

The Assessment and Analysis of Effective Factors on Institutional Citizenship Behavior

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ABSTRACT

Institutional good citizen is an idea which is included of diverse activities such as, acceptance and handling responsibilities and extra roles, obedience from institutional approaches of the corporation, keeping and developing positive viewpoint, patience and enduring disaffection and problems at work. According to theories and institutional thesis, institutional citizenship behavior would affect the competition and institution's performance; in addition the inclination toward citizenship behavior has a unique value due to increasing global competitions. Nowadays, these voluntarily useful behaviors are regarded as extra roles or institutional citizenship activities. These types of activities can solve lots of institutional problems or prevent them from happening. The methodology of this paper is descriptive-analytical. This paper is aimed to recognize the effective factors on the establishment of institutional citizenship and also it would assess the relation between these factors and institutional citizenship behavior. At first, this paper would illustrate the concept of institutional citizenship behavior and its background and then it discusses the effective factors on institutional citizenship behavior, then the relation among factors such as profession, cultural, leadership and individual characteristics on the creation of institutional citizenship behavior is assessed and the correlation between all these factors and institutional citizenship behavior is explained.

KEY WORDS: institutional citizenship behavior, institutional operation, job-oriented factors, cultural and value factors, individual and leadership factors

1- INTRODUCTION

Recent researches in institutional behavior have focused on social behaviors and to afford helping others in emergency situations. Recently, behavioral science researchers have focused on the perception and explanation of helping behaviors at work environments. Robins believes that one of the dependent factors which exists in institutional behavior and has drawn attention, is the institutional citizenship behavior (Robins, 2003; quoted by Molayiet al, 2009). According to this issue, in current world, most of the managers ask for the employees who work more than their duties. The managers try to find the employees, who go beyond the expectations, afford to activities that is not listed as their duties all by their wills. All in all, the aspect of professional activities of employees that plays a key role in increasing the effectiveness of the institution has drawn a great attention from most of managers and researchers. In the past, the researchers used to focus only on internal role of employees in order to assess the relation between the professional behaviors and institutional effectiveness. But, institutional citizenship behavior includes employee's voluntarily activities which are not listed as their duties and no extra bonus are available straightly for these activities which increase the overall efficiency of the institution. Almost from 15 years ago, the researchers distinguished a difference between the functions of ordinary activities and super-role activities (Tabarsa and Raminmehr, 2010). Super-role activities are those functions that are not listed as employee's duties and these activities are voluntarily and usually are not regarded to have formal bonus (Kwantz, 2003)

1-1-Statement of the problem

The institutions need employees that are featured with institutional citizenship behaviors such as helping others in team works, volunteering for extra activities, prevention from unnecessary conflicts, lookout for the properties of the institution, having respect to regulations and politely enduring the problems within the job (Robins, 2003)

Nowadays, these more than expected, voluntarily, useful efforts are regarded as extra roles or institutional citizenship behavior. These types of behaviors can solve lots of institutional problems or prevent them from happening. Some of the aspects that institutional citizenship behavior helps to the success of the institution can be observed in form of increasing the efficacy of management and employees, releasing institutional resources for more productive goals, a decrease in the need for allocating rare resources to the roles that are mostly preservative; fortifying the institution's ability to employ productive employees, increasing operational stability and strengthening the institution for a more degree of adaptation to unstable environments nearby (Padsakov et al, 2000). All in all, the notion of institutional citizenship behavior refers to those activities that are not listed as an employee's duty, however formal system of institution bonus does not recognize them and these activities only increase the efficiency of the

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institution. Initial researchers over institutional citizenship behavior were more focused on the recognition of employee's responsibilities and behaviors and mostly they were ignored by formal assessments. Although these behaviors were mostly ignored in traditional style of assessment, they were important for system's efficacy (Raminmehr *et al.*, 2009).

In this field, many researches have been afforded to answer this question that, which factors can influence the occurrence of these activities. Hence most of the researchers examined causes that can leave inspiring effects on this issue. (Bolino and Tomeli, 2002). In this paper, the main question is that, what are the effective factors on the occurrence of the institutional citizenship behavior, and what is the extent of all these effects?

2-1- The importance and necessity of research

Different scientific theories which are extracted from experiments in institutions and both governmental and private organizations can be a good indicator for expressing the importance of citizen behavior for increasing the efficiency of the institutions. Institutional citizenship behavior would increase the efficacy of institutions by improving team work's spirit, evoking a feeling of unity in institution, increasing the stability of the institution, increasing the institution's adaptability with environmental fluctuations and finally the development of services (Padsakov and McKenzy, 199).

