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Changing towards a Sustainable Future

How to be successful in today's contemporary business environment?

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Abstract

To be successful in today's contemporary business environment, the development of a flexible and innovative workforce, in which employees show Change-Oriented Organizational Citizenship Behavior (CO-OCB), is crucial. Thus, the main purpose of this study was to contribute to the existing knowledge about what drives employees to show CO-OCB. Literature review has shown that the two main organizational antecedents of CO-OCB are Transformational Leadership (TL) and Learning Organization (LO), with leaders inspiring employees to engage in innovative behavior and a culture that embraces this. Through a cross-sectional study, it was examined whether TL was directly related to CO-OCB. Furthermore, the indirect effect of TL on CO-OCB through LO was studied, with LO functioning as a mediator. Using an online questionnaire, data were collected from 176 working adults in The Netherlands. No direct relationship was found between TL and CO-OCB, but mediation analysis showed an indirect relationship between TL and CO-OCB, with LO functioning as a mediator. This finding was interesting since it explained why no direct relationship between TL and CO-OCB was found by showing that LO is multifaceted; connecting TL, focusing on the unity of the group, with CO-OCB, challenging colleagues to continuously improve. As the first study to use LO as a mediator in the relationship between TL and CO-OCB, the results are promising and create a starting point for future research. Besides that, the present study provides knowledge that could help managers and consultants to make organizations more sustainable. Future research should aim to replicate the present findings, study the influence of individual differences on CO-OCB, discover other important mediating factors in the relationships between TL and CO-OCB, and look into the consequences of CO-OCB.

Keywords: Change-Oriented Organizational Citizenship Behavior, Transformational Leadership, Learning Organization

Introduction

The emerge of technology and globalization is greatly affecting organizations nowadays, resulting in a contemporary business environment (Ocampo et al., 2018). In this environment "timing is critical, technological change is rapid, and competitive pressures are unrelenting and difficult to predict" (Cummings & Worley, 2008, p. 535). The main question of this study is: how to be successful in today's contemporary business environment? Literature states that the development of a flexible and innovative workforce, in which employees regularly come up with new ideas to improve existing methods, procedures, and policies, is crucial for continued organizational success (Bettencourt, 2004). This behavior is referred to as Change-Oriented Organizational Citizenship Behavior (CO-OCB). Given the cruciality of CO-OCB nowadays, it is important to understand what causes employees to perform this type of behavior.

One of the factors influencing CO-OCB is leadership style. Leaders need to inspire employees to rethink their assumptions and engage in innovative behavior (Ojha, Acharya, & Cooper, 2018). This description matches Transformational Leadership (TL). The strong vision of the transformational leader provides a motivating force for employees to show CO-OCB (Rijal, 2010). Besides TL, Learning Organization (LO) can be seen as an important factor that facilitates employees to show CO-OCB by embracing innovation and learning (Choi, 2007). Organizations that score high on LO are featuring teams with high 'learning capacity' (Senge, 1990). Because of this, they are able to handle complexity and organizational change in today's business environment (Oudejans, Schippers, Schramade, Koeter, & van den Brink, 2011).

The purpose of this study is to contribute to the existing knowledge about what drives employees to show CO-OCB. Having this knowledge could help managers and consultants to influence organizational change, aiming at a more sustainable future. To do this, the antecedents of CO-OCB will be examined by studying how TL and LO influence CO-OCB. Previous studies have shown a positive relationship between TL and LO, with leaders being designers of the organizational culture (Johnson, 2002; Rijal, 2010; Zagoršek, H., Dimovski, V., & Škerlavaj, 2009). Because of this, the mediating role of LO between TL and CO-OCB will be addressed.

In the following paragraphs, the state of knowledge in the field will be described, including a theoretical perspective on the relationships being examined. This will result in multiple hypotheses.

Definition and conceptualization of Change-Oriented Organizational Citizenship Behavior

Since Organ introduced the concept of Organizational Citizenship Behavior (OCB) in 1988, it has become one of the biggest subjects studied in the fields of organizational behavior and human resource management (Ocampo et al., 2018). Organ (1988, p. 4) defined OCB as "individual behaviour that is discretionary, nor directly or explicitly recognized by the formal reward system, and in aggregate promotes the effective functioning of the organization". This definition states that OCB consists of voluntary extra-role behavior, which implies that employees showing OCB take initiative beyond the requirements of their position duties.

Change-Oriented Organizational Citizenship Behavior (CO-OCB) is a challenging form of OCB aimed at improvement, unlike affiliative OCBs that include behaviors oriented toward maintaining existing ways of working (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). CO-OCB encompasses creativity and innovation to improve one's task or the organization's performance (Podsakoff et al., 2000). In today's contemporary business environment, CO-OCB can be seen as a mean of achieving competitive advantage leading to innovative enhancements and adaptation to external changes (Bettencourt, 2004; Choi, 2007; Morrison & Phelps, 1999; Ocampo et al., 2018). In the literature, different labels have been used to refer to CO-OCB (e.g., personal initiative, task revision, voice, innovative behavior, taking charge). In this study, Taking Charge will be used to measure CO-OCB. This label is defined by Morrison & Phelps's (1999) as "voluntary and constructive efforts, by individual employees, to affect organizationally functional change" (1999, p. 403). Like other forms of CO-OCB, Taking Charge challenges the status quo, but also entails efforts to implement solutions (Morrison & Phelps, 1999). These effort align with the purpose of this study; to give insight into ways to change towards a more sustainable future.

Antecedents of Change-Oriented Organizational Citizenship Behavior

With Organizational Citizenship Behavior being such a popular subject, a lot of research has been done to understand the antecedents of OCB. However, research has shown that variables

that have a positive effect on affiliative OCBs, may have neutral or even inhibiting effects on challenging OCBs such as CO-OCB (Choi, 2007). For example, group cohesion may promote collaborative relationships among members, increasing OCB, but, at the same time, may prevent employees from deviating their behavior from that of colleagues. This way, no changes or improvements will be made, having a neutral effect on CO-OCB. Because of this, this study is interested in antecedents that specifically promote CO-OCB. So far, studied antecedents of CO-OCB have been organizational commitment (Bettencourt, 2004), autonomy (Marinova, Peng, Lorinkova, Van Dyne, & Chiaburu, 2015), leadership (Bettencourt, 2004; Kao, 2017; López-Domínguez, Enache, Sallan, & Simo, 2013), sense of power (Morrison & Phelps, 1999), felt responsibility for change (Choi, 2007; Morrison & Phelps, 1999), organizational climate (Choi, 2007; Escribano & Espejo, 2010), and perceived organizational support (Escribano & Espejo, 2010; Morrison & Phelps, 1999). These antecedents can roughly be divided into individual and organizational variables. This study will look at the organizational variables since the purpose of this study is to ultimately help managers and consultants to influence organizational change and organizational variables are often the more influential antecedents of change-oriented behavior (Choi, 2007; Escribano & Espejo, 2010).

Specifically, this study will look at Transformational Leadership (TL) and Learning Organization (LO). Multiple studies found equivalent antecedents as being the main predictors of CO-OCB. For example, the results of a study conducted by Choi (2007) showed that employee's perceptions of workplace characteristics, such as the presence of a strong vision and an innovative climate, influence CO-OCB. Dutton & Ashford (1993) state that leadership and organizational climate encourage employees to undertake actions entailing a high potential risk, such as CO-OCB (López-Domínguez et al., 2013). In the next paragraphs, the relationship between TL, LO, and CO-OCB will be discussed in more detail.

Transformational Leadership. According to Podsakoff, MacKenzie, Moorman & Fetter (1990, p. 108), the essence of Transformational Leadership is that these leaders "transform or change the basic values, beliefs, and attitudes of employees so that they are willing to perform beyond the minimum levels specified by the organization". This definition states that TL has an important impact on Change-Oriented Organizational Citizenship Behavior. TL contains six key behaviors (Podsakoff et al., 1990): identifying and articulating a vision, providing an appropriate

model (setting an example), fostering the acceptance of group goals (promoting cooperation), high-performance expectations, providing individualized support, and intellectual stimulation (challenging assumptions or work methods). These six behaviors encourage employees to challenge their traditional ways of doing things, adopt innovative methods to deal with complex work situations, and transcend their interests for the good of the organization (Ojha et al., 2018; Sattayaraksa & Boon-itt, 2016; Wang, Courtright, Colbert, & Oh, 2011).

Looking into previous research, few researchers have studied the relationship between TL and CO-OCB. Most studies focus only on affiliative OCBs. However, in 2004, Bettencourt conducted a study on the antecedents of CO-OCB among 183 employees of a national retail sales organization in the United States. A relationship between the first three key behaviors of TL and CO-OCB was found, with TL focusing the employee's attention on broader organizational values and goals such as learning and continuous improvement, encouraging employees to perform CO-OCB. A more recent study by Wang et al. (2011), examined the relationship between TL and employee extra-role behavior. A meta-analysis of 117 independent samples over 113 primary studies confirmed this relationship. Since extra-role behavior was mostly measured by affiliative OCBs, oriented towards maintaining existing working relationships, the question remains whether this relationship also exists between TL and CO-OCB.

