
Organizational Citizenship Behavior and School Librarians

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Research has suggested that many school librarians engage in work outside of their roles as defined by their job descriptions and professional standards. These extra-role behaviors may be explained by Organizational Citizenship Behavior theory. This paper describes the theory, its origin, component behaviors, antecedents, and other factors that influence professional performance. It concludes with a discussion of how the theory relates to the role performance of school librarians, and an agenda for further research.

Introduction

In a recent survey (Elkins, Wood, & Mardis, in press), a majority of school librarians reported engaging in work behaviors they considered to fall outside the purview of their roles (such as test proctoring; performing technology repairs; providing instruction in math, science, music, and humanities; and supervising clubs and/or athletic activities) at least once a month. In addition to these work behaviors, school librarians are going beyond their specified roles by incorporating additions like makerspaces and other sources of programming formerly provided by other academic departments (Bowler, 2014). While a decline in financial resources (Farmer, 2011) may explain the origins of some school librarians' extra-role behaviors, Organizational Citizenship Behavior, a theory from the field of management, may shed more light on why school librarians voluntarily engage in other extra-role behaviors.

The Theory of Organizational Citizenship Behavior:

Origin and Definition

Organizational Citizenship Behavior (OCB) is a theory proposed by Dennis W. Organ, a researcher and professor of management at Indiana University's Kelley School of Business; he is also a fellow of the American Psychological Association, and a member of the Academy of Management. Organ's theory had its genesis in an article he wrote in 1977 that played "devil's advocate [to]... common sense, conventional wisdom, or the so-called Human Relations ideas about management" (Organ, 1988, p. xi). This conventional wisdom proposed that job satisfaction and job performance were linked only when there were rewards based on performance, in contrast to the "folk wisdom"

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(Bateman & Organ, 1983, p. 587) that job satisfaction caused job performance. Using ideas from Blau's *Exchange and Power in Social Life* (1964) and Katz and Kahn's *The Social Psychology of Organizations* (1966), Organ (1977) suggested that there might be something to the idea of job satisfaction causing job performance, depending on how one defined job performance.

In the early 1980s, Organ's doctoral students decided to take the ideas he had put forth in that article and pursue them further. C. A. Smith, Organ, and Near (1983) wrote about behaviors that managers would like their employees to engage in, but could not contractually require or substantially reward. These behaviors were not centered on the technical core of employees' job responsibilities, but spoke more to the social domain of the work environment. This research evolved into the book *Organizational Citizenship Behavior: The Good Soldier Syndrome*, where OCB was first described as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988, p. 4). In 2006, Organ, P. M. Podsakoff, and Mackenzie wrote *Organizational Citizenship Behavior: Its Nature, Antecedents, and Consequences*, where the definition of OCB was refined to include four major themes: 1) the behavior is something other than routine job functions; 2) the behavior improves the effectiveness of the organization, either directly or indirectly; 3) the behavior is voluntary behavior, or not something required by the job description or role; and 4) the behavior is variable, in the sense that some people engage in the behavior more or less frequently than other people.

Organizational Citizenship Behaviors

Organ et al. (2006) described 10 behaviors they considered to be OCBs; these behaviors speak to various aspects of the work environment. The behaviors are listed and defined in Table 1.

Table 1. Organizational Citizenship Behaviors and their Definitions

Behavior	Definition
Compliance	Fulfilling performance expectations beyond the minimum requirements
Courtesy	Facilitating other employees' work flow by keeping them aware of your work and resolving issues instead of leaving them for someone else
Cheerleading	Contributing to the creation of a positive environment by celebrating coworkers' accomplishments
Civic virtue	Participating in the organization's political culture
Helping	Assisting another person within the organization with a task or problem related to their work
Loyalty	Boosterism on behalf of the organization
Peacemaking	Deescalating work-related conflict in the workplace
Protecting the Organization	Correcting conditions that could result in damage to the organization's reputation or resources
Self-Development	An employee's efforts to increase their value to the organization by pursuing additional training for professional development
Sportsmanship	Absence of negative behaviors like complaining and whining and the ability of the employee to 'roll with the punches'

