, is there anyone willing to help you?

The literature review offered a number of aiding behaviors. This question continued the approach of questions one and two in examining the alignment or lack thereof between theoretical literature and the employees' perceptions of OCB.

4. Just remind me, is there any situation in which you help your colleagues?

This question further explained the helping behavior. STAR technique, as described below, was applied in each situational question.

5. How would you expect your colleagues within your workplace to contribute to the organizational citizenship?
6. How do you think about the conscientiousness of each employee at the workplace?

.....

As explained, STAR technique was applied in each situational question. The researcher asked interviewees about the situations that they experienced following the formula:

<b>S</b>	Tell me about the situation that you witnessed or you experienced at your workplace when you.....( concrete situations)
<b>T</b>	What is your task/role in this situation
<b>A</b>	What is your/his/her/their actions in this situation
<b>R</b>	Tell me about the results of this situation or what lessons did you get from it

#### 4.2.3. Interview saturation

Failure to reach data saturation has a negative impact on the validity of one’s study results (Kerr, Nixon, & Wild, 2010; Roe & Just, 2009). To be considered as a hard defined concept, data saturation is a neglected field because the results of data saturation in this study is not nearly enough for it to apply to others. Moreover, research designs are diversified, leading to the fact that a one–size-fits-all method to reach data saturation becomes unachievable. In some cases, fewer interviews are not necessarily worse than more and vice versa. Therefore, to some extent, researchers do agree that data saturation is reached when there is enough information to replicate the study (O’Reilly & Parker, 2013; Walker, 2012) and when the ability to collect and to interpret additional new information has been reached and when the further coding of data is no longer feasible (Guest, Bunce, & Johnson, 2006). In other words, it means no new data, no new themes, no new coding, and the ability to replicate the study. In order to better understand, the concept of rich data, the quality of data and thick data, the quantity of data (Dibley, 2011), and the size of the sample (Burmeister & Aitken, 2012) are developed, leading to the idea that data saturation is not just about the numbers of interviews, but about the depth of the data (Burmeister & Aitken, 2012). It will be ideal if the data ensures both. The number of interviews needed for a qualitative study to reach data saturation is a number researchers cannot not quantify, but generally the researcher takes what he/she can get (Bernard, 2012). Because there is too little literature concerning OCB in the context of Vietnam, the researcher usually reviews his/her findings after each interview to adjust the interview questions that will be more suitable and

helpful to find out the information for the next interview. Therefore, almost all the interviews conducted in this study result in rich data.

### **4.3. Data collection**

#### **4.3.1. Participants**

Qualitative research requires that the selection of participants is purposeful; this is required because only those selected can offer insight into the experience (Creswell, 2012). The literature review confirms a positive impact of OCB on the individual performance that leads to the organizational performance. Therefore, it is better to contact employees who have worked for a long time in organizations (at least 2 years) and have good performance results at the workplace as demonstrated by prizes, publications, certificates, semester evaluations and feedback from colleagues. (See Appendix E)

Interviews took place in person (n=40, 80%) and by telephone (n=10, 20%) at Universities and Hospital B, which are public and private organizations in the city of Danang in Vietnam. Telephone was privileged when interviewees were away for business. Interviews ranged from 60 to 89 minutes, with an average length of 78.96 minutes (See Table 10). By conducting the interviews at Universities and Hospital B or by telephone, this helped to put the employees at ease due to familiarity with the research environment. Furthermore, to try to prevent interviewees from giving the answers they felt the researcher might want to hear, the researcher stated prior to the interview that there were no right or wrong answers and that all opinions were valid.

Table 10 Interview duration in minutes

N	Valid	50
	Missing	0
Mean		78.9600
Minimum		60.00
Maximum		89.00



### **4.3.2 Preparing data for analysis**

To reduce the bias of thematic analysis being conducted by a single researcher, a second researcher conducted thematic analysis on a sample of 10% of the interview transcripts (Saldaña, 2015). Specifically, 10 transcripts were randomly chosen and sent to an expert who has a PhD degree and is currently working as a researcher and lecturer in University A. This researcher is also familiar with coding data in qualitative research as seen in her PhD thesis which used grounded theory to generalize a theory. Moreover, she is also well equipped with the licensed NVIVO software that can help during data analysis. A third researcher with a Master's degree and working as a doctor in Hospital B carried out a comparison of the themes, subthemes, and codes induced from the sample transcripts with those induced from all transcripts. This provided additional integrity to the findings and helped to clarify understandings, as well as explaining dimensions from the literature review and quantitative results.

In accordance with Javadi and Zarea (2016), the researcher's interpretation of the codes and subsequent themes was considered more important than the frequency with which the participants cited codes. The research need to ensure the internal homogeneity in each theme in which the data inside the theme was related, and external heterogeneity by which the themes themselves were distinct from each other (Boyatzis, 1998). The semantic nature of the themes meant that coding helped to show patterns and represent the richness of the entire data set, by explaining the employees' perceptions of OCB. The aim was to theorize the importance of patterns and of their wider meanings (Boyatzis, 1998). The researcher looks at the employees' perceptions as a collective and the combined accounts of different employees helped to build an overall picture to explain their views.

## **4.4.Data analysis**

### **4.4.1. Interview saturation**

As discussed above, over the last twenty-five years, guidance on the number of interviews required for saturation has attracted so many scholars who strive to find a reasonable number (Adler & Adler, 2012; Becker, 2012; Brinkmann & Kvale, 2015; Creswell, 2012; Francis et al., 2010; Marshall, Cardon, Poddar, & Fontenot, 2013; Morse, 1994). However, a study conducted

by Saunders and Townsend (2016; 2015) examined two hundred and forty-eight studies published in organization and workplace journal articles between 2010 and 2013 (Saunders & Townsend, 2016), and they found that only 81% of studies reported their sample size and only 4.2% reached saturation. They reported that the average number of interviews to reach saturation was 32.5. Whilst these numbers help to represent studies in the field, and attempts to provide empirical guidance to qualitative research may be well intended, following any particular set number of interviews would compromise the integrity of the qualitative phase of this research. Saunders and Townsend (2016) acknowledge this limitation and recommend that, when considering sample size for reaching saturation in qualitative, interview-based studies, sample size should be determined on a case-by-case basis. This research adhered to their advice. Participant numbers for this research increased until saturation was reached at the dimension level, in accordance with guidance by Suddaby (2006) and Strauss and Corbin (1990) for result verification.

Table 11: Interview saturation

<b>SATURATION</b>	
Altruism: 45	Civic virtue: 42
Conscientiousness: 45	Self-development: 45
Sportsmanship: 12	Advocacy participation:10
Courtesy/ Voice/ Interpersonal Harmony: 44	Loyalty / Promoting organization’s image 45
Friendly environmental workplace: 39	Protecting and saving organization’s resources: 43

#### **4.4.2. Participants characteristics**

This section evidences results of some demographic characteristics of participants.

Table 12: Participant Educational Background

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor or equivalent	9	18.0	18.0	18.0
MASTER	24	48.0	48.0	66.0
PhD	13	26.0	26.0	92.0
Non-Degree	4	8.0	8.0	100.0
Total	50	100.0	100.0	

As can be seen from the Table 12, there are 9 participants with the degree of bachelor or equivalent. The researcher called equivalent because this group aims to person who graduated from universities but have not got a degree of Master or PhD yet. In Vietnamese higher education system, for doctors, it takes them 6 years and for an engineer, it takes them 5 years for graduation. For others, it takes them 4 years to get bachelor degree. Despite the difference of the duration of training, all of them are classified in the group of “graduated”, so-called later “bachelor or equivalent”. There are 4 participants with non-degree. They are 3 cleaner and 1 security man in the University and Hospital. Overall, most participants have participated in higher education training and that facilitates the process of data collection. All Vietnamese universities give courses in research methodology and so participants are familiar with doing research. In particular, 48% of Master and 26% of PhD ensure that they understand the purpose this study, which makes them cooperative during the interviews.

Table 13: Participant Origin

	Frequency	Percent	Valid Percent	Cumulative Percent
DANANG	23	46.0	46.0	46.0
QUANGNAM	11	22.0	22.0	68.0
HUE	7	14.0	14.0	82.0
QUANGTRI	2	4.0	4.0	86.0
Valid QUANGBINH	2	4.0	4.0	90.0
QUANGNGAI	3	6.0	6.0	96.0
TAYNGUYEN	1	2.0	2.0	98.0
HANOI	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Table 14: Participant Age

	Frequency	Percent	Valid Percent	Cumulative Percent
FROM 22 TO 25	4	8.0	8.0	8.0
FROM 26 TO 30	16	32.0	32.0	40.0
FROM 31 TO 35	11	22.0	22.0	62.0
FROM 36 TO 40	9	18.0	18.0	80.0
Valid FROM 41 TO 45	5	10.0	10.0	90.0
FROM 46 TO 50	4	8.0	8.0	98.0
FROM 51 TO 55	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Table 15: Participant Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	23	46.0	46.0	46.0
Valid FEMALE	27	54.0	54.0	100.0
Total	50	100.0	100.0	

Table 16: Participant Seniority

	Frequency	Percent	Valid Percent	Cumulative Percent
FROM 1 TO 5	21	42.0	42.0	42.0
FROM 6 TO 10	15	30.0	30.0	72.0
FROM 11 TO 15	5	10.0	10.0	82.0
FROM 16 TO 20	3	6.0	6.0	88.0
MORE THAN 20	6	12.0	12.0	100.0
Total	50	100.0	100.0	

Table 17: Participant with their role of management

	Frequency	Percent	Valid Percent	Cumulative Percent
EMPLOYEE	47	94.0	94.0	94.0
MANAGER	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Table 18: Participant Workplace

	Frequency	Percent	Valid Percent	Cumulative Percent
HOSPITAL	19	38.0	38.0	38.0
UNIVERSITY	31	62.0	62.0	100.0
Total	50	100.0	100.0	

#### 4.4.3. Treatment of data: Thematic analysis

This section applies the six phases of thematic analysis that Braun and Clarke (2006) suggest: familiarizing yourself with your data, generating initial code, searching for themes, reviewing theme, defining and naming themes, and producing a report.

##### *Phase 1: Transcribing 50 interviews into separate Word documents*

Firstly, the researcher manually transcribed interviews from recorded files into Word documents because this provided the researcher with an opportunity to listen to the interviews again while transcribing them. The second step involved reading through each of the transcribed interviews to check for validity, to immerse the researcher into the data and to color initial ideas to code the interviews to facilitate content analysis by taking notes that the researcher thought could be

useful. The researcher chose to manually code, whereas the expert used NVIVO from this point. Before starting to code, both of them discussed the research project in depth and agreed to use the 7 dimensions developed in Western literature as the initial classification themes. The researcher employed 7 colors representing these 7 dimensions and other colors to highlight the codes that could not be classified in these 7 groups. They became the premise for the emergent dimensions in the Vietnamese cultural context.

### ***Phase 2: Generating initial codes***

The researcher began by reducing the information in the transcript of the first interview through the generation of initial codes based on the idea of dimensions developed in the Western context. This included creating an outline for each new code to ensure consistency when identifying the same code across the 50 transcripts. The researcher then coded each subsequent interview, returning to previous interviews as necessary to refine codes. This evidences an example of the iterative approach taken, where continued familiarization with the data facilitated the generation and refinement of codes. At first, there were 95 codes identified by the researcher and 87 codes identified by the expert. Eventually after discussing and analyzing together with the participation of the third expert, 67 codes were maintained across the 7 dimensions introduced in the literature review and from the new codes that emerged. The codes are shown in the thematic maps and summarized at the end of this chapter. An example of a typical code is altruism, which was applied whenever participants referred to helping others or colleagues in the interview transcripts. For example, altruism is discussed in the following statements: “We must work in a team and the willingness to help others will accelerate our performance,” “I always help my colleagues, especially female ones in the period of breastfeeding to get night shifts so that she could go back home with her babies,” “I don’t know how I could have managed to be myself until now without help from my colleagues. They told me how to work efficiently in my very first days at the workplace and have always been beside me to give me a hand to overcome all my troubles in my task. I know that they don’t need me to requite, but I think the best way for me to say thank to them is by helping the others who are confronted with difficulties like me” and “Even when my colleagues confront other non-work-related problems such as their child’s illness, we could give a hand to help him/her feel free to concentrate on his/her task.”

### ***Phase 3: Searching for themes.***

The next phase involved searching for themes across the 67 codes. In accordance with Javafi and Zarea (2016), the researcher's interpretation of the codes and subsequent themes was considered more important than the frequency with which the participants cited codes. This led to the initial identification of 14 themes.

### ***Phase 4: Reviewing Themes***

Boyatzis (1998) states that each theme should have internal homogeneity, meaning the data inside the theme is related and external heterogeneity, meaning the themes themselves are distinct from each other. This led to the removal of one theme, which was integrated into existing identified themes. 7 dimensions with 13 themes remained, adhering to internal homogeneity and external heterogeneity. After the third and the fourth steps, the researcher and the experts continued to discuss themes and sub-themes defined in order to conduct the fifth step of naming the theme. There were no recommendations for the discussion between the researcher and the experts in order to ensure the reliability of the research. However, the researcher suggests a regular discussion between them to avoid wasting time on the codes or themes that were not appropriate as observed from early in the research. In some cases, both researcher and expert must call upon the participant again to ask for additional explanations for their answer in their context in order to achieve a consensus between the two researchers.

### ***Phase 5: Defining and Naming themes***

The next phase of thematic analysis required each of the 8 themes to be defined and named. Additional familiarization with the data and a review of the codes that generated each theme was undertaken. The iterative process led to the following names and definitions. Each theme evidences a dimension introduced in the literature review; some disappear and some appear.

#### **- Dimension 1: Altruism**

This theme presents the employee's behaviors of helping another colleague or interpersonal assistance with related-work problems as well as of preventing problems relating to work.

- Dimension 2: Conscientiousness

This theme looks at the voluntary behaviors that are beyond minimally required or generally expected levels. It also includes a person's internalization and acceptance of the organization's rules, regulations and procedures

- Dimension 3: Civic Virtue

This theme addresses a macro level interest in or commitment to the organization as a whole. An employee is considered as a part of a whole in the same way that citizens are members of a country, city or village and accept the responsibilities there including organizational participation and protecting and saving organizational resources.

- Dimension 4: Interpersonal Harmony

This theme encapsulates the spirit of "*Dĩ hòa vi quý*" in order to keep peace in relationships between employees in case of conflict.

- Dimension 5: Loyalty

This theme incorporates two sub-themes, namely long-life dedication and promoting an organizational image.

- Dimension 6: Continuous Learning

This theme incorporates two sub-themes including self-development and sharing knowledge. Perceived as a key dimension of OCB, this theme presents voluntary behaviors of improving an employee's capacity to keep up with the latest developments in the field as well as willingness to share knowledge and create a continuous learning environment at the work place.

- Dimension 7: Environmentally Friendly Workplace

This theme identifies behaviors of keeping the workplace clean as well as creates an environmentally friendly space at the workplace

During the iterative process, a Vietnamese-English translator was hired to ensure the accuracy of language transformation. Most of the codes are well translated into English. However, there are certain expressions that were found to be difficult to correctly translate into the right meaning and interpretation in English, so the researcher decided to keep their original Vietnamese words, such as "*dĩ hòa vi quý*" and "*kính trên nhường dưới*".



### ***Phase 6: Producing the Report***

The final phase of thematic analysis was to document phases one to five. The documentation was parallel with the five stages to provide a clear audit trail for the researcher and to promote reliability of the treatment of qualitative data. The report captured the iterative nature of the six phases, with the final version of the report representing the final iteration of the thematic analysis.

### **4.5. Findings**

The table below evidences the final data structure.

Table 19: Data structure

1 <sup>st</sup> order concept	2 <sup>nd</sup> Order Themes	Aggregate Dimensions
Helps others voluntarily who have heavy workloads or during their absence or with their new tasks. Helping others by taking steps to prevent the creation of problems for them Provide innovation to improve the productivity of members of the teamwork	Helping coworkers with related and non-related work problems	Altruism
Actively finish tasks before deadline Taking extra time to work to ensure the performance regardless of compensation Ready to do extra responsibilities that are beyond those minimally required but beneficial for organizations even when that is not mandatory	Taking initiative	Conscientiousness
Following organizational rules and procedures Job dedication	Organizational compliance	
Willingness to take part in organizational governance including attending meetings and engaging in policy debate Expressing ideas about the future of the organization Participating, organizing, innovating, encouraging others and finding sponsors for organizational festivals/ activities.	Organizational Participation	Civic Virtue
Mentors economic environment for	Protecting and saving	

<p>threats and opportunities by keeping up with changes in the industry that might affect the organization</p> <p>Securing organization</p> <p>Saving organizational resources</p>	organizational resources	
<p>Evaluating the performance of coworkers, not their characteristics</p> <p>Win-win solutions</p> <p>Actively making peace during conflict at the workplace “<i>Dĩ hòa vi quí</i>”</p> <p>Keeping silent if what you are going to say will negatively influence others</p> <p><i>Kính trên nhường dưới</i></p>		Interpersonal harmony
<p>Remaining committed to the organization even under adverse conditions</p> <p>Finding solutions to overcome difficulties that the organization must face</p>	Long-life dedication	Loyalty
<p>Following social norms to keep your image in front of partners because your image represents the organizational image outside</p> <p>Promoting the organization to outsiders by external cooperation.</p> <p>Protecting and defending the organization against external threats</p>	Promoting organization image	
<p>Actively self-training with new tasks to expand contribution</p> <p>Having a career objective and path</p> <p>Actively self-training to improve knowledge, skills and abilities in order to adapt with the latest development in your field</p>	Self-Development	Continuous learning
<p>Not criticizing others because of their lack of knowledge</p> <p>Helping other colleagues to learn and to develop themselves</p> <p>Creating an environment of sharing knowledge at the workplace</p>	Knowledge sharing	
<p>Keeping the workplace clean is my responsibility at the workplace</p> <p>Hiring a worker to clean the workplace</p>	Keeping the workplace clean	Environmentally friendly workplace
<p>Making the workplace green with plants,</p>	Environmental Sustainability	

trees and flowers Using recyclable products at workplace (for example, bamboo straws) Classifying rubbish at workplace Promoting campaign for an environmentally friendly workplace		
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#### 4.5.1. Confirmed cross-cultural dimensions

*Conscientiousness* is the first dimension of OCB that was also found in the Vietnamese context. Conscientiousness is defined as one’s willingness to take on additional responsibilities such as working overtime voluntarily, practicing extra-role duties and sharing work-related information with others. This dimension is similar to *conscientiousness* as defined in Organ’s work in 1988. The following are examples of verbatim from interviews that address conscientiousness:

- “Sometimes, my boss asks me to do something outside my job description, but I feel that this is not a problem because I can gain a lot of new experience that my responsibilities in the job description could not give me, like celebrating a party for newcomers. Normally, it’s the task of the secretary but on that day she was ill and I was asked to do this. I think it was a beautiful chance for me to train and practice my organization skills.”
- “I am a doctor and you can see there are always unexpected problems around our work and a job description is not enough for us. We are always in the state of flexibility to do a lot of extra roles.”
- “We would like to see that our colleagues are always ready to share information with each other because we work in a university; it is necessary to continuously update our knowledge as well as pedagogical skills for the lectures. I would like to build a sharing community in my faculty, and I would be a part of this active team.”
- “I need to update the information for my lecture, and the others would like it too. In the period where information and technology is rapidly evolving, I couldn’t catch with up the scientific development by myself; the best solution is sharing information actively and we can gain from each other. I wish my colleagues share with me, so I need to be the first one.”
- “In our domain, lack of information means rejecting our work. International medical development requires us to read regularly to get the most modern and efficient ways of

treatment, especially for serious diseases. We are very busy with our clinic activities at the hospital with a lot of patients, so sharing information in our forum or at the workplace is the best way for us to learn more in our work.”