Based on the cited research, the following hypothesis is formulated:

H1: Transformational Leadership is positively related to Change-Oriented Organizational Citizenship Behavior.

Learning Organization. Together with Transformational Leadership, Learning Organization can be seen as one of the main predictors of Change-Oriented Organizational Citizenship Behavior, both stimulating innovative behavior. One of the obstacles in studying LO is the lack of a consensus on the definition (Garvin, 2000). Research refers to LO as Organizational Learning, learning capacity, team learning, or innovative climate (Oudejans et al., 2011; Sattayaraksa & Boon-itt, 2016). In The Fifth Discipline (Senge, 1990), LO is described as an organization "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (p. 3). Teams featuring

this 'learning capacity' are able to handle complexity and organizational change in today's contemporary business environment (Oudejans et al., 2011). In The Fifth Discipline, the design for the LO is divided into five disciplines: 1) Personal Mastery (continuous improvement of one's expertise); 2) Mental Models (internal assumptions influencing perceptions, reactions and decisions); 3) Shared Vision (shared picture of the desired future); 4) Team Learning (reaching results by collective thinking); and 5) System Thinking (perceiving the greater patterns in systems and organizations and changing them effectively) (Oudejans et al., 2011, p. 308).

Since Senge's concept of LO has only been used by few researchers, most hypotheses in this study are based on related constructs and descriptions. For example, Choi (2007) examined how workplace characteristics were related to CO-OCB across time. His longitudinal study consisted of 1923 employees of a large electronics company in Korea. Results showed that strong vision and innovative climate predicted CO-OCB. These workplace characteristics can be linked to the disciplines Shared Vision and Mental Models of LO. Thus, when employees believe that the organizational culture embraces innovation and learning, they tend to perform more innovative behaviors like CO-OCB (Choi, 2007; Escribano & Espejo, 2010; Weiner, 2009). Personal Mastery was linked to CO-OCB by Bettencourt (2004), who found a positive relationship between the desire to develop oneself and CO-OCB. Bettencourt adds that this desire to develop oneself is especially important in today's business environment, characterized by turbulent change, in which new skills and knowledge must be learned to be successful. No relationship is expected between Team Learning and CO-OCB since group characteristics, like collective thinking, prevent employees from deviating their behavior from that of colleagues and challenging the status quo (Choi, 2007). Finally, it is expected that System Thinking is positively related to CO-OCB, because both are focused on making constructive organizational changes (Morrison & Phelps, 1999; Oudejans et al., 2011).

Based on the cited research, the following hypothesis is formulated:

H2: All disciplines of Learning Organization, except for Team Learning, are positively related to Change-Oriented Organizational Citizenship Behavior. Team Learning is not related to Change-Oriented Organizational Citizenship Behavior.

The relationship between Transformational Leadership and Learning Organization

Transformational leaders can be seen as change agents, who are able to transform organizations into Learning Organizations (Rijal, 2010). Already in 1994, Senge emphasized the important role of leadership in the development of a LO, with visioning, empowerment, and modeling being crucial skills (Johnson, 2002). These skills are seen in TL, which is described by many researchers as one of the most important means for creating a LO (Zagoršek, H., Dimovski, V., & Škerlavaj, 2009). This perspective involves a top-down approach, with LO being formed by the leaders of the organization (Pedler, Burgoyne, & Boydell, 1991). Using this top-down approach, Rijal (2010) conducted a correlational study among eight organizations from the pharmaceutical industry in Nepal and India. The results showed a positive correlation between TL and LO, suggesting that leaders enable employees to understand the goals and aspirations of the LO by communicating a clear and compelling vision of the future organization. This way, leaders encourage employees to change their long held assumptions, values and beliefs, embrace continuous learning, and develop a collective vision (Bettencourt, 2004; Rijal, 2010). These outcomes can be compared with Mental Models, Personal Mastery and Shared Vision.

A more recent study of Kao (2017) examined whether there is a causal relationship between TL and organizational climate. A total of 312 questionnaires were collected from employees of Taiwan's airports and ports. Evidence was found that TL has a strong explanatory power on a innovative organizational climate by creating shared values, systems, and a fresh common goal. The organizational climate was defined by the way of working, organizational vision, learning, and development of the employee. These characteristics can be compared with Team Learning, Shared Vision, and Personal Mastery. Although the relationship between TL and organizational climate has already been demonstrated by numerous studies, the study of Kao is one of the few studies that have examined both TL and organizational climate on team level. So instead of testing the relationship between CEO TL and organizational climate on organizational level, Kao measured the leadership style of the team leader and the learning capacity of the team. In the present study, TL and LO are also measured on team level. First of all because the CEO might not always be the most influential leader within the organization regarding the perceived culture. Secondly, the overall organizational culture might differ from the culture within the

team. By measuring both TL and LO on team level, it can be studied whether the perceived leadership style is related to the perceived culture.

Based on the reasoning above, the following hypothesis is formulated:

H3: Transformational Leadership is positively related to all five disciplines of Learning Organization.

The mediating effect of Learning Organization between Transformational Leadership and Change-Oriented Organizational Citizenship Behavior

In this study, both Transformational Leadership and Learning Organization are expected to relate to Change-Oriented Organizational Citizenship Behavior. Besides that, TL is expected to also relate to LO. Hence, LO is expected to have a mediating effect on the relationship between TL and CO-OCB. The existing literature confirms this idea. Already in 1999, Morrison and Phelps suggested that leaders supporting an innovative organizational climate are important for employees in order to display change-oriented behaviors. A more recent study of Kao (2017), mentioned before, found that TL encourages employees to show CO-OCB by creating an innovative organizational climate, making employees feel more passionate about the organization and identifying with it. Finally, Kim (2019) states that TL stimulates employees to become active members of the LO, which in turn offers employees opportunities to develop their skills and careers, increasing the CO-OCB of employees.

Based on the research findings, it is expected that LO functions as a mediator between TL and CO-OCB. This results in the following hypothesis:

H4: All disciplines of Learning Organization, except Team Learning, mediate the relationship between Transformational Leadership and Change-Oriented Organizational Citizenship Behavior

Summarizing; the present study examines whether Transformational Leadership is related to Change-Oriented Organizational Citizenship Behavior. Additionally, it is analyzed whether Learning Organization mediates this relationship. In Figure 1, the full hypothesized model is illustrated.
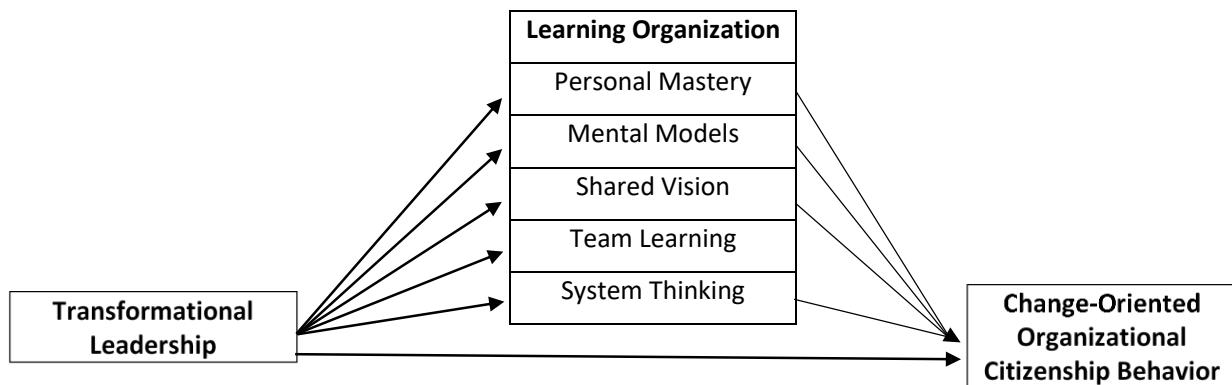
Figure 1. Proposed model of the relationships between Transformational Leadership, Learning Organization, and Change-Oriented Organizational Citizenship Behavior

Method

Design

The design of this correlational study was cross-sectional. The dependent variable was Change-Oriented Organizational Citizenship Behavior and the independent variable was Transformational Leadership. Learning Organization functioned as the mediating variable. The relationships were controlled for gender, age, level of education, tenure, position within the company, and the number of team members.

Procedure

A questionnaire was created on the online platform Qualtrics to test the hypotheses (Appendix B). It was translated in Dutch by 'round-trip translation'. The questionnaire consisted of 88 items and was distributed in cooperation with the consultancy firm thebrownpapercompany as part of the project 'Onderzoek Veranderkracht'[1]. thebrownpapercompany personally contacted the participating organizations by phone and asked them to send an email to their employees with a short introduction and a link to the 15-minute questionnaire. Additionally, the questionnaire was made available through the social media accounts of the researchers, using convenient sampling. To participate, participants had to accept the informed consent (Appendix A); explaining the purpose of the study and emphasizing the anonymity and confidentiality of the results. The data were collected from the 4th of March till the 5th of April.

