

Assessing the relationship between leadership styles, coping and employee attitudes at a power station

MF Lushozi
23186615

Mini-dissertation submitted in partial fulfillment of the requirements for the degree *Magister* in Business Administration at the Potchefstroom Campus of the North-West University

Supervisor: Prof LTB Jackson

Co-supervisor: Ms M. Heyns

November 2013

Abstract

The study was conducted to assess the state of leadership characteristics and the impact these variables have on employee self-esteem and employee work-related outcomes in a South African power utility in particular power station environment. The inquiry was conducted in a natural working environment of an organisation where respondents are situated/ located (i.e. a field study). A stratified convenience sampling approach was used to carry out the study using a structured questionnaire developed from predictors used by other researchers.

The questionnaire, based on a four-point, five-point and seven-point Likert scale with leader's characteristics such as articulation of vision, individualised support, intellectual, stimulation, forcing acceptance of group goals, high performance expectations, appropriate role modelling and performance feedback, mediating variables such as self-esteem and work-related outcomes such as organisational commitment and work-success, was designed to capture the state of affairs within the organisation based on the employees perceptions of their experiences of these variables.

150 questionnaires were distributed of which 115 were returned and all 115 were useable. This data was analysed using statistical tools such as correlation and regression analysis. The descriptive statistics indicated that the majority of leader's characteristics unveiled a moderate agreement whilst the work related outcomes indicated that employees were neutral to agree with statements. The correlations analysis showed predominantly strong relationship between leader's characteristics, self-esteem and work related outcomes with some few small and medium relationships. Recommendations to improve work-related outcomes are provided to the organisation.

Key words: transformational leadership, transactional leadership, work-related outcomes, organisational commitment, self-esteem

Declaration

I, Mthunzi Freedom Lushozi, declare that this mini-dissertation with the title **“Assessing the relationship between leadership styles, coping and employee attitudes at a power station”** is my own work. It is submitted in partial fulfilment of the requirements for the degree of Magister in Business Administration at the Potchefstroom Business School, North-West University. It has not been submitted before for any degree or examination in any other University. I further declare that I obtained the necessary authorisation and consent to carry out this study.

Mthunzi Freedom Lushozi

Signature

Date

Acknowledgements

The writing of this mini-dissertation has been one of the most momentous academic challenges I have ever faced in my career. Without the support, endurance and guidance of the following people, this study would not have been a success. It is to them that I owe my deepest gratitude.

- Prof Leon Jackson who undertook to act as my supervisor despite his many other academic and professional commitments. His wisdom, knowledge and commitment to the highest standards inspired and motivated me.
- Ms M. Heyns who undertook to act as my co-supervisor in an unfortunate event during the critical time of the study. Without her I wouldn't have submitted in time.
- My precious wife Silindile Lushozi and our dearest children Thingolethu and Mmangaliso Lushozi, without whom this effort would have been worth nothing. Your love, support and constant patience have taught me so much about sacrifice, discipline and compromise.
- All the colleagues at Eskom who participated in this research project with interest and enthusiasm. TK and Solomon who helped me to get some questionnaires from their business units.

Table of Contents

| | |
|---|-------------|
| Abstract | ii |
| Declaration..... | iii |
| Acknowledgements..... | iv |
| List of Figures | viii |
| List of Tables | ix |
| | |
| CHAPTER 1: NATURE AND SCOPE OF THE STUDY | 1 |
| 1.1. Introduction | 1 |
| 1.2. Background..... | 1 |
| 1.3. Motivation of the Study | 2 |
| 1.4. Problem Statement and Research Question..... | 3 |
| 1.4.1. Research Question..... | 3 |
| 1.5. Primary Objective..... | 4 |
| 1.5.1. Secondary Objectives | 4 |
| 1.6. Research Methods..... | 5 |
| 1.6.1. Literature Study..... | 5 |
| 1.6.2. Empirical study..... | 5 |
| 1.6.2.1. Research approach | 5 |
| 1.6.2.2. Research procedure..... | 6 |
| 1.6.2.3. Measuring instruments..... | 6 |
| 1.6.2.4. Data analysis methods..... | 8 |
| 1.7. Possible Limitations of the Study | 9 |
| 1.8. Expected Benefits..... | 10 |
| 1.9. Layout of Chapters | 10 |
| | |
| CHAPTER 2: LITERATURE REVIEW | 11 |
| 2.1. Introduction | 11 |
| 2.2. Theoretical Framework | 11 |
| 2.3. Leadership | 12 |

| | | |
|--|--|-----------|
| 2.3.1. | Transactional Leadership | 12 |
| 2.3.2. | Transformational Leadership | 13 |
| 2.3.3. | Characteristics of the Leader | 14 |
| 2.3.3.1. | Idealised influence and appropriate role modelling | 14 |
| 2.3.3.2. | Inspirational motivation, articulation of a vision and fostering the | 15 |
| 2.3.3.3. | Intellectual stimulation..... | 15 |
| 2.3.3.4. | Individualise support or consideration and performance feedback..... | 16 |
| 2.3.3.5. | High performance expectations..... | 17 |
| 2.4. | Mediating Variable | 18 |
| 2.4.1. | Self-Esteem | 18 |
| 2.4.2. | Work Related Outcomes: Employee Attitude | 19 |
| 2.4.3. | Organisational Commitment..... | 19 |
| 2.4.4. | Work Success..... | 20 |
| 2.5. | Summary | 20 |
| CHAPTER 3: RESEARCH METHODOLOGY | | 22 |
| 3.1. | Introduction | 22 |
| 3.2. | Research Approach..... | 22 |
| 3.3. | Research Procedure and Ethical Considerations | 22 |
| 3.4. | Delimitations and Limitations of the Study | 23 |
| 3.5. | Target Population and Sampling | 24 |
| 3.5.1. | Target Population..... | 24 |
| 3.5.2. | Sampling | 24 |
| 3.5.3. | Study Setting | 24 |
| 3.5.4. | Time Horizon | 25 |
| 3.5.5. | Measuring Instruments..... | 25 |
| 3.5.6. | Questionnaire Pilot Testing | 27 |
| 3.5.7. | Characteristics of Study Participants | 27 |
| 3.5.8. | Data Analysis Methods | 28 |
| 3.5.9. | Research Objectives | 29 |
| 3.6. | Summary | 29 |
| CHAPTER 4: RESULTS | | 31 |

| | | |
|---|---|-----------|
| 4.1. | Introduction | 31 |
| 4.2. | Participants and Response Rate..... | 31 |
| 4.2.1. | Age distribution..... | 32 |
| 4.2.2. | Race distribution | 32 |
| 4.2.3. | Gender distribution | 33 |
| 4.2.4. | Academic distribution | 34 |
| 4.2.5. | Qualification type distribution | 35 |
| 4.2.6. | Respondent manager’s level of employment | 35 |
| 4.3. | Exploratory Factor Analyses | 36 |
| 4.4. | Descriptive Statistics and Correlation Analysis | 38 |
| 4.5. | Regression Analysis | 42 |
| 4.5.1. | The Mediating Effect on Regressions..... | 44 |
| 4.6. | Summary | 44 |
| CHAPTER 5: DISCUSSION, RECOMMENDATIONS, LIMITATIONS AND..... | | 46 |
| 5.1. | Discussion of Results..... | 46 |
| 5.2. | Limitations | 47 |
| 5.3. | Conclusions | 47 |
| 5.4. | Recommendations to the Organisation..... | 48 |
| 5.5. | Recommendation for Further Studies..... | 48 |
| BIBLIOGRAPHY | | 49 |
| APPENDIX 1: QUESTIONNAIRE | | 55 |

List of Figures

| | |
|--|----|
| Figure 2.1: Hypothesised Model (Own research)..... | 11 |
| Figure 2.2: Characteristics of Transactional Leader (Hall <i>et al.</i> 2012) | 17 |
| Figure 4.1: Age Distribution | 32 |
| Figure 4.2: Race Distribution..... | 32 |
| Figure 4.3: Gender Distribution | 33 |
| Figure 4.4: Gender Distribution | 34 |
| Figure 4.5: Qualification Distribution | 35 |
| Figure 4.6: Respondent Manager's Level | 35 |

List of Tables

| | |
|---|----|
| Table 3.1: Biographical Information and Grouping Sample | 28 |
| Table 4.1: Eigenvalues, variance and factor loading | 36 |
| Table 4.2: Descriptive statistics, Cronbach alpha coefficients and | 39 |
| Table 4.3: Regression analysis..... | 43 |

CHAPTER 1: NATURE AND SCOPE OF THE STUDY

1.1. Introduction

This chapter presents a preface to the research study. Background and overview of the current state of affair regarding leadership characteristics challenges are highlighted as well the employee self-esteem and work related outcomes. The motivation and objectives of the study are presented as guidelines of what the project scope; outline and description of the contents of this dissertation is intended to cover.

1.2. Background

The existence of organisations in almost all the sectors of the economy is dependent on skilled personnel for their existence (Harrison, 2012:35). It is, however, unfortunate that in the face of major shifts in the talent landscape - it is becoming increasingly difficult for the organisations to keep valued employees on board (Allen, 2008:27). The biggest South African power utility Eskom which is undisputedly a key player on the African economy is also no exception. Eskom's existence and success relies on keeping and attracting talented and skilled employees of different levels such as engineering, accounting, logistics, project management.

According to SAIEE (2008:7), the shortage of skilled workers across all industries in South Africa is a key issue in resolving and managing the present challenges faced by the South African power utilities throughout the electricity supply chain. This study suggests that the skills shortages and demands, particular the engineering sector are not confined to South Africa, this is a global challenge.

Zooming onto engineering skills, for example, at Lethabo Power Station (LPS) of Eskom, out of a total of 696 employees, approximately 60% have an engineering qualification. Human Resource, Finance, Risk and Assurance Departments do not require engineering qualifications for their functions. It is, however, interesting to note that of the member of all the Lethabo

Management Committee, except the Human Resource Manager, have an engineering degree. These include the Finance Manager, Risk and Assurance Manager and the Power Station Manager.

It is therefore clear that engineering is the foundation of Lethabo Power Station. This implies undoubtedly that leaders are faced with a challenge to ensure that their leadership style boost employees self-esteem and work related outcomes. However, it is unfortunate that the trend of engineering qualified employees leaving LPS is increasing. Therefore this trend does not only raise concerns for the power utility, it also raises questions about the characteristics of the power utility leaders.

1.3. Motivation of the Study

Elci, Sener, Aksoy and Alpan (2012:296) are of the opinion that the characteristics of the leader can affect the employee work related outcomes and attitudes towards possible intentions to resign which could have detrimental consequences for organisations. The authors are of the view that characteristics of a leader are an integral factor in decreasing the staff turnover rate. Peterson, Walumbwa, Avolio & Hannah (2012:514) recommend that given the on-going and growing stress associated with employees, it is important that researchers continue to investigate how authentic leadership can be developed and applied to address challenges confronting leaders and followers.

From the above, it can be argued that a leader's characteristics impact on employee self-esteem and their work related outcome still remains a point of interest for researchers to pursue. To emphasise on this point, particularly with regards to a leader's characteristics, the literature suggests that leadership styles can either have positive or negative impact on employees' work related outcomes. According to certain studies, transformational leadership characteristics are found to be positively correlated with work related outcomes, in particular success at work (Munir, Rahman, Malik & Ma'amor (2012:887); and Kara, Uysal, Sirgyc & Lee (2013:15)).

Kara *et al.* (2013:15) states that transformational leadership characteristics are likely to increase employees' effectiveness and productivity in the organisation. The authors maintain that this leadership style characteristic makes employees feel satisfied and that this positively spills over into their quality of general life and work life.

1.4. Problem Statement and Research Question

At the workplace in general, there is extraordinary competition for employees with critical skills among the organisations. It is in this context that organisation's leaders are exposed to enormous pressure in maintaining good employees' retention rates. It is also for this reason that their leadership characteristics influence employee self-esteem positively and subsequently positive employee work related outcomes.

There is no doubt that positive influence would improve the skills retention rate and the inverse could be true. The South African power utility is undoubtedly not an exception, especially given the fact that their organisations are dependent on these skills for survival.

Leadership characteristics, self-esteem and work related outcomes in general have been researched by different scholars across the globe. Arachchi (2012) and Oguz (2010), Raja and Palanichamy (2011) are among the leadership scholars. However, the focus on the mediating role of self-esteem in relation to leader's characteristics and employee work-related outcomes in a South African power utility is yet to be examined.

The objective of this study is therefore to examine the mediating role of self-esteem in relation to leader's characteristics and employee work-related outcomes in a South African power utility. To effectively explore this subject, it is necessary to raise and answer the following important research questions:

1.4.1. Research Question

- What is the relationship between key leader's characteristics such as *articulation of vision, role modelling, force goal acceptance, high*

performance expectations, individual support, intellectual stimulation, performance feedback and mediating factor such as employee self-esteem?

- What is the relationship between key leader's characteristics such as *articulation of vision, role modelling, force goal acceptance, high performance expectations, individual support, intellectual stimulation, performance feedback* on work related outcomes such as work success and organisational commitment?
- What is the impact of mediating factor such as employee self-esteem on work related outcomes such as work success and organisational commitment?

1.5. Primary Objective

The overall objective of this study is to assess the mediating role of self-esteem in a relation to a leader's characteristics such as articulation of vision, role modelling, force goal acceptance, high performance expectations, individual support, intellectual stimulation and performance feedback and employees' work related outcomes; such as work success and organisational commitment in a power utility in South Africa.

1.5.1. Secondary Objectives

To achieve the main objective of the study, the following sub-objectives are addressed:

- To develop a conceptual model in terms of key elements of the study such as leader's characteristics (articulation of vision, role modelling, force goal acceptance, high performance expectations, individual support, intellectual stimulation and performance feedback), employee self-esteem and employee work related outcomes (organisational commitment and work-success). This conceptual framework was used to guide the research process.