- “We need information concerning our responsibilities so that I could work more efficiently.”
- Conscientiousness refers also to job dedication: “No matter how many years I work here, my thoroughness for my job is the measure for my conscientiousness.”

This dimension is similar to “*taking initiative*” in the definition of Podsakoff (2000). In this case, the theme of “*organizational compliance*” identified by Podsakoff as a dimension of OCB is grouped in this dimension with the agreement of the three researchers. Organizational compliance concerns the punctuality of employees at the workplace as well as the obedience on the organizational rules and procedure of the break time, vacation and absent ratio. The answers from the participants provide the rationale for this conclusion:

- “To be punctual is the first expression of self-conscientiousness.”
- “Everyone loves to have a tranquil job with many breaks, but if you were a boss, do you want to pay for someone for doing nothing? Just follow the rules of the organization, that’s the conscientiousness of one employee in the organization.”
- “Do not be absent often from the workplace with any unreasonable reason because you would not capture the progress of the work and it will show the boss that you are an unconscientious employee.”
- “Doing your individual tasks during the working time is not a good behavior. I always take a self-conscientiousness that I’m here for my job, not for another individual reason.”
- The conscientiousness also focuses on the employee dedication for the job: “It is evident that the time you spent on a job at a workplace shows your patience, but it does not mean that you are a kind of person who loves stability. You don’t want to change your work just because you are familiar with it and you would like to remain in this stable situation. That is not enough to show loyalty. I highly appreciate enthusiasm and commitment in the work of an employee even if he/she just works for several months.”

The second common dimension is *altruism or helping coworkers*. That means the willingness to help other people at the workplace in both work-related and non-work related issues. This

construct resembles *altruism* (Smith, Organ, & Near, 1983) or helping (Van Dyne, Graham, & Dienesch, 1994c) and is reflected in the following statements from our interviewees:

- “We must work in a team and the willingness to help others will accelerate our performance.”
- “I always help my colleagues, especially female ones in the period of breastfeeding to get night shifts so that she could go back home with her babies.”
- “I don’t know how I could manage to be myself until now without help from my colleagues. They told me how to work efficiently in my very first days at the workplace and were always beside me to give me a hand to overcome all my troubles in my task. I know that they do not need me to requite, but I think the best way for me to thank to them is by helping the others who confront difficulties like me.”
- “Even when my colleagues are confronted to other non-work-related problems such as their child’s illness, we could give a hand to help him/her feel free to concentrate on our task.”
- “I always want to help people whenever I can just because I like to do this and it makes me feel happy and meaningful.”
- “Nobody can work without any troubles. In these cases, we need to be helped by others to find out the best solution, so why don’t we help others in need like us whenever we can?”
- “I would like that people always think of me as a nice colleague who is always ready to help others not only in work but in their life.”

In this case, the dimension of “courtesy” is also classified because courtesy is understood by Organ (1988) as helping colleagues even with non-related task problems and helping them to prevent the creation of problems in their work. This behavior generally also reflects the behavior of “helping.”

The third common dimension is *civic virtue or group activity participation* that refers to participating in activities organized by the enterprise or the union. This dimension is similar to *civic virtue* in Western literature.

- “I really want to participate in all activities that are organized by my University. This makes me feel as an important part in my organization like a member in family”.

- “I always wait for these activities because they are so funny and we are well connected after this”.
- “I love to organize activities for my faculty like a party on the international woman day, a gala dinner for a New Year eve because I would like to see all my subordinates in connection like a community, like a family”.
- “We work hard and activities makes us liberate our energy and they like a reward for all our efforts”. “I love to take part in our badminton team in the hospital. We practice together and join in festivals organized by leaders of our sector. The feeling of taking medals for the university is really cool”.
- “I love music festivals in my hospital because I can show my talent as a singer”.

The last common dimension is *building and promoting the organization’s image* that is similar to *loyalty* in OCB western literature. It is also classified in the loyalty dimension in Vietnam. Therefore, this dimension consists of two main parts including “building and promoting organization’s image and long-life dedication. Firstly, Vietnamese employees think that the image of organization is also their image in the society.

- “We always bring a beautiful image of our university to our client through product quality and customer service.”
- “The reputation of my school is like a pearl on my neck, so I always want to promote its image in the academic and professional world by trying to work hard with as many scientific articles as possible and train a lot of skillful students.”
- “I wish that when every pupil in high school thinks about a university of economics and management, my faculty will come first in their thinking.”
- “When someone is ill, the best place for them is a hospital with a well-trained medical staff and gentle nurses in all departments; the staff image reflects the image of the hospital. Therefore, each doctor or nurse should follow the social norms to keep a good image in the mind of the patient.”

Secondly, in the meaning of loyalty, participants also give the evidence of job dedication as a part of the loyalty.

- “Dedicating a long time for a job is a good example of loyalty.”
- “The seniority shows the loyalty of an employee in an organization.”

- “It is very easy to go together in the sunny days, but those who are beside me also during the rainy days will be my loyal partners.”
- “In the difficult situations of the organization such as the damage of private universities, a public university like us really needs the attempts from all teachers to promote the university image.”
- “Staying and helping organizations to overcome adverse problems is a behavior of loyalty.”

Therefore, the dimension of loyalty consists of two subthemes namely building and promoting organizational image and long-life dedication.

#### **4.5.2. New dimensions of OCB that emerged from the Vietnamese context**

The first dimension that emerged in the Vietnamese context is *protecting and saving organizational resources*, including saving organizational resources such as money, information and image and protecting the organization from disasters such as flood or fire. This dimension is missing in the Western literature (Podsakoff et al., 2000).

- “Lack of the infrastructure investment, our school entrance is usually flooded in the rainy season, and that causes difficulties for both lecturers and students; All of my colleagues and I contribute a sum of money to rebuild this entry,”
- “Funds for our activities are limited so we try to save the paper by reading on the computer or printing the important articles on both sides.”
- “I always turn off all the electrical equipment before leaving my faculty.” “I always turn off the air-conditioner before leaving.”
- “We never turn on the two-way air conditioner in the winter to warm up.”

This dimension is classified in the group of the civic virtue dimension.

The second extended dimension is an *environmentally friendly workplace*. The first component of this dimension is *keeping the workplace clean*. Although Organ (1998) and Van Dyne *et al.* (1994) suggest this dimension in their work, it finally hasn’t been considered as a dimension in the Western literature (Podsakoff et al., 2000).

- “Keeping our companies clean is our responsibility, because that is a way to respect others and especially respect ourselves.”
- “I consider my office as my room at home. I always arrange and clean up my room, so why don’t I do like this with my office? I spent a lot of time at my workplace, so I would like to keep it clean. That makes me feel comfortable and work efficiently.”
- “Hygiene is an evident requirement in my work.”
- “The environment around the patients’ needs cleaning to avoid cross-contamination. So we always try to keep the hospital as clean as possible.”
- “Every year, our city is devastated by a lot of typhoons causing heavy rain, floods and other losses. After the typhoon, we actively clean up our workplace without the demand from our boss.”

The second component of this dimension is an *environmentally friendly workplace*.

- “A clean workplace is not enough. I think about a green workplace with the program of making the workplace greener.”
- “It is useful to stop using plastic straws at the workplace to protect the environment.”
- “Encourage the campaign of using recyclable material at the workplace.”
- “I try to use natural and organic products to clean the floor of the workplace.”

The third extended dimension is *continuous learning*, including *self-studying* and *sharing knowledge*. Self-studying refers to the willingness to improve one’s knowledge, skills and abilities for the strategic target of the organization. All of the respondents in both the University of Economics and Hospital would like to be trained.

- “I would like to be trained regularly, not only in my professional field but also my skills to work effectively.”
- “The reputation of a university depends on the quality of their lecturers. Therefore, we try to teach ourselves and organize some teams to share the information.”
- “A reading-group is established for lecturers to improve their reading skills and to share the knowledge together.”
- “I always join in workshops organized by the hospital in Danang or even in other cities to keep up with new methods of treatment.”



- “Beside the training courses proposed by my university, I always find online courses to get more new knowledge and skills concerning my work. Nobody trains us officially so we try to learn what we need by ourselves.”
- “Today’s hard work and studying will be responsible for my future growth.” Sharing knowledge refers to the creation of a learning environment at the workplace.”
- “It will be effective if we can learn by ourselves and from the others.”
- “In many cases I could not learn by myself, it’s the sharing of colleagues that helps me a lot.”

The last extended dimension is *interpersonal harmony* which refers to employees’ actions at the workplace to preserve harmonious relations between coworkers. This dimension is neglected in the Western literature (Podsakoff et al., 2000) although Organ (1998) once considered “peace-making” as a form of OCB. In dimension examines behaviors of evaluating the performance of coworkers, not their characteristics, not using offensive language while discussing a related-task problem, and keeping a harmonic atmosphere at the workplace.

- “I don’t want to have any conflicts with my colleagues. If I misunderstand somebody or if I am misunderstood by someone, I will try to talk to them to explain and find a solution.”
- “I find it hard to work in an aggressive atmosphere. And I am sure that others think this, too. So we try to keep peace at the workplace.”
- “It’s evident that to harmonize and to work with many different people in a team is not easy, but if everyone tries to keep peace, our team will be in peace and the productivity will be increased.”
- “There is always a story behind every person. There is a reason why they are the way they are. Think about that and respect them for who they are.”
- “Evaluate one employee based on his/her performance, not his/her characteristics.”

### **4.5.3. Dimensions which are not consistent in Vietnamese cultural context**

Compared with dimensions in the Western literature review, some new ones emerge while some dimensions are classified in an adequate group. One dimension “sportsmanship” disappears. “Sportsmanship” in the Western context is understood as a behavior of adaptation to difficult working conditions without complaining. For Vietnamese, not complaining is the norm and people overcome difficult working conditions without verbalizing them. Even in the case of difficulty, complaining is not a criteria to evaluate someone performance. The importing issue is the way people react and overcome their troubles. “I don’t think sportsmanship is important to be seen as a dimension of OCB because I have a lot of colleague who always complain but they achieve also good performance. That is the way they solve the problem will make sense”. “I usually complain. But it does not mean that I have a negative attitude. That is just a way to reduce my stress. I always try to find how to overcome these difficulties”.

The table 20 below presents results after carrying out the thematic analysis. The dimensions in italics in the first column are those that appear in Western literature and that also appear in Vietnam but where they cannot be considered as a solid dimension. Therefore, they are considered as a sub-theme and integrated into other solid dimensions.

Table 20: Results after carrying out the thematic analysis

Dimensions in Western Literature	Dimensions in Vietnamese cultural context	
Altruism	Altruism	Helping coworkers with related work problems
		<i>Courtesy</i>
Civic Virtue	Civic virtue	Organizational participation
		Protecting and saving organizational resources
Conscientiousness	Conscientiousness	Taking initiative
		<i>Organizational Compliance</i>
<i>Courtesy</i>		
Sportsmanship		
<i>Organizational Compliance</i>		
Loyalty	Loyalty	Long-life dedication
		Promoting organization's image
<i>Self-development</i>	Continuous learning	<i>Self-development</i>
		Knowledge sharing
	Environmentally friendly workplace	Keeping the workplace clean
		Environmental Sustainability
	Interpersonal harmony	Interpersonal harmony

#### 4.5.4. The thematic maps

This section presents the seven dimensions of OCB that emerged from data analysis, including 13 themes and 67 codes.

##### *Dimension 1 Altruism*

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<b>Sub-theme 1a</b>	Voluntarily help others who have heavy workloads
Helping coworkers with related work problems	"helping others who have heavy workloads", " in the case of heavy workloads, our colleagues really need our help", " a good behavior to ensure team effectiveness"
	Voluntarily help newcomers to adapt to their new task
	"Helping new employees to adapt at the workplace", "give advice for new responsibilities", " give guidance for new tasks", " Before being an experienced lecturer, I had been a newcomer in this school with many difficulties in my new task. The help from my colleagues those days always reminds me...."
	Voluntarily help colleagues with their task during their reasonable absence
	"I am willing to help my colleague when they could not go to the school because of her private reason". "Sometimes I also need to be absent when my daughter is ill. In this case, my colleague never refuses to take my responsibility. I also do like her in the same situation. We consider ourselves as members of a family"
<b>Sub-theme 1b</b>	Resolve non-related task problems in order to help others to finish their work
Courtesy	"We are very close in daily life, and this relationship also helps us in my work. My colleague can help me to pick up my children at their school so that I have more time to finish my task" " Beside the related task problem, other difficulties in life also need help from the colleagues"
	Help others by taking steps to prevent the creation of problems for them
	"I spent more than one month to find out the solution so that I can help my subordinates to prevent the problem that I had to face before. So that they can save their time for other activities"
	Provide innovation to improve the productivity of members of the teamwork
	"Someone in my team is very talented but they lack experience. It will be more effective if I can give them my experience to improve their productivity."

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## *Dimension 2 Conscientiousness*

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<b>Sub-theme 2a</b>	Actively finish tasks before the deadline
Taking initiative	" I always try to finish my task as soon as possible before the deadline " "finishing jobs before the deadline is a good behavior" "...my task was well-done before the deadline and this behavior was reconized by my boss"
	Take extra time to work to ensure the performance regardless of compensation "I always try to continue my work voluntarily until 8 p.m. or even 10 p.m., because I know that my colleagues cannot start their work the day after without me finishing my part"
	Ready to do extra responsibilities that are beyond those minimally required but benefit the organization, even when that is not mandatory "So I always wait for some other extra requirements to learn more, but I still ensure that my main duty is finished before"
<b>Sub- theme 2b</b>	To be a punctual employee
Organizational compliance	"Employees should be puntual to ensure the progress of teamwork", "That is not a good idea when everyone must wait for someone who is late in a project"
	Absence ratio is low "I am just absent with my reasonable reason" "to ensure the progress of the whole team, low ratio is the first commitement"
	Do not take extra breaks "take breaks as prescribed", "I never require extra vacation time"
	Obey regulation of breaks during working time " using working time efficiently"
	Do not use working time to do another individual activity "avoid using working time to resolve your own problems"

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### *Dimension 3 Civic virtue*

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<b>Sub-theme 3a</b> Organizational Participation	Update the development of the organization
	"I am concerned with the development of the organization"
	Attend meetings that are not mandatory, but are considered important
	Give new ideas to improve organizational performance
	Actively take part in the festivals or activities at the workplace
	Give initiative to improve the quality of organizational activities/ festivals in order to attract others to join in
	Find sponsors for organizational activities/festivals
	Save photos of organizational activities
	Communicate organizational activities to employees to encourage them to join in

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<b>Sub-theme 3b</b> Protecting and saving organization resources	Monitor economic environment for threats and opportunities by keeping up with changes in the industry that might affect the organization
	Check to turn off of all electronic devices before leaving the workplace
	Report fire hazards or suspicious activities
	Lock door before leaving the workplace
	Only print paper when necessary
	Print paper in both side
	Use office stationeries economically
	Give initiatives to save organization resources
	Communicate to others to save organization resources

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#### ***Dimension 4 Interpersonal Harmony***

Interpersonal  
harmony

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Evaluate the performance of coworkers, not their characteristics

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Do not use offensive language while discussing a related-task problem with coworkers

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Try to find out win-win solutions

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Do not speak ill of the others

---

Do not make others lose face when giving them feedback

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Make others be confident in performing their tasks

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Do not quarrel loudly at the workplace

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Give constructive opinions to others to improve their performance instead of criticizing them

---

Actively make peace in all the conflicts at the workplace “*Dĩ hòa vi quý*”

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Keep silent if what you are going to say will negatively influence others

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*Kính trên nhường dưới*

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## *Dimension 5 Loyalty*

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### **Sub-theme 5a**

Long-life  
dedication

Remain committed to organization even under adverse conditions

"Stay with the organization even when it faces a difficulty", "do not move to a competitive organization when seeing the downward fall of the organization", "In case of difficulty, your true friend is someone who is still beside you"

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Find solutions to overcome difficulties that the organization must face

"Propose initiatives to help organization to overcome the problems", "encourage financial assistance from sponsors", "contribute to rebuild organization after depression"

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### **Sub-theme 5b**

Promoting  
organization  
image

Follow social norms to keep your image in front of partners because your image represents organizational image outside

"keep a good image of oneself is to keep the image of organization in the community"

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Promote the organization to outsiders by external cooperation

"Public relation for the reputation of the organization", "find ways to cooperate with the international universities to promote exchange programs to attract more students", "integrate with other international organization to update new technology for treatment"

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Protect and defend the organization against external threats

"Raise my voice when someone says something disadvantageous for the organization", "giving ideas to help the organization compete with other organizations in the same sector"

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Promote the organization's range in the regional/international ranking

"contribute to upgrade the ranking of the university in the local and international area"

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Obtain prizes, medals for organization

"taking part in competitions to obtain prizes for the organization", "Gaining medals for the university in sport festivals"

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## *Dimension 6 Continuous learning*

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<b>Sub-theme 6a</b>	Actively self-training with new tasks to expand contribution
Self-Development	"I would like to enrich my knowledge by self studying" "the development of science requires me to never stop learning"
	Do not be ashamed by unknown things in order to ask for learning "I am not afraid when told I should be helped to learn more"
	Have a career objective and path "I have a short term and long term plan for my career that matches also with the objective of my school"
	Actively self-training to improve knowledge, skills and abilities in order to adapt with the latest development in your field With the free online courses, I could learn by myself to catch up with the development of the science in my field.
	Actively taking part in training courses " I always take part in the English courses or research methodology courses actively"

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<b>Sub-theme 6b</b>	Do not criticize others because of their lack of knowledge
Knowledge sharing	"What I know is very less than what I don't know. So that, we encourage the modesty in learning together by not criticizing the others because of their lack of some kind of knowledge"
	Helping other colleagues to learn and to develop themselves "When I learn something by myself, I just remember them one time. When I try to help the others to learn about them, I can learn for one more time and I could master it easily"
	Create an environment of sharing knowledge at the workplace "reading group or sharing knowledge becomes a weekly activity in my department", "...scientific activities every Thursday afternoon in the hall of the hospital...."