Participants

A total of 226 employees participated in the study. Because of incomplete questionnaires, 46 participants were eliminated. The final sample consisted of 180 participants, with a total of 84 women (46.7%), 95 men (52.8%), and 1 other (0.6%). The data showed a skewed distribution in education level, with 45.6% of the participants having completed HBO and 31.1% having a university degree. Position within the company and number of team members also showed a skewed distribution with 70% of the participants being regular employees and 77.2% being part of a team with less than 10 members. Other demographics and employment statistics are shown in Table 1. The minority of participants (32.8%) were recruited through social media, whereas the majority (67.2%) were recruited through thebrownpapercompany, both on a non-compensation basis.

Table 1

Descriptive of gender, age, level of education, tenure, position within the company, and the number of team members (N=180)

Category	Subcategory	n	%
Gender	Woman	84	46.67
	Man	95	52.78
	Other	1	0.56
Age in years	18 - 24	15	8.33
	25 - 34	51	28.33
	35 - 44	32	17.78
	45 - 54	43	23.89
	55 - 64	34	18.89
	Older than 64	5	2.78
Highest Level of Education	Primary education	0	0
	LBO[a]/VMBO[b]	3	1.67
	HAVO[c]	6	3.33
	VWO[d]	2	1.11

	MBO[e]	30	16.67
	HBO[f]	82	45.56
	University	56	31.11
	Missing value	1	0.56
Tenure within the company in years	Less than 1	28	15.56
	1 - 5	64	35.56
	6 - 10	26	14.44
	11 - 20	42	23.33
	More than 20	19	10.56
	Missing value	1	0.56
Position within the company	General employee	126	70
	Team leader	18	10
	Management	34	18.89
	Missing value	2	1.11
Number of team members	Less than 10	139	77.22
	10 - 20	25	13.89
	More than 20	16	8.89

Note. [a]lower vocational education, [b]preparatory secondary vocational education, [c]higher general secondary education, [d]pre-university education, [e]secondary vocational education, [f]higher professional education

Measures

In this study, three variables were measured: Change-Oriented Organizational Citizenship Behavior, Transformational Leadership, and Learning Organization. Established scales were used to safeguard construct validity.

Change-Oriented Organizational Citizenship Behavior. For assessing CO-OCB, a ten-item scale, developed and validated through a multi-stage process by Morrison & Phelps (1999), was used. To reduce the total number of items in this study, three items were removed based on overlap and relevance for the target group. A Cronbach's alpha of .91 was found. According to Tavakol and Dennick (2011), this means the internal consistency is excellent. An example item is: "I am likely to try to bring about improved procedures for the store". The items were scored on a seven-point Likert scale ranging from 1 "never" to 7 "always".

Transformational Leadership. TL was measured with the 23-item Transformational Leadership Behavior Inventory (TLI), developed by Podsakoff et al. (1990). To reduce the total number of items in this study, seven items were removed based on overlap and relevance for the target group. A Cronbach's alpha of .93 was found, indicating an excellent internal consistency (Tavakol & Dennick, 2011). An example item is: "Inspires others with his/her plans for the future.". The items were measured on a seven-point Likert scale ranging from 1 "strongly disagree" to 7 "strongly agree".

Learning Organization. To measure LO, the 22-item Questionnaire for Learning Organizations (QLO), developed by Oudejans et al. (2011), was used. To reduce the total number of items in this study, two items were removed based on overlap and relevance for the target group. The following five scales of LO were measured: Personal Mastery (four items, $\alpha = .61$), Mental Models (three items, $\alpha = .52$), Shared Vision (four items, $\alpha = 0.63$), Team Learning (five items, $\alpha = .73$), and Systems Thinking (four items, $\alpha = .39$). The internal consistency of the five scales ranged from unacceptable to acceptable. The full scale of LO showed a Cronbach's alpha of .81, indicating a good internal consistency (Tavakol & Dennick, 2011). An example item is: "The staff members on my team support each other in learning new skills". A seven-point Likert scale ranging from 1 "strongly disagree" to 7 "strongly agree" was used.

Control variables. To control for systematic biases associated with participants' demographic and employment characteristics, six variables were included in the questionnaire: gender, age, level of education, tenure, position within the company, and the number of team members. The number of team members was included as a control variable because group size tends to affect group processes and member behavior (Choi, Price, & Vinokur, 2003).

Statistical analysis

All statistical analyses were performed using the *Statistical Program for Social Sciences (SPSS version 25.0).* Prior to analysis, the variables were examined for accuracy of data entry, missing values, and fit between their distributions and the assumptions of multivariate analysis. Missing values analysis revealed that four values were missing. A linear regression analysis was conducted to control for assumptions regarding outliers, normality, homoscedasticity, multicollinearity, and linearity. The Kolmogorov-Smirnov test showed a significant departure

from normality for Change-Oriented Organizational Citizenship Behavior. Also, four outliers were found, confirmed by Mahalanobis distance. Since the individual response pattern across the variables was not sufficiently abnormal to indicate that they were illegitimate participants or unrepresentative of the population, both cases were retained in the analyses.

Spearman's rho correlational analysis was used to examine intercorrelations between the variables, including the control variables. Furthermore, the direct effects were examined with linear regressions and the indirect (mediating) effects were computed using the PROCESS macro plug-in for SPSS (version 3.0) (Field, 2013). Missing values were deleted by listwise deletion and a 5000-sample bootstrap with a 95% confidence interval was applied to deal with non-normality. All data were kept unstandardized.

Results

Descriptive statistics

Spearman's rho correlation coefficients between all variables, the descriptive statistics and Cronbach's alpha reliability coefficients are shown in Table 2. Change-Oriented Organizational Citizenship Behavior, Transformational Leadership and the full scale of Learning Organization were all significantly and positively related to each other. The number of team members was excluded from the analyses since it did not correlate with any of the variables. The other control variables were included as covariates. Looking at Cronbach's alpha, System Thinking demonstrated unacceptable internal consistency ($\alpha = .39$). When dealing with psychological constructs alphas below .7 can be expected because of the diversity of the constructs being measured (Field, 2013). With intercorrelations being very low between most items, $r_s(180) < .3$, System Thinking seemed to be a divers construct as well. Because of this, System Thinking will not be excluded from further analyses.

Table 2

Spearman's Bivariate Correlations and Descriptive Statistics (N = 176)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Gender														
2. Age	.16*													
3. Education	.02	-.22**												
4. Tenure	.14*	.59**	-.23**											
5. Position	.31**	.20**	.18**	.17*										
6. Team	-.09	.04	.15*	.08	.14*									
7. TL	-.07	.15*	-.10	.13*	.00	-.05	(.93)							
8. LO	.05	.29**	.03	.15*	.22**	-.01	.51**	(.81)						
9. LO_PM[a]	.14*	.11	-.07	.09	.27**	-.09	.24**	.57**	(.61)					
10. LO_MM[b]	.06	.19**	.10	-.04	.15*	-.08	.24**	.66**	.33**	(.52)				
11. LO_SV[c]	.06	.21**	.06	.15*	.22**	-.05	.47**	.73**	.37**	.30**	(.63)			
12. LO_TML[d]	-.16*	.23**	-.03	.13*	.00	.05	.53**	.74**	.17*	.38**	.52**	(.73)		
13. LO_ST[e]	.19**	.26**	.09	.10	.27**	.12	.19**	.61**	.40**	.37**	.28**	.27**	(.39)	
14. CO-OCB	.06	.04	.19**	-.02	.22**	.02	.20**	.31**	.32**	.35**	.12	.14*	.39**	(.91)
M							5.05	5.51	5.45	5.01	6.04	5.32	5.74	4.83
SD							.96	.53	.85	.90	.59	.82	.63	1.14

Note. Cronbach's alpha shown along the diagonal; *M* = Mean; *SD* = Standard Deviation.
[a]Personal Mastery, [b]Mental Models, [c]Shared Vision, [d]Team Learning, [e]System Thinking
*$p < .05$. **$p < .01$ (1-tailed)