For school librarians, an example of demonstrating compliance behavior would be if they arrived before or stayed after their contractually obligated work hours. School librarians could

demonstrate courtesy by ensuring the other teachers were aware of the programming, services, and resources offered through the school library. School librarians, who are actively participating in school committees where important decisions are being made, such as a leadership team or curriculum committee, could demonstrate civic virtue. Since helping is essentially the heart of school librarianship, it may seem as though it would be difficult for school librarians to demonstrate this behavior, but one of the themes that defines OCB is variability, as in people may engage in more or less of the behavior. Some school librarians may be willing to go even further to assist their teachers in whatever manner they can, while other school librarians may be less willing to do so. As the number of charter schools, voucher programs, and school choice options grow, school librarians can demonstrate loyalty by positively representing their schools to prospective and current parents. School librarians can engage in behavior to protect the organization by ensuring that their faculty and students are obeying copyright laws and using information in an ethical manner. Self-development behavior is critical to school librarians' long-term success, as they engage in professional development to keep up with ever-changing technologies and continue to grow their knowledge of resources and instructional best practices. School librarians can also engage in sportsmanship behavior by being flexible and not complaining about every single setback or disruption to their program.

Antecedents of Organizational Citizenship Behavior

Although all of the factors that motivate employees to engage in OCB have not yet been identified (Organ et al., 2006), there are a number of factors that research has shown contribute to the performance of OCBs, as illustrated in Figure 1. Some employees have a naturally helpful disposition and therefore are obviously more inclined to exhibit OCBs (Bateman & Organ, 1983; Bolino, Harvey, & Bachrach, 2012; S. K. Johnson, Holladay, & Quinones, 2009; Penner, Midili, & Kegelmeyer, 1997). Employees that have task interdependence, meaning that they must rely on each other to complete their work, are more likely to engage in OCBs (Bachrach, Powell, Collins, & Richey, 2006; Dierdorff, Rubin, & Bachrach, 2012).

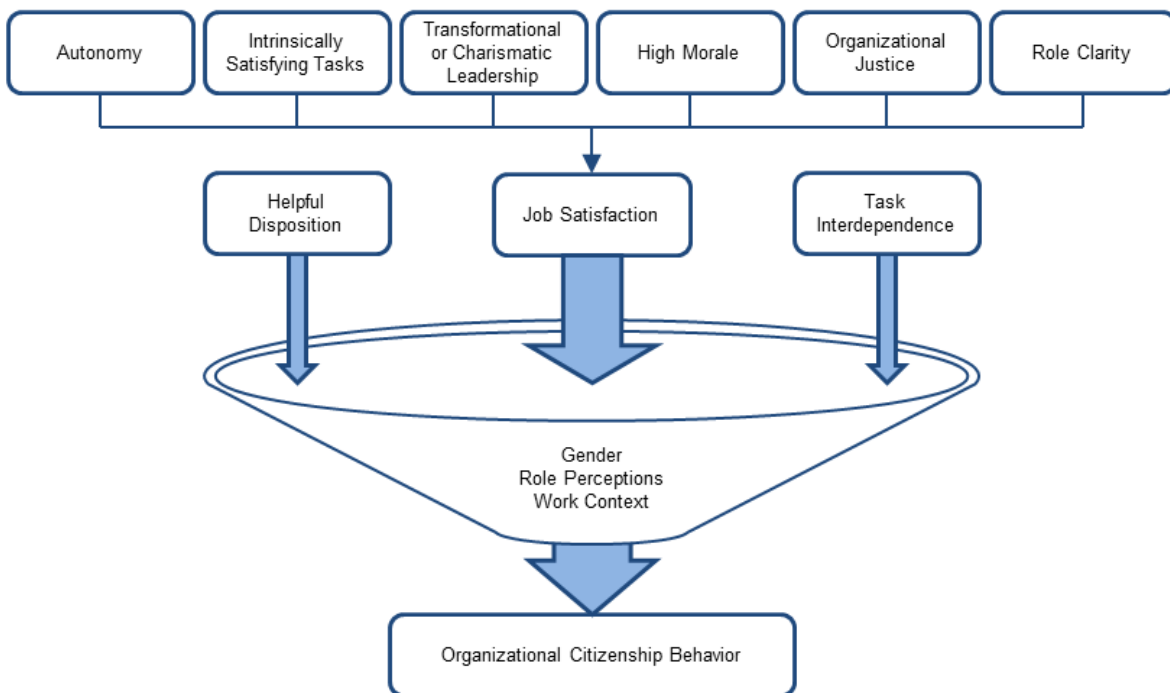


Figure 1. Factors that influence the performance of organizational citizenship behaviors