Institutions are not able to develop their efficiency without the employee's voluntarily inclination toward collaboration. The difference between voluntarily collaboration and compulsory one is of a great importance. In compulsory type, the employee does his duties in line with what the institution has asked for and earns the fixed stipend in return, but in voluntarily collaboration, the employees try to use all their abilities in order to increase institution's efficiency, in other words, the employee employ their natural abilities, knowledge and visions for the sake of institution. In this type, most of the time, people neglect their own benefits and taking charges and responsibilities for other's benefit is on the agenda (Viguda, 2000). In addition to the need for this behavior in this unstable world, voluntarily collaboration is a key factor in the effective implementation of strategic decisions. The implementation of strategic decision gals, requires creativity and simultaneously action and both of these require a voluntarily spirit for collaboration; hence, one of the critical challenges of strategic management is the way to attract this type of collaboration. As it can be observed, institutions, especially third world institutions which need a high jump toward efficiency, should set the context in a way that employees and their managers use their experiences and abilities is a safe mood with no stress or mental pressure in order to enhance institution's productivity. This will not be affordable otherwise effective factors on the development of institutional citizenship behaviors are recognized and appropriate settings for their implementation is provided. In fact, low governmental institution's efficiency asks for studying the requirements for implementing institutional citizenship behaviors as a mechanism for increasing the efficiency (Zarei Matin *et al.*, 2010). Hence there is a necessity for presenting a comprehensive conceptual model in institutional citizenship behaviors. Also it can be claimed that studying related concepts about institutional citizenship behaviors is of a great importance.

2- The background of institutional citizenship behaviors

According to the concept of super-role behaviors, behavioral science researchers afforded to conceptualize a related phenomenon or better said institutional citizenship behavior. Organ and Smith were the first to do vast research in this field. In 1980, the concept of institutional citizenship behavior was first appeared in the institutional research literature (Tabarsaet *all.*, 2010). The concept of emotional Quotient was first used by Papan in 1984 in his thesis that never published and years after him, Salovy and Mayer conceptualized this term in scientific conferences. This type of emotional quotient has been used in recent years both in scientific and functional affairs and has attracted much attention. Chernis believes that, although the term "emotional quotient" has not been used directly but there is a long history of efforts and endeavors to help improve emotional quotient and its social capabilities in employees. But in a formal way, the concept of institutional citizenship behavior was first used by Organ and Gatman. Initial researches in the field of institutional citizenship behavior were more concerned with the recognition of responsibilities or behaviors that institution employees used to and most of the time these behaviors were neglected. Although these behaviors were assessed partially in traditional assessment approaches or they were ignored, they had a great impression on the efficiency of institutions (Binstook *et al.*, 2003). It should be taken into consideration that the background of institutional citizenship behavior refers to concepts such as "the inclination toward trustworthy function of the role" and "creative and spontaneous behaviors" that were first used by Cans and Cann (1987). Other concepts related to super-role functions which have a high similarity to institutional citizenship behavior are social behaviors, spontaneous behaviors and context functions. But among all the concepts, institutional citizenship behavior enjoys a higher popularity; and in two recent decades and especially after the advent of 21st century, the number of researches in this field has gone through a striking increase. Of course the published articles in this field before 2000 were too few. On the basis of researcher's studies on institutional citizenship behavior both in theory and practice, they have concluded that citizenship behaviors start from a positive professional viewpoint, responsibility features and leadership behaviors. Hence previous researches indicate that most of the time when people are satisfied with their professions or when they are relegated a profession that favors them or when they have a supporting leader, they work much more than the necessities of their profession (Yaghubi *et al.*, 2010; quoted by Bolino and Tornely, 2003). Organ (1988) and other researchers in this field, distinguish this behavior as a super-role behavior in a way that employee's

help goes beyond the limits of their ordinary tasks and duties which are defined for them, furthermore these super-role behaviors are need paid an extra bonus or salary (Castro et al, 2000; quoted by Ayyubi Rad, 2009)

3- The concept and definition of institutional citizenship behavior

In two previous decades, the researchers have shown that, institutional citizenship behavior has highly contributed to individual, groups and institution efficiency. Institutional citizenship behaviors are especially important in those contexts and environments that suffer from a lack of trust in each other and on the other hand have strong dependence on each other. In these environments, since it is tough to formalize the roles, the institutions need for employees endeavors in order to perform activities which are similar to institutional citizenship behaviors (Bowler et al, 2010). Institutional citizenship behavior is a voluntarily behavior which is not gifted directly or through obviously by the formal system, these behaviors even are not recognized however they increase the positive functioning of a given system. Voluntarily behavior, in the definition of citizenship behavior refers to the notion that the behavior is not a part of one's duties or responsibilities and it is not mentioned in the contract, this behavior is mostly a personal decision and to leave this behavior does not cause the employee a damage or detriment. According to above definition, citizenship behavior is not a behavior that is prescribed by the institution however it favors the institution (Oplatka, 2009). In fact, institutional citizenship behaviors are the overall activities and functions that the employees do extra to their duties and their profession's necessities and these behaviors are aimed to enhance the institution's efficiency (Hoff, 2007).