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## *Dimension 7 Environmentally Friendly Workplace*

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<b>Sub-theme 7a</b>	Put away equipment and keep the workplace clean
Keeping the workplace clean	"every employee should keep the workplace as clean as their home"
	Encourage others to keep the workplace clean
	"remind and encourage others to keep the workplace clean"
	No smoking at the workplace
	"no smoking at the workplace"
	Eat at the permitted place at workplace
	"having breakfast and lunch in the dining room of university"
	Keep the workplace clean as it is my responsibility at workplace
	"as a citizen in the city, keeping the workplace clean is my responsibility"
	Hire a worker to clean the workplace
	"We are willing to spend a sum of money to hire a worker to clean our office"

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<b>Sub-theme 7b</b>	Make the workplace greener with plants, trees and flowers
Environmental Sustainability	"to make a green workplace", "plant trees and flowers", "create a garden in the hospital", "a garden in the university" "the image of a green university"
	Use recyclable products at workplace (for example, bamboo straws)
	"...stop using plastic product at the workplace...", "each lecturer has his/her own bottle of water", "using bamboo straw in each party at department"
	Classifying rubbish at the workplace
	"... no littering", "dispose of garbage at the prescribed place"
	Promote the campaign for an environmentally friendly workplace
	"communicate and encourage an environmentally friendly workplace", "building a program of environmentally friendly workplace"

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## **4.6. Discussion**

### **4.6.1. OCB dimensions in the Vietnamese cultural context**

Firstly, sportsmanship did not appear as a dimension in the Vietnamese culture context. In the literature, *sportsmanship* refers to the willingness of employees to “tolerate less-than-ideal organizational situations without complaining and sacrificing one’s own personal interest” (Organ, 1988a). This statement includes two components. The first component is “tolerate less-than-ideal organizational situations without complaining.” This behavior was not focused on by any participant. Even while the researcher had an intention to question: “Do you think that do not complaining in inconvenient is a good example of OCB?”, the answers received were that “Complaining or not complaining is not important; what is important is the action of the employee in reality”, “Sometimes I complained when I could not find the book I need in the library of the university. I feel angry because this is an inconvenient condition of my university, but it does not mean that I do not display my citizenship behavior. That is because, after that, I founded a fund to help my school to have a better library for teachers”, “I usually complain, you see, in a highly stressful environment with numerous patients and pressure from their family. But I still do my best as a good citizen in my hospital. Patients love me and the leader highly appreciates me. You see, complaining is just a way to liberate our stress. That could not be a measure to say someone is more effective, more loyal or something like that.” The second component is “one’s own personal interest.” This is similar to items in the dimension of interpersonal harmony. Therefore, sportsmanship is not considered as an independent dimension in the Vietnamese context.

Secondly, the study found 7 Vietnamese OCB dimensions with their sub-themes that had not been explicitly measured or studied in the Western literature. However, they are not necessarily unique to Vietnam. In particular, self-learning and keeping the workplace clean are obviously not unique to Vietnam. They have been mentioned by Organ (1988) but have not received much attention in the Western OCB literature. We suspect that the differential salience of these dimensions in Vietnam relative to the West may be related to the different stages of economic development. Since Vietnam is at an early stage of economic development, organizational support for training and development and maintenance of a clean work environment is fairly limited due to resource scarcity. Employee’s willingness to invest in self-studying and to

maintain a clean workplace voluntarily is thus considered salient forms of OCB in Vietnam. Both of the dimensions of “keeping the workplace clean” and self-studying are dimensions that Farh and Organ (2000) discovered in the Chinese context. It can be seen clearly that they are still appropriate in the Vietnamese context, but they are insufficient at the moment. Along with climate change and rapid development, and without emphasizing on environment protection resulting from Doi Moi, Vietnam has become one of the most polluted countries in Asia and the most influenced by the climate change. The mindset change to be friendly with the environment and aim for sustainable development step-by-step is arriving in Vietnamese organizations, making building an environmentally friendly workplace become a citizenship behavior of employees. This dimension is significantly consistent thank to a study by (Jackson et al., 2019) that proposed the term of so-called green behaviors of employees. According these authors, the environmental concern still remains a high attention from the governments, businesses and citizens worldwide. From this perspective, they conducted a survey based on data from 1,117 individuals organized in 263 work teams in 17 firms and 8 industries and located in 5 countries (Austria, Brazil, China, India, and Germany). The results indicate that moral attentiveness, firm environmental practices and social cues from leaders and work team members all have an impact on the discretionary green behaviors of employees working in firms, with the influence of social cues being stronger for employees in firms with more collectivistic cultures (Jackson et al., 2019). Vietnamese culture with the high collectivistic therefore also shows evidently this environmental behavior and suggest the value of leader authenticity in firms seeking to improve their environmental performance.

In addition, going hand in hand with the technology and communication development in the period of industry 4.0, knowledge accelerates and requires a regular update to keep up with the development; self-studying is a necessary condition but insufficient. Knowledge should be shared to be enriched in each employee’s competence. Therefore, the creation of long-life learning space with self-learning and non-stop knowledge sharing is considered as a citizenship behavior contributing to the individual performance and then organizational performance. Future researchers should investigate the relative importance of these two OCB dimensions across countries of different stages of development.

Beyond self-learning and keeping the workplace clean, protecting and saving company resources is another dimension that has been mentioned, but never empirically investigated in the West.

Katz and Kahn (1978) considered actions protective of organization as one form of innovative and spontaneous behavior (cited in Farh, Chen-Bo Zhong, & Organ, 2000). George and Brief (1992) considered protecting the organizations as a key dimension of organizational spontaneity. Jiing-Lih Farh, Earley and Shu-Chi Lin (1997) found this same dimension in their study of OCB in Taiwan. Future research could pay more attention to this aspect of OCB.

Interpersonal harmony as a dimension of OCB has not been formally proposed in the Western literature. This dimension of OCB, however, was also found in Taiwan by Farh *et al.* (1997). The importance of interpersonal harmony is particularly important in a collective culture like Vietnam as the literature review analyzed. Trompenaars (1966) has pointed out that conflict in collective cultures often fails to be confined within a narrow context and sometimes even develops into in-group versus out-group conflict (Farh *et al.*, 2000). The influence of Confucianism focusing on the collectivist spirit and the impact of village culture characterized by the community logic leads to the perception of interpersonal harmony as a salient OCB dimension in the Vietnamese cultural context. It is therefore not surprising that Vietnamese stresses the importance of interpersonal harmony and consider it to be a major form of OCB.

#### **4.6.2. A comparison with the Chinese cultural context**

To compare with the study conducted in China by Farh *et al.* in 2000, compliance with social norms is also a dimension that seems to be unique to the Chinese cultural context but is considered a part of the loyalty dimension with the sub theme of promoting an organization's image.

Another extended dimension in the Chinese context is social welfare participation that is not suitable in the Vietnamese context even if both countries also admit and retain the legacy of a communist system. As Farh *et al.* (2000) argue, under the old central planning system, enterprises were frequently required by the government to meet quotas for state sanctioned social activities (such as blood donation and tree planting). They took these requests seriously because building a good relationship with the government was critical to access scarce resources controlled by the government. Employees' participation in various kinds of social welfare activities therefore helps the organization to meet its obligation. However, that is perhaps because the study of Farh *et al.* was conducted in 2000, which was a moment of high

governmental control over the organization. Nowadays in Vietnam, such governmental expectation has been weakened because of the economic reform, although it still applies to state-owned enterprises to varying degrees. The Universities and Hospital in this study are organizations under the government of Medical Ministry and Educational and Formation Ministry; each of them is still autonomous with their own salary system and financial expenditure. Therefore, participation in social welfare activities does not appear as a form of OCB for employees in the context of Vietnam nowadays.

#### **4.6.3 Conducting interviews in the Vietnamese context**

This section lists aspects that are related to the Vietnamese context, but not to culture, which will be discussed later in this chapter.

##### ***Preparation of the semi-structured interviews***

In the Vietnamese context, it is useful to send the respondents an overview of the research issue in order to prepare the interview. In the research that we conducted for this chapter, before starting the interviews, we sent an overall explanation about the study. We sent this explanation via email to 60 respondents with two attached files including the participant information sheet and the consent form (see the Appendix A and C). Then, two experts were hired to help revise questions prepared for semi-structured interviews, because the organizational and professional contexts of doctors and lecturers strongly differ. An advisor for each of the two areas helped revise the questions before starting the interviews. A hospital doctor following his PhD program in Hue Medical School and a professor in University were invited to give advice as well as to conduct a pilot semi-structured interview before seeing the 50 respondents. The experts were paid to give their contribution within a week. These persons also helped to contact the 50 interviewees and attended the very first interviews to help adjust the questions.

##### ***The timing of an interview***

A second important issue to consider when conducting fieldwork in Vietnam is the routine of a working day in Vietnam, which is flexible and starts early at 7.30 AM. But people usually leave

home earlier, at 6.30AM. For some doctors and nurses, coffee time or a breakfast before their morning meeting is an ideal moment for a one-hour interview. The evening always ends late at about 11PM. Having dinner together or an appointment after dinner in a coffee shop also is a good moment for an interview.

Each interview lasted between one hour to one hour and a half. One hour and a half appeared to be an ideal timing for an interview. The dimensions of OCB were explained one more time to the interviewees. The interviewees were then asked to provide examples of OCB that they observed in practice at their workplace. The timing for an interview should be 1,5h maximum. More than 1.5h may lead both interviewers and respondents to get tired and drift out of the topic. Less than 1.5h seems too short because an introductory discussion and warm-up time is crucial, and it always takes from 15 to 20 minutes. Over time, the interviews became a more natural interaction. The authored learned to identify the best moment to stop the interview and recognized when interviewees felt too tired and the content starts drifting away from the topic.

#### *Advantages of being a Vietnamese interviewer*

In Vietnam, friends and family relationships can help to approach the interviewees more easily. Before starting the research, the author had the intention to interview people in both public and private organizations. The university and the hospital were the first choice because the author is a lecturer in University and her husband is a doctor in the regional hospital. 31 of her colleagues and 19 of his participated in the semi-structured interviews. Although she works in the organization, she asked another colleague to review her interview guide, and she did the same in the hospital where her husband is working. The spirit of cooperation of Vietnamese people, especially the young people, helps to accelerate the interviews more efficiently. Between interviewers in this study, they are also younger lecturers and doctors who have just graduated and still are energetic, motivated and committed at the workplace, while the others had worked for several years and demonstrated significant experience, maturity and loyalty. All of them had followed some course of doing research during their undergraduate program. With their foundational knowledge on doing research, they are ready to take a part in my academic work with cooperation and enthusiasm.

In intercultural research, language is always an obstacle to be overcome. In this research, the interviewer was a native speaker and the Vietnamese language was used between the interviewer and the interviewees. Clearly, speaking Vietnamese with all the interviewees who are sharing the same native language was a strong advantage. It made the interviewer feel herself more comfortable in understanding the way the respondents expressed their ideas, especially when they shared the same local dialogue and vocabulary. For example, some of the respondents came from Quang Binh, Hue, Danang, and Quang Nam with a lot of local vocabulary like “*chi*”, “*mo*”, “*rang*”, “*rua*”. It would have been difficult for an interviewer coming from the North or the South of Vietnam to understand these words.

### ***Thanking the interviewees***

For each interviewee, a small gift including a symbolic amount of cash money or a supermarket voucher was offered. Doing so means to express gratitude for them participating in the research. Just one person in the university and two interviewees from the hospital refused this gift because of their very close friendship with the author over a long time. The symbolism of a small amount of money to thank for an interview highly differs between the Vietnamese and the French context. While it is almost a mandatory gesture of politeness and courtesy in the Vietnamese context, a French interviewee would be offended if he / she was offered some euros. French sociologist (D'Iribarne, 1989) showed that in the French culture, helping somebody is a positively valued behavior, but as soon as this specific activity (like granting an interview) is paid for, especially if the amount of money is small, interviewees are likely to be offended. The financial “reward” symbolically signifies that the interviewee is a servant of the interviewer, he / she becomes a subordinate from a low social class (in the sense of the Ancient Regime before the French Revolution). The list of the interviewees has been saved, and a “thank you letter” will be posted after the defense of the PhD dissertation; this is one more way to express gratitude and showing politeness.



### *The fear of “wrong answers”*

When interviewing Vietnamese respondents, one of the most difficult hurdles to overcome is their fear of being criticized by others. It is a specific quality of the Vietnamese culture that Vietnamese people would love to be always right. This leads to the fear of being wrong, being told to be wrong, or being criticized. The interviewer pledged to give no comment or judgment about the information they would provide, and that all information would stay strictly anonymous. However, the respondents always had the intention to give “positive answers” with nice words, to avoid judgment from the interviewer. Therefore it is useful to formulate questions concerning a concrete event, a concrete story concerning the interviewees themselves, or describing a concrete situation that has happened in the past. For example, to the question whether they used to save energy at the workplace, the interviewer would certainly have received a “yes” without any further information. That is why she asked them about the activity they are used to do before leaving their office or which kind of document they usually print, and in what way. This kind of questions brings up more, and more interesting and helpful information. In another situation, if she had asked the interviewees if they had the intention to follow any program to improve their skills and acquire new knowledge in order to increase their performance at the workplace, the answer would definitively have been a “Yes”: Vietnamese people love to depict themselves in a beautiful way and they are scared of being criticized as a passive person. Therefore, it is preferable to ask them about their professional projects and the way they intend to realize them. The dimension of self-training has been detected in this way.

The type of questions where answers could be interpreted as being right or wrong, such as Yes/No questions or questions concerning the future, should also be avoided. This goes along for questions requiring a judgment or an opinion. Despite careful formulation of the questions, the fear of the Vietnamese of being wrong has also to be taken into account during data analysis.

#### **Summary of the chapter 4**

A qualitative approach with 50 semi-structured interviews provided a significant amount of data. Thematic analysis was used to analyze data which allowed an understanding of the OCB dimensions in the Vietnamese cultural context. The dimension of sportsmanship is irrelevant while courtesy, organizational compliance and self-development are classified in the two groups of altruism, conscientiousness and continuous learning, respectively. Some other new dimensions appear in the context of Vietnam. Among them, interpersonal harmony locates as a solid item while protecting and saving organizational resources, promoting organization image, knowledge sharing and environmental sustainability are grouped in the dimensions of civic virtue, loyalty, continuous learning and an environmentally friendly workplace respectively. The discussion provides a comparison and interpretation of the dimensions between the Vietnamese cultural context and the U.S. and Chinese context.

## Chapter 5:

### **An exploratory factor analysis examining experiences and perceptions of Organizational Citizenship Behavior in Vietnamese cultural context**

It is important to develop a scale to measure the perception of employees of Organizational Citizenship Behavior because research has suggested that OCB has a positive impact on the individual performance that contributes significantly to a team's and organization's performance. Therefore, how to evaluate the behaviors is an important issue in the organizational behavior discipline. This study aims to develop a scale for a reliable and valid measurement tool in a Likert-type scale which evaluates the OCB of employees.

#### **5.1. Research questions**

The purpose of the quantitative study is to contribute to answer the research question through three sub-questions.

- What are the dimensions of Organizational Citizenship Behavior in the Vietnamese cultural context?
- Does the OCB questionnaire possess adequate internal consistency?
- To what extent do the demographic variables (i.e. age, gender, working sectors, educational background, seniority and geographical differences) have an impact on derived factor scores?

#### **5.2. Research design**

The purpose of the study was to develop a valid and reliable instrument in measuring the construct of OCB in the context of Vietnam. To do so, a quantitative approach with a survey method was chosen as the most appropriate research method in this study because it allows collecting data with a numeric description of attitudes, points of view and the trend of the sampling. This technique was administered both on paper and online to capture a representative sample. With the goal of developing a scale for a holistic understanding of the OCB construct,

the current research used exploratory factor analysis (EFA) “to discover the underlying structure of observed variables” (Mvududu & Sink, 2013).

There are two general cases of factor analysis, namely exploratory and confirmatory in which EFA aims to identify the underlying structure of variables with little *a priori* knowledge. Exploratory factor analysis (EFA) is a popular but powerful tool that helps researchers not only to better understand the theoretical structure of a set of variables but also allows them to create scales, and as an intuitive way to study what a collection of observations is measuring. The core objective of conducting an EFA is determining the number of factors to extract and examine.