- To assess the leader's characteristics and their impact on employee self-esteem and employee work related outcomes.

1.6. Research Methods

Research method covers the literature review as well as the empirical study which were applied as key steps in paving a way for structuring this study.

1.6.1. Literature Study

The literature review covers predominantly peer-reviewed journals from the databases and search engines such as Science Direct, EbscoHost, Emerald, Google Scholar and the University's online-library. Some of the proprietary information such as employee statistics was used to a limited extent to formulate the research by identifying an existing business challenge to focus on. The key themes examined in the literature study were leader's characteristics, employee self-esteem and work related outcomes; particularly work success and organisational commitment.

1.6.2. Empirical study

The empirical study covers the research approach, research design, participants, sampling, measuring instrument and statistical analysis.

1.6.2.1. Research approach

The methodology used in this research is a quantitative approach as opposed to a qualitative approach which involves the evaluation of the study objectives. The selection of this approach was influenced by the nature of data. In obtaining data for the study cross section design, questionnaires were selected as the most applicable method.

An advantage of using the quantitative approach is the ability to control investigations and the structure of the research situation in order to identify and isolate the study variables using a specific measuring instrument rather than the holistic approach.

1.6.2.2. Research procedure

In order to undertake the research for this study, permission had to be obtained from the Power Station Manager. An e-mail requesting permission was addressed to him, explaining the objectives of the research. The e-mail also addressed the issues of ethics and anonymity in terms of how data was to be collected. After permission was granted, the questionnaires were self-administered, and they were delivered and collected by hand. Some questionnaires were dropped in a drop-box in administration.

This process assisted the researcher in ensuring that only intended qualified employees completed the questionnaires. This also provided the researcher with the opportunity to explain the purpose of the study and clarify the individual items in the questionnaire if necessary. The questionnaires had an introductory letter that introduced the objectives and assured employees that responses would be treated anonymously and that it was a voluntary request. This was done in order to obtain more truthful responses as posing questions on work-related outcomes can be regarded as sensitive issue.

1.6.2.3. Measuring instruments

A questionnaire was utilized to operationalise the variable. The questionnaire was structured into four sections namely; Section One – Demographic (gender, age, race, qualification and occupation), Section Two – Leadership characteristics. Section two uses a seven-point Likert scale to assess perceived relevance: very little (1), moderate amount (4) and very much (7). Section two measured 29 items in total. Section Three - Coping strategies. Section three uses a four-point Likert scale. I usually don't do this at all (1), I usually do this little bit (2), I usually do this a medium amount (3) and I usually do this a lot (4). Section three measured 53 items in total. Section Four - Mediating variables and work-related outcomes. Section four uses five-point Likert scale to assess the perceived importance. Strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). The questionnaire measured 143 items in total.

The leadership characteristics consisted of seven leadership characteristics, namely articulation of vision, role modelling, forcing the acceptance of goals, high performance expectation, individual support, intellectual stimulation and performance feedback.

- *Articulation of vision.* This instrument measures the participants' perception of the extent to which this item characterizes his/her manager's leadership orientation. An example of one of the items on this scale included, "My manager has a clear understanding of where we are going"
- *Role modelling.* This instrument measures the participants' perception of the extent to which this item characterizes his/her manager's leadership orientation. An example of one of the items on this scale included, "My manager lead by doing rather than simple be telling" ($\alpha=0.95$).
- *Forcing acceptance of goals.* This instrument measures the participants' perception of the extent to which this item characterizes his/her manager's leadership orientation. An example of one of the items on this scale included, "My manager lead by doing rather than simple be telling"
- *High performance expectations.* This instrument measures the participants' perception of the extent to which this item characterizes his/her manager's leadership orientation. An example of one of the items on this scale included, "My manager insist only on best performance"
- *Individual support.* This instrument measures the participants' perception of the extent to which this item characterizes his/her manager's leadership orientation. An example of one of the items on this scale included, "My manager act without considering the feelings of others".
- *Intellectual stimulation.* This instrument measures the participants' perception of the extent to which this item characterizes his/her manager's leadership orientation. An example of one of the items on this scale

included, “My manager challenges others to think the old problem in a new way”.

- *Performance feedback.* This instrument measures the participants’ perception of the extent to which this item characterizes his/her manager’s leadership orientation. An example of one of the items on this scale included, “My manager commends others when they do a better than average”.

Work-related outcomes part included three dimensions: Work-success (13 items), organisational commitment (14 items) and intentions to quit (2 items). However, work-success and organisational commitment were used in this study.

- *Work-success.* This instrument measures the participants’ perception of his or her work success and reputation at work. An example of one of the items on this scale included “I always meet deadlines at work”.
- *Organisational commitment.* This instrument measures the participants’ commitment and loyalty they feel towards the company. An example of one of the items on this scale included “I am proud of this organisation”.

1.6.2.4. Data analysis methods

The statistical analysis was carried out by means of the programme called SPSS. Cronbach alpha coefficients were determined to assess the reliability of the measuring instruments. Pearson product-moment correlation was used to identify the relationship between the variables. A step-wise multiple regression analysis was conducted to determine the proportion of variance in the dependent variables of work success and organisational commitments that is predicted by the independent variables (leader’s characteristics). The effect size in the case of multiple regressions is given by the formula (Steyn, 1999).

The study was targeted mainly at professionals such as engineers, accountants, artisans, buyers, logistic officers, technicians and technologists

at power utility site in the Provinces of Gauteng and Free State in South Africa. These business units (BU) are the part of the National Company producing electricity in South Africa. The main company employs around 40 000 employees and the BU which was the main focus (Power Station in Vereeniging) employees about 696 employees. Out of the 696, 150 were targeted as a sample for the study. A strata was defined across the different key strategic departments to cover a spread representation, within the strata a convenience sample was used. This method was applied to eliminate the bias that could come out of the failure to include all sections under different managers with enough voluntary flexibility for employees to willingly answer as this could affect the outcome of the study.

As in any organisation, the leader's characteristic variables play a major role in the state of affairs of the organisation. This study is intended to understand their role and deterministic work related outcomes. The effectiveness of any organisation is mainly dependent on having the right inputs, one of which is human capital. A motivating organisational climate and conditions of employment in general are vital for employees to function properly. The state characteristics of the leader determine the employee work related outcome. A number of leader's characteristics have been measured within the organisation to ascertain the employee' view with regards to these variables and interpret the likely contribution to employee self-esteem and level of work related outcomes.

1.7. Possible Limitations of the Study

The study focuses on three business units of the organisation. The research was conducted at the power station in the Free State Province of South Africa, where the questionnaires were distributed and collected; and Head-office Primary Energy unit (PE) and Construction Management Division (CMD). PE and CMD were included because they centrally work direct for power stations.

For the purpose of the study, the targeted employees are the professionally qualified power utility workers ranging from artisans, accountants, buyers, to engineers. These workers had qualifications ranging from a minimum of

Further Education and Training (FET) qualifications, and University Diplomas and Degrees.

It is the opinion of the author that these are the workers who can give objective information for the study. Furthermore, the study broadly classified employees and managers as engineering qualified and non-engineering qualified.

1.8. Expected Benefits

- The outcome of the study is expected to contribute towards understanding the current status with regards to the power utility leader's characteristics. This can be used as a baseline for integrated organisational improvements to face the current and future challenges.
- The outcome of the study is also expected to help the organisation to strategize properly on an organisational improvement roadmap that is driven more from the human capital performance paradigm as oppose to traditional approaches that only focuses on technology and production processes.

1.9. Layout of Chapters

Chapter 1 presents the introduction to the study and the overall approach.

Chapter 2 presents an overview of the study available literature on leader's characteristics, organisational commitment and work success, self-esteem, transactional and transformational leadership. The research methodology used is described.

Chapter 3 presents the research methodology that was adopted for the study.

Chapter 4 presents the results and data analysis.

Chapter 5 presents discussion, recommendations, limitations and conclusion for the study.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

In this chapter the key concepts relevant to this study are reviewed. Firstly, the proposed conceptual model and its components are reviewed in the context of leader's characteristics. Furthermore, in the same section, the proposed model for the study is introduced. Lastly, the antecedents, mediators and outcomes for the model are discussed.

2.2. Theoretical Framework

Figure 2 is the hypothesised model for the study. This model hypothesis key elements of the leader's characteristics such as articulation of vision, role modelling, force goal acceptance, high performance expectations, individual support, intellectual stimulation and performance feedback as independent variables have significant with and impact on a latent variable called work-related outcome such as organisational commitment and work-success as dependent variables.

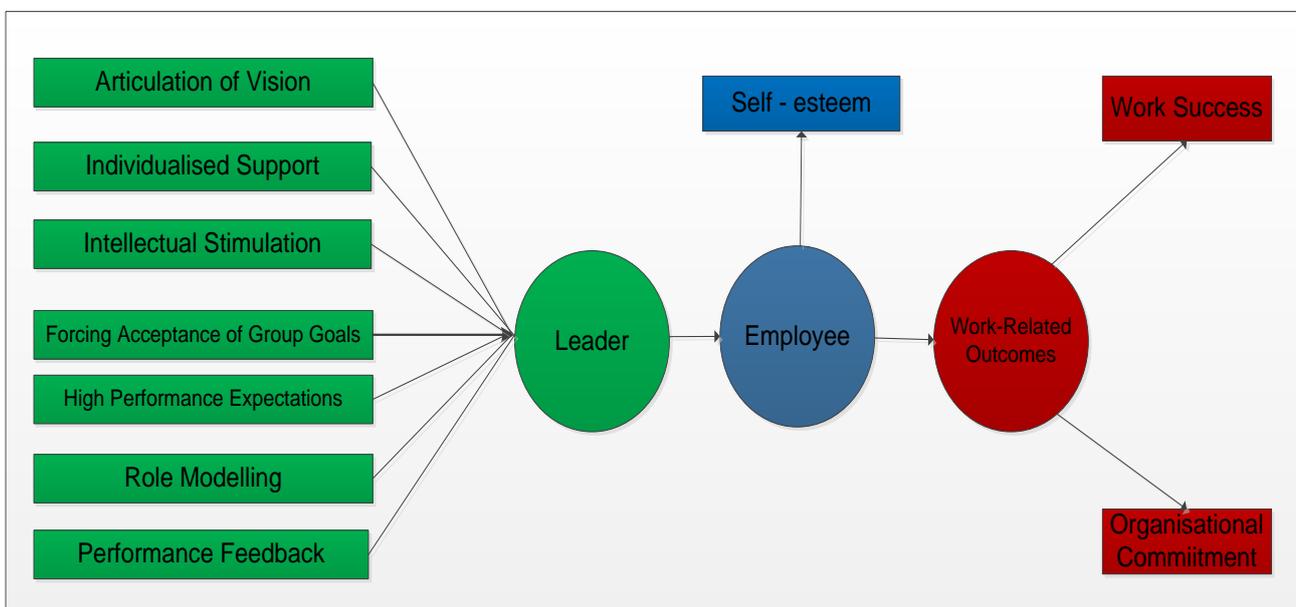


Figure 2.1: Hypothesised Model (Own research)

2.3. Leadership

According to Yukl (as cited by Goffee and Jones, 2006), leadership is the course of action that is aimed at influencing employees to understand and concur about what needs to be done and how to do it to achieve a shared vision individually or collectively. Northouse (2007:22) describe it as a process whereby an individual called a leader influences a group of individual employees to achieve a shared vision. Lope, Sadeghi and Elias (2011:1082) suggest that there are numerous different approaches that have evolved over the years to describe leadership.

The authors maintain that three part integrative leadership theories are the new approach in leadership which have been established based on combining trait, behavioural, and contingency approaches. These three part integrative leadership theories are transactional, transformational, and laissez-faire leadership. Bass (1990) is of an opinion that, highly effective leaders would display both transactional and transformational leadership characteristics.

2.3.1. Transactional Leadership

Robbins (as quoted by Chaudhry & Javed, 2012:259) defined transactional leadership as a process where the leader uses social exchanges for employees to perform a specific transaction. It is based on the expected reward from the leader by the followers in return for the obedience with their effort, productivity and loyalty (Oguz, 2010:1089). This reward is normally in a monetary or status to influence the followers could make more effort to execute the specific task. However, this style of leadership is viewed with mixed feelings by different scholars.

Mothilal (2010:10) criticize it as he maintains that it's only suitable for more stable environments. They further assert that currently there is no stability in business arena due its competitive nature.

On the other hand, Marques (2007:116) suggest that, the trait of transactional leaders of setting goals and promising reward motivate the followers which

ultimately can lead to improved performance. According to Bass (1990:22) a transactional leader is characterised by the leader's use of contingent reward and management by exception (both active and passive).

2.3.2. Transformational Leadership

Transformational leaders are those individual that possess among other skills good visioning, rhetorical and impression management skills and they are attentive to the needs and motives of followers which results in assisting these individual or group of individuals to reach their maximum potential (Lope *et al.*, 2011:1083). Oguz (2010:1189) shared the same sentiment as he asserts that, this type of leaders considers leadership as a process that stimulates and inspires their followers by supporting them to gain problem-solving skills through coaching and mentoring as well as inspiration.

Transformational leaders influence their employees to higher levels of commitment to their organisational mission, a willingness to work harder, greater levels of trust in their leader, and higher levels of cohesion (Berson & Avolio, 2004:627). They went-on to suggest that these effects of transformational leadership would be expected to create better conditions for understanding and disseminating strategic visions, missions, and goals and their acceptance by employees.

Bass (1990:05) maintain that the four characteristics of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation and individualised consideration. The study conducted by Raja and Palanichamy (2011) has revealed that scholars such as Schlotz, Bass and Avolio suggest that there is positive correlation between transformational leadership characteristics and employee's performance and work success.

2.3.3. Characteristics of the Leader

It is imperative for leaders to understand how their leadership characteristics impact employees' intentions to quit and their job satisfaction (Amos, Ristow, Ristow and Pearse, 2008:72).