In the next paragraphs the results regarding the relationships between TL, LO and CO-OCB will be discussed. The different paths of the relationship are shown in Figure 2. A graphical representation of the results can be found in Appendix C.
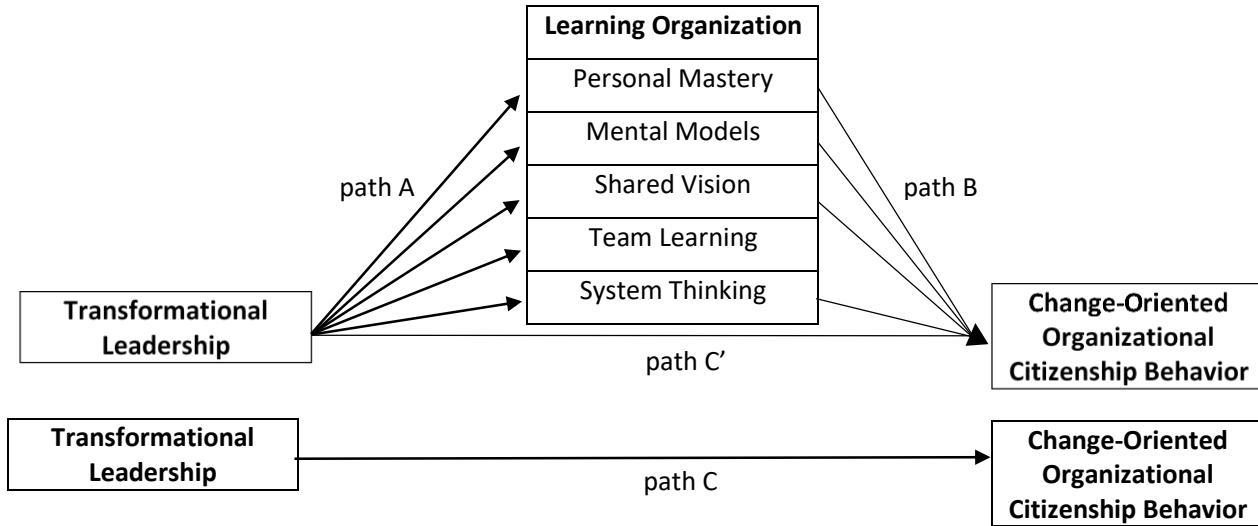
Figure 2. Direct and indirect effect of Transformational Leadership on Change-Oriented Organizational Citizenship Behavior through Learning Organization

Transformational Leadership and Change-Oriented Organizational Citizenship Behavior

The relationship between Transformational Leadership and Change-Oriented Organizational Citizenship Behavior was examined with simple linear regression, shown in Table 3. TL was positively, but not significantly, related to CO-OCB. Hereby, Hypothesis 1 is not confirmed.

Table 3

Path C: Unstandardized effect of Transformational Leadership on Change-Oriented Organizational Citizenship Behavior (N=176)

Model		CO-OCB		
		b	*SE*	95% CI
1	TL	.14	.10	[-.05, .36]
	R^2	.02		
	F	2.57		
2	TL	.16	.10	[-.02, .38]
	Gender	.03	.17	[-.30, .37]
	Age	.05	.08	[-.10, .20]
	Education	.23**	.09	[.04, .40]
	Tenure	-.05	.09	[-.22, .13]
	Position	.27*	.11	[.05, .47]
	R^2	.11		
	F	3.42**		

Note. b = unstandardized coefficient; *SE* = Standard Error; CI = Confidence Interval.
*$p < 0.05$, **$p < 0.01$, ***$p < 0.001$

Learning Organization and Change-Oriented Organizational Citizenship Behavior

Results of the multiple linear regression analysis between the five disciplines of Learning Organization and Change-Oriented Organizational Citizenship Behavior are shown in Table 4. According to the results only Personal Mastery ($b = 0.41$, $p = .011$) and Systems Thinking ($b = 0.45$, $p = .003$) were significantly related to CO-OCB. Thus, Hypothesis 2 was partly confirmed. The total model, including all disciplines of LO and the control variables, explained 26.10% of the variance in CO-OCB. Looking at the control variables, the level of education also influenced CO-OCB significantly ($b = 0.20$, $p = .012$). Since the internal consistency of the full scale of LO was better than the subscales, an additional simple regression analysis was done. The results showed that LO was significantly and positively related to CO-OCB, $b = 0.70$, $p < .001$ (Appendix C).

Table 4

Path B: Unstandardized effects of the disciplines of Learning Organization on Change-Oriented Organizational Citizenship Behavior (N=176)

	CO-OCB		
	b	*SE*	95% CI
PM[a]	.41*	.15	[.11, .71]
MM[b]	.19	.12	[-.03, .43]
SV[c]	-.19	.12	[-.44, .05]
TML[d]	.10	.11	[-.12, .32]
ST[e]	.45**	.15	[.16, .73]
Gender	-.05	.17	[-.37, .28]
Age	-.05	.07	[-.19, .09]
Education	.20*	.09	[.03, .37]
Tenure	.01	.08	[-.13, .17]
Position	.14	.10	[-.07, .33]
R^2	.26		
F	5.83***		

Note. b = unstandardized coefficient; *SE* = Standard Error; CI = Confidence Interval.
[a]Personal Mastery, [b]Mental Models, [c]Shared Vision, [d]Team Learning, [e]System Thinking
*$p < 0.05$, **$p < 0.01$, ***$p < 0.001$

Transformational Leadership and Learning Organization

The relationship between Transformational Leadership and the different disciplines of Learning Organization can be found in Table 5. As expected, simple linear regression analyses showed that TL was positively related to all five disciplines of LO, with all relationships being significant (PM: $b = 0.12$, $p = .0057$; MM: $b = 0.15$, $p = .0135$; SV: $b = 0.46$, $p < .001$; TML: $b = 0.48$, $p < .001$; ST: $b = 0.11$, $p = .0248$). Hypothesis 3 was thereby confirmed. The total model, including TL and control variables, explained 11.28% of the variance in Personal Mastery, 13.59% in Mental Models, 32.34% in Shared Vision, 36.45% in Team Learning and 16.46% in System Thinking. An additional interesting finding was the significant negative relationship between gender and Team Learning ($b = -0.31$, $p = .0060$). Additional analyses showed that TL

was also significantly and positively related to the full scale of LO, $b = .26$, $p < .001$ (Appendix C).

Table 5

Path A: Unstandardized effects of Transformational Leadership on the disciplines of Learning Organization (N=176)

	Personal Mastery			Mental Models			Shared Vision			Team Learning			System Thinking		
	b	*SE*	95% CI	*B*	*SE*	95% CI	*b*	*SE*	95% CI	*b*	*SE*	95% CI	*b*	*SE*	95% CI
TL	.12**	.04	[.04, .21]	.15*	.06	[.03, .27]	.46***	.06	[.34, .57]	.48***	.06	[.37, .60]	.11*	.05	[.01, .20]
Gender	.04	.09	[-.13, .22]	.02	.12	[-.21, .25]	-.10	.11	[-.32, .13]	-.31**	.11	[-.54, -.09]	.12	.09	[-.06, .30]
Age	.03	.04	[-.05, .11]	.18***	.05	[.08, .29]	.07	.05	[-.03, .17]	.13*	.05	[.03, .23]	.12**	.04	[.04, .20]
Education	-.06	.04	[-.14, .03]	.10	.06	[-.01, .21]	.05	.05	[-.06, .16]	.05	.06	[-.06, .15]	.07	.04	[-.02, .16]
Tenure	-.02	.04	[-.10, .06]	-.16**	.06	[-.27, -.05]	.02	.05	[-.09, .12]	.00	.05	[-.10, .11]	-.04	.04	[-.12, .05]
Position	.17**	.06	[.06, .29]	.12	.08	[-.04, .27]	.18*	.07	[.04, .33]	-.01	.07	[-.15, .14]	.15*	.06	[.03, .27]
R^2	.11			.14			.32			.37			.17		
F	3.58**			4.43***			13.46***			16.16***			5.55***		

Note. b = unstandardized coefficient; *SE* = Standard Error; CI = Confidence Interval.
*$p < 0.05$, **$p < 0.01$, ***$p < 0.001$

Learning Organization as mediator

A simple mediation analysis, using Model 4 of the PROCESS macro, was conducted to test the hypotheses about the indirect relationships between Transformational Leadership and Change-Oriented Organizational Citizenship Behavior through the five disciplines of Learning Organization. Table 6 shows the total, direct and indirect effects between TL and CO-OCB. The difference between the total and direct effect indicate partial mediation through Learning Organization (Kenny, Korchmaros, & Bolger, 2003). Looking at the indirect effects (Table 6), significant indirect effects were found between TL and CO-OCB through Personal Mastery ($b = .05$, 95% CI = .01, .11) and System Thinking ($b = .05$, 95% CI = .001, .12). The other indirect effects were insignificant. Thus, Hypothesis 4 was partly confirmed by the results of this study. Additional analysis showed a significant indirect effect between TL and CO-OCB through the full scale of LO, $b = .05$, 95% CI = [.01, .11] (Appendix C).