Possibly the most researched antecedent of OCB performance is job satisfaction. Employees with higher levels of job satisfaction are more disposed to demonstrate OCBs than those who have lower levels of job satisfaction (Bateman & Organ, 1983; Moorman, Niehoff, & Organ, 1993; Organ & Ryan, 1995; Organ, 1977; Somech & Drach-Zahavy, 2000; Williams & Anderson, 1991). There are many factors that contribute to an employee's sense of job satisfaction. Employees that are engaged in more intrinsically satisfying tasks demonstrate higher levels of job satisfaction (Bolino, Turnley, & Bloodgood, 2002; P. M. Podsakoff, Mackenzie, Paine, & Bachrach, 2000; P. M. Podsakoff & Mackenzie, 1997). P. M. Podsakoff, Mackenzie, and Bommer (1996) found that transformational leadership behavior and charismatic leadership behavior increased employees' sense of job satisfaction. Employees who have a sense of autonomy, or feel that they are in control of the types of work they engage in, demonstrate higher levels of job satisfaction (Jiang, Sun, & Law, 2011; Peng, Hwang, & Wong, 2010; Somech & Bogler, 2002). When employees feel their roles are clearly defined, they feel more confident about knowing exactly what is expected of them, and this clarity contributes to higher levels of job satisfaction (Dierdorff et al., 2012; Morrison, 1994). Employees who have higher morale are more satisfied with their jobs (Johns, 2006; Organ & Ryan, 1995; Organ, 1997; Penner et al., 1997). An employee's sense of job satisfaction can foster a sense of organizational loyalty (Somech & Ron, 2007; Whiting, P. M. Podsakoff, & Pierce, 2008), and satisfied employees are also more likely to demonstrate positive affect (George & Brief, 1992; Rotundo & Sackett, 2002), both of which contribute to an employee's performance of OCB.

Another significant factor that affects employees' sense of job satisfaction are their perceptions of organizational justice, or how fairly they feel they are being treated by their employing organization. Organizational justice is multi-dimensional. Bies and Moag (1986) described interactional justice, which relates to the employee's perception of the interpersonal interaction with a supervisor during a decision-making process. Greenberg (1993) defined procedural and distributive justice, where procedural justice refers to perceptions of fairness through time, which can be conceptualized as how fair an employee perceives the overall system of the organization to be, and distributive justice, which refers to perceptions of fairness during a specific transaction, or how fair an employee perceives a specific decision to be. Konovsky and Pugh (1994) determined that an employee's sense of procedural justice is a stronger predictor of employees engaging in OCB than distributive justice: perhaps it is easier to shrug off one instance of perceived injustice than an apparent pattern of unfair treatment. Ultimately, employees who feel they are being treated fairly by their employing organization are more likely to engage in OCB as a form of reciprocation to their organization; employees who do not feel they are being treated fairly are less likely to engage in OCB (Coyle-Shapiro, Kessler, & Purcell, 2004; Dierdorff et al., 2012; S. K. Johnson et al., 2009; Moorman et al., 1993).

Other Factors that Influence Organizational Citizenship Behaviors

In addition to the antecedents, or factors that encourage employees to engage in OCBs, there are three additional factors that can influence employees' performance of OCBs: gender, role perceptions, and work context. Regardless of their levels of job satisfaction, women are more likely than men to engage in OCB (S. K. Johnson et al., 2009; Kark & Waismel-Manor, 2005; Lovell et al., 1999). Women receive less credit for engaging in OCB than men do, because according to traditional gender roles, women are supposed to be more caring and helpful than men; conversely, men receive more credit for engaging in OCB than women do (Lovell et al., 1999). Women are also viewed more harshly for not engaging in OCB than men are (S. K. Johnson et al., 2009; Lovell et al., 1999).