In short, in an EFA study, the researcher has no expectations of the number of dimensions or of the influence of factors on measured variables (Fabrigar & Wegener, 2012); therefore, it would be a useful way to summarize and interpret underlying relationships between items and patterns in the data (Yong & Pearce, 2013).

### **5.2.1. Subject matter experts (SMEs)**

Two panels of subject matter experts (SMEs) were invited to evaluate an initial pool of 45 OCB items developed based on the literature. There were ten human resource management alumni from the local university included in the first panel of SMEs. They are now working in the HRM departments of both private and public organizations. Graduate students were used as the first set of SMEs because they were alumni from the university where the researcher is working, making it easy to recruit experts. They also had passed the methodology research and organizational behavior courses during their time at the University and had earned high scores. They were all readily accessible for the first evaluation of the items collection because they had been familiar with the academic concepts such as scale development and measurement as well as have an understanding of the term of Organizational Citizenship Behavior. Thirteen graduate students were recruited via email in which the first ten (30% female) volunteers were selected to participate in the evaluation.

A second panel of three SMEs consisting of one researcher and two lecturers in Universities were recruited. They have experience in research and teaching of organizational behavior and in the human resources management sector. All of them obtained a PhD degree in international

institutions. They had also experienced doing research as demonstrated with their publications in well-known journals. As professionals in the topic area, the SMEs in this panel were expected to have an advanced understanding of OCB and the model proposed by Organ (1988) and Podsakoff (2000). Expert evaluation can be very beneficial and crucial in scale development as it provides an initial assessment of content validity (Hinkin, 1998). Furthermore, the expert can bring in their new point of view to the extent by which the proposed item could measure the OCB. This panel of SMEs was recruited through email and by direct discussion. Of the five recruited professional SMEs, three completed the survey (one male researcher and two lecturers).

### **5.2.2. Item Development Process**

The item development process started with the creation of statements in order to assess the construct (“OCB”) under examination (Hinkin, Tracey, & Enz, 1997). There are two ways by which questionnaire items could be generated, including an inductive approach that develops items before deriving scales or a deductive approach that uses theory to generate items (Hinkin et al., 1997). In this study, the initial items were developed deductively despite a lack of theories to support it in the context of Vietnam. This is the Western literature review supported the theory as well as the results from the qualitative research as described in the previous chapter. After examining the existing literature on OCB in a Western literature review, seven key dimensions were identified: altruism, conscientiousness, civic virtue, sportsmanship, courtesy, loyalty and self-development. These dimensions were used in the initial item development phase. As overviewed below, the preliminary pool consisted of 45 items, with eight items reflecting conscientiousness, five items presenting altruism, 17 items reflecting civic virtue, seven items for loyalty, six items for self-development and two items presenting courtesy and sportsmanship. The results from the qualitative research propose three additional items, namely interpersonal harmony, continuous learning and environmentally-friendly workplace dimensions.

This pool allowed the SMEs and the researcher to identify the most appropriate items for the scale of OCB and to remove items that were redundant or just related partially to the organizational citizenship behavior without deleting too many items. This pool of related items was first submitted to the graduate student SMEs for reviewing and ratings. A brief explanation of OCB was provided to graduate student SMEs and then they were asked to rate the items based

on the degree of relevance with which they believed that each item could be used for assessing OCB. They were also asked to rate the relevance of the items on altruism, civic virtue, conscientiousness, loyalty, interpersonal harmony, continuous learning and environmentally-friendly workplace dimensions. A Likert-type response scale ranging from 1 = Not relevant, to 5 = Very relevant was used to collect the answers. In addition, SMEs were provided with a space to include their own comments and feedbacks about the items with regard to their clarity, conciseness, and adequate coverage of the construct. Each SME member was compensated with a 200,000VND voucher.

The second SME panel with professional experts in the field of OB and Human Resources Management (HRM) received the revised set of items. The SMEs were asked to categorize the items into altruism, civic virtue, conscientiousness, loyalty, interpersonal harmony, continuous learning and an environmentally-friendly workplace dimensions. Items could be categorized into multiple dimensions in case they felt that they should be placed in more than one category. For items that could not be categorized into any dimension, SMEs were asked to explain the reason and provide suggestions for improvement. Professional SMEs were also compensated with a 500,000VND voucher.

Based on the feedback from the expert review and on further examination of the literature, one item associated with sportsmanship was eliminated from the survey, and one item of courtesy was moved to the dimension of altruism. Furthermore, the ideas of the experts and suggestions from the results achieved from the qualitative research before, specifically 10 items of an environmentally-friendly workplace and 11 items of interpersonal harmony were revised and added to the survey. Also, 7 items of loyalty were kept as is in the scale, but 2 items were complementary to the dimension of self-development, which led to the change of the name of the dimension to “continuous learning.” In addition, 11 demographic items were added. Briefly, the researcher revised the instrument by adding and eliminating items based on the feedback from the expert reviewers and subsequently expanded the inventory to 67 items.

For capturing responses to OCB items, the researcher chose a 5-point Likert scale, ranging from Strongly Disagree to Strongly Agree, with neither agrees nor disagree as a neutral middle point on the scale. A Likert scale was used because the purpose of the measure of OCB was to determine the saliency that an employee places on the behavior or idea presented in the item,

rather than the frequency with which the items occurs. It means that frequency is not indicative of how salient the participant trusts the issue to be. A Likert scale is a popular response option in behavioral measures (DeVellis, 2012) and five points offer a suitable range to allow variability in the responses.

### **5.2.3. Instrument**

There are two sections in the Organizational Citizenship Behavior Questionnaire (OCBQ), including Demographic items and OCB items.

#### ***Demographic items***

The OCBQ consists of 11 demographic items that evidence basic demographic characteristics related to the respondent's age and gender. Additionally, the demographic questions also gather specific information on the participant's sector of work, type of organization, seniority, educational background, place of origin, place of residence, the number of siblings in his/her family and his/her parents' jobs.

#### ***OCB items***

67 items concerning OCB, adapted to the Vietnamese context, have been formulated. These statements require participants to respond on a 5-point Likert Scale from 1- Strongly Disagree to 5- Strongly Agree to capture safety perceptions. The following are brief summaries of the proposed OCB scales. All items are listed in Appendix F.

#### ***Altruism items***

The existing literature on OCB was reviewed and several surveys were found. These include six items concerning the dimension of helping behaviors, while Organ's (1988) original scale which consisted of 5 items. However, we grouped the item of courtesy in this group resulting in six items in total for this dimension. Examples of items from the OCB include: "Voluntarily helps newcomers to adapt their new task" and "Voluntarily helps others who have heavy workloads".

#### ***Conscientiousness items***

In creating items for this scale, the researcher reviewed the literature and found Organ's (1988) and Podsakoff's (2000) scale as especially useful from which the 8-item Conscientiousness dimension was developed. Examples of items include: "Obey regulation of breaks during working time," "Taking extra time to work to ensure performance regardless of compensation" and "Actively finish actively tasks before the deadline".

#### *Civic virtue items*

The researcher found items on Organ's (1988) and Podsakoff's (2000) scale. Examples of items include: "Ready to do extra responsibilities that are beyond minimally required but benefit the organization even when they are not mandatory," "Attends meetings that are not mandatory, but are considered important" and "Actively takes part in festivals or activities at the workplace." Moreover, items from the dimension of "protecting and saving organizational resources" are also classified here such as "Mentors economic environment for threats and opportunities by keeping up with changes in the industry that might affect the organization" and "Check to turn off of all electronic devices before leaving workplace".

#### *Loyalty items*

This dimension was developed mainly from the work of Podsakoff (2000). Examples items include: "Following social norms to keep your image in front of partners because your image represents the organizational image outside," "Promoting the organization to outsiders by external cooperation" and "Protecting and defending the organization against external threats."

#### *Continuous learning items*

In developing items assessing participants' self-development (an original dimension of Podsakoff, 2000) with different types of competence development through formal courses or self-study, the researcher based this item on the suggestions of experts to develop a new term for this dimension that includes some enlarged items in order to emphasize the spirit of learning consciously and to encourage a knowledge sharing environment at the workplace. Examples of items include: "Actively self-training to improve knowledge, skills and abilities in order to adapt with the latest development in your field," "Have a career objective and path" and "Helping other colleagues to learn and to develop themselves."

#### *Environmentally-friendly workplace items*



Based on the results of the previous qualitative research, this dimension that emerges in Vietnamese context includes 10 items. This dimension resembles the term of keeping the workplace clean found in Organ's work with other Chinese researchers in the case of China (Farh et al., 2004). However with the contribution of more new items in the meaning of environmentally-friendly workplace, the name of the dimension has been changed to adapt well in new context. Examples items include: "No smoking at the workplace," "Making the workplace green with plants, trees and flowers" and "Communicate to others to save company resources."

#### *Interpersonal harmony items*

This is also a dimension that emerged in the Vietnamese context according to the results from qualitative research. Examples items include: "Giving constructive opinions to others to improve their performance instead of criticizing them," "*Kính trên nhường dưới*" and "Keep silent if what you are going to say will negatively influence negatively others."

#### **5.2.4. Pilot Testing**

Upon receiving responses from the Google Document system, the survey was piloted with 5 to 10 employees prior to data collection. It is necessary to conduct this step because it allows the deletion of inconsistent items (Hinkin et al., 1997), ensuring the content adequacy and providing the preliminary support for construct validity. Moreover, qualitative feedback from participants via Facebook messenger made a huge contribution in the changes of the questionnaire. Specifically, the researcher received useful comments from participants about their understanding of the items as well as the expression of the language used. For example, the phrase, "*Tôn trọng người lớn tuổi trong tổ chức và giúp đỡ người nhỏ tuổi hơn*" was replaced with "*Kính trên nhường dưới.*" in order to convey a concise meaning for the interpretation.

#### **5.2.5. Sampling Adequacy**

In order to ensure an interpretable factor structure to emerge, at least 5 to 10 participants per survey variable/item should be used in the questionnaire (Gorsuch, 1983; Mvududu & Sink, 2013). With 67 items on the OCBQ, an EFA requires at least 335 participants. In reality, the

researcher collected a sample size of 457. Therefore, it was sufficient to conduct exploratory factor analysis.

### **5.3. Data collection**

The researcher used two ways to collect data, including online and on paper. The former method included distributing the survey link through alumni Facebook groups of students who graduated from Danang University of Economics, Facebook groups of the medicine network in Danang Hospital and other different Facebook groups and emails. Data was also gathered on paper, as the researcher visited some courses for MBA classes in Danang University of Economics, including students who were working in many different private and public organizations in the city of Danang.

Participation in the study was voluntary. Confidentiality and anonymity ensured the prevention of risk for participants. A password-protected computer that was accessible by the researcher was used to store all the data.

#### **5.3.1. Targeted population**

In initial scale development, it is important to respond to the requirement that there must be a close match between the development sample and the population of the applied measure (DeVellis, 2012). In this situation, the OCB measure is mainly concerned with perceptions of OCB experienced by employees in the Vietnamese cultural context. Therefore, the overall sample was recruited from both white-collar workers and blue collar workers who have worked for more than 2 years at their workplace in Vietnam and are originally from Vietnam.

#### **5.3.2. Sampling Procedures**

Participants were recruited through the alumni network of students who graduated from Danang University of Economy and who are now working in many different types of organizations from North to South in Vietnam. These participants also helped to distribute the questionnaires to their relatives and in their network after having finished their own responses. The researcher also used

social media, that is, student Facebook groups, medicine networks and other Facebook groups to recruit participants for the study. Thanks to the acceptance of some researcher's colleagues who were taking some MBA courses in Danang University, the researcher also had a chance to approach many MBA students to conduct the survey. This made the research obtain the necessary diversity of the sample as well as external generalizability of the findings. The participants were hired from many types of organizations in several geographical areas in Vietnam, creating a representative sample of the entire employee's population in Vietnam.

### 5.3.3. Participant Demographic Characteristics

A sample of 457 employees was collected with participants attending institutions from across Vietnam.

Figure 7: Participant Region of Origin

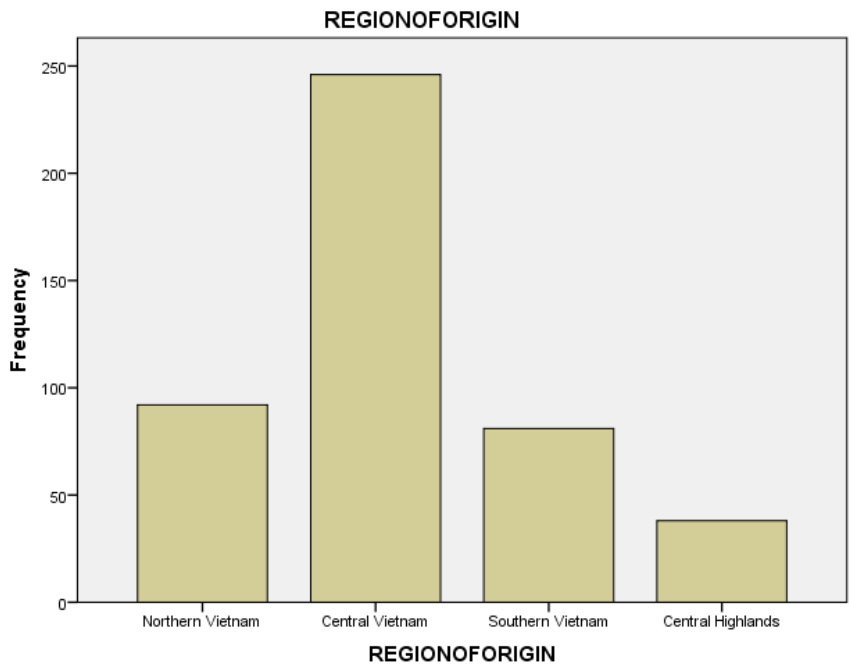


Table 21: Gender of the participants

	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	215	47.0	47.0	47.0
FEMALE	239	52.3	52.3	99.3
OTHERS	3	.7	.7	100.0
Total	457	100.0	100.0	

Figure 8: Participant Age in Quantitative Research

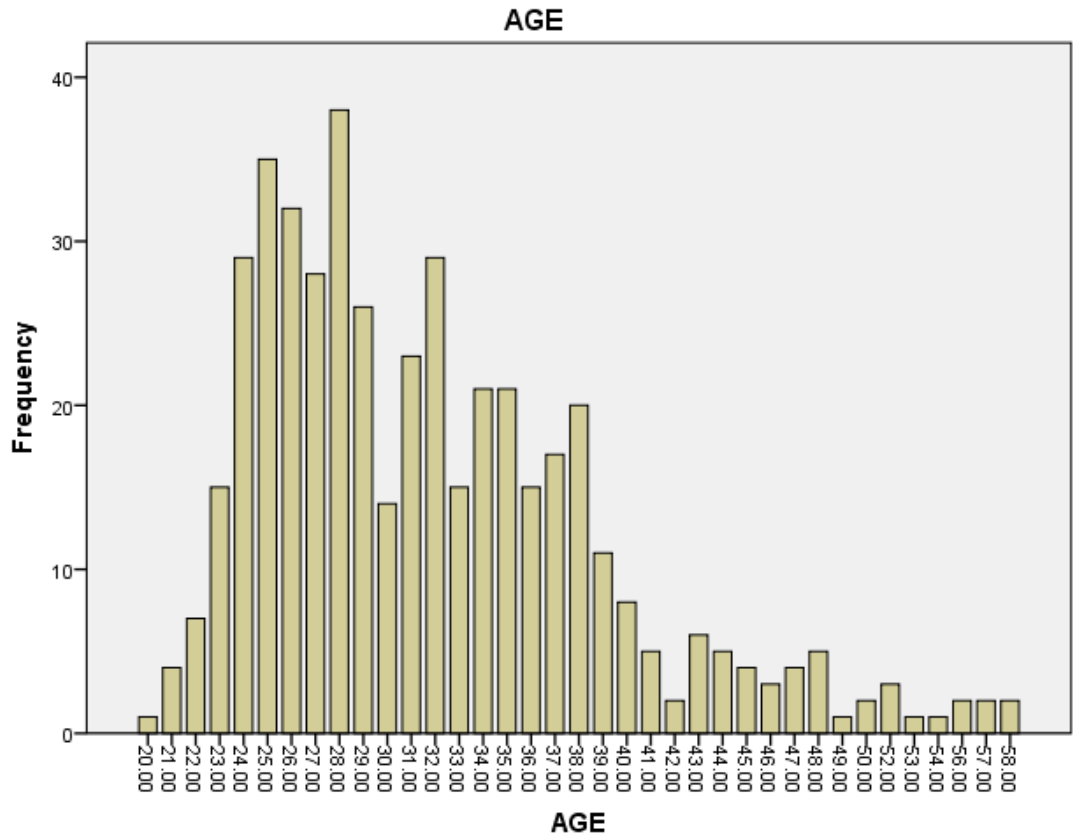


Table 22: Participant Educational Background

	Frequency	Percent	Percent	Cumul. Percent
BAC	4	.9	.9	.9
UNDERGRADUATE1	7	1.5	1.5	2.4
UNDERGRADUATE2	42	9.2	9.2	11.6
Valid GRADUATED	315	68.9	68.9	80.5
MASTER	79	17.3	17.3	97.8
PhD	10	2.2	2.2	100.0
Total	457	100.0	100.0	

Table 23: Participant Sector of Work

	Frequency	Percent	Valid Percent	Cumulative Percent
PUBLIC	201	44.0	44.0	44.0
PRIVATE	246	53.8	53.8	97.8
Valid OTHERS	10	2.2	2.2	100.0
Total	457	100.0	100.0	

Table 24: Participant Seniority

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 years	128	28.0	28.0	28.0
From 5 to 10 years	159	34.8	34.8	62.8
Valid From 10 to 20 years	130	28.4	28.4	91.2
More than 20 years	40	8.8	8.8	100.0
Total	457	100.0	100.0	

## **5.4. Data Analysis**

### **5.4.1. Data Cleaning**

Firstly, all “negatively worded” items were recoded into the positive direction (i.e., a score of 1 became a 5; a score of 2 was recoded as a 4, and so on). Moreover, participant responses were checked to ensure that they all were within the range on the Likert scale (minimum of 1 and a maximum of 5). For the purpose of clarification, items that were recoded can be found in the Appendix G. The data were also scanned for missing responses based on the test of frequencies in SPSS 22. Descriptive statistics were carried out to check the normality of the item distributions. Items with a Skewness and Kurtosis value of less than an absolute value of 1 can be considered normally distributed for statistical analysis (Field, 2013) and kept in the model. This step helps to identify valid responses to continue an EFA.