Transformational leadership characteristics are correlated with employee' organisational commitment, irrespective of the commitment measure used (Chandna and Krishnan, 2009:8).

It is, therefore, in this context that in this study was hypothesised that transformational leadership characteristics will prompt high employee self-esteem and subsequently work success satisfaction.

2.3.3.1. Idealised influence and appropriate role modelling

Idealised influence is defined as the characteristic where the leader shows to an exemplary role model for employees and it makes him to be trusted and respected to make good decision for the organisation (Hall, Johnson, Wysocki, & Kepner, 2012). According to Bandura (1986:58), employees can learn new skills through observation of others modelling correct behaviours, that is, role-modelling, and subsequent reinforcement of these behaviours. Further modelling and learning through observation can result in employee change in behaviour and acquisition of skills.

According to Bass (as cited by Kaur, 2012:127) this characteristic is described as a leader's capacity to provide a role model for high ethical behaviour, instils pride in others for being associated with going beyond self-interests for the good of the team, acts in ways that build colleagues respect, display a sense of power and competence. Cruess, Cruess and Steinert (2008:10) are of the view that employees model themselves consciously and unconsciously on individuals they trust and respect and aspire to be like.

2.3.3.2. Inspirational motivation, articulation of a vision and fostering the acceptance of group goals

Hall, Johnson, Wysoski and Kepner (2012:4) describe inspirational motivation as leader's ability to motivate the employees' to commit to articulated vision of the organisation. The authors maintain that this leader inspires the team to achieve the group goals of the organisation.

Inspirational motivation is the leader's ability to communicate his organisational vision that creates enthusiasm in employees (Yahaya, Taib, Ismail, Shariff, Yahaya, Boon, Hashim, 2011:9636).

Inspirational motivation provides a leader with an aptitude to articulate a vision that is appealing and inspiring to employees. This kind of leader challenges employees with high standards, communicates optimism about future goals, and provides meaning for the task at hand (Bass, 1990:05).

The results of the study conducted by Mansor, Ismail, Alwi and Anwar (2013:187) indicate that the correlation coefficient between vision and organisational commitment is 0.51. Therefore, these two variables are practically significant related (large effect size).

According to Podsakoff, MacKenzie and Abearne (1997:979) there is a moderate relationship between the leaders' fostering the acceptance of group goals and work-success. Callow, Smith, and Hardy, Arthur and Hardy (2009:404) have established that the fostering of group goals has the following correlation 0.38; 0.62 and 0.64 with high performance expectation, role modelling and inspirational motivation respectively

2.3.3.3. Intellectual stimulation

Yahaya *et al* (2011:9636) describe intellectual simulation as an encouragement of employees' divergent thinking and innovativeness by the leader within the organisation. It's a degree to which the leader confronts assumptions takes risks and importune employees' ideas.

These leaders stimulate and encourage creativity in their employees by nurturing and developing their independent thinking (Bass as cited by Kaur, 2012:127). Intellectual stimulation enables a leader to encourage innovation and creativity through challenging the normal beliefs or views of the employees. This type of a leader promotes critical thinking and problem solving to make the organisation better (Hall *et al*, 2012:2).

2.3.3.4. Individualise support or consideration and performance feedback

Callow (2011:4) describes individualised support as a characteristic of a leader who shows respect for employees and concern for their personal feelings.

Individual support and idealised influence can be enhanced by the introduction of mentoring techniques where the leader focuses on individual's development (Atkinson & Pilgreen, 2011:19). Loon, Lim, Lee and Tam (2007:195) describe this characteristic as advocating high ethical standards such as utilitarianism and egalitarianism. This view is supported by Bass (as cited by Kaur, 2012:127) who states that this is an extent to which the leader attends to each employee's needs, acts as a mentor or coach to the employee and listens to the employee's concerns and needs.

The leader further provides empathy and support, keeps communication open and places challenges before the employees. According to Callow (2011:4) the leader with this characteristic provides employees with physical support in a form of a feedback, materials and understanding. Krenn, Würth, & Hergovich (2013:88) have drawn a conclusion that employees mostly raised their standard after receiving positive feedback from their leader and they tend to maintain their current standard after receiving negative feedback.

Sharing the same sentiment was Fajfar, Campitelli and Labollita (2012:171) who asserts that the time taken to give feedback to employees has an impact on their performance. The authors suggest that the employees that receive immediate-feedback perform better than the employees that receive delayed-

feedback. On the other hand, inadequate feedback has a potential to do more harm than good to employees, and it may compromise the values the leader is trying to reinforce to employees (Busser, 2012:32). Inadequate feedback result in employees being defensive rather than receptive which compromise performance conversions and potentially reduce innovativeness.

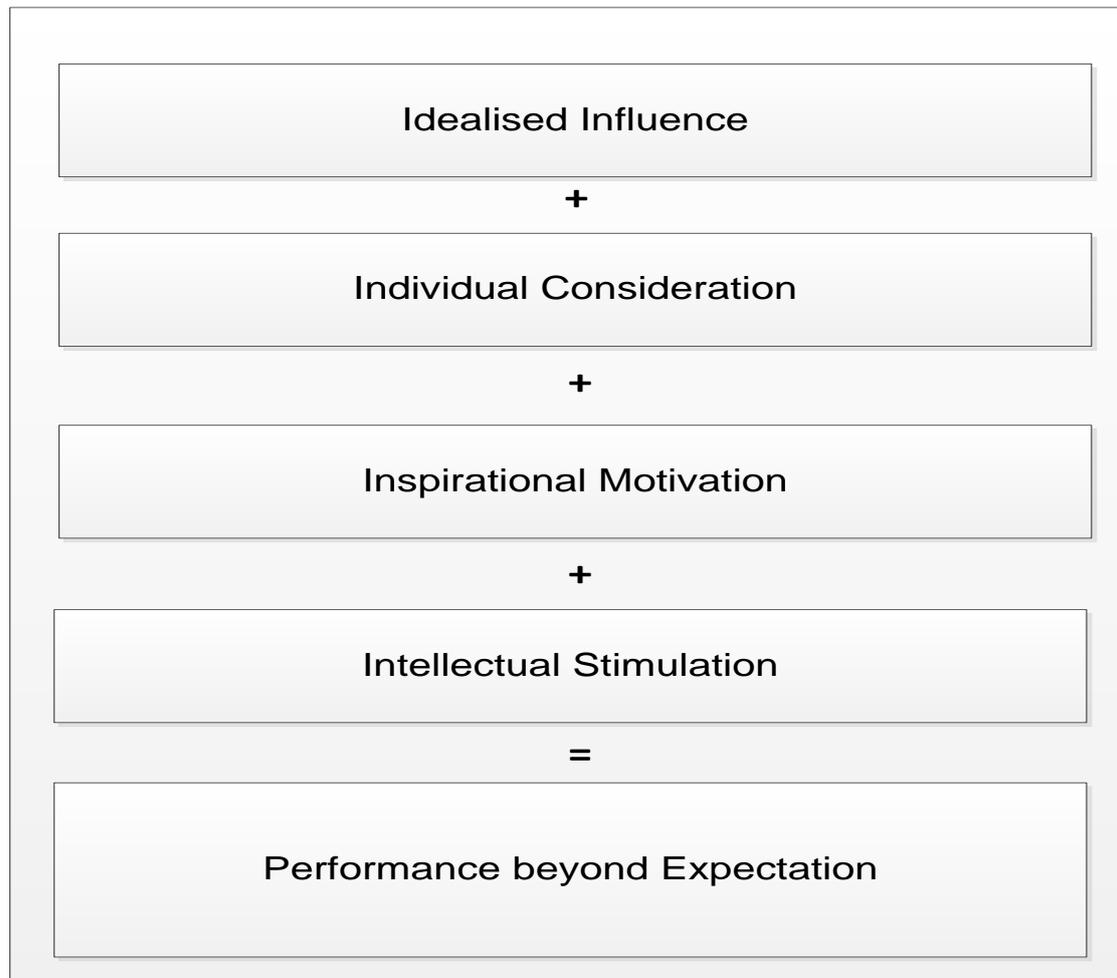


Figure 2.2: Characteristics of Transactional Leader (Hall *et al.* 2012)

2.3.3.5. High performance expectations

According the study conducted by Chen and Klimoski (2003:591) on newcomer employees suggest that self-efficacy and experience predicted employee and team performance expectations. They further suggest that motivational and interpersonal processes assist in linking performance expectations and employee role performance. The leader without the end in mind is just wandering around and could end up anywhere. The leader must

create, communicate and provide a support for clear vision to achieve high performance in the organisation (Hogg, 2013:1). Vecchio, Justin and Pearce (2008: 75) indicated that performance has the following correlation with other transformational leader characteristics: intellectual stimulation (0.31), high performance expectations (0.11) and participative goals (0.21) which is an indication of practically significantly related (small to medium effect size) correlation.

2.4. Mediating Variable

Mediators are variables that provide additional information about how or why two variables (dependent and independent) are strongly associated. According to Wu and Zumbo (2007:369) for a mediational model, the independent variable (leader's characteristics) is presumed to cause the mediator (employee self-esteem), and in turn, the mediator causes the dependent variable (employee work related outcomes). They suggest that a mediational analysis attempts to ascertain the intermediary process that leads from the independent variable to the dependent variable. For the purpose of this study employee self-esteem will be used as mediators between leader's characteristics (independent variable) and employee work related outcomes (dependent variables).

2.4.1. Self-Esteem

According to Johar, Shah and Bakar (2012:431) an excellent leader in the work should also have excellent leadership characteristics as they deal with people who have hearts and feelings as an employee. In addition, a leader with good characteristics will be able to influence harmonious working climate which will result in employees able to emulate the positive character of the leader and work together to achieve success in the organisation. The study conducted by Ferris, Lian, Brown, Pang and Keeping (2010:577) found that performance and self-esteem have a correlation of 0.47 which is an indication of good relationship between the two. Furthermore, Johar *et al* (2012:431) also concluded that the leader's characteristics have a significant impact on the self-esteem of employees.

2.4.2. Work Related Outcomes: Employee Attitude

Attitude is a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon employee's response to all objects and situations with which it is related (Hammed, Aran & Faroos, 2013: 669).

Components of attitudes:

- **Cognitive components** – this component is related to value statement. It consists of beliefs, ideas, values and other information that an individual may possess or have faith in. Quality of working hard is a value statement or faith that a manager may have.
- **Affective components-** this is allied to person's feelings about another person, which may be positive, negative or neutral.
- **Behavioural component-** it is related to impact of various situations or objects that lead to individual's behaviour based on cognitive and affective components.

Three types of employee's attitudes are job/work satisfaction/ success, job involvement and organisational commitments.

2.4.3. Organisational Commitment

Organisational commitment is defined as the degree of an employee's relations and experiences as a sense of loyalty toward one's organisation and encompasses an employee's willingness to extend effort in order to further an organisations goals and the degree of alignment the organisation has with the goals and values of the individual (Nitesh, Kumar, & Kumar, 2013:52). It denotes the extent to which an employee cultivates an attachment and feels a sense of allegiance to his or her employer (Liu & Wang, 2013:234). In the field of organisational behaviour, human resource management and organisational psychology, organisational commitment has gained a wide interest for empirical effort due to the fact that it provides impact to various employee

work-related outcomes such as organisational citizenship, and performance (Mansor, Ismail, Alwi & Anwar 2013:83).

The study conducted by Kasemsap (2013:200) suggest that organisational commitment is vital for reaching organisational challenging goals as these goals necessitate more effort and typically have lower chances of success than are easy goals. He has concluded that organisational commitment has mediated positive effect on job performance. The great importance of organisational commitment has prompted scholars to study on numerous antecedents which are mostly centred on leadership characteristics (Mansor, Ismail, Alwi & Anwar 2013:83). Their literature search suggests that leaders with transformational leadership characteristics are able to influence employee's organisational commitment by articulating a vision and forcing goal to them.

2.4.4. Work Success

Raja and Palanichamy (2011:02) study suggest that transformational leaders can influence employee's performance positively. Therefore, job satisfaction can be used as a best predictor of employee performance. The employees who work under a manager with transformational leader's characteristics are motivated and committed which promotes their satisfaction with jobs (Swider, Boswell, & Zimmerman, 2011:438). Few years ago Bono and Judge (2003:554) came up with an interesting argument as they assert that employees led by a leader with transformational leadership characteristics view their work as more important and as more self-congruent. This sentiment is widely accepted by different scholars. For example, (Koh, Steers & Terborc, 1995, Schaubroeck, Lam & Cha, 2007) maintains that transformational leadership increase organisational commitment and job satisfaction, builds enthusiasm hence increase performance and success at work place.

2.5. Summary

The literature review of leader's characteristics indicated that there is a vital relationship between these characteristics, self-esteem and employee work

related outcomes. The work from other scholars suggests that self-esteem has some level of dependency from leader's characteristics which untimely influence employee organisational commitment and work success. Using the above reviewed variables as bases and hypothesised model, a study has been formulated.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. Introduction

This chapter defines the research study in terms of the empirical research design, the population of the study, the instrumentation and data analysis procedures. Discussion of the data collection method and brief introduction of the target population and sampling and special ethical consideration are done in this chapter. Detailed questionnaire design is discussed as well as the biographical characteristics of the sample. Data analysis methods applied are explained and the hypothesis developed.

3.2. Research Approach

The main methodology that was used is a quantitative approach as opposed to a qualitative approach which involves the evaluation of the study objectives. The selection of this approach was influenced by the nature of data. In obtaining data for the study cross section design using questionnaires was selected as the most applicable method.

3.3. Research Procedure and Ethical Considerations

Participants for this study were from one company at two business units in the town of Vereeniging and Midrand, in Free State and Gauteng Province, involved in the production of electricity. The company employs about 40 000 employees and the main production BU where most data was collected employees 698 employees. The permission to conduct the study was requested from management and it was granted. The questionnaires targeted specific groups of each business unit and were randomly distributed to 150 employees from artisan, technician, engineers and accountants, participation was anonymous and voluntary. These employees were selected because of their concerning staff turnover which is compromising the organisation.