3-1- the dimensions of institutional citizenship behavior

About the dimensions of institutional citizenship behavior, there is not an agreement among researchers. Pudsakov in 2000 presented a comprehensive classification of these behaviors and divided institutional citizenship behaviors into seven main categories:

1: collaborative behaviors; 2- chivalry; 3-individual innovations; 4- virtue favorites; 5- institutional commitment; 6- self-satisfaction; 7- individual growth(Maleki Niya, 2008). Geraham (1989) divides the dimensions of institutional citizenship behavior into four aspects: 1-collaborations among actors: puts emphasis on Employees collaborations if needed. 2-individual initiative: which puts emphasis on putting efforts in order to generating ideas which increases the efficiency of institution. 3- Individual efforts: emphasize on doing activities beyond formal responsibilities. 4- Fortifying loyalty: refers to those activities that reflect a positive image about the institution to those outside the institution (Gholam Hoseyni et al, 2010:19)

Organ (1988) classifies institutional citizenship behaviors into 5 main categories:

1: altruism: altruism is a type of voluntarily activity which includes helping others who have faced a problem or professional difficulties. For example, an experienced manager who introduces professional regulations to a young manager, in fact affords to an activity which is not necessarily among his duties, but based upon his own feeling of altruism, he makes familiar with rules and does and don'ts of work, this behavior is regarded an altruism activity (Yilmaz and Tasdan, 2009)

2- Conscience: Conscience describes special behaviors shown by the employee that is more than expected. For example an employee that finishes his conversation with his co-worker in order not to waste his work time can be a good instance for this condition (Yilmaz and tasdan, 2009).

3: chivalry: chivalry describes a condition in which a person endures all the inevitable difficulties at work. Organ (1988) points that when employees complain about their situation at work, this condition distracts managers' attention and therefore in order to spend time over planning for the institution, managers' time would be wasted over solving such conflicts.

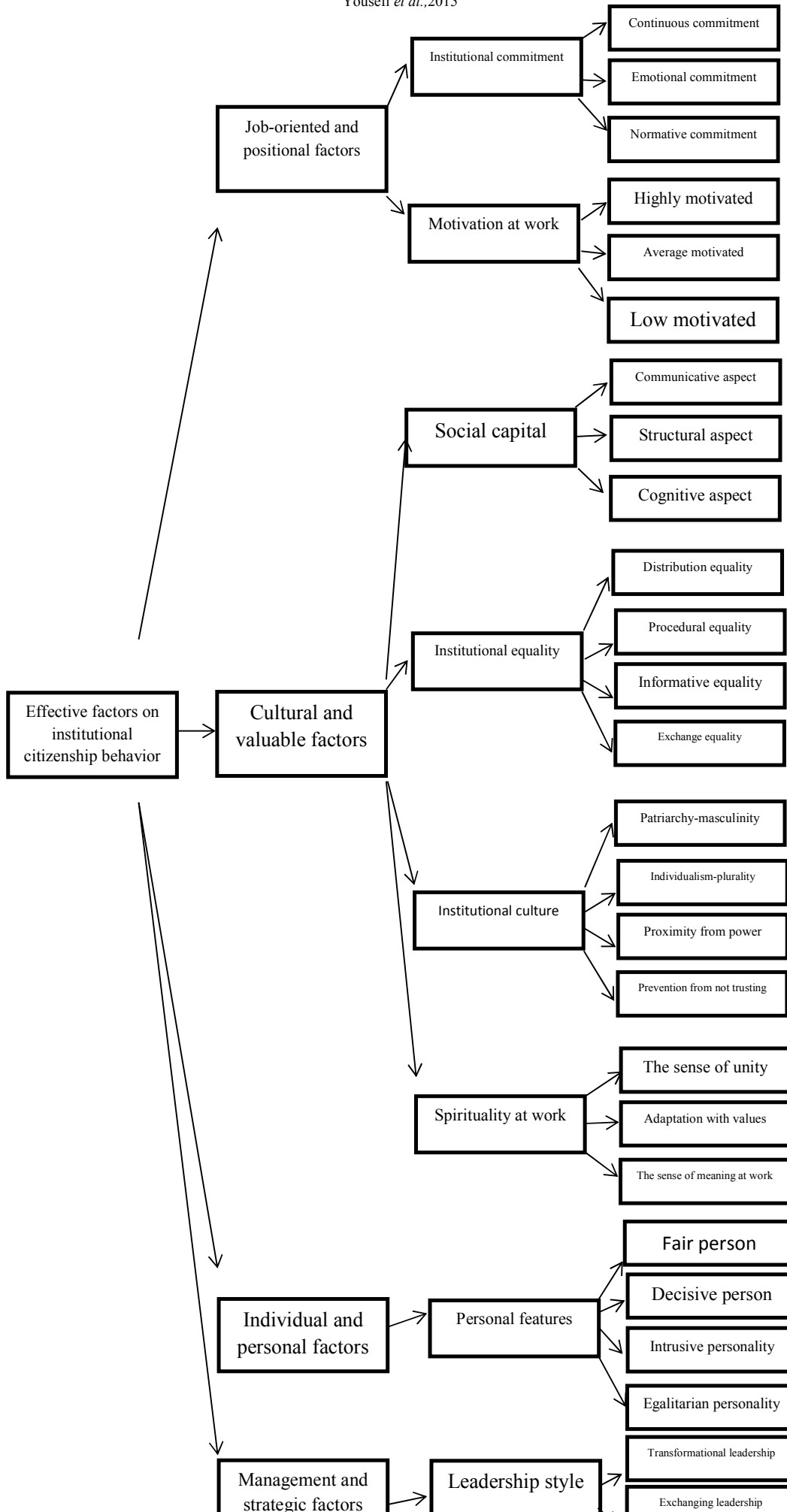
4: politeness: this feature describes a condition of prevention form difficulties at work. Examples of this behavior can be found in persuading coworkers when they are sad over their condition (Gonzalez and Garaz, 2006).