### **5.4.2. Exploratory Factor Analysis (EFA)**

#### ***Initial reliability analysis***

To determine if the 67 items represented an internally consistent measure, an overall Cronbach alpha coefficient was computed.

### ***Verifying assumptions***

In verifying assumptions before rotated solution, Bartlett's Test of Sphericity with Sig. < 0.05 and a Kaiser-Meyer-Olkin Measure of Sampling Adequacy ( $0.5 \leq \text{KMO} \leq 1$ ) were computed. While the KMO concluded whether the correlation matrix was favorable and not an identity matrix, Bartlett's Test compares the correlation matrix to the identity matrix to determine whether there was a certain redundancy between the variables. If the items are highly correlated, only one factor is most likely sufficient. Based on Bartlett's Test, the null hypothesis that there were non-significant differences between items was rejected.

Descriptive statistics were computed to check the normality of the item distributions. Based on the descriptive statistics, valid items were identified while other items that are not consistent were rejected according to its Skewness and Kurtosis value. Then, a test of Cronbach alpha ( $\alpha$ ) coefficient for all items was conducted to consider if the data is satisfactory for an exploratory factor analysis. In this step, items that can raise the value of Cronbach alpha of all items after being deleted will be moved out the scale.

### ***Extraction methods***

Principal component analysis (PCA) was computed on the data set to examine the high or low factor loadings of items. The minimum acceptable factor loading was set at .35 (Comrey & Lee, 1992; Mvududu & Sink, 2013).

### ***Factor rotation***

There are several criteria used to determine the number of factors to rotate, including the amount of the explained variance for each derived factor (over 10%), factor eigenvalues greater than 1 (Kaiser, 1960), and from the results of the Scree plot. Varimax rotation for PCA was then examined for simple structure.

### ***Post-rotation***

Post-rotation initial factors were extracted from the matrix to identify the underlying factor structure and to determine simple structure. The communalities and explained variance for each item were examined. The percentage of total variance explained is crucial in determining factors and 60% serves as the acceptable minimum (Hinkin et al., 1997). Items that load substantially on two or more factors were deleted if the loading differences were weak (< .30). The process of

analysis was redone without those items to establish a simple structure. Finally, the factors were named based on the content of the factor items.

### ***Reliability of factors***

After determining the simple structure, alpha coefficients were computed on the specific dimensions including items comprising each derived factor. Each dimension was hoped to reach alpha values of at least 0.60.

### ***ANOVA Analysis of variance***

Analysis of variance ANOVA was conducted with the number of factors emerging from the EFA. In the current study, the derived factors scores (summed raw scores across factor loadings) are dependent variables. The demographic variables with multiple levels served as the independent variables.

## **5.5. Results**

This part evidences the results after analyzing data gathered from participants who completed the OCBQ and demographic questionnaire. SPSS 22 for statistical analysis was used to enter participant data from the paper-copy and the online-version.

### **5.5.1. Data Cleaning**

Data analysis process began with the first step of screening the data in order to ensure that the data was usable, reliable, and valid to proceed with statistical analyses. The researcher collected a total of 460 responses in the survey from which 262 online responses were received with no errors. In the online survey, the researcher required that all answered were filled in before submitting. Therefore, these 262 responses were completed properly. However, with the responses on paper, 3 surveys with incomplete entries were deleted from analysis, making the total 457 regular responses used in the analysis. Items with missing values were replaced with item mean scores. Negatively worded items on the OCBQ were reverse-coded, leading to the fact that the scale would be consistently scored in a positive direction. The following items were reverse-coded: 52, 23, 11 and 60. As a result, a Likert-scale with 67 items on the initial OCBQ and 457 responses were examined. In addition, descriptive statistics were computed to check the



normality of the item distributions and to verify if the items satisfy the parametric assumptions underlying factor analysis. Besides reviewing means, standard deviations, minimum/maximum values, skewness and kurtosis indices were examined. Based on the parametric properties of each item, as seen in the table, items AL1, AL2, AL3,AL4, AL5, CONS1, LOY1, CV9,CV10, CV11, CV12, CV13, CV14,CV15, EFW1, EFW2, EFW3, EFW6, EFW7, EFW8, EFW9, CL2, CL3, CL5, CL6, IP2, IP3, IP4, IP5, IP6, IP7, IP10, IP11 were removed from the further statistical analysis because they did not meet the assumption of normal distribution required for factor analysis. Table 25 presents descriptive statistics of all the items.

Table 25: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
AL1	457	1.00	5.00	4.4420	.82013	-1.766	.114	3.566	.228
AL2	457	1.00	5.00	4.1947	.95245	-1.346	.114	1.720	.228
AL3	457	1.00	5.00	4.3042	.84905	-1.187	.114	1.127	.228
AL4	457	1.00	5.00	4.3217	.79433	-1.247	.114	1.807	.228
AL5	457	1.00	5.00	4.3807	.76340	-1.123	.114	.936	.228
AL6	457	1.00	5.00	3.4530	1.44735	-.462	.114	-1.253	.228
CONS1	457	1.00	5.00	4.3786	.81315	-1.386	.114	1.791	.228
CONS2	457	1.00	5.00	4.1510	.78721	-.788	.114	.519	.228
CONS3	457	1.00	5.00	4.1488	.78902	-.754	.114	.673	.228
CONS4	457	1.00	5.00	3.8096	1.12238	-.928	.114	.189	.228
CONS5	457	1.00	5.00	4.2648	.84936	-1.096	.114	1.041	.228
CONS6	457	1.00	5.00	4.1050	.88724	-.983	.114	.950	.228
CONS7	457	1.00	5.00	4.1554	.87606	-.936	.114	.631	.228
CONS8	457	2.00	5.00	4.3348	.71294	-.735	.114	-.170	.228
CV1	457	2.00	5.00	4.2210	.74733	-.542	.114	-.511	.228
CV2	457	1.00	5.00	4.1313	.76106	-.405	.114	-.482	.228
CV3	457	1.00	5.00	4.1269	.82003	-.574	.114	-.321	.228
CV4	457	1.00	5.00	4.1685	.79751	-.807	.114	.839	.228
CV5	457	2.00	5.00	4.1007	.74541	-.388	.114	-.458	.228
CV6	457	1.00	5.00	3.9387	.95546	-.680	.114	.037	.228
CV7	457	1.00	5.00	4.1050	.89707	-.867	.114	.477	.228
CV8	457	1.00	5.00	4.1028	.86624	-.790	.114	.300	.228
LOY1	457	1.00	5.00	4.4136	.75049	-1.219	.114	1.275	.228
LOY2	457	1.00	5.00	4.2123	.86147	-.981	.114	.726	.228
LOY3	457	1.00	5.00	4.2451	.82525	-1.000	.114	.863	.228
LOY4	457	1.00	5.00	4.3195	.80481	-.997	.114	.550	.228
LOY5	457	1.00	5.00	4.1860	.84707	-.625	.114	-.556	.228
LOY6	457	1.00	5.00	4.0919	.96216	-.927	.114	.440	.228
LOY7	457	1.00	5.00	4.0766	.88645	-.606	.114	-.260	.228
CV9	457	1.00	5.00	4.2101	.95494	-1.159	.114	.930	.228
CV10	457	2.00	5.00	4.4726	.74913	-1.274	.114	.845	.228
CV11	457	1.00	5.00	4.1816	.96646	-1.220	.114	1.257	.228
CV12	457	1.00	5.00	4.2407	.91948	-1.192	.114	1.151	.228
CV13	457	1.00	5.00	4.3042	.86441	-1.346	.114	1.892	.228
CV14	457	1.00	5.00	4.4070	.75262	-1.169	.114	1.225	.228
CV15	457	1.00	5.00	4.4311	.74645	-1.272	.114	1.433	.228
CV16	457	1.00	5.00	4.2823	.83586	-1.022	.114	.703	.228
CV17	457	1.00	5.00	4.2254	.89318	-1.070	.114	.915	.228
EFW1	457	1.00	5.00	4.4245	.75167	-1.157	.114	.860	.228
EFW2	457	1.00	5.00	4.3567	.79866	-1.172	.114	1.121	.228

EFW3	457	1.00	5.00	4.4945	.86125	-1.928	.114	3.669	.228
EFW4	457	1.00	5.00	2.1554	1.27042	.989	.114	-.044	.228
EFW5	457	1.00	5.00	4.3392	.80898	-1.042	.114	.585	.228
EFW6	457	1.00	5.00	4.4354	.74390	-1.190	.114	1.006	.228
EFW7	457	1.00	5.00	2.0875	1.33320	1.166	.114	.121	.228
EFW8	457	1.00	5.00	4.4158	.78221	-1.237	.114	1.028	.228
EFW9	457	1.00	5.00	4.2560	.92367	-1.301	.114	1.586	.228
EFW10	457	3.00	5.00	4.5208	.51310	-.230	.114	-1.596	.228
CL1	457	2.00	5.00	4.4464	.72387	-1.084	.114	.375	.228
CL2	457	1.00	5.00	4.4004	.83472	-1.523	.114	2.516	.228
CL3	457	1.00	5.00	4.5142	.69168	-1.489	.114	2.699	.228
CL4	457	2.00	5.00	4.4573	.70930	-1.034	.114	.136	.228
CL5	457	1.00	5.00	4.3720	.77057	-1.154	.114	1.222	.228
CL6	457	1.00	5.00	4.4158	.74488	-1.164	.114	1.045	.228
CL7	457	2.00	5.00	4.3589	.75094	-.915	.114	.099	.228
CL8	457	1.00	5.00	4.1794	.92869	-.974	.114	.415	.228
IP1	457	2.00	5.00	4.3545	.76459	-.906	.114	-.026	.228
IP2	457	1.00	5.00	4.4967	.74963	-1.761	.114	3.870	.228
IP3	457	1.00	5.00	4.2626	.86917	-1.220	.114	1.517	.228
IP4	457	1.00	5.00	4.4705	.76927	-1.613	.114	2.879	.228
IP5	457	1.00	5.00	4.4814	.74940	-1.585	.114	2.902	.228
IP6	457	1.00	5.00	4.5033	.69498	-1.488	.114	2.776	.228
IP7	457	1.00	5.00	4.4420	.73853	-1.308	.114	1.611	.228
IP8	457	2.00	5.00	4.3939	.73613	-.938	.114	.042	.228
IP9	457	1.00	5.00	4.3129	.79231	-1.017	.114	.780	.228
IP10	457	2.00	5.00	4.5186	.65910	-1.176	.114	.766	.228
IP11	457	1.00	5.00	4.2998	.87350	-1.177	.114	1.014	.228
Valid (listwise)	N 457								

### 5.5.2. Dimensions of OCB according to exploratory factor analysis

This section contributes to answer the first research sub-question of the quantitative research: What are the underlying dimensions of Organizational Citizenship Behavior in the Vietnamese cultural context?

#### *Preliminary Analyses*

In this section, the steps taken before rotating the factor matrix are summarized including an analysis of the initial reliability and assumptions underpinning SPSS' principal factor analysis.

### *Initial reliability analysis*

To determine if 34 items represented an internally consistent measure, the researcher computed reliability statistics for the overall scale, generating a Cronbach's alpha of 0.904 (See Table26). The initial *reliability analysis* with Cronbach's alpha of 0.904 shows that the 34 items represented an internally consistent measure.

Table 26 : Reliability Statistics with 34 items

Cronbach's Alpha	N of Items
.904	34

### *Verifying assumptions*

Before the exploratory factor analysis, we determined if the sample data of 33 items are suitable for the analysis. The table gives information about two assumptions of factor analysis.

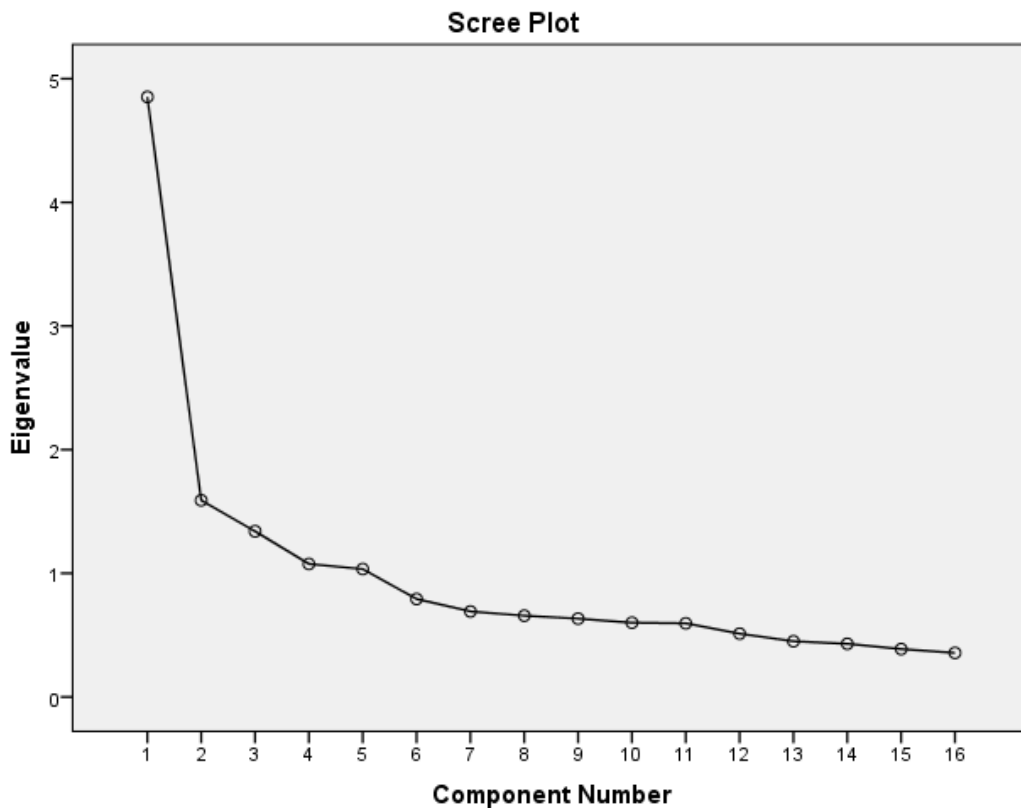
To determine if the subscales were suitable for factor analysis, the Bartlett Test of Sphericity and KMO (Kaiser-Meyer Olkin Measure of Sampling Adequacy) test were used. The first test examined if the subscales of the scale are inter-independent, and the latter examined sample sufficiency. As can be seen from Table 31,  $0.5 < KMO = 0.93 < 1$  indicated that the sample data are suitable for factor analysis. Bartlett's Test ( $p < 0.001$ ) showed that the correlation coefficients are not all zero (See Table 30). As a result, both assumptions required for factor analysis are satisfied.

Table 27: KMO and Bartlett's Test with 34 items

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.930
Bartlett's Test of Sphericity	Approx. Chi-Square	4761.325
	df	496
	Sig.	.000

Figure 9 shows a scree plot of eigenvalues plotted against the factor numbers. The criterion of Eigenvalue  $\geq 1$  was used for determining the number of the factors. In Figure 9, a high curved decrease was observed after the fifth factor with Eigenvalue = 1.034. From this, it could be said that the scale has five factors (Field, 2013).

Figure 9: Scree plot of Eigenvalues



Based on this suggestion of the results seen from the diagram, the researcher decided to fix five dimensions for the model. With this fixation, based on the value of communalities, the researcher removed items one-by-one starting with the lowest value in order to improve this value for other items. After deleting some items due to their low communalities value, 16 items were kept that still satisfy the conditions for an EFA, including  $0.5 < \text{KMO} = 0.853 < 1$  and Bartlett's Test ( $p < 0.001$ ) that showed that the correlation coefficients are not all zero (See table 28).

Table 28: KMO and Bartlett's Test with 16 items

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.853
Bartlett's Test of Sphericity	Approx. Chi-Square	1958.171
	df	120
	Sig.	.000

***Exploratory analysis of five factors***

A Principal Component Analysis with Varimax Rotation was used to confirm the scale construct validity. The results of factor analysis, factor loadings and the variance explained were given in Table 29. As can be seen in Table 29, five factors explaining 61.828 % of total variance were obtained. The factor loading value of each item is greater than 0.5. Therefore, the overall quality of the analysis is considered good.

Table 29 : Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.853	30.329	30.329	4.853	30.329	30.329	2.328	14.548	14.548
2	1.590	9.937	40.265	1.590	9.937	40.265	2.182	13.640	28.188
3	1.340	8.374	48.640	1.340	8.374	48.640	1.988	12.427	40.615
4	1.076	6.723	55.363	1.076	6.723	55.363	1.834	11.465	52.080
5	1.034	6.465	61.828	1.034	6.465	61.828	1.560	9.748	61.828
6	.792	4.952	66.779						
7	.692	4.324	71.103						
8	.657	4.107	75.210						
9	.634	3.960	79.171						
10	.601	3.754	82.925						
11	.596	3.722	86.647						
12	.512	3.201	89.848						
13	.450	2.813	92.661						
14	.430	2.688	95.349						
15	.387	2.422	97.771						
16	.357	2.229	100.000						

Extraction Method: Principal Component Analysis.

Only 16 of 67 items proposed in the questionnaire are grouped into the dimensions. However, the study began with diverse representation of cooperation within the group and then items were grouped together in an intuitive way. In doing so, it is not surprising that item CONS8 is not represented in the factor of Conscientiousness but in the dimension of civic virtue.

Final results include five dimensions and are presented in table 30.