According to Welman, Kruger and Mitchell (2010:211) for ethical considerations a researcher should take care of informed consent, right of

privacy, protection from harm and involvement of the researcher. Therefore, during the study the anonymity and voluntary consent were emphasized to the respondents.

There were no names taken and employee details. Each and every questionnaire was issued with a letter emphasizing these two key issues to the respondents to read before they filled the questionnaire. Furthermore, the respondents were told that this survey is only conducted for the purpose of academic study.

During the survey, the researcher only provided clarity when needed and the respondents were not influenced one way or the other while filling-in the questionnaire. They were allowed to express their point of views when answering. The respondents were told of the aim and objectives of the study before they complete the questionnaire and they were also highlighted on the cover letter.

3.4. Delimitations and Limitations of the Study

The study focuses on two business units of the organisation. The research was conducted mainly at power station in the Free State province of South Africa, where the majority of questionnaires were distributed and collected and Head-office Primary Energy unit and Construction Management Division.

For the purpose of the study, the targeted employees were the professionally qualified power utility workers ranging from artisans, accountants, buyers, to engineers. These workers had qualifications ranging from a minimum of FET College qualification, University of Technology Diplomas and Degrees to University Degrees. It was the opinion of the study that these are the workers who can give objective information for the study. Furthermore, the study broadly classified employees and managers as engineering qualified and non-engineering qualified.

3.5. Target Population and Sampling

3.5.1. Target Population

The target population was those power station and head office employees that have higher education qualifications. These employees were targeted because they are the only people who could give a meaningful data for the study. It involved both males and females of all races, ages and working experience with qualifications ranging from grade 12 (with more than 10 years' experience) to post graduate.

3.5.2. Sampling

Burns and Burns (2012:28) advocate that when conducting a research, it is a challenge for a researcher to study the entire population of interest. On that note, he suggests that researchers must use a sample as a way to gather data. A sample is a subset of the population being studied and it represents the larger population (Gaur & Gaur 2009:35). It is used to draw inferences about the population without having to measure the entire population.

A stratified sampling is a technique that was used for this study as opposed to random sampling and others. According to Welman *et al* (2011:24), a stratified sample is a sampling technique in which the researcher divides the entire target population into different subgroups, or strata. A strata was defined across the different key strategic departments to cover a spread representation, within the strata a convenience sample was used. This method was applied to eliminate the bias that could come out of the failure to include all sections under different managers with enough voluntary flexibility for employees to willingly answer as this could affect the outcome of the study.

3.5.3. Study Setting

The inquiry was conducted in a natural working environment of an organisation where respondents are situated/ located (i.e. a field study). The purpose of the study was to test if there are any relationships between the

factors identified earlier on as independent variables on employee self-esteem and employee work related outcomes.

3.5.4. Time Horizon

The study was a cross-sectional study in a sense that data was collected once over a period of two months in order to answer the research question.

3.5.5. Measuring Instruments

A questionnaire was utilized to operationalize the variable. The questionnaire was structured into four sections, namely Section One – Demographic (gender, age, race, qualification and occupation), Section Two – Leadership characteristics. Section two uses a seven-point Likert scale to assess perceived relevance: very little (1), moderate amount (4) and very much (7). Section two measured 29 items in total.

Section Three - Coping strategies. Section three uses a four-point Likert scale. I usually don't do this at all (1), I usually do this little bit (2), I usually do this a medium amount (3) and I usually do this a lot (4). Section three measured 53 items in total.

Section Four - Mediating variables and work-related outcomes. Section four uses five-point Likert scale to assess the perceived importance. Strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). The questionnaire measured 143 items in total.

The leadership characteristics consisted of seven leadership characteristics, namely articulation of vision, role modelling, forcing the acceptance of goals, high performance expectation, individual support, intellectual stimulation and performance feedback.

- *Articulation of vision.* This instrument measures the participants' perception of the extent to which this item characterizes his/her manager's leadership orientation. An example of one of the items on this scale

included, “My manager has a clear understanding of where we are going” ($\alpha=0.96$).

- *Role modelling.* This instrument measures the participants’ perception of the extent to which this item characterizes his/her manager’s leadership orientation. An example of one of the items on this scale included, “My manager leads by doing rather than simply by telling” ($\alpha=0.95$).
- *Forcing acceptance of goals.* This instrument measures the participants’ perception of the extent to which this item characterizes his/her manager’s leadership orientation. An example of one of the items on this scale included, “My manager leads by doing rather than simply by telling” ($\alpha=0.96$).
- *High performance expectations.* This instrument measures the participants’ perception of the extent to which this item characterizes his/her manager’s leadership orientation. An example of one of the items on this scale included, “My manager insists only on best performance” ($\alpha=0.87$).
- *Individual support.* This instrument measures the participants’ perception of the extent to which this item characterizes his/her manager’s leadership orientation. An example of one of the items on this scale included, “My manager acts without considering the feelings of others” ($\alpha=0.71$).
- *Intellectual stimulation.* This instrument measures the participants’ perception of the extent to which this item characterizes his/her manager’s leadership orientation. An example of one of the items on this scale included, “My manager challenges others to think the old problem in a new way” ($\alpha=0.94$).
- *Performance feedback.* This instrument measures the participants’ perception of the extent to which this item characterizes his/her manager’s leadership orientation. An example of one of the items on this scale

included, “My manager commend others when they do a better than average” ($\alpha=0.95$).

Work-related outcomes part included three dimensions: Work-success (13 items), organisational commitment (14 items) and intentions to quit (2 items). However, work-success and organisational commitment were used in this study.

- *Work success.* This instrument measures the participants’ perception of his or her work success and reputation at work. An example of one of the items on this scale included “I always meet deadlines at work” ($\alpha=0.85$).

Organisational commitment: This instrument measures the participants’ commitment and loyalty they feel towards the company. An example of one of the items on this scale included “I am proud of this organisation” ($\alpha=0.84$).

3.5.6. Questionnaire Pilot Testing

The questionnaire was pre-tested on 8 employees on one of the Engineering Sections at Free State power station to ensure that the questions contained therein are meaningful and are fully understood by the respondents. This pre-test also assisted in the identification of any ambiguities, biases or wording problems before the real survey was conducted. Minor flaws were detected and they were corrected prior to the main survey.

3.5.7. Characteristics of Study Participants

150 questionnaires were distributed using the strategy of stratified convenience sampling targeting representation across the two business units that were used and key biographical paradigms of the business. The biographical information and grouping of the sample is shown in Table 3.1.

Table 3.1: Biographical Information and Grouping Sample

| Biographical group | Frequency | Percentage | Cumulative percentage |
|--------------------|-----------|------------|-----------------------|
| Age | | | |
| 20-25 | 13 | 11.30% | 11.30% |
| 26-30 | 31 | 26.96% | 38.26% |
| 31-40 | 49 | 42.61% | 80.87% |
| 41-45 | 7 | 6.09% | 86.96% |
| 46-50 | 6 | 5.22% | 92.17% |
| 51+ | 9 | 7.83% | 100.00% |
| Race | | | |
| White | 19 | 16.52% | 16.52% |
| Black | 89 | 77.39% | 93.91% |
| Coloured | 2 | 1.74% | 95.65% |
| Indian | 5 | 4.35% | 100.00% |
| Gender | | | |
| Male | 58 | 50.43% | 50.43% |
| Female | 57 | 49.57% | 100.00% |
| Academic | | | |
| Grade 12 | 0 | 0.00% | 0.00% |
| Certificate | 8 | 6.96% | 6.96% |
| Diploma | 32 | 27.83% | 34.78% |
| Degree | 55 | 47.83% | 82.61% |
| Post Graduate | 20 | 17.39% | 100.00% |

3.5.8. Data Analysis Methods

The statistical analysis was carried out by means of the programme called SPSS. Cronbach alpha coefficients were determined to assess the reliability of the measuring instruments. Cronbach's alpha level of 0.7 is a suitable cut-off point for reliability test (Field, 2009:675). In this study Cronbach alphas ($\alpha < 0.70$) were excluded from regression analysis.

Pearson product-moment correlation was used to identify the relationship between the variables. A cut-off point of 0.30 (medium effect) was set for the practical significance of correlations (Cohen, 1988) between the variables. The following parameters were used: 0.10 (small effect), 0.30 (medium effect) and 0.50 (large effect). A step-wise multiple regression analysis was conducted to determine the proportion of variance in the dependent variables of work success and organisational commitments that is predicted by the independent variables (leader's characteristics). The effect size in the case of

multiple regressions is given by the formula (Steyn, 1999): $f^2=R^2/1-R^2$. The following parameter was used: 0.02 (small effect), 0.15 (medium effect) and 0.35 (large effect) were set for practical significance of f^2 (Steyn, 1999).

3.5.9. Research Objectives

The overall objective of the study was to assess the mediating role of self-esteem in a relation between leader's characteristics such as articulation of vision, role modelling, force goal acceptance, high performance expectations, individual support, intellectual stimulation and performance feedback and employees work related outcomes such as work success and organisational commitment in a power utility in South Africa. To achieve the main objective of the study, the following secondary objectives were addressed:

- To develop a conceptual model in terms of key elements of the study such as leader's characteristics (articulation of vision, role modelling, force goal acceptance, high performance expectations, individual support, intellectual stimulation and performance feedback), employee self-esteem and employee work related outcomes (organisational commitment and work-success). This conceptual framework was used to guide the research process.
- To assess the leader's characteristics and their impact on employee's work related outcomes. Furthermore, assess the mediating role played by self-esteem on leader's characteristics and employees work-related outcomes.
- To identify the modifications considered valid for inclusion, modify the framework and assess the extent of the mediation role of self-esteem in a relation between leader's characteristics and employees work related outcomes.

3.6. Summary

This chapter has discussed the quantitative research approach adopted followed by the research procedure detailing the ethical issues and measures

taken to get the approval to conduct the study and the methods of the questionnaire distribution and collection. The sampling, targeted population, delimitation and study settings were also covered in this chapter. A detailed explanation of the measuring instrument was used followed by the discussion of study participants and biographical profiles targeted by the study.

CHAPTER 4: RESULTS

4.1. Introduction

In this Chapter, the research results are presented. The results will be presented in section as follows: analysis of response rate, followed by exploratory factor analysis, presentation of descriptive statistics and correlation analyses and lastly the regression analyses will be provided.

4.2. Participants and Response Rate

Burns and Burns (2012:28) advocate that when conducting a research, it is a challenge for a researcher to study the entire population of interested. On that note, he suggests that researchers must use a sample as a way to gather data. A sample is a subset of the population being studied and it represents the larger population (Gaur & Gaur 2009:35). It is used to draw inferences about the population without having to measure the entire population. Therefore the sample of 115 respondents was taken. This sample consisted of 50.43% male, 49.57% female, 16.52% white, 77.39% black, 1.74 coloured, 4.35 indian, 11.30% age group between 20-25 years, 26.96% age group between 26-30 years, 42.61% age group between 31-40 years, 6.09 age group between 41-45 years, 5.22% age group between 46-50 years, 7.83% above 50 years, 0% had grade 12, 6.96% had certificate, 27.83% had national diploma, 47.83% had degree, 17.39% had post graduate degree.

4.2.1. Age distribution

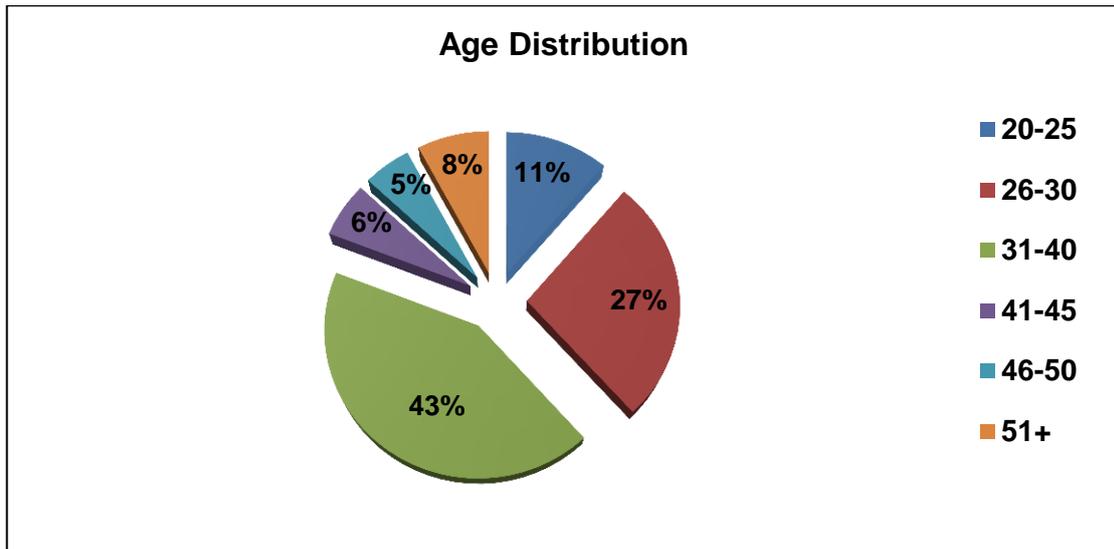


Figure 4.1: Age Distribution

Figure 4.1 indicates that the respondents were predominantly between the ages of 31-40 and followed by 26-30. This means the sample was dominated by people who are still young and still have more years to spend in the organisation. Employees at this age are the future of the company.