5: Civic virtue: describes responsive participation in institution life. Examples of this characteristic can be found as follows: participation in meetings and programs that are not necessary but contributes to institution, adaptation to institution change, establishment of innovative behaviors in order to improve institution approaches (Gonzalez and Gaazo, 2006).

4- Effective factors in institutional citizenship behaviors

Researches about the concept of institutional citizenship behaviors in recent years were mostly in three types. The first type of these three types was based upon prediction and practical experiments that affect institutional citizenship behaviors. In this type, factors such as education, national commitment and identity, equality, the types of governing and... are regarded as effective factors on institutional citizenship behaviors. Furthermore, another type of researches was based on the side effects of citizenship behaviors. In this field, factors such as function, effectiveness, satisfaction, loyalty, social capital and...are mentioned. A rare type of researches were also concentrated on the concept of citizenship behavior (Padsakov et al, 2000). In this paper, four types of effective factors on institutional citizenship behaviors in form of eight variables which are regarded to explain the types are defined. The most important issue than all is that each of the present variables is found by studying previous studies and patterns in coordination with definitive factors on institutional citizenship behavior and also researchers' prediction and interviewing with scholars in the field of institutional behavior.

In the next page, the conceptual model of this article is presented below.



4-1- job-oriented and positional factors

In order to initial studies, job oriented and positional factors in this paper are divided into workers' motivations at work and institutional commitment:

A: motivation at work

Recent researches have taken motivation into consideration again. This factor that was mentioned by Organ, in new researches is shown that there is a direct relation between individual motivation and institutional citizenship behavior (Kamri et al, 1996). New researches have also presented a new methodology from motivational factors. These new researches have presented 5 estimated sources which include: internal process, instrumental process, self-cognitive process and internalizing the goals. Although Barbatowet et al (2001) have indicated the motivational theories as the future of citizenship behaviors, researcher have spoken with cautious about the effects of individual motivation sources on institutional citizenship behavior

B: institutional commitment

The results of different researches indicate that there is a meaningful relation between institutional commitment and institutional citizenship behavior in a way that an increase in each of them would cause increase in the other one. Loyal human force that is adapted to goals and values of his institution and inclines to maintain his membership can be a good factor in effectiveness of the institution because he is ready to work more than expected. The presence of these employees in a given institution is usually supplemented with the increase in functioning and decrease in absence rate or delay and leaving the work and all of these would enhance the credibility of the institution and increase its efficiency (Malek Akhlagh et al, 2009)

Shower et al (1995) found that institutional citizenship behavior initially can show emotional commitment of a person to his institution, secondly, the effects of institutional citizenship behavior on the manager's assessment about his employees about his abilities his stipend and bonus are all important (Jamali et al, 2009). In this field, Alenand Rash (1998) concluded that the advent of institutional citizenship behavior indicates institutional commitment. According to these findings, one can claim that institutional citizenship behavior has inspiring effect on employee functional assessment because these behaviors indicate the degree that people have commitment to their institutions.

4-2- cultural-value factors

In order to assess the cultural-value factors on the advent of institutional citizenship behavior in this paper, four variables in this section including: social capital, institutional equality, institutional culture and spirituality at work are used. I will go deep into details as follows.

