The Influence of leadership on Organizational Citizenship Behaviour in Lao-based International Non-Government Organisations

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Abstract

Today’s leaders and managers face unexpected and unforeseeable situations in the workplace, due to the complexity and dynamics of globalisation. Yet, for organisations to avoid sub-optimal performance, employees must perform productively and should undertake additional work beyond their assigned tasks and job description. Thus, effective leadership is critical for managing human resources. Such leaders use a range of approaches to improve the effectiveness of employees to enhance organisational performance. This research examined how the leadership styles employed by leaders and managers in International Non-Governmental Organisations (INGOs) influences Organisational Citizenship Behaviour (OCB). A case study approach using semi-structured interviews was employed, to gain in-depth insight into the perspectives and experiences of one leader and two followers from four different INGOs, in Lao PDR. Data analysis followed a thematic process with two levels of analysis – at the INGO and individual levels.

The findings reveal that four leadership styles were employed by INGO leaders, namely: Path-goal theory (participative); Situational approach (directing and delegating style); Behavioural approach (authority compliance and middle of the road management); and Transformational leadership. Even though INGO leaders used these four styles, not all aspects of each style were fully practiced. In terms of transformational leadership, only idealised influence was used consistently. Two factors hindered INGO leaders from practicing transformational leadership: the personality of employees and organisational factors (i.e. organisational policy, limited financial resources, injustices felt by employees, and unpleasant or unsupportive workplace environment). The findings suggest that leaders choose a style that fitted their particular personality and situation. Some opted for a single leadership style, while others preferred to combine and use multiple styles based on their circumstances at the time; suggesting that leadership is context dependent. The study also found that INGO employees demonstrate three dimensions of OCB: altruism, conscientiousness and civic virtue in order to enhance the image and reputation of their organisation. Four factors are important for encouraging OCB: having a programme to recognise high performers, fostering a pleasant and supportive environment, having supportive leaders, and having leaders who can communicate effectively. Ultimately, by motivating employees to go beyond their perceived limits and self-interest, organisational productivity and performance can be enhanced.
Dedication

I dedicate this thesis to my NGONGVORALATH Family and especially to my parents.
Acknowledgments

I would love to thank the New Zealand Ministry of Foreign Affairs and Trade (MFAT), my supervisor, my family, colleagues and friends who have played an important role in contributing their love and support to my academic life in pursuing a Master of Business at Unitec. I am appreciative and grateful to those people who have motivated and assisted me on my tough journey to complete this thesis. These important people include:

- New Zealand MFAT for their financial support.
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- My NGO colleagues and those who participated in this research, especially the twelve interviewees from the four INGO sectors in Laos for being the source of my data.

Without the love and support from these aforementioned people, I would have not completed this thesis.
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<td>ADB</td>
<td>Asian Development Bank</td>
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<tr>
<td>AEC</td>
<td>ASEAN Economic Community</td>
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<tr>
<td>ASEAN</td>
<td>Association of southeast Asian Nations</td>
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<tr>
<td>CD</td>
<td>Country Director</td>
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<tr>
<td>CM</td>
<td>Communication Manager</td>
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<tr>
<td>CR</td>
<td>Country Representative</td>
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<tr>
<td>FM</td>
<td>Finance Manager</td>
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<tr>
<td>FTE</td>
<td>Full Time Employees</td>
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<tr>
<td>GOL</td>
<td>Government of Laos</td>
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<tr>
<td>HRAM</td>
<td>Human Resource Administration Manager</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>IDA</td>
<td>International Development Association</td>
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<td>INGOS</td>
<td>International Non-Governmental Organisations</td>
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<tr>
<td>IUCN</td>
<td>International Union For Conservation</td>
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<tr>
<td>LAO PDR</td>
<td>Lao People’s Democratic Republic</td>
</tr>
<tr>
<td>LDC</td>
<td>Least Developed Country</td>
</tr>
<tr>
<td>MELIM</td>
<td>Monitoring and Evaluation Learning Innovation Manager</td>
</tr>
<tr>
<td>MOES</td>
<td>Ministry of Education and Sports</td>
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<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
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<tr>
<td>OCB</td>
<td>Organisational Citizenship Behaviour</td>
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<td>ODA</td>
<td>Official Development Assistance</td>
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<tr>
<td>PM</td>
<td>Project Manager</td>
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<td>PMP</td>
<td>Performance Management Plan</td>
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<tr>
<td>PWE</td>
<td>Positive Work Environment</td>
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<tr>
<td>SDG</td>
<td>Sustainable Development Goals</td>
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<td>UNDP</td>
<td>United Nations Development Programme</td>
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<tr>
<td>UREC</td>
<td>Unitec Research Ethics Committee</td>
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<tr>
<td>UXO</td>
<td>Unexploded Ordnance</td>
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<td>WTO</td>
<td>World Trade Organisation</td>
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Chapter 1: Introduction to the study

1.1 Research background

Lao People’s Democratic Republic (Lao PDR) was established in 1975, at which time the economic system was very weak. As a result, in 1986, Lao PDR made an important decision to reform its entire economic system by launching an open-door policy with a focus on neighbouring countries (Phimphanthavong, 2012). This open-door policy brought considerable benefits through improved regional economic development as well as raising the profile of the country internationally. Lao PDR became a member of a number of regional and international organisations such as the Association of Southeast Asian Nations (ASEAN) in 1997 (Albert, 2017), the World Trade Organisation (WTO) in 2013 (Parameswaran, 2013), and the ASEAN Economic Community (AEC) in 2015 (Lehmacher, 2016). Consequently, Laos received funding, mainly from the World Bank, the United Nations Development Programme (UNDP) and the International Development Association (IDA), to increase economic activity and national development (Phimphanthavong, 2012).

Despite the open-door policy, the United Nations Development Programme (UNDP) lists Lao PDR as a Least Developed Country (LDC), which means it faces numerous economic and social challenges including high levels of poverty underpinned by inadequate healthcare, education and infrastructure. Like other impoverished countries, which lack sufficient development funds, the Lao government relies heavily on foreign aid and foreign development partners. The primary goals of cooperation between Lao PDR and foreign development experts are to: Firstly, remove Lao PDR from the LDC list by 2020; and secondly, to meet the UN’s Sustainable Development Goals (SDGs) by 2030.

The UN’s Sustainable Development Goals consist of 18 priority tasks including: SDG1- eradicating poverty; SDG2- accomplishing food security; SDG3- improving citizens’ well-being; SDG4- Improving quality education; SDG5- ensuring gender equality; SDG6- Achieving good hygiene including water; SDG7- assessing sustainable energy; SDG8- achieving economic growth and good work; SDG9- Improving industry and infrastructure; SDG10- decreasing inequality; SDG11- sustaining the communities; SDG12- sustaining production and consumption; SDG13- handling climate change; SDG14- conserving aquatic animals; SDG15- protecting biodiversity; SDG16- promoting peace and justice; SDG17- maintaining
partnerships, and; SDG18- reducing the impact of unexploded ordnance (UXO) (United Nations Development Programme, 2017).

Initially, there were 17 SDGs to tackle the key issues facing many countries. The Lao Government made a strong commitment to the global community by incorporating strictly the United Nation’s goals into its national development plan (United Nations Development Programme, 2015). One more SDG was added – removal of unexploded ordnance (UXO). Lao PDR was the first country in the world to adopt an 18th goal in its national development plan.

International Non-Governmental Organisations (INGOs) have significantly contributed to Lao’s development also. Their main work has involved improving agriculture, forestry and fisheries; community development; education; emergency & humanitarian relief; health care; natural resources and ecology and social development (INGO network, 2018). This cooperation has resulted in Lao PDR making significant progress, reducing the poverty rate from 46% to 23% from 1992 to 2015. Thus, the UNDP expects Lao PDR to be removed formally from the LDC list, providing they continue to exceed the minimum criteria.

The INGO sector has become an extremely important partner by providing both technical and financial resources to the Laos government to achieve its sustainable developments goals. Currently, 58 INGOs are undertaking 718 projects across Lao PDR (INGO network, 2018). More importantly, effective leadership and organisational citizenship behaviour (OCB), demonstrated by the INGOs, assists to improve productivity and performance of many Lao organisations. Transformational leadership, for example, can enable an organisation to achieve its goals by motivating employees to reach their full potential; leaders focus on encouraging their employees to go beyond their perceived limits and self-interest, which leads to organisational performance well beyond what was expected. According to Robbins, Judge, Millett, & Boyle (2017), transformational leadership is important for building a healthy and productive work environment.

1.2 Research problem

The aim of this research is to understand the leadership style employed by leaders and managers in International Non-Governmental Organisations (INGOs) and to discover how their leadership styles influence Organisational Citizenship Behaviours (OCB). In Laos, INGOs are unlikely to remain and support
the country in the long-run; they aim to build local capacity to enable the Laotian people to stand on their own feet so that they can develop their own communities as well as the nation. The work of INGOs resonates through this proverb: ‘Plans fail when there is no counsel, but with many advisers they succeed’, which implies that every INGO needs great leaders who can lead effectively and provide good guidance to their team members to achieve organisational goals.

As there are different leadership styles, it can be challenging for leaders and managers to determine the style of leadership most appropriate for their particular situation and prevailing environmental influences. Researchers including Sakiru, Aliyu yero, Abdullahi, & Kia, (2013); David and Stanley (2013); and Gilley, Gilley, & Mcmillan (2009) propose that effective leadership results in higher productivity at both the individual and organisational levels. Sakiru et al., (2013), claim that effective leadership is important for proper and effective management, as it helps motivate employees to contribute knowledge, skills and creativity to achieve greater productivity. Similarly, David and Stanley (2013) claim that effective leadership improves the quality of management leading to more positive and productive business outcomes, particularly increased organisational performance. Gilley, Gilley, & Mcmillan (2009) share the same perspective, claiming that effective leadership has a strong positive impact on increasing company growth and competitive advantage. They found that leadership behaviour positively influences the working climate, which facilitates organisational change, a key factor to drive organisations to succeed.

To achieve effective work performance, leaders need to adapt quickly to rapidly changing workplaces (Yukl, 2008). Although some leadership styles may not work well in particular contexts or organisations, research by Idris and Ali (2008) suggests that overall transformational leadership positively impacts organisations. For example, the transformational leadership approach is considered an important factor in enabling organisations to achieve their goals successfully because transformational leaders have the capacity to clarify the vision, and to empower subordinates to be responsible for achieving the organisation’s vision (Idris & Ali, 2008). Arif and Akram (2018) similarly argued that transformational leadership can improve organisational performance and play an important role in encouraging innovation to gain a competitive advantage.

In addition to effective leadership, for organisations to be successful they need employees who perform productively and undertake additional work beyond their assigned tasks (Azam & Kumar, 2016). Gunavathy and Indumathi (2011) suggest that employees who demonstrate good OCB benefit their
workplace by lifting the performance of workers in a department and even across the entire organisation. They also argue that a leader is pivotal in creating mutual trust and transparency, so that employees are more comfortable with how they are being led; leaders are trusted, employees are more inclined to demonstrate OCB.

My interest in this particular research is threefold. Firstly, based on my prior experience working for an INGO, it appeared that Lao organisation would benefit from understanding how successful INGOs are led. From observations of how my leaders led, how they inspired and motivated employees, and the leadership style my supervisors demonstrated, or applied in the workplace, I found that leaders exercised different styles of leadership; and that these were often an extension of their own values and beliefs. Secondly, I was inspired by attending an ‘Organisations and Leadership’ course, in which I had the opportunity to learn about different leadership concepts and theories and understand that they may not apply to all situations. I became aware that transformational leadership, which resonated with my research interests, could be effective in Laos (my country) because transformational leaders inspire their followers to achieve their goals. Lastly, from reading many articles on organisational behaviour, I found that OCB can produce a more effective working environment as well as boost an organisation’s morale and performance. Based on my practical insights, I wondered why there was a degree of ineffective interaction between leaders and employees in some local NGOs. As low levels of motivation among employees leads to poor organizational performance it was apparent that, for work tasks to be undertaken effectively, employees need to demonstrate good citizenship such as helping other colleagues without being asked to do so. Employees need transformational leaders to inspire them to achieve their goals.

My research examines leadership styles that INGOs use to influence OCB in Lao PDR. My problem statement, therefore, is: “How do leaders in INGOs encourage organisational citizenship behaviours among employees in order to increase the effectiveness of the organisation”.

1.3 Research location

This research took place in Lao PDR which is a land-locked country located in South East Asia. It is one of the poorest countries in the region with 68 percent of the population living in the remote areas (United Nations Development Programme, 2018). The population of Lao PDR, spread across 17 provinces, is estimated at 7 million in 2017 (Central Intelligence Agency, 2018). This research was carried out in the
capital Vientiane, where the government offices, ministries, embassies and INGO offices are located (See figure 1-1). I made the decision to conduct this research in my home country Lao PDR as I hope the findings will bring significant value and benefit to Laos’s society. Laos is striving to shift from least developed country status to developing country status by 2020 (UNDP, 2018). This involves overcoming severe structural impediments to sustainable development by improving human resource capabilities, particularly through increased leadership capacity. As INGOs are critical for developing Lao, it is important to learn about their leadership styles, and how these influence organisations’ citizenship behaviour to achieve their goals, as a foundation for developing knowledge about issues long hindering Laos’s economic growth and well-being. This research will generate insights into leadership, shed new light on the challenges faced by INGOs and provide knowledge about how OCB can be enhanced. Importantly, it will provide a base to inform practitioners, policy makers, and local NGOs while contributing to the body of knowledge in an important area for least developed countries.

Figure 1-1: Research Location
1.4 Research focus

This study seeks to discover how leadership influences OCB among staff in INGOs in Lao PDR because many projects undertaken by INGOs are pivotal for Laos in terms of attracting additional foreign aid or donor development funding. The sector is a priority for developing Laos, because of the importance of INGO projects in improving the wellbeing of the country. These are identified in section 1.1 (P11). In order for projects to be effectively undertaken and completed, team members must co-operate and work effectively together, and transformational leaders are required to gain followers’ trust, commitment and motivation to produce high quality outcomes.

1.5 Research objectives

The overarching goal of this study is to: Discover how leadership influences organisational citizenship behaviour in International Non-Governmental Organisations in Laos. The research has the following five objectives:

1. Identify the leadership approaches employed by INGO leaders;
2. Understand how transformational leadership is, or is not, demonstrated by INGO leaders;
3. Identify the challenges of employing transformational leadership in INGOs;
4. Understand how organisational citizenship behaviour is practiced by INGO employees;
5. Identify the factors that influence OCB.

1.6 Research questions

The primary research question is:

“How does leadership influence organisational citizenship behaviour among employees within the INGO sectors in Lao PDR?”

In order to meet the objective of this study, five secondary questions were posed:

1. What leadership approaches do INGO leaders employ?
2. To what extent is transformational leadership demonstrated in INGOs?
3. What are the key factors that hinder transformational leadership in INGOs?
4. How is organisational citizenship behaviour practiced by INGO employees?
5. What factors influence OCB among employees of INGOs?

1.7 Thesis structure

This thesis consists of six chapters, which are described in table 1-1.
Table 1-1: Thesis Structure

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<th>No</th>
<th>Chapter title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Introduces the study, the overarching objective and research questions. It describes the researcher’s interests that frames this research as well as a brief background of the targeted research location.</td>
</tr>
<tr>
<td>2</td>
<td>Literature review</td>
<td>Reviews the literature, particularly leadership theories, relevant to enhancing OCB in the workplace. It reviews each dimension of organisational citizenship behaviour. The literature review discussed in this chapter will provide the foundation to inform an analysis of the data collected.</td>
</tr>
<tr>
<td>3</td>
<td>Methodology and research design</td>
<td>Justifies the research approach and sets out the research strategy and design. This chapter also presents a brief overview of sampling strategy and data collection. It also describes how the analysis was carried out and details a number of ethical considerations.</td>
</tr>
<tr>
<td>4</td>
<td>The INGOs</td>
<td>Presents a first look at the INGOs, related to their organisational background and the twelve participants’ profile.</td>
</tr>
<tr>
<td>5</td>
<td>Approaches to leadership and organisational citizenship behaviour</td>
<td>Presents findings from the interview on five research questions.</td>
</tr>
<tr>
<td>6</td>
<td>Conclusion</td>
<td>Interprets the findings and makes recommendations concerning practical leadership styles to enhance OCB in the Lao PDR NGO sector. The chapter concludes with comments on the limitations of this study and suggestions for further research.</td>
</tr>
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Chapter 2: Literature Review

2.1 Introduction

This chapter reviews literature and theories associated with key leadership styles and organisational citizenship behaviour (OCB). The literature review first discusses the foundations of leadership, key leadership approaches and the transformational leadership style, followed by a discussion of a wide range of research related to OCB and its dimensions. The chapter concludes with a review and discussion of reward systems, the positive work environment (PWE) and organisational communication. The main purpose of reviewing the literature is to deepen the researcher’s understanding of the relevant literature in order to inform the methodology, particularly the interview schedule, and the analysis and to support the research findings.

2.2 Foundations of leadership

Leadership and all its aspects date back to the beginning of civilization (Stone & Patterson, 2005). Hence, it does not specifically have a root of origin, but rather is considered a part of nature through which an individual or group (including animals) are able to take action (King, Johnson, & Van Vugt, 2009). Whether it is for individual benefit or not, leadership automatically provides individuals with the opportunity to become leaders in their respective communities. Leadership is a concept that developed, mainly from the necessary actions taken by an individual or group, in the event of societal and/or natural or environmental pressures; thus, the concept of leadership-followership was established. For instance, as mentioned in the work of King et al., (2009), leaders are made by not only being able to successfully achieve coordination within a group, but also by certain traits that are shown during “other group activities, such as hunting, ….., teaching, internal peace-keeping and dealing with other groups” (p.911). Over a century ago Mumford (1906) posited that leadership is purposely targeted among any form of association, is a mutually shared concept within the different phases of a social process, and that leadership will appear eventually in any group. Mumford (1906), for instance, states that in animals the leader is the one that can fend and hunt for the group, while in humans, a leader is one of great importance based on their (or forbearers) actions, or their ability to leave a notable mark on their group through a heroic act. Horne (2010), however, argues that to become a leader one must possess certain personality traits that gives one a higher status over others. In some cases, leadership is derived from one’s ability to rule by force and, consequently, a society is obligated to adhere to the ruler to survive and feel secure.
2.3 Leadership defined

In a highly competitive environment, an effective leader drives the organisation to continuously improve efficiency and productivity. Each organisation requires leaders who are not only skilful and capable to monitor organisational change effectively, and proffer necessary influence to inspire subordinates, but also they must have the ability to be flexible and adaptive in a changing world. Chemers (2014) suggests that whereas it is quite difficult to define precisely the behaviours and characters of an effective leader, leadership is explicitly defined and articulated in a wide range of ways.

A definition proposed by Wren (1995) posits that leadership is a consequence of one’s effective determination to achieve compliance by using authority (Wren, 2013). A more broadly accepted definition states that leadership is: (1) An occurrence of achieved goals between leaders and followers from a persuasive procedure; and (2) recognizing the effect of the persuasive procedure, provided that each leader in their respective field can properly implement such procedure and convey it in a manner that continuously influences the followers (Day & Antonakis, 2012). Alternatively, Gunavathy and Indumathi (2011) state that leadership is recognised as the driven tools to influence follower behaviour. Northouse (2016), however, suggests “leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (p. 6). This means that there is an interaction between leader and subordinates, or followers, to help each other cope with environmental challenges to attain shared goals. Daft (2015), similarly argues that leadership is an act of getting leaders and followers involved with leaders influencing followers through the process of change and motivating them to accomplish a common goal.

Leadership is also defined as an act of making something happen by getting a group of people to work together (Summerfield, 2014; Rosenbach, Taylor, & Youndt, 2012); that is, the core concept of leadership is to get things done through people. Stashevsky and Burke (2006) argue that leadership is about dealing with change in the workplace. These two authors further argue that for leaders to cope with change, they articulate a clear vision for followers and encourage them to overcome difficulties to achieve it. Those with leadership qualities, however, are not seen by others as leaders in all situations (Northouse, 2016), so that only some people are considered as leaders by certain groups of people, and only in some situations.

According to Fairholm (2011), there are a number of roles which illustrate real ‘leadership’. These roles, as shown in Figure 2-1, consist of making meaning, fostering relationship, nurturing people, inspiring
people, and supporting creativity which, when combined with a leader’s character, produce real leadership. Real leadership requires giving meaning to an individual’s needs and group goals, that is, they connect the values of followers to achieve the group purposes. True leaders are often people-oriented which means their top priority is building good relationships with followers, who they empower and recognise through a supportive work environment. The main task of leadership, therefore, is nurturing followers by supervising, coaching and empowering them to ensure that they can develop to their full potential.

Ultimately, leadership is about inspiring people to have a clear insight into the organisation’s mission and vision to undertake productive actions toward achieving the desired goals and values; real leadership is also very supportive of an innovative and creative environment. The last aspect of real leadership is derived from the unique characteristics of individuals that contribute to them being real and effective leaders, such as passion, integrity, intimacy and courage (Fairholm, 2011).

![Figure 2-1: Leadership roles](image)

**Figure 2-1**: Leadership roles

**Source**: Compiled by Author based on Fairholm (2011)
DuBrin (2013), however, argues that the work of Stephen P. Robbins (1997) provides a better framework to understand leadership. His model in Figure 2-2 shows that four key variables are necessary for effective leadership: The traits and characteristics of the leader; the behaviour and style of the leader; the characteristics of group members; as well as the influence of the internal and external environments. 

**Leader characteristics and traits** refer to the innate personality that leaders possess such as trouble-shooting ability that assists leaders to perform effectively in different situations. **Leader behaviour and style** refers to the set of activities that leaders implement. A leader who mentors subordinates and uses a participative leadership style, for instance, is effective in many different situations. **Group member characteristics** refers to the attitudes or behaviours of followers that together contribute to leadership effectiveness. Group members who are intelligent and have high level of motivation, for example, help the leader by working more productively. **The internal and external environment** also have an effect on the effectiveness of leadership is. A leader working in a diverse cultural environment, for example, is required to have multicultural skills in order to be effective.

