



ASHESI UNIVERSITY COLLEGE

DRIVERS OF CIVIC VIRTUE IN ASHESI UNIVERSITY COLLEGE ALUMNI

EMPLOYED IN GHANA

BY

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FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR
OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION**

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DECLARATION

I hereby declare that this Thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

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I hereby declare that the preparation and presentation of the Thesis were supervised in accordance with the guidelines on supervision of theses laid down by Ashesi University College.

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God richly bless you all.

ABSTRACT

The behaviour of employees in a workplace have many repercussions in relation to profitability, efficiency and customer retention.

The purpose of this study was to determine whether the alumni of Ashesi University College exhibit civic virtue behaviours while at work. It also sought to investigate what the drivers behind this behaviour were in a bid to inform employers of Ashesi alumni on the likely behaviours their employees would exhibit, as well as educators at Ashesi as to whether or not their students apply what they have been taught once they graduate from school.

The findings of the study revealed that Ashesi alumni exhibit civic virtue at work. It also revealed that female alums, as well as Ashesi alumni employed in senior management positions are more likely to exhibit civic virtue at work. It was found that there is the likelihood that extra-curricular sessions with certain bodies within the university, as well as the content of some of the courses taught at the university, impact the awareness of proper workplace behaviour and thus influence the exhibition of civic virtue in the workplace.

It is recommended that employers continue to hire Ashesi alumni, and that educators at Ashesi continue to instruct their students in the manner that they have been doing.

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CHAPTER ONE – INTRODUCTION

1.1 Chapter Overview

‘Behaviour’, defined as the way that a person acts, especially towards other people, is critical in organizations, where ‘the process of working with others and against them’: interpersonal behaviour, has organization-wide impact (Greenberg, 2011). According to this author, this impact is evident in the way that people work, and the way they feel about their jobs and organizations.

One might thus conclude based on Greenberg’s claims that, there will be the presence of many successful processes of working together rather than against one another in an organization where there is evidence of a positive impact of activities on the organization’s image. Activities which are in the nature of involving the entire community; that seek to benefit not only the individuals within the organization, but the entire entity and its environs, will be characteristic of prosocial behaviour. Prosocial behaviour is defined by Greenberg (2011) as behaviour involving successful processes of working together. These characteristics essentially describe an organization that demonstrates responsible, constructive interest in, and dedication to organizational affairs by the community; probably at the cost of the interests of individuals in the community. This behaviour is defined as Civic Virtue.

Ashesi University College (AUC) appears to fall into the category of institutions brimming with acts of civic virtue. First and foremost is the existence of its Honour Code system; one that once signed onto by students, challenges them to refrain from lying, cheating or stealing, or tolerating others that do so (Ashesi University College, 2016).

In the year 2010, Ashesi served as co-host of a nationwide conference on ethics, which was well attended by government, press and business leaders among others (Ashesi University

Foundation, 2011). This can be viewed as the sharing of ethical principles with the nation in a bid to spark change that will benefit the entire community.

There are also several examples of Ashesi students and alumni creating solutions to problems that benefit the entire Ashesi community and beyond. Take Kpetermeni Siakor '15, who mocked up a local area network social program to provide internet services to the Ashesi campus community when the internet connectivity was lost (Ashesi University College, 2012), and also built a system to track and help control the spread of Ebola in his native Liberia (Ashesi University Foundation, 2014). Also, Yawa Hansen-Quao '07 who launched a non-profit - the Leading Ladies Network, to provide support and mentorship to struggling young African women (Ashesi University Foundation, 2011).

There is also the existence of the university's partnership with the MasterCard Foundation that allows it to provide about a million dollars in scholarships to deserving students (Ashesi University Foundation, 2014). Also worth noting is the large clean-up exercise that was organized by the Ashesi community for the town of Berekuso, the Math and ICT lessons that Ashesi students provide for some of the local schools, as well as the iTeach program the university holds annually for high school teachers in a bid to equip them with basic computer skills to improve their work as educators (Ashesi University Foundation, 2014). Under the umbrella of the Dalai Lama Fellows program, there has been the implementation of an Adult Literacy Program (Adesua Ye), an agricultural development project (Sesa Mu Farmers Initiative), as well as a mentorship program for young girls in the local community (A New Dawn) (Ashesi University Foundation, 2014).

Not forgetting the fact that, Ashesi is set to be the site for West Africa's first Climate Innovation Center that aims at empowering individuals and businesses in Ghana to intentionally and profitably adapt, develop and deploy climate smart technologies and business models to

contribute towards mitigating the dangers inherent in climate change (Ashesi University Foundation, 2014). It's no wonder that the institution was named the seventh most respected organization in Ghana in 2012 (Ashesi University College, 2012).

This study thus sought to investigate whether Ashesi alumni employed in Ghana continue to exhibit Civic Virtue while at work. This is in view of them being trained in an institution that holds Civic Virtue high, and seeks to make a conscious effort to develop this in its graduates. The study then sought to identify what the drivers of the display of Civic Virtue, or the absence thereof, are to conclude whether or not the high degree of civic virtue displayed on the Ashesi campus rubs off its graduates.

Ashesi offers a total of four course programs which students are allowed to major in. This means that they study around that subject area and graduate with a certificate in that regard. They are Business Administration, Computer Science, Management of Information Systems and Engineering. At the time that this study was conducted there were no Ashesi alumni who majored in Engineering as a result of it being a newly introduced program of study at the time. The first Engineering class will graduate in 2019.

This chapter will give a brief overview of the entire study, highlighting the background, aim, research question(s), objectives and significance of the study. It will finally provide a detailed outline of the entire dissertation.

1.2 Background

Due to the fact that the behaviour construct relates to human beings, who are difficult to predict, behaviour has failed to be singularly defined by theorists and great thinkers in the field (Levitis et al., 2009). Rather than define it simply as the way one behaves, it is worth acknowledging

the fact that a wide range of definitions exist in an attempt to define what behaviour is. Research conducted to draw out a single operational definition from the range that exists arrived at this:

Behaviour is the internally coordinated responses (actions or inactions) of whole living organisms (individuals or groups) to internal and/or external stimuli, excluding responses more easily understood as developmental changes (Levitis et al., 2009).

This behaviour is often thought to be in response to a particular situation or stimulus. Interpersonal behaviour is thus behaviour as has been defined, between people, i.e., individuals interacting with one another and performing varied actions as a result of this interaction.

An organization is a typical container in which to view interpersonal behaviour and its components due to the presence of individuals from different backgrounds needing to work together towards the attainment of a common goal. This study focused on graduates of Ashesi University College and in Ghana, as the containers in which to investigate acts of Civic Virtue.

According to Greenberg (2011), it has been observed that there are five types of interpersonal behaviour observed in an organization. He summarizes them as falling along a continuum ranging from behaviour involving working with others to behaviour that involves working against others. The five behaviours in order, from working with others to working against others are prosocial behaviour, cooperation, competition, conflict and finally, deviant organizational behaviour.

Prosocial behaviour, defined as that behaviour which is performed by a member of an organization, directed toward an individual, group, or organization with whom he or she interacts while carrying out his or her organizational role, and performed with the intention of promoting the welfare of the individual, group, or organization towards which it is directed

(Brief & Motowidlo, 1986), was the main umbrella concept for this study. This is because the four other behaviours along the continuum appear to fit under the umbrella of the definition of prosocial behaviour put forth by Brief & Motowidlo (1986), based on the nature and object of the behaviour. Prosocial behaviour exists in organizations as Organizational Citizenship Behaviour (OCB).

OCB is defined as behaviour that exceeds the formal requirements of one's job (Greenberg, 2011). It occurs in varied forms, some of which include civic virtue, courtesy and altruism. It has been determined that OCB is positively related to high performance levels in an organization (Asiedu, Sarfo, & Adjei, 2014) (Organ, 1990) (Barnard, 1938). Civic Virtue can be said to be that behaviour that connects a 'citizen' to his 'state'; it is the way that one should ideally behave in a community – forgoing one's personal interests for the benefit of one's community (Blanken, 2012). This behaviour, among others, has been found to contribute significantly enough to improved organizational efficiency that it is being considered by managers as something that should be rewarded, and looked out for during recruiting processes (Greenberg, 2011) (Barnard, 1938) (Organ, 1990).

This study is focused on the presence or lack thereof, of OCB, specifically Civic Virtue, exhibited by Ashesi University College alumni employed in Ghana, as well as the drivers behind this behaviour. This is because of the highly prosocial culture that Ashesi has adopted, as evidenced by the existence of an honour code system, various campus wide initiatives that involve volunteer work, the commitment it has made to improve Berekuso, the peri-urban locality the university is situated in, as well as the critical importance of the activities of organizations to the development of the Ghanaian economy.

1.3 Problem Statement

From an article captioned “Daring to be different: Inspired by Ashesi, Wesley Girls’ High School establishes honour code” it was revealed that the students of Wesley Girls’ High School, a senior high school in Ghana, having been inspired by Ashesi University College, have signed on to an honour code system that has them pledging to uphold integrity and one another accountable for their actions (Ashesi University College, 2016). This, in light of the problem of rising corruption in African countries (Pring, 2015) may lead one to ask the question: if they can, why can’t the rest of Africa? A response to this question could be the very existence of an institution such as Ashesi University College (AUC) on the African continent; a continent that has been tagged, albeit unfairly, as a hub for corruption and greed. One might then ask: in light of the existence of the AUC Honour Code, as well as the evidence of its upholding of Civic Virtue, what is likely to be the behaviour of its students once they graduate from AUC?

This institution that has made it its mission to “educate a new generation of ethical leaders in Africa”, in a bid to transform the African continent (Ashesi University College, 2015). It has taken steps to do this which show members of the Ashesi community engaging with their environment and working together to benefit others and the organization as a whole, rather than individuals in the university alone.

This is why it becomes important to determine whether or not this Civic Virtue behaviour continues once students have graduated from the University; in a bid to encourage more African communities and organizations, as well as societies within the country to adopt a similar methodology. In order to determine this, one must first ask the question: do individuals who graduated from Ashesi University College uphold integrity and one another accountable for their actions, and if they do, what is their motivation? Is there some other underlying cause or group of causes that can be isolated and replicated if this behaviour is found to be evident?

This study thus sought to investigate the presence of OCB, specifically civic virtue in Ashesi alumni in order to establish what the reasons behind this behaviour, or lack thereof are. This was done in a bid to establish a framework of sorts adoptable by decision makers in institutions across the country, Africa and the world over. It accomplished the aforementioned by studying alumni of Ashesi University College employed Ghana.

1.4 Research Questions

- Do Ashesi University College alumni employed in Ghana exhibit Civic Virtue at work?
- What drives the exhibition or lack thereof, of Civic Virtue by Ashesi University College alumni employed in Ghana?