4-2-1- the definition and concept of social capital

The issue of social capital before 1916 was first used in an article by Hani Fan in western Virginia University. But despite its importance in social researches up to 1960 that Jane Jacobs took it into consideration, it was not seriously assessed. In 70th decade this theory was entered to economy by Lowri. Lowri used the social capital theory in order to criticize new classic and unequal wealth distribution. James Colman (1988) first used this term in politics in northern America. His effort in Europa was followed by Robert Putnam. Putnam (2002) has defined social capital as social networks, interactive norms and trust and the potential to be trusted. In fact he pays attention to people's interaction and social sources (Faghihi and Feyzi, 2006). Francis Fukuyama (2000) has defined social capital as a collective of norms or informal values that the members on a group are allowed to afford to. Participation in values and norms do not spontaneously produce social capital because these values maybe negative values. In complete contrast, the norms that produce social capitals should have characteristics such as honesty, presenting commitments and two pronged communications (Fukuyama, 2000).

4-2-1-1- the dimensions of social capital

Obviously, about social capital there is no agreement. Each of researchers has presented different classifications from social capital. In the most important classification, Nahapit and Gushal in 1998 have regarded three dimensions for social capital which are: cognitive aspect, structural aspect, communicative aspect (Krause et al, 2007).

A: cognitive aspect of social capital

This aspect includes the degree to which the workers in a social network have similarity in their viewpoints, or have mutual understanding among them and likewise communicative aspect, this aspect assess the communications within employees in an institution (Bolino et al, 2002). Nahapit and Gushal's cognitive aspect from social capital is defined as a source to provide mutual perspectives among sectors. In other words, this aspect is asserted to those sources that provides mutual interpretation for groups. Mutual concepts such as values and mutual goals are developed because of continuous participation in conceptualizing process (Krause et al, 2007).

B: structural aspect of social capital

This aspect refers to those communications that repeatedly try to share information. Nahapiet and Ghoshal (1998) reasoned that to have such information leads to an increase in institutions' ability in attracting and joining the knowledge which is a competitive characteristic for the institution. Structural aspect of social capital includes relations within network and combination of network organization with institution harmony (Nahapiet and Ghoshal, 1998)

C: communicative aspect of social capital

This aspect includes all relations within an institution. In other words, communicative aspect concentrates on the entity and quality of communications within an institution. This aspect includes: norms, commitments and identity. Nahapiet and Ghoshal (1998) express that, when employees are in contact to each other (social capital) and there is a big attachment among employees and they are capable of using their knowledge, the combination and exchanging the knowledge in an institution would be eased. The most important parts of this aspect are: trust, norms, requirements and expectations and identity (Mat Isa Ameer, 2007).

4-2-2- the relation between institutional equity and institutional citizenship behavior

The researches indicate that equity processes have big impact on institutional citizenship behavior and the way employee behave in an institution may affect the ideas or belief of others in that institution. Employees who feel they are treated in a fair way, would work more than what they are expected, on the other hand, employees who felt less compensated probably leave the institution or accept a low level of responsibility in the institution or in some cases they may afford to activities against the norm such as taking revenge. So, to understand the way that that people perceive equity or inequity within an institution in general and the way they are treated in term of equity and inequity is a very crucial issue in understanding institutional behavior (HoseinZadeh and Naseri, 2008). One of the most important side effects institutional equity which has been taken into consideration is institutional citizenship behavior and its dimensions and among all types of equity, normative equity and collaborative equity have bigger power. Eskaliki and Latam have illustrated that managers and supervisors who have learned the principles of institutional equity, are regarded as more fair people in their employees' viewpoint and exactly this treatment by managers have caused the employees to work more and try harder.

According to institutional equity theory, it can be anticipated that in presence or absence of institutional equity in workplace, employees would react. These reactions include increase motivation at work or decreasing it. In other words when employees observe inequity within an institution, a type of conflict would occur, this negative conflict would affect employees functioning in a detrimental manner in a way that employees decide to work less and participate even less. In these occasions, their institutional citizenship behaviors would go through a decreasing status. On the contrary, if the employees feel compensated in an institution, they get more interested in working more and trying harder consequently their participation in tasks would increase (Rezayi Kelid and Bagher Salimi, 2008).

4-2-2-1- the dimensions of institutional equity

All in all, the researchers of institutional equity agree on this issue that, institutional equity can be divided into three categories: distributional equity, procedure equity, exchanging equity.

Distributional equity: distributional equity refers to fair judgment. For example the level of payment or promotion opportunities in an institution can be good example of this. The origin of this theory is Adams' theory of equity. Adams focuses on the perceived equity at work which is distributional equity. This theory explains that employees in a workplace compare what they are paid with others and expect a balance between their input and output with others. The main assumption of distributional equity the distribution of resources would affect directly the perception of employees about equity in an institution. Institutional equity is an important anticipator for personal results such as job satisfaction and salary satisfaction and also it can be influential in institutional results too, such as institutional commitment and employees' assessment over their managers.