![Figure 2-2: A framework for understanding leadership](image)

**Source:** Adapted by Author from Stephen P. Robbins, © 1997 as cited in DuBrin (2013)
2.4 Leadership approaches

There are a wide range of leadership approaches, including adaptive leadership, situational approach, behavioural approach, transformational leadership, leader-member exchange theory, path-goal theory, authentic leadership, laissez-faire leadership and servant leadership. Four approaches are relevant to this research: Path-goal theory, a situational approach, a behavioural approach, and transformational leadership.

2.4.1 Path-goal theory

Lussier and Achua (2013) note that path-goal theory was developed by Robert House in 1971, who theorised that the main responsibility of leaders is to increase the motivation of followers to accomplish personal goals and organisational objectives, that is, path-goal leadership is used to improve productivity, performance and job satisfaction of employees. There are two ways leaders can increase the motivation of employees: (1) Providing additional clarification on how employees can achieve their goals and ways to receive a reward; and (2) increasing rewards to meet the need of followers (Daft, 2015; Lussier & Achua, 2013). Humphrey (2014) reinforces this stating, “Leaders engage in path clarification to let followers know what behaviors will be rewarded, to teach them how to achieve the tasks, and to remove other obstacles in the way of achievement” (p.155). A key concept of this theory suggests that leaders use emotional support to clarify the pathway to success and for receipt of rewards; and that emotional support boosts the level of confidence of employees to achieve their goals (Humphrey, 2014).

According to Northouse (2016), path-goal leadership requires leaders to be able to define the goals and clarify how to achieve those goals. Leaders should be capable of overcoming obstacles that may hinder followers from achieving success by providing support when they face problems or need help. Yukl (2002) suggests that there are four main path-goal leadership behaviours, directive, supportive, participative and achievement-oriented leadership. To meet the needs of each follower, leaders should consider adapting their behaviour when leading subordinates, choosing each type of leader behaviour carefully depending on the prevailing situation and character of the followers.

2.4.1.1 Directive Leadership:

Based on Yukl (2002), directive leadership is one type of behaviour that leaders use in order to give followers an insight into when and how to undertake a task. When using this style, leaders normally provide explicit instructions on tasks assigned to subordinates. In addition, such leaders use a variety of
actions such as help with planning; setting performance goals and making clear rules for subordinates (Daft, 2018). Northouse (2016) argues that directive leadership is similar to the situational approach which also has a strong emphasis on leaders giving instructions to followers. Humphrey (2014) suggests that leaders should adopt directive leadership when the task is not structured, otherwise instructions can confuse employees. Inexperienced employees need to be supervised and guided by leaders using directive leadership.

**2.4.1.2 Supportive leadership:**

Supportive leadership refers to the behaviours of leaders, or line managers, in an organisation to give employees support to work more effectively (Muller, Maclean, & Biggs, 2009). Supportive leadership is characterised by concern for the individual needs of followers and the provision of a friendly working environment (Dugan, 2017). Whereas Daft (2018) describes supportive leaders as caring about their employees and providing a work environment to ensure that every employee is treated equally. Nevarez, Wood, & Penrose (2013) claim such leaders provide a sense of physical and emotional support from them. The main concept of supportive leadership is to promote satisfaction among staffs.

**2.4.1.3 Participative leadership:**

A participative leadership style encourages subordinates to take responsibility, according to Newman, Rose, & Teo, (2016). Others have claimed that participative leaders involve their followers in making decisions (DuBrin, Dalglish, & Miller, 2006; Yukl, 2002). Or, as Lam, Huang, & Chan (2015) say, participative leadership supports subordinates make informed judgements and solve problems. Another view is that participative leadership encourages participation from subordinates to contribute to decision-making (Daft & Pirola-Merlo, 2009; Northouse, 2016). Moreover, participative leaders will invite subordinates to take part in brainstorming, at times, before making a decision to ensure acceptance by all team members (Northouse, 2016).

**2.4.1.4 Achievement-oriented leadership:**

Achievement-oriented leadership is used to challenge subordinates to work at full potential (Northouse 2016). Daft (2018) suggests that leaders, using an achievement-oriented style, set challenging goals for followers to promote improvement. Achievement-oriented leaders adopt goal-setting, constructive feedback, and a strong belief in an employee’s capacity to achieve productive work, according to
Zehndorfer (2013), to which Nevarez et al., (2013) add, such leaders often display high confidence in employees, so they can accept challenging goals to achieve a high standard of performance.

### 2.4.2 A situational approach

Northouse (2016) states that the situational approach, originally developed by Hersey and Blanchard (1969a). For decades, scholars have sought to discover which leadership style is the most effective in all contexts; leaders and managers, however, have had to adapt their leadership styles in order to fit particular situations. Northouse stated that situational leaders emphasize directive and supportive actions, each being appropriately chosen based on each follower’s readiness level. Leaders who employ this approach identify their followers’ needs and then adjust and apply the most suitable leadership style to meet those needs. According to Zehndorfer (2013), the situational approach matches the style of manager or leader to the needs and the life cycle of subordinates. Leaders are required to adopt the right leadership style, such as task oriented or relationship, appropriate for their followers depending on the stage of their followers’ careers. For example, as employees, in the first phase of their career, enter with low knowledge and skills they prefer a leader with a task-oriented focus who provides clear instructions and clarifies responsibilities and expectations for them to effectively and efficiently undertake their duties. As employees gain more experiences and skills they have a preference a leader that is relationship-oriented, delegating tasks and letting followers accomplish their responsibilities without further instruction, rather than a task-oriented leader.

Northouse (2013) describes this approach as having two major dimensions: Leadership style and developmental level of subordinates. These four leadership styles include directing (S1), coaching (S2), supporting (S3), and delegating (S4) (Sosik & Jung, 2010). They are described as follows:

#### 2.4.2.1 Directing style (S1):

**Directing is** referred to as a *high directive-low supportive style*. Leaders with a directing style give clear directions, and instructions, to followers to help them achieve tasks effectively (Northouse, 2013). According to Sosik and Jung (2010), a directive approach is required when followers have low levels of competency and commitment, Lerstrom (2008), however, refers to it as a *telling style, which places a strong emphasis on giving directions, and a low emphasis on supporting followers*. Lerstrom also explains that to use this style appropriately, goal attainment must be the top priority for leaders, only giving directions (what to do and how to achieve it) to followers who have low capacity and confidence to achieve their tasks successfully. The directions should be explicit and clearly describe how each task
should be undertaken (Daft, 1999). This style should be used when leaders recognise that followers are incapable of completing a task on their own. In short, such leaders take the lead as well as closely supervise subordinates.

2.4.2.2 Coaching style (S2):

Coaching, or a high directive-high supportive style, requires leaders to make a judgment as to what and how to get the task done (Northouse, 2013). This style requires leaders to focus not only on the accomplishment of the goal, but also the follower’s needs by giving positive encouragement. According to Daft (2018), (S2) the situational model is also referred to as the selling style which requires leaders to give clear instruction on how to get the task done and allows subordinates to consult in order to ask for additional clarification if they are unclear about their assigned task.

2.4.2.3 Supporting style (S3):

Supporting (S3), or a high supportive-low directive style, is where leaders give freedom of choice to followers to work on their own but are ready to provide support when there is a problem (Northouse, 2013). Leaders who use the supporting style listen to follower’s needs, give constructive feedback and provide support. This style is also called as participating style (Daft, 2018; Lerstrom, 2008). According to Daft (2018), the participating style involves the close participation of leaders who are ready to provide consultation and get involved in facilitating followers with decision-making so that the task is achieved.

2.4.2.4 Delegating Style (S4):

Delegating, or a low supportive-low directive style, involves leaders delegating decision-making to followers to allow them to do their own planning and to use their skills creatively to attain the goal (Northouse, 2013). Lerstrom (2008) states that this style requires leaders to provide little support and guidance followers have a high level of confidence and capacity to deal with the assigned task. Daft (1999) explains that since this style requires little support and direction, and this gives followers full responsibility to handle their tasks. Full responsibility means followers have the right to make decisions and decide when & how to carry out their tasks (Daft & Pirola-Merlo, 2009). Leaders, however, must be good listeners and, at the same time, verbally encourage their subordinates to be more confident in accomplishing their tasks.

There are four followers’ development levels also: D1- Low competence but high commitment; D2- some competence and low commitment; D3- Moderate to high competence and variable commitment; and D4-
High competence and high commitment (Northouse, 2016). An effective leader must be able to identify levels of ability and commitment and adapt in order to match their style to an employee’s level of development because there is strong interconnection between the leaders’ style and the maturity level of the followers. As followers mature, the level of authority required from leaders is no longer decreases and followers prefer an increase in empowerment from their leaders (Sosik & Jung, 2010).

2.4.3 The behavioural approach

According to Northouse (2016), the behavioral approach relates to what leaders do and how they act. It comprises two general types of behaviors - task and relationship behaviors. Task behaviors refers to facilitation of goal attainment where leaders help their subordinates achieve their goals. Relationship behaviors refers to leaders assisting their followers to be satisfied and happy with themselves, with their colleagues and the workplace. Northouse also noted that the main aim of the behavioral approach is to clarify how managers or leaders use both task and relationship behaviors to inspire subordinates to accomplish their goals and objectives. DuBrin et al., (2006) point out that concern for production implies that such leaders desire positive outputs or outcomes while maintaining concern for people, valuing subordinates’ job safety and wellbeing. A number of studies on the behavioural approach have been undertaken by researchers from Ohio State and Michigan Universities. Blake and Mouton as cited in Daft (2018) also looked at how managers used task and relationship behaviours in practice. They produced the best-known model of managerial behavior, the Managerial Grid. The Managerial Grid also referred to as the Leadership Grid (see Figure 2-3), and as described below, explains explicitly how managers assist their followers to reach their goals by considering both people and production (Northouse, 2016).

According to Blake and Mouton in 1964, concern for people includes building commitment and trust within the organisation, endorsing the self-worth of subordinates, providing good working conditions, employing a fair salary system, and encouraging good social relations. Concern for production includes attention to policy decisions, new product development, process problems, throughput, and whatever the organization seeks to achieve (Northouse, 2016).
2.4.3.1 Country-club management:

Country-club management is used when the main concern involves leaders and followers dealing with more than one task. This style of leadership places high emphasis on people allowing managers to have a good relationship with followers (Daft, 2018). According to Roe (2014), performance will be increased if leaders pay attention to staff’s needs. Moreover, this style creates a friendly and pleasant working environment in which followers’ needs are fulfilled. Northouse (2016) suggests that such leaders care for employees’ feelings and ensure that their individual needs are met and provide strong support through providing a positive workplace environment.

2.4.3.2 Team Management:

Northouse (2016) states that this style is focused heavily on both people and tasks. Leaders encourage participation from subordinates while promoting commitment to produce quality outcomes. Blake, Mouton, and McCanse suggest, that “the team leadership style is generally the most appropriate for use in all situations” (as cited in Lussier and Achua, 2013, p.78). This view is consistent with Daft (2018) whose
claim that team management is the most productive style used by many successful organisations because teams collectively contribute their knowledge and skills to achieve organisational goals.

2.4.3.3 Middle-of-the-road management:
Middle-of-the-road management refers to a balanced approach adopted by leaders, which focuses on people’s well-being and task outcomes (Daft (2018); Lussier & Achua (2013) claim that this management style can maintain job satisfaction for the employees and productive outcomes from the task. Leaders adopting this style are regarded as compromisers who instead of having conflict, maintain a level of relationship with followers while focusing on task accomplishment (Roe, 2014).

2.4.3.4 Impoverishment management:
Daft (2018) describes impoverished management as implying a lack of leadership skills by managers. Lussier and Achua (2013) point out that there is little support from, or interaction by, leaders related to followers’ need and work matters. This type of leaders is not involved in the personal needs of followers nor the task requirements (Northouse, 2016). Managers using this style act in a way that attempts not to have a direct engagement with their subordinates and the job requirements. This is because they desire not to handle any duty and responsibility or even make a mistake in the workplace (Roe, 2014).

2.4.3.5 Authority-compliance management:
According to Daft (2018), authority-compliance management usually refers to the style in which there is a high demand to have the task completed by focusing only on the task. Lussier & Achua (2013) claim that authority-compliance management leaders use employees only to complete the task, and that subordinates treated as a tool or machine. Northouse (2016) states that leaders are good at controlling and using power over followers to achieve the task. Furthermore, Roe (2014) suggests that leaders or supervisors demonstrating this style might force their followers to work toward accomplishing company objectives by using organisational rules or punishments to coerce them. Roe also claims that this leadership style might be suitable when there is a crisis in the firm or when there is in an urgent situation where a quick decision is required.
2.4.4 Transformational leadership

2.4.4.1 Concept of transformational leadership

Northouse (2016) states that transformational leadership was originally conceptualised by Burns (1978), who argued that leaders are those who genuinely focus on the motivation of followers to achieve the objectives of both leaders and subordinates. Burns (1978) described transformational leadership as “a process in which leaders and followers raise one another to higher levels of morality and motivation” (as cited in Yukl, 1998, p. 324). This refers to the ability of transformational leaders to transform followers’ values and beliefs in order to attain objectives. A definition of transformational leadership is also provided by Bass (1985), who states that “the leader transforms and motivates followers by: (1) making them more aware of the importance of task outcomes, (2) inducing them to transcend their own self-interest for the sake of the organization or team, and (3) activating their higher-order needs” (as cited in Yukl, 1998, p. 325). Parry (1996) suggests that transformational leaders are those who inspire followers to meet their fullest potential and higher levels of ability, while Yukl (2002) asserts that “with transformational leadership, the followers feel trust, admiration, loyalty, and respect toward the leader, and they are motivated to do more than they originally expected to do” (p.253). According to Rodrigues and Ferreira (2015), transformational leaders like to set long-term objectives and are focused on the higher needs of the organisation.

Since its conceptualisation by Burns (1978), the definition of transformational leadership has evolved. Table 2-1 outlines the evolution of transformational leadership definitions over time.
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Bring substantial change to followers and the firm</td>
<td>• Assist followers to reach their fullest potential</td>
<td>• Help people achieve change or reform</td>
<td>• Transform an organisation</td>
<td></td>
</tr>
<tr>
<td>• Improve followers’ career development and job performance</td>
<td>• Improve followers’ performance</td>
<td>• Raise followers’ awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Encourage followers to look beyond their self-interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Help others find self-fulfilment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who gets involved?</td>
<td>Leaders</td>
<td>Leaders</td>
<td>Leaders</td>
<td>Leaders</td>
</tr>
<tr>
<td></td>
<td>Followers</td>
<td>Followers</td>
<td>Followers</td>
<td>Followers</td>
</tr>
<tr>
<td>Behaviour/ key qualities</td>
<td>Clearly articulate a vision</td>
<td>Idealized influence</td>
<td>Charismatic</td>
<td>Change agents</td>
</tr>
<tr>
<td></td>
<td>Inspire subordinates to go beyond their own interest for the shared purpose of the organisation</td>
<td>Inspiration motivation</td>
<td>Inspirational leadership</td>
<td>Courageous individuals</td>
</tr>
<tr>
<td></td>
<td>Concern for followers’ needs and career growth</td>
<td>Intellectual stimulation</td>
<td>Intellectual stimulation</td>
<td>Belief in people</td>
</tr>
<tr>
<td></td>
<td>Empower followers to perform to their fullest potential</td>
<td>Individualized consideration</td>
<td>Individualised consideration</td>
<td>Value-driven</td>
</tr>
<tr>
<td>Process</td>
<td>Foster relationships with followers by focusing on ideas, shared value and vision</td>
<td>Build positive relationships to enhance employees’ motivation and morale</td>
<td>Focus on follower’s value and purpose</td>
<td>Recognize the need for revitalization</td>
</tr>
<tr>
<td></td>
<td>Inspire followers to take part in the process of organisational change</td>
<td>Pay close attention to the needs of followers</td>
<td>Reframe issues in order to align the values of leaders and followers</td>
<td>Create a new vision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Operate at a high level of moral development (societal or organisational) than only that of followers</td>
<td>Institutionalize change</td>
</tr>
</tbody>
</table>
Daft (2018) emphasises that transformational leaders have the special capacity to make changes in followers, focusing on the vision as well as the strategy of an organisation. Leaders who practice this type of leadership are willing to build relationships with followers by inspiring them to get involved in the journey of change. Humphrey (2014) agrees with the idea that change is a key concept of transformational leadership. He stresses that transformational leaders play a significant role when organisations need to make a major change in order to survive in a changing world. Since adapting to change can be upsetting for many people, leaders using transformational leadership skills take the initiative to help followers overcome their insecurity and anxiety by making them feel positive about changes.

Transformational leadership can be critically important in organisations, by: (1) Fostering higher levels of job satisfaction among employees; (2) diminishing the turnover rate of employees; (3) enhancing employee commitment to organisational change, and; (4) empowering employees (Khan & Ismail, 2017). Therefore, it is highly beneficial for leaders to practice transformational leadership in order to undertake positive change in the workplace. There are a number of good examples of transformational leaders according to Northouse (2016). Mohandas Gandhi was one leader who possessed transformational leadership because he empowered millions of people to believe in themselves and feel secure in following him. In the process of transformation, Gandhi focused on the needs of his followers by creating a clear vision and finding practical ways to achieve the goals.

2.4.4.2 Behaviours of Transformational Leaders

In order to accomplish their objectives and missions, transformational leaders engage in a variety of behaviours. Bass and Avilio in 1994 (as cited in Lussier and Achua, p.203 p.340) suggest there are four key behaviours of transformational leaders, referred to as the “four I’s”: (1) Idealized influence or charisma; (2) inspirational motivation; (3) individual consideration; and (4) intellectual stimulation.
Table 2-2: Transformational leader’s behaviours

<table>
<thead>
<tr>
<th>Behavioral dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Idealized Influence</td>
<td>-Behavior that conveys an ideal future that is much better than the present. The leader’s behavior is aimed at inspiring followers to share in his or her vision</td>
</tr>
<tr>
<td>-Inspirational Motivation</td>
<td>-Passionate communications of better days ahead that motivates followers to buy into the leader’s vision</td>
</tr>
<tr>
<td>-Individual Consideration</td>
<td>-Behavior that employs an individualized developmental model that responds to follower needs and concerns</td>
</tr>
<tr>
<td>-Intellectual Stimulation</td>
<td>-Behavior that challenges followers to think “outside of the box” and re-examine old ways and methods</td>
</tr>
</tbody>
</table>

Source: (as cited in Lussier and Achua, 2013, p. 341).

2.4.4.2.1 Idealised influence

Transformational leaders possessing idealised influence, or charisma, were found to be more successful because this behavioural dimension involves the creation of an emotional attachment between leaders and followers by demonstrating honesty in valuing subordinates, and by paying special attention to subordinates needs rather than their own self-interests. Leaders who exhibit charisma, act as role models and, as leaders, are trusted and respected by followers in making good judgements for the corporations (Khan & Ismail, 2017). DuBrin and Dalglish (2003) also state that idealised influence is how a leader earns confidence, loyalty, pride, faith and trust through the way they clarify the vision and imbue a sense of mission within the organisation. Bass and Riggio (2006) also support this notion that leaders with idealised influence are likely to be admired, trusted and respected by their followers because they are determined, persistent and skilful. Moreover, leaders with a great deal of charisma, or idealised influence, are risk-takers, their actions, however, are explicitly focused on acting ethically.

The concept of idealised influence is also articulated by Northouse (2016), who suggests that leaders are those who perform as role models for followers whom followers desire to imitate. This is because transformational leaders demonstrate their belief in the principles of right or wrong; moral and ethical behaviour enables these leaders to earn respect and trust from their followers. He further explains that
there are two elements that gauge the idealised influence factor: (1) An *attributional component*, which (refers to the attribution of a leader that subordinates make towards their leaders; and (2) a *behavioural component* which refers to the observation of followers of their leaders’ behaviour).

Research by Khan and Ismail (2017) describes the behaviours of leaders who exhibit idealized influence as:

- Articulating their most important values and beliefs;
- Emphasizing the importance and rationale for having a strong purpose;
- Demonstrating concern for moral and ethical conduct in decision making;
- Highlighting the importance of having a collective mission;

### 2.4.4.2.2 Inspirational motivation

DuBrin and Dalglish (2003) describe inspirational motivation as behaviour which involves the communication skill of leaders in delivering a vision with fluency and confidence. The vision expressed should be precise and concise indicating a better future outcome for followers and clarified using symbols or imagery to motivate and inspire employees to attain their goals. Zehndorfer’s (2013) study shows that inspirational motivation is a behaviour that leaders use to inspire followers to put the organisation before their own needs. Joo and Nimon (2014) point out that this type of leadership contributes positively to organisational effectiveness because it focuses mainly on increasing team spirit as well as great passion and optimism in the organisation. According to Mahalinga Shiva and Roy (2008), inspirational motivation involves the behaviour of leaders that provides meaning and challenge to followers’ work. Transformational leaders like to challenge their employees’ performance and talk about future goals with employees, clearly giving a meaning to each task. The behaviour of such leaders can assist employees to go beyond their own self-interest helping motivate followers to commit to achieving the common vision of their organisation.