1.5 Research Objective

Main Objectives

This research focused on establishing the presence, or lack thereof of OCB, specifically Civic Virtue, in alumni of Ashesi University College employed in Ghana. It further determined the factors that drive the display of this behaviour in order to advice the decision makers in organizations in Ghana on how to create positive work environments to improve efficiency throughout departments, and organizations as a whole. Finally, the findings inform faculty and staff of Ashesi University College on whether or not their former students are practicing what they have been taught from the courses offered that are concerned with such behaviours, in organizations they are working in now.

Specific Objectives

1. To understand and document what it means for employees within an organization to display OCB, specifically, Civic Virtue;

2. To determine whether or not Ashesi University College alumni employed in Ghana display Civic Virtue at the workplace.
3. To identify the drivers of their behaviour within organizations; and
4. To make recommendations to employers on how to foster and maintain Civic Virtue in their junior employees, and to educators on what to incorporate into their lectures to promote Civic Virtue among graduates.

1.6 Scope of the study

This study will utilize the broad concept of (OCB) put forward by (Organ, 1990) as justification for this research. The discussion on OCB will be limited to the confines of the concept of Civic Virtue. The concept of Civic Virtue was studied in relation to its presence or lack thereof in Ghana as exhibited by Ashesi university college alumni from the past five years, i.e. Students who graduated between 2011 and 2015 inclusive.

1.7 Research Method

A mixed methods approach was adopted for this study. This approach was adopted as a result of the need to determine the presence of, as well as to quantify the importance of the behaviour under study, and then to go on to determine what motivates the said behaviour. A mixed methods approach was best for this study because it looks at both the quantitative and qualitative sides of a problem. Data was collected through the use of questionnaires. Data analysis was conducted using mainly thematic and logistic regression analysis approaches.

1.8 Justification for Study

The manner in which an employee conducts him/herself at work, in terms of being aware of activities that are going on within the organization, as well as taking part in organizational activities are components of Civic Virtue. These behaviours have been found to improve the

efficiency and running of organizations. This translates into improved performance as a result of the presence of civic virtue in an organization (Organ, 1990).

It is for this reason that it is important for leaders of organizations to care about the behaviours and attitudes of their junior employees, who in effect are the future of these organizations. This means that, to a very large extent, the behaviour of members greatly affects the operations and success of a given organization.

This research provides information that aids decision makers in organizations in the determination of the motivations of their junior members. This makes it easier for companies to decide what policies to adopt. Also, as a result of the fact that this behaviour is becoming increasingly important to employers, it is imperative for educators and all decision makers in educational institutions, to be aware of these drivers, in a bid to cultivate such tendencies within their students.

1.9 Outline of Dissertation

This section provides a brief description of the compositions of the chapters in this dissertation. This is in order to provide an informative guide for readers on the relevance of each chapter to this work.

Chapter One

This chapter provides a brief overview of the entire work. It includes a statement of the problem, background to the study, descriptions of key variables, objectives of the study, as well as the importance of the study to the society.

Chapter Two

This chapter is the literature review which provides a summary of the thoughts of key scholars on the subject matter. This chapter reveals the aspects of the subject matter that have already been researched, and details areas for further research. This chapter is thus relevant to this work because it provides an avenue for the advancement of this research.

Chapter Three

This chapter outlines the methodology for the study. It highlights the procedures and processes necessary to carry out this research. It touches on the research methodology used and why, as well as on data collected and its analysis.

Chapter Four

The findings and data analysis are discussed in this chapter. This provides the results from data collected for analysis. This chapter will provide answers to the research questions.

Chapter Five

Conclusions and recommendations will be given in this chapter. This will be based on the findings attained from the research.

CHAPTER 2: LITERATURE REVIEW

2.1 Chapter Introduction

The background section provided a general overview of this research as confined to Behaviour in the workplace. In this chapter, details will be provided on what the scholars in this field have discovered in relation to behaviour and how it occurs in the workplace: Civic Virtue, to be precise. This is in order to identify the gaps in existing literature in a bid to properly position this study.

2.2 Behaviour in Organizations

There is the general consensus that behaviour is concerned with the actions of the human being (Levitis, Lidicker, & Freund, 2009) (Hamlyn, 1953) (Friedrichs & Opp, 2002) (UNESCO Uganda, 2000); and that these actions are not performed in a vacuum and thus have implications for the interactions between groupings of individuals; this becomes important in organizations, both formal and informal, where the achievement of organizational goals may be affected by negative behaviour (Greenberg, 2011).

Greenberg (2011) describes a continuum of interpersonal behaviour in organizations; on one end of the spectrum is behaviour working with others, on the other is behaviour working against others. This is depicted in Figure 1 below.

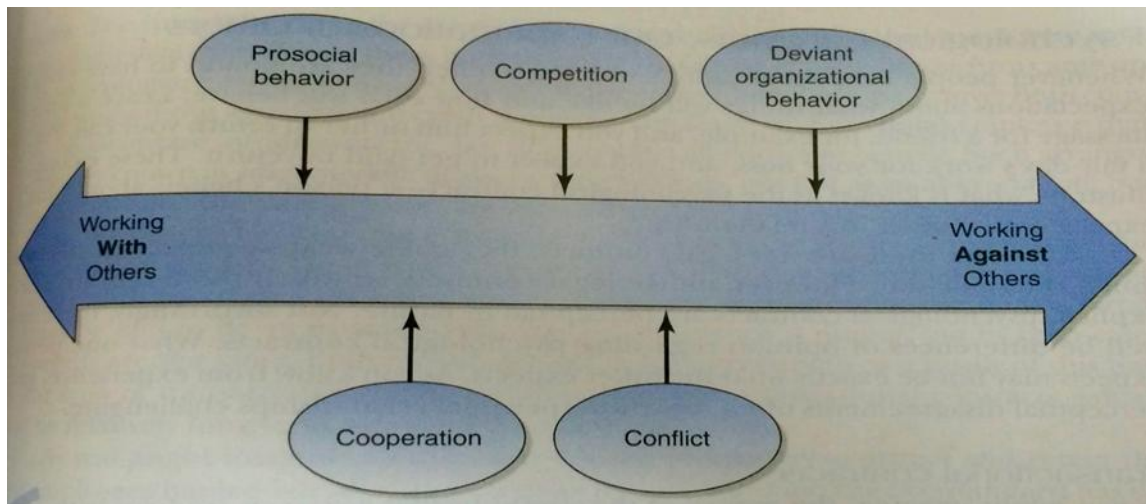


Figure 1. Varieties of Interpersonal Behaviour

Source: Greenberg (2011)

The five behaviours in order, from working with others to working against others are: Prosocial Behaviour, Cooperation, Competition, Conflict and finally Deviant Organizational Behaviour. Prosocial behaviour refers to the tendency to provide assistance to others on the job, even when there doesn't appear to be any reward for the action; Cooperation is behaviour whereby people provide and receive assistance from one another; Competitive behaviour involves situations where one party winning forces the other party to lose; Conflict looks at strong disagreements between parties that often result in angry arguments while Deviant Organizational Behaviour is behaviour that goes against the norm of accepted behaviour, even to the extent of causing damage to lives, property and the image of the organization (Greenberg, 2011).

This study will advance along the Prosocial Behaviour construct due to the fact that this study is positioned in the trajectory of AUC and its acts of Civic Virtue; a construct which is prosocial in nature. Prosocial behaviour has been proven to improve efficiency and running of organizations (Organ, 1990). This study looks at the possibility of this sort of improvement for Ghanaian organizations.

2.2.1 Prosocial Behaviour

Just as is true for any phenomenon that has a significant human factor, Prosocial Behaviour is one that continues to be discussed by top scholars in the area of psychology, and yet does not appear to have one exact definition that holds true for all stakeholders involved. Simpson and Willer (2008) define prosocial behaviour as “actions that benefit others, often at a cost to oneself”. This definition ties in with most definitions which put prosocial behaviour as most commonly defined along the lines of behaviour that benefits others and promotes their welfare, (Benabou & Tirole, 2005) (Greenberg, 2011) .

Prosocial behaviour is often spoken of positively; as behaviour that is desirable for the effective functioning of an organization. However, a thorough analysis of this construct by Brief & Motowidlo (1986), revealed that, Prosocial Behaviour may or may not be beneficial to organizations or individuals, depending on who the behaviour is targeted at; this suggests then that there are different kinds of Prosocial Behaviour.

Thirteen different kinds were identified based on three important distinctions found between the various definitions of prosocial behaviour. The first distinction was that, while some forms of prosocial behaviour are organizational-functional, others are organizational-dysfunctional, in that some prosocial behaviour fosters flourishing of an organization while some does the opposite. Second, certain prosocial behaviours are role-prescribed while others are extra-role, meaning that some of these behaviours are part of the job description of individuals, and are required, while others are outside of what an individual is expected to do. Finally, based on who the target of prosocial organizational behaviour is, it may be defined as different things and produce a variation of outcomes. The definition for prosocial behaviour put forward by Brief & Motowidlo (1986) then was this:

Prosocial organizational behaviour is behaviour which is performed by a member of an organization, directed towards an individual, group or organization with whom he or she interacts while carrying out his or her original role, and performed with the intention of promoting the welfare of the individual, group or organization towards which it is directed.

This definition was designed to capture the wide range of behaviours that intersect based on the impact of the functions of an organization, and intent to benefit others. Brief & Motowidlo (1986) rounded off their study by highlighting four areas that could be researched into further. This study will advance based on one of them, which asks: “What are the correlates of prosocial organisational behaviour?” The use of the word ‘correlates’ here serves to ask what the causes/ influencers/ drivers of prosocial organizational behaviour are.

A number of individual characteristics have been suggested as being precursory to prosocial behaviour, including age, tenure, sense of competence, achievement motivation and educational level, and that these precursors might predict certain forms of prosocial organizational behaviour better than others (Brief & Motowidlo, 1986). This discussion advances by narrowing in on what the drivers of OCB are, taking a look at Civic Virtue specifically.

2.2.2 Organizational Citizenship Behaviour (OCB)

It was Chester Barnard who first began the conversation on OCB and its relevance to the functioning of an organization. He called it the “willingness to cooperate”, and used words such as ‘loyalty’ and ‘solidarity’ to explain it further (Organ, 1990). Barnard (1938) found it interesting that this “willingness to cooperate”, whether positive or negative had the tendency to vary in relation to its intensity within an individual. He proposed that this variation was as a result of variations in the total satisfactions or dissatisfactions experienced or expected by the

individual. Organ (1990) in his work, stressed on the fact that it would be a huge mistake for any one organization to think that the concept of “willingness to cooperate” should be the concern of only one particular type of organization due to the fact that this behaviour was crucial to the effective functioning of any organization. This study advanced along the second of two tasks given by Organ (1990), asking of researchers in the field: to inquire into the motivational basis of this disposition of “willingness to cooperate”.