4.2.2. Race distribution

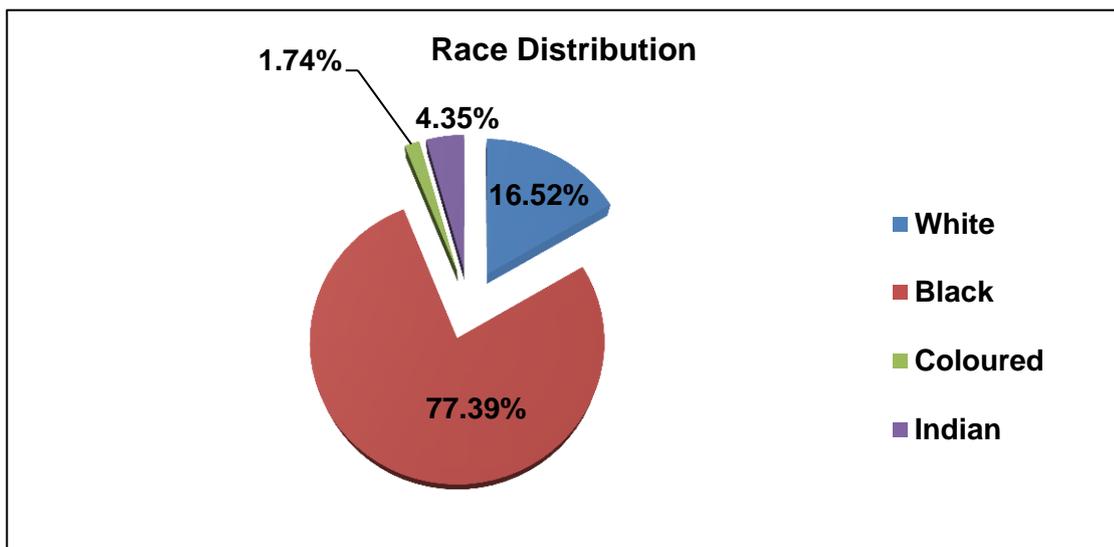


Figure 4.2: Race Distribution

Black race was dominant with 77.39% as reflected in Figure 4.2 and coloureds were very insignificant with 1.74%. It could be argued that, this sample was equitable given the dominance of black race in South Africa in general.

4.2.3. Gender distribution

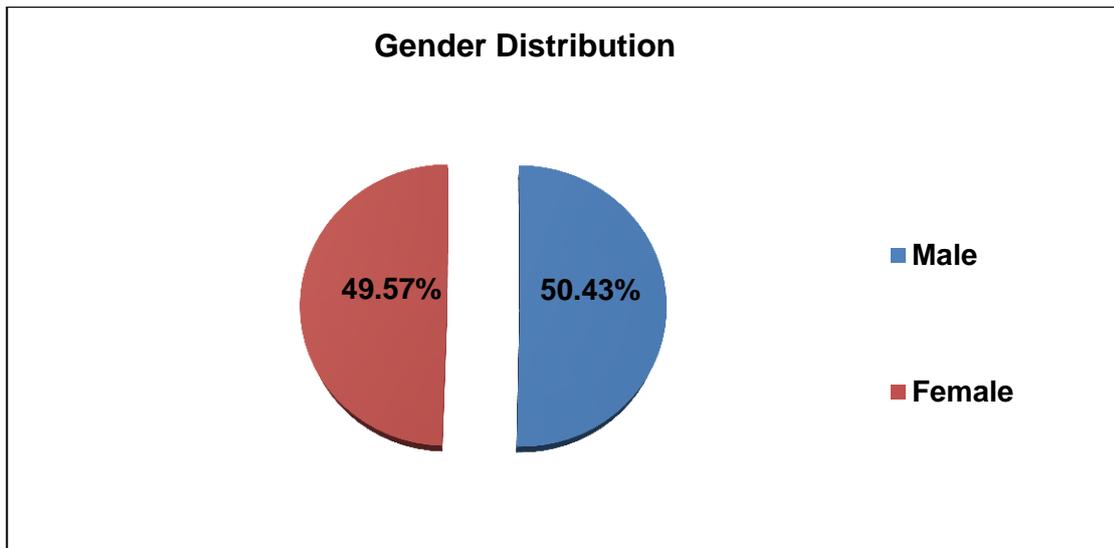


Figure 4.3: Gender Distribution

Reviewing of figure 4.3 indicates that there was a balance in gender distribution with males at 50.43% and female at 49.57%. Like in majority of South African industries men are still the majority in the work place. This is a reflection also for this power utility.

4.2.4. Academic distribution

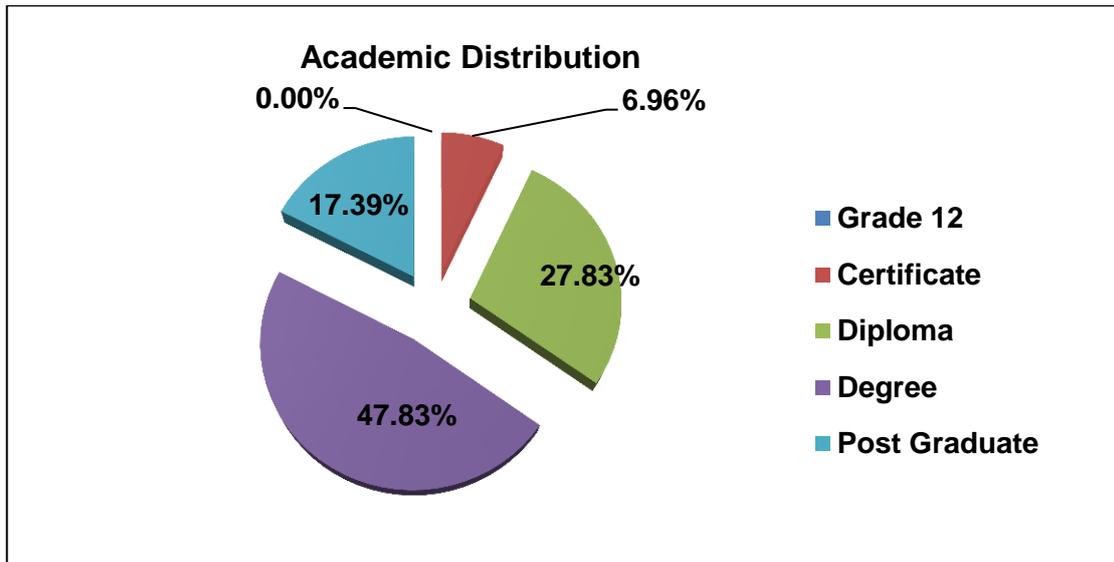


Figure 4.4: Gender Distribution

According to figure 4.4, the respondents were dominated by employees with degrees (47.83%) which is almost half the total sample. Post graduates combined with degree graduates amounted to 76%. This is an indication that the respondents were well educated. This is interesting given that in the background of the problems SAIEE (2008:7) contends that the shortage of skilled workers across the board in South Africa is a key issue in resolving and managing the present challenges faced by the South African power utilities throughout the electricity supply chain.

4.2.5. Qualification type distribution

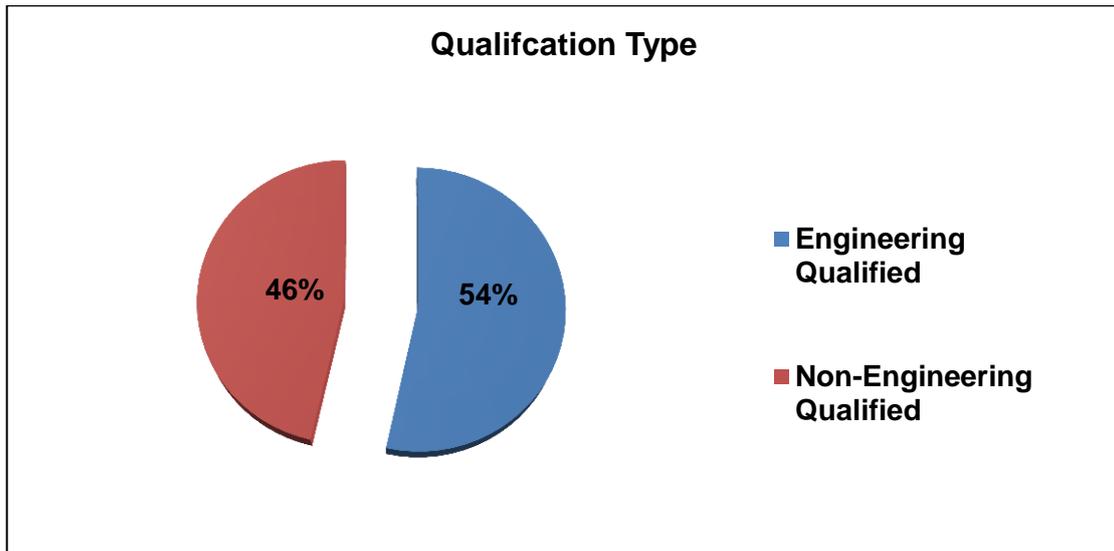


Figure 4.5: Qualification Distribution

Figure 4.5 indicate that the sample was dominated by engineering qualified employees. This was a fair representation when taking into consideration that the problem background indicate that at Lethabo Power Station (LPS) alone, out of 696 total employees, approximately 60% of them are having engineering qualifications.

4.2.6. Respondent manager's level of employment

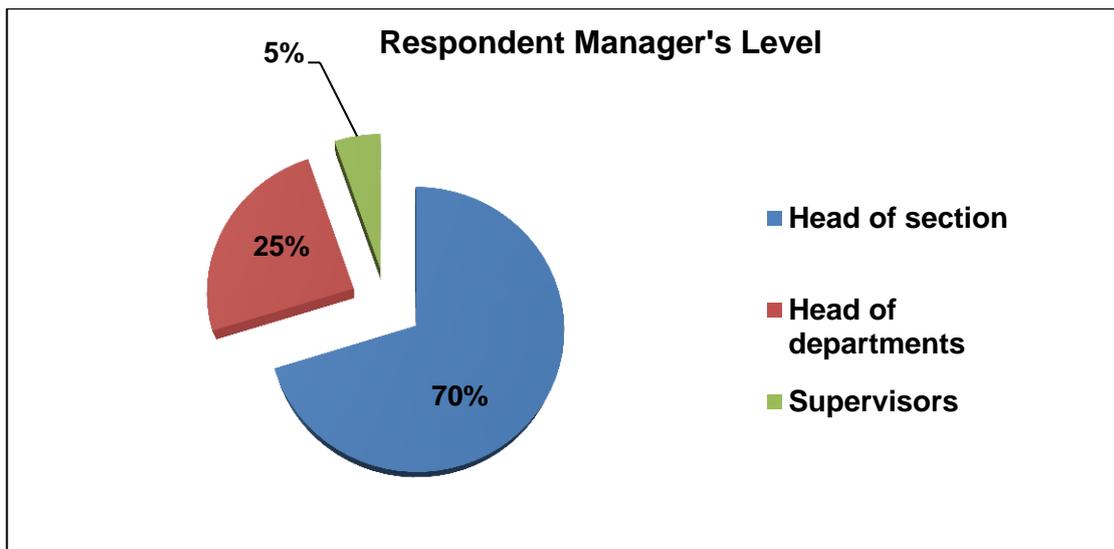


Figure 4.6: Respondent Manager's Level

Figure 8 indicate that the respondents were predominantly reporting to head of departments. Head departments in this power utility are predominately the leaders that are close to employees. This indication is in-line with the objectives the study which was assessing leader-employee relationship.

4.3. Exploratory Factor Analyses

Table 4.1: Eigenvalues, variance and factor loading

| Variables | Variance | Eigenvalues of the first two factors | | Factor Range | Loading |
|-------------------------------|----------|--------------------------------------|------|--------------|---------|
| | | | | | |
| Vision Articulation | 85.88 | 4.29 | .30 | .90 | .95 |
| Role Modeling | 91.12 | 2.73 | .21 | .93 | .98 |
| Force Group Goal Acceptance | 89.45 | 3.58 | .17 | .94 | .95 |
| High Performance Expectations | 79.79 | 2.39 | .35 | .87 | .90 |
| Individual Support | 82.71 | 2.17 | 1.14 | .40 | .64 |
| Intellectual Stimulation | 84.48 | 3.38 | .35 | .86 | .95 |
| Performance Feedback | 72.45 | 3.62 | .88 | .40 | .94 |
| Self-esteem | 48.52 | 2.43 | .89 | .55 | .82 |
| Work-success | 49.37 | 5.28 | 1.64 | .41 | .75 |
| Organisational Commitment | 61.02 | 3.05 | .74 | .73 | .85 |

The first unidimensional subscales was labelled *articulation of vision*. One factor with an eigenvalue > than 1.0 was extracted, which explained 86% of the variance. The item loadings on this factor ranged from 0.90 – 0.95, which is high and shows that the items each contributed to the assessment of the construct.

The second unidimensional subscales was labelled *role modelling*. One factor with an eigenvalue > than 1.0 was extracted, which explained 91% of the variance. The item loadings on this factor ranged from 0.93 – 0.98, which is

high and shows that the items each contributed to the assessment of the construct.

The third unidimensional subscales was labelled *force group goal acceptance*. One factor with an eigenvalue > than 1.0 was extracted, which explained 89% of the variance. The item loadings on this factor ranged from 0.94 – 0.95, which is high and shows that the items each contributed to the assessment of the construct.

The fourth unidimensional subscales was labelled *high performance expectations*. One factor with an eigenvalue > than 1.0 was extracted, which explained 80% of the variance. The item loadings on this factor ranged from 0.87 – 0.90, which is high and shows that the items each contributed to the assessment of the construct.

The fifth unidimensional subscales was labelled *individual support*. Two factors with an eigenvalue > than 1.0 was extracted, which explained 83% of the variance. The item loadings on this factor ranged from 0.40 – 0.64, which is high and shows that the items each contributed to the assessment of the construct.

The sixth unidimensional subscales was labelled *intellectual stimulation*. One factor with an eigenvalue > than 1.0 was extracted, which explained 84% of the variance. The item loadings on this factor ranged from 0.86 – 0.95, which is high and shows that the items each contributed to the assessment of the construct.

The seventh unidimensional subscales was labelled *performance feedback*. One factor with an eigenvalue > than 1.0 was extracted, which explained 72% of the variance. The item loadings on this factor ranged from 0.40 – 0.94, which is high and shows that the items each contributed to the assessment of the construct.