Table 6

Path C' and C: Unstandardized total, direct, and indirect effects of Transformational Leadership on Change-Oriented Organizational Citizenship Behavior (N=176)

	CO-OCB		
	b	*SE*	95% CI
Total Effect	.16	.09	[-.01, .34]
R^2	.11		
F	3.42**		
Direct Effect	.12	.10	[-.08, .32]
R^2	.27		
F	5.43***		
Indirect Effect			
PM[a]	.05	.03	[.01, .11]
MM[b]	.03	.02	[-.00, .09]
SV[c]	-.10	.06	[-.23, .01]
TML[d]	.03	.06	[-.09, .14]
ST[e]	.05	.03	[.001, .12]

Note. b = unstandardized coefficient; *SE* = Standard Error; CI = Confidence Interval.
[a]Personal Mastery, [b]Mental Models, [c]Shared Vision, [d]Team Learning, [e]System Thinking
*$p < 0.05$, **$p < 0.01$, ***$p < 0.001$

Discussion

The main question of this study was: how to be successful in today's contemporary business environment? Literature states that the development of a flexible and innovative workforce, in which employees show Change-Oriented Organizational Citizenship Behavior, is crucial for this success. Through a quantitative study, it was examined how Transformational Leadership and Learning Organization influence CO-OCB. Having this knowledge could help managers and consultants to influence organizational change, aiming at a more sustainable future.

Considering the evidence that transformational leaders are able to increase the learning capacity of organizations, which in turn motivates employees to show CO-OCB, it was hypothesized that LO would mediate the relationship between TL and CO-OCB. To test the hypotheses, data were collected from 176 working adults in The Netherlands. Results showed an indirect relationship between TL and CO-OCB, with LO functioning as a mediator. No direct relationship was found between TL and CO-OCB.

In the following paragraphs, the most prominent and contradicting findings will be discussed in more detail.

Transformational Leadership and Change-Oriented Organizational Citizenship Behavior. The most important finding of this study was an indirect significant positive relationship between TL and CO-OCB through Personal Mastery and System Thinking. Therefore, Hypothesis 4 was partly confirmed. These results suggests that transformational leaders can influence change-oriented behaviors of employees by focusing on increasing the level of expertise and making employees aware of the organization as an interconnected system. An additional analysis also showed a significant indirect effect between TL and CO-OCB through the full scale of LO, including all five subscales. This effect was stronger than the mediation effect of the separate subscales, suggesting that TL is able to influence CO-OCB by influencing all five disciplines of LO together.

Surprisingly, no direct relationship was found between TL and CO-OCB, not confirming Hypothesis 1. This outcome is contrary to the findings of Bettencourt (2004) and Wang et al. (2011). As mentioned before, in the study of Wang et al. (2011), extra-role behavior was mostly measured by affiliative OCBs instead of challenging OCBs, oriented towards maintaining existing working relationships. This can explain the contradictory findings since both TL and affiliative OCBs are focusing on the unity of the group, while

challenging OCBs disrupt these interpersonal relations and work processes endorsed by others (Choi, 2007). The results of the mediation analyses confirmed this idea; the two strongest relationships between TL and LO were with Shared Vision and Team Learning, while the two strongest – and only significant – relationships between LO and CO-OCB were with Personal Mastery and System Thinking. This clearly shows that LO is multifaceted. Some disciplines focus on the unity of the group, sharing a vision and a way of thinking, while others focus on challenging existing working methods by constantly improving one's expertise and understanding how the system is interconnected. This difference in focus between TL and CO-OCB also explains why no significant relationship was found between TL and CO-OCB. Since these are just speculations, more research is needed to understand the mediating effect of LO.

Learning Organization and Change-Oriented Organizational Citizenship Behavior. The present study partly confirmed the hypothesized relationship between the six disciplines of Learning Organization and Change-Oriented Organizational Citizenship Behavior (Hypothesis 2). A significant positive relationship was found between Personal Mastery, System Thinking and CO-OCB. These results support the idea that employees who continually increase their expertise are using this expertise to improve their task or the organization's performance. Systems Thinking improves the organization's performance by understanding the greater pattern in systems to change them effectively. As expected, no significant relationship was found between Team Learning and CO-OCB. Furthermore, an additional analysis showed a significant relationship between the full scale of LO and CO-OCB, being stronger than the relationships between the subscales and CO-OCB. This suggests that LO as a whole is more able to influence CO-OCB than its separate disciplines. The expected relationships between Mental Models, Shared Vision, and CO-OCB were not supported by the results of this study. Possible explanations for these contradicting findings will be discussed below.

Mental Models. Not finding a relationship between Mental Models and CO-OCB could be explained by the use of different constructs to measure Mental Models. This explanation does not change the fact that Mental Models focus on sharing assumptions with the team to discover each other's blind spot, ultimately increasing the organizational performance (Senge, 1990). More research is needed to confirm this expected positive relationship.

Shared Vision. The relationship between Shared Vision and CO-OCB was found to be negative, although not significant. This suggests that when employee's standpoints are in line with the vision of the organization, there is no need to challenge the status quo. Contrary to this finding, Choi (2007) argued that a strong vision commits employees to the organization, making them more willing to contribute by making suggestions for improvements. Since the negative relationship between Shared Vision and CO-OCB was not significant, more research is needed to make a statement about it.

Transformational Leadership and Learning Organization. A significant positive relationship was found between Transformational Leadership and all five disciplines of Learning Organization, confirming Hypothesis 3. The strongest relationship was found between TL and Team Learning; transformational leaders are making employees identify with the group goals, thereby, promoting collective thinking. Another strong relationship was found between TL and Shared Vision. This is in line with previous studies that suggest transformational leaders encourage employees to develop a collective vision by making the vision clear and compelling (Bettencourt, 2004; Rijal, 2010). Taken together, transformational leaders are able to create shared values and inspire employees with a fresh common goal. This way, employees embrace continuous learning, changing the organization into a LO. An additional analysis showed that TL was also significant related to the full scale of LO.

Control variables. Looking at the control variables, two interesting results were found; a significant positive relationship between education and Change-Oriented Organizational Citizenship Behavior, and a significant negative relationship between gender and Team Learning. The first finding shows that the higher employees are educated, the higher they score on CO-OCB. This suggests that a certain level of thinking is required to be able to improve one's task or the organization's performance. The second finding shows that women score higher on Team Learning than men, suggesting that women focus more on collective thinking.

Theoretical and practical implications

The purpose of the present study was to contribute to the existing knowledge about what drives employees to show Change-Oriented Organizational Citizenship Behavior. As the first study to use Learning Organization as a mediator in the relationship between Transformational Leadership and CO-OCB, the results are promising and create a starting

point for further research. Furthermore, this knowledge could help managers and consultants to understand how to be successful in today's contemporary business environment. Literature review has shown that the development of a flexible and innovative workforce, in which employees show CO-OCB, is crucial for this success. Additionally, the results of this study demonstrate that leaders can influence CO-OCB by adopting a Transformational Leadership style to transform the organization into a LO. This LO makes it possible to handle complexity and organizational change and stimulates employees to show CO-OCB. Especially nowadays, with organizations becoming less hierarchical and employees being able to work remotely, independently is expected of employees and CO-OCB is becoming increasingly important. This makes leadership more result-based and the organizational culture more individualistic. As seen by the results of this study, LO seems to be able to balance this out by not only challenging colleagues to constantly increase the organizational performance, but also focusing on the unity of the group. Managers and consultants can contribute to this process by creating a shared vision and stimulating group goals to make sure employees stay involved with the team, aiming at a more sustainable future for the organization.

Study limitations

There are several limitations connected to the present study. First of all, more general limitations regarding cross-sectional research and self-reported data. Although correlational studies are useful in finding relationships between variables, they do not determine causality. This means that the results of this study do not indicate anything about the directions of the relationships found. Experimental research is needed to understand whether Transformational Leadership influences Learning Organization or the other way around. Besides that, working with self-reported data is a limitation since it is prone to bias. This is especially true for Change-Oriented Organizational Citizenship Behavior since the scores are dependent on the perception of the participants about their own behavior.

More specific limitations of this study relate to the scale being used to measure LO, the sample and the occurrence of COVID-19.

Scales. The scale that was used in this study to assess Learning Organization has not been used in previously published work, and evidence of the scale's internal consistency is relatively limited. Still, it was consciously decided to use this scale since Senge's book – The

Fifth Discipline (1990) – is one of the most popular books used by managers and the QLO is the only scientific tested scale using Senge's concept of LO.

Sample. The sample of this study influenced the external validity; whether the results can be generalized to other settings. The data showed a skewed distribution with more than three-thirds of the participants being higher educated and having less than 10 team members. Besides that, almost all participants recruited through thebrownpapercompany worked for sports unions.

COVID-19. The third study-specific limitation is the occurrence of the COVID-19 virus in The Netherlands. From the 16th of March, the Dutch government recommended everyone to work from home and limit social contact. This required completely different behavior from all layers of the organization. An extra line was added in the questionnaire, asking participants to fill it out with a regular working day in mind. However, COVID-19 is still expected to positively influence the scores on Change-Oriented Organizational Citizenship Behavior and negatively on Transformational Leadership and Learning Organization, affecting the internal validity. Since most employees were working from home, only having limited contact moments with colleagues and managers via online media, employees were more independent. As a result, the possibility – but most of all the cruciality – of being proactive and showing CO-OCB, increased. At the same time, these limited contact moments are expected to negatively influence the scores on LO since working became less of a social and collective activity. Lastly, with employees being less regulated, leaders needed to manage more result-orientated, possibly applying less of a Transformational Leadership style.