The definitions of OCB are usually confined to extra-role behaviour, a factor that distinguishes it from prosocial behaviour. OCB has been purported to be divisible into two main types based on the target of the behaviour: OCBI, which is OCB aimed at individuals and OCBO, which is OCB aimed at organizations (Davila & Finkelstein, 2010). Organ (1990), on the other hand shares that OCB can be broken down into five component behaviours, which are Altruism, Sportsmanship, Courtesy, Conscientiousness and Civic Virtue. Whichever school of classification that one subscribes to, there have been discussions to say that these behaviours are motivated by individual traits, genetics, as well as by future benefits that one perceives from the performance of the behaviour (Farrel & Finkelstein, 2011) (Greenberg, 2011) (Davila & Finkelstein, 2010) (Hu & Liden, 2015) (Simpson & Willer, 2008). These are in addition to the major role that an individual’s satisfaction with his job plays towards the exhibition of this behaviour in the workplace (Davila & Finkelstein, 2010) (Greenberg, 2011) (Organ, 1990) (Turnipseed, 1996).

This study takes a special interest in Civic Virtue. This is as a result of the interest in Ashesi University College and its acts of civic virtue towards its community.

2.3 What Drives Civic Virtue?

Civic virtue is widely believed to be a political construct that is only recently beginning to be viewed as exercisable in other areas such as psychology and business (Brennan, 2012) (Graham

& Van Dyne, 2006). Owing to it belonging under the main umbrella of OCB, the proposed drivers of this behaviour have not been isolated from the broad concept of OCB. Thus, as it stands, the main drivers of OCB, Civic Virtue as discussed in literature on the subject include job satisfaction, organizational commitment, as well as personal and personality variables (Vigoda-Gadot, 2007).

Job satisfaction relates to an employee's feelings and attitudes towards his job; this encompasses all feelings relating to whether an employee likes or dislikes his job, as well as his perceptions on fairness in the organization (Greenberg, 2011). The two-factor theory is one of the main theories adopted in an attempt to understand the triggers of satisfaction or dissatisfaction with a job. This theory regards job satisfaction as the resultant of dissatisfaction and satisfaction, which are caused by hygiene factors and motivators respectively. Motivators are simply those variables that are associated with high levels of job satisfaction, such as responsibility and achievement, while hygiene factors are those variables that when present are found to prevent dissatisfaction, e.g. pay and company policies. The onus thus lies on management to promote job satisfaction by providing the variables that enhance this behaviour and deliberately avoiding instances of job dissatisfaction.

Organizational commitment is concerned with the degree of employees' attitudes towards the organizations they work in; i.e. whether or not they are interested in remaining a part of them (Greenberg, 2011). This behaviour is important because it directly affects the rates of employee retention in an organization.

Personal and personality variables can be broadly defined as those variables that are concerned with the view that OCB is a personality trait, a social response or reaction to behaviour exhibited by peers or employers, as well as characteristics that distinguish one individual from

another (Vigoda-Gadot, 2007). They include the variables of age, education level, and mood of an individual, to name a few.

This study thus attempted to determine whether the drivers of OCB, specifically in the area of personal variables held same for Civic virtue.

2.4 Gap Identified

Based on literature reviewed, it has been identified that although there is some ongoing discourse about the exhibition and drivers of OCB, there is the absences of any insight into this behaviour on the African continent, as well as in an institution that professes to be pro-ethics and prosocial in its dealings and activities.

This study was thus conducted to fill this gap by determining whether or not civic virtue is exhibited in organizations in Africa, specifically Ghana, as well as to identify whether or not the influence of a deliberately ethics-oriented education style makes an impact on the drivers of civic virtue in an individual employed in Ghana that prior research has established. It sought to do this by taking a look at the personal variables, rather than the other drivers of civic virtue that have been relatively more discussed by existing literature on the topic.

2.5 Theoretical Framework

This study used the major theory of prosocial behaviour, specifically OCB and civic virtue.

Literature on OCB generally explains it as extra – role behaviour performed in organizations by employees as a result of expectations relating either to job satisfaction or organizational commitment, or simply as a result of their personal character traits and dispositions (Greenberg, 2011) (Vigoda-Gadot, 2007). These identified drivers serve to generally increase the productivity and efficiency levels of organizations (Barnard, 1938) (Brief & Motowidlo, 1986)

(Davila & Finkelstein, 2010) (Farrel & Finkelstein, 2011) (Greenberg, 2011) (Organ, 1990).

Civic virtue is a branch of OCB behaviours.

2.5.1. Cognitive Map

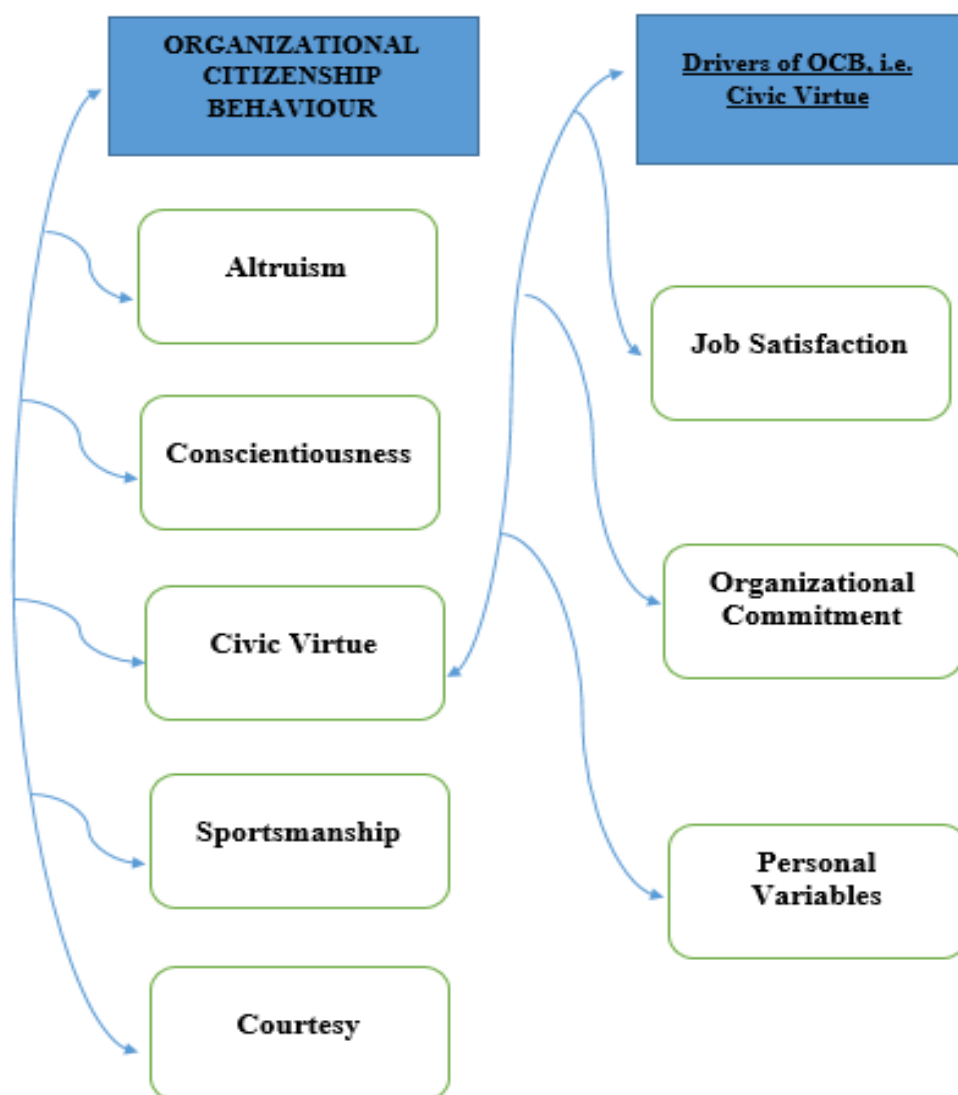


Figure 2: Cognitive Map

Source: Researcher

CHAPTER 3: METHODOLOGY

3.1 Chapter Overview

The previous chapter determined that there is a gap in existing literature on Civic Virtue in relation to its presence and exhibition in organizations in Africa. This chapter focuses on the research design of the study. It touches on the research and sampling strategies, data collection and the operational definitions of the key variables.

3.2 Operational Definition of Variables

For the purposes of this study, the definitions of key variables were adapted from various sources and are as follows:

Organizational Citizenship Behaviour (OCB)

This study defines OCB as behaviour that goes beyond what is required of an employee and is not recognized by the formal reward system, and yet promotes the effective functioning of the organization when it accumulates (Organ, 1988).

Civic Virtue

Civic virtue is defined within the confines of this study as responsible, constructive interest in, and dedication to organizational affairs by employees, sometimes even at the cost of their individual interests.

This definition was obtained through the amalgamation of a number of definitions of this type of behaviour given by Organ (1988), Graham (1991) and George & Brief (1997).

Ashesi University College (AUC) Alumni

AUC Alumni as per this study is the collective group of students who have attended and graduated from AUC since its inception.

3.3 The Research Design Process

Research design refers to the strategies and processes carried out in order to conduct research for a study; it spans decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). There are two major stages of research design: the stage of planning and the stage of execution; planning involves a design, a plan for the research, while execution involves the collection and analysis of data (Sarantakos, 2005).

This chapter will advance utilizing the steps of research design as proposed by Sarantakos (2005) shown in Figure 2 below.

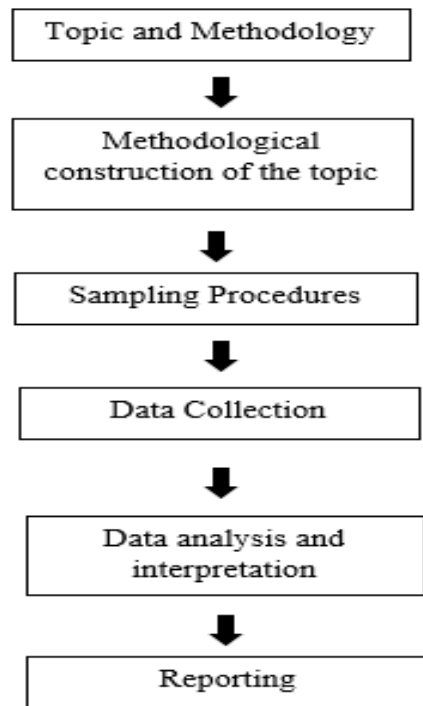


Figure 3: The Research Design Process

Source: Sarantakos (2005)

3.3.1 Step 1: Topic and Methodology

The topic for this study is: Drivers of Civic Virtue in Ashesi University College Alumni Employed in Ghana.

According to Creswell (2009), there are three components involved in any research strategy, and they are: philosophical worldviews, strategies of inquiry and research methods. The research strategy for this study will advance based on Creswell's framework.

There are four main philosophical worldviews that Creswell believes help to inform what research type to employ for a particular study. They are the post-positivist worldview, which is concerned with identifying and assessing the causes that influence outcomes; the social constructivist worldview, which is concerned with finding the subjective meanings that individuals ascribe to their experiences; the advocacy and participatory worldview, which holds that research inquiry needs to be linked with a political agenda; and the pragmatic worldview, which is concerned with applications and solutions to problems, rather than focusing on the method of research. This study is concerned with identifying the drivers of civic virtue in order to positively affect the efficiency levels of organizations in Ghana. Since this is the application of knowledge in order to solve a problem, the pragmatic worldview informs the type of research was employed for this study.