Procedure equity: to perform equity requires fair procedures. In other words, not only does the concept and principles of law should be just, but also the procedures that equity must be applied from should be just too. Procedure equity is a perceived equity from instruments for compensating salaries and bonus. Procedure equity has two aims: the first, it maintains employees' properties. Secondly, the usage of procedure equity is symbolic and strengthens individual relations with groups. Fir procedures can be a sing for people to feel valuable and respected and this feeling can fortify the interaction among employees in an institution.

Exchanging equity: exchanging equity focuses on the fair decision making especially the way that decision makers decide. Exchanging equity ha two main aspects: the first is interpersonal aspect which is concerned with the way employees treat each other, it says that this treatments should be politely and respectful. For example, the managers should respect their employees. The second aspect is expectations and social responsibilities. by justifying employees, their tolerance about an unfair condition will be increased. Most of the researchers have

regarded exchanging equity as a behavior that people experience in their formal career (Ramin Mehr et al, 2009).

4-2-3- the relation between institutional culture and institutional citizenship behavior

Christy Bartoon evaluated the relation between institutional culture and institutional citizenship behavior in an experimental research in 2003. In his paper, the criteria of institutional culture are: the management of change, reaching goals, harmony in team work and building great culture and customer based approaches. On the other hand institutional citizenship behavior is classified by Mormen and Beleiki in 4 categories, 1.presenting mutual services 2.individual innovative 3.Personal skill 4.Institutional commitment (Moghimi, 2006).

Oleg Schmiling also has researched over the concept of institutional citizenship behavior in term of intercultural aspects, and he has taken the characteristics of national culture such as individualism altruism and the proximity to power and institutional citizenship behavior into consideration. In Beleiki and Mormen indicate that there is a relationship between individualism and pluralism as one the most important factors of institutional citizenship behavior (Moghimi, 2006). The context of culture has a potential to influence institutional citizenship behavior and its effects on citizenship behavior can be classified as follows:

- 1: the different types of observed citizenship behavior in institutions(for example: the effect on the structure)
- 2: the continuous of different citizenship behaviors
- 3: fortifying the relation between institutional citizenship behavior and effective factors

4-2-3-1- the dimensions of institutional culture

Among patterns and diverse dimensions in relation with institutional culture, only to classifications bellow ae assess. Daniel Denilson's classification research indicates that if there is a good relation between strategies and culture environment, four groups of institutional culture can be observed which are:

1: compatibility culture: in this type of culture, there is a full attention to external environment and rapid reaction to environmental changes in order to provide customers. The way this culture functions is that, it recognize the effective external factors and the way they operate and then a good strategy is provided in order to tackle it down.

2: mission culture: in this type of culture, there is a harmony with environmental fluctuations just to a degree of providing institution's needs. But there is no necessity to reshape the institution in order to rapid response to change. This viewpoint decides the type of institutional functioning and these activities gain a concept that is more than expected in an institution. The institution leaders will have mutual viewpoints, draw the future and expose it to the employees and then the image changes in a way that gain an importance for all members of the institution.

3: participation culture: in this type of culture, the most important issue is to enter people to participate or provide them opportunities for innovations. In other words employees' participation and rapid changes in external environments and the need to tackle them down are necessary issues in this type of culture. Participation provides a degree of responsibilities and ownership in people and finally they find a higher level of commitment to their institution. The institution is capable or reshaping itself in order to cope with the changes and does and don'ts of new markets. Participation culture also causes the employees and members to show innovations in order to provide the institution all it needs.

4: continuity-based culture: in this type of culture, the institution is reluctant about any type of changes and it inclines to maintain its traditional form. Such an institution tries to focus only on its internal issues and a stable environment. In term of behavior, a type of stability or continuity might be observed in this institution. Such an institution has a culture of considering methods and approaches. In such institution, people have not an active participation and most of the time they try to follow traditional forms of behavior in the institution. The success of the institution depends on the integration, coherence and high efficiency (Deft, 1995)

4-2-4- the relation between spirituality at work and institutional citizenship behavior

Those employee who feel a deep sense of concept and meaning at work, respect their duties and try to their task at their best. Probably these employees have conscience and spontaneously do their duties and do not need any reminder. For example they respect the principles even when they are not observed. Such employees try to update their knowledge and experiences and also help other workers especially those with a lower skill level in order to increase institution's efficiency. It is obvious that these employees believe in human interaction and loop at their coworkers as their fellow being and therefore help them with their tasks. The employees that see their goals and duties in line with what the institution believes at try to be sensitive about the outcomes and results and try to enhance the positive environment of the institution. From all discussed about the effects of spirituality on the institutional citizenship behavior we can conclude that employee's sense toward their job is in contact with this factor and for example job satisfaction, job participation, and decrease in job leaving are all the results of this factor. These findig can be found in Milimanet all (2003). Therefore we can conclude that

spirituality affects institutional citizenship behavior in an indirect way by changing the employee’s viewpoint (Farhangietall, 2006).