Taking all this all together, the contributions of this study must be considered in light of its limitations.

Study recommendations

Future research should aim to replicate the present findings; study the influence of individual differences on Change-Oriented Organizational Citizenship Behavior; discover other important mediating factors in the relationship between Transformational Leadership and CO-OCB; and look into the consequences of CO-OCB. Some individual differences influencing CO-OCB have already been studied by previous research, like level of self-efficacy and felt responsibility to bring about change in their workplaces (Choi, 2007; Morrison & Phelps, 1999). Previous research also already suggesting some possible mediating

factors in the relationship between TL and CO-OCB, such as support from top management (Morrison & Phelps, 1999), trust in management (Podsakoff et al., 1990) and leader-member exchange quality (Bettencourt, 2004). Finally, future research should look into the consequences of CO-OCB; because CO-OCB is aimed at organizational improvement, it does not automatically mean that the outcome of CO-OCB will be positive. In this study, CO-OCB was measured by Taking Charge. Since Taking Charge challenges the status quo, it may be viewed as threatening by other employees, including managers. In this case, trying to bring about organizational improvement might even have a dysfunctional effect. So although this study provides a useful first step toward understanding the construct of CO-OCB, future research should identify conditions under which CO-OCB is likely to harm rather than help an organization.

Conclusion

The present study has provided more insight into the relationships between Transformational Leadership and Change-Oriented Organizational Citizenship Behavior. Furthermore, the mediating role of Learning Organization was examined. The results showed a positive indirect relationship between TL and CO-OCB, being mediated by Personal Mastery and System Thinking. No direct relationship between TL and CO-OCB was found, being explained by TL and CO-OCB both relating to different disciplines of LO. This implies that LO is multifaceted with some disciplines focusing on the unity of the group, while others focus on challenging colleagues to continuously improve. Although further research is needed to fully understand the relationships between TL and CO-OCB, the results of this first study to use LO as a mediator are promising. The present study not only creates a starting point for further research but also provides knowledge that could help managers and consultants to make organizations more sustainable in today's contemporary business environment.

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Appendix A: Informed consent

Informatie voor deelnemers

Welkom bij het Onderzoek Veranderkracht!

Op deze pagina wordt het doel van het onderzoek geschetst en een beschrijving gegeven van uw betrokkenheid en rechten als deelnemer. Onder aan de pagina kunt u ermee instemmen om deel te nemen of ervoor kiezen om de vragenlijst te beëindigen.

1. Wat is het doel van het onderzoek?
Het doel van het onderzoek is om in kaart te brengen welke factoren bijdragen aan verandering binnen organisaties gericht op een duurzame toekomst.

2. Wat houdt mijn deelname in?
Het beantwoorden van een 15-minuten durende vragenlijst, waarin we graag uw perceptie willen weten over verschillende factoren, zoals uw eigen gedrag op de werkvloer en de inrichting van de organisatie. Mocht u ongemak ervaren tijdens het beantwoorden van de vragenlijst, aarzel niet om op elk gewenst moment en om welke reden dan ook te stoppen.

3. Wie komt in aanmerking om deel te nemen?
Om deel te nemen aan het onderzoek, moet u ouder dan 18 jaar en werkzaam zijn binnen een organisatie (niet als ZZP'er).

4. Zijn er risico's verbonden aan het onderzoek?
Er zijn geen verwachte risico's verbonden aan uw deelname in dit onderzoek.

5. Moet ik deelnemen?
Deelname aan dit onderzoek is volledig vrijwillig. U hoeft niet deel te nemen als u dat niet wilt. Ook bent u vrij om uw deelname te allen tijde en om welke reden dan ook te beëindigen door de vragenlijst weg te klikken. De vragen die u hebt beantwoord zullen worden gewist en zullen niet gebruikt worden in het huidige onderzoek.

6. Is mijn deelname anoniem?
De data, verzamelend in dit onderzoek, zullen vertrouwelijk worden behandeld. Alleen de onderzoekers zelf en hun supervisor hebben toegang tot de antwoorden. Daarnaast wordt de data geanonimiseerd, wat betekend dat ze niet terug te leiden zijn naar individuen. Alle data zal gecodeerd worden en onafhankelijk van persoonlijke informatie worden gewaard. Tenslotte wordt de data beschermd door een beveiligingscode.   Alle data worden minimaal 10 jaar bewaard. Dit is in overeenstemming met de richtlijnen verzorgd door de VSNU Association of Universities in Nederland. Voor meer informatie met betrekking tot privacy, raadpleeg de website van de Autoriteit Persoonsgegevens: https://autoriteitpersoonsgegevens.nl/nl/onderwerpen/avg-europese-privacywetgeving.

7. Waar kan ik terecht met een vraag?
Als u vragen heeft over dit onderzoek, kunt u contact opnemen met de onderzoekers.
Ruben Littooij: a.r.littooij@students.uu.nl
Anna Tempelman: a.m.s.tempelman@students.uu.nl
Bibiana Armenta Gutierrez (supervisor): b.m.armentagutierrez@uu.nl

8. Waar kan ik terecht met een klacht?
Als u een officiële klacht heeft over het onderzoek, kunt u een e-mail sturen naar de klachten functionaris: klachtenfunctionaris-fetcsocwet@uu.nl

Door deze pagina te accepteren en de vragenlijst in te vullen, erken ik dat ik 18 jaar of ouder en werkzaam ben (niet als ZZP'er), de informatie op deze pagina gelezen en begrepen heb, en volledig vrijwillig deelneem aan dit onderzoek.

○ Akkoord

○ Niet akkoord

Appendix B: Questionnaire

Wat fijn dat u meedoet met dit onderzoek.
Als u een code heeft ontvangen van uw organisatie, willen we u vragen deze hieronder in te vullen. Zo niet, vul '000' in.

Instructies

Lees alle vragen aandachtig en beantwoord ze in overeenstemming met de volgende instructies:
1. Beantwoord elke vraag zo eerlijk mogelijk. Er zijn geen goede of foute antwoorden, alleen uw mening telt. Al uw antwoorden worden strikt vertrouwelijk behandeld.
2. Het is heel belangrijk dat u alle vragen beantwoordt. Probeer de hele vragenlijst te beantwoorden, zelfs als u niet zeker bent van een individueel antwoord.
3. Zoek een moment waarop u de vragenlijst in één keer kunt beantwoorden.

Tip: voor optimaal gebruiksgemak, vul de vragenlijst in op de computer.

Klik op de knop (-->) om te starten met de vragen. Succes!

Geef aan in hoeverre u het eens bent met onderstaande stellingen.

Opmerking: er wordt een aantal keer het begrip 'team' gebruikt. Als u niet in een team werkt, hou dan de collega's in gedachten waarmee u het meeste samenwerkt.

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Mijn standpunten en ideeën over mijn werk passen bij het beleid van de organisatie	○	○	○	○	○	○	○
De documenten of jaarverslagen met de resultaten verschaffen informatie die mijn team concreet kan gebruiken	○	○	○	○	○	○	○
Als professional heb ik de vaardigheden om de oorzaak en het effect van een probleem duidelijk	○	○	○	○	○	○	○

te onderscheiden

Mijn huidige baan is enorm belangrijk voor me	○	○	○	○	○	○	○
De resultaten van mijn werk worden mede bepaald door de inspanningen van medewerkers buiten mijn team	○	○	○	○	○	○	○

---

herhaling

Geef aan in hoeverre u het eens bent met onderstaande stellingen.

Opmerking: er wordt een aantal keer het begrip 'team' gebruikt. Als u niet in een team werkt, hou dan de collega's in gedachten waarmee u het meeste samenwerkt.

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Mijn teamleden bedenken regelmatig hoe we betere resultaten kunnen bereiken en dit leidt tot concrete verbeteracties	○	○	○	○	○	○	○
Ik voel me persoonlijk verantwoordelijk voor het leveren van goed werk	○	○	○	○	○	○	○
De resultaten van mijn werk worden mede bepaald door de inspanningen van medewerkers in mijn team	○	○	○	○	○	○	○

| Mijn mening is van belang wanneer de strategie wordt bepaald | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Ik voel me persoonlijk verantwoordelijk voor het behalen van goede resultaten | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

herhaling

Geef aan in hoeverre u het eens bent met onderstaande stellingen.

Opmerking: er wordt een aantal keer het begrip 'team' gebruikt. Als u niet in een team werkt, hou dan de collega's in gedachten waarmee u het meeste samenwerkt.