Strategies of inquiry are those research methodologies that provide explicit direction for procedures in a research design. There are three strategies of inquiry, namely Qualitative, Quantitative and Mixed Methods strategies. The specific research method to be employed involves the forms of data collection, analysis and interpretation to be used for the study (Creswell, 2009). In line with the pragmatic worldview adopted by this study, the mixed methods strategies of inquiry was adopted, because it combines both qualitative and quantitative data, and is the best fit for purpose.

There are three general strategies underneath the mixed methods strategies, and they are transformative mixed methods, concurrent mixed methods and sequential mixed methods procedures (Creswell, 2009). Transformative methods procedures are those in which the researcher functions from the perspective of a specific theory; concurrent methods procedures find the researcher collecting both qualitative and quantitative data at the same time and merging them in a bid to provide a comprehensive analysis of the research problem, while sequential mixed methods procedures find the researcher expanding on the findings of one method with another method.

This study will utilize concurrent methods procedures. Quantitative and qualitative data will be collected in order to ascertain whether or not civic virtue exists amongst AUC alumni employed in Ghana, as well as what the specific drivers of this behaviour are. Analyses conducted would then inform the conclusion and recommendations made at the end of the study.

3.3.2 Step 2: Methodological Construction of the Topic

The display of OCB, specifically Civic Virtue, is the dependent variable of this study. This study seeks to identify what the drivers of Civic Virtue in AUC alumni employed in Ghana are.

Both primary and secondary data was used for the purpose of this study. Primary data was gotten from the sample and provided information on the level of exhibition of civic virtue in the workplace, as well as on the factors that influenced the exhibition of Civic virtue in the workplace. Secondary data was collected prior to the administering of data collection tools. This comprised journal articles, books and published works, as well as other credible internet sources. Information gathered was indicative of whether or not civic virtue was of any import to organizations in a country.

3.3.3 Step 3: Sampling Procedures

This section will specify where and when the study will be conducted, as well as specify who the subjects of the study are.

Sampling Strategy

The sample was chosen by means of the non-random sampling strategy. This strategy allows for the selection of participants based on their characteristics, as well as their availability to participate in the study (Vanderstoep & Johnston, 2009). This type of sampling is normally used in studies such as this, which seek to explore a phenomenon.

A hybrid strategy of specifically purposive sampling, in tandem with snowball sampling and internet sampling was used. Purposive sampling allows the researcher to select subjects deemed relevant to the study. Insert exactly what purposive sampling you did – selecting AUC alum from 2011 – 15 inclusive etc....

Snowball sampling allowed initial respondents to recommend other members of the sample in order to further advance data collection. Exactly how did you snowball? In the administration? Describe that as well so it is understood, exactly what you did. Internet sampling, which refers to the administering of a procedure partly through the internet, was used in order to eliminate delays that may have been caused by travel time as a result of the large disparity as far as the location of respondents was concerned. So what did you do? A google form questionnaire which was distributed through email by alum office to alum, and WhatsApp message etc. describe this as well and the duration you did this within, how many times it went out etc.

This sampling strategy was applied to Ashesi University College alumni who were employed in Ghana as at the first quarter of the year 2016.

3.3.4 Step 4: Data Collection

Surveys served as the data collection method for this study. Surveys are simply data collection methods in which information is gathered through oral or written questioning; oral questioning is called interviewing, while written questioning is done through the use of questionnaires (Sarantakos, 2005). This study used written questioning which sought to find out general demographic information about the respondents, information on their time as students of AUC, as well as information relating to their current work situations. Both closed and open-ended questions were used. A sample questionnaire is contained in Appendix A of this paper.

In order to ensure that no risks came to the respondents as a result of their partaking in the study, all records of the study were kept private, in a locked file; all names were kept out of all publications of this study and data was accessible only by the researcher. A consent form was attached to the questionnaire. This is also contained in Appendix A.

3.3.5 Step 5: Data Processing

All data collected was stored and organized in a Microsoft Excel workbook. SPSS software was employed to run a logistic regression to identify the odds of a specific independent variable influencing the dependent variable which is.....

Narrative analysis was then applied to open ended questions in order to identify themes and draw conclusions towards the findings of this research.

3.3.6 Step 6: Reporting

The findings from survey is contained in Chapter 4 of this dissertation. It formed the basis of the conclusions and recommendation for this dissertation which has been submitted to the department of Business Administration, Ashesi University College in partial fulfillment of the

requirements for the award of Bachelor of Science degree in Business Administration. Copies of findings will also be made available to participants who expressed interest in the findings when they filled out the consent form for the survey.

3.4 Chapter Conclusion

This study utilized the mixed methods study approach. Sampling was done using a combination of non-probabilistic sampling methods, namely purposive, snow ball and internet sampling methods. Data was collected through the use of an e-questionnaire and collated and organized by means of Microsoft Excel, SPSS. It was analyzed using logistic regression and thematic analysis.

CHAPTER 4: FINDINGS AND DISCUSSIONS

4.1 Chapter Overview

This chapter provides insight into the findings of the study as was conducted, per the research questions that this study sought to answer. It discusses the findings to aid in the generation of relevant conclusions and recommendations for employers and educators.

4.2 Profile of the Respondents

The population for this study was Ashesi University College alumni who graduated between the years 2011 and 2015, inclusive. With a sample size of 140 from a population of 400 alumni of Ashesi University who graduated between 2011 and 2015 inclusive, 95 responsive responses were received. The table below provides a breakdown of the demographics of the 95 respondents.

Table 1: Demographics of the Study Population

Attribute	Category	Number of Respondents	Percentage
Gender	Male	52	54.7%
	Female	43	45.3%
Age	20-30 years	95	100.0%
Marital Status	Single	63	66.3%
	In a Relationship	30	31.6%
	Engaged	1	1.1%
	Married	1	1.1%
Education	Bachelor's Degree	94	98.9%
	Masters	1	1.1%

Attribute	Category	Number of Respondents	Percentage
	Doctorate (PhD)	0	0%
	Business Administration	47	49.5 %
Major	Management of Information Systems	28	29.5%
	Computer Science	20	21.1%
Honour Code	Signed On	95	100.0%
Status	Not signed On	0	0.0%
	Senior Management	4	4.3%
Job Rank	Middle Management	14	14.9%
	Junior Staff	60	63.8%
	Other	16	17.0%

Source: Survey Results

From the table above, it is evident that majority of the respondents were male, i.e. 54.7%. The population was a youthful one with 100% of respondents aged between 20 and 30 years old, and almost all of them not yet married. Only one respondent was married, and another engaged to be married, with the rest being mostly single (66.3%), and in relationships (31.6%). The youthfulness of this population is further emphasized by the majority highest level of education attained, which is a Bachelor's degree, and the majority job ranking of Junior Staff level.

All 100% of the respondents were signed on to the Ashesi Honour Code System while in school. This is an indicator of the fact that all respondents had some knowledge of prosocial

behaviours before the execution of this study. This is because the honour code is an oath taken by students promising not to lie, cheat or steal, or tolerate others that do so.

4.3 Response Rate

With a population of 400 alumni graduating between 2011 and 2015 inclusive, the entire population was contacted and furnished with the e-questionnaire for this study. Based on a projected 35% of the population forming the sampling frame, the research adopted a sample size of 140. The study adopted a sampling frame of 35% of the population. Further administration was done within the population to aid in attaining the needed 140 responses. 109 responses were received out of which 95 were responsive. This put the response rate for this study at approximately 78%.

The 14 non-responsive responses were taken out due to the fact that those respondents were either living and working outside of Ghana at the time of the study, or graduated outside the targeted year groups for this study.

4.4 Findings

This section details out the findings from the logistic and thematic analyses conducted. It will begin with section 4.4.1, which details out preliminary results on the nature of the exhibition of civic virtue by AUC alumni in the workplace. This is followed by section 4.4.2 which presents chi-square test results as well as cross-tabulation tables for each independent variable against the dependent variable. Section 4.4.3 presents the findings from the logistic regression analysis conducted. Section 4.4.4 presents the findings from the responses of selected respondents for two selected questions from the e-questionnaire; this is done to add to the explanations on the findings observed from the logistic regression analysis and the chi-square tests.

4.4.1 Civic Virtue at the Workplace

The following paragraph details out exactly how this was established.

A series of five questions was asked in the questionnaire in order to determine the behaviour of alumni in various situations in the workplace. An average of these responses was taken in order to determine the Civic Virtue rating of each respondent. The number 5 ('Always'), indicating that the respondent reported to always perform the action in question, as well as 4, ('Often'), which represented a very frequent performance of the action were selected to indicate the presence of the exhibition of Civic Virtue behaviour in the respondent.

Owing to the fact that for a range of numbers from 1 to 5 (i.e. 1,2,3,4 and 5), the average number is 3, this study grouped respondents who on average scored 3 and below as not displaying Civic Virtue at the workplace. This was in a bid to select above average exhibitions of civic virtue so as to ensure that strong proof of the behaviour being studied was evident. The following Table 2 and Figure 3, provide a summary to confirm the display of Civic Virtue (CV) at work by alumni of Ashesi in employment.

Table 2. The Exhibition of Civic Virtue in the Workplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	27	28.4	28.4	28.4
	Yes	68	71.6	71.6	100.0
	Total	95	100.0	100.0	

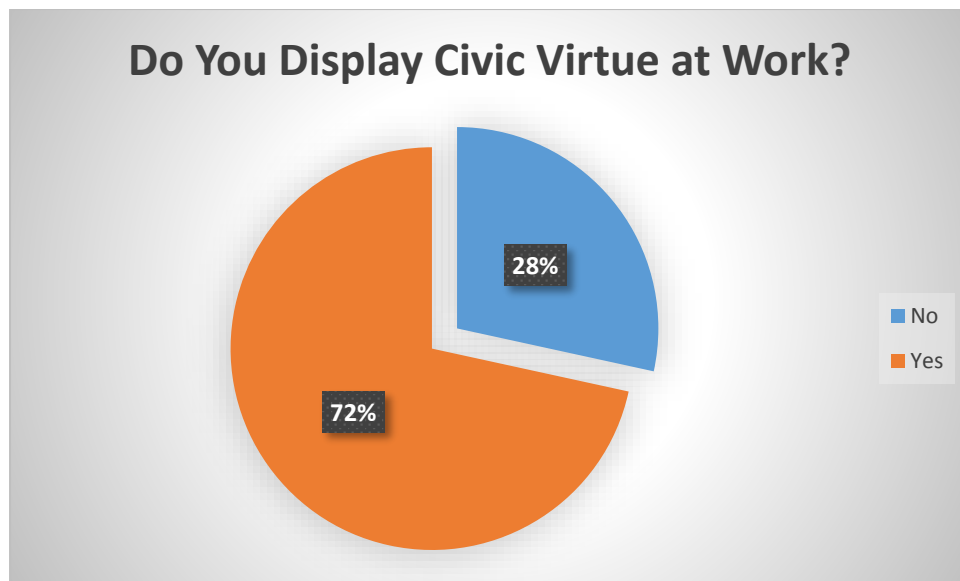


Figure 4. A Pie Chart Showing Whether or Not Ashesi Alumni Display Civic Virtue at the Workplace

4.4.2 Effects of the Independent Variables on the Display Civic Virtue by AUC Alumni at Work

A chi-square test was performed between the dependent variable - the display of Civic Virtue at the workplace, and each independent variable, in order to ascertain whether or not the two variables are independent: whether they are related or not. The following tables present the results of the analysis conducted.