Table 30: Rotated Component Matrix

	Component				
	1	2	3	4	5
CONS2 = Obeying regulation of break during working time			.771		
CONS3 = Does not take extra breaks			.643		
CONS7 = Absence ratio is low			.652		
CV1 = Updating the development of the organization				.792	
CV2 = Attending meetings that are not mandatory, but are considered important				.791	
LOY2 = Promoting the organization to outsiders by external cooperation	.687				
LOY6 = Promoting organization range in the regional/international ranking	.770				
LOY7 = Obtaining prizes, medals for organization	.705				
CL1 = Actively self-training with new tasks to expand contribution		.760			
CL4 = Having a career objective and path		.654			
CL7 = Helping other colleagues to learn and to develop themselves		.678			
CL8 = Creating an environment of sharing knowledge at workplace		.595			
EFW4 = Eating at the permitted place at workplace					.875
EFW7 = Keeping the workplace is my responsibility at workplace					.847
CONS8 = Ready to do extra responsibilities that are beyond minimally required but benefit for organizations even when that is not mandatory				.564	
CONS6 = Do not use working time to do other individual activity			.567		

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Each dimension was named in accordance with the construct explained by the items. The first dimension is labeled as *loyalty*. The items under this dimension are related to the loyal behavior of the employees to the organization. The dimension consists of three items with loadings 0.687, 0.770, 0.705 and explained 14.548% of total variance. They include promoting the organization



to outsiders by external cooperation, promoting organization range in the regional/international ranking and obtaining prizes and medals for organization.

The items of the second dimension are related to the spirit of continuous learning of employees as a citizen in the organization. Considering that, the factor named as *continuous learning*, consists of three items. The factor loading of the items listed under this dimension were from 0.567 to 0.771 and explained 28.188% of total variance. Actively self-training with new tasks to expand contribution, having a career objective and path, creating an environment of sharing knowledge at workplace and creating an environment of sharing knowledge at workplace are examples of this dimension.

The third dimension with four items is named *civic virtue* because of its items including updating the development of the organization, attending meetings that are not mandatory but are considered important, ready to do extra responsibilities that are beyond minimally required but benefit the organization even when that is not mandatory. The factor loadings are 0.792, 0.791 and 0.564 respectively.

The fourth dimension is called *conscientiousness* with obeying regulation of breaks during working time, does not take extra breaks, absence ratio is low, and do not use working time to do other individual activities with their loadings of 0.771, 0.643, 0.652 and 0.567 respectively.

The last dimension includes two items (eating at the permitted place at workplace and keeping the workplace tidy is my responsibility). It is labeled as *keeping the workplace clean*

All five factors together explain 61.828 of variance.

In summary, an exploratory factor analysis of the questionnaire's items produced an interpretable five-factor simple structure. The five factors are: loyalty, continuous learning, civic virtue, conscientiousness and keeping the workplace clean.

### 5.5.3. Internal consistency of the OCB questionnaire

We will now try to answer the second research question of the quantitative study: Does the OCB questionnaire possess adequate internal consistency? To do so, Cronbach alpha reliability coefficients are calculated for whole scale and each scale. The Cronbach alpha reliability coefficient for the whole scale is found as 0.807 (see Table 31). Nunnally (1967) suggested that the scale is highly reliable if Cronbach Alpha is  $0.80 \leq \alpha < 1.00$ . Similarly, (Spooren, Mortelmans, & Denekans, 2007) asserted that a Cronbach alpha value above 0.60 is sufficient. In each dimension, Cronbach Alpha reliability coefficients are 0.724 for Loyalty, 0.742 for Continuous Learning, 0.703 for Civic virtue, 0.659 for Conscientiousness and 0.683 for environmentally-friendly workplace (See table 33, 35, 37, 39, 41). Therefore, it can be said that the items in the scale are consistent with each other and measure the same property. In other words, the scale is a reliable and valid measurement tool.

Table 31: Reliability Statistics with 16 items

Cronbach's Alpha	N of Items
.807	16

Table 32 : Item - Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CONS2	59.1619	47.886	.352	.800
CONS7	59.1575	46.208	.450	.794
CONS3	59.1641	47.659	.372	.799
CONS6	59.2079	46.262	.438	.795
CONS8	58.9781	46.991	.495	.793
CV1	59.0919	46.119	.558	.788
CV2	59.1816	47.149	.441	.795
LOY2	59.1007	45.968	.482	.792
LOY6	59.2210	44.712	.521	.788
LOY7	59.2363	45.365	.518	.789
EFW4	61.1575	48.844	.106	.827
EFW7	61.2254	46.057	.249	.816
CL1	58.8665	47.919	.389	.798
CL4	58.8556	47.242	.471	.794
CL7	58.9540	46.272	.539	.789
CL8	59.1335	44.826	.535	.788

Table 33: Reliability Statistics LOY2, LOY6, LOY7

Cronbach's Alpha	N of Items
.724	3

Table 34: Item-Total Statistics LOY2, LOY6, LOY7

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LOY2	8.1685	2.579	.515	.673
LOY6	8.2888	2.180	.577	.598
LOY7	8.3042	2.440	.549	.633

Table 35: Reliability Statistics CL1, CL4, CL7, CL8

Cronbach's Alpha	N of Items
.742	4

Table 36: Item-Total Statistics CL1, CL4, CL7, CL8

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CL1	12.9956	3.732	.456	.725
CL4	12.9847	3.660	.505	.701
CL7	13.0832	3.265	.628	.632
CL8	13.2626	2.861	.576	.666

Table 37: Reliability Statistics CV1, CV2, CONS8

Cronbach's Alpha	N of Items
.707	3

Table 38: Item-Total Statistics CV1, CV2, CONS8

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CONS8	8.3523	1.755	.451	.703
CV1	8.4661	1.412	.644	.459
CV2	8.5558	1.594	.490	.661

Table 39: Reliability Statistics CONS2, CONS3, CONS7, CONS6

Cronbach's Alpha	N of Items
.659	4

Table 40: Item-Total Statistics CONS2, CONS3, CONS7, CONS6

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CONS2	12.4092	3.589	.442	.590
CONS7	12.4048	3.224	.488	.556
CONS3	12.4114	3.694	.399	.617
CONS6	12.4551	3.345	.430	.599

Table 41: Reliability Statistics EFW4, EFW7

Cronbach's Alpha	N of Items
.683	2

Table 42: Item-Total Statistics EFW4, EFW7

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EFW4	2.0875	1.777	.519	.
EFW7	2.1554	1.614	.519	.

#### 5.5.4. Impact of demographic variables on OCB factors

We will now turn to the third sub-question of the quantitative research: to what extent do the demographic variables (i.e. age, gender, working sectors, educational background, seniority and geographical differences) have an impact on derived factor scores?

#### *Origin*

Table 43: Test of Homogeneity of Variances - Origin

	Levene Statistic	df1	df2	Sig.
Loyalty	11.436	3	453	.000
Continuous learning	2.400	3	453	<b>.067</b>
Civic virtue	16.475	3	453	.000
Conscientiousness	.683	3	453	<b>.563</b>
Keeping the workplace clean	19.606	3	453	.000

From the table 43, just factor 2 and factor 4 with Sig > 0.05 are considered in an ANOVA test. However, the results from an ANOVA test in the table 44 shows that there are no differences between people from different geographical areas with Sig >0.05 for both factors.

Table 44: ANOVA - Origin

		Sum of Squares	df	Mean Square	F	Sig.
Loyalty	Between Groups	27.441	3	9.147	9.669	.000
	Within Groups	428.559	453	.946		
	Total	456.000	456			
Continuous learning	Between Groups	4.634	3	1.545	1.550	<b>.201</b>
	Within Groups	451.366	453	.996		
	Total	456.000	456			
Civic virtue	Between Groups	1.564	3	.521	.520	.669
	Within Groups	454.436	453	1.003		
	Total	456.000	456			
Conscientiousness	Between Groups	8.417	3	2.806	2.839	<b>.038</b>
	Within Groups	447.583	453	.988		
	Total	456.000	456			
Keeping the workplace clean	Between Groups	34.032	3	11.344	12.178	.000
	Within Groups	421.968	453	.931		
	Total	456.000	456			

**Gender**

Table 45: Test of Homogeneity of Variances - Gender

	Levene Statistic	df1	df2	Sig.
Loyalty	9.168	2	454	.000
Continuous learning	2.687	2	454	<b>.069</b>
Civic virtue	7.926	2	454	.000
Conscientiousness	.640	2	454	<b>.528</b>
Keeping the workplace clean	2.100	2	454	<b>.124</b>

Table 46: ANOVA - Gender

		Sum of Squares	df	Mean Square	F	Sig.
Loyalty	Between Groups	7.749	2	3.875	3.924	.020
	Within Groups	448.251	454	.987		
	Total	456.000	456			
Continuous learning	Between Groups	.286	2	.143	.143	<b>.867</b>
	Within Groups	455.714	454	1.004		
	Total	456.000	456			
Civic virtue	Between Groups	.702	2	.351	.350	.705
	Within Groups	455.298	454	1.003		
	Total	456.000	456			
Conscientiousness	Between Groups	5.119	2	2.559	2.577	<b>.077</b>
	Within Groups	450.881	454	.993		
	Total	456.000	456			
Keeping the workplace clean	Between Groups	2.558	2	1.279	1.281	.279
	Within Groups	453.442	454	.999		
	Total	456.000	456			

From the table 45, just factor 2, factor 4, factor 5 with Sig >0.05 are considered in an ANOVA test. However, the results from an ANOVA test in the table 46 shows that there are no differences between genders with Sig >0.05 for three factors.

**Sector**

From the table 47, just factor 2, factor 4, factor 5 with Sig > 0.05 are considered in an ANOVA test. However, the results from an ANOVA test in the table 48 shows that there are no differences between the sector with Sig >0.05 for three factors.

Table 47: Test of Homogeneity of Variances - Sector

	Levene Statistic	df1	df2	Sig.
Loyalty	6.134	2	454	.002
Continuous learning	1.331	2	454	<b>.265</b>
Civic virtue	4.577	2	454	.011
Conscientiousness	.436	2	454	<b>.647</b>
Keeping the workplace clean	.385	2	454	<b>.681</b>



Table 48: ANOVA - Sector

		Sum of Squares	df	Mean Square	F	Sig.
Loyalty	Between Groups	12.083	2	6.041	6.179	.002
	Within Groups	443.917	454	.978		
	Total	456.000	456			
Continuous learning	Between Groups	.559	2	.280	.279	<b>.757</b>
	Within Groups	455.441	454	1.003		
	Total	456.000	456			
Civic virtue	Between Groups	.790	2	.395	.394	.675
	Within Groups	455.210	454	1.003		
	Total	456.000	456			
Conscientiousness	Between Groups	1.254	2	.627	.626	<b>.535</b>
	Within Groups	454.746	454	1.002		
	Total	456.000	456			
Keeping the workplace clean	Between Groups	.804	2	.402	.401	<b>.670</b>
	Within Groups	455.196	454	1.003		
	Total	456.000	456			

*Educational background*

Table 49: Test of Homogeneity of Variances – Educational background

	Levene Statistic	df1	df2	Sig.
Loyalty	1.598	5	451	<b>.159</b>
Continuous learning	1.427	5	451	<b>.213</b>
Civic virtue	2.797	5	451	.017
Conscientiousness	.670	5	451	<b>.647</b>
Keeping the workplace clean	2.650	5	451	.022

Table 50: ANOVA – Educational Background

		Sum of Squares	df	Mean Square	F	Sig.
Loyalty	Between Groups	10.344	5	2.069	2.094	<b>.065</b>
	Within Groups	445.656	451	.988		
	Total	456.000	456			
Continuous learning	Between Groups	2.410	5	.482	.479	<b>.792</b>
	Within Groups	453.590	451	1.006		
	Total	456.000	456			
Civic virtue	Between Groups	12.788	5	2.558	2.603	.025
	Within Groups	443.212	451	.983		
	Total	456.000	456			
Conscientiousness	Between Groups	11.034	5	2.207	2.237	<b>.050</b>
	Within Groups	444.966	451	.987		
	Total	456.000	456			
Keeping the workplace clean	Between Groups	13.042	5	2.608	2.656	.022
	Within Groups	442.958	451	.982		
	Total	456.000	456			

From the table 49, just factor 1, factor 2, factor 4 with Sig >0.05 are considered in an ANOVA test. However, the results from an ANOVA test in the table 50 shows that there are no differences between people with different educational background with Sig >0.05 for factor 1 and factor 2. Factor 4 with Sig=0.05 show a difference between educational backgrounds.

### *Seniority*

Table 51: Test of Homogeneity of Variances - Seniority

	Levene Statistic	df1	df2	Sig.
Loyalty	3.725	3	453	.011
Continuous learning	.782	3	453	<b>.504</b>
Civic virtue	1.892	3	453	<b>.130</b>
Conscientiousness	.657	3	453	<b>.579</b>
Keeping the workplace clean	4.010	3	453	.008

From the table 51, just factor 2, factor 3, factor 4 with Sig >0.05 are considered in an ANOVA test. However, the results from an ANOVA test in the table 52 shows that there are no differences between employees with a different number of years of working at the same organization with Sig >0.05 for three factors.

Table 52: ANOVA - Seniority

		Sum of Squares	df	Mean Square	F	Sig.
Loyalty	Between Groups	11.047	3	3.682	3.749	.011
	Within Groups	444.953	453	.982		
	Total	456.000	456			
Continuous learning	Between Groups	2.054	3	.685	.683	<b>.563</b>
	Within Groups	453.946	453	1.002		
	Total	456.000	456			
Civic virtue	Between Groups	1.496	3	.499	.497	<b>.685</b>
	Within Groups	454.504	453	1.003		
	Total	456.000	456			
Conscientiousness	Between Groups	4.801	3	1.600	1.607	<b>.187</b>
	Within Groups	451.199	453	.996		
	Total	456.000	456			
Keeping the workplace clean	Between Groups	7.494	3	2.498	2.523	.057
	Within Groups	448.506	453	.990		
	Total	456.000	456			

*Age*

Table 53: Test of Homogeneity of Variances - Age

	Levene Statistic	df1	df2	Sig.
Loyalty	1.641 <sup>a</sup>	32	420	.017
Continuous learning	1.092 <sup>b</sup>	32	420	<b>.339</b>
Civic virtue	1.599 <sup>c</sup>	32	420	.022
Conscientiousness	1.624 <sup>d</sup>	32	420	.019
Keeping the workplace clean	2.469 <sup>e</sup>	32	420	.000

From the table 53, just factor 2 with Sig >0.05 are considered in an ANOVA test. However, the results from an ANOVA test shows in the table 54 that there are no differences between the different sectors with Sig >0.05 for this factor.

Table 54: ANOVA - Age

		Sum of Squares	df	Mean Square	F	Sig.
Loyalty	Between Groups	48.716	36	1.353	1.395	.068
	Within Groups	407.284	420	.970		
	Total	456.000	456			
Continuous learning	Between Groups	38.714	36	1.075	1.082	.347
	Within Groups	417.286	420	.994		
	Total	456.000	456			
Civic virtue	Between Groups	41.552	36	1.154	1.170	.236
	Within Groups	414.448	420	.987		
	Total	456.000	456			
Conscientiousness	Between Groups	25.684	36	.713	.696	.908
	Within Groups	430.316	420	1.025		
	Total	456.000	456			
Keeping the workplace clean	Between Groups	44.271	36	1.230	1.254	.154
	Within Groups	411.729	420	.980		
	Total	456.000	456			

## **5.6. Discussion**

To restate, the primary purpose of this study was to develop an instrument that is valid and reliable in measuring the OCB construct in the Vietnamese cultural context. In addition, the study aimed at examining the possible relationships between the demographics of the instrument. In this section, the researcher discusses the major findings related to population demographics and the three research questions. The findings from exploratory factor analysis revealed a meaningful five-factor solution with 16 items. The resulting factors, namely loyalty, continuous learning, civic virtue, conscientiousness and environmentally friendly workplace, appeared to support a scale to measure OCB in the Vietnamese cultural context.

As Costello and Osborne (2005) argued strong data requires multiple variables of loading strongly onto the factors and uniformly high communalities without the presence of cross-loadings. The factor loadings were adequate (.564) to excellent (.875) on the five-factor solution. Item communalities ranged from .452 to .772, which is considered to fit within the low-to-moderate range and typical of social science research (Costello & Osborne, 2005). There were no items with cross-loading. This satisfies the criteria of the minimum requirement of avoiding items that have overlapping variance on multiple factors (Tabachnick & Fidell, 2001). A scale is highly reliable if Cronbach Alpha is  $0.80 \leq \alpha < 1.00$  (Nunnally, 1967). Similarly, Sporeen et al. (2007) asserted that Cronbach alpha value above 0.60 is sufficient. In each dimension, Cronbach Alpha reliability coefficients are 0.724 for Loyalty, 0.742 for Continuous Learning, 0.703 for Civic virtue, 0.659 for Conscientiousness and 0.683 for environmentally-friendly workplace. Overall, these are promising results which suggest that the scale may be a stable, meaningful measure of OCB, and it warrants further investigation within separate Vietnamese populations.

### **5.6.1. Population demographics**

Data collection produced a sample of 457 participants, representing four main regions in Vietnam. The participants also spanned more than 23 provinces. Overall, these demographic statistics were fairly representative of employees in Vietnam, as the majority comes from the center of Vietnam, are equally represented by males and females, and are between 20 to 58 years of age, in many kinds of sectors and with various educational backgrounds.

About one-half of the employees were in Central Vietnam. Perhaps the larger representation of Vietnamese in the Center of Vietnam is due to the researcher's personal identity as a lecturer in Danang University of Economics. She held close ties to the community of lecturers in the Center with current colleges in Danang, Hue, Quang Nam and Quang Ngai and alumni networks of alumni from Danang University of Economics.