### 2.4.4.2.3 Intellectual stimulation

Intellectual stimulation refers to the essential behaviour that is seen as a non-emotional component by followers; it differs from the other three dimensions of transformational leadership in which leaders appeal emotionally to employees. This dimension is evident in leaders who inspire their employees to use their creativity, innovation, and problem-solving skills to cope with any challenge or issue occurring in the workplace (Irshad & Hashmi, 2014). Many researchers, including Bass and Avolio (1995); and Ohman (2000), claim that “Intellectual stimulation encourages creativity among employees. Employees are
facilitated to become more effective and creative problem solvers and are challenged to meet their full potentials” (as cited in Mahalinga Shiva & Roy, 2008, p. 68). In this case, leaders strive to motivate their followers to work on their own, overcoming obstacles using their own way of thinking to come up with new approaches and feasible solutions. Intellectual stimulation is demonstrated by leaders who encourage their subordinates to find ways to improve their existing performance (Day & Antonakis, 2012). This leadership practice can enhance followers’ creativity to think ‘outside the box’ and to craft new and creative ideas for their organisation.

2.4.4.2.4 Individualised consideration

Individualised consideration is seen as an important behaviour evident through leaders giving personal attention to personal and professional development of their followers (Bottomley, Mostafa, Gould-Williams, & León-Cázares, 2016). Leaders act as a mentor or supporter by giving useful suggestions with each individual given the same special attention (Kim, 2012). Leaders not only provide personalised coaching, but also frequently interact with employees to assist them to achieve self-actualisation (Day & Antonakis, 2012). Individualised consideration by leaders can assist each follower to meet higher levels of growth and achievement within their organisation. According to Humprey (2014), transformational leaders are considered coaches who focus mainly on the career growth and development of employees by recognising that each individual has their own needs and capacities which differ from others. Leaders assign individual duties to employees to give them opportunities to develop while monitoring and evaluating their progress (Bass & Riggio, 2006). A comprehensive explanation is given by Northouse (2016) who posits that this behaviour is representative of leaders who provide a supportive working environment in which they invest time for one-on-one private coaching sessions. Leaders might support each follower in different ways, because each person has their own needs, but have the common goal to help subordinates achieve their personal growth to their fullest potential.

2.5 Organisational citizenship behaviour

Many reputable and successful organisations consist of employees who apply themselves beyond their stated job description, that is, they perform beyond expectations. It is possible that organisational goals and objectives may not be achieved where employees strictly adhere to their job descriptions (Kumari & Thapliyal, 2017). Management teams of many successful firms inspire employees to engage in additional unpaid tasks to enhance the effectiveness of the organisation. These additional tasks are referred to as Organisational Citizenship Behaviour (OCB), a term originally coined in 1983 by Bateman and Organ (Gunavathy & Indumathi, 2011). Organisational Citizenship Behaviour (OCB) has become of great interest.
for organisational behaviour researchers as OCB helps an organisation improve its effectiveness. Organ, Podsakoff and MacKenzie (2012) define OCB as “Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization” (P.3). Another definition describes OCB as any task, or work, which is not part of the employee's job description or requirement that they volunteer to do (Robbins, Judge, Millett, & Boyle, 2017). OCB is defined similarly by Jahangir, Akbar and Haq (2004) as “a willingness of an employee to work beyond their job scope which will indirectly increase the organization performance” (as cited in Khan, 2015, p.374). Pourgaz, Naruei, & Jenaabadi (2015) also refer to OCB as a voluntary behaviour to carry out work that is not part of an employee’s usual job requirements and is not related to any rewards system given by the organisation.

According to Azam and Kumar (2016), OCB is a positive behaviour exhibited by employees that directly helps to make an organisation’s performance more efficient. Those that display OCB are punctual, offer to help others and undertake tasks which are not theirs, and creatively make productive suggestions to improve functions within their organisation (Omar, Zainal, Omar, & Khairudin, 2009). Lian and Tui (2012) also suggest that OCB includes the act of agreeing to do extra work in the office, volunteering to work beyond office hours when necessary and assisting other co-workers with their work, or when they struggle. Omar et al., (2009) further state that OCB is demonstrated by employees who do not engage in conflict or disagreement with colleagues, look for other’s fault or mistakes, make complaints about trivial matters, express anger or express displeasure in the workplace. Given the above definitions, OCB is summarised as the voluntarily actions performed by an employee when undertaking additional work beyond their job description that is not recognised and rewarded by their organisation. Overall, OCB behaviour is beneficial for improving the effectiveness and productivity of an organisation.

Gunavathy and Indumathi (2011) argue that high levels of OCB build cohesive teams and improve employee retention. Singh and Singh (2008) support the notion that OCB not only contributes to the performance of groups and the organisation, it also makes an organisation a more attractive place for employees to work. In summary, a positive working environment which includes OCBs, fosters employee commitment and loyalty, and directly contributes to organisational effectiveness. Research by Podsakoff and MacKenzie (1997) confirms that OCB has a positive impact on the effectiveness of organisations (See table 2-3).
Table 2-3: The impact of organisational citizenship behaviour

<table>
<thead>
<tr>
<th>OCB has a positive impact by:</th>
<th>Reason/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Increasing the productivity of colleagues</td>
<td>Employees volunteer to help instruct new employees with their new duties, helping new staff to become more confident to produce productive and quality work quickly. This also helps enhance the quality of group performance.</td>
</tr>
<tr>
<td>- Enhancing the productivity of management</td>
<td>When staff exhibit civic virtues, leaders gain more ideas and constructive feedback improves the management team. The management team will be more robust and productive when staff are courteous avoiding workplace issues.</td>
</tr>
<tr>
<td>- Making resources available to be used for other productive purposes</td>
<td>Employees demonstrate citizenship behaviours voluntarily to help other colleagues to accomplish their work, freeing line managers or supervisors to focus on other important duties or strategic planning. Reducing complaints about insignificant matters directly reduces the workload of managers by not having to deal with petty conflict.</td>
</tr>
<tr>
<td>- Decreasing the demand for organisational problem-solving resources</td>
<td>Courteous employees do not create problems or conflict within their teams reducing time spent managing conflict.</td>
</tr>
<tr>
<td>- Making coordination more effective within a team and across functional teams</td>
<td>The coordination of actual plans and activities among team members and between teams is enhanced when employees with civic virtue participate in meetings contributing to the effectiveness of group work.</td>
</tr>
<tr>
<td>- Retention of qualified employees through a healthy and supportive work environment</td>
<td>The cohesiveness of a group is strengthened, and a mutually supportive culture instilled leading to longer retention of highly experienced employees.</td>
</tr>
<tr>
<td>- Maintaining the good performance of the organisation</td>
<td>Conscientious employees who are willing to handle another’s duty when they are absent help to maintain work performance.</td>
</tr>
<tr>
<td>- Helping the organisation to adjust to a changing environment</td>
<td>Staff are prepared better to respond to a changing environment when important information is shared mutually.</td>
</tr>
</tbody>
</table>

Even though OCB has a positive influence on organisational effectiveness and efficiency, it has its drawbacks (Campbell Pickford & Joy, 2016). Where employees exhibiting OCB do not enjoy reward or recognition, it can lead to decreased motivation. Once employees are demotivated, they tend not to work productively, which can indirectly affect the performance of the organisation. Campbell Pickford and Joy (2016) also argue that if employees are promoted for demonstrating OCB, when all opportunities for promotion are exhausted, motivation may dissipate.

Azam & Kumar (2016) argue that the key factor that promotes OCB is human resource management (HRM) practices. HRM’s main aim is to effectively manage human resources to work productively to maintain and improve organisational efficiency. HR practitioners use a variety of practices to enhance OCB among employees including showing appreciation and giving recognition to employees, empowering staff to work on their own, giving fair reward, providing career development through training, information sharing and organisational commitment. Organisational commitment is the key factor that influences OCB because when employees are committed to the company, they are inclined to perform beyond their task requirements, thus demonstrating OCB. Research into organisational behaviour reveals that managers with an HRM background strongly influence employees’ OCB and especially their psychological attachment. For example, du Plessis, Wakelin and Nel (2015) argue that when followers are trusted by their leaders, individuals’ performance, job-satisfaction and OCB is enhanced. This means that a demonstration of trustworthiness by leaders towards subordinates can encourage employees to work harder than required.

Lavanya and Kalliath (2015) report that intrinsic work motivation flowing from job satisfaction and of self-concept external motivation enhances OCB. Satisfied employees are more inclined to help colleagues thereby contributing to a supportive workplace culture. Self-concept external motivation relates to individuals who desires affirmation of their values and capability. Although they understand that employees who perform beyond expectations will not be formally rewarded by the organisation, self-concept externally motivated employees exhibit OCB because they want to be recognised by society and their community.

When employees are treated fairly by their supervisors, they are inclined to reciprocate by practicing good citizenship behaviours to benefit their organisation. Thus, line managers and
supervisors must allocate rewards fairly to encourage OCB among their employees. While the perception of fairness is a significant factor for OCB, organisational commitment and job satisfaction are also significantly important factors. Furthermore, procedural justice, as well as organisational structure, has a positive influence on OCB. However, where structures in an organisation are highly complex they can have a negative effect on employee’s OCB, as complex structures can increase miscommunication and disengagement (Lee, Kim, & Kim, 2013). Fairness within an organisation also has a notable influence on OCB in Eastern cultures, according to Alotaibi (2001).

Democratic, transactional, leader-member exchange, authenticity and transformational leadership all influence OCB. Ndubueze and Akanni (2015) found democratic leadership strongly influenced OCB in employees. They suggest for an organisation to run smoothly and efficiently, democratic or participative leadership should be practised, and claim that employees led by democratic leaders tend to increase their effort and use their capacity and knowledge to improve the growth of their firm. Lavanya and Kalliath (2015) reported a positive relationship between transactional leadership and OCB. Transactional leaders often provide rewards based on job performance, which encourages employees to practise OCB. Nonetheless, Gunavathy and Indumathi (2011) suggest that for genuine organisational citizenship behaviour to be practised by employees, leaders should focus on building trust and transparency between them and their subordinates, that is, employing the leader-member exchange approach. Coxen, Van der Vaart, & Stander (2016) found that trust in the workplace significantly influences OCB. Even though authentic leadership did not have a direct influence on OCB, this leadership style impacted OCB indirectly through trust. To encourage employees to demonstrate OCB leaders should authentically lead their subordinates as leaders who trust, and in turn enjoy their employee’s trust, are likely to experience higher levels of OCB.

Lian and Tui’s (2012) research also examined the relationship between leadership styles and OCB. Their findings revealed that transformational leadership has a positive relationship with OCB suggesting a direct link between the style of leadership and organisation performance. This is consistent with the research of Rodrigues and Ferreira (2015) who suggest that transformational leadership significantly increases OCB. They recommend that transformational behaviours should be employed by leaders and managers of organisations wanting to promote OCB, particularly when conducting training. Rodrigues and Ferreira (2015) also suggest, that when transformational leaders encourage subordinates to accomplish organisational goals, employees improve their self-
confidence and competence to achieve tasks (Lee, Kim, & Kim, 2013). In summary, transformational leaders build trust among their followers, enhance stability and provide a supportive workplace, which together will foster OCB.

Overall, a positive relationship between employees and leaders can lead to OCBs among employees (Ndubueze & Akanni, 2015). Therefore, it is important for management to choose an appropriate leadership style to foster OCB, which in turn leads to improved organisational performance. Although leadership style is the main predictor, it is essential for managers to consider HRM practices such as fairness, recognition, motivations. Ultimately, these two factors (leadership style and HRM) are key determinants of OCB.

2.5.1 Dimensions of OCB

Azam and Kumar (2016) posit that the OCB can be categorised into two dimensions - altruism and generalized compliance. They explain that while altruism refers to additional tasks undertaken by citizenship employees to assist other people in the workplace, generalized compliance is the reaction of those employees who conscientiously respect and follow rules, culture, requirements and the vision of the organisation. Tonkin (2013) argues that altruism is related to any behaviour that is an extra-role, for example, helping colleagues to carry heavy items, while general compliance is associated with in-role actions, such as punctually coming to the office. Organ in 1988 (as cited in Singh and Singh, 2008, p.48), however, claims that there are five dimensions relating to OCB: altruism, courtesy, civic virtue, conscientiousness and sportsmanship. Although different dimensions have been proposed by scholars (see Figure 2-4), the five dimensions by Organ (1988) are broadly acknowledged.
Table 2-4: The dimensions of OCB

<table>
<thead>
<tr>
<th>Dimension of OCB</th>
<th>Description</th>
<th>Author</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Altruism</td>
<td>Smith, Organ &amp; Near (1983)</td>
</tr>
<tr>
<td></td>
<td>• General compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Altruism</td>
<td>Organ (1988)</td>
</tr>
<tr>
<td></td>
<td>• Conscientiousness</td>
<td></td>
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<tr>
<td></td>
<td>• Sportsmanship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Courtesy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Civic Virtue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identification of the organisation</td>
<td>Lin (1991)</td>
</tr>
<tr>
<td></td>
<td>• Assistance to colleagues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Harmony</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Righteousness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discipline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self-Improvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Individual-directed OCB (OCBI)</td>
<td>Williams &amp; Anderson (1991)</td>
</tr>
<tr>
<td></td>
<td>• Organisation-directed (OCBO)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Obedience</td>
<td>Van Dyne, Graham &amp; Dienesh (1994)</td>
</tr>
<tr>
<td></td>
<td>• Loyalty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sportsmanship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Organisational loyalty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Organisational compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Individual initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Civic virtue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self-development</td>
<td></td>
</tr>
</tbody>
</table>

Source: Thiruvenkadam & Yabesh Abraham Durairaj (2017)

2.5.1.1 Altruism

According to Pourgaz et al., (2015), altruism is the behaviour performed by staff to assist other colleagues accomplish their work or, as defined by Singh and Singh (2008), any activity that aims to help other people. Omar et al., (2009) mention that the activities related to altruism can be as simple
as guiding new joiners on how to use office devices (e.g. fax, printer, photocopier) and, assisting other colleagues to complete unfinished work.

2.5.1.2 Courtesy

Ariani (2014) postulates that courtesy is the actions of employees trying to avoid conflict or issues in the workplace. Khan (2015) additionally states that courtesy refers to positive actions which involve, mainly, treating other people with respect. Singh and Singh (2008) add that while being respectful, those who demonstrate courtesy need to consult people before helping them with their work. Thus, courtesy is when people show respect to others.

2.5.1.3 Civic virtue

Pourgaz et al., (2015) and Ariani (2014), point out that civic virtue refers to voluntary practices that employees are willing to undertake. Omar et al., (2009) state that civic virtue involves not only behaviors associated with an organization’s political landscape, but also includes routine activities such as participating in meetings, as well as engaging in solving organisational issues. Khan (2015) further added that employees with civic virtue not only feel the responsibility to attend organisational events, but also concern themselves with the overall image of the organisation. Singh and Singh (2008) agree that people with civic virtue are always aware of everything that might affect their organisation.

2.5.1.4 Conscientiousness

Khan (2015) explains that conscientiousness includes optional behaviours that go beyond the expected job requirements of the firm. Conscientiousness describes the character of employees who, generally, strictly follow the organisational rules with such behaviours as taking short breaks and undertaking their assigned task with honesty (Singh & Singh, 2008). In addition, conscientious employees may act as housekeepers to keep the office clean and reducing resource usage (Omar et al., 2009).

2.5.1.5 Sportsmanship

Ariani (2014) claims that sportsmanship refers to tolerant behaviours that an employee may exhibit in the workplace; such as having an optimistic attitude and a willingness to accept another person’s idea even though they disagree with it (Khan, 2015). Employees who demonstrate sportsmanship avoid activities such as gossiping with colleagues (Singh & Singh, 2008).
2.6 Reward systems and Recognition

Financial and non-financial approaches can be used to motivate OCB among employees. Although money tends to be the most common motivator. Tampu (2015) claims that rewarding employees with increased pay is insufficient to motivate some employees to perform better. Mujtaba and Shuaib (2010) argue that cash rewards are a good strategy to reward employees to improve performance but, in the long term, are ineffective and that cash rewards produce temporary improvements. Employees will improve their performance prior to receiving their reward but, once received, this increased performance will end within a few days. Borglum (2013) argues that rewarding staff does not have to be financial in nature, and that praise is sufficient to encourage people to work productively. When managers praise their employees, however, they need to do it publicly, and when they need to give negative feedback it should be done in private. Peterson and Luthans (2006) state that nonfinancial incentives are explicitly related to two key elements: recognition and performance feedback. They argue that recognition often takes the form of formal programmes, such as employee of the month, as well as social recognition, for example, informal acknowledgments by managers to employees in the form of praise or appreciation for having done a good job (Dessler, 2014). Nonmonetary or nonfinancial incentives such as recognition or appreciative expression often influence employees to achieve higher levels of performance (Martin, 2010). Robbins and Judge (2015) state that employee recognition programmes “range from a spontaneous and private thank-you to widely publicized formal programs in which specific types of behaviour are encouraged and the procedures for attaining recognition are clearly identified (p.235). As explained by Taylor (2015), recognition might be given to staff in the form of a verbal compliment, both publicly and privately.

According to Robescu and Iancu (2016), the majority of employees (50%) want to be praised with a verbal award, while 40% prefer written praise. Moreover, Rukuižienė and Bocharov (2016) point out that to create a highly motivated employee or a team, an organization should accept employees’ creative ideas and value their work with praise in order to show that they are highly valued by the company. To be successful in improving performance, managers and HR practitioners should align incentives to policy, the structure of the organization and the personal needs of each employee.
2.7 Positive Working Environment (PWE)

Maintaining a Positive Working Environment (PWE) is an important strategy for managers of organizations to keep employees motivated. A PWE is described as a workplace with a lively working atmosphere in which each employee feels welcomed and supported by managers and has the confidence to approach every person in their team or organization. People working in PWEs are more likely to be optimistic, which further enhances the level of their motivation, job-satisfaction and performance (Härtel & Fujimoto, 2015). Johri and Vashistha (2015) support the claim that PWE is a crucial factor in actively increasing the productivity of employees. They state that a positive working environment, underpinned by fairness, fair duty delegation and trust between colleagues, can increase employees' commitment and effort to produce quality work for their organisation. Hernandez (2009) claims that a PWE ensures the safety of employees, good relationships between colleagues, opportunities for career development, care from organisation, and opportunities for fun.

According to Kirchner (2015), there are three significant elements needed to create a PWE; people, respect, and freedom. He suggests that, to build a PWE, colleagues must be supportive and friendly so that every employee will be excited and happy to come to work every day. Employees should also have a sense that their contributions, including their voice and ideas, are recognised and valued by their line managers, and that they have the freedom to think and are empowered to make decisions. Robbins and Judge (2015) argue that staff consider their work environment as either negative or positive depending on their workplace experiences with other colleagues, rather than the quality of the physical environment. This means that employees who have good support and relationships with colleagues are likely to perceive the workplace as being a healthy and pleasant environment; in contrast, employees, who have no collaboration with their co-workers, may perceive that they are in a poor and unpleasant environment. Kirchner (2015), introducing the work of Gary S. Topchik, argues that when employees hold negative perceptions, it is similar to having a virus in the workplace which can quickly destroy the positive atmosphere. He cites Topchik who suggests three attitudes are required to combat negativity and create a PWE. These are: (1) A fun attitude, such as introducing something fun and having everyone involved in fun activities; (2) a creative attitude which allows people to bring new idea, innovation or even a potential solution to the workplace; and (3) an energizing attitude, in which enthusiasm is promoted. These three elements may take up time, but they will allow positive attitudes to spread throughout the
workplace. Even small regular activities can lead to PWE and ultimately improved organisational performance (Kirchner, 2015).

2.8 Communication

Successful leaders use effective communication to inspire subordinates to achieve their goals. Therefore, communication is an essential skill for leaders. Wiener (1994) asserts that 85% of business achievement relies on leaders who have effective communication and interpersonal skills. Mai and Akerson (2003) claim that when leaders communicate effectively, followers’ trust increases, and they become motivated to create positive work relationships. The leadership style used by leaders is important because the organizational goals should be communicated by leaders to employees clearly to understand what to achieve, where to go and when to do it (Adyasha, 2013).

Martin (1995) suggests that employees are more willing to be led by leaders who can communicate positively and clearly because they will know what their employers expect of them and how their efforts can contribute to achieving the organisational goals. Martin, however, suggests that true communication must be two-way, between leaders and followers, and for both parties to understand the message, and ‘to be on the same page’. Shapiro (2000) claims that many leaders exhibit good leadership by possessing a range of characteristics including the capability to clearly communicate using language to stimulate and inspire followers to action. Leaders can successfully communicate with followers using two strategies. These are: (1) Defining the goal and vision clearly; and (2) communicating the strategy to attain those goals. Once the strategies are set, they need to be communicated to employees (Barret, 2014). In short, leaders should communicate organisational goals, objectives, and vision to employees, effectively to inspire employees into action.

2.9 Summary

This chapter discussed relevant literature and theories to inform the research design, the analysis and the research findings. The chapter began by introducing definitions of leadership and then discussed leadership approaches. These included the situational approach, path-goal theory, the behavioural approach and transactional leadership. This chapter also examined literature in relation to OCB and its dimensions, and ended with a discussion of reward systems, PWE and communication. The review highlighted a range of leadership styles used in different situations with no one dominant style, noting that different leadership styles differ in their influence on OCBs. No
literature was found on the leadership styles used by INGOs in Laos, specifically. Therefore, a gap was identified in the research as to the most suitable leadership style for the Lao context, and the factors which might enhance OCB among INGO employees. The next chapter (Chapter 3) describes, and justifies, the research methodology employed in this research.
Chapter 3: Methodology and research design

3.1 Introduction

The preceding chapter provided a review of relevant leadership theories and approaches, organisational citizenship behaviour (OCB), and motivational factors that to motivate OCB among employees. A gap was identified in terms of the most suitable leadership style and factors to enhance OCB in INGO employees, in the Lao context. Five research questions arose from the literature: (1) What leadership approaches do INGOs employ? (2) To what extent is transformational leadership demonstrated in INGOs? (3) What are the key factors that hinder transformational leadership in INGOs? (4) How is organisational citizenship behaviour practiced by INGO employees? (5) What factors influence OCB among employees of INGOs? The goal of this study is to contribute to closing the gap in the literature gap by addressing the research questions.