The eight unidimensional subscales was labelled *self-esteem*. One factor with an eigenvalue > than 1.0 was extracted, which explained 49% of the variance.

The item loadings on this factor ranged from 0.55 – 0.82, which is high and shows that the items each contributed to the assessment of the construct.

The ninth unidimensional subscales was labelled *work-success*. Two factors with an eigenvalue > than 1.0 was extracted, which explained 49% of the variance. The item loadings on this factor ranged from 0.41–0.75, which is high and shows that the items each contributed to the assessment of the construct.

The tenth unidimensional subscales was labelled *organisational commitment*. One factor with an eigenvalue > than 1.0 was extracted, which explained 61% of the variance. The item loadings on this factor ranged from 0.73–0.85, which is high and shows that the items each contributed to the assessment of the construct.

4.4. Descriptive Statistics and Correlation Analysis

This section focuses on descriptive statistics of and the correlations between the variables covered in the study. The descriptive statistics of and the correlations between the variables covered in the study are presented in Table 4.

Table 4.2: Descriptive statistics, Cronbach alpha coefficients and correlations between variables

| | | α | M | SD | Variance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|---------------------------------|----------|------|------|----------|-------|-------|-------|-------|-------|-------|------|-------|-----|----|
| 1 | Vision articulation | 0.96 | 4.31 | 1.78 | 67.86 | 1 | | | | | | | | | |
| 2 | Role modelling | 0.95 | 4.29 | 1.78 | 28.67 | .82** | 1 | | | | | | | | |
| 3 | Fostering group goal acceptance | 0.96 | 4.5 | 1.8 | 46.29 | .74** | .83** | 1 | | | | | | | |
| 4 | High performance expectations | 0.87 | 4.95 | 1.6 | 18.43 | .75** | .71** | .76** | 1 | | | | | | |
| 5 | Individualise support | 0.71 | 4.61 | 1.89 | 30.72 | .49** | .57** | .63** | .37** | 1 | | | | | |
| 6 | Intellectual stimulation | 0.94 | 4.42 | 1.49 | 35.34 | .82** | .84** | .81** | .79** | .53** | 1 | | | | |
| 7 | Performance feedback | 0.86 | 4.77 | 1.59 | 63.41 | .62** | .61** | .58** | .57** | .58** | .64** | 1 | | | |
| 8 | Self-esteem | 0.71 | 4.33 | 1.59 | 48.52 | .15 | .15 | .15 | .19 | .16 | .16 | .08 | 1 | | |
| 9 | Work success | 0.85 | 3.98 | 0.5 | 48.86 | .36** | .36** | .40** | .36** | .34** | .33** | .20* | .44** | 1 | |
| 10 | Organisational commitment | 0.84 | 3.74 | 0.8 | 61.02 | .33** | .39** | .39** | .33** | .33** | .38** | .13 | .15 | .04 | 1 |

** Correlation is significant at the 0.01 level / *. Correlation is significant at the 0.05 level

Note: for variables 1- 7 a 7- point likert scale was used while, a 5-point likert scale was used for variables 8-10

Reviewing of Table 4.2 shows that the seven leader's characteristics values had an average mean value of 4.56, indicating that employees moderately agree on their leaders to possessing these leadership characteristics. Self-esteem had an average mean of 4.33, indicating that employee agree to strongly agree about their self-esteem. The two work related outcome variables show a mean of value of 3.86 indicating that employees are neutral to agree on these statements. The standard deviations on work-success and organisational commitment variables were below 1, indicating that most values were close to the mean. However, the standard deviation of leadership characteristics and self-esteem were averaging above 1. Moreover Table 4 shows that the Cronbach Alpha coefficients obtained were all above 0.70 which affirms the greater internal consistency of the items in the scales.

Table 4.2 also summarises the correlation coefficients between the constructs. **Articulation of vision** is practically significantly related (large effect size) with role modelling, fostering the acceptance of group goals, high performance expectation, individualise support, intellectual stimulation, performance feedback. **Articulation of vision** is practically significantly related (medium effect size) with work success and organisational commitment. **Articulation of vision** is practically significantly related (small effect size) to self-esteem.

Role modelling is statistically and practically significantly related (large effect size) with fostering of group acceptance, high performance expectations, individualise support, intellectual stimulation and performance feedback. **Role modelling** is statistically and practically significantly related (medium effect size) with work success and organisational commitment. **Role modelling** is statistically and practically significantly related (small effect size) with self-esteem.

Fostering of group goals acceptance is statistically and practically significantly related (large effect size) with high performance expectations, individualise support, intellectual stimulation and feedback. **Fostering of group goals acceptance** is statistically and practically significantly related

(medium effect size) with work success and organisational commitment. **Fostering of group goals acceptance** is statistically and practically significantly related (small effect size) with self-esteem.

High performance expectations is practically significantly related (large effect size) with intellectual stimulation and feedback. **High performance expectations** is statistically and practically significantly related (medium effect size) with work success and organisational commitment. **High performance expectations** is statistically and practically significantly related (small effect size) with self-esteem.

Individualise support is statistically and practically significantly related (large effect size) with intellectual stimulation and performance feedback. **Individualise support** is statistically and practically significantly related (medium effect size) with work success and organisational commitment. **Individualise support** is statistically and practically significantly related (small effect size) with self-esteem.

Intellectual stimulation is practically significantly related (large effect size) with performance feedback, high performance expectations, fostering the acceptance of group goals, role modelling. **Intellectual stimulation** is statistically and practically significantly related (medium effect size) with work success and organisational commitment. **Intellectual stimulation** is statistically and practically significantly related (small effect size) with self-esteem.

Performance feedback is practically significantly related (large effect size) with intellectual stimulation, individualise support, high performance expectations, fostering the acceptance of group goals, role modelling and articulation of vision. **Performance feedback** is statistically and practically significantly related (small effect size) with work success and organisational commitment.

Self-esteem is practically significantly related (medium effect size) with work-success. **Self-esteem** is practically significantly related (small effect size)

with organisational commitment, intellectual stimulation, individualise support, high performance expectations, fostering the acceptance of group goals, role modelling and articulation of vision.

Work-success is practically significantly related (medium effect size) with self-esteem, intellectual stimulation, individualise support, high performance expectations, fostering the acceptance of group goals, role modelling and articulation of vision. **Work success** is statistically practically significantly related (small effect size) performance feedback.

Organisational commitment is practically significantly related (medium effect size) with intellectual stimulation, individualise support, high performance expectations, fostering the acceptance of group goals, role modelling and articulation of vision. **Organisational commitment** is practically significantly related (small effect size) with performance feedback and self-esteem.

4.5. Regression Analysis

The focus is on the regression analyses. Those scales with lower than acceptable Cronbach Alphas ($\alpha < 0.70$) were excluded from the regression analysis. Regression Analysis with leader's characteristics as predictors of work-related outcomes is presented in Table 5.

Table 4.3: Regression analysis

| | Work-success | | Organisational Commitment | | Work-related Outcomes | |
|--------------------------------------|--------------|--------|---------------------------|--------|-----------------------|--------|
| | 1 | 2 | 1 | 2 | 1 | 2 |
| Vision Articulation | 0.15 | 0.16 | -0.01 | -0.00 | 0.07 | 0.07 |
| Role Modelling | 0.04 | 0.22 | 0.18 | 0.18 | 0.15 | 0.14 |
| Force Goal Acceptance | 0.11 | 0.17 | 0.04 | 0.052 | 0.08 | 0.11 |
| High Performance Expectations | 0.25 | 0.16 | 0.14 | 0.11 | 0.21 | 0.15 |
| Individual Support | 0.26* | 0.16 | 0.26 | 0.24 | 0.30* | 0.25 |
| Intellectual Stimulation | -0.13 | 0.19 | 0.16 | 0.16 | 0.06 | 0.05 |
| Feedback | -0.20 | -0.14 | -0.33* | -0.32* | -0.33* | -0.29* |
| Self-esteem | - | -0.15* | - | 0.10 | - | 0.25* |
| Work-success | - | 0.39 | - | - | - | - |
| R | 0.46 | 0.60 | 0.48 | 0.48 | 0.54 | 0.59 |
| R² | 0.21 | 0.36 | 0.23 | 0.24 | 0.29 | 0.34 |
| f² | 0.27 | 0.56 | 0.30 | 0.32 | 0.41 | 0.53 |

Table 4.3 summarises regression analysis with work-success and organisational commitment as outcomes and out outcome (work-success and organisational commitment combined) with leader's characteristics as independent variables, while self-esteem used as a mediating variable.

Closer inspection of table 4.3 revealed that for stage 1 (where self-esteem was excluded) leader's characteristics variables explained 21%, 23% and 29% of work-success, organisational commitment and work-related outcomes respectively. Individual support ($\beta=0.26$; $t=2.10$) proved to be the only statistically significant predictor of work-success.

Feedback ($\beta= -0.33$; $t= -2.67$) proved to be the only statistically significant predictors of organisational commitment; while individual support ($\beta=0.30$;

$t=2.51$) and feedback ($\beta=-0.33$; $t=-2.73$) proved to be the only statistically significant predictors of work-related outcomes.

The effect sizes were calculated to determine practical significance, given that the statistically significant was already found. The effect sizes for work-success ($f^2 =0.27$) indicated a large effect, organisational commitment ($f^2 =0.30$) indicated a large effect and work-related outcome ($f^2 =0.41$) indicated a medium effect size.

4.5.1. The Mediating Effect on Regressions

Further reviewing of table 4 revealed that for stage 2 (where self-esteem included) leader's characteristics variables explained 36%, 24%, and 34% of work-success, organisational commitment and work-related outcomes respectively.

Self-esteem ($\beta=0.39$; $t=4.92$) proved to be the only statistically significant predictor of work-success. Feedback ($\beta= 0.10$; $t= 1.614$) proved to be the only statistically significant predictors of organisational commitment; while feedback ($\beta=-.29$; $t=-2.56$) and self-esteem ($\beta=2.25$; $t=3.03$) proved to be the only statistically significant predictors of work-related outcomes.

Furthermore on stage 2, the effect sizes were calculated to determine practical significance. The effect sizes for work-success ($f^2 =0.56$) indicated a large effect, organisational commitment ($f^2 =0.32$) indicated a large effect and work-related outcome ($f^2 =0.53$) indicated a medium effect size.

4.6. Summary

This chapter have presented and analysed the results for the study. The response rate with biographical profiles has been presented. The exploratory factor analyses for all the variables where loading factor ranges, variance explained and eigenvalues for first two factors were presented and analysed. The descriptive statistics used to analyse the battery data indicated that the majority of leader's characteristics unveiled a moderately agreement whilst the work related outcomes indicated that employees were neutral to agree with

statements. The correlations analysis showed predominantly strong relationship between leader's characteristics, self-esteem and work related outcomes with some few small and medium relationships.

CHAPTER 5: DISCUSSION, RECOMMENDATIONS, LIMITATIONS AND CONCLUSION

5.1. Discussion of Results

The main objective of the study was to assess the mediating role of self-esteem between leader's characteristics and employees work related outcomes in a power utility in South Africa. The research findings for this study have found that leader's characteristics were positively statistically related to one another. Leader's characteristics were also positively statistically significant related to the mediating variable and work-related outcomes.

The findings of this study concur with previous empirical work. Studies by Ferris, Lian, Brown, Pang, Keeping (2010) and Johar *et al* (2012) have indicated that the higher the level of self-esteem for an employee, the higher the level of work success. Research by Mansor, Ismail, Alwi and Anwar, (2013) has also suggested that organisational commitment is a vital for reaching organisational goals. Vecchio, Justin & Pearce (2008) found that performance had these correlations coefficients 0.31, 0.11 and 0.21 with intellectual stimulation, high performance expectations and goals respectively. Furthermore, Callow, Smith and Hardy (2009) have established that the fostering of group goals has the following correlation 0.38; 0.62 and 0.64 with high performance expectation, role modelling and inspirational motivation respectively.

The study also aimed at answering the research questions which was interested in the relationship between key leader's characteristics such as articulation of vision, role modelling, force goal acceptance, high performance expectations, individual support, intellectual stimulation, performance feedback and mediating factor such as employee self-esteem. This study also had interest in assessing the impact of leader's characteristics on employee work-related outcome such as work success and organisational commitment.

The results indicated that leader's characteristics variables explained 36%, 24%, and 34% of work-success, organisational commitment and work-related outcomes respectively. Self-esteem proved to be statistically significant predictor of work-success. Feedback proved to be one of statistically significant predictors of organisational commitment; while self-esteem proved to be one of statistically significant predictors of work-related outcomes. The effect sizes were calculated to determine practical significance, given that the statistical significance have already been found. The effect sizes for work success and organisational commitment and self-esteem were medium.

5.2. Limitations

The number of limitations can be attributed to the sample size and research design. The study was conducted using some sections of a specific power utility BU's using a convenience sample and therefore the results cannot be generalized to the entire concern. Based on the cross-sectional design the causality cannot be inferred. Therefore the cause and effect in as far as leader's characteristics and employee work-related outcome are concerned, are still not established. The other limitation is common method variance due to bias which is defined by Meade, Watson and Kroustalis (2007:03) as the degree to which correlations are altered, i.e. inflated, due to a methods effect. In this study, common method bias may occur due to using the same source to gather data on independent and dependent variables. Podsakoff, MacKenzie, Lee and Podsakoff (2003:06) warn that bias may lead to common method variance such as variance attributable to a methods effect.

5.3. Conclusions

A model of the relationship between leader's characteristics, employee self-esteem and employee work-related outcomes was tested. The model was tested in a convenience sample ($n = 115$), and respondents were recruited from number of the departments in one of the South African power utility. The data supported the model. The leader's characteristics influence employee self-esteem which in turn impacts on the employee work-related outcomes. Although some variables had been looked at in this study, it is possible that

leader's characteristic, such as management by objectives and rewards impact employee self-esteem, work-success and organisational commitment. Some factors of practical interest could not be included in the current study because of practical limitations.