Role perceptions speaks to employees' sense of what types of work performance are or are not part of their jobs, and is different from their sense of clarity about their role; role perceptions can be thought of as the employee's idea of what their roles are, while role clarity can be thought of as an employee's understanding of their employer's perceptions of what that employee's role is. The current conception of OCB describes the behaviors as voluntary actions that are other than routine job functions and not specified by an employee's job description or role, but employees may perceive these types of behaviors as simply part of their job, leaving employees feeling required to perform them; this perception can be reinforced when supervisors take these behaviors into consideration (even if informally) while evaluating employee performance and making decisions about compensation and promotion (Bergeron, Shipp, Rosen, & Furst, 2013; Bergeron, 2007; Coyle-Shapiro et al., 2004; Dierdorff et al., 2012; J. W. Johnson, 2001; S. K. Johnson et al., 2009; Morrison, 1994; P. M. Podsakoff et al., 2000; Pond, Nacoste, Mohr, & Rodriguez, 1997). Although some research has demonstrated a positive correlation between OCB performance and positive performance evaluation outcomes (N. P. Podsakoff, Whiting, P. M. Podsakoff, & Blume, 2009; P. M. Podsakoff, Mackenzie, & Hui, 1993; P. M. Podsakoff et al., 2000; Whiting et al., 2008), other research has shown that time spent on OCBs is time not being spent on task performance, which can affect the rate at which an employee is promoted through the organization, meaning there may be a cost to being a 'good' citizen (Bergeron, 2007).

Work context also influences the performance of OCB. Employees in similar job functions at different organizations work under different performance expectations: behavior that may be considered outside routine job functions at one organization may be an explicitly stated requirement at another, and vice versa (Dierdorff et al., 2012; Flynn, 2006; Johns, 2006; Konovsky & Organ, 1996; LePine, Erez, & D. E. Johnson, 2002; P. M. Podsakoff & Mackenzie, 1997; Somech & Ron, 2007; Werner, 1994). Within an organization, whether a behavior could be considered as OCB can evolve over time as role expectations change (Morrison, 1994). The consideration of a behavior as being OCB can also change depending on who is filling the role at the time (Van Dyne, Graham, & Dienesch, 1994). Different stakeholder groups within an organization can also perceive what comprises 'routine' job functions quite differently (Belogolovsky & Somech, 2010): what one stakeholder group perceives as beyond routine job functions, another may consider to be part of the required job function.

Organizational Citizenship Behavior and School Librarians

OCB theory has begun to see some application to education contexts (Bogler & Somech, 2005; DiPaolo & Hoy, 2005; DiPaolo & Tschannen-Moran, 2001; Somech & Drach-Zahavy, 2000; Somech & Ron, 2007). Teaching is a profession with complex demands that cannot be completely encapsulated within a job description and, in order to function successfully, schools rely on teachers to do more than their minimum job requirements (Oplatka, 2009). OCB theory has also been applied to a library context. Peng et al. (2010) discussed OCB in academic librarians, finding that the relationship between OCB and job satisfaction was stronger when they had a higher sense of autonomy.

Research about whether and to what extent school librarians engage in OCBs has yet to be completed, but this theory may provide valuable insights into school librarians' role performance. Administrators, teachers, and school librarians have differing perceptions about precisely what the role of school librarians should be (Church, 2008; Hartzell, 2002; O'Neal, 2004; Shannon, 2009). If the opportunity to perform OCB exists in the gap between what is required of employees in a role and their actual performance of that role, then the differences in the perceptions of administrators,

teachers, and school librarians of school librarians' roles, and school librarians' actual performance of their roles, presents an opportunity for school librarians to engage in behaviors that could be perceived as OCBs. If women are more likely to engage in OCBs than men (S. K. Johnson, Holladay, & Quinones, 2009; Kark & Waismel-Manor, 2005), and the majority of school librarians are women, many school librarians may be engaged in OCBs. If school librarians are teachers, and teachers frequently engage in OCBs (Belogolovsky & Somech, 2010; Somech & Drach-Zahavy, 2000), school librarians are likely performing OCBs. If employees who have task interdependence are more likely to demonstrate OCBs (Dierdorff et al., 2012), and school librarians need their fellow teachers in order to run a successful library program, then school librarians may be likely to engage in OCB.