This chapter begins by describing interpretivism and explaining why I choose it as my research paradigm. I then describe and justify the research design, the research strategy including the participants, the sampling strategy and data collection. The analysis of the data is explained and justified with reference to relevant literature followed by an explanation of how I ensured the validity and reliability of this study. The chapter ends with a description of the ethical issues associated with the research and how they were mitigated.

3.2 Research paradigm

The research paradigm is of foremost importance for researchers to consider before conducting research, as it determines how the research is carried out. Jonker and Pennink (2010) define a research paradigm as a set of vital beliefs or assumptions about how the world is viewed. More particularly, Kivunja and Kuyini (2017) note that a research paradigm represents the researchers’ beliefs in terms of how they see the world, and how their behaviour within that world influences it. A paradigm consists of four main components: ontology, epistemology, axiology and methodology (Kivunja and Kuyini, 2017). Each component or paradigm holds its own character including norms, beliefs or assumptions. Assumptions, arising from their world view, explicitly affect the researcher’s lens on how they view or perceive reality. Therefore, it is very crucial for a researcher to select the right research paradigm in order to achieve the research objectives (Saunders, Lewis & Thornhill, 2015).
For this research, I took an interpretivist approach which assumes that reality is created and formed by people’s perspectives and experiences. Wahyuni (2012) states that interpretivism allows researchers to gain a deep understanding of the social world or phenomena from the experiences of people involved in that social context. Wahyuni further explains that researchers who consider themselves interpretivist, interact and converse with research participants to dig deeper into how phenomena are constructed; that is, researchers learn how social reality is constructed by investigating people’s experiences and way of thinking. In addition, Hammersley and Campbell (2012) explain that interpretivism requires researchers to use an exploratory approach to study the various perceptions of people and their actions in a particular situation or context. In short, interpretivism is a process that involves examining people’s perspectives, culture and experiences.

The aim of this research is to explore and examine the perceptions of participants about their background, their leadership experiences and the factors that increase good citizenship behaviour in INGOs. This complex phenomenon requires the researcher to interact with participants by asking the open-ended questions, therefore interpretivism is the most appropriate paradigm to be used for this study, as it allows me to draw meaning from the participants’ views.

3.3 Research strategy

The objective of this research is to understand how leadership influences Organisational Citizenship Behaviour (OCB) in Lao PDRs’ INGO sector. To accomplish the objectives of my research, I adopted a qualitative approach using multiple case studies. Qualitative research primarily focuses on understanding an individual’s or group’s meaning of complex human and social issues (Creswell, 2014). This approach is used in order to discover answers to how and why events occur in the real world. O’Leary (2014) posits that the main goal of qualitative research is to gain deep insights into people, cultures, places and events in the reality being investigated. This idea is consistent with Jha (2008) who asserts that qualitative research allows researchers to examine phenomena in their natural setting, to gain an understanding of, or interpret, phenomena using the real world meaning that people convey to them. Thus, qualitative research involves understanding people’s experiences including their meanings and perceptions of situations.
According to Yin (2016), a qualitative approach comprises five features that make it distinct from other research approaches. These are: (1) Exploring the meaning of how people interact in the real world; (2) Representing the perceptions of participants; (3) Engaging in real world situations; (4) Using existing knowledge to help explain social behaviour and thinking; and (5) Acknowledging multiple sources of evidence. Sutherland and Canwell (2008) state that a qualitative approach can assist the researcher to gain a deeper understanding and better insights into individuals’ perceptions. As this research involved exploring leadership in the context of a dynamic INGO sector, a qualitative approach is therefore an appropriate research strategy to examine the complexity of leadership. It permits exploration of individual experiences in their natural settings to gain an understanding, in different situations, of how leadership and OCB are practiced in the workplace. This will also improve understanding of whether, or not, transformational leadership influences OCB in INGOs.

A multiple case study strategy was used, to understand the role that leadership plays in influencing OCB in Lao PDR INGOs. Multiple case studies enable a comparison of cases to identify similarities and differences (Yin, 2010; 2014). The cases are the INGOs with two levels of analysis – at the INGO and individual levels. Case studies enable the collection of detailed data from participants to answer the research questions. Yin (2014) states that a case study approach is most preferred in situations when: (1) The form of main research questions is “how” and a “why”; (2) there is little or no control over events by the researcher; and (3) the study focuses on current phenomena. Krishnaswami and Satyaprasad (2010) define a case study as an in-depth study of an individual, a society, a process, a situation, an institution, or a community where the purpose is to understand the life-cycle of a particular phenomenon. Adopting a case study approach in this study, permits close attention to real-world perceptions such as the life-cycle of individuals, behaviours of a small group, the processes of management and organisations, international relations and the growth of industries.

3.4 Research design and data collection

The research design is a blueprint for the collection, measurement, and analysis of data. This means having an effective work plan (step by step plan) to address the research questions, having an appropriate strategy to collect the relevant data, and a plan on how to analyse and interpret the data (Yin, 2010). According to Yin (2010), in order to properly address the research questions, the plan should be well thought out with links between the main and sub-research questions, the
collected data, and suitable strategies for data analysis. Together these boost the accuracy and reliability of the research findings. Yin (2014) posits that “a research design is a logical plan for getting from here to there, where here may be defined as the initial set of questions to be answered, and there is some set of conclusions (answers) about these questions” (p. 60). Yin further explains that in moving from the starting point of the research to a preferred destination, researchers should adopt procedures to collect relevant data, as well as employ the correct processes and tools to analyze the data collected. For case study research, data collection methods are primarily interview and observation (Yin, 2016).

Data is classified into two main types: primary and secondary data collection (Ang, 2014). Primary data is raw data collected by the researcher while secondary data has been collected, collated and possibly analysed by someone else (i.e. other researchers) (Cooper & Schindler, 2014). O’Leary (2014) emphasises that primary data must be specifically relevant to the phenomena the researcher is investigating, while Bryman (2008) notes that an in-depth interview is an important research technique that researchers use to discover a person’s point of view on a particular situation/event.

This research collected primary data from face-to-face interviews and observations, and secondary data from organisational reports and related documents. Interviews are particularly useful as they permit the collection of a variety of data, including beliefs and values, perceptions, experiences, as well as documentary evidence (Krishnaswami & Satyaprasad, 2010). Semi-structured interviews are an important method for collecting data using open-ended questions related to the research topics and questions (O’Leary, 2014).

3.4.1 Sampling strategy

According to Given (2008), sampling is the process of selecting cases from the larger population. Yin (2016) points out that while there are various types of sampling, such as snowball sampling, convenience sampling, random sampling, and purposive sampling. Purposive sampling is best where a variation of data is required, and it ensures that robust information-rich data relevant to the research questions can be obtained (Yin, 2016). The process of sampling comprises two steps: (1) Determining the potential population; and (2) purposively choosing a sample of that population. Of the 58 INGOs in Lao PDR, four based in Lao’s capital city Vientiane were selected purposively as the
cases to ensure that a variation of data could be collected, necessary to meet the research objectives (Guest, Bunce, & Johnson, 2006).

I also used purposive sampling to select the participating interviewees on the basis of their capacity to share relevant knowledge, experiences and perceptions of leadership and OCB. According to Guest et al., (2006), to explore the common perspectives and experiences of a group of people, 12 participants are sufficient to provide robust information. Since the purpose of this research is to determine the influence of leadership on OCB, interviewees included the leaders of the four INGO cases and at least two employees from each of the INGOs (refer Table 3-1). The criteria for selecting leader participants was that they held a senior leadership position and led subordinates, while follower participants were subordinates of their respective INGOs leader. Therefore, participants were those who held executive leadership positions, Country Directors, and their subordinate employees, Programme Managers. Knowledge of real-world leadership practices was also a criterion for the selection of leaders.

<table>
<thead>
<tr>
<th>Table 3-1: Participating cases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leader</strong></td>
</tr>
<tr>
<td>Leader</td>
</tr>
<tr>
<td>Follower 1</td>
</tr>
<tr>
<td>Follower 2</td>
</tr>
</tbody>
</table>

Having been employed previously by an INGO in Laos, my knowledge of the INGO sector was invaluable for selection of the INGO cases and interviewees. Even though there are many INGOs operating in Laos, I selected only four organisations from a population of 58, given the time constraints of this study, this number was sufficient to establish robust findings and conclusions for within case and cross-case analysis (Yin 2010; 2014; 2016). I used my INGO networks in Laos to connect with INGO leaders. They introduced me initially to their employees, who once they had expressed interest in participating in my research project, were emailed with the organisational consent form, information for participants, and participant consent form. Interview appointments were made, but some participants had to postpone their interviews due to a serious natural disaster. Upon my arrival in Laos for my data collection in July 2018, serious flooding due to a dam breaking in southern Laos disrupted my fieldwork schedule. A number of my participants found themselves
involved in the recovery efforts in the affected area, which necessitated interviewing them the following month.

3.4.2 Interviews

Face-to-face semi-structured interviews with one leader and two followers from four different INGOs in Lao PDR to were undertaken to obtain in-depth information to address the research questions. According to Galletta and Cross (2013), semi-structured interviews have unique characteristics, providing flexibility for interviewees to express their insights and reflections regarding their experiences more fully, thus bringing new meaning to the research problem (Yin, 2014; 2016).

Each interview took between 60 and 90 minutes and was carried out in a private meeting room at the respective INGO office in Vientiane. An interview guide (refer Appendix E) was developed consisting of the key areas, informed by the literature, to ensure that all themes and research questions were covered, and the interview stayed on track, as suggested by Given (2008). The interview guide is categorised into five main segments (see table 3-2).

<table>
<thead>
<tr>
<th>Five topics</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: The INGO and their leader</td>
<td>To help interviewees openly share their background, and experiences and perceptions of leadership and OCB; to elicit the participant’s prior work experiences and thoughts.</td>
</tr>
<tr>
<td>2: Leadership styles</td>
<td>Probing questions to unpack experiences, perceptions of leadership and provide examples</td>
</tr>
<tr>
<td>3: Transformational leadership</td>
<td>Probing questions to discover elements, of transformational leadership used and impact on employees’ OCB</td>
</tr>
<tr>
<td>4: Organisational Citizenship Behaviour</td>
<td>Probing questions on voluntary commitment practices; factors that influence OCB; Interviewees perceptions of key factors voluntary commitment in the workplace.</td>
</tr>
<tr>
<td>5: Future opportunities and challenges</td>
<td>Elicit predictions by leaders/follower for organisations’ futures.</td>
</tr>
</tbody>
</table>

All interviews were recorded and transcribed by the researcher immediately after the interview. The Lao language interviews were first transcribed in Lao and then translated into English. During transcribing participant names were replaced with a label (pseudonym) to enhance confidentiality. Participants were then given a copy of their transcript to confirm its accuracy; none of the
participants asked for their transcript to be amended. During the interviews, observations were noted in the fieldwork journal to capture accurately contemporaneous impressions and observations. Overall, considerable attention was paid to the collection of data to ensure its veracity.

### 3.4.3 Secondary data

Secondary data is widely available for researchers to collect as a secondary source of evidence to confirm the veracity of primary data (Adams, Khan, & Raeside, 2007). This study also collected secondary data from a variety of publicly available sources, such as from the INGOs themselves, government, news media, magazines, university libraries, and other public websites. Secondary data, however, was primarily gathered from the Laos INGO network website, and the Lao government and United Nations websites. Yin (2016) also emphasises that data triangulation is an important tool to best gauge whether data from the same case study is credible to produce the same reasoned finding.

### 3.5 Data analysis

For this study triangulation occurred by collecting data from three distinct sources: (1) leader interviews, (2) follower interviews (experiences and perceptions of 2 followers about their leader, and (3) secondary data, from Government, UN, and INGO reports). These data were triangulated and enhanced with observations and contemporaneous field notes. Following collection of the data, analysis was undertaken. Merriam and Tisdell (2015) explain that data analysis in qualitative research is the process of drawing meaning from raw data; it involves the process of consolidating data, reducing data, and interpreting or making sense of what participants have said as well as what researchers have observed and read. O’Leary (2014) points out that the process of analysing data differs between qualitative designs. For example, in ethnographic and case study research, the process commences with coding the data into themes. Adams et al., (2007) suggests applying “the framework approach” in qualitative data analysis as it is a well-structured approach with five steps, which includes getting familiar with the raw data, creating a theme, coding data charting, and mapping and interpreting the data. Yin (2014) postulates that data analysis is composed of five stages: scrutinizing, classifying, arranging, testing, and consolidating data in order to form a conclusion. Neuman (2011) similarly describes data analysis as the process of, “examining, sorting, categorizing, evaluating, comparing, synthesizing, and contemplating the coded data as well as
reviewing the raw and recorded data” (p. 448). Analysis is not a linear process, rather it is recursive and iterative, involving going back and forth between the stages in order to search for a deeper meaning to insights.

In order to analyse the data, the transcripts from the interviews I carried out the process of thematic coding. According to Tracy (2012), thematic coding is a technique to identify patterns and themes and the contextual meaning of the data. Coding is the process of assigning words, numbers and letters to chunks or pieces of data in order to make it easier for researchers to use (Merriam & Tisdell, 2015). The main purpose of thematic analysis is to classify the most salient and interesting identified themes within the data and utilize those themes or patterns to answer the research findings (Maguire & Delahunt, 2017).

This study used the six analytical procedures described by O’Connor and Gibson (2003), which are outlined below. They include organising data, managing the ideas and concepts, developing main themes, confirming the findings in terms of its reliability and validity, finding feasible explanations for the findings, and summarizing the findings.

**Step 1: Organising the data**

First, I transcribed the interview recordings into written content. If Lao language was used, it was first translated into English after the audio recordings were transcribed. A suitable way to organise data requires researchers first to group the entire data from the transcripts derived from the interviews and create a chart (O’Connor & Gibson, 2003). This stage ensured the data was arranged in a way that made it manageable to use.

**Step 2: Managing ideas and concepts**

For the second stage, I identified key concepts and themes using thematic coding, by observing the most repeated words or sentences and then, grouping the content into manageable chunks of text, such as a sentence or paragraph (Creswell, 2014). Rossman and Rallis (2012) define coding as “the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins” (as cited in Creswell, 2014, p. 247). Subsequently, the chunks of text were coded and the participants’ names and organisations were replaced using a letter and number system for each participant, such as LD1, LD2, LD3, LD4 (representing leaders number one to four) and FL1, ..2, ..3, ..4, ..5 to ..8 (representing senior officer number one to eight).
Step 3: Developing main themes

Emergent themes were then grouped together into categories. Creswell (2014) states that themes in qualitative studies are the findings of the research project. A theme is defined as an abstract level of participants’ descriptions which requires implicit interpretation by researchers (Vaismoradi, Jones, Turunen, & Snelgrove, 2016). When researchers select the respondent’s description and consider a deeper meaning of their words, a theme emerges.

Step 4: Confirming the findings in terms of reliability and validity

This stage involved reviewing whether or not, the analysis and the findings are valid and reliable. Vaismoradi et al., (2016) suggest that in order to confirm the reliability and validity of the findings, triangulation is required. As outlined above, triangulation was carried out. Yin (2014) posits that there are four main principles to enhance validity and reliability. These include: Obtaining data from multiple sources; utilizing a case study database; maintaining a chain of evidence; and carefully using data from electronic sources. I adopted Yin’s (2014) four principals to enhance the validity and reliability of the research findings (Refer to section 3.6 for more details).

Step 5: Determining feasible explanations for the findings

Interpretation broadly defined is explaining how or why events came about, or alternatively how or why people were able to pursue particular courses of action (Yin, 2011, p. 216). Vaismoradi et al., (2016) suggests that researchers need to keep asking themselves key questions such as: “What did I find out from the research?”, “Are there any salient findings that surprise me?”. They also suggest that, to answer such questions, researchers must also compare their findings to the literature, reflection notes and key informants. Thus, I compared the findings with relevant literature on leadership and OCB, which helped provide explanations for each finding. I drew on my reflection notes and referred to the interview transcripts to sketch a broader picture of the findings.

Step 6: Summarizing

Braun and Clarke (2006) state that the final step involves writing-up the findings to tell the story represented by one’s data to convince readers that the analysis is valid and reliable. It is essential that this writing-up process demonstrates cohesion, coherence, and precision, and that it is concise and articulates an interesting story across the themes. Thus, I followed Braun and Clarke (2006) advice and compiled the themes into a discussion narrative to answer the research questions.
3.6 Validity and reliability of the research

It is essential for researchers to keep the validity and reliability of their findings at the forefront of their research (Merriam & Tisdell, 2015), and so did I. According to Yin (2016), a credible study refers to “one that provides assurance that you have properly collected and interpreted the data, so that the findings and conclusions accurately reflect and represent the world that was studied” (p. 85). I adopted Yin’s (2014) four principles of data-collection to enhance the validity and reliability of my research: Collecting multiple sources of evidence; using a case study database; maintaining a chain of evidence, and only using secondary data from verifiable credible sources. These four principles were applied as follows:

- Firstly, I used triangulated data from various sources including interviews with leaders and followers and secondary data from reliable sources.

- Secondly, I used my fieldwork journal containing my contemporaneous reflections as the foundation for a case study database. The field notes include the reflective and descriptive content of what I observed during my interviews, providing contextual information for my data-analysis.

- Thirdly, I maintained a chain of evidence to enhance reliability. My supervisor oversaw the cohesion and coherence of how this research was designed, undertaken, and the formulation of the findings.

- Lastly, no data from unreliable sources was used. Primary data was collected through face-to-face interviews in a private office at each organization. Secondary data was collected from verifiable credible sources, such as government, United Nations, and INGO network reports.

Throughout this study I consulted closely with my supervisor to ensure the research was carefully carried out in order enhance its trustworthiness and mitigate biases that could have led to unreliable results. These strengthened the rigour and trustworthiness of my findings.

3.7 Ethical considerations

An essential aspect of this study was the consideration of ethical issues that might arise during the research as well as mitigation strategies to deal with any such issues. Ethics is defined as a proper action or manner of individuals when interacting with other people (Cooper & Schindler, 2014).
Ethical guidelines state how a researcher should carry out research when interacting with human participants to mitigate any potential harm. Aluwihare-Sanaranayake (2012) reinforce this by stating ethics is about doing the right things without causing harm to any respondents involved in the research. This principle is at the heart of Unitec’s ethics approval, which was obtained after submitting an ethics application to the Unitec Research Ethics Committee (UREC), prior to commencing my research. My ethics application was approved on 27th June 2018 (approval number: 2018-1025 covering the period 27 June 2018 to 27 June 2019).

Although all research requires consideration of ethical issues, this research employing qualitative methodology, required special attention to ethical issues because this approach requires the informed consent of participants in order to protect their confidentiality and personal information (Tracy, 2012). All participants and their respective organisations provided written consent having been fully informed about the research. Although this research was conducted in Lao PDR where there are many different ethnic groups, it did not include any particular ethnic group and thus there were no ethical issues in this respect. The research ensured that the participant’s right to confidentiality and privacy is protected through ensuring the confidentiality of data and anonymity of the participants. Participants were given a pseudonym and the findings of the study were summarized in a way that makes it impossible to identify any particular participant; each interview recording was transcribed by the researcher. After transcription, the transcript was sent to the participant for review, who was informed that they had the right to amend the transcript, or to withdraw from the project within two weeks of receipt of the interview transcript; no participant amended their transcript or withdrew from the study.

3.8 Concluding comments

This chapter has presented the methodological approach employed in this study. My world view as interpretivist and I used a qualitative research approach to gain deeper understanding from the twelve participants’ perceptions and experiences to answer the research questions on leadership and OCB. I used multiple case studies and carried out semi-structured interviews to discover the similarities and differences within, and between, the four INGOs. The chapter also described the participants, explained the sampling strategy, the collection of primary and secondary data for triangulation, and how the data were analysed using the process of thematic coding. It confirmed that validity and reliability were enhanced by adhering to Yin’s (2014) four principles of data-
collection. To minimize any potential ethical issues, confidentiality and anonymity of the participants has been strictly maintained throughout this study. The next chapter presents a first look at the INGO sector, the INGOs and the participants.
Chapter 4: International Non-Government Organisations (INGOs)

4.1 The importance of the INGO sector

International Non-government Organisations (INGOs) play an important role, mainly in community development, in least developed countries, including Laos. Many INGOs have a common goal of focusing on humanitarian work and sustainable development, with their development work tailored to each country where they operate and aligned to each country’s development goals. Not only do the roles of each INGO differ, but the term “INGO” also varies from country to country as it is defined based on each country’s social and economic situation, including the environmental situation.

In Laos, according to the Prime Minister’s 2010 decree 13, of International Non-Governmental Organisations (INGOs), the term “INGO” is defined as a foreign non-profit organisation that has a strong desire to proffer technical and financial assistance to communities without expecting any profit or interest in return. Laos like other impoverished countries, completely relies on the international community for both financial and technical development assistance. The level of cooperation with development partners and international donors has increased progressively since Laos opened the economy internationally in the late 1980s. The focus of cooperation has been improving Laos’s socio-economic status, particularly the livelihood of its population (Phimphanthavong, 2012). According to the INGO network (2018), there are 58 INOGs operating in Laos working on many development projects related to agriculture, education, water & energy, land protection, emergency & humanitarian relief, health & nutrition, UXO and child protection. In recent years, over 718 projects have been implemented throughout Laos with substantial support from international donors including the Asian Development Bank (ADB), United Nations Development Programme (UNDP), and the World Bank.

According to the World Bank, Official Development Assistance (ODA) has been provided consistently to Laos since 1960, increasing from USD 33 million in 1960 to more than USD 475 million in 2017 (The World Bank, 2019). During this period, however, the amount of ODA to Laos was inconsistent, rising to US 471 million in 2015, but dropping to US 399 million (2016) before rising again in 2017 to US 475 million.
The foreign aid implementation report for the fiscal year 2015-2016, shows that the ODA disbursement between 2011-2015 was allocated to many development sectors in Laos. These include infrastructure (20%), education (18%), agriculture development (16%), natural resource management (12%), health sector (10%) and other sectors such as UXO governance work (24%) (GoL, 2016).