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Mijn standpunten en ideeën over mijn werk hebben een sterk effect op hoe ik mijn werk doe	○	○	○	○	○	○	○
De medewerkers in mijn team ondersteunen elkaar bij het leren van nieuwe vaardigheden	○	○	○	○	○	○	○
Mijn team heeft doelen geformuleerd met betrekking tot de resultaten van het werk (o.a. klanttevredenheid)	○	○	○	○	○	○	○
Verbeteracties worden in mijn team zorgvuldig uitgevoerd en	○	○	○	○	○	○	○

gemonitord

| | Als professional los ik een probleem op door het vanuit verschillende invalshoeken te benaderen | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Geef aan in hoeverre u het eens bent met onderstaande stellingen.

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Ik denk dat mijn organisatie een duidelijke visie heeft	○	○	○	○	○	○	○
Ik bespreek mijn standpunten en ideeën met andere experts in mijn vakgebied (o.a. collega's)	○	○	○	○	○	○	○
Mijn professionele expertise is essentieel voor het behalen van goede resultaten	○	○	○	○	○	○	○
Ik pas mijn standpunten en ideeën over mijn werk aan op basis van kwantitatieve resultaten (o.a. het jaarverslag of onderzoeksrapporten in mijn vakgebied)	○	○	○	○	○	○	○
Ik voel me nauw betrokken bij mijn organisatie	○	○	○	○	○	○	○

De volgende vragen hebben betrekking op uw leidinggevende. Heeft u meerdere leidinggevenden? Hou degene in gedachten waarmee u het meeste contact hebt.

Geef aan in hoeverre u het eens bent met onderstaande stellingen.

Mijn leidinggevende...

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Heeft een duidelijk begrip van waar we naartoe gaan	○	○	○	○	○	○	○
Daagt me uit om over oude problemen op nieuwe manieren na te denken	○	○	○	○	○	○	○
Inspireert anderen met zijn/haar toekomstplannen	○	○	○	○	○	○	○
Complimenteert mij persoonlijk wanneer ik uitstekend werk verricht	○	○	○	○	○	○	○
Geeft me speciale erkenning als mijn werk erg goed is	○	○	○	○	○	○	○

herhaling De volgende vragen hebben betrekking op uw leidinggevende. Heeft u meerdere leidinggevenden? Hou degene in gedachten waarmee u het meeste contact hebt.

Geef aan in hoeverre u het eens bent met onderstaande stellingen.

Mijn leidinggevende...

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Bevordert samenwerking tussen teams	○	○	○	○	○	○	○

Zet de groep aan om samen te werken voor hetzelfde doel	○	○	○	○	○	○	○
Geeft me altijd positieve feedback als ik goed presteer	○	○	○	○	○	○	○
Handelt zonder rekening te houden met mijn gevoelens	○	○	○	○	○	○	○
Leidt door 'te doen' in plaats van simpelweg door 'te vertellen'	○	○	○	○	○	○	○

herhaling De volgende vragen hebben betrekking op uw leidinggevende. Heeft u meerdere leidinggevenden? Hou degene in gedachten waarmee u het meeste contact hebt.

Geef aan in hoeverre u het eens bent met onderstaande stellingen.

Mijn leidinggevende...

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Dringt aan op alleen de beste prestatie	○	○	○	○	○	○	○
Toont respect voor mijn persoonlijke gevoelens	○	○	○	○	○	○	○
Gedraagt zich op een manier die rekening	○	○	○	○	○	○	○

houdt met mijn persoonlijke behoeften							
Is altijd op zoek naar nieuwe kansen voor de organisatie	○	○	○	○	○	○	○
Geeft het goede voorbeeld	○	○	○	○	○	○	○

herhaling De volgende vragen hebben betrekking op uw leidinggevende. Heeft u meerdere leidinggevenden? Hou degene in gedachten waarmee u het meeste contact hebt.

Geef aan in hoeverre u het eens bent met onderstaande stellingen.

Mijn leidinggevende...

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Heeft me gestimuleerd om de manier waarop ik dingen doe te heroverwegen	○	○	○	○	○	○	○
Biedt een goed model voor mij om te volgen	○	○	○	○	○	○	○
Erkent vaak mijn goede prestaties niet	○	○	○	○	○	○	○
Ontwikkelt een teamhouding en -geest onder medewerkers	○	○	○	○	○	○	○

Laat ons zien dat hij/zij veel van ons verwacht	○	○	○	○	○	○	○

Geef aan in hoeverre de volgende stellingen op u van toepassing zijn.

	Nooit	Zelden	Af en toe	Regelmatig	Vaak	Meestal	Altijd
Ik probeer mezelf verbeterde procedures eigen te maken om mijn werk te doen	○	○	○	○	○	○	○
Ik probeer te veranderen hoe mijn werk wordt uitgevoerd om effectiever te zijn	○	○	○	○	○	○	○
Ik probeer verbeterde procedures voor het team of de afdeling tot stand te brengen	○	○	○	○	○	○	○
Ik doe constructieve suggesties om te verbeteren hoe dingen in zijn werk gaan binnen de organisatie	○	○	○	○	○	○	○
Ik probeer een foutieve procedure of uitvoering te corrigeren	○	○	○	○	○	○	○

Ik probeer overbodige of onnodige procedures te elimineren

○ ○ ○ ○ ○ ○ ○

Ik probeer nieuwe structuren, technologieën of benaderingen te introduceren om de efficiëntie te verbeteren

○ ○ ○ ○ ○ ○ ○

Geef aan in hoeverre u het eens bent met de volgende stellingen.

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Ik probeer altijd stappen te ondernemen om problemen met andere werknemers te voorkomen	○	○	○	○	○	○	○
Ik denk na over hoe mijn gedrag het werk van andere mensen beïnvloedt	○	○	○	○	○	○	○
Ik maak geen misbruik van de rechten van anderen	○	○	○	○	○	○	○
Ik probeer altijd te voorkomen	○	○	○	○	○	○	○

dat er
problemen
ontstaan
voor
collega's

Ik houd
rekening
met de
impact van
mijn acties
op collega's ○ ○ ○ ○ ○ ○ ○

Geef aan in hoeverre u het eens bent met de volgende stellingen

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Ik help anderen die afwezig zijn geweest	○	○	○	○	○	○	○
Ik help anderen die zware werklasten hebben	○	○	○	○	○	○	○
Ik help nieuwe mensen te oriënteren, hoewel dit niet verplicht is	○	○	○	○	○	○	○
Ik help vrijwillig anderen met werk gerelateerde problemen	○	○	○	○	○	○	○
Ik ben altijd bereid om de mensen om me heen een helpende hand te	○	○	○	○	○	○	○

bieden

Geef aan in hoeverre u het eens bent met de volgende stellingen.

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Verandering is nodig om de effectiviteit van de organisatie te vergroten	○	○	○	○	○	○	○
Het is een rustige periode in de werkzaamheden van mijn team	○	○	○	○	○	○	○
Mijn team is in staat om weerstand tegen mogelijke veranderingen te overwinnen	○	○	○	○	○	○	○
Op dit moment lopen er verschillende (verander)trajecten die mijn aandacht vereisen	○	○	○	○	○	○	○
Ik heb zelf in het verleden goede ervaringen opgedaan met organisatieveranderingen	○	○	○	○	○	○	○
Verandering is nodig om de marktpositie van de organisatie te verbeteren	○	○	○	○	○	○	○

Geef aan in hoeverre u het eens bent met de volgende stellingen.

Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens

Ik ben bereid om me in te zetten voor veranderingen binnen de organisatie

○   ○   ○   ○   ○   ○   ○

Verandering is nodig om een sterkere positie in te nemen ten opzichte van de concurrentie

○   ○   ○   ○   ○   ○   ○

Ik word op tijd geïnformeerd over nieuwe ontwikkelingen binnen de organisatie

○   ○   ○   ○   ○   ○   ○

Mijn team draait op dit moment met een volledige bezetting

○   ○   ○   ○   ○   ○   ○

Verandering is nodig om de kwaliteit van ons eindproduct en/of dienstverlening te verhogen

○   ○   ○   ○   ○   ○   ○

Geef aan in hoeverre u het eens bent met de volgende stellingen.

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Onze organisatie is optimaal ingericht om snel in te kunnen spelen op de veranderende	○	○	○	○	○	○	○

wensen van
onze klanten

Onze
processen
stellen ons in
staat ons werk
snel en
effectief uit te
voeren

○　　○　　○　　○　　○　　○　　○

Onze
organisatie is
in staat om
goed
geïnformeerde
beslissingen
te nemen

○　　○　　○　　○　　○　　○　　○

De organisatie
is zo
georganiseerd
dat er genoeg
uitwisseling
van informatie
plaatsvindt

○　　○　　○　　○　　○　　○　　○

Er zijn goede
relaties tussen
managers en
medewerkers

○　　○　　○　　○　　○　　○　　○

Geef aan in hoeverre u het eens bent met de volgende stellingen.