5.4. Recommendations to the Organisation

Based upon the study findings, the scholar recommends the following to the organisation to improve the organisational commitment and work-success of employees:

- Firstly it is recommended that the leaders of the organisation must have transformational leadership characteristics. Therefore the current status of each leader's leadership characteristics should be tested by use of professional personnel to identify the gaps.
- After gaps were identified, the training matrix with clear training needs and milestones to be developed. Each leader should put these training needs on their individual development plans (IDP) and on their performance contract.
- After this gap has been closed they should be a sustainability plan to make that this work does not disappear and it should be embedded in the strategic imperatives of the organisation.

5.5. Recommendation for Further Studies

The future research that will explore the role that some of the individual difference factors, such as leadership styles, self-efficacy, coping strategies, intentions to quit and job satisfaction is recommended. The use of large sample sizes and in other business units and division is also strongly encouraged to enhance generalizability. In addition, it is recommended that a mediating model with leader's characteristics that serve as antecedents, individually, employee work-related outcomes such as work-success and organisational commitment serve as outcomes, individually, self-esteem serve as mediator, individually be studied.

REFERENCES

- Allen, D. G., 2008. Retaining Talent: *A guide to analysing and managing employee turnover*. [Online] Available at: <http://www.shrm.org> [Accessed 05 May 2013].
- Amos, T. L., Ristow, A., Ristow, L. & Pearse, N. J., 2008. *Human Resource Management*. 3rd ed. Cape Town: Juta & Co Ltd..
- Arachchi, C. K., 2012. Transformational leadership and learning organizations. *The Journal of Adyapana Sandwada*, Volume 4, pp. 71-89.
- Atkinson, T. N. & Pilgreen, T., 2011. Adopting the transformational leadership perspective in a complex research environment. *Research Management Review*, 18(1), pp. 1-23.
- Avey, J.B., Hughes, L.W., Norman, S.M. & Luthans, K.W. 2008. Using positivity, transformational leadership and empowerment to combat employee negativity. *Leadership and organisational development journal*, 29(2), pp. 110-126.
- Bandura, A., 1986. *Social foundations of thought and action: a social cognitive theory*. New Jersey: Prentice Hall, Inc.
- Bass, B. M., 1990. *Handbook of leadership: theory, research and managerial applications*. New York: The Free Press.
- Berson, Y. & Avolio, B., 2004. Transformational leadership and the dissemination of organisational goals: a case study of a telecommunication firm. *The leadership quarterly*, Volume 15, pp. 625-646.
- Bono, J.E. & Judge, T.A. 2003. Self-concordance at work: toward understanding the motivational effects of transformational leaders. *Academy of Management Journal*, 46, pp. 554-571.
- Burns, R.B. & Burns, R.A. 2008. *Business research methods and statistics using spss*. California: Sage Thousand Oaks.
- Busser, D., 2012. *Delivering effective performance feedback*. [Online] Available at: <http://www.astd.org> [Accessed 22 October 2013].
- Callow, N., 2011. *Transformational leadership in high education*. [Online] Available at: <http://www.heacademy.ac.uk> [Accessed 20 May 2013].

Callow, N., Smith, M. J., Hardy, L. & Arthur, C. A., n.d. Measurement of transformational leadership and its relationship with team cohesion and performance level. *Journal of applied sport psychology*, Volume 21, pp. 395-412.

Chandna, P. & Krishnan, V.R. 2009. Organisational commitment of information technology professionals. *Tecnia journal of management studies*, 4(1), pp. 1-12.

Chaudhry, A. .. & J. H., 2012. Impact of transactional and laissez faire leadership style on motivation. *International journal of business and social science*, 3(7), pp. 258-264.

Chen, G., & Klimoski, R.J. 2003. The impact of expectations on newcomer performance in teams as mediated by work characteristics, social exchange, and empowerment. *Academy of management journal*. 46(5), pp 591-607.

Cohen, J., 1998. *Statistical power analysis for behavioural sciences*. 2 ed. New York: Lawrence Erlbraim Associates.

Cruess, S. R., Cruess, R. L. & Steinert, Y., 2008. Role Modelling - making the most of a powerful teaching strategy. *Business management journal*, Volume 336, pp. 718-721.

Elci, M., Sener, I., Aksoy, S. & Alpakan, L., 2013. The impact of ethical leadership and leadership effectiveness on employees' turnover: the mediating role of work related stress. *Social and behavioural science*, Volume 58, pp. 289-297.

Fajfar, P, Campitelli, G. & Labollita, M. 2012. Effects of immediacy of feedback on estimations and performance. *Australian journal of psychology*, 64(3), pp. 169-177.

Ferris, D.L, Lian, H, Brown, D.J., Pang, F.J. & Keeping, L.M. 2010. Self-esteem and job performance: the moderating role of self-esteem contingencies. *Personnel Psychology*, 63, pp. 561-593.

Field, A., 2009. *Discovering statistics using spss*. London: Sage.

Gaur, A.S. & Gaur, S.S. 2009. *Statistical methods for practice and resaerch: a guide to data analysis using spss*. Carlifornia: Sage thousand Oaks.

Goffee, R. & Jones, G., 2006. *What it takes to be an authentic leader*. [Online] Available at: <http://www.efmd.org> [Accessed 20 May 2013].

Hall, J., Johnson, S., Wysoscki, A. & Kepner, K., 2012. *Transformational leadership: the transformation of managers and associates*. [Online] Available at: <http://edis.ifas.ufl.edu> [Accessed 29 October 2013].

Hammed, G., Aran, A.G. & Faroos, B. 2013. Identity-based trust as a mediator of the effects of organisational identification on employee attitude: an empirical study.. *International journal of management*, 30(2), pp. 666-677.

Harrison, M., 2012. *Jobs and growth: the importance of engineering skills to the UK economy*, s.l.: (Unpublished).

Hogg, B. 2013. Four leadership behaviours that build high performance work environments. <http://www.billhogg.ca/2013/01/four-leadership-behaviours-that-build-high-performance-work-environments>. Date of access: 18 Jul 2013.

Johar, S., 2012. Neuroticism personality and emotional intelligence of a leader, and impact towards self-esteem of employee in organization. *Social and behavioral sciences*, Volume 84, pp. 431-436.

Johar, S.S.H, Shah, I.M., & Bakar, Z.A. 2012. The impact of emotional intelligence towards relationship of personality and self-esteem at workplace. *Social and behavioral sciences journal*, 65, pp. 150 – 155.

Kara, D., Uysal, M., Sirgyc, M. J. & Lee, G., 2013. The effects of leadership style on employee well-being in hospitality. *International journal of hospitality management*, 34(1), pp. 9-18.

Kasemsap, K., 2013. Strategic human resources practice: a functional framework and casual model of leadership behaviour, job satisfaction, organizational commitment and job performance.. *Journal of social and development sciences*, 4(5), pp. 198-204.

Kaur, R., 2012. Transformational and transactional leadership behaviour in selected public and private sector banks in Chandigar. *International Journal of Engineering and Management Sciences*, 3(2), pp. 126-133.

Koh, W.L., Steers, R.M. & Terborg, J.R. 1995. The effects of transformational leadership on teachers attitude and students performance in Singapore. *Journal of organizational behaviour*, 16, pp. 319-333.

Krenn, B., Wurth, S. & Hergovich, A., 2013. The impact of feedback on goal setting and task performance: testing the feedback intervention theory. *Swiss journal of psychology*, 72(2), pp. 79-89.

Liu, X. & W. Z., 2013. Percieved risk and organisational commitment: the moderating role of organisational trust. *Social behaviour and personality*, 4(2), pp. 229-240.

- Loon, M., Lim, Y. M., Lee, T. H. & Tam, C. L., 2012. Transformational leadership and job-related learning. *Management research Review*, 35(3), pp. 192-205.
- Lope, P., Sadeghi, A. & Elias, H., 2011. Analysis of head of departments leadership styles: implication for improving research university. *Social and behavioural sciences*, Volume 29, pp. 1081-1090.
- Mansor, N., Ismail, A. H., Alwi, M. A. & Anwar, N., 2013. Relationship between spiritual leadership and organisational commitment in Malaysian's oil and gas industry. *Canadian center of science and education*, 9(7), pp. 179-191.
- Marques, J. F., 2007. On impassioned leadership: a comparison between leaders from divergent walks of life. *International journal of leadership studies*, 3(1), pp. 98-125.
- Meade, A. W., Watson, A. M., & Kroustalis, C. M. 2007. Assessing common methods bias in organizational research. Paper presented at the 22nd Annual Meeting of the Society for Industrial and Organizational Psychology, New York.
- Mothilal, R., 2010. *The values, personal traits and characteristics of leaders who get things done*, s.l.: s.n.
- Mujtaba, B. G., 2009. Situational leadership and diversity management coaching skills. 4(1).
- Munir, R. I., Rahman, R. A., Malik, A. M. & Ma'amor, H., 2012. Relationship between transformational leadership and employees' job satisfaction among the academic sciences. *Journal of the social and behavioural sciences*, Volume 65, pp. 885-890.
- Nitesh, S. W. & K. S., 2013. Role of pay as perceived organisational support contributes to employee's organisational commitment. *Advances in management*, 6(8), pp. 52-54.
- Northouse, P. G., 2007. *Leadership: theory and practice*. 4th ed. California: Sage: Thousand Oaks.
- Oguz, E., 2010. The relationship between the leadership styles of the school administrators and the organizational citizenship behaviours of teachers. *Social and behavioural sciences*, Volume 9, pp. 1188-1193.
- Peterson, S. Z., Walumbwa, F. O., Avolio, B. L. & Hannah, S. T., 2012. The relationship between authentic leadership and follower job performance: the

- mediating role of follower positivity in extreme contexts. *The leadership quarterly*, 23(12), pp. 505-516.
- Podsakoff, P. M., Mackenzie, S. B. & Ahearne, M., 1997. Moderating effects of goal acceptance on the relationship between group cohesiveness and productivity. *Journal of applied psychology*, 82(6), pp. 974-983.
- Raja, A. S. & Palanichamy. 2011. The relationship between effective leadership and employee performance. *International journal in commerce and management*, 2(1), p. 5159.
- Schaubroeck, J., Lam, S. S.K. & Cha, S.E. 2007. Embracing transformational leadership: team values and the relationship between leader behaviour and team performance. *Journal of organisational behaviour*, Volume 92, pp. 1020-1030.
- South African Institute of Electrical Engineers, 2008. *Engineering Skills - key to effective service delivery in South Africa's electricity distribution sector*, s.l.: s.n.
- Steyn, H., 1999. Practical significant relationship between two variables. *Journal of industrial psychology*, 28(3), pp. 10-15.
- Swider, B., Boswell, W. R. & Zimmerman, R., 2011. Examining the job serach-turnover relationship: the role of embeddedness, job satisfaction, and available alternatives.. *Journal of applied psychology*, Volume 96, pp. 432-441.
- Vecchio, R. P., Justin, J. E. & Pearce, C. L., 2008. The utility of transactional and transformational leadership for predicting performance and satisfaction within a path-goal theory framework. *Journal of occupational and organisational psychology*, pp. 71-82.
- Welman, J.C., Kruger, S.J. & Michell, B. 2010. *Research methodology*. 3rd ed. Cape Town: Oxford University Press South Africa.
- Koh, W.L., Steers, R.M. & Terborg, J.R. 1995. The effects of transformational leadership on teachers attitude and students performance in Singapore. *Journal of organizational behaviour*, 16, pp. 319-333.
- Wu, A. D. & Zumbo, B. D., n.d. Understanding and using mediators and moderators. *Social indicators research*, 87(3), pp. 367-392.
- Yahaya, N. et al., 2011. Relationship between leadership personalitiy types and source of power and leadership styles among managers. *African journal of business management*, 5(22), pp. 9635-9648.

APPENDIX 1: QUESTIONNAIRE



Potchefstroom Business School
North-West University
Private Bag X6001, Potchefstroom
South Africa 2520

Mthunzi Lushozi and Prof Leon Jackson

21 August 2013

Dear Respondent

I am a final year MBA student at North West University (Potchefstroom Business School) and I am conducting a study on the impact of Leadership style on coping strategies and work related outcomes.

Attached with this letter is a brief questionnaire that asks a variety of questions about your attitudes toward your current job. Please go through the questionnaire and complete it for me. Your participation is volunteer and anonymous.

After completion, the questionnaire must be sent back to me at office 133, ground-floor admin. 2. For any enquiries, please feel free to contact Mthunzi Lushozi at 0828419964 /mthunzi.lushozi@gmail.com or Prof. Leon Jackson 0828401135 / Leon.Jackson@nwu.ac.za

Thank you for your participation.