**Figure 4-1:** Official Development Assistance received (2013 -2017)

4.1.1 INGO1

This organisation or INGO1, headquartered in London, United Kingdom, was established in Lao PDR in 1987 as the leading organisation with a strong focus on the rights of children. The main tasks of its operation are humanitarian and disaster risk reduction which involve many activities to ensure children have access to education and health protection. The projects implemented primarily in the Xayaboury and Laungprabang Provinces, Lao PDR, focus on education, primary health care, disaster risk reduction, child protection and child right governance. Many donors support their work financially, particularly the Asian Development Bank (ADB) and AusAid the Australian Government’s Overseas Aid Programme.

Organisational structure

INGO1 is a hierarchal organisation structured into different operational areas. The structure identifies the Senior Leadership Team, Finance, Human Resources, Party Nurture, Party Learn To Read, Operations, Programme Development & Quality Director and Award. Typically, management jobs are held by expatriates. Each functional area has their own operational team who implement...
projects and report to their line Managers. The organisation comprises 179 full-time employees (FTEs) recruited domestically and internationally into both management and operation teams.

The seven main functional areas individually are autonomous but report directly to the Country Director. Each area has its own self-supporting team: For example, Finance comprises the Programme Finance Manager, Senior IT Officer, Finance Officer Cash & Banking, Finance Officer Roving, Senior Finance Officer, and Senior Financial Planning & Analysis Officer.

**Leader's (LD1) background**

LD1, the Head of Education Sector (Party Learn To Read), has specialised in the education sector for 25 years. He first worked for five years with a large national NGO in Bangladesh as its Education Coordinator, moving to Indonesia where there was an opportunity to research reading for children. After he completed his research in Indonesia, he provided technical assistance to Vietnam and the Philippines as well and later becoming a sectoral director in Bangladesh. A few years ago, INGO1 offered him an opportunity to be the Head of Education Sector in Laos, and he is responsible now for overseeing two main functions: Management and project quality to achieve the strategic plan of the organisation. He prides himself on his people management skills and likes to empower his team members to make decisions and use their initiative to complete projects successfully. He uses his time and knowledge to nurture people in his field become leaders to contribute more in community work, stating that, “During my last 10-year-project, I recruited many people that I was managing directly, around 10-15 managers. I developed a huge number of education project managers and
technical leaders so 6 of them, who started as programme officers are ultimately Project Managers”. He sees himself as having good leadership and project management skills that inform his work as the Head of Education Sector. A key part of this work involves designing curriculum and facilitating training.

**Opportunities and challenges**

LD1’s five-year aspirations are for the organisation to grow much bigger, allowing it to undertake more projects catering for a greater number of needy people. Within the organisation, however, the main challenge is the time-consuming process to get approval from the Lao government before projects can start. Other challenges which impede projects are the limited local skilled workforce and competing demands on funding. As LD1 said, “We want to recruit skilled people, but there’s a lack of talented people here in Laos”; and, “When it comes to requesting funds, it is highly competitive because there are many top performing INGOs operating in Laos which we consider them as our competitors” (LD1).

**HR strategies**

LD1 considers the most important skills for developing human resources are English language proficiency, project management skills, hard work, and motivation, claiming that employees, who are motivated to work hard, can communicate in a foreign language with foreign partners/donors, and have ability to manage entire projects, assist the organisation to achieve great outcomes. LD1 says that the best way to develop necessary skills is to give staff opportunities to engage in handling a variety of tasks assigned by their line managers: “As I am head of Education Sector, I need to create more opportunities for employees to work more in the organisation”. He believes that as employees work more, they learn more, which ultimately benefits project achievement and the organisation.

**Follower’s (FL1) backgrounds**

Between years 1990-2002 FL1- worked for the Ministry of Education and Sports (MoES) in Laos. In 2003, he moved from working in the government to a non-profit organisation that focused on the development of impoverished countries. After three years, he moved to a community focus at an education development INGO, after which he was recruited by INGO1 where is has been for the past five years. As the Project and Field Manager FL1 has a great deal of responsibility for the Education Sector, stating that: “I would like to make a change in my current responsibility by carrying out more challenging work, from not only overseeing the whole project and the team members, but also be the one who coordinates both nationally and internationally in order to seek external funding. This
can be the best way to improve my capacity in other area like developing proposals”. He regards himself as an enthusiastic person who likes to work and communicate with both team members and government partners. He prides himself on his good leadership skills which he uses to get project completed successfully.

**Follower’s (FL2) backgrounds**

*FL2* is Programme Manager Education for INGO1. Before joining the organisation, he was a lecturer at a university and then, for a few years, worked as an administrative officer with a private company at Bolikhamxay Province. Later, he worked with World Vision Laos as an education manager for six years, moving five years ago to INGO1 as a Project Coordinator. He was promoted to Education Programmer Manager recently, as which he has both administrative and technical responsibilities. His administrative work includes mainly budget, human resources tasks, and project related tasks focusing on the improvement of benefits for all employees. He manages all tasks related to his technical work to ensure that the projects are implemented correctly and efficiently, priding himself on his project management skills, including administrative tasks, finance and Human Resource Management. He describes his strategies to develop further these strengths, stating that, “For human resource skills, I review case by case. Because some people need capacity building, some don’t, so what I mainly do is to observe more what each individual wants, and I will try to provide a suitable way to support them. For budgeting, I need to have a clear and detailed-plan first. Then, I find the feasible way to track what expense should be spent first, how to report when there is over or under spending. And I finally try to ensure that there is a balance between budget and activity. Then, I plan to track them every month”.

**4.1.2 INGO2**

**Background**

During 2009-2010, INGO2, headquartered in Sydney, conducted a one-year-pilot project in NongHet District focusing on child education. Soon after the organisation established a representative office in Laos with their top priority “to work with Lao children” (LD2) targeting improved education, the rights of children, nutrition of mothers and providing clean water in Xieng Khouang Province. Their projects are financially supported by Australia Aid, Child Fund-Korea, and Child Fund International. A future programme of INGO2 plans to empower children to take on leadership roles, learning and improving their skills through children clubs.
Organisational structure

INGO2 also has an organisational structure which groups employees into specialized areas. There are five core teams: Program, Finance, Human Resource/Administrative, Communication and Monitoring & Evaluation Learning Innovation. The organisational chart for this office shows the Country Director (CD), Program Manager (PM), Finance Manager (FM), Human Resource Administration Manager (HRAM), Communication Manager (CM), and Monitoring and Evaluation Learning Innovation Manager (MELIM). Each team has its own team members: For example, the Program Manager is reported to by a Provincial Coordinator and an Education Officer. This reporting system is the same for the other departments shown in the organisational chart below. Currently, there are 67 employees comprising 63 locals and 4 expatriates.

Leader’s (LD2) background

LD2 is the Acting Country Director of INGO2. He completed an environmental engineering degree, majoring in Forest Engineering, after which he worked with a private company for seven to eight
years, before returning to university to complete his master’s degree on Thai Public Policy. Subsequently, he worked for a number of INGOs in Laos including World Vision (INGO) as an Admin/HR officer for two years; International Union for Conservation of Nature (IUCN) for five years (2001-2006); International Care for three years, and Concern Worldwide for 4 years. In 2012, he moved to Save the Children for almost a year before commencing work with INGO2 in 2012. He has over ten years’ experience undertaking community work in Laos, working in human resource management and administration. In his current role, he oversees all administrative and partner coordination (e.g. with government) to support programme teams. He is responsible also for managing Memorandum of Understanding (MoU) with partners. He considers that he excels at HR management, particularly recruitment of key people, capacity building, and negotiation skills in in the areas of law and public policy. He prides himself on his administrative, government coordination, and problem-solving skills, claiming that, “I successfully set up HR and Admin system (procurement policy/system) (8-9 policies related to those tasks). My 6 years in this organisation can be considered as my success”.

Opportunities and challenges

Under LD2’s leadership during the past 6 years, NGO2 has extended its operations from one project in the Nong Hed District to many projects, in a number of areas across Laos, to reach a much greater number of beneficiaries. In the future, NGO2 is likely to grow much bigger because the availability of grant funds for community development. The high numbers of competitors in the INGO sector, however, and the difficulty of coordination between the organisation and the Government, make for an uncertain future. NGO2 is not without other challenges, particularly: (1) Time-consuming efforts in getting Memorandum of Understanding with government signed off; and (2) the constantly changing government personnel structures that make it hard to work consistently and efficiently. Another challenge is the high level of competition, in terms of grant seeking from internal and international donors, between the INGOs themselves. Nonetheless, the biggest challenge is overcoming the failure of administration team’s offices to submit reports on time to donors. According to LD2, this is largely driven by employees with a fix-mindset, which makes it hard to make the organisation more accountable and efficient.

HR strategies

LD2 considers that Administration Management and Human Resource Management skills are the most important, saying that, for employees to develop these skills, they should be given freedom to
work on their own. This means employees have the right to do things on based their own creativity, and the leaders should closely monitor and evaluate their progress, providing support when needed. As LD2 says, “I myself am the one who gives employees authority to do work, come up with creativity as well as their own plans. Then, they will offer what they got to me and I will be working together to review those ideas. To perfectly manage my staff, I need to give them rights to do thing on their own. In addition, what I will do is to monitor and evaluate their work progress to see if they need my support”.

**Follower’s (LD3) Background**

FL3 is currently employed as an Education Officer. Before joining NGO2, she graduated with a Master of Business Administration from Lao-American College, choosing, after graduation, to work in the INGO sector. She worked, first, for a Japanese cooperation agency, then for Unexploded Ordnance (UXO) Laos as an Administrative Assistant, subsequently, she was recruited as an Administrative Assistant by Concern Worldwide. From 2009 to 2012 she worked for a private company in their environment department, however, she was driven to do community work and, thus, made the decision to return to the INGO sector working from 2012 to 2014 for a poverty reduction INGO as a Project Assistant. After that she moved to NGO2, where she been for the past 4 years as a Program Support Officer. Following restructuring she became an Educational Officer, reporting that, “As it involved working within communities, I took the opportunity to apply and was accepted”. “INGO2 gave me a big chance to be part of developing my own project activities (planning and budgeting with partners) for the entire phase. This makes my work easier because I am the one who plans these activities and implements them”. Her responsibilities include building capacity for partners, especially teachers with whom NGO2’s project teams work closely. She considers her key strengths to be the ability to evaluate herself and learn from her mistakes in her design of previous activities, as well as assessing her own work. Her responsibilities include evaluating and monitoring projects for subsequent project improvement.

**Follower’s (LD4) Background**

FL4, the Acting Program Manager for NGO2 uses his social development degree and has gained a wide range of experience working for various INGOs throughout Laos. He has worked for Save the Children Australia as a Program Assistant in Xayyabouly Province and, for Save the Children Norway, as a Provincial Coordinator. Following this, he worked on education programmes for another INGO and supervised disaster risk management (climate change) at another. More recently, he was
responsible for child sponsorship in one INGO and disabled children at another. His last job involved logistics, but, as he did not like the job, he resigned and took a position at NGO2 working on policy and partnerships, becoming, subsequently, an acting programme manager. His main responsibility is work planning and road mapping, including monitoring and evaluation to achieve the Country Strategic Plan. He is regarded as friendly, flexible, supportive and a fast-learner. One other strength he has is the way he adapts and implements what he learned from former organisations, as he said, “I bring lessons learnt from other organisations (challenges) to the new workplace, so that I can sort things out, and also bring their strengths so that I can make an improved and better organisation”.

4.1.3 INGO3

Background

INGO3 first begun operating in Lao PDR in 1994, which had headquarters in the United States of America. In 2003, with full support from the Ministry of Education and Sport (MOES), INGO3 submitted a proposal to establish their local office in Laos to carry out new projects, such as, strengthening community and school support for children with disabilities in Vientiane Capital, Vientiane Province and Bolikhamxay Province; the Laos government approved and signed a Memorandum of Understanding (MOU) in 2006. Although their main source of funding is from the United States Department of Agriculture (USDA), NGO3 mainly works in the education and disability sectors, but also has projects focused on unexploded ordnance (UXO), minor’s education, and victims’ assistance and, currently, is undertaking projects only in education. In 2013, INGO3 signed an MOU and MOES to obtain funding from the USDA and partner with University of Oregon for the Learning and Engaging All in Primary School (LEAPS) project to improve the literacy skills of children in Savannakhet Province. The organisation’s future projects will include improving agriculture and health with a clear aim of improving the well-being of the people of Lao PDR.

Organisational structure

The organisational chart is a functional structure with employees grouped under their areas of expertise. NGO3’s structure is simple, headed by the Country Representative (CR), with the functional heads being the Head of Programming (Project Manager), and the Head of Operations (HR, IT, Admin, and Office Managers). It has 98 full-time employees including 5 expatriates located in both Vientiane and Savannakhet Provinces.
Leader’s (LD3) background

LD3, the Country Representative, with a degree in social work, followed a calling to work in Laos. She explained, “After my school, I realised that I did not really want to work in the U.S., so I did a few volunteering opportunities in South Ecuador and went back to get my master’s in social work. I had other jobs, but then, I have always been interested in CRS. I eventually applied and was successfully accepted as a fellow”. She has been with NGO3 for seven years for Bangladesh as a Program Manager, and primarily supervises Human Resources, Finance, Administration, Procurement, and Programs; as she says, “Ultimately, I am responsible for everything at both the Vientiane and Savannakhet Offices”. She considers herself as approachable and that people can talk to her if they are having difficulties so that she can help. She adds that “Ultimately, when you are in leadership position, you need to be helpful and need to be making sure that things are moving smoothly so that the people who are responsible for a lot of other works are able to get the work done”. She claims also that she is adaptable, flexible, helpful and supportive.

Opportunities and challenges

LD3 identified opportunities and challenges using the severe flooding of July 2018 in Attapue Province as an opportunity for NGO3 to add ‘emergency response’ capabilities to the organisation.
As LD3 emphasised: “I am now working on the opportunities to our Attapue response right now. I think it would super cool to get INGO3 Laos moving to that direction”. INGO3, however, found it challenging to find people in appropriately skilled disaster response. She commented that: “The human resource challenge for getting involved in emergency responses, is people need to be more qualified, more proactive to develop and build on a proposal - that requires a team effort!” There were challenges also within NGO3 itself related to communication issues and a lack of coordination between its offices. Together these created misunderstandings, which resulted in responses that were too slow and not as planned. Personality conflicts, and different teams needs, also contributed to slow responses and resolution of issues. But, in hindsight, NGO3 recognised the problems and, looking ahead, will acquire the people necessary to form a skilled disaster response team. They are reviewing their operational plans and, once the new team is in place, will develop a comprehensive disaster response plan.

**HR strategies**

Given NGO3’s slow and uncoordinated response to the flood disaster, key skills to improve communication, flexibility, and adaptability to a changing environment have been identified. The leadership teams recognise that employees should work beyond their job descriptions and be attentive to the quality of their tasks; and NGO3 has developed strategies to manage their human resources. Firstly, the INGO always ensures that the organisational goal is shared clearly with all employees so that they know where the organisation is heading. Secondly, Line Managers or supervisors carry out a performance assessment of each employee to determine the skills they need. Thirdly, supervisors and the HR team design appropriate development workshops for those who need to build their skills and capabilities. Fourthly, for employees, who meet or exceed job performance, the leaders plan activities for them to move to the next level.

**Follower’s (FL5) Background**

**FL5** is a Program Quality Coordinator. She has been a school teacher for six years, a translator for three years, a Freelance Translator for three months, and a Finance Assistant for six months. She joined NGO3 because of her interest in working for an INGO. She is responsible for two main tasks: Capacity building, and assessment of Non-Profit organisations with whom NGO3 partners. Her job includes mentoring partner INGO teams to develop human resources, team work, organisational charts, and HR system. She holds many trainings sessions to support partners on topics such as, communication, time management, code of conduct, child protection, and employee-based
solutions. She draws on three key skills for her work: communication, facilitation, and conflict resolution skills. She notes that: “When people surrounding me feel that their problems are solved, and they succeed, this means my work facilitates people to work better”. She prides herself on building peace in the office and creating a pleasant working environment. “I am the type of person who is curious to learn more and is passionate to develop myself to be a more qualified INGO staff member”. Her curiosity and passion support her ability to work and handle many important tasks in this INGO3.

**Follower’s (FL6) Background**

**FL6** is the Head of Operations at NGO3. His background was in the finance area for more than 10 years working for a number of other INGOs in Laos. He gained his finance and administration skills while working for the International Relief and Development Fund and, in 2011, joined NGO3 as a Finance Manager. After two years, he was promoted to Head of the Vientiane Office and, two years later, started his current position. His position involves two main activities: 1) Human Resource Management where he puts most of his effort to effectively manage and motivate people and creating a pleasant working environment, 2) focussing on the effectiveness of the organisation and the quality of work performance of employees. He considers himself a good listener and good at providing advice and counselling. He also states, “I am always open for 360-degree feedback so that I can learn more from other people (widen perspectives, improve areas, and get better employee participation”. FL6 enjoys encouraging people to be involved in decision-making, and is good at assimilating into new work environments, which he considers a key strength.

**4.1.4 INGO4**

**Background**

INGO4 has been in Laos since 1989 when it first conducted a project on the rare forest-dwelling ox. In 1997 its operation permits to implement project activities partnered with the United Nation Development Programme (UNDP) was granted by the Laos government. Later, in 2001, the local office in Vientiane Capital was established and was granted representation office status by the government of Laos in 2008. Located in the central part of Laos (Bolikhamxay and Khammuan provinces), Southern part (Champassak, Attapeu, Sekong and Saravan provinces), and northern part (Xayabouly Province), its main mission is to save the natural environment and develop future communities in which Laotian people can live in harmony with the nature. The main source of
funding for INGO4 in Laos is from its headquarters in Switzerland, which in turn, gets its funding from corporations (8%), governments (19%), bequests and individual contributions (55%). INGO4 also has external funding from the Swiss Agency for Development and Cooperation (SDC) to work on projects supporting communities and forests in Laos.

**Organisational structure**

The organisational structure is similar to other INGOS in Laos. It is led by a Country Director, with a second tier comprised of the Conservation Director, HR/Admin Manager, Finance Manager, Communication Manager, IT Manager and Program Manager. It has a flat structure in which project officers report to their line supervisors. It has about 40 employees working in Laos. Most employees enthusiastically work on various environmental issues such as species protection, forest governance, freshwater conservation and natural resource management.

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**Leader’s LD4 Background**

*LD4*, the Country Director, received a Master’s degree in Forestry from Germany, and has lectured in the field for 15 years. He has worked for INGO4 as Project Manager since 2004 and, because of his specialisation, was appointed Country Director in 2011. His key responsibility is to preserve nature and wildlife, reduce wildlife trading, increase tree planting, and protect fresh water resources. He has an ability to analyse situations to adapt solutions for Laos, and claims, “I have the
ability to manage my team members to successfully implement the project”. Because of his strength in Human Resource management, he is leading many achievement projects for this INGO.

Opportunities and challenges

LD4’s main challenge is limited funding for projects as, in the coming years, NGO4 will expand to cover more locations throughout Laos. Further to insufficient funds, the policy and law of Lao Government is very constraining and time-consuming. He emphasised: “It will not be solved because we can’t interfere the government’s policy”. LD4 added, however, that, I have found opportunities to upgrade our office to be a national office.

HR strategies

LD4 stressed the organisation is fortunate to have employees with high levels of relevant knowledge with excellent communication skills. To develop skills and keep abreast of the changing world, employees are encouraged to attend at least two workshops each year. As LD4 explained, “Employees will set out in their performance management plan at the beginning of the year which skills they need to improve on”. This, one of the HR strategies implemented by INGO4, is effective because the senior management team evaluates employees work performance and provides appropriate support based on their needs. LD4 claims that with new knowledge and skills, employees will improve their performance.

Follower’s (FL7) Background

FL7 is a Conservation Director, with a master’s degree in history and global economics, who has worked in Laos for six years. Previously he worked in a livelihood’s diversity programme and, prior to that, was involved with Care International. FL7 reflecting on his past jobs said, “My personal goal since I was a new graduate was to work with INGOs. My first work was to help the victims in Attapue and Sekong with a French company Nam Theun 2 for a while but realized that I this work did not interested me. So, I applied to work with INGO4 as I believed that it is a power organisation which has many offices worldwide”. He has always wanted to work with INGO4 as he believed that it will bring him good opportunities to develop his career and contribute to the Lao community. In NGO4 he is responsible for coordinating with partners and project team members, as well as overseeing all project management including HR and finance. He considers his strengths include hard-working, good listening, coaching, management and communication.
**Follower’s (FL8) Background**

*FL8* is a Project Manager for INGO4 who used to work for the government, but then moved into the INGO sector. From 2001 to 2005, and since 2009, has worked for INGO4 as a Project Manager. She states that, “Since joining this organisation, I started to handle conservation tasks which is considered a new and completely different area from my 10 year-working experience in the Ministry of Agriculture and Forest. However, even though it is different, it is still similar to some ways. For new tasks that I have never worked on, this is a good opportunity to learn more from doing it in this organisation”. During her time with NGO4, she has worked in many areas such as administration and field projects. She now oversees a rattan project and is responsible for human resources, financial matters, and reports to donors. She considers herself a committed person, who likes to get tasks completed productively.