In regards to gender, there was almost an equal representation of males (47%) and females (52.3%), and only three participants identified as "Other" (0.7%). About half of the participants were between 24 to 40 years of age, which is representative of the young population in the labor force in Vietnam. The majority of the sample consisted of employees pursuing graduate education (68.9% bachelor, 17.3% master and 2.2% doctoral). Therefore, in general, they have a good educational background with their knowledge in doing research via research methodology courses during their time at university that makes them familiar with questionnaires and serious when answering all the questions. Moreover, the researcher's personal identity as a lecturer in university and also as a PhD student could have attracted a larger graduate employee population. Concerning the working sector, there was almost an equal representation of public (44%) and private (53.8%) institutions. That is consistent with the semi-reformed economy in Vietnam where the government still keeps control over all economic, political and social activities but also permits the emergence of private enterprises in the economy. Participants were also varied in their seniority. More than a third (34.8%) of the participants had worked from 5 to 10 years in the organization while approximately a third (28.4%) of participants had already committed from 10 to 20 years with their organization. The number of 8.8% is the participants who have worked more than 20 years at their organization. This suggests that the working time is long enough for an employee to experience the behaviors of Organizational citizenship such as loyalty and civic virtue, making them give relevant and reliable answers in the questionnaire.

### **5.6.2. OCB Questionnaire**

Although a number of studies have identified dimensions contributing to the perception of OCB (Farh et al., 2000; Organ, 1988b; P. M. Podsakoff et al., 2000b; Van Dyne et al., 1994b; Williams & Anderson, 1991), at the time of writing, the OCBQ represents the first scale that assesses employee's perception of OCB in the Vietnamese cultural context. It included factors

other than altruism and civic virtue which have received extensive attention in the literature on OCB and in understanding the construct of OCB. The exploratory factor analyses conducted on the OCBQ resulted in a five-factor structure.

The first OCBQ scale, “Loyalty,” consists of 3 items, namely promoting the organization to outsiders by external cooperation, promoting organization range in the regional/international ranking and obtaining prizes and medals for the organization. Loyalty is an important dimension that was developed from the OCBQ. It is broadly defined as the loyal behavior of the employees to promote a “good image” of the organization. In the literature, it is used synonymously with loyalty boosterism (Graham, 1991, p. 19) but focuses concretely on the way to accelerate loyal behavior. This is also a character in the Vietnamese culture under the influence of Confucian who emphasized the loyal relationship between the king and the people, the children and their parents and between friends.

The next scale, “Continuous learning,” consists of 3 items. This dimension is related to the spirit of continuous learning of employees as a citizen in the organization, including actively self-training with new tasks to expand contribution, having a career objective and path and creating an environment of sharing knowledge at the workplace are examples of this dimension. In the literature, self-development has been mentioned as a similar construct (P. M. Podsakoff et al., 2000b). However, in the context of rapid development of science and technology nowadays, the 4.0 period requires a learning environment where knowledge could be shared and absorbed together, beyond just the spirit of self-development.

The third dimension is named civic virtue because of its items including updating the development of the organization, attending meetings that are not mandatory but are considered important and ready to do extra responsibilities that are beyond minimally required but benefit the organization even when that is not mandatory. This factor is totally similar to what developed in the literature. That is also considered as a fundamental dimension in the behavior of an organizational citizen.

The fourth dimension is called conscientiousness with obeying regulation of breaks during working time, not taking extra breaks, maintaining a low absence ratio, and not using working time to do other individual activities. This dimension is one more time confirmed in the Vietnamese cultural context as a core dimension of OCB.



The last dimension including 2 items (eating at the permitted place at workplace and keeping the workplace tidy) is labeled as keeping the workplace clean. In the Western literature, this dimension was not relevant as a factor of OCB until the work of Farh *et al.* (2004) who studied OCB in the Chinese cultural context.

### **5.6.3. OCBQ and demographic factors**

ANOVAs were conducted to answer the third research question. The results suggested that there are no differences between the demographic factor and OCB, except one case of factor 4 with Sig=0.05 that shows a difference between educational backgrounds.

#### **Summary of chapter 5**

In this chapter, the results from the data analyses were reported. Exploratory factor analysis yielded the 5-factor solution for the 16-item OCBQ, accounting for 61.828% of the shared variance. Additionally, the OCBQ was found to have adequate scale reliability scores, ranging from .659 to .742. There were no significant main effects of the salient demographic variables (gender, age, origin, educational background, seniority and sector) on the derived factor scores of the OCBQ. The interaction effects were found to be nonsignificant. Lastly, weak significant correlations were found between educational background and the derived factor scores/dimensions 4 of the OCBQ. In the following chapter, the contributions, limitations of the study, implications for practice, and suggestions for future research are discussed.

## **Chapter 6: Conclusions, Limitations and Directions for Future Research**

The aim of this research was to explore the dimensions of Organizational Citizenship Behavior in the Vietnamese cultural context via a pragmatic, sequential exploratory approach. Pragmatism offers feasible practical contributions, which are closely coupled to robust theoretical underpinning. Understanding and exploring the Vietnamese perception of OCB is crucial as their views are not well known and outcomes of understanding the Vietnamese view strategically influence organizational behavior theory. Each stakeholder has a piece of the puzzle; if we can put the pieces together, we can build a more complete and richer picture of organizational citizenship behavior to facilitate theoretical and practical advancement.

The thesis is composed of six chapters. The opening chapter introduced the study, covering background, research purpose, contribution, motivation, and scope. Chapter 2 detailed pragmatism as the philosophical position and the sequential exploratory mixed methods approach used to test and validate the proposed conceptual model. This included a qualitative approach with 50 semi-structured interviews using thematic analysis to analyze the data and interpret the results and a quantitative approach with an exploratory factor analysis to build a scale for measuring the OCB. The chapter also evidenced the research design, research sample, and strategies for preparing the data for analysis of each approach. Chapter 3 reviewed and evaluated literature addressing existing conceptual models of Organizational Citizenship Behavior and Vietnamese culture. Chapter 4 provided the qualitative results and Chapter 5 provided the quantitative results. Chapter 6 provides discussion of the research question and theoretical and practical contributions of the research.

Section 6.1 now provides a short summary of the findings for the Research Questions and the implications of the research, offering a summary of the original contributions, their meaning in the wider context of organizational behavior theory, and a justification for the importance of this research. Following on from the conclusions, Section 6.2 addresses the limitations of the research leading to a discussion of possible directions for future research.

## **6.1. Answer of the Research Question**

Our research question is: What are the dimensions of OCB in the Vietnamese cultural context? The literature review (Chapter 3) followed a systematic approach to constructing the latest conceptual model of organizational citizenship behavior. The model addressed eight dimensions of OCB, nine antecedents and two main consequences of the OCB. All of them are put in a Vietnamese cultural context. A pragmatic, sequential exploratory mixed method approach addressed the findings of the research question. The qualitative approach answered this question with seven dimensions and the quantitative approach with an exploratory factor analysis developed a scale of five dimensions with 16 items. The OCBQ was also found to have adequate scale reliability scores.

### **6.1.1. Theoretical contributions**

This research offers two original contributions to organizational behavior related to understanding the employees' perceptions of organizational citizenship behavior. Firstly, this research contributes to theory via the conceptualization and validation of a new model of OCB underpinned by OCB and Vietnamese culture theory. Four additional dimensions of the model add weight to the first original contribution: (a) protecting and saving organizational resources, (b) environmentally-friendly workplace, (c) continuous learning and (d) interpersonal harmony. Secondly, this research also proposed a scale to measure OCB in the Vietnamese cultural context that could be useful for those who would like to conduct a survey on OCB in this country.

First and foremost, the study shows that what is considered to be OCB may vary markedly across cultural boundaries. Culture conditions our belief about what behaviors contribute to organizational effectiveness. Because the Vietnamese believe that conflict is harmful to organizations and they love harmonization in a community, interpersonal harmony emerges as a major form of OCB in Vietnam. Culture also shapes our criteria for organizational effectiveness. The study also found self-training to be an important OCB dimension. Unlike other forms of OCB, self-training contributes to organizational effectiveness by making employees themselves more productive. In a knowledge-centered society, self-training may play a more important role in the future.

### **6.1.2. Contributions to Management Practice**

This research contributes to management practice by providing a better understanding of the levers that managers can use who aim to work in the context of Vietnamese culture. Moreover, the OCBQ serves as an instrument to measure how OCB impacts employee performance in an organization. This may help facilitate a more comprehensive understanding of Vietnamese employees' experience and help identify which factor(s) have the strongest impact on employees' OCB experience.

Assessment results may be used to evaluate the performance of employees and to inform a strategic planning on which factors of OCB warrant the most attention for improvement. For instance, if a case study was conducted at one particular organization using the OCBQ and the managers discover that continuous learning emerged as the most important measure, the organization could create programs to enhance the employees' capacities and build a positive learning atmosphere at the workplace to encourage the behavior of continuous learning of the employees. However if civic virtue emerged as the most significant issue in an organization, the HR department could pay attention to activities that aim to remind of or accelerate employee concern regarding organizational development.

The scale can also serve to quantitatively measure OCB in recruitment campaigns. Information from the scale can be possibly used to identify potential candidates for an organization. For example, employees that score highly on dimension 1 (loyalty) and dimension 2 (continuous learning) could be relevant for organizations that need employees working for a long time with an enthusiasm for self-studying and sharing knowledge, such as could be found in universities.

## **6.2. Limitations and Directions for future research**

An important aspect of rigorous academic research is to acknowledge limitations.

### **6.2.1. A qualitative approach with a thematic analysis**

There are several major constraints of this study that limit the generalizability of its findings. First, although the researcher obtained a diverse group of 50 respondents from organizations in the center of Vietnam, our sample may not be representative of the working population there. Thus, findings of this research are exploratory in nature and need to be confirmed in future research before broad generalizations can be made. Second, while this study found that forms of OCB varied between the United States and Vietnam, it is still impossible to include or control other potentially relevant contextual shapers of OCB in the study (e.g., industry, technology, or strategic orientation of the firm). Future research should include these contextual factors in a single study so that the effects of context on OCB can be more fully examined. Third, the findings may be conditioned by the nature of the work being done by the respondents in this study. For example, some forms of OCB (e.g., keeping the workplace clean) may be more appropriate to nonprofessional positions and in medical environments like a hospital, but not to professionals. Other forms of OCB (e.g., helping coworkers) would seem appropriate to those who work closely with others, but not to those who work in isolation in the field. In other words, what is considered to be salient forms of OCB may depend on how the job is defined, where the job falls in the value chain and its expected relationship to outsiders. Since sample of workers might not be random across jobs, it may be that the nature of the jobs that happen to comprise the sample explains some of the relationships observed, rather than the broad cultural and institutional differences. The salience of OCB as a dimension of performance varies as a function of the larger roles, not just jobs, and because participants are expected to enact within various work contexts. Future researchers should explore these possibilities.

### **6.2.2. A quantitative approach with an exploratory factor analysis**

Despite the many advantages of the OCBQ, there are a several limitations that should be noted and lead to avenues for future research. Internal validity, which is the ability for a study to make

true inferences about the studied relationships, plays a very important issue in this study because this study attempted to establish the OCBQ. Threats to internal validity in this study most likely included several types of bias, including selection, self-report, social desirability responding, central tendency, and ordering.

Selection bias often occurs in survey studies. For instance, employees may have completed the inventory because of their special interest in OCB, they might have experienced OCB and used OCBQ as a tool to anonymously “report” it, or they observed these behaviors from others. Self-reporting and social desirability responding biases occurred in the study in terms of the way participants responded to items. They answered the way they believed was more acceptable or appropriate. Additionally, despite conveying confidentiality, participants could not avoid fearing that their responses might negatively impact their performance.

Moreover, ordering, central tendency and extreme response biases may have influenced how participants answered the survey questions. The order of the OCBQ items was familiar to all participants with the demographic items first, followed by the 67 Likert scale OCB items and then the 16 experiential items. The order of these items influenced which participants were included in final data analysis because there were some participants who only finished the first half of the survey with on-paper answers. Central tendency bias and extreme responding often influence studies using Likert-type items. Participants may have chosen the middlemost response or the most extreme response on the opposite ends of the scale that may have impacted the findings.

External validity is the extent to which the study could be generalized to the general population. Given convenience sampling and composition of the respondents, the current study’s findings are not generalizable to a larger audience. Specifically, a large portion of the sample included people in the Center of Vietnam and a majority of them were from Danang and Quang Nam. Over 80% of the respondents were attending higher education institutions in the central region of Vietnam. Finally, although this sample size was robust for statistical analyses (N=457), the results of the study represent a static measure of the participants’ perceptions and beliefs at the time the participants completed the survey.

In addition, the item development was mainly based on the literature review and input from experts with expertise in doing research and working in a university.

### **6.2.3. Recommendations for future research**

These limitations are addressed in line with recommendations for future research. Firstly, subsequent investigation of employees' perceptions of OCB should include more participants from different geographical regions like the North or the South of Vietnam. Researchers should encourage participants from various types of organizations and from more diverse settings and sectors to participate.

Another key recommendation for future research involves the OCBQ's validity. In this perspective, a confirmatory factor analysis should be conducted with a new sample to support the measure's dimensionality or construct validity. The OCBQ should be assessed for concurrent validity using other similar instruments, and the OCBQ scale can also be correlated with other important variables like OCB's antecedents.

Due to the limited sample size, the researcher was only able to test the influence of a few demographic characteristics on the OCBQ factor structure. In the future, a larger and more equally representative diverse sample would be useful to further examine invariance between different types of organizations, levels of cultural adaptation or family characteristics.

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# APPENDIX A: CONSENT FORM (INTERVIEWS)

**Study Title:** Organizational citizenship behaviors in the context of Vietnamese culture

**Researcher:** HUYNH Thi My Hanh

I give consent for this interview to be recorded. By taking part in this interview I give consent to the researchers to use the data for academic research purposes only. My participation is voluntary.

## **Data Protection**

I understand that information collected during my participation in this study will be stored on a password-protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

*Name:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

*Date:* \_\_\_\_\_

# APPENDIX B: CONSENT FORM (QUESTIONNAIRES)

**Study Title:** Organizational citizenship behaviors in the context of Vietnamese culture

**Researcher:** HUYNH Thi My Hanh

*By filling in this questionnaire I give consent to the research team to use the data for academic research purposes. My participation is voluntary.*

## ***Data Protection***

*I understand that information collected during my participation in this study will be stored on a password-protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.*

# **APPENDIX C: PARTICIPANT INFORMATION SHEET (INTERVIEWS)**

**Study Title:** Organizational citizenship behaviors in the context of Vietnamese culture

**Researcher:** HUYNH Thi My Hanh

Please read this information carefully before deciding to take part in this research. If you agree to participate, you will be asked to sign a consent form.

## **What is the research about?**

My name is HUYNH Thi My Hanh, lecturer in University of Economics, The University of Danang, PhD researcher at CERAG – EDSG – University of Grenoble Alpes. I am kindly requesting your participation in a study regarding the differences in dimensions of the organizational citizenship behaviors, a concept developed in the Western context, in Vietnam, an Eastern context. If you consent to participate in the study, you will be asked to take part in a recorded interview, which will last no longer than 60 minutes. Personal information will not be released or viewed by anyone other than researchers involved in this project. A debriefing statement will be given to you upon completion of the study. This study is self-funded by the researcher.

## **Why have I been chosen?**

You have been chosen to participate in this study because you have been an employee in the public/ private sectors for at least 2 years and you have achieved a good performance record.

## **What will happen to me if I take part?**

You will take part in a recorded interview, which will last no longer than 60 minutes. Confidentiality of your data will be ensured at all times.

## **Are there any benefits in my taking part?**

This research seeks to enhance the perception of employee's organizational citizenship behaviors and provides a tool to assess their performance, including your own.

**Are there any risks involved?**

There are no risks involved in taking part in this study.

**Will my participation be confidential?**

All responses are treated as confidential, and in no case will responses from individual participants be identified. The names of participants will be changed prior to publication of results to ensure anonymity.

**What happens if I change my mind?**

Participation is voluntary. Refusal to take part in the study involves no penalty or loss of benefits to which participants are otherwise entitled, and participants may withdraw from the study at any time without penalty or loss of benefits to which they are otherwise entitled.

**What happens if something goes wrong?**

In the unlikely case of concern or complaint, you may wish to contact my supervisor, Anne Bartel Radic or VIED.

**Where can I get more information?**

If participants have further questions about this study or they would like to provide other useful information for the research, they may contact the principal investigator, Ms HUYNH Thi My Hanh at myhanhhuynh10@gmail.com



# APPENDIX D : PARTICIPANT INFORMATION SHEET (QUESTIONNAIRES)

**Study Title:** Organizational citizenship behaviors in the context of Vietnamese culture

**Researcher:** HUYNH Thi My Hanh

Please read this information carefully before deciding to take part in this research. If you agree to participate, you will be asked to sign a consent form.

## **What is the research about?**

My name is HUYNH Thi My Hanh, lecturer in University of Economics, The University of Danang, PhD researcher at CERAG – EDSG – University of Grenoble Alpes. I am kindly requesting your participation in a study finding items of each dimension of the organizational citizenship behaviors, a concept developed in the Western context, in Vietnam, an Eastern context. If you consent to participate in the study, you will be asked to complete a short questionnaire which should not last more than 10 minutes. Personal information will not be released or viewed by anyone other than researchers involved in this project. A debriefing statement will be given to you upon completion of the study. This study is self-funded by the researcher.

## **Why have I been chosen?**

You have been chosen to participate in this study because you have been an employee in the public/ private sectors for at least 2 years in Vietnam.

## **What will happen to me if I take part?**

You will complete a Questionnaire that will take approximately 10 minutes. Confidentiality of your data will be ensured at all times. Linked anonymity will be used, via Facebook and Email to facilitate the study.



**Are there any benefits in my taking part?**

This research seeks to enhance the perception of employee's organizational citizenship behaviors and provides a tool to assess their performance, including your own.

**Are there any risks involved?**

There are no risks involved in taking part in this study.

**Will my participation be confidential?**

All responses are treated as confidential, and in no case will responses from individual participants be identified. Moreover, all data will be pooled and published in aggregate form only. Participants should be aware that the experiment is not being run from a "secure" http server of the kind typically used to handle credit card transactions, so there is a small possibility that responses could be viewed by unauthorized third parties (e.g., computer hackers). However, the data would appear only as a string of numbers, so your responses will remain totally anonymous.

**What happens if I change my mind?**

Participation is voluntary. Refusal to take part in the study involves no penalty or loss of benefits to which participants are otherwise entitled, and participants may withdraw from the study at any time without penalty or loss of benefits to which they are otherwise entitled.