Regards

Mthunzi Lushozi and Prof. Leon Jackson

| | | | | | | |
|------|---|-------------------------------|----------|-------------|----------|-------------------------|
| i | Gender | Male | | Female | | |
| ii | Age | 20 - 25 | 26 - 30 | 31 - 40 | 41 - 45 | 46 - 50 |
| iii | Race | White | | Black | Coloured | Indian Other |
| iv | Highest Qualifications | Grade 12 | | Certificate | Diploma | Degree Post graduate |
| v | Your Current position | vi. Your Manager's position : | | | | |
| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| vii | I was productive during the last 3 months | 1 | 2 | 3 | 4 | 5 |
| viii | I am satisfied with my job | 1 | 2 | 3 | 4 | 5 |
| xi | I intend quitting my job | 1 | 2 | 3 | 4 | 5 |

Instructions: Think about a situation in which you either assumed or were given a followers role. Think about your managers/leader's behavior in this context. To what extent does each of the following statements characterize his/her leadership orientation?

| | | 1 Very little | 2 | 3 | 4 Moderate amount | 5 | 6 | 7 Very much |
|----|---|------------------|---|---|----------------------|---|---|----------------|
| 1 | My manager has a clear understanding of where we are going | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | My manager paint an interesting picture of the future of our group/section | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | My manager always seek new opportunities for the group / organization | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4 | My manager inspire others with his/her plans for the future | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5 | My manager is able to get other to be committed to his/her dreams | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6 | My manager lead by "doing" rather than simply be "telling" | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7 | My manager provides a good model for others to follow | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | My manager lead by example | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9 | My manager foster collaboration among group members | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10 | My manager encourage employees to be "team players" | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11 | My manager gets the group to work together for the same goal | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12 | My manager develops a team attitude and spirit among employees | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13 | My manager show that he/she expected a lot of others | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14 | My manager insist on only the best performance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15 | My manager will not settle for second best | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16 | My manager act without considering the feelings of others | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17 | My manager shows respect for the personal feelings of others | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18 | My manager is thoughtful of the personal needs of others | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19 | My manager treats others without considering their feelings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20 | My manager challenges others to think about old problems in new ways | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21 | My manager ask questions that prompt others to think | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22 | My manager stimulate others rethink the way they do things | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23 | My manager have ideas that challenge others to reexamine some of their basic assumptions about work | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24 | My manager always give positive feedback when others perform well | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25 | My manager gives special recognition when others' work is very good | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26 | My manager commend others when they do a better-than-average job | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27 | My manager personally compliment others when they do outstanding work | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28 | My manager frequently do not acknowledge the good performance of others | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Instructions: We are interested in how people respond when they confront difficult or stressful events in their lives. There are lots of ways to try to deal with stress. The questionnaire asks you to indicate what you generally do and feel, when you experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you usually do when you are under a lot of stress. There are no right or wrong answers, and responses must indicate what you do rather than what “most people” do. Indicate how much your reaction are described by each statement. Please make a visible and clear mark over 1, 2, 3, or 4.

| | | I usually don't do this at all | I usually do this a little bit | I usually do this a medium amount | I usually do this a lot |
|----|---|--------------------------------|--------------------------------|-----------------------------------|-------------------------|
| 29 | I ask people who have had similar experiences what they did. | 1 | 2 | 3 | 4 |
| 30 | I refuse to believe it has happened. | 1 | 2 | 3 | 4 |
| 31 | I try to grow as a person as a result of the experience. | 1 | 2 | 3 | 4 |
| 32 | I force myself to wait for the right time to do something. | 1 | 2 | 3 | 4 |
| 33 | I put aside other activities in order to concentrate on this. | 1 | 2 | 3 | 4 |
| 34 | I take additional action to try to get rid of the problem. | 1 | 2 | 3 | 4 |
| 35 | I get used to the idea that it happened. | 1 | 2 | 3 | 4 |
| 36 | I talk to someone about how I feel. | 1 | 2 | 3 | 4 |
| 37 | I think about how I might best handle the problem. | 1 | 2 | 3 | 4 |
| 38 | I put my trust in God. | 1 | 2 | 3 | 4 |
| 39 | I sleep more than usual. | 1 | 2 | 3 | 4 |
| 40 | I drink alcohol or drink drugs, in order to think about it less. | 1 | 2 | 3 | 4 |
| 41 | I admit to myself that I can't deal with it, and quit trying. | 1 | 2 | 3 | 4 |
| 42 | I let my feelings out. | 1 | 2 | 3 | 4 |
| 43 | I try to get emotional support from friends or relatives | 1 | 2 | 3 | 4 |
| 44 | I say to myself: This isn't real". | 1 | 2 | 3 | 4 |
| 45 | I try to see it in a different light, to make it seem more positive. | 1 | 2 | 3 | 4 |
| 46 | I make sure not to make matters worse by acting to soon. | 1 | 2 | 3 | 4 |
| 47 | I try hard to prevent other things from interfering with my efforts at dealing with this. | 1 | 2 | 3 | 4 |
| 48 | I make a plan of action. | 1 | 2 | 3 | 4 |
| 49 | I learn to live with it. | 1 | 2 | 3 | 4 |
| 50 | I try to get advice from someone about what to do. | 1 | 2 | 3 | 4 |
| 51 | I do what has to be done, one step at a time. | 1 | 2 | 3 | 4 |
| 52 | I pray more than usual. | 1 | 2 | 3 | 4 |
| 53 | I turn to work or other substitute activities to take my mind of things. | 1 | 2 | 3 | 4 |
| 54 | I give up the attempt to get what I want. | 1 | 2 | 3 | 4 |
| 55 | I get upset and let my emotions out. | 1 | 2 | 3 | 4 |
| 56 | I get sympathy and understanding from someone. | 1 | 2 | 3 | 4 |
| 57 | I pretend that it hasn't really happened. | 1 | 2 | 3 | 4 |
| 58 | I look for something good in what is happening. | 1 | 2 | 3 | 4 |
| 59 | I restrain myself from doing anything too quickly | 1 | 2 | 3 | 4 |
| 60 | I take direct action to get around the problem. | 1 | 2 | 3 | 4 |
| 61 | I accept that this has happened and that it can't be changed. | 1 | 2 | 3 | 4 |
| 62 | I talk to someone who could do something concrete about the problem. | 1 | 2 | 3 | 4 |
| 63 | I try to come up with a strategy about what to do. | 1 | 2 | 3 | 4 |
| 64 | I go to movies or watch TV, or think about it. | 1 | 2 | 3 | 4 |
| 65 | I try to find comfort in my religion. | 1 | 2 | 3 | 4 |
| 66 | I focus on dealing with the problem, and if necessary let other things slide a little. | 1 | 2 | 3 | 4 |
| 67 | I reduce the amount of effort I'm putting into solving the problem. | 1 | 2 | 3 | 4 |
| 68 | I feel a lot of emotional distress and I find myself expressing those feelings a lot. | 1 | 2 | 3 | 4 |
| 69 | I talk to someone to find out more about the situation. | 1 | 2 | 3 | 4 |
| 70 | I act as though it hasn't even happened. | 1 | 2 | 3 | 4 |
| 71 | I learn something from the experience. | 1 | 2 | 3 | 4 |
| 73 | I hold of doing anything about it until the situation permits. | 1 | 2 | 3 | 4 |
| 74 | I concentrate on my efforts on doing something about it. | 1 | 2 | 3 | 4 |
| 75 | I keep myself from getting distracted by other thoughts or | 1 | 2 | 3 | 4 |

| | | | | | |
|----|--|---|---|---|---|
| | activities. | | | | |
| 76 | I think hard about what steps to take. | 1 | 2 | 3 | 4 |
| 77 | I accept the reality of the fact that it happened. | 1 | 2 | 3 | 4 |
| 78 | I discuss my feelings with someone. | 1 | 2 | 3 | 4 |
| 79 | I just give up trying to reach my goal. | 1 | 2 | 3 | 4 |
| 80 | I seek God's help. | 1 | 2 | 3 | 4 |
| 81 | I daydream about things other than this. | 1 | 2 | 3 | 4 |
| 82 | I get upset, and am really aware of it. | 1 | 2 | 3 | 4 |

Please not the scale has changed:

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| 83 | I am always on time for my work. | 1 | 2 | 3 | 4 | 5 |
| 84 | I always meet deadlines in my work. | 1 | 2 | 3 | 4 | 5 |
| 85 | I do my work exactly as instructed by my supervisor. | 1 | 2 | 3 | 4 | 5 |
| 86 | I do my work well enough to be complimented for it by my supervisor. | 1 | 2 | 3 | 4 | 5 |
| 87 | I do my work well enough to be complimented for it by my work team members. | 1 | 2 | 3 | 4 | 5 |
| 88 | I never pretend to be sick to be given leave to stay at home. | 1 | 2 | 3 | 4 | 5 |
| 89 | I have a good reputation among my co-workers. | 1 | 2 | 3 | 4 | 5 |
| 90 | My co-workers respect me for the value I add to our organisation. | 1 | 2 | 3 | 4 | 5 |
| 91 | I experience personal development in our organisation. | 1 | 2 | 3 | 4 | 5 |
| 92 | I experience professional development in our organisation. | 1 | 2 | 3 | 4 | 5 |
| 93 | The productivity of my department has increased substantially since I have joined it. | 1 | 2 | 3 | 4 | 5 |
| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 94 | I deal effectively with the demands that I am faced with in our organisation. | 1 | 2 | 3 | 4 | 5 |
| 95 | I am successful in dealing with problems that arise at work. | 1 | 2 | 3 | 4 | 5 |
| 96 | I pride myself in the high standard of work that I deliver in our organisation. | 1 | 2 | 3 | 4 | 5 |
| 97 | I can always manage to solve difficult problems if I try hard enough. | 1 | 2 | 3 | 4 | 5 |
| 98 | If someone opposes me, I can find means and ways to get what I want. | 1 | 2 | 3 | 4 | 5 |
| 99 | It is easy for me to stick to my aims and accomplish my goals. | 1 | 2 | 3 | 4 | 5 |
| 100 | I am confident that I could deal efficiently with unexpected events. | 1 | 2 | 3 | 4 | 5 |
| 101 | Thanks to my resourcefulness, I know how to handle unforeseen situations. | 1 | 2 | 3 | 4 | 5 |
| 102 | I can solve most problems if I invest the necessary effort. | 1 | 2 | 3 | 4 | 5 |
| 103 | I can remain calm when facing difficulties because I can rely on my coping abilities. | 1 | 2 | 3 | 4 | 5 |
| 104 | When I am confronted with a problem, I can usually find several solutions. | 1 | 2 | 3 | 4 | 5 |
| 105 | If I am in trouble, I can usually think of a solution. | 1 | 2 | 3 | 4 | 5 |
| 106 | I can usually handle what comes my way. | 1 | 2 | 3 | 4 | 5 |
| 107 | I feel that I am a person of worth, at least on an equal plane with others. | 1 | 2 | 3 | 4 | 5 |
| 108 | I feel that I have a number of good qualities. | 1 | 2 | 3 | 4 | 5 |
| 109 | All in all, I am inclined to feel that I am a failure. | 1 | 2 | 3 | 4 | 5 |
| 110 | I am able to do things as well as most people. | 1 | 2 | 3 | 4 | 5 |
| 111 | I feel I do not have much to be proud of. | 1 | 2 | 3 | 4 | 5 |
| 112 | I take a positive attitude toward myself. | 1 | 2 | 3 | 4 | 5 |
| 113 | On the whole, I am satisfied with myself. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|-----|--|---|---|---|---|---|
| 114 | I wish I could have more respect for myself. | 1 | 2 | 3 | 4 | 5 |
| 115 | I certainly feel useless at times. | 1 | 2 | 3 | 4 | 5 |
| 116 | At times I think that I am a no good at all. | 1 | 2 | 3 | 4 | 5 |
| 117 | In most ways my life is close to my ideal. | 1 | 2 | 3 | 4 | 5 |
| 118 | The conditions of my life are excellent. | 1 | 2 | 3 | 4 | 5 |
| 119 | I am satisfied with my life. | 1 | 2 | 3 | 4 | 5 |
| 120 | So far I have got the important things I want in life. | 1 | 2 | 3 | 4 | 5 |
| 121 | If I could live my life over I would change nothing. | 1 | 2 | 3 | 4 | 5 |
| 122 | Life is worth living. | 1 | 2 | 3 | 4 | 5 |
| 123 | All in all, I am satisfied with my life these days. | 1 | 2 | 3 | 4 | 5 |
| 124 | I feel that it is worthwhile to work hard for this organisation. | 1 | 2 | 3 | 4 | 5 |
| 125 | I am committed to this organisation. | 1 | 2 | 3 | 4 | 5 |
| 126 | I am prepared to take on more responsibility or tasks not in my job description. | 1 | 2 | 3 | 4 | 5 |
| 127 | I enjoy working for this organisation to the extent that I am not actively seeking a job elsewhere. | 1 | 2 | 3 | 4 | 5 |
| 128 | I am proud of this organisation. | 1 | 2 | 3 | 4 | 5 |
| 129 | I often consider quitting my job | 1 | 2 | 3 | 4 | 5 |
| 130 | I am looking for another job | 1 | 2 | 3 | 4 | 5 |
| 131 | I frequently ask around for a job somewhere else | 1 | 2 | 3 | 4 | 5 |
| 132 | I prefer social contact and interaction with ONLY members of my own ethnic group | 1 | 2 | 3 | 4 | 5 |
| 133 | I prefer social contact and interaction with members of ALL South African irrespective of race or ethnicity as well as with members of my own ethnic group | 1 | 2 | 3 | 4 | 5 |
| 134 | I want maintain my own culture and really do not seek contact and participate in the mainstream culture | 1 | 2 | 3 | 4 | 5 |
| 135 | I want maintain my own culture as well as seek contact and participate in the mainstream culture | 1 | 2 | 3 | 4 | 5 |
| 136 | I want to adopt the new culture of the "Rainbow Nation" and do not want to maintain my own culture | 1 | 2 | 3 | 4 | 5 |
| 137 | I would prefer that all ethnic groups in South Africa adopt the new culture of the "Rainbow Nation" and forget about their own cultures | 1 | 2 | 3 | 4 | 5 |
| 138 | I acknowledge, accept and respect the existence of other cultures in the workplace | 1 | 2 | 3 | 4 | 5 |
| 139 | I actually avoid contact with members from other cultures | 1 | 2 | 3 | 4 | 5 |
| 140 | I think that things would be better for me if I forget about my own culture and adopt the dominant culture of the "New South Africa" | 1 | 2 | 3 | 4 | 5 |
| 141 | I do not want contact with members of my own ethnic group nor with members from other cultures | 1 | 2 | 3 | 4 | 5 |
| 142 | I do not wish to maintain my own culture nor do I want to adopt to the mainstream culture | 1 | 2 | 3 | 4 | 5 |
| 143 | I avoid contact with members of my group as well as members from other cultural groups | 1 | 2 | 3 | 4 | 5 |
| 144 | I prefer social contact and interaction with ONLY members of my own ethnic group | 1 | 2 | 3 | 4 | 5 |