**4.2 Chapter Summary**

This chapter introduced the importance of the INGO sector to Lao society. Then, each of the four INGO case study organisations were sketched out to provide an overview, which included outlining the INGO’s respective backgrounds, structures and HR strategies. The INGO leader and follower participants were introduced, focusing on their career backgrounds, their key strengths and what the leaders perceived to be opportunities and challenges.
Table 4-1: Summary of INGO cases

<table>
<thead>
<tr>
<th></th>
<th>INGO1</th>
<th>INGO2</th>
<th>INGO3</th>
<th>INGO4</th>
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<tr>
<td>Year started</td>
<td>1987</td>
<td>2010</td>
<td>1994</td>
<td>1989</td>
</tr>
<tr>
<td>FTEs</td>
<td>179</td>
<td>67</td>
<td>98</td>
<td>40</td>
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<tr>
<td>Area of focus</td>
<td>- Education - Primary health care - Disaster Risk Reduction - Child protection - Child governance - Education - Rights of Children - Nutrition of mothers - Clean water - Education and disability sectors - Unexploded Ordnance - Natural environment - better community</td>
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<tr>
<td>HR Strategies</td>
<td>- English language proficiency - Project management skill - Hard work - Motivation - Support autonomy (Freedom to work on their own) - Communication - Flexibility - Adaptability - Clear organisational goal - Performance assessment - Provide the right staff development - Capacity building by providing workshops</td>
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<tr>
<td>Opportunities</td>
<td>- More projects in other locations - Availability of funds- more beneficiaries will be reached - Develop emergency proposal - Expand projects to more location</td>
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<tr>
<td>Challenges</td>
<td>- Time consuming in getting MOU - Limited qualified staff - High competition (fund requesting) - Time consuming in getting MOU - Personnel structure in Government always changing - High competition (fund requesting) - Late report submission to donors - Qualified staff -Communication between its offices -Personality conflict within team members - Limited funds - Government Policy</td>
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Chapter 5: Approaches to Leadership and Organisational Citizenship Behaviours

5.1 Introduction

In the preceding chapter, the four INGO case study organisations were introduced as well as the backgrounds of twelve participants. This chapter first describes the interview, observational and secondary analysed data elicited by the research questions. The findings are then discussed with conclusions drawn from the analyses reported in the final part of the chapter.

Key findings to research questions

This section presents the key findings at the INGO and individual levels for each of the research questions.

5.1.1 The leadership approaches employed by the INGO leaders

Data gathered in response to the first research question is reported here, namely: What leadership approaches do INGO leaders employ? The findings suggest that, while 90% of the participants could not identify the leadership styles employed by the four INGO leaders, they were able to describe a range of behaviours and practices employed by their leaders, which could be compared with leadership approaches from the literature. The findings revealed that the leaders demonstrated leadership styles, which could be classified into the four main leadership approaches: (1) participative leadership (Path-goal approach); (2) directing and delegating (Situational approach); (3) authoritative compliance and middle of the road management (Behavioural approach); and (4) Individualised consideration (transformational leadership).

Theme 1: Path-goal approach

Three leaders demonstrated the path-goal leadership approach through assisting followers achieve their goals. They always spent time with each employee to set their goals, and then guided, coached and supported them to ensure that each employee’s needs were met so that they could achieve their goals.

*My leader always creates goals with me in the Performance Management Plan (PMP). Then, he guides me to walk through the PMP and gives constructive feedback as well, asking what I need. He always gives me the time to talk when needed - close communication, support,*
and recommendations. He often gives a clear reason to every decision he makes, so it makes me feel comfortable to work with his full understanding (FL5).

**Sub-theme 1.1: Participative leadership**

Participative leadership was demonstrated also by these three leaders as they worked closely with their employees, planning and engaging with their employees’ ideas. Their comments, ideas, and feedback were referred to subsequently when leaders made decisions; that is, these leaders adopted a participatory approach to enable employees to engage openly in, and contribute to, decision making.

*I like joint leadership (cooperative leadership), as I want to work in a team that contributes to decisions directly (LD1, LD3).*

*The way my leader leads, is he gives me the freedom to think and come up with my own ideas, and then, consult with him. This means he assigns me work, then I propose what I think, and we consult and come to an agreement, then I proceed with my work (FL6).*

**Theme 2: Situational approach**

One leader affirmed that his Leadership is situational dependent. He emphasized that adaptability was his key strength, as it helped him adjust to, and best manage, each specific situation.

*I use situational leadership approach because I am good at adapting. It’s needed to lead expatriate (western culture) and Lao people. I am good at using the appropriate leadership style to each specific group of people. This is because they have their own culture, needs and personality traits. For Example, 10 people have 10 different personalities. So, the way I communicate and work with each staff is completely different (LD4).*

**Sub-theme 2.1: Directing style**

In addition, this leader claimed that, depending on the situation, he likes to provide guidance and suggestions, including feasible alternatives, to employees for them to complete their tasks successfully and independently.

*I like to guide people, I help with technical areas, but I won’t give solution rather just options. So, they need to decide what is suitable for them. They need to select an appropriate solution. In that way, employees can challenge their own ideas. But, if they fall behind, I am there to support them, I am here to hold them, but I am not in front of them (LD1).*

**Sub-theme 2.2: Delegating style**

At other times two other INGO leaders adopted a delegating style of leadership. These leaders assigned work to staff and gave them the freedom to complete the work on their own and how they
saw fit, trusting in their employee’s capacity to undertake the work properly. In delegating tasks, however, these leaders provided little support and consultation to staff who have difficulties completing their tasks.

*I am open minded person. I don’t order employee to do things, but what I do is to ask employees to come up with their own plan, work or creativity first. Then, I will have a look at it and have it reviewed by suggesting or giving feedback. In other words, I give them full authority to do their work (LD2).*

*My leader gives me full authority to do my work. This is because he trusts in what I do and also has an open door for me to consult with him every time. I can say that the way he leads is just to delegate work to me and be there to support me if I need help (FL1, FL7).*

**Theme 3: Behavioural approach**

The behavioural approach using authoritative compliance and middle of the road management was used by two leaders.

**Sub-theme 3.1: Authority-compliance management**

These leaders focused only on the tasks to get the work completed. They did not pay attention to their employees’ concerns or needs.

*When I am in office, I need to only think about the office. I am only task-oriented because I have time constraints (LD3).*

*My leader focuses on task-oriented not people-oriented which means that he can get the work done and not winning employee’s satisfaction (FL2).*

**Sub-theme 3.2: Middle-of-the-road management**

One leader at times used a middle-of-the-road management style. He focused on both his employee’s needs and work outcomes as he considered that both were equally important. He paid attention to maintaining employee’s satisfaction and, at the same time, getting the job done.

*My Country Director oversees the big picture of the whole organisation. This means that he will monitor how I deal with my project and will be there to support me if needed. He focuses 50% of people and 50% of production (FL8).*

**Theme 4: Transformational leadership**

Four leaders were identified practicing a transformational leadership style using “individualised consideration”. These leaders constantly evaluate whether employees need additional skills to improve. Then, they arrange suitable trainings and workshops matched to each employee’s level skill and development.
The way my leaders lead is based on the plan we have set. My leaders evaluate whether
during a year, other employees including myself need additional training or not. They are
happy to support us by providing career development. They also give suggestions and guide
us toward a preferred direction they want us to go (FL1, FL2, FL3, FL4, FL5, FL6, FL7, FL8)

5.1.2 The extent that transformational leadership is demonstrated

All four leaders at times demonstrated transformational leadership through four characteristics,
namely: influencing or charisma, inspiring motivation, stimulating abilities, and coaching/supporting
employees.

Sub-theme one: Influencing or charisma

All four leaders shared their goals and expectations by conducting orientation or induction
programmes with new employees. The leaders explained their vision and goals explicitly by having
meetings with employees, at least monthly, to ensure they feel able to approach them with any
queries about their tasks. Eight followers confirmed that their leaders shared their vision, strategic
plans and expectations through regular meetings, clearly articulating their vision, mission and
expectations.

In my organisation, each department have their own goals and plan so that they know what
they are doing and what they are trying to achieve. Lao employees all know the goals and
expectations of the organisation. I organize a meeting with my team members to share our
strategy and plan quiet often, so we are all on the same page. In addition, for new joiners, I
also do orientation for them to let them know the goals and expectations of the organisation
(LD1, LD2, LD3, LD4).

Not only does my leader share their goals and expectations, but the organisation also has a
clear 5-year strategy. And when they have new policies, leaders absolutely share it with all
employees in the office (FL1, FL2, FL3, FL4, FL5, FL6, FL7, FL8)

Sub-theme two: Inspiring motivation

Three leaders used two main approaches to motivate their employees: Encouraging employee to
have good planning skills; and inspiring employees to be proactive or do things on their own. Three
followers reported that their leaders exhibited transformational leadership in different ways. Two
respondents reported that their leaders gave them freedom to make decisions and to do things on
their own, while others said that leaders gave inspirational speeches, which motivated employees
to go beyond business as usual.

I encourage employees to have a planning skill so that they get their work done. Then, I
guide, assist and sit to discuss where they are at. Then, I can provide the right support (LD1,
LD2).
I encourage them to be more proactive by giving full authority (to make decisions). I support staff to be more creative and show diversity (diverse ideas) so that they won’t be afraid to make mistakes. Once they make mistake, they can learn from that (LD4).

My leader gives me full authority to make decisions on my own and he tries to set a big goal so that I will keep motivated myself to work more in order to achieve that goal (FL2, FL8).

My leader influences me to accomplish work by giving me a motivational speech like trying to encourage me to have more passion to work for the community and environment (FL7).

**Sub-theme three: Stimulating abilities**

Four leaders held meetings, ranging from weekly to monthly, to elicit feedback from employees, and to encourage employees to contribute their diverse ideas. These meetings allowed employees to be more creative, have confidence to share their ideas and develop problem solving skills. Eight followers reported that their leaders organised workshops and meetings to allow them to share their thoughts regarding work, and even confront and resolve personal issues. These meetings helped employees to gain greater understanding of tasks and openly explore solutions to problems.

_We have monthly meetings. We also have Senior Management Team meetings where I have the chance to receive more diverse feedback from relevant team members (LD1, LD2)._ 

_Meetings are conducted once a month for feedback from the team. And when there is a new updated policy, strategy from government and our organisation, the leader will hold a meeting to get all employees involved. This is an appropriate time for leaders to encourage staff to provide feedback as well as raise issues or challenges to the meeting (FL1, FL2, FL3, FL4, FL7, FL8)._ 

**Sub-theme four: Coaching/Supporting employees**

The leaders placed great emphasis on followers’ needs (individualised consideration), with all four leaders stating that coaching and mentoring is important for their employees to grow. The eight followers confirmed that their leaders often conducted coaching sessions in the workplace which helped them increase their confidence in handling their assigned tasks.

_As a team leader, you need to create the opportunity for your team members to come to you to ask open-questions (Why, what, why not). This is to open up the relationship and track their progress and try to understand where their gaps and challenging are. More importantly, in a long term, by having close coaching from leaders, they can learn to grow and work on their own. However, if we don’t do coaching, it affects the organisational plan and it will reduce the ability for employee to perform well in their roles (LD1, LD2, LD3, LD4)._
Coaching is considered an important factor in the workplace and it is implemented quite often between me and my leader. I found it important because we get to talk and consult on every challenging part of our assigned task (FL1, FL2, FL3, FL4, FL6, FL7).

Leaders help me clarify my misunderstandings and suggest a feasible solution to me to overcome those issues (FL8).

All twelve participants not only referred to ‘coaching and mentoring sessions’, but to the transformational leadership which was demonstrated through a supportive workplace climate. The four leaders said they recognised the importance a supportive climate in the office to satisfy followers’ needs and retain good employees to achieve the organisation’s goals. Eight followers agreed that their leaders supported them, consistently listening to their needs and difficulties.

*Having a supportive workplace can retain good employees. Once they are happy with a pleasant working environment where there is a supportive climate and learning environment, they will be willing to stay with the organisation for a longer time. They will be more comfortable to work, make decisions and discuss the main challenges with leaders (LD1, LD2, LD3, LD4).*

*My organisation has a supportive environment as my leader always leave his door open for all employees who need to consult or ask for more clarification for and unclear work. My leader never ignores my emails and emergency leave requests. For example, when I have a family emergency and need to take a day-off, my leader is there to listen and be flexible to let me take leave even though we have urgent work to handle. My leaders prioritize on listening to everyone’s needs (FL1, FL2, FL3, FL4, FL5, FL6, FL7, FL8).*

5.1.3 Factors that hinder transformational leadership

The factors that hinder transformational leadership are categorized into two emergent themes: Employee’s personality and organisational factors. One leader, however, was not comfortable to talk about this particular question.

**Theme one: Employee’s personality**

Four participants identified the key factors that hindered transformational leadership as: Employees who are afraid to do things or make a mistake; employees who do not have a willingness to change or transform; employees who have a fixed-mindset (afraid to change); and employees who lack the ability or knowledge to transform.

*Employee who are not open-minded and those who avoid conflict and those who are afraid to make mistakes can cause an obstacle for organisation to change (LD3, FL7), especially employees who have insufficient knowledge to change or transform (FL8).*
Theme two: Organisational factors

Nine out of the twelve respondents reported many factors within their own organisation that hindered the adoption of transformational leadership, such organisational policies, organisations that are not fair or unjust in terms of how staff benefits are applied, and organisations without a supportive culture. Limited funding or the lack of financial resources was also seen to hinder transformational leadership.

The funds are reduced, and the policy is changed. This affects employees in terms of benefits. Job satisfaction declines, and employees are not willing to make any change in the organisation. They just keep working as they used to. No motivation to do or come up with anything new (LD1, LD2, LD4).

If we want to invest in people, we cannot do it due to insufficient fund. Thus, a limited budget cannot produce change in the organisation (FL1, FL4, FL6, FL7).

No justice or fairness from our organisation, no fair pay, and an unsupportive working environment will make employees less motivated (FL2, FL8).

5.1.4 The practice of organisational citizenship behaviour

All participants are asked to explain how they demonstrated organisational citizenship behaviour in their workplace. The findings show that the employees exhibited OCB in three main ways: volunteering, conscientiousness and civic virtue.

Theme one: Volunteering

Half the participants volunteered to do extra work to help colleagues complete their task even though they were busy or unavailable. Such practice is one of the five dimensions of OCB, which can be construed as altruism.

My finance Manager dropped his work to come help me build the budget in the proposal even though he seemed to have a lot of work to do. He didn’t say no, he volunteers to do what I have requested. To me, from his behaviour, I consider that he has a voluntary commitment. People come to work for an INGO, because they have big heart. They contribute to the greater good of society (LD1, LD2, LD3).

I am willing to do extra work for others as well as help handle colleagues’ tasks. I am also happy to share what I know with other employees in the office (FL1, FL2, FL4).

Theme two: Conscientiousness

As well as altruism, five of the twelve participants (41.66 %) stated that they go beyond their job descriptions and office requirements by working more than their office hours without pay, including
helping to clean up the office. This implies that ‘conscientiousness’ is another of the dimensions of organisational citizenship behaviour.

I consider that my employees exhibit OCB because they always work beyond office hours in the weekend (LD4).

I come and work in the weekend when the office is closed (FL3, FL6, FL8). What I do is to help recycling in office, avoid using plastics or help clean the library and re-decorate new office (FL7).

Theme three: Civic virtue

One participant (8.33%) reported that he participated in outside events. By doing this, he practiced “civic virtue”, another dimension of OCB.

I always attend the sport event organized by the supplier, even though it is not within work hours. I decided to join because I think that it might help maintain the relationship between my organisation and this supplier (FL5).

5.1.5 Factors influencing organisational citizenship behaviour

The findings suggest that there are four factors which may have a positive impact on good citizenship behaviours. These are: a reward system, the work environment, supportive leaders, and communication.

Theme one: Reward system

Eight participants that being rewarded through verbal recognition or a letter of appreciation are motivational factors which strongly inspire them to exercise more OCB in their organisations. The following demonstrates this point:

I think being recognized for going above and beyond is important. I should go down and thank my staff face to face for submitting budget to me so quickly. I should let his supervisor know that he works beyond what I have assigned him (LD3).

The organisation should recognize or appreciate the work and performance of employees when they volunteer to do extra work (LD1, LD2).

Rewarding – a small gift, letter of appreciation or recognition from leaders/supervisors can motivate employee to do more voluntary work (FL1, FL2, FL4, FL5, FL6).
**Theme two: Work environment**

Three participants reported that if employees have a friendly and supportive work environment where they can work without frustration or anxiety, their OCB will increase. Employees motivation to work to their maximum effort increases if they do not have to worry about making a mistake.

*If I have no stress from work, I am happy to volunteer to do extra work besides my job. In addition, I will do more voluntary actions if my office supports me by giving full authority to make decisions and being there to support me when I have difficulties (FL7, FL8).*

**Theme three: Supportive leaders**

Three participants explained that leaders who supported them to help or assist other colleagues, voluntarily, motivated them to go beyond ‘business as usual’. These participants said they do not want to support other colleagues if their leaders were not supportive of them.

*Only if leaders are supportive, are we happy to do additional work for the organisation even though we get no reward (FL3, FL4, FL5).*

**Theme four: Communication**

Two leaders perceived that good communication skills were an important factor to encourage their employees to exhibit good citizenship behaviour. Simply put, two leaders stated that if employees can receive clear messages or information about the benefits of carrying out voluntary tasks, it will eventually encourage good OCB.

*The organisation should communicate clearly about the outcome of doing voluntary commitment work to employees so that it enables them to exhibit more good citizenship behaviour (LD1, LD2)*
5.2 Summary of findings

Table 5-1 summarises the main findings to the five research questions.

Table 5-1: Summary of findings

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<thead>
<tr>
<th>Research question</th>
<th>Theme</th>
<th>Sub-theme</th>
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<tbody>
<tr>
<td>Leadership approaches employed</td>
<td>Path-goal approach</td>
<td>Participative style</td>
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<td>Situational approach</td>
<td>Directing style</td>
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<td>Behavioural approach</td>
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<td>Middle-of-the-road management</td>
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<td>Demonstrations of transformational leadership</td>
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<td>Individualised consideration</td>
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<td>Coaching/supporting employees</td>
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<td>Constraints on transformational leadership</td>
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<td>Communication</td>
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The findings of each research question will be discussed in the next section.

5.3 Discussion and re-examining the research questions

This section interrogates the findings in relation to previous theory (see chapter 2) and the research questions set out in chapter one.

5.3.1 The leadership approaches employed by INGO leaders

This section focuses on the first research question: What leadership approaches do INGO leaders employ? The results suggest that most leaders (Country Directors) demonstrate four styles of leadership: Path-goal theory (participative leadership); Situational approach (directing and
delegating style); Behavioural approach (authority compliance, middle of the road management); and Transformational leadership.

**Path-goal approach**

Yukl (2002) claimed that path-goal theory comprises four different behaviours that leaders adopt when it comes to leading employees. This research identified that a path-goal theory approach, especially supportive leadership, was practiced in the INGOs and, similarly, included directive, supportive, participative and achievement-oriented leadership. Supportive leaders in this study reported that they co-created goals with their employees, giving them constructive feedback and asking their subordinates what they needed. They gave employees time when needed, supported them, and provided suggestions. They also gave clear and transparent reasons for their decisions so that employees were comfortable with decisions. These leaders clearly articulated, or defined, the goals or objectives, and clarified how to accomplish those goals, which demonstrated further the path-goal approach identified by (Yukl, 2002). There was evidence, too that these leaders had the capability to remove obstacles which might prevent subordinates from attaining their goals and objectives, which is consistent with this style of leadership as noted by Northouse (2016).

The findings also show, through leaders’ high concern to engage employees’ ideas in the decision-making process, that they used participative leadership, which is consistent with DuBrin, Dalglish & Miller (2006). One respondent reported that, when her leader assigns work, he consults with her closely to agree what has to be done before implementation. This supports the claim by Newman et al., (2016) that participative leaders consult with their followers to achieve consensus in decision making and invite employees to be responsible tasks in the workplace.

The INGO leaders, when they assigned work, also gave their subordinates time to think and share their thoughts on how to get the task done. This suggests that these leaders see the importance of employees’ participation and engagement, and of considering their perspectives and way of working, which are aspects of participative leadership in which leaders take employees’ opinions into account. Likewise, Caughron and Mumford (2012) claimed that participative leadership refers to a style in which leaders share power with followers giving them the right to make decisions, participate by sharing their perspective during discussions, and actively engage in solving the problems in the organisation.
**Situational approach**

Another leadership style that INGOs leaders used was the situational approach, which enables leaders to adapt to the environmental situation as well as manage culturally diverse people better. Such leaders adapt their leadership style, whether task-oriented or relationship oriented, to suit different situations, teams or individual employees. Zehndorfer (2013) argues that situational leadership is dependent on each employee’s level of development. Thompson and Glasø (2018), emphasise, further, that it is essential for leaders to treat each employee in a different way, with leaders focusing on providing opportunities for each employee to develop further their skills and improve their confidence. The main tenet of situational leadership is that leaders must choose appropriately among four styles such as directing, coaching, supporting or delegating based on different situations and an individual employee’s skill level. INGO leaders, however, reported only using directing and delegating when it came to lead their project officers.

In this study situational leaders used a directing style, similar to that reported by Lerstrom (2008), in that they focused mainly on providing specific directions or instructions on how to accomplish the task and closely monitored the tasks. All the leaders, however, said they usually delegated duties to give employees the opportunity to work on their own with little support. Daft (1999) and Daft & Pirola-Merlo, (2009) also found that leaders with a delegating style provide little support and direction to followers as they prefer to allow their followers to have full authority as to how a task is completed. Responsibility for the task means that the employee decides on the design of a task limits how to carry out their work.

**Behavioural approach**

The study identified that INGO leaders at times also adopt a behavioural approach to leadership. The behavioural approach emphasises task and relationship behaviours: Task behaviours refer to goal accomplishment through which leaders help followers achieve their goals; Relationship behaviours leaders focus on their follower’s feelings and needs (DuBrin et al., 2006). INGO leaders practiced two out of the five behaviour leadership styles. These consist of authority-compliance, country-club, impoverishment, middle-of-the road, and team management. Two INGO leaders only focused on output and not on their employees’ satisfaction, which suggests they apply concept authority-compliance management. Daft (2018) and Lussier & Achua (2013) argue that leaders who use authority-compliance are those who place high concern on production or output and tend to
ignore their employees’ feelings and safety; they appear to consider employees only as a tool to get the job done. In addition, Taucean, Tamasila, & Negru-Strauti (2016) assert that leaders using this leadership style follow organisational rules and policies strictly, utilizing punishment as a tool to coerce or motivate employees to get tasks completed.