Effect of Gender on the Display of Civic Virtue at Work

The Table 3 and Figure 4 below shows the levels of the display of civic virtue at work based on gender. The results show that for both males and females who took part in the study, more than half of the total population for each gender display civic virtue at work. 35 out of 52 men (67% of all males) and 33 out of 43 women (77% of all females) were found to display civic virtue at work.

Table 2: The Display of Civic Virtue at Work According to Gender

Count		Do you display CV at work?		Total
		No	Yes	
Gender	Male	17	35	52
	Female	10	33	43
Total		27	68	95

Source: Survey Data

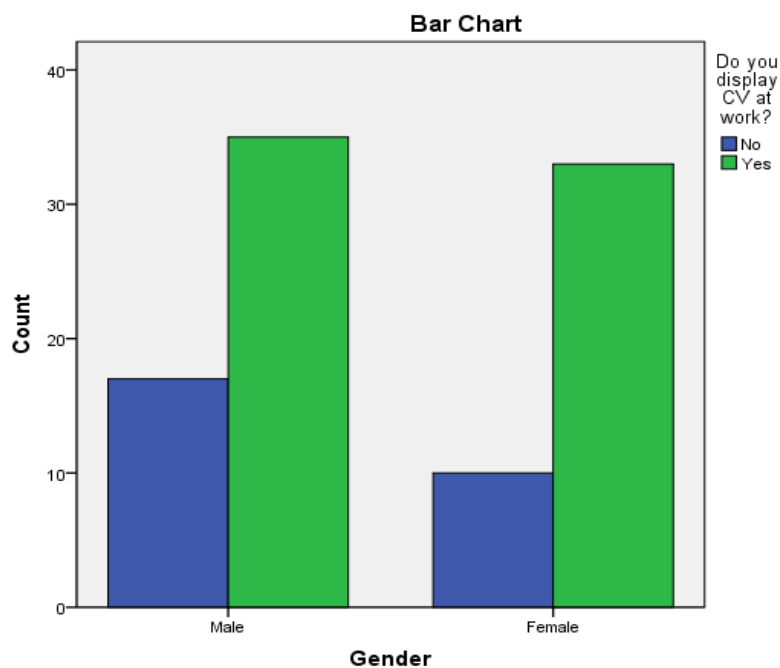


Figure 5: A bar graph showing the display of Civic Virtue at work according to Gender

Source: Survey Data

It can thus be concluded based on the results above that gender does not cause a significant influence of the display of Civic Virtue at work by Ashesi alumni in employment.

Table 4 below presents the results of the chi-square test conducted between the dependent variable - the display of civic virtue in the workplace, and the independent variable - gender. The test indicates that there are no significant differences observed between the two variables

because $p > 0.05$, where the pvalue is in the column labeled: Asymp. Si. (2-sided). This implies that the display of civic virtue is not different across the gender of the respondents.

Table 3. A table showing the chi-square test results for gender and the display of civic virtue at work

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.030 ^a	1	.310	.365	.216
Continuity Correction ^b	.619	1	.432		
Likelihood Ratio	1.041	1	.308		
Fisher's Exact Test					
Linear-by-Linear Association	1.019	1	.313		
N of Valid Cases	95				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.22.

b. Computed only for a 2x2 table

Source: Survey Data

The gender of an Ashesi alum does not significantly influence the display of Civic Virtue at the workplace.

Effect of Major Studied on the Display of Civic Virtue at Work

Table 5 and Figure 5 below summarizes the levels of the display of civic virtue at work based on the major they studied while at Ashesi.

Table 4. The Display of Civic Virtue According to Major Studied

Count		What was your Major?			Total
		BA	MIS	CS	
Do you display CV at work?	No	11	9	7	27
	Yes	36	19	13	68
Total		47	28	20	95

Source: Survey Data

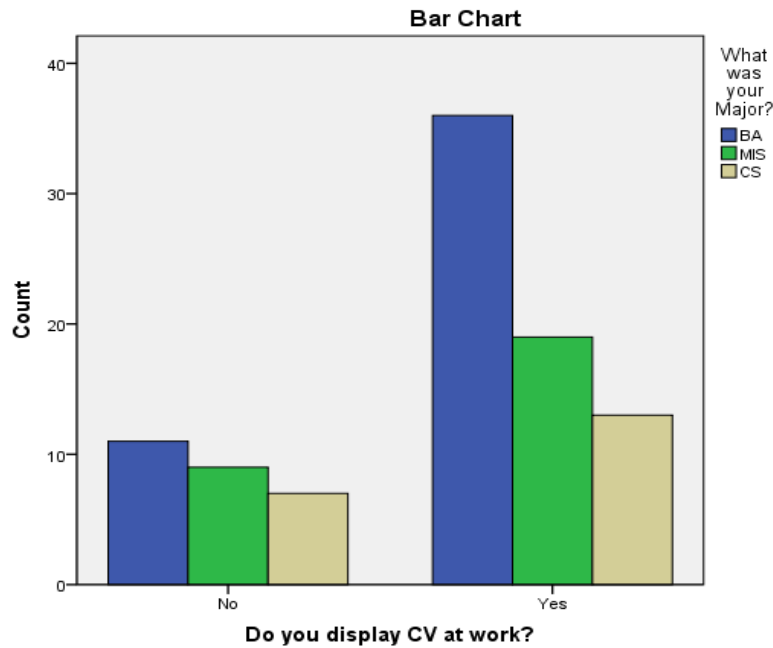


Figure 6: A bar graph showing the display of Civic Virtue at work according to Major Studied

Source: Survey Data

The results show that for all majors studied, majority of the total population display civic virtue at work. 36 out of 47 Business Administration (BA) majors (77% of all BA majors), 19 out of 28 Management Information System (MIS) majors (68% of all MIS majors) and 13 out of 20 Computer Science (CS) majors (65% of all CS majors) display civic virtue at work. It can thus be concluded based on the results above that the major the respondent studied while at school does not cause a significant influence of the display of Civic Virtue at work. All respondents irrespective of their majors display civic virtue at the workplace.

Table 6 below presents the results of the chi-square test conducted between the dependent variable - the display of civic virtue in the workplace, and the independent variable, major studied while at Asheis.

Table 5. A table showing the chi-square test results for major studied at Ashesi and the display of civic virtue at work

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.198 ^a	2	.549
Likelihood Ratio	1.199	2	.549
Linear-by-Linear Association	1.106	1	.293
N of Valid Cases	95		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.68.

Source: Survey Data

The test indicates that there are no significant differences observed between the two variables because $p > 0.05$, where the pvalue is in the column labeled: Asymp. Si. (2-sided). This implies that the display of civic virtue is not different across the majors of respondents. The major studied by a respondent while at Ashesi does not significantly influence the display of Civic Virtue at the workplace. Irrespective of majors studied, most respondents display civic virtue in the workplace.

Effect of the Length of Time at Current Job on the Display of Civic Virtue at Work

Table 7 and Figure 6 below, show the levels of the display of civic virtue at work based on the length of time that the respondent has been employed at that specific job. The results show that for both respondents who have worked for less than a year and those that have worked for a year and more, more than half of the total population for each group displays civic virtue at work. 40 out of 55 respondents who have worked for less than a year (73%) and 28 out of 40 respondents who have worked for a year or more (70%) were found to display civic virtue at work. It can thus be concluded based on the results that the length of time that one has been in employment does not cause a significant influence of the display of Civic Virtue at work by Ashesi alumni in employment.

Table 6. The Display of Civic Virtue at Work According to Length of Time Employed in Current Organization

Count		How long have you worked at your current job		Total
		Less than a year	A year or more	
Do you display Civic Virtue at work?	No	15	12	27
	Yes	40	28	68
Total		55	40	95

Source: Survey Data

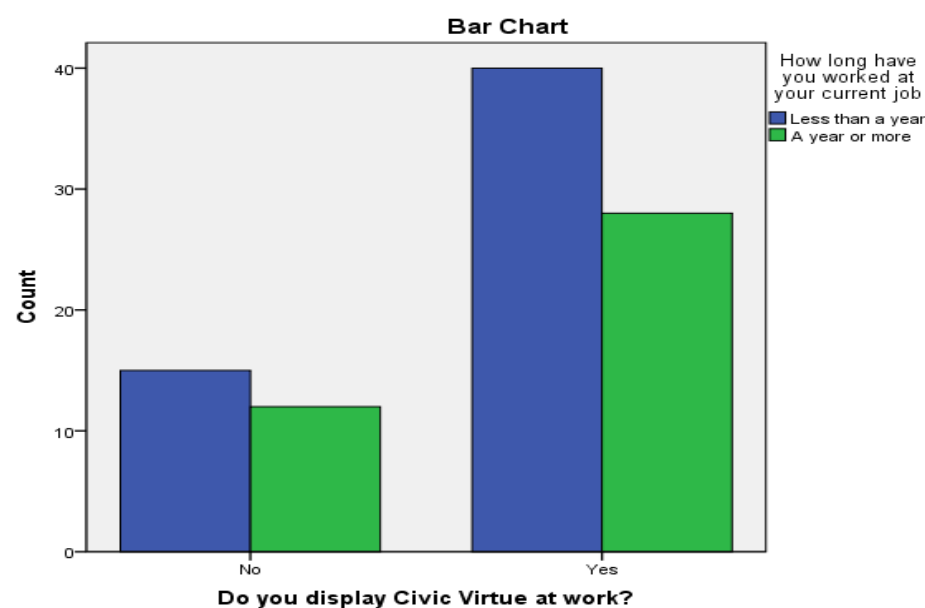


Figure 7. A bar graph showing the display of Civic Virtue at work according to Length of Time Worked at Current Job

Source: Survey Data

Table 8 below presents the results of the chi-square test conducted between the dependent variable (the display of civic virtue in the workplace) and the independent variable, the length of time that the respondent has been in employment in his current job.

Table 7. A table showing the chi-square test results for work duration and the display of civic virtue at work

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.085 ^a	1	.771		
Continuity Correction ^b	.004	1	.952		
Likelihood Ratio	.084	1	.771		
Fisher's Exact Test				.820	.474
Linear-by-Linear Association	.084	1	.772		
N of Valid Cases	95				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.37.

b. Computed only for a 2x2 table

Source: Survey Data

The test indicates that there are no significant differences observed between the two variables because $p > 0.05$, where the pvalue is in the column labeled: Asymp. Si. (2-sided). This implies that the display of civic virtue is not different across the job durations of the respondents. The employment duration of an Ashesi alum does not significantly influence the display of Civic Virtue at the workplace.