**What happens if something goes wrong?**

In the unlikely case of concern or complaint, you may wish to contact my supervisor, Anne Bartel Radic or VIED

**Where can I get more information?**

If participants have further questions about this study or they would like to provide other useful information for the research, they may contact the principal investigator, Ms HUYNH Thi My Hanh at myhanhhuynh10@gmail.com

## APPENDIX E: PARTICIPANTS' DEMOGRAPHIC CHARACTERISTICS IN QUALITATIVE RESEARCH

STT	AGE	GENDER	EDUCATIONAL BACKGROUND	ORIGIN	WORKPLACE
Participant 1	30	M	Doctor	Đà Nẵng	Hospital
Participant 2	35	F	PhD	Đà Nẵng	University
Participant 3	40	F	Master	Quảng Nam	University
Participant 4	25	F	Non-degree	Quảng Nam	Hospital
Participant 5	45	M	Master	Quảng Nam	Hospital
Participant 6	28	F	Master	Đà Nẵng	University
Participant 7	27	F	Master	Đà Nẵng	University
Participant 8	37	M	Doctor	Huế	Hospital
Participant 9	32	M	Doctor	Quảng Bình	Hospital
Participant 10	35	M	PhD	Quảng Trị	University
Participant 11	34	F	Master	Quảng Nam	University
Participant 12	25	M	Engineer	Đà Nẵng	Hospital
Participant 13	26	F	Non-degree	Quảng Ngãi	University
Participant 14	28	F	Master	Quảng Nam	University
Participant 15	29	M	Master	Đà Nẵng	University
Participant 16	31	M	Doctor	Quảng Ngãi	Hospital
Participant 17	33	F	Doctor	Huế	Hospital
Participant 18	34	F	Master	Huế	University
Participant 19	38	M	PhD	Huế	University
Participant 20	29	M	Master	Quảng Ngãi	University
Participant 21	27	F	Master	Quảng Nam	University
Participant 22	28	F	Master	Quảng Nam	University
Participant 23	29	M	Master	Đặc Lắc	Hospital
Participant 24	34	F	PhD	Đà Nẵng	University
Participant 25	35	M	Master	Đà Nẵng	University
Participant 26	36	F	Doctor	Huế	Hospital
Participant 27	25	M	Engineer	Huế	Hospital
Participant 28	24	F	Non-degree	Đà Nẵng	University
Participant 29	25	F	Master	Quảng Trị	University
Participant 30	26	M	Non- degree	Quảng Bình	University
Participant 31	27	M	Master	Quảng Nam	University
Participant 32	29	F	Bachelor	Quảng Nam	University
Participant 33	33	F	Doctor	Đà Nẵng	Hospital
Participant 34	28	M	Doctor	Đà Nẵng	Hospital
Participant 35	36	M	Doctor	Quảng Nam	Hospital
Participant 36	44	M	PhD	Đà Nẵng	University
Participant 37	43	M	PhD	Đà Nẵng	University

Participant 38	44	F	PhD	Đà Nẵng	University
Participant 39	45	F	PhD	Hà Nội	University
Participant 40	47	F	Master	Huế	Hospital
Participant 41	29	F	Doctor	Đà Nẵng	Hospital
Participant 42	54	F	Master	Đà Nẵng	Hospital
Participant 43	46	F	Master	Quảng Nam	University
Participant 44	47	M	PhD	Đà Nẵng	University
Participant 45	49	M	PhD	Đà Nẵng	University
Participant 46	35	F	Master	Đà Nẵng	University
Participant 47	36	F	Master	Đà Nẵng	Hospital
Participant 48	38	M	Doctor	Đà Nẵng	Hospital
Participant 49	37	F	PhD	Đà Nẵng	University
Participant 50	28	M	Master	Đà Nẵng	University

F: Female

M: Male

STT	Publications	PRIZED	CERTIFICATED	DURATION (minutes)	POSITION	SENIORITY
Participant 1	0	Yes	Yes	60		4
Participant 2	15	Yes	Yes	65		10
Participant 3	10	Yes	Yes	62		15
Participant 4	0	Yes	Yes	65		3
Participant 5	12	Yes	Yes	68		10
Participant 6	2	Yes	Yes	70		5
Participant 7	1	Yes	Yes	80		4
Participant 8	15	Yes	Yes	65		10
Participant 9	0	Yes	Yes	74		8
Participant 10	16	Yes	Yes	85		10
Participant 11	14	Yes	Yes	80		10
Participant 12	0	Yes	Yes	76		2
Participant 13	0	Yes	Yes	79		3
Participant 14	1	Yes	Yes	85		5
Participant 15	1	Yes	Yes	87		5
Participant 16	6	Yes	Yes	89		6
Participant 17	0	Yes	Yes	87		7
Participant 18	7	Yes	Yes	84		9
Participant 19	25	Yes	Yes	75		14
Participant 20	2	Yes	Yes	75		5
Participant 21	2	Yes	Yes	74		3
Participant 22	6	Yes	Yes	73		4
Participant 23	2	Yes	Yes	78		5
Participant 24	18	Yes	Yes	76		8
Participant 25	13	Yes	Yes	71		10
Participant 26	2	Yes	Yes	78		10
Participant 27	0	Yes	Yes	85		2
Participant 28	0	Yes	Yes	84		2
Participant 29	1	Yes	Yes	87		2
Participant 30	0	Yes	Yes	86		4
Participant 31	1	Yes	Yes	82		3
Participant 32	3	Yes	Yes	87		5
Participant 33	1	Yes	Yes	81		8
Participant 34	0	Yes	Yes	83		3
Participant 35	6	Yes	Yes	74	Yes	7
Participant 36	28	Yes	Yes	76		20
Participant 37	24	Yes	Yes	75		20
Participant 38	19	Yes	Yes	72		21
Participant 39	35	Yes	Yes	78	Yes	23
Participant 40	5	Yes	Yes	85		25
Participant 41	0	Yes	Yes	89		5

Participant 42	3	Yes	Yes	84	Yes	27
Participant 43	12	Yes	Yes	86		20
Participant 44	28	Yes	Yes	87		21
Participant 45	27	Yes	Yes	84		23
Participant 46	15	Yes	Yes	85		10
Participant 47	6	Yes	Yes	86		10
Participant 48	2	Yes	Yes	82		11
Participant 49	14	Yes	Yes	85		12
Participant 50	2	Yes	Yes	84		5

STT	POSITION	SENIORITY	ROLE
Participant 1		4	Doctor
Participant 2		10	Lecturer
Participant 3		15	Lecturer
Participant 4		3	Cleaner
Participant 5		10	Doctor
Participant 6		5	Lecturer
Participant 7		4	Lecturer
Participant 8		10	Doctor
Participant 9		8	Doctor
Participant 10		10	Lecturer
Participant 11		10	Lecturer
Participant 12		2	Engineer
Participant 13		3	Cleaner
Participant 14		5	Lecturer
Participant 15		5	Lecturer
Participant 16		6	Doctor
Participant 17		7	Doctor
Participant 18		9	Staff
Participant 19		14	Lecturer
Participant 20		5	Lecturer
Participant 21		3	Lecturer
Participant 22		4	Lecturer
Participant 23		5	Doctor
Participant 24		8	Lecturer
Participant 25		10	Lecturer
Participant 26		10	Doctor
Participant 27		2	Engineer
Participant 28		2	Cleaner
Participant 29		2	Lecturer
Participant 30		4	Security
Participant 31		3	Lecturer
Participant 32		5	Staff
Participant 33		8	Doctor
Participant 34		3	Doctor
Participant 35	Yes	7	Doctor
Participant 36		20	Lecturer
Participant 37		20	Lecturer
Participant 38		21	Lecturer
Participant 39	Yes	23	Lecturer
Participant 40		25	Doctor
Participant 41		5	Doctor
Participant 42	Yes	27	Doctor



Participant 43		20	Lecturer
Participant 44		21	Lecturer
Participant 45		23	Lecturer
Participant 46		10	Lecturer
Participant 47		10	Doctor
Participant 48		11	Doctor
Participant 49		12	Lecturer
Participant 50		5	Lecturer

# APPENDIX F: QUESTIONNAIRE

## Employee's Perception of Organizational Citizenship Behaviors

Thank you for agreeing to participate in this study. Please answer as honestly you can. Do not spend too long on each statement as we want to gain your first response.

### Demographic Data

1. Age
  2. Gender  
Male  Female  Other
  3. In which sector do you work?
  4. Your organization belongs to...  
Public  Private
  5. How long have you been working there?  
1 year  2 years  3 years  4 years  5 years   
6 years  7 years  8 years  9 years  10 years   
More than 10 years
  6. Your educational background  
Non-baccalaureate  Baccalaureate  Undergraduate 1 (trung cấp)   
Undergraduate 2 (Cao đẳng)  Bachelor/ Doctor/ Engineer   
Master  PhD  Post-doc
  7. Where is your place of birth?  
-----
  8. What is the city you are living in now?  
-----
  9. How many siblings do you have?  
-----
  10. What is your father's job?  
-----
  11. What is your mother's job?  
-----
-

Please indicate the extent to which you agree or disagree with the statements. Indicate your answer by circling a number between 1 and 5 according to the scale below on every line.

Strongly Disagree      Disagree              Neutral              Agree              Strongly Agree  
                                     1                              2                              3                              4                              5

12. Voluntarily helps colleagues with their task during their reasonable absence	1	2	3	4	5
13. Resolving non-related task problems in order to help others finish their work	1	2	3	4	5
14. Voluntarily helps newcomers voluntarily to adapt their new task	1	2	3	4	5
15. Voluntarily helps others who have heavy workloads	1	2	3	4	5
16. Provide innovation to improve the productivity of members of the teamwork	1	2	3	4	5
17. Helping others by taking steps to prevent the creation of problems for them	1	2	3	4	5
18. To be a punctual employee	1	2	3	4	5
19. Obey regulation of breaks during working time	1	2	3	4	5
20. Does not take extra breaks	1	2	3	4	5
21. Taking extra time to work to ensure the performance regardless of compensation	1	2	3	4	5
22. Actively finish tasks before deadline	1	2	3	4	5
23. Do not use working time to do other individual activity	1	2	3	4	5
24. Absence ratio is low	1	2	3	4	5
25. Ready to do extra responsibilities that are beyond minimally required but benefit for organizations even when that is not mandatory	1	2	3	4	5
26. Update the development of the organization	1	2	3	4	5
27. Attends meetings that are not mandatory, but are considered important	1	2	3	4	5
28. Give new ideas to improve organizational performance	1	2	3	4	5
29. Actively take part in the festivals or activities at workplace	1	2	3	4	5
30. Give initiative to improve the quality of organizational activities/ festivals in order to attract others to join in	1	2	3	4	5
31. Finding sponsors for organizational activities/festivals	1	2	3	4	5

32. Save photos of organizational activities	1	2	3	4	5
33. Communicate organizational activities to employees to encourage them to join in	1	2	3	4	5
34. Following social norms to keep your image in front of partners because your image represent organizational image outside	1	2	3	4	5
35. Promoting the organization to outsiders by external cooperation	1	2	3	4	5
36. Protecting and defending organization against external threats	1	2	3	4	5
37. Remaining committed to organization even under adverse conditions	1	2	3	4	5
38. Finding solutions to overcome difficulties that organization must face	1	2	3	4	5
39. Promoting organization range in the regional/international ranking	1	2	3	4	5
40. Obtain prizes, medals for organization	1	2	3	4	5
41. Mentors economic environment for threats and opportunities by keeping up with changes in the industry that might affect the organization	1	2	3	4	5
42. Check to turn off of all electronic devices before leaving workplace	1	2	3	4	5
43. Reporting fire hazards or suspicious activities	1	2	3	4	5
44. Print paper on both sides	1	2	3	4	5
45. Only print paper when necessary	1	2	3	4	5
46. Use office stationary economically	1	2	3	4	5
47. Locking door before leaving the workplace	1	2	3	4	5
48. Give initiatives to save company resources	1	2	3	4	5
49. Communicate to others to save company resources	1	2	3	4	5
50. Put away equipment and keep the workplace clean	1	2	3	4	5
51. Encourage others to keep the workplace clean	1	2	3	4	5
52. No smoking at workplace	1	2	3	4	5
53. Eating at the permitted place at workplace	1	2	3	4	5
54. Making the workplace green with plants, trees and flowers	1	2	3	4	5
55. Hire a worker to clean the workplace	1	2	3	4	5
56. Keeping the workplace is my responsibility at workplace	1	2	3	4	5
57. Promoting campaign for an environmentally friendly workplace	1	2	3	4	5
58. Classifying rubbish at workplace	1	2	3	4	5
59. Using recycle products at workplace (for example, bamboo straw)	1	2	3	4	5
60. Actively self-training with new tasks to expand contribution	1	2	3	4	5

61. Do not be ashamed by unknown things in order to ask for leaning	1	2	3	4	5
62. Do not criticize others because of their lack of knowledge	1	2	3	4	5
63. Have a career objective and path	1	2	3	4	5
64. Actively taking part in training courses	1	2	3	4	5
65. Actively self-training to improve knowledge, skills and abilities in order to adapt with the latest development in your field	1	2	3	4	5
66. Helping other colleagues to learn and to develop themselves	1	2	3	4	5
67. Create an environment of sharing knowledge at workplace	1	2	3	4	5
68. Evaluate the performance of coworkers, not their characteristics	1	2	3	4	5
69. Do not use offensive language while discussing a related-task problem with coworkers	1	2	3	4	5
70. Try to find win-win solutions	1	2	3	4	5
71. Do not speak ill of the others	1	2	3	4	5
72. Do not make others lose face when giving them feedback	1	2	3	4	5
73. Making others be confident in performing their tasks	1	2	3	4	5
74. Do not quarrel loudly at workplace	1	2	3	4	5
75. Giving constructive opinions to others to improve their performance instead of criticizing them	1	2	3	4	5
76. Actively making peace out of all the conflict at workplace “Dĩ hòa vi quý”	1	2	3	4	5
77. Kính trên nhường dưới	1	2	3	4	5
78. Keep silent if what you are going to say will negatively influence others	1	2	3	4	5



## APPENDIX G: QUANTITATIVE CODE

ITEMS	CODES
1. Voluntarily helps colleagues with their task during their reasonable absence	AL1
2. Resolving non-related task problems in order to help others finish their work	AL2
3. Voluntarily helps newcomers adapt to their new task	AL3
4. Voluntarily helps others who have heavy workloads	AL4
5. Provide innovation to improve the productivity of members of the teamwork	AL5
6. Helping others by taking steps to prevent the creation of problems for them	AL6
7. To be a punctual employee	CONS1
8. Obey regulation of breaks during working time	CONS2
9. Does not take extra breaks	CONS3
10. Taking extra time to work to ensure the performance regardless of compensation	CONS4
11. Actively finish tasks before deadline	CONS5
12. Do not use working time to do other individual activity	CONS6
13. Absence ratio is low	CONS7
14. Ready to do extra responsibilities that are beyond minimally required but benefit for organizations even when that is not mandatory	CONS8
15. Update the development of the organization	CV1
16. Attends meetings that are not mandatory, but are considered important	CV2
17. Give new ideas to improve organizational performance	CV3
18. Actively take part in the festivals or activities at workplace	CV4
19. Give initiative to improve the quality of organizational activities/festivals in order to attract others to join in	CV5
20. Finding sponsors for organizational activities/festivals	CV6
21. Save photos of organizational activities	CV7
22. Communicate organizational activities to employees to encourage them to join in	CV8
23. Following social norms to keep your image in front of partners because your image represents organizational image outside	LOY1
24. Promoting the organization to outsiders by external cooperation	LOY2
25. Protecting and defending organization against external threats	LOY3
26. Remaining committed to organization even under adverse conditions	LOY4
27. Finding solutions to overcome difficulties that organization must face	LOY5
28. Promoting organization range in the regional/international ranking	LOY6
29. Obtain prizes, medals for organization	LOY7
30. Mentors economic environment for threats and opportunities by keeping up with changes in the industry that might affect the	CV9

organization	
31. Check to turn off of all electronic devices before leaving workplace	CV10
32. Reporting fire hazards or suspicious activities	CV11
33. Print paper on both sides	CV12
34. Only print paper when necessary	CV13
35. Use office stationary economically	CV14
36. Locking door before leaving the workplace	CV15
37. Give initiatives to save company resources	CV16
38. Communicate to others to save company resources	CV17
39. Put away equipment and keep the workplace clean	EFW1
40. Encourage others to keep the workplace clean	EFW2
41. No smoking at workplace	EFW3
42. Eating at the permitted place at workplace	EFW4
43. Making the workplace green with plants, trees and flowers	EFW5
44. Hire a worker to clean the workplace	EFW6
45. Keeping the workplace is my responsibility at workplace	EFW7
46. Promoting campaign for a friendly environmental workplace	EFW8
47. Classifying rubbish at workplace	EFW9
48. Using recycle products at workplace (for example, bamboo straw)	EFW10
49. Actively self-training with new tasks to expand contribution	CL1
50. Do not be ashamed by unknown things in order to ask for leaning	CL2
51. Do not criticize others because of their lack of knowledge	CL3
52. Have a career objective and path	CL4
53. Actively taking part in training courses	CL5
54. Actively self-training to improve knowledge, skills and abilities in order to adapt with the latest development in your field	CL6
55. Helping other colleagues to learn and to develop themselves	CL7
56. Create an environment of sharing knowledge at workplace	CL8
57. Evaluate the performance of coworkers, not their characteristics	IP1
58. Do not use offensive language while discussing a related-task problem with coworkers	IP2
59. Try to find win-win solutions	IP3
60. Do not speak ill of the others	IP4
61. Do not make others lose face when giving them feedback	IP5
62. Making others be confident in performing their tasks	IP6
63. Do not quarrel loudly at workplace	IP7
64. Giving constructive opinions to others to improve their performance instead of criticizing them	IP8
65. Actively making peace out of all the conflict at workplace “Dĩ hòa vi quý”	IP9
66. Kính trên nhường dưới	IP10
67. Keep silent if what you are going to say will negatively influence others	IP11