The other two leaders employed a middle-of-the-road management style, in that they monitor work to determine progress but also provide support whenever needed. Roe (2014) found that leaders who adopt a middle-of-the-road management are good at compromising by being concerned equally for the task and for the people. These leaders get tasks completed while maintaining a good relationship with their employees (Roe, 2014).

**Transformational leadership**

The final leadership style employed by the leaders in this study is transformational leadership. Leaders using this style focus on developing their employees’ careers and personal goals. According to Bottomley et al., (2016), leaders who use transformational leadership as part of their leadership style pay special attention to employees’ needs as well as their career development. From another perspective, Bass and Riggio (2006) found that leaders provide tasks that provide opportunities for followers to develop their knowledge and skills. INGO leaders closely monitored and evaluated employee job performance so that they could provide appropriate professional development, such as a workshop or training.

**5.3.2 Evidence of transformational leadership by INGO leaders**

The second research question asked: How is transformational leadership, or not, demonstrated in INGOs? The research suggests that all leaders engaged in the four transformational leadership behaviours, including: influencing or charisma, inspiring motivation, stimulating abilities and coaching/supporting.

**Influencing or Charisma**

All four leaders in the interview pointed out that they often hold a meeting in the workplace so that all team members have an explicit understanding of the organisational goals, plans and strategy. New recruits have an orientation to understand the goals and expectations of the organisation and to know what they are doing and where they can go in the future. INGO leaders in this study, appear to be aware of the importance of sharing the vision, mission, and goals of the organisation with the
entire team. These findings confirm the stance of DuBrin and Dalglish (2003) who state that a leader who exhibits idealised influence earns the confidence, loyalty, faith and trust of the employees through articulating a clear vision and a sense of mission of the organisation. Furthermore, Khan and Ismail (2017) note that leaders who exhibit great idealized influence and focus on the values and beliefs of employees, give their subordinates a sense of purpose and a concern for ethical conduct in decision making; thus, they encourage followers to focus on the collective mission of the organisation.

The INGOs leaders, however, only demonstrated idealized influence or charisma to some extent as they only communicated the vision and mission of the organisation. It is essential that leaders focus on other behaviours also, such as being a role model for followers and engaging in ethical and moral conduct when interacting with followers. Khan and Ismail (2017) suggest that leaders who exhibit charisma act as role models and so that leaders gain trust and respect from their team members to make good judgements for the organisation. While leaders with charisma or idealised influence are risk-takers, their actions are focused explicitly on acting ethically, meaning they always do the right thing. Bass and Riggio (2006) posit that leaders with idealised influence behaviours are likely to be trusted, admired, and respected by their employees because they are determined, persistent and skilful.

**Inspiring motivation**

Inspirational motivation is another behaviour of transformational leaders identified by INGO leaders. Three leaders undertook two key activities: Freedom of choice to followers to work on their own; motivational communication to inspire employees to higher expectations and achieve their goals. Leaders allow employees autonomy to work within their own limits, not being afraid of making mistakes but seeing mistakes as an opportunity to learn and to encourage employees to find creative solutions to problem solving. These behaviours are consistent with Dubrin’s (2013) assertion that if leaders empower followers by giving them an opportunity to work on their own, and to make their own decisions to fit with their tasks, it can lead to high levels of motivation. Simply stated, when employees can work independently, with support from leaders when needed, they will be highly motivated and more likely to expend effort to achieve the organisational goals. Moreover, leaders using inspirational motivation can influence employees positively to make an organisation more effective through greater team spirit and optimism (Joo & Nimon, 2014).
Some leaders give motivational speeches to keep employees motivated. These leaders not only encourage them with positive speech, or inspirational talk, but also suggest they set a big goal, motivating them to work towards achieving it. Mahalinga, Shiva and Roy (2008) also reported that leaders with inspirational motivation behaviour ensured that their subordinate’s work was meaningful and challenging. Motivating leaders often talk about future goals with followers and, at the same time, give a clear meaning to each task. Such behaviours can assist employees positively to go beyond their own self-interest. Northouse (2016) also explains that leaders using inspirational motivation share their high expectations with subordinates, communicating clearly to motivate them to become committed to the organisation’s vision. Zehndorfer (2013) similarly posited that leaders exhibiting such behaviour can encourage their followers to be more committed to putting the organisational goals before their own interests.

**Stimulating abilities**

Intellectual stimulation refers to a behaviour which INGO leaders use to motivate their followers to apply their creativity, innovative ideas and problem-solving skills to handle any issue or challenge. In this process, followers are encouraged to challenge their own assumptions and to enhance the level of their intellectual ability (Northouse, 2016). Robinson and Boies (2016) claim that intellectual stimulation occurs when leaders challenge their subordinates to think and come up with different ways to handle the problems in the workplace. Day and Antonakis (2012) suggest that leaders using intellectual stimulation behaviour encourage their followers to seek achievable ways to enhance their current job performance. These behaviours can have a positive impact on followers’ ability, especially the ability to think ‘outside the box’ and create new approaches to solve issues in the organisation. INGO leaders reported using other activities to increase followers’ intellectual ability. For example, in all four organisations, leaders often organize meetings for all employees to share their diverse ideas and receive feedback. Employees saw these meetings as a great opportunity to be more creative with their ideas and to improve their problem-solving skills. As Irshad and Hashmi (2014) noted, as well as such meetings, employees can widen their perspectives by listening to their leader and managers discuss interesting topics related to current issues.

**Coaching/Supporting employees**

All the INGO leaders reported that they used coaching and supporting processes and displayed individualised consideration in coaching sessions for employees and by creating a supportive working environment. The leaders provide coaching for their employees as gives them a chance to
consult with them and give constructive suggestions to help them grow professionally and perform better. Humphrey (2014) also stated that this type of leader focuses on being a coach with the primary purpose to enhance the professional development and the achievement of employees. Such leaders, he adds, tend to acknowledge that each employee has their own individual personal needs and abilities. Bottomley et al., (2016) claim that coaching is an important behaviour, through which leaders pay careful personal attention to the personal needs and professional development of employees. Kim (2012) suggests that leaders act as a mentor and supporter for employees by providing useful suggestions and comments, with each employee given the same amount of special attention.

Followers confirmed that they regard coaching sessions the most important element in their organisation, noting it occurs with their leaders quite often. It is important to their jobs, they said, as it gives them a great chance to consult with their leader about any struggles in overcoming problems and accomplishing tasks. Bass and Riggio (2006) also observed that leaders with individualized consideration assign work to their employees to provide them room to develop themselves as leaders, while monitoring their performance in case support is needed.

INGO leaders said they pay close attention to creating a friendly and open-door working environment in which employees feel that they are receive close attention and experience support from their leader. Such pleasant workplaces retain employees because they can talk freely and discuss their challenges with a leader who has their interests at heart. As Northouse (2016) argues, leaders, who value individualised consideration, provide a supportive working atmosphere in which they have valuable one-on-one private coaching sessions, and carefully listen to each followers’ needs. Consequently, employees in the four INGOs, all appeared to be motivated to achieve higher performance because their personal needs were met by their leaders through coaching and a supportive workplace climate.

5.3.3 The key factors that hinder transformational leadership

The preceding discussion of research question two shows that INGO leaders were transformational leaders by demonstrating through the four main behaviours. It was noted, however, that a transformational leadership was not consistent, possible because of factors which hinder this style of leadership. The third research question is discussed is discussed in this section, that is: What are the key factors that hinder transformational leadership in INGOs? Two fundamental factors appear
to impede transformational leadership in the INGOs: The personality of employees and the organisational factors (see Table 5-2).

Table 5-2: Two key factors impeding transformational leadership

<table>
<thead>
<tr>
<th>THE FACTORS PREVENTING INGO FROM ADOPTING TRANSFORMATIONAL LEADERSHIP</th>
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<tr>
<td><strong>EMPLOYEE’S PERSONALITY:</strong></td>
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<tr>
<td>- Fixed-mindset personality (unwilling to change)</td>
</tr>
<tr>
<td>- Conflict-avoidance behaviour</td>
</tr>
<tr>
<td>- Too afraid of making mistakes</td>
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<tr>
<td>- Low competency and knowledge</td>
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No literature could be found to support or refute these two factors, however, it would appear that an employee who refuses to accept an organisation’s vision, mission, and goals due to a fixed-mindset, and is unwilling to accept new ways of doing things or to transform can undermine their leaders. Followers with a fixed-mindset, are likely to believe that what they do is sufficient and so are unwilling to make a change, or to transform, in the workplace. This makes it challenging for leaders to suggest them to try a new approach, such as solving problems in different ways. Furthermore, co-workers who wish to avoid a conflict, and employees who are afraid to make mistakes may be anxious about transforming their work practices, or reluctant to propose new ideas or new working approaches to their group, preferring to remain in their comfort zone. Lastly, employees with low ability and knowledge make it challenging for leaders to change or transform the organisation.

Organisational factors relate to policy, financial resources, fairness and working environment, and can inhibit leaders in exercising transformational leadership. Frequently changing organisational policy can directly affect employees’ feelings about their working situation and benefits. When employees are unsatisfied with the organisation’s structure and policy, it can make them unwilling to contribute or adapt to change for the organisation. Consequently, it will be challenging for leaders to transform them as they are likely to resist. At the same time, if there are limited financial resources, it will be difficult for leaders to empower their followers and to support change, for example, funding to organize and resource a workshop or training. Thus, insufficient funds, is a
further constraint on leaders to make transformational changes. Unfairness and an unsupportive workplace are considered by the leaders to be other factors which prevent them from adopting a transformational leadership style. If employees perceive that there is unfairness in the workplace, and the working environment is not supportive, their level of motivation is likely to decrease, and may impact on a leader’s ability to inspire employees to be creative, to perform productively and to be committed to organisational goals.

5.3.4 How organisational citizenship behaviour is practiced

The fourth research question asks: How is organisational citizenship behaviour practiced by INGO employees? The findings suggest that OCB is exhibited in all INGOs. According to the work of Organ (1988) as cited in Singh and Singh (2008), organisational citizenship behaviour has five dimensions: altruism, courtesy, civic virtue, conscientiousness and sportsmanship. The findings, however, reveal that employees of the four INGOs displayed only three of the five dimensions of OCB: altruism, conscientiousness and civic virtue.

Altruism

A range of organisational citizenship behaviour appeared to be practiced by employees of the INGOs. Even though employees had a full workload, they reported going beyond their job descriptions voluntarily to assist others. The findings relate to the idea of altruism which Pourgaz et al., (2015) defines as the behaviour that employees perform at work with the aim of helping other co-workers to get their duties done. Employees stated that they were willing to do additional work to help colleagues, and to share their knowledge without being asked to do. Singh and Singh (2008) state that altruism refers to any behaviour or activity performed by employees with the purpose of helping other people. Moreover, these helping behaviours also come in the form of directing or instructing new employees on the use of electronic devices in the office such as computers, fax machine, photocopier, and printers to helping co-workers finish their unfinished work (Omar et al., 2009).

Conscientiousness

Most respondents reported that they work beyond office hours and in the weekend. They believed that they do that for the betterment of their organisation. This practice is linked to the concept of conscientiousness which Khan (2015) defines as behaviour that is optional for employees. The author further adds that by exhibiting conscientiousness, employees go beyond normal
expectations or their job requirements. This study reveals that they do other activities which can also be considered conscientiousness, such as helping with recycling, keeping the library clean, re-decorating their new office in their own time, as well avoiding the use of plastics. As Omar et al., (2009) found, employees with conscientiousness are those who behave as a housekeeper in the office in order to keep the office and workplace tidy and who like to save resources where they can. Using office resources efficiently is a practice that INGO employees often do. The literature, links conscientiousness with one’s personality, or character, and suggest such individuals typically follow organisational rules and policies faithfully and honestly (Singh & Singh, 2008).

Civic Virtue

The third behaviour that INGO employees described they practise is civic virtue. As one respondent asserted, he always attends sport events organized by suppliers, even outside work hours, because he thinks it helps to enhance the relationship between the organisation and suppliers. Pourgaz et al., (2015) and Ariani (2014) support this finding arguing that employees who perform civic virtue undertake volunteer work such as participating in non-organisational activities to enhance the organisation’s image. According to Singh and Singh (2008), people, characterised by civic virtue, are keenly aware of everything that is happening and its potential to impact negatively on their organisation’s image. Khan (2015) also supports this notion that employees with civic virtue behaviour are highly concerned about the image of the company, and so volunteer to attend outside events to enhance their organisation’s reputation. Based on the work of Omar et al., (2009), it can be seen that civic virtue not only consists of any activities or behaviours related to the political process of the company, but also includes activities such as attending meetings and becoming involved in solving organisational issues.

5.3.5 Factors that influence OCB

The last research question asks: What factors influence OCB among employees of INGOs? The findings identify four main factors that appear to encourage INGO staff to demonstrate OCB. They are: reward, working environment, supportive leaders, and communication from leaders.

Reward system

Three leaders place great importance on recognizing their employees for ‘going the extra mile’ or beyond their stated duties. They further reported that leaders in the organisation should acknowledge the job done of employees or, at least, show their appreciation when they volunteer...
to do extra work for the organisation, beyond their actual responsibilities and duties. This might be just a small gift, letter of appreciation, or some other recognition. Robbins and Judge (2015) define employee recognition programmes as “ranging from a spontaneous and private thank-you to widely publicized formal programs in which specific types of behaviour are encouraged and the procedures for attaining recognition are clearly identified” (p.235). This is similar to Peterson and Luthans (2006) who found that recognition was regarded as a formal programme in the organisation such as ‘staff of the month’ given to those staff who performed well. According to Dessler (2014), social recognition refers to the informal acknowledgment given by managers towards their subordinates in the form of praising or appreciating them for having accomplished their jobs.

All participants agreed that rewarding employees can increase their motivation to contribute more to the organisational goals. This perspective is similar to that of Martin (2010) who states that recognition or an expression of appreciation can encourage employees to meet expectations and perform at a higher level. It can be as simple as providing a small reward, so employees can have a sense of appreciation and recognition, and thus are likely to respond appreciatively to the company. Sinnappan and Amulraj (2014) likewise found that rewards and recognition have a positive relationship to organisational citizenship behaviour because employees will have a sense of engaging more with good citizenship behaviour, when they are rewarded and valued by their companies. The more employees engage in OCB, the more the company’s performance is likely to improve, achieving higher profits.

This finding is also consistent with Nikolett and Nawangsarit (2019) who investigated the relationship between the HRM practices (employee staffing, training and development, compensation and reward, and performance appraisal) and OCB. They found OCB considerably increases once employees have a sense of being recognised by the organisation. Alkahtani (2015) and Moideenkutty, Blau, Kumar, and Nalakath (2005) also confirm a positive and considerable relationship between OCB and rewards. Borglum (2013) claims that it doesn’t have to be a financial or monetary reward to inspire people to deliver good performance; it can be as simple as praise or a compliment given by supervisors or line managers. This author also suggests that managers should publicly praise their staff when they have done their job well, whereas negative feedback or comments, should be given privately between managers and staff. Empirical evidence suggests that 50% of staff prefer to be verbally praised and around 40% want to be given written praise (Robescu
According to Rukižienė and Bocharov (2016), to make employees become more motivated, the organisation should praise employees by valuing their work, and accepting their participation and ideas or comments so that it can make them feel that they are a valuable asset of the firm.

Alkahtani (2015) also claims that those who often exhibit altruism (one dimension of OCB), such as helping or assisting colleagues related to work problems, are likely to receive more rewards (promotion and salary increment) from the company than those who rarely engage in OCB. This confirms the earlier study of Moideenkutty, Blau, Kumar, & Nalakath (2005), which had found that employees, exhibiting high levels of good citizenship or OCB, are more likely to receive rewards from their organisations, such as promotion and a salary raise. Similarly, Tufail, Muneer, & Manzoor (2017), suggest that rewards (pay, promotion, job security, work life) and organisational justice are strongly related to OCB.

**Work environment**

Participants also agreed that when there is no stress from their work, the work environment is pleasant, and they are managed by supportive leaders and colleagues, they are happy to volunteer to do extra work, thus demonstrating good citizenship. Turnipseed (1996) also found a positive correlation between work environment and OCB if line managers encourage OCB by developing a positive work environment, involving employees in task decisions, rather than relying on Human Resource processes. If there is severe pressure, however, and the workplace is controlling OCB is likely to be absent. The findings of this study were confirmed by Johri and Vashistha (2015), who argue that a positive working environment helps foster the effectiveness of employee performance. They found that trust among colleagues, and fairness in terms of delegating tasks to employees, appears to enhance the commitment of employees so that will they work effectively.

According to Härtel and Fujimoto (2015), a positive working environment refers to a pleasant context in which every employee feels well-supported by line managers and colleagues and can freely approach team members in the organisation when needed. They believe that employees working in a positive working environment are more likely to think positively which can increase their level of motivation, productivity and their job-satisfaction. A study of Raziq and Maulabakhsh (2015) argued that a positive working environment positively influences job satisfaction of
employees and, by implication, are motivated to contribute knowledge and skills to the organisational goals. The work of George and Brief (1992) as cited in Nohe and Hertel (2017) suggests that employees have a tendency to display their good citizenship behaviour when they have job satisfaction met. For example, employees with a positive mindset are likely to assist others and engage in OCB. Likewise, Pitaloka and Sofia (2014) found that the working atmosphere has a significant impact on job satisfaction and organisational commitment and encourage OCB.

Randhawa and Kaur (2015) who examined the impact of the organisational climate on OCB indicate also suggested that it strongly influences OCB in the workplace. The organisational climate dimensions that influence OCB positively include good support from supervisors, feedback on work performance, clear organisational goals, work autonomy, work pressure, welfare facilities and employee participation. Their findings emphasise that having a positive organisational climate creates good relationships between colleagues and the management teams which motivate employees to perform good citizenship and enhance work performance. The findings of this research study concur that when employees have supported and enjoy pleasant work environment, it provides a positive effect on increasing their motivation and their productivity when it comes to handling their duties, which implies that highly motivated employees will exhibit more OCB at work. This finding is well supported by many pieces of literature that work environment influences on encouraging good citizenship in employees in INGO sectors.

**Supportive leaders**

Three follower participants said that they require good support from their leaders, or line managers, to be motivated to work for others or perform good citizenship behaviours in the workplace without expecting any reward from the organisation. This finding confirms Muller, Maclean, & Biggs (2009) assertion that leaders with a supportive leadership style makes all employees feel that are well supported and so can deliver more effective performance for the organisation. According to Dugan (2017), supportive leaders focus on the personal needs of their subordinates and provide a positive friendly working environment. Daft (2018), likewise, claims that supportive leaders are regarded as friendly and approachable to subordinates, and care about their employees by providing a supportive workplace which ensures that everyone is treated fairly.
The work of a number of scholars such as Coxen, Van der Vaart, & Stander (2016), Lavanya and Kalliath (2015), Gunavathy and Indumathi (2011), Lee, Kim, & Kimand (2013), Lian and Tui’s (2012), Rodrigues and Ferreira (2015) and Ndubueze and Akanni (2015) identify many different types of leadership that can influence employees to practice OCB in the workplace. These include democratic, transactional, leader-member exchange approach, authenticity and transformational leadership styles. For example, transformational leaders create trust among employees, increase their stability and create a supportive climate for employees, which encourages employees to display more OCB in the workplace (Rodrigues & Ferreira, 2015). Jiao, Richards, & Zhang (2011) showed that effective leadership, or those leaders who have potential to adopt active constructive leadership (transformational and contingent reward leadership), can develop a more robust perception of organisational and individual instrumentalities which leads to greater OCB in employees. Bhatti et al., (2019) suggests that participative leadership is strongly related to OCB because leaders with a participative style empower followers and provide more chances for subordinates to be involved in decision-making process. When employees feel empowered by supervisors or leaders, they make a greater contribution towards the organisational goals, referred to as reciprocity in social exchange theory.

Lilly (2015), similarly found that employees exhibit high levels of OCB when their supervisors demonstrate certain leadership behaviours (either task or relationship oriented). Ariani (2014) claimed that supportive leadership and the engagement of employees positively relate to OCB, and so leadership can affect employees’ motivation and work performance. Supportive leaders can create a pleasant working environment which fosters greater respect, cooperation and trust among employees, suggesting that when followers are empowered by their leaders, they will feel more engaged in the organisation concerned, which will contribute to their OCB. Supportive leaders in the workplace can increase employees’ confidence to volunteer to do things which are beyond the requirement of their position. Meierhans, Rietmann, & Jonas (2008) found that by enhancing fairness in the workplace and supportive leadership can be beneficial to the organisational goals. If line managers are inflexible in terms of work rules, and if leaders do not support employees to assist other colleagues’ work, it is likely that employees will be constrained from engaging in good citizenship behaviour.
Communication

The last factor which appears to encourage OCB is clear communication. Some follower participants expressed concern that their leaders had not communicated clearly about the outcomes from voluntary work, or even established if they wanted it to continue. As this had a negative impact on them, it is apparent that management teams should communicate the benefit of performing organisational citizenship clearly. If employees understand that, by engaging in good citizenship behaviour, they contribute to the organisational goals and objective, they are more likely to perform OCB to ensure greater success of the performance organisation overall. The findings of this study confirm Martin’s (1995) claim that majority of co-workers are happy to be led by leaders whose communication is clear and positive. Martin also suggests that clear communication enables followers to have a better understanding of what their leaders want them to do, and how they can contribute their knowledge and skills toward achieving the organisational goals.