Effect of Job Rank on the Display of Civic Virtue at Work

Table 9 and Figure 7 below, show the levels of the display of civic virtue at work based on job rank. The results show that for both respondents in senior management positions and respondents in other lower management positions who took part in the study, more than half of the total population for each grouping display civic virtue at work. 6 out of 7 respondents in senior management positions (86% of all respondents in senior management) and 62 out of 88 respondents in other lower management positions (70% of all respondents in other lower management positions) were found to display civic virtue at work. It can thus be concluded based on the results above that the job rank of a respondent does not cause a significant influence of the display of Civic Virtue at work by Ashesi alumni in employment.

Table 8. The Display of Civic Virtue at Work According to Job Rank

Count		Job Rank		Total
		Other	Senior Management	
Do you display Civic Virtue at work?	No	26	1	27
	Yes	62	6	68
Total		88	7	95

Source: Survey Data

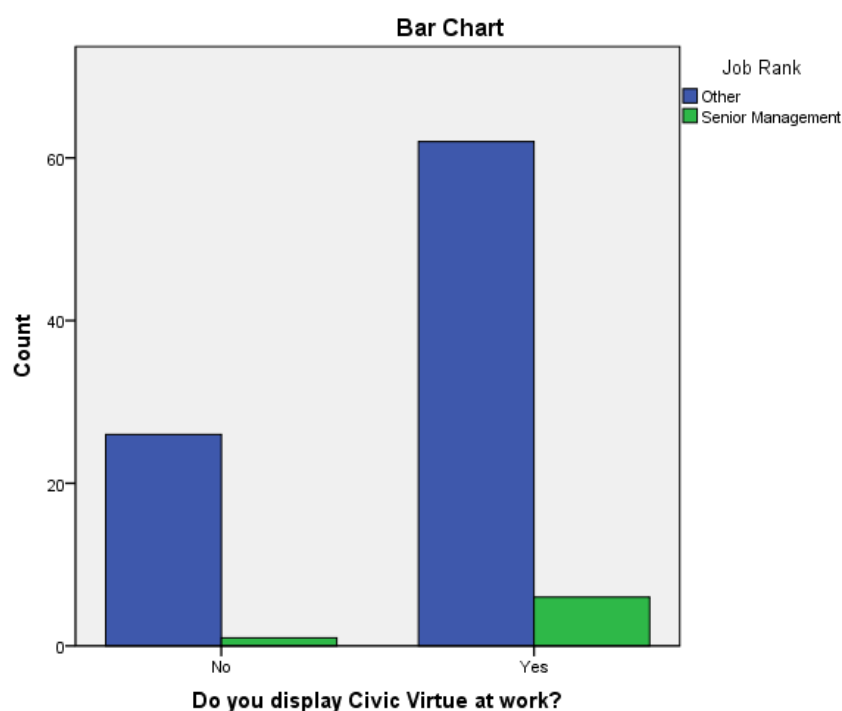


Figure 8. A bar graph showing the display of Civic Virtue at work according to Job Rank

Source: Survey Data

Table 10 below presents the results of the chi-square test conducted between the dependent variable - the display of civic virtue in the workplace, and the independent variable, job rank. The test indicates that there are no significant differences observed between the two variables

because $p > 0.05$, where the pvalue is in the column labeled: Asymp. Si. (2-sided). This implies that the display of civic virtue is not different across the job ranks of the respondents.

Table 9. A table showing the chi-square test results for job rank and the display of civic virtue at work

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.742 ^a	1	.389		
Continuity Correction ^b	.182	1	.670		
Likelihood Ratio	.841	1	.359		
Fisher's Exact Test				.669	.355
Linear-by-Linear Association	.734	1	.391		
N of Valid Cases	95				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.99.

b. Computed only for a 2x2 table

Source: Survey Data

The job rank of an Ashesi alum does not significantly influence the display of Civic Virtue at the workplace.

Effect of the Marital Status on the Display of Civic Virtue at Work

Table 11 and Figure 8 below show the levels of the display of civic virtue at work, based on marital status. The results show that, for both single respondents and respondents in relationships, more than half of the total population for each group display civic virtue at work. 48 out of 64 respondents (75% of all single respondents) and 20 out of 31 women (65% of all respondents in a relationship) were found to display civic virtue at work. It can thus be concluded based on the results above that marital status does not cause a significant influence of the display of Civic Virtue at work by Ashesi alumni in employment.

Table 10. Display of Civic Virtue at Work According to Marital Status

Count		Marital Status		Total
		Single	In a Relationship	
Do you display Civic Virtue at work?	No	16	11	27
	Yes	48	20	68
Total		64	31	95

Source: Survey Data

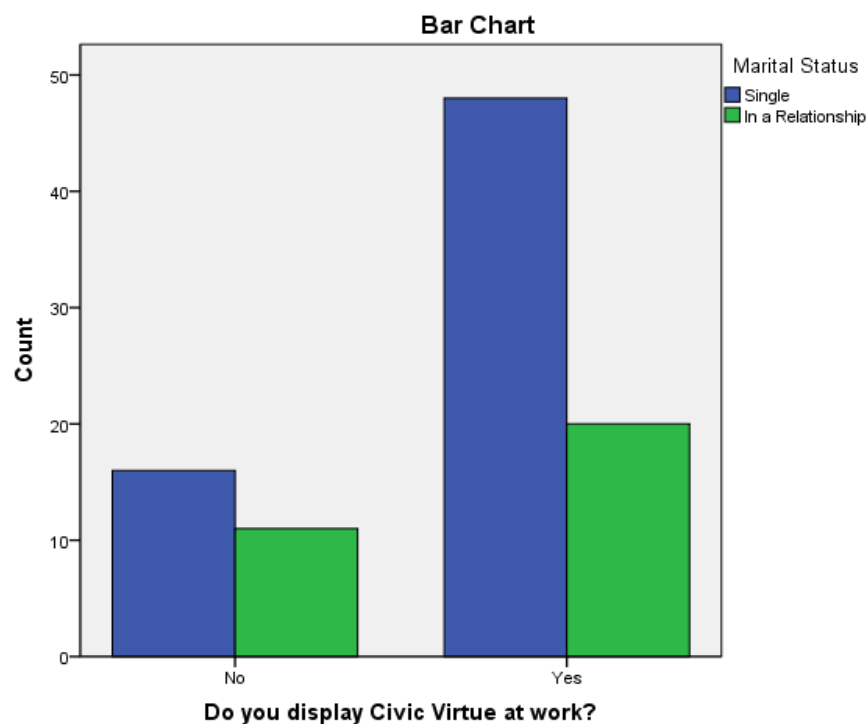


Figure 9. A bar graph showing the display of Civic Virtue at work according to Marital Status

Source: Survey Data

Table 12 below presents the results of the chi-square test conducted between the dependent variable (the display of civic virtue in the workplace) and the independent variable, marital status. The test indicates that there are no significant differences observed between the two variables because $p > 0.05$, where the p-value is in the column labeled: Asymp. Si. (2-sided).

This implies that the display of civic virtue is not different across the marital status of the respondents.

Table 11. A table showing the chi-square test results for marital status and the display of civic virtue at work

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.128 ^a	1	.288		
Continuity Correction ^b	.672	1	.412		
Likelihood Ratio	1.105	1	.293		
Fisher's Exact Test				.336	.205
Linear-by-Linear Association	1.116	1	.291		
N of Valid Cases	95				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.81.

b. Computed only for a 2x2 table

Source: Survey Data

The marital status of an Ashesi alum does not significantly influence the display of Civic Virtue at the workplace.

4.4.3 Logistic Regression

A logistic regression analysis was conducted in order to determine what drives Ashesi alumni to display civic virtue at work. Gender, employment duration, marital status, major studied in school and job rank were used as predictors. This was done to build upon earlier findings by using the superior analysis form which is the logistic regression analysis. This determines the degree of likelihood of an independent variable affecting the dependent variable.

Table 13 below provides a summary of the cases that were included in the logical regression analysis. 95 cases were analyzed altogether; there were no missing or unselected cases.

Table 12. Summary of complete responses processed by the model

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	95	100.0
	Missing Cases	0	.0
	Total	95	100.0
Unselected Cases		0	.0
Total		95	100.0

a. If weight is in effect, see classification table for the total number of cases.

Source: Survey Data

The dependent variable was the display of Civic Virtue in the workplace by Ashesi alumni in employment. The presence of the display of this behaviour was coded as “1”, while the absence of the display of this behaviour was coded as “0” as shown in Table 14 below.

Table 13. Coding for the Dependent Variable

Dependent Variable Encoding	
Original Value	Internal Value
No	0
Yes	1

The column marked “Exp(B)” in Table 15 below contains values that indicate that, when the display of civic virtue is increased by one unit (respondent), the odds ratio is made larger by the value in that column and therefore the performance of the independent variable/action is that many times more likely to occur.

Table 14. Logistic Regression Results Table for Dependent and Independent Variables.

Variables in the Equation		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Gen	.646	.525	1.515	1	.218	1.907
	MaritalStatus	-.820	.537	2.330	1	.127	.440
	Major	-.350	.325	1.163	1	.281	.704
	Time	-.003	.514	.000	1	.995	.997
	Rank	1.041	1.179	.781	1	.377	2.833
	Constant	1.495	.688	4.725	1	.030	4.460

a. Variable(s) entered on step 1: Gen, MaritalStatus, Major, Time, Rank.

Source: Survey Data

The results reveal that, the odds of a female displaying civic virtue at work is twice as likely to occur ($\text{Exp}(B) = 1.907$), as compared to a male AUC alum. Members of senior management are almost thrice ($\text{Exp}(B) = 2.833$) as likely to display Civic Virtue at work as compared to respondents who are currently in junior and middle management positions. The odds of respondents in relationships displaying Civic Virtue at work decrease by approximately 60% [$\text{Exp}(B) = 0.440$]. The same can be said for respondents who majored in Business Administration while at school; the odds of them displaying Civic virtue at work decreases by approximately 30% [$\text{Exp}(B) = 0.704$]. There is however no change in the odds of the occurrence of Civic Virtue behaviour at the workplace as far the indicator of length of time employed at current job is concerned [$\text{Exp}(B) = 0.997$].

Also, save for the dependent variable, none of the independent variables are significantly different from 0; i.e. $p > 0.05$ (values in the Sig. column). This is an indication of the fact that, the independent variables do not jointly explain the display of civic virtue in the workplace as has been established.

4.4.4 Thematic Analysis

In order to build on the results from the quantitative analysis conducted, as well as to fulfil the qualitative analysis requirements for this study, a thematic analysis was conducted on the responses from the 95 valid responses for this study. Thematic analysis is an analysis method for qualitative data that identifies themes in qualitative data towards the drawing of conclusions and the provision of recommendations (Braun & Clarke, 2006). This section will continue by presenting the findings on each relevant question.