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Onze huidige strategie stelt ons in staat om de uitdagingen van de toekomst aan te kunnen	○	○	○	○	○	○	○
Onze organisatie haalt de juiste stuurinformatie uit onze	○	○	○	○	○	○	○

processen

Onze processen stellen ons in staat om mee te bewegen met veranderingen in de markt	○	○	○	○	○	○	○
Onze producten en/of diensten zijn in staat om mee te bewegen met de veranderende wensen van de klant	○	○	○	○	○	○	○
Ik vertrouw erop dat het management mijn belangen op de best mogelijke wijze behartigt	○	○	○	○	○	○	○

De volgende vragen gaan over 'burgerschapsgedrag', oftewel; vrijwillige gedragingen die niet onderdeel zijn van de taakomschrijving, maar wel bijdragen aan het effectief functioneren van de organisatie. Ervan uitgaande dat burgerschapsgedrag vertoond wordt, wordt in onderstaande vragen de reden van dit gedrag onderzocht.

Geef aan in hoeverre u het eens bent met onderstaande stellingen.

Ik vertoon 'burgerschapsgedrag'...

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Om te voorkomen dat het er slecht uit ziet voor anderen	○	○	○	○	○	○	○
Om te voorkomen dat ik er lui uitzie	○	○	○	○	○	○	○

Om beter te lijken dan mijn collega's	○	○	○	○	○	○	○
Om indruk te maken op mijn collega's	○	○	○	○	○	○	○
Omdat ik bang ben om onverantwoordelijk over te komen	○	○	○	○	○	○	○

herhaling

De volgende vragen gaan over 'burgerschapsgedrag', oftewel; vrijwillige gedragingen die niet onderdeel zijn van de taakomschrijving, maar wel bijdragen aan het effectief functioneren van de organisatie. Ervan uitgaande dat burgerschapsgedrag vertoond wordt, wordt in onderstaande vragen de reden van dit gedrag onderzocht.

Geef aan in hoeverre u het eens bent met onderstaande stellingen.

Ik vertoon burgerschapsgedrag...

	Helemaal niet mee eens	Niet mee eens	Enigszins mee oneens	Noch eens noch oneens	Enigszins mee eens	Mee eens	Helemaal mee eens
Om eruit te zien alsof ik het druk heb	○	○	○	○	○	○	○
Om uit de problemen te blijven	○	○	○	○	○	○	○
Omdat beloningen belangrijk voor me zijn	○	○	○	○	○	○	○
Omdat ik loonsverhoging wil	○	○	○	○	○	○	○
Om een berisping van mijn baas te voorkomen	○	○	○	○	○	○	○

Ten slotte nog een aantal demografische vragen. Vergeet niet dat alle data geanonimiseerd wordt en dus niet terug te leiden is naar individuen.

Wat is uw geslacht?

○ Vrouw

○ Man

○ Anders

Wat is uw leeftijd?

○ 18 - 24

○ 25 - 34

○ 35 - 44

○ 45 - 54

○ 55 - 64

○ Ouder dan 64

Wat is uw hoogst genoten opleiding?

○ Basisonderwijs

○ Lager / voorbereidend beroepsonderwijs (lbo / vmbo)

○ Hoger algemeen voortgezet onderwijs (havo)

○ Voorbereiden wetenschappelijk onderwijs (vwo)

○ Middelbaar beroepsonderwijs (mbo)

○ Hoger beroepsonderwijs (hbo)

○ Wetenschappelijk onderwijs (wo)

Wat zijn uw aantal dienstjaren binnen de organisatie?

○ Minder dan 1 jaar

○ 1 - 5 jaar

○ 6 - 10 jaar

○ 11 - 20 jaar

○ Meer dan 20 jaar

Wat is uw positie binnen de organisatie?

○ Werknemer

○ Teamleider

○ Management

Uit hoeveel leden bestaat uw team?

Herhaling: als u niet in een team werkt, hou dan de collega's in gedachten waarmee u het meest samenwerkt.

○ Minder dan 10

○ 10 - 20

○ Meer dan 20

Binnen welke sector bent u werkzaam?

○ Gezondheidszorg en welzijn

○ Handel en dienstverlening

○ ICT

○ Justitie, veiligheid en openbaar bestuur

○ Landbouw, natuur en visserij

○ Media en communicatie

○ Onderwijs, cultuur en wetenschap

○ Techniek, productie en bouw

○ Toerisme, recreatie en horeca

○ Transport en logistiek

○ Anders

Wilt u nog iets toevoegen?

Zo niet, dan kunt u dit vak leeg laten. Ga naar de volgende pagina om de vragenlijst af te ronden.

Alle vragen zijn beantwoord. Bedankt voor uw deelname aan dit onderzoek!

Als u nog vragen heeft, neem gerust contact op met een van de onderzoekers:
Ruben Littooij: a.r.littooij@students.uu.nl
Anna Tempelman: a.m.s.tempelman@students.uu.nl
Bibiana Armenta Gutierrez (supervisor): b.m.armentagutierrez@uu.nl

Klik op de knop (-->) om je antwoorden te versturen.

Appendix C: Graphical representation of the relationship between Transformational Leadership, Learning Organization and Change-Oriented Organizational Citizenship Behavior, including an additional analysis on the full scale of Learning Organization
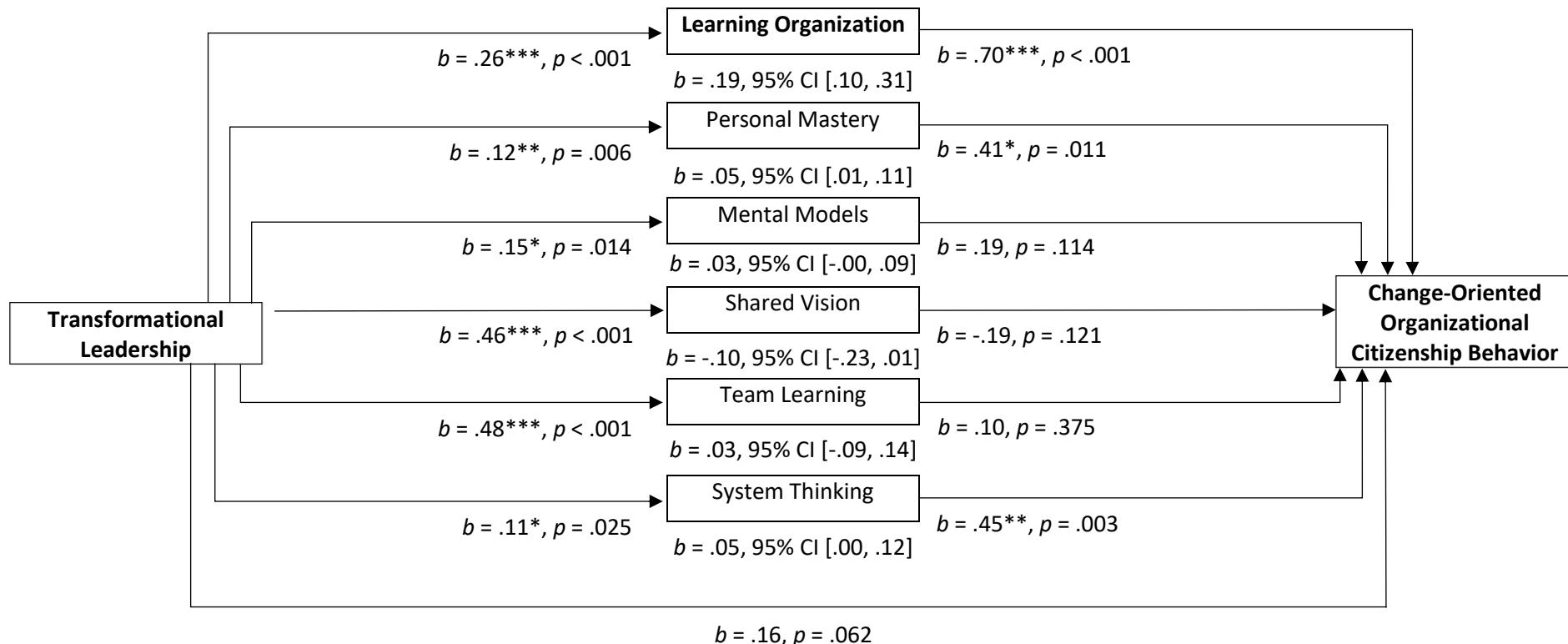
Note. *b* = unstandardized coefficient; CI = Confidence Interval.
*p < 0.05, **p < 0.01, ***p < 0.00

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[1] thebrownpapercompany is a consultancy firm that focusses on transformation, optimization and organizational change. For my internship thebrownpapercompany asked me to develop a questionnaire to measure the change-readiness of organizations for thebrownpapercompany, resulting in 'Onderzoek Veranderkracht'. Combining the subject of my thesis and my internship, Organizational Citizenship Behavior (OCB) and Learning Organization (LO), one questionnaire was created, measuring the *Veranderkracht* (change-readiness) of organizations. This questionnaire was distributed by thebrownpapercompany to existing and potential clients. By participating in this study, organizations would get a report that showed them how ready they were to make an organizational change. This report was discussed with the organizations in person, talking about what these results meant for them and which steps they could take to increase their *Veranderkracht*.