According to Mai and Akerson (2003), it is apparent that effective communication by leaders in the workplace increases the number of employees engaged in creating a pleasant and healthy working environment and trust between them and their leaders. Furthermore, as Wiener (1994) argued, 85% of the achievement of a successfully operated business, in a highly competitive world, is dependent on leaders who have both clear, effective communication and interpersonal skills. Yildirim (2014) later suggested a relationship between communication in the organisation and the OCB of subordinates, implying that effective communication, not only is essential in enhancing robust cooperation between managers and followers but also increases organisational performance through encouraging employees’ good citizenship in the workplace. Chan and Lai (2017), furthermore, show communication satisfaction, and justice in the workplace, impact strongly on OCB.

This finding of this study is consistent with previous studies and confirm that leaders should enhance their communication practices to foster positive behaviours, as leaders with good communication encourage employees to demonstrate OCB.
Chapter 6: Conclusion

This research examined how leadership influences organisational citizenship behaviour. A case study approach primarily using semi-structured interviews was employed to gain in-depth insight into the perspectives and experiences of four leaders and eight followers of four Lao based International Non-Governmental Organisations (INGOs). Observational and secondary data were also collected to support and triangulate the primary interview data. Data analysis followed a thematic analytical process to produce the salient findings, used to answer the five research questions.

6.1 Leadership approaches employed by INGO leaders

The INGO leaders appear to use four main styles of leadership, which included the path-goal approach, situational approach, behavioural approach and transformational leadership. This is contrary to the findings of Vongphanakhone (2014) that, in the Lao Banking sector most leaders employed goal-oriented, autocratic, participative, democratic and transformational leadership styles. The data in this study suggest that leaders choose an approach that fits their particular personality and situation. Whereas some may opt for a single leadership style, others find it more workable to combine and use multiple styles based on their circumstances at the time; this suggests that the style of leadership is context dependent. Even though INGO leaders used four main styles of leadership, not all aspects of each style were fully practiced. For example, the path-goal INGO leaders reported using only ‘participative leadership’, and not all four sub-styles of the path-goal approach, that is directive, supportive, participative and achievement-oriented leadership. Similarly, only a few behaviours of the situational, behavioural and transformational approaches were reported: Directing and delegating behaviours for the situational approach were noted; only authority-compliance and middle of the road of the behavioural approach were reported; and only individualised consideration of transformational approach were noted.

6.2 Demonstrating transformational leadership

This research found that transformational leadership is an important leadership style being practiced by INGO leaders. The four leaders all appear to use transformational leadership through its four dimensions: idealised influence or charisma, inspirational motivation, intellectual stimulation, and individualised consideration. However, there was evidence that only one-
dimension, idealised influence or charisma, was being practiced consistently, and that the other
dimensions were practiced only some of the time. Leaders appear to focus mainly on articulating a
clear vision and mission to influence employees. To inspire employees, transformational leaders
should act also as a role model and conduct their activities ethically to gain respect and trust from
their subordinates.

6.3 Constraints on transformational leadership

Two main challenges appear to hinder the four INGO leaders from employing transformational
leadership: The personality of employees and organisational factors. The personality of Lao INGO
employees, for example, not being open-minded, seeking to avoid conflict or challenging problems
were reported to constrain transformational leadership. Furthermore, some employees were
unwilling to make changes, afraid to learn new things, or had low levels of abilities. Employees with
these personality characteristics hinder transformational leadership because they can impede
leaders from transforming their employees and, more importantly, the organisation. An employee
with a fixed-mindset finds it extremely difficult to try anything new, even when encouraged by top
managers. Thus, as transformational leadership involves transforming people and changing the
workplace, it is constrained when people refuse to consider anything new. Moreover, participants
reported that organisational factors, such as organisational rules and policies, insufficient financial
resources, injustices felt by employees as well as an unpleasant or unsupportive work environment
are also factors that can affect employee motivation negatively. Once employees are demotivated,
leaders find it difficult to encourage them to work effectively toward achieving the organisational
goals.

6.4 Enhancing organisational citizenship behaviour

All INGOs exhibited the three main dimensions of good organisation citizenship behaviours namely:
altruism, conscientiousness, and civic virtue. Most employees, however, did not appear to practice
or demonstrate all the dimensions of OCB, for example, courtesy and sportsmanship. Nonetheless,
three dimensions were reported to be practiced consistently across all four INGOs. An example of
altruism is that employees went beyond their work expectations to assist other employees to
complete their tasks even though they were not required or asked to do so, which suggests that
INGO employees exhibit good citizenship through being altruistic. Other employees appeared to
demonstrate the conscientiousness dimension of OCB, such as working beyond office hours to help
look after the office cleanliness and resources. The literature of Singh and Singh (2008), however, suggests that those who are conscientiousness are likely to follow organisational rules and be faithful and honest. One employee also described practicing a civic virtue to enhance his INGO’s image by developing relationships outside of office hours. Overall, this research concludes that INGO employees go beyond their job descriptions, voluntarily devoting their time and attention to their organisation to enhance its image and reputation.

6.5 Influencing OCB

Rewards are a well-known method used by managers and supervisors to motivate employees for Human Resource Management (Härtel & Fujimoto, 2015). The reward can be either financial or non-financial. In this study, participants reported that reward systems are an effective tool to encourage INGO employees to perform more OCB. As presented in the previous chapter, the majority of participants share the perspective that rewards, such as a gift, letter of appreciation, or recognition from their line-manager or supervisor can increase their motivation at work. A number of studies support the belief that recognizing employees’ achievement can motivate them to assist others (Martin, 2010; Sinnappan & Amulraj, 2014). This study also identified that the work environment should be positive and supportive so that INGO employees will demonstrate OCB more frequently, and that it is essential to have supportive leaders and line managers together with a good workplace culture. Finally, clear communication by leaders is necessary in the INGO sector to encourage employees to practice good citizenship in the workplace. In summary, this research found that four factors are important for encouraging OCB: reward or recognition, a positive work environment, supportive leaders, and clear communication by leaders.

6.6 Research limitations

This research had two main limitations. The first is that the small number of organisations and participants available limited the size of the sample. In Laos where the research was conducted, although there are more than 58 INGOs currently implementing a range of important development projects, due to a limited time frame to complete the master’s degree research, only four case study INGOs with 12 participants were used. Thus, this study does not claim that the findings are representative and can be generalised across Lao’s INGO sector. The inclusion of a greater number of INGOs would enhance the findings by eliciting a greater range of perspectives of how INGO leaders lead, and factors influencing OCB. Secondly, in July 2018 when the research was carried out,
there was a major natural disaster (severe flooding in southern Laos) which meant that two potential participants, Country Directors, were unavailable. And, therefore, assigned their Acting Country Directors to participate in this study. Hence, their perceptions and experiences relating to leadership, their challenges, and factors, which can enhance OCB in their employees, may not be representative of the leader, a Country Director.

6.7 Recommendations

This research suggests that INGO leaders require a variety of skills and personality traits to effective lead and manage their organisations, such as analytical, problem-solving, communication, adaptability and English language skills. These are important to analyse critically the big picture and to understand better what is actually occurring within their team, organisation, and the country: For example, it is essential to understand fully the issues within the office concerned with Human Resource Management and the implications of their financial decisions. Leaders need to solve problems, for example, issues in the workplace to plan and implement effectively each project. To carry out projects successfully, effective communication skills are required; not only by leaders, but also by subordinate managers and supervisors so that correct information is received by all team members to prevent problems developing. Moreover, it is recommended that leaders should be adaptable and flexible in their decision making and that a range of views are considered; team members may have a diverse range of ideas on how to approach particular issues (for example, on the work assigned). Finally, it is recommended that leaders have high levels of language proficiency in both written and spoken English. Those who hold managerial and supervisory positions ought to be able to communicate clearly and fluently in English with international donors, particularly those from Western countries, to ensure a greater understanding by donors of Laos’s issues and needs.

It is also recommended that line managers and supervisors should be willing to learn new things, have high levels of organisational commitment, and are self-confident. Line managers and supervisors, who are open to different or new ideas, and committed to achieving their organisation’s goals, appear to be more effective in achieving success for their organisation. Being
self-confident will to decision making inertia and them deal confidently with questioning, and the challenging ideas of international donors and, at times, their own Country Director.

Furthermore, based on the findings, it is suggested that four factors will encourage INGO employees demonstrate greater good citizenship in the workplace. These are implementing a programme to recognise those who are high performers, providing a pleasant and supportive work environment, having supportive leaders, and having leaders who can effectively communicate in the workplace.

6.8 Future research directions

As this study involved only four INGO organisations, the findings cannot be generalised to the entire INGO sector in Laos. Further research into this issue, therefore, should include a larger sample to be more representative of the population. In addition, future research could be comparative, to compare findings between countries. Alternatively, the research could compare leaders, (for example, Country Directors, Project Managers, and Project Officers) who are Lao with those who are expatriates to investigate how different cultural backgrounds may influence leadership styles and OCB. Findings from such a study could benefit both Lao led and expatriate led businesses, the government’s achievement of sustainable developments goals, and the wellbeing of the nation.

Ultimately, by understanding the factors that lead to effective leadership and increased organisational citizenship behaviour, the productivity and performance of many Lao organisations can be improved. Motivating employees to go beyond their perceived limits, and self-interest, can enhance organisational performance; for Laos this is important.
References


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Appendices

Appendix A: Participant Information Sheet

Research Project Title: “The Influence of leadership on Organizational Citizenship Behaviour in Lao-based International Non-Government Organisations”

Synopsis of project:

My name is Thanousone Ngongvoralath, and I am a Post-graduate student at Unitec Institute of Technology, New Zealand, studying for a Master of Business qualification. To fulfil the programme’s requirements, I will undertake a study into how leaders influence organisational citizenship behaviour in the International Non-Government Organisation (INGO) sector in Lao PDR.

What we are doing

This research seeks to understand how leadership influences organisational citizenship behaviour in Lao-based INGOs. Since INGOs play a vital role in developing Laos, it is very important that their projects are effectively implemented. In order to do so, successful projects need to be led by skilled leaders appropriately leading their teams so that employees demonstrate good citizenship. Effective leaders and employees demonstrating good citizenship will improve employees’ well-being and enhance organisational performance.

By participating in this research project, you will assist the researcher to understand leaders’ and employees’ perceptions on leadership and organisational citizenship behaviour. This research may be directly beneficial to leaders, because it will assist them to better understand the types of leadership that can be practiced in different situations to enhance organisational performance. The research also provides an opportunity for employees to share their insights into the factors that encourage OCB, leading to improved performance. The study also seeks to identify the challenges to practicing transformational leadership. Overall, the research will be useful for improving the effectiveness of individuals and their organisations.

What it will mean for you

I am inviting a carefully selected sample of leaders and employees of INGOs to participate in a face-to-face interview, in a private meeting room at your offices. I will visit your organization at a mutually convenient time, between mid-July and late September 2018. Your involvement will be essential in helping to understand this important sector. Your participation is, of course, voluntary and if you agree to participate, you will be asked to sign a consent form. You would need to set aside approximately
60 minutes for the discussion, which will be used for a Master’s thesis. The Interview will cover leadership, transformational leadership and organizational citizenship behavior. I also seek to maximize insights around future opportunities and challenges facing the INGO sector.

No information will be reported in a way that identifies you as the source, and will only be used for academic research purposes. Your organization might be referred to as: "INGO-A". There will be no negative effects to you or your organisation as a result of your participation. As your participation is voluntary, you may terminate your participation and withdraw your data at any time up to 14 days following the interview.

The interview will be recorded on a digital audio recorder, but you can ask for the recorder to be turned off at any time during the interview without giving a reason. It will then be transcribed and you will be offered the opportunity to review the transcript and have it amended. The thesis results will be provided to you and data will be presented in an aggregate manner to ensure that no individual person can be identified (your name will be kept confidential). The recording will be erased after transcription and the transcription itself will be kept in a locked file at Unitec and destroyed after five years. Only the researcher and supervisor will have access to the information.

I very much hope that you will agree to participate in this research project and thank you very much for your consideration. Please contact us if you require more information or if you have any concerns.

**Supervisor:** Dr. Glenn Simmons, phone +64 21 0434-975 or email gsimmons@unitec.ac.nz

**Researcher:** Thanousone Ngongvoralath, Tel: (Lao Mobile Number): +8562022225560
Tel: (NZ Mobile Number): +642102653940
E-mail: maytourism2011@gmail.com

**UREC REGISTRATION NUMBER: 2018-1025**

This study has been approved by the UNITEC Research Ethics Committee from *(27 June 2018)* to *(27 June 2019)*. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: +64 9 815-4321 ext 8551). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
Appendix B: Participant Consent Form

Research Project Title: “The Influence of leadership on Organizational Citizenship Behaviour in Lao-based International Non-Government Organisations”

I have had the research project explained to me and I have read and understand the information sheet given to me.

I understand that I don't have to participate in this research project and can withdraw my data at any time up to 14 days following the interview.

I understand that everything I say is confidential and that no information will be reported in a way that identifies me as the source. The only persons who will know what I have said will be the researcher and her supervisor. I also understand that all the information that I give will be stored securely on the researcher’s laptop, and a computer at Unitec for a period of 5 years.

I understand that my discussion with the researcher will be taped and transcribed.
I understand that I can see the finished research document.
I have had time to consider everything and I give my consent to be a part of this project.

Participant Name: ..................................................................................................

Participant Signature: .......................... Date: ..........................................

Project Researcher: Thanousone Ngongvoralath. Date: .................................

UREC REGISTRATION NUMBER: 2018-1025
This study has been approved by the UNITEC Research Ethics Committee from (27 June 2018) to (27 June 2019). If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 8551). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
Appendix C: Organisational Consent Form

*Organisation logo (please insert)*

_Date: XXXXXX_

_To: Thanousone Ngongvoralath_

_17 Sunnyvale, Greenlane,_

_Auckland 1051, New Zealand_

Dear Thanousone Ngongvoralath,

I (name) (position in organisation) of (organisation) give consent for Thanousone Ngongvoralath to undertake research in this organisation as discussed with the researcher. This consent is granted subject to the approval of research ethics application (2018-1025) by the Unitec Research Ethics Committee and a copy of the application approval letter being forwarded to the organisation as soon as possible.

Signature:
Appendix D: Ethics Approval Letter

Wednesday 27 June 2018

Dear Thanousone Ngongvorath,

Your file number for this application: 2018-1025 Ngongvorath
Title: The Influence of Leadership on Organizational Citizenship Behaviour in Lao Based International Non-Governmental Organisations

Your application for ethics approval has been reviewed by the Unitec Research Ethics Committee (UREC) and has been approved for the following period:

Start date: 27 June 2018
Finish date: 27 June 2019

Please note that:

1. The above dates must be referred to on the information and consent forms given to all participants.

2. You must inform UREC, in advance, of any ethically-relevant deviation in the project. This may require additional approval.

You may now commence your research according to the protocols approved by UREC. We wish you every success with your project.

Yours sincerely,

Nigel Adams
Deputy Chair, UREC

cc: Malama Sefololo
    Asher Lewis
APPENDIX E: Interview Guide

INTERVIEW SCHEDULE (LEADERS)

TOPIC: THE INFLUENCE OF LEADERSHIP ON ORGANISATIONAL CITIZENSHIP BEHAVIOUR IN LAO-BASED INTERNATIONAL NON-GOVERNMENTAL ORGANISATIONS.

I. You and your INGO
   • Can you briefly tell me the history of your organisation, your career background and how you got involved?
   • What activities in your organisation do you focus on and why?
   • Your key strengths?
   • How do you measure success?
   • The main challenges within your INGO?

II. Your workplace
   • How do you share your goals and expectations with employees in your organisation?
   • What skills are important to your INGO and how do you develop them?
   • Do you hold meetings to encourage diverse and open feedback from all employees?
   • Are all employees involved in decisions? If yes, how?
   • Is coaching and mentoring of employees important? If yes, how is it practiced?
   • What style of leadership is used in your organisation and how is it demonstrated?

III. Leadership approach
   • What is your vision for the organisation?
   • To achieve your vision, how do you influence employees to accomplish more than what is usually expected?
   • Do you support employees to change and transform? If yes, why, and how has your leadership approach changed and/or transformed employees?
   • Is a supportive climate important, in which you listen carefully to the individual needs of employees? If yes, why?
   • How is a supportive climate created and enhanced?
   • What factors enhance changing and transforming your organisation?
   • What factors hinder changing and transforming your organisation?
IV. Voluntary commitment

- When hiring employees what skills and traits are important?
- Is a person’s voluntary commitment in the workplace important, even though it is not part of their job description, nor is there any reward for it? How do you support such commitment?
- How is a person’s voluntary commitment demonstrated in the workplace?
- How does a person’s voluntary commitment contribute to the overall effectiveness of the organisation?
- What are the factors that inhibit a person’s voluntary commitment in your organisation?
- How can a person’s voluntary commitment in the workplace be enhanced?
- How can you better encourage voluntary commitment in the workplace?
- Besides leadership, what other factors may enhance a person’s voluntary commitment?

V. Future opportunities and challenges

- Would you make any changes to your INGO if you could? If yes what’s stopping you?
- Have you found any future opportunities and how will you realise them?
- What will be the main challenges preventing you from taking advantage of these opportunities? How will you overcome them?
- Future aspirations - where do you see the organisation in 5 years?
- What advice would you give to a young local manager about the INGO sector?
INTERVIEW SCHEDULE FOR FOLLOWERS

I. You and your INGO

1. Your career background, how and why you got employed?
   ។ អាចរួមបញ្ច្ចេកនីត្ដមា៉ករការលេងមុខមិនតុលាក់ហើយ ។ ការធ្វើប្រការធ្វើប្រការលេងមុខមិនតុលាក់ហើយ ។
   ។ ហើយរួមបញ្ច្ចេកនីត្ដមា៉ករការលេងមុខមិនតុលាក់ហើយ ។

2. Your key ideas, personal goals and how they have changed since your employment.
   ។ ការចែករំលែកសកម្មភាព ។ ការចែករំលែកសកម្មភាព ។ 
   ។ ការចែករំលែកសកម្មភាព ។

3. What activities in your organisation do you focus on and why?
   ។ ការរៀបចំការងារក្លាហារ ។ ការរៀបចំការងារក្លាហារ ។
   ។ ការរៀបចំការងារក្លាហារ ។

4. Your key strengths?
   ។

5. How do you measure success?
   ។ ការអនុវត្តការងារយល់ដឹង ។ ការអនុវត្តការងារយល់ដឹង ។

6. The main challenges within your INGO?
   ។

II. Your workplace

7. Do your leaders share their goals and expectations with you?
   ។ អាចរួមបញ្ច្ចេកនីត្ដមា៉ករការលេងមុខមិនតុលាក់ហើយ ។ ការធ្វើប្រការធ្វើប្រការលេងមុខមិនតុលាក់ហើយ ។
   ។ ការធ្វើប្រការធ្វើប្រការលេងមុខមិនតុលាក់ហើយ ។

8. What skills are important to you and how do you develop them?
   ។ ការប្រឈមប្រាក់ក្នុងការស្វែងរកអត្ថប្រយោជន៍ ។

9. Do your leaders hold meetings to encourage diverse and open for feedback from you?
   ។ អាចរួមបញ្ច្ចេកនីត្ដមា៉ករការលេងមុខមិនតុលាក់ហើយ ។ ការធ្វើប្រការធ្វើប្រការលេងមុខមិនតុលាក់ហើយ ។
   ។ ការធ្វើប្រការធ្វើប្រការលេងមុខមិនតុលាក់ហើយ ។
10. Do your leaders involve you in decision making? If yes, how?

11. Is coaching and mentoring from leaders important to you? If yes, why?

12. How do you see leadership demonstrated by your leaders?

III. Leadership approach

13. How do leaders influence you to accomplish more than what is usually expected?

14. Do you wish to change and transform your career? If yes, why, and how have your leaders changed and/or transformed you?

15. Is a supportive workplace important, in which your leaders listen carefully to your individual needs? If yes, why?

16. How does your leader create and enhance a supportive workplace?
17. What factors enhance changing and transforming your organisation?

What factors enhance changing and transforming your organisation? How do they contribute to your organisation?

18. What factors hinder changing and transforming your organisation?

What factors hinder changing and transforming your organisation? How do they contribute to your organisation?

IV. Voluntary commitment

19. To enhance your job performance, what skills and factors are important?

To enhance your job performance, what skills and factors are important? How do they contribute to your organisation?

20. Is a person’s voluntary commitment in the workplace important, even though it is not part of their job description, nor is there any financial reward for it?

Is a person’s voluntary commitment in the workplace important, even though it is not part of their job description, nor is there any financial reward for it? How do they contribute to your organisation?

21. How do you demonstrate voluntary commitment in the workplace?

How do you demonstrate voluntary commitment in the workplace? How do they contribute to your organisation?

22. How does your voluntary commitment contribute to the overall effectiveness of the organisation?

How does your voluntary commitment contribute to the overall effectiveness of the organisation? How do they contribute to your organisation?

23. What factors limit your voluntary commitment in your organisation?

What factors limit your voluntary commitment in your organisation? How do they contribute to your organisation?

24. How can your voluntary commitment in the workplace be improved?

How can your voluntary commitment in the workplace be improved? How do they contribute to your organisation?

25. How can a leader better encourage voluntary commitment in the workplace?

How can a leader better encourage voluntary commitment in the workplace? How do they contribute to your organisation?
26. Besides leadership, what other factors can enhance your voluntary commitment? Moreover, what motivates you, your team, or your institution to become engaged in humanitarian work? (Examples: Training and career development, supportive colleagues, promotion, other benefits).

V. Future opportunities and challenges

27. Would you make any changes to your INGO, if you could? If yes what are they and what is stopping you?

28. How will you overcome them?

29. Future aspirations - where do you see yourself and your organisation in 5 years?

30. What advice would you give to a young local manager about the INGO sector?