Question 5: What did these courses (Giving Voice to Values, Leadership I-IV, Organizational Behaviour (OB) and Human Resource Management (HR)) teach you in terms of workplace behaviour?

The responses that were selected for analysis from the question above were those responses that related to organizational behaviour and/or workplace conduct. It was found that OB in particular taught the respondents on what to expect once they made it into the working world. This knowledge could be said to be what forms the foundation for the behaviour of alumni in the workplace. In that vein, it could be said to have bearings on the display of civic virtue at the workplace by alumni.

Question 7: What did these sessions teach you in terms of workplace behaviour? Please SPECIFY the bodies (Ashesi Career Services, OSCA, ODIP, Other) you talk about.

Responses that were selected for thematic analysis based on the responses for the above question were those that related to workplace manner and behaviour. Respondents stated that these sessions aided them in terms of behaviour and comportment at the workplace; relating with co-workers and clients.

4.5 Interpretation of Data

From the analysis conducted, it was found that 68 out of 95 respondents display Civic Virtue at the workplace. This translated into 71.6% of respondents being found to display this behaviour at work.

Table 15. Summary Table for Logistic Regression

Observed			Predicted		
			Do you display CV at work?		Percentage Correct
			No	Yes	
Step 0	Do you display CV at work?	No	0	27	.0
		Yes	0	68	100.0
Overall Percentage					71.6

a. Constant is included in the model.
b. The cut value is .500

Source: Survey Data

Taking into consideration, the explanatory variables in the model, an adjustment was made putting final results at a total of 70.6% displaying Civic Virtue at the workplace. This is an indication of the fact that the majority of alumni of Ashesi University College employed in Ghana, display acts of Civic Virtue at work.

Table 16. Adjusted Classification Table for Logistic Regression

Observed			Predicted		
			Do you display CV at work?		Percentage Correct
			No	Yes	
Step 1	Do you display CV at work?	No	1	26	3.7
		Yes	2	66	97.1
Overall Percentage					70.5

a. The cut value is .500

Source: Survey Data

Results revealed that the odds of respondents who are female and respondents who are in senior management displaying Civic Virtue at work are more likely than for the other independent variables tested. This means that civic virtue behaviours are more likely to be displayed by respondents who are female and for respondents who were in senior management positions at the time of the study. This is based on the results from the logistic regression table in section 4.3 above.

It can also be concluded that due to the training that Ashesi alumni receive while in school, as per their responses to the two questions whose responses were analyzed, they have become wired to recognize acceptable workplace behaviour and are thus prone to the performance of acts of civic virtue in the workplace without the need for incentivizing and motivating them.

4.6 Chapter Conclusion

Findings from analysis revealed that indeed, Ashesi alumni do display Civic Virtue behaviours at the workplace. The reason for this behaviour however is not attributable significantly to either gender, marital status, job rank, major studied while at school or the amount of time that the respondent has been employed in his current job. It was however found that the odds of respondents who are female and respondents who are in senior management displaying Civic Virtue at work are more likely than for the other independent variables tested. It was also reasoned that this lack of prediction by the variables tested could be attributed to the training that is received by alumni while they are students in the university. The following chapter presents the conclusions and recommendations, as well as the limitations of the study and suggestions for further research.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Chapter Overview

This final chapter of this dissertation provides information on the limitations, conclusions and recommendations of the study conducted. It ends with avenues for future research in order to expand on the study conducted.

5.2 Conclusions

This study sought to answer two questions. Table 16 below mentions the 2 questions and the findings that addresses them.

Table 16: Main Conclusions of the Study

	Research Question	Main Finding
<u>1</u>	Do Ashesi University College alumni employed in Ghana exhibit Civic Virtue at work?	It was found that alumni of Ashesi University College do exhibit civic virtue at work.
<u>2</u>	What drives the exhibition or lack thereof of Civic Virtue by Ashesi University College alumni employed in Ghana?	Marital status, age, duration of employment, gender and job rank were found to not have any significant influence on the exhibition of civic virtue by alumni at work. However, job rank and gender were found to be factors that make it more likely for an alum to exhibit this behaviour at work. The presence of civic virtue and its display by alumni was thus attributed to the

Research Question	Main Finding
	education that they received while at school on ethics and proper workplace behaviour.

The findings were arrived at by undertaking a mixed method research, using a survey administered to over 140 alumni from 2011 to 2015 inclusive, using an e-questionnaire. 95 responsive responses were received and these were analyzed using logistic regression and thematic analysis methods. The results from the logistic regression satisfied the quantitative aspect of the methods employed and found that none of the variables tested significantly affects the exhibition of civic virtue at the workplace. This resulted in the conduction of further analysis (thematic analysis), which revealed that there is the likelihood that sessions held and courses taught at AUC influenced the knowledge that respondents have on workplace behaviour and might be the reason why it was found that there is the heavy display of civic virtue behaviours at work by AUC alumni.

5.3 Recommendations

Based on the findings of this study, the following recommendations are being made to employers of AUC alumni and decision makers and educators in AUC:

5.3.1 Recommendations to Employers

1. It is recommended that employers continue to employ AUC alumni as long as civic virtue behaviour and other OCBs are important to them and the functioning of their organizations.

2. It is recommended that when pressed to select between a male and female AUC alum, employers with limited resources who desire the civic virtue behaviour in their workplaces should select the female due to the fact that this study has found them to be more likely to exhibit civic virtue behaviours at the workplace.

5.3.2 Recommendations to Educators in AUC

1. It is recommended that the educators in AUC continue to instruct their students in the following courses: Leadership, Organizational Behaviour, GVV and Human Resource Management. This is because this study did not find these courses to be detrimental to the future of students enrolled in AUC. If anything, there is the possibility that these courses appear to be making them aware of behaviour that they should exhibit in the workplace and are thus to their benefit.

5.4 Limitations of the Study

There were a number of challenges encountered during the course of this study. These challenges created certain limitations that veered this study off its initial intended path. The list of limitations is as follows:

1. Time Needed for Behavioural Studies

Longitudinal studies are better suited for phenomenon that involve human behaviour due to its dynamic and unpredictable nature. The year allocated for the completion of this study was thus insufficient enough to allow for an in-depth study that might have involved studying the respondents over a number of years in order to correctly identify their behaviour patterns and true actions at work and reduce the errors that accompany self-reporting. This study can thus be used as a baseline for the conduction of a longitudinal study in this area.

2. Too Few Respondents in Initial Sector of Interest

This study was initially geared towards respondents in the banking sector of Ghana. However, as a result of the fact that very few alumni were employed in that sector the research had to be moved in a different direction. This caused a reduction in time available to continue with the study.

3. Short Response Collection Time

As a result of a number of operational issues during the conduction of this study, an early version on the survey questionnaire had to be replaced with one that was more inclusive. This had effects on the response rate due to the fact that respondents felt they were being bombarded.

4. Absence of in-depth interviews with respondents

For a study with qualitative components, it would have been further enriched by interviews with the respondents. This was missing from this study.

5.5 Suggestions for Further Research

The following are areas that could be researched into further in order to build on the work that this study has begun to do:

1. Researchers may want to conduct a similar study for a period longer than one year in order to ascertain whether or not there would be a significant variation in the results.
2. Researchers can look into the other prosocial behaviours in order to determine whether they are as prevalent or even more so prevalent within this population or other populations in Ghana.

3. Researchers may want to address this issue from the point of view of the employers.
This can be done by conducting a study to decipher the various prosocial behaviours they are interested in for their prospective junior employees.
4. Researchers may be interested in studying prosocial behaviours in respondents outside of the dominant age range for this study in a bid to determine whether or not there exist major differences and insights for the development of the society.
5. Researchers may be interested in determining the negative effects of having civic virtue and other prosocial behaviours in workplaces in Ghana.
6. Researchers may be interested in carrying out a similar study with the inclusion of in-depth one on one interviews or focus group discussions in order to determine more accurately, the drivers for the behaviour identified in the respondents.

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Appendix

A. E-questionnaire Administered to Respondents

QUESTIONNAIRE

*Required

Consent Form

You are humbly requested to take part in a research study of what causes Ashesi University College (Ashesi) alumni working in Ghana to exhibit Civic Virtue while at work. Civic Virtue, for the purpose of this research is defined as the dedication of employees to the common welfare of their organizations even at the cost of their individual interests. We are requesting that you take part because you are an alumni of Ashesi, and are currently employed in Ghana. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

What the study is about:

The purpose of this study is to learn what causes Ashesi alumni working in Ghana to exhibit Civic Virtue while at work. You must be currently employed in an institution in Ghana, and be an alumnus of Ashesi to take part in this study.

What we will ask you to do:

If you agree to be in this study, we will send you a survey to fill out. The survey will include questions about your job, the hours you work, an indication of how much you earn, the way you react to specific situations as work, social and leisure activities and your health. The survey will take about 10 minutes to complete.

Risks and benefits:

There is the risk that you may find some of the questions about your job conditions to be sensitive. Besides that, we do not anticipate any other risks to you participating in this study other than those encountered in day-to-day life.

Benefits to you:

The data collected will provide Ashesi with information on how to prepare the current crop of students better for the job market. The benefit to you will be that Ashesi will continue to live up to the reputation you have contributed to building.

Compensation:

There will be no compensation to you for partaking in this study. However, we could share the output of this study with you. Please furnish us with your email address if you are interested:

Your answer _____

Your answers will be confidential:

The records of this study will be kept private. In any sort of report made public, your personal information will not be included. Research records will be kept in a locked file; only the researcher will have access to the records. Your name will NOT be required for participation in this study.

Taking part is voluntary:

Taking part in this study is completely voluntary. You may skip any questions that you do not want to answer. If you decide not to take part or to skip some of the questions, it will not affect your current or future relationship with Ashesi. If you decide to take part, you are free to withdraw at any time.

If you have questions:

The researcher conducting this study is Amanda Olive Amoah. If you have any questions, you may contact me at amanda.amoah@ashesi.edu.gh or at +233-20-722-4959. You can also reach my supervisor, Dr. Sena Agbodjah Agyepong at saqyepong@ashesi.edu.gh for further information.

This research protocol has been reviewed and approved by the Ashesi University Human Subjects Review Committee. If you have any questions about the approval process, please contact The Chair, Ashesi University HSCR, (irb@ashesi.edu.gh). If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB) at irb@ashesi.edu.gh.

Statement of Consent: I have read the above information, and have received answers to any questions I asked. I consent to take part in the study.

Date: *

Your answer

Name (Optional)

Your answer

Do you give your consent to take part in this study? *

☐ Yes

☐ No

This consent form will be kept by the researcher for at least three years beyond the end of the study.

QUESTIONNAIRE

*Required

This questionnaire is targeted strictly at Alumni employed in Ghana. Please do not fill this out if you are not CURRENTLY employed in GHANA.

Are you currently employed in Ghana? *

☐ Yes

☐ No

BACK

NEXT

 42% complete

Never submit passwords through Google Forms.