There are other factors that may dissuade school librarians from engaging in OCB. While low expectations for school librarians' role performance may make it easier to engage in performance that is beyond what is expected of them, conflicting role perceptions may make it difficult for school librarians to develop a clear understanding of their roles (Elkins, 2014). Ambiguity about their roles affects employees' abilities to effectively engage in their roles, as they struggle to develop an identity or understand the importance of their work (Kahn, Wolfe, Quinn, & Snoek, 1964; Koustelios, Theodorakis, & Goulimaris, 2004; Schuler, Aldag, & Brief, 1977). Some employees may actually use the lack of clarity about their roles as a pretext for not fully engaging in them (Yun, Takeuchi, & Liu, 2007). If school librarians do not have a clear understanding of what is expected of them, they may be less likely to demonstrate OCB.

The modern era of school accountability has significantly affected morale in schools (Byrd-Blake et al., 2010; Deniston & Gerrity, 2010; Nolan & Stitzlein, 2010). If school librarians are experiencing low morale, they may be less inclined to engage in OCB. While transformational or charismatic leadership can be an antecedent of OCB, the pressures of trying to meet externally imposed accountability expectations can negatively affect an administrator's leadership style (Louis & Robinson, 2012). School librarians who are working for an administrator who does not exhibit transformational or charismatic leadership may be less likely to demonstrate OCB.

In a recent survey, school librarians reported being engaged in a variety of activities they considered to be outside of their roles, differences in the roles they considered to be most important and the roles in which they were able to most frequently engage (Elkins et al., in press). These findings may speak to a decreased sense of autonomy on the part of school librarians. If school librarians had higher levels of autonomy, they would likely be spending more time engaged with tasks they felt were part of their roles, and engaged in the roles they felt were the most important. If school librarians are experiencing a lower sense of autonomy, they may be less likely to engage in OCBs.

Employees' perceptions of fair treatment may affect their sense of organizational justice. Some school librarians indicated they felt that the instruments used to assess their performance were accurate either only to a small extent or not at all (Elkins et al., in press). This is perhaps unsurprising, given the troubled history school librarians have had with performance evaluations. Their evaluations have either been not designed for school librarians (Bryant, 2002; Taylor & Bryant, 1996), not in agreement with the duties described by their job descriptions (Elkins, 2014), or administered by someone without the training to properly use the instrument (Wilson & Wood, 1996). In some cases, school librarians' performance may not be evaluated at all (Young, Green, & Gross, 1995). If school librarians feel like their performance is not being fairly evaluated, they may have a lower sense of organizational justice, which could negatively affect their willingness to engage in OCB.

Areas for Research

Research into school librarians' performance of OCBs may possibly be multi-dimensional. One area that would require research would speak to the types of role performance that are expected of school librarians. It will be difficult to delineate what types of behaviors are outside the stated expectations without first determining what those expectations are. School librarians have multiple sources from which to draw role performance expectations - the professional standards for school librarians, requirements stated in their individual job descriptions, measures from their performance evaluations, what their administrators and teachers perceive school librarians' roles to be, and school librarians' own perceptions about their roles. Research to analyze the performance expectations present in the professional standards, job descriptions, and performance evaluations could be completed using content analysis. Research into the performance expectations held by administrators, teachers, and school librarians could be completed using questionnaires, interviews, and/or focus groups.

Research into the types of role performance school librarians actually engage in would be necessary to complement the research about their role expectations, since OCB occurs in the difference between required and actual performance. One method that has been successfully used to describe employees' task performance is work sampling. Work sampling is a research technique that uses observations (from either an outside agent or self-reported by the worker) to determine the amount of time spent on different components of an activity; the idea is that it is possible to infer the types of activities that are performed during a job by observing or having the worker report what he or she is doing at a given moment at random intervals throughout the observation period (G. L. Smith, 1978). Work sampling has already been successfully applied to school library contexts (Everhart, 1992). The ubiquity of advanced mobile technology would greatly facilitate the use of this research method, as participants could record and submit their data using a device they are likely already carrying (Robinson, 2010).

Research exploring the affective domain of school librarians will also be needed. If employees are more likely to perform OCB when they experience higher levels of job satisfaction, research about school librarians' levels of job satisfaction could provide insights into their performance of OCBs. Additional research that determined school librarians' sense of autonomy, understanding of their roles, levels of morale, and perceptions of organizational justice could provide deeper insights into school librarians' levels of job satisfaction and, consequently, their motivation (or lack thereof) to perform OCBs.

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