4-2-4-1- the dimensions of spirituality at work

In this paper, the conceptualization of spirituality at work made by Milimanand his coworkers is used which is corresponding to three levels: individual, group ad institutional. These are meaningful work in individual level, unity feeling in group level and corresponding with institution values in institutional level. No.2 diagram illustrates this conceptualization. These three dimensions are explained in detail as follows.

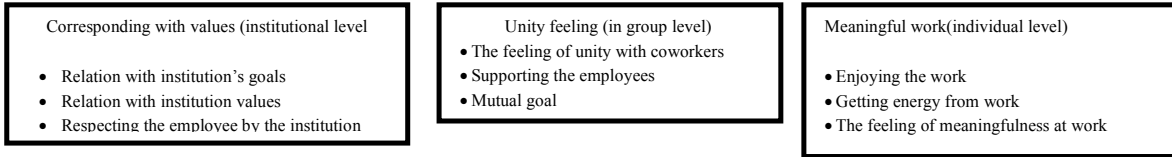


Diagram no.2: the diagram of conceptualizing spirituality at work in three levels of individual, group and institutional (source: Milimanet all, 2003)

1. Meaningful work: one of the most important aspects of spirituality at work is a deep sense of concept and meaningfulness at work. This aspect of spirituality at work, decides the way that employees interact with each other in a workplace. The explanation of spirituality includes the assumption that each person has his own motivations and inclination for doing a process in which he receives more passion and meaning.
2. The feeling of unity: another important aspect of spirituality at work includes a type of relation and correlation among members. This aspect of spirituality at work occurs in group level in human actions and focuses to employees interactions. Correlation or solidarity at work is based upon this assumption that each person believes in an internal relation with others in a workplace. This level of spirituality at work includes mental, emotional and spiritual connections among workers in an institution.
3. Alignment of values: the third aspect of spirituality at work is the experience of a strong feeling of alignment in individual values with the institution’s missions and goals. Alignment with institution’s goals means that the employees believe that managers and employees in an institution have mutual values and a strong consciousness and of course the institution respects the welfare and solidarity among employees (Frhangiet all, 2006).

4-3- individual-personal factors

Personal characteristics: Far (1997) in a recent definition of personality, identifies it as a pattern of idea, feeling and activity which is in harmony with hidden mental mechanisms which are besides patterns (AzimZadeh et al, 2010). Personality is a concept that people use it every day. Salvaoremadi explains personality as a collection of characteristics and stable inclinations which defines similarity and differences among people and may not be perceived at the time because of different effective factors (Ahmadi, 2009).

4-4- management and leadership factors:

According to what follows, it is regarded that in this paper, in order to assess the role of leadership-management factors in the occurrence of institutional citizenship behavior, it is decided to focus on the dual pattern of leadership transformative and exchanging methods.

4-4-1- the relation between leadership method and institutional citizenship behavior

Leadership leaves a strong effect on the occurrence of institutional citizenship behavior. At the same breath, instead of emphasizing on one method of leadership, the researchers have found that the quality of interaction between the leadership and employees is more important. The quality of interaction between employee and his manager is regarded as manager-employee interchange. Another leadership factor that has a positive relation with citizenship behavior is those leader’s behaviors that provide the employees with bonus or other admiring gifts and the other form of this behaviors are oral admiration of employees. Leader’s behaviors also may indirectly affect employee’s viewpoint about fair and equity at work and therefore affect institutional citizenship behavior (Padsakov et al, 2000) about leadership factors and their role in development of institutional citizenship behavior, there is always a focus on both transformative and exchanging leadership. According to transformative leadership theory, a leader needs to use internal actors in order to perform institutional duties. In this field, the goal of transformative leadership is to make sure that the way to success is perceived by the employees, probable blockage are removed by them and the employees persuade other to perform for reaching the goals set by leaders. In other words, there is a solidarity and mutual interaction between the quality and approaches of leadership style. Another factor of leadership which has a correlation with the satisfaction of institutional citizenship is the admiring behaviors of leaders such as expressing their satisfaction about employees. Leaders’ behaviors probably affect employee’s institutional citizenship behavior (Ahmadi, 2009).