General Information

1. Gender *

- ☐ Male
- ☐ Female

2. Age *

- ☐ Under 20 years
- ☐ 20 - 30 years
- ☐ 31 - 40 years
- ☐ Above 40 years

3. Marital Status *

- ☐ Single
- ☐ In a Relationship
- ☐ Engaged
- ☐ Married

4. What is your highest academic qualification? *

- ☐ Bachelor's Degree
- ☐ Masters
- ☐ Doctorate (PhD)

About Your Time At Ashesi

1. What year did you graduate from Ashesi? *

Your answer _____

2. What was your Major? *

- ☐ Business Administration
- ☐ Management of Information Systems
- ☐ Computer Science

3. Was your year group signed on to the Ashesi Honour Code? *

- ☐ Yes
- ☐ No

4. Did you take any of the following courses while at Ashesi?
Tick all that apply. *

- ☐ Giving Voice to Values
- ☐ Organizational Behaviour
- ☐ Leadership I
- ☐ Leadership II
- ☐ Leadership III
- ☐ Leadership IV
- ☐ Human Resource Management
- ☐ Other: _____

5. What did these courses teach you in terms of workplace behaviour? Please specify the courses you talk about. *

Your answer _____

- ☐ Leadership II
- ☐ Leadership III
- ☐ Leadership IV
- ☐ Human Resource Management
- ☐ Other: _____

5. What did these courses teach you in terms of workplace behaviour? Please specify the courses you talk about. *

Your answer _____

6. Did you have any sessions with any of the bodies listed below that related to workplace behaviour? Tick all that apply. *

- ☐ Ashesi Career Services
- ☐ Office of Student and Community Affairs (OSCA)
- ☐ Office of Diversity and International Programmes (ODIP)
- ☐ Other: _____

7. What did these sessions teach you in terms of workplace behaviour? Please SPECIFY the bodies you talk about. *

Your answer _____

Work

1. What sector is your current job in? *

Your answer _____

2. How long have you worked at your current job? *

Your answer _____

3. What is your Job Title? *

Your answer _____

4. What is your job rank? *

☐ Senior Management

☐ Middle Management

☐ Junior Staff

☐ Other: _____

5. What benefits does your job offer? Tick all that apply. *

☐ Life Insurance

☐ Health Insurance

☐ Dental Insurance

☐ Eye Care Insurance

☐ Accidental Death Insurance

☐ Business Travel Insurance

☐ Disability Insurance

☐ Vacation Time

☐ Holidays

☐ Sick/Personal Days

- ☐ Vacation Time
- ☐ Holidays
- ☐ Sick/Personal Days
- ☐ Flexible Spending Account
- ☐ Retirement Savings Plan
- ☐ Additional Paid Time Off eg. Maternity Leave
- ☐ Clothing Allowance
- ☐ Dependent Care
- ☐ Overtime

6. How adequate is your salary? Please indicate. *

	1	2	3	4	5	
Not at all adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very adequate

7. How would you rate your current level of Health? Please indicate. *

	1	2	3	4	5	
Very Bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Good

8. How often do you engage in social activities outside work?
Please indicate. *

	1	2	3	4	5	
Not Often at All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Often

9. How would you rate your work-life balance? Please indicate. *

	1	2	3	4	5	
Not at all adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Adequate

QUESTIONNAIRE

*Required

Civic Virtue

Please select the most appropriate. *

	5 - Always	4 - Often	3 - Sometimes	2 - Seldom	1 - Never
I attend and participate in all FORMAL work meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I attend and participate in all INFORMAL work meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I attend functions that are not required, but help the image of my organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I 'keep up' with developments at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I attend training/information sessions that I am encouraged to, but not required to attend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Course Objectives for the Organizational Behaviour Course

OB Course Objectives

1. Explain the nature of Organizational Behavior, both its role and place within management thought.
2. Appreciate individuals and their differences within the organization, including how their personalities affect performance outcomes.
3. Understand the role of motivation within organizations, including placement, development and retention of individuals.
4. Understand and explain the role goals setting, feedback and rewards administration play in improving the overall performance of organizations.
5. Explain how leadership affects organizational change and management.
6. Illustrate how their personal leadership strengths, including their skills and competencies can be leveraged in a team to improve performance.
7. Describe organizational culture and show ways culture affects behavior and performance of employees in organizations.
8. Identify ideas concerning how change occurs within an organization, its success and sustenance.

C. Course Objectives for the Giving Voice to Values (GVV) Course

Student Outcomes

- Ability to identify the personal and external enablers and disablers to voicing values.
- Ability to identify the common reasons and rationalizations that people use to justify unethical behavior.
- Understand how knowing one's own personality and communication style can motivate speaking out, and understand how knowledge of others personality and communication style can assist in being effectively heard.
- Build the mental muscle for voicing values through practice. This involves scripting and role playing responses to cases involving values conflict situations in school, in the workplace, and within the family.

Instructional Objectives

1. Through student writing and structured class discussion, students discover common enablers and disablers to voicing values.
2. The course will be co-facilitated by an Ashesi alum. This will bring the real world experiences of alumni into the discussion, helping students to see the types of situations that they may encounter and common reasons and rationalizations used to justify unethical behavior in the workplace.
3. Through case analysis, scripting, role playing and peer coaching, students will practice "ethical action," practice being persuasive, and **build the mental muscle to voice their values in the future.**

D. Selected Responses for Question 5 of the E-questionnaire

What did these courses (Giving Voice to Values, Leadership I-IV, Organizational Behaviour (OB) and Human Resource Management (HR)) teach you in terms of workplace behaviour? Please specify the courses you talk about.

Managing personal values and organizational values	<p>Giving Voice to Value - Not been afraid to speak up in spite of intimidating environment or circumstances provided what you are saying is the truth</p> <p>Leadership - Going the extra mile, how to influence people to get the job done very well & putting others interest ahead of your</p>	<p>GVV_ Doing the right thing at all times</p> <p>Leadership_ to be a transformational leader</p> <p>Org. behaviour _ learning the various temperaments and how to manage it in the work place</p>	<p>The leadership courses helped shaped some of my ideologies concerning work ethics, accountability, pro-activeness etc.</p>
Gave me an idea of what to expect in terms or hierarchy and general procedures employed in various work places and by the different types of leaders and their leadership styles. This informed the way I relate to my different bosses. Organizational behaviour and human resource management	<p>Basically to lead by example and to be the change one wishes to see. To treat every task with the upmost importance.</p>	<p>Human Resource, OB</p>	<p>To set your own standards for yourself and live by it. Doing the right thing not because your employer or other employees are watching but because of your values. (GVV)</p>

Organisational behaviour has helped me settle in perfectly in the workplace.	Team building behaviours	<p>GVV - basically being able to address uncomfortable situations at work.</p> <p>Leadership - to become better leaders</p> <p>HR - how to manage your employees</p> <p>OB - to understand how things work in the working world</p>	Organizational behaviour taught me the value teamwork and shared responsibility
Dedication and humility	GVV exposed me to a conversation surrounding ethics at work. It was a necessary first step in being deliberate about my actions at the workplace.	How to manage your relationship with people - organizational behaviour	Organizational behaviour- Collaboration & dealing with workplace relationships
<p>GVV - values an individual holds, greatly impacts his/her productivity and performance in whatever organization that individual works. It is my responsibility to ensure that values developed during my study in Ashesi are always used to influence positively, the behaviour and performance of colleagues, myself and organization. Values I hold dearly should never be compromised in times where i am pressured to take negative actions.</p> <p>LEADERSHIP I - IV: - I can be a leader</p>	Negotiations and Organizational Behaviour	Organizational Behaviour taught me how to implement some tools and strategies to help improve productivity at work. GVV taught me to outline my values and how to stand for them. Leadership Courses reduced my naivety about the real world and ethics and showed the consequences of a choice for and against ethical standards. HRM taught me that any decision against me in the workplace which is contrary to the labour law is illegal.	Leadership - how to be a leader and team player.

<p>in every position. My ability to inspire others to be better at what they do shouldn't be influenced by the position i hold.</p> <p>HR - we all need each other to achieve great results. Undermining and negativity yields no positive results</p>			
<p>[Leadership I, II, III] - Taking initiatives to solve problems that affect us or the community/team we belong to and that of other communities/teams that may need some intervention.</p>	<p>Organisational behaviour taught me how to manage people and tolerate their views on issues.</p>	<p>Giving voice to value taught me how to be objective and transparent in the environment i find myself and within my own self. It taught me when to stand up and be firm with what i believe in and what i hold strong. Leadership aided me in exploring my own self, i learnt about various leaders and how they strived for what they want and made it good or bad. Organizational behaviour taught me how to behave with people, how to understand the different temperaments that we have as humans and how to manage them when identified.</p>	<p>Organisational behaviour: taught me that every organisation has its own culture and so we should be aware of that where ever we find ourselves.</p>

E. Selected Responses for Question 7 of the E-questionnaire

What did these sessions teach you in terms of workplace behaviour? Please SPECIFY the bodies (Ashesi Career Services, OSCA, ODIP, Other) you talk about.			
Career Services sessions revealed, through MBTI tests with my class, the types of personalities that exist and how to cope with them. PS: Most of the sessions were tailored towards how to get a job with very little to almost no mention on what to do after you get the job.	Career Services taught us how to be professional and uphold high ethical standards	Best practices. How to behave and relate to various situations we may experience at work.	Most of the sessions with career services focused on corporate etiquette
Work place manner	The exit strategy session where alumni came to share their experiences of workplace. It taught me how dynamic the working world is	Prepare for all kinds of behaviours at any time. Work place politics.	Career Services taught me how to treat the most mundane task as important
The right behaviour to exhibit in the workplace.	Career services taught me about proper work etiquette	Dress codes... Office mannerisms... Knowing where to draw the line and put your foot down even at the cost of your job	highlighted general expectations for workplaces both ethically and culturally
They prepared us on subjects such as email etiquette, how to negotiate salary etc	After the end of semester project for this course I learnt about how organizational culture really impacts on the way things are done in an organization. All processes tie into the overall culture of the company.	Attitude and workplace manners	Get to know your environment better and involve others in solving identified problems
What to expect at workplaces and preparing us for it.	Career services taught me about proper work etiquette	communications is key	Career service-teamwork is very vital in meeting set goals

Ashesi Career Centre usually spoke to us about communication (verbal and non-verbal) at the workplace. Personally, I learnt from these sessions the need to be mindful about my appearance and non-verbal expressions.	How to get prepared for the working world	Ashesi Career Services taught me about the importance of applying the honour code in the corporate world. I learnt that honour would get me where i wanted to go in terms of career goals.	Being emotionally intelligent and having the right work ethic, e.g... Reporting to work on time. (Learnt from the course OB)
Career service mainly focused on appropriate and acceptable cooperate behaviour in terms of dressing, mannerisms, communication etc. With OSCA it was an open sessions where some members of staff and faculty shared their experiences in the after school life and also working life and we deliberated on a few key points	They prepared me for the work world. How to behave, be balanced and be successful	The surface expectation at the working field with regards to integrity and ethics	Commitment to the work you do