4-4-2- the dimensions of leadership style

One the most important classifications made about leadership style is the one that makes it into two categories, transformative leadership and exchanging leadership. Therefore, these two styles are explained as follows:

A: transformative leadership

Beth and Avlio define transformative leadership as follows: transformative leadership can be observed when a leader chose the followers for a mutual viewpoint persuade them for reaching a defined perspective and provides them enough resource for growing. Transformative leader is the one who has a strong elation with his employees in order to sustain institution's success. He persuades them to work better and work more than expected. This style of leadership motivates the employees to do whatever they can do. Transformative leadership requires four factors as formative criteria in order to be operated and these four criteria are:

1, Ideal influence: in this type, the person has all the features of a charismatic leader, he is admired by his employees and he is recognized as a role model for all workers and employees. Ideal influence includes ideal characteristics and ideal behaviors.

2: inspiring motivation: the leader persuades the employees to believe his goals and its affordability. These people are most of the time optimistic about the future and results.

3: mental order: the leader motivates his employees to solve problems in a creative manner and question all obvious point. They persuade followers to assess from different sides a problem and present innovative ways to solve the problem.

4: individual considerations: the leader provides his employees with their emotional needs. These leaders recognize employees' needs and help them to learn necessary skills to sustain an achievement. These leaders may allocate a striking time for teaching and getting their employees familiar with new techniques (Espikuret all, 2004).

B: exchanging leadership

Exchanging leadership is based upon this assumption that the relationship between a leader and his employee is a form of an exchange, with regard to this point that the people are instruments and computable. Exchanging leaders typically pay attention to their follower's' needs and those who obey this type of leadership are satisfied with their profession in most cases. These leaders only pay credit where the credit is due and in other words they only define the degree to reach to goals. Therefore exchanging leadership motivates their employee only on the basis of their duties in order to reach to goals. This style of leadership can be classified into two categories of the leadership based upon conditional reward and the leadership based upon management under exceptions:

1: conditional rewards: these leaders have a good relation with their employees and look at their relations with their employees as a collection of contracts, negotiations which a balance in service/reward. These leaders define the standards of any task and explain these tasks in detail for their employees and keep them informed that if their performance is satisfactory then they will receive rewards. The managers that take this style sign a contract with their employees in order to make them understand what they exactly want from the employees. This contract also warns the employees that if the requirements are not met then it can be detrimental for them. In this style, the employees are promised to receive reward if the goals are met and they would face challenges if the results are not appropriate.

2. Management based upon exception: these leaders also look at their employees as a collection of contracts, negotiations or a balance of service/reward. But there is a difference between these two. In this style the leaders use the power of reward/punishment that the regulations provide them. Most of the time these powers are mentioned in the institution's legislations. These leaders, according to their level of management in the power hierarchy apply their powers. They are concentrated on recognition of faults and performing roles and duties. In other words, these managers' concentration is on the recognition of faults and punishment of those affording mistakes. These style of leadership is divided into two categories of active and inactive (Yaghubiet all, 2010).

A: management based upon exception (active):

Exchanging managers who act in an active way based upon exception and keep their employees under surveillance and make sure about the feasibility of works. These leaders do all need to correct the mistakes and recognition of any deviation from standard.

B: management based upon exception (inactive):

The leaders who manage based upon inactive exception use formal punishments in order to respond the obvious deviations from standard. In an inactive way, these leaders are waiting for deviations, mistakes and faults and until no problem has occurred, there is no reaction.

5- Conclusion:

In this paper, institutional citizenship behavior and its concept supplemented with its background and effective factors on it are presented. Also a close look at the relation between professional factors and cultural factors and individual factors has done and the effects of all of these have been taken into consideration.

Institutional citizenship behavior theorists believe that if voluntarily employees help other workers in their tasks, or when an employee is absent and another worker takes his charge and accepts his duties, or if a worker presents innovative ways to solve a problem that increases the efficiency of the institution or when an employee accepts the charges of another employee who has tough schedule and heavy responsibilities or even if the employees participate in informal meetings and help to the institution then it can be claimed that the employees regard themselves as unique parts of the institution and have a sympathy with it and therefore in this situation, the efficiency of the institution would increase.

Therefore, our recommendation for the managers is to try to increase the level of spirituality in their workplace both in term of individual and institutional. The managers can increase the meaningfulness of workplace by actions such as job rotation, job fortification and empowerment of employees and also paying attention to making the work environment a happy place for all. To create a friendly situation based upon collaboration can decrease the level of stress and produce a type of social capital and increase the sense of unity among employees.

Explanation of duties and institution's perspective for employees about the values of institution and efforts made for the health and the spirit of employees are all important. Therefore, the managers should pay attention both to spiritual need of their employees and also should pay attention to build a live institution. By doing such tasks, it is easy to be hopeful about employee's satisfaction about their profession. The employees become more satisfied and they present mire institutional citizenship behaviors.

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