

**EMPLOYEE RESPONSE TO UNTRUSTWORTHY BEHAVIOUR BY IMMEDIATE
SUPERVISORS**

By

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DECLARATION

I, the undersigned, hereby declare that the work enclosed in the dissertation is my own original work, except as indicated in the references and acknowledgements. I have not previously in its entirety or in part submitted it at any university for fulfilment of a degree.

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ABSTRACT

Trust is one of the interconnecting links that nurture ongoing interactions between individuals. Trust is the crucial component of organisational effectiveness and is also viewed as an elementary aspect on developing communication relationships and satisfaction in the workplace.

The purpose of this study was to investigate the differences in employee intended response towards untrustworthy behaviour by immediate supervisors. Untrustworthy behaviour by immediate supervisor results in confusion, worry, and fear, which at the end slows the wheels of progress and profit.

A major finding in this study indicates that employees can intend to respond to untrustworthy behaviour by immediate supervisor in a number of ways, which might be formal as well as informal. A group of South African white collar employees intended to respond to untrustworthy behavior, through direct communication with supervisors, before invoking more formal procedures. These employees intend to respond stronger by declaring a CCMA dispute when faced with untrustworthy behaviour. There were no significant differences in intended response of employees from different gender and age groups. There are significant differences in the intensity of response of African and white employees. African employees intend to respond stronger to untrustworthy behavior by immediate supervisor than white employees.

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CHAPTER ONE

INTRODUCTION AND PROBLEM STATEMENT

1.1 Introduction

There is one thing that is common to every individual, relationship, team, family, organization, nation, economy, and civilization throughout the world, one thing which, if removed, will destroy the most powerful government, the most successful business, the most thriving economy, the most influential leadership, the greatest friendship, the strongest character or the deepest love. On the other hand, if it is developed and leveraged, that one thing has the potential to create unparalleled success and prosperity in every dimension of life, yet it is the least understood, most neglected, and most underestimated, that one thing is trust, (Convey & Merrill, 2006:1).

Trust has been identified as an important component influencing key organisational outcomes (Dirks & Ferrin, 2002), including job satisfaction, intention to remain with the organisation, and organisational identification (Krammer, 2011). Trust is the foundation for every successful supervisor accomplishment, when employees don't trust the supervisor, they won't follow very far. Trust is like the aquifer, the huge water pool under the earth that feeds all of the subsurface wells. In business and in life, these wells are often called innovation, complementary teams, collaboration, empowerment, six-sigma, and other expressions of Total Quality Management, brand loyalty, or other strategic initiatives. These wells themselves feed the rivers and streams of human interaction, business commerce, and deal making. They give sustaining quality of life to all relationships, including family relationships, interdepartmental relationships, day-to-day supplier and customer relationships to make a sustainable contribution. Trust has been widely acknowledged as an important

construct within relationships in general as well as within the organisation and the supervisor-employees relationship. It is a common component to what employees from all walks of life want in their job.

Employees are likely to trust supervisors who are willing to share negative information in organisational change, and their trust ultimately leads them to give the superiors accurate information. Employee's expectation and response to downward communication by their immediate supervisors is connected with employee's trust toward the superiors.

Trust in immediate supervisor, is the key foundation to an engagement culture where employees can feel engaged and behaved because they feel safe to be proactive, to persist at a difficult task, to be adaptable and to take the risks to do what they see needs doing even though it may not be in their formal job description. Immediate supervisors play a critical role in workplace employment relations. They are frontline leaders of employees, and play a crucial role in determining how employees perform, feel, and ultimately behave, and become the face of employers when they interact with subordinates. Supervisors should therefore be aware of, and respect the principles related to trust in employment relationships.

Unfortunately, many South African supervisors and subordinates lack knowledge, appreciation and sensitivity to instill and maintain trust in employment relations. Many misunderstandings, grievances and even labour disputes subsequently arise because of breaches in the trust relationship between subordinates and their supervisors. Organisations should ensure that trusting relationships are established and maintained in the interest of harmonious employment relations and productivity in organisations.

No relationship can exist for any significant period of time if there is not at least some degree of trust. Trust helps people to overcome doubts and accommodate

unknowns with security of mind. Untrustworthy behaviour results in confusion, worry, and fear, which at the end slows the wheels of progress and profit. Psychological research suggests that trusting relationships have three characteristics: predictability, caring and loyalty. A composite of dictionary definitions adds three other characteristics: Reliance – certainty based on past experience, Belief – confidence in or about something, and Faith – complete and unquestioning confidence in a person, plans and many others.

Trust is the key element in effective organisational communication and it also influences both the organisation's operation and the experience of its employees. When the level of trust in the organisation is high, employees will believe that their supervisors as well as their co-workers are open, honest, truthful and fair, as a result they can feel free to rely on them. The character of trust in establishing a productive working environment also brings trust to the forefront of organisational concern.

Trust is about how positively people feel others will act for them and with them in the future. When people trust others, they believe that others can be counted on to protect them and work in their favour, even when they are not there to see if this in fact happens. Trust is all about believing that you can count on others to do what's right for you, regardless of whether you can even confirm that they have (Barbera, Schneider, Williams & Young, 2009: 46-47).

Judge, Odendaal, Robbins & Roodt (2005:358) state that there are three types of trust in organisational relationships: Deterrence-Based Trust, Knowledge based trust and Identification based trust. Deterrence-Based Trust is based on fear of reprisal if the trust is violated; Individuals who are in this type of relationship do what they say because they fear the consequences of not following through on their obligations. It works only to the degree that punishment is possible, consequences are clear, and the punishment is actually imposed if the trust is

violated. Knowledge-Based-Trust is based on the behavioural predictability that comes from a history of interaction. This type of trust relies on information, knowledge of the other party and predictability of his or her behaviour replaces the contracts, penalties and legal arrangements. Knowledge develops over time, largely as a function of experience that builds confidence of trustworthiness and predictability. Predictability enhances trust, the more people interact with each other, the more this form of trust can be developed and dependent on. With identification trust, the highest level of trust is achieved when there is an emotional connection between the parties. It allows one party to act as an agent for the other and substitute for that person in the interpersonal transactions. The trust exists because the parties understand each other's intentions and appreciate the other's wants and desires.

Trust has been found to be important for a large number of reasons, as it impacts on many variables, including employee commitment, organizational commitment, morale, employee turnover, absenteeism, group dynamics and interpersonal relationships, cross group collaboration, the effectiveness of the employee-manager relationship, decision making and communication (Martins & Von der Ohe, 2004).

Trust has both an active and a passive component in an employment relationship. The active feeling of trust is confidence in the immediate supervisor, veracity and reliability of the other party, based on a track record of performance. If the employees have full trust in their supervisors to show impartiality in their dealings with employees and to fully acknowledge their efforts by providing suitable rewards and recognition, they are likely to devote all their energies to role performance and would subsequently be more positively engaged in their work. Trust is a two Way Street, managers who believe in their employees will be rewarded, not only will workers be consistent and high performing, they will give their trust in return.

The relationship between an employee and his/her immediate supervisor has a significant impact on performance. When a supervisor demonstrated an untrustworthy behavior towards an employee, it is highly likely that he will not easily trust him/her again. Trust is fragile and can be lost instantly or there is a hysteresis whereby a long-earned trust may be eroded and then suddenly lost. When a supervisor's behavior towards employee is consistent over a period of time, employees can reasonably predict that supervisor's behavior; as a result he/she will be trusted at a high level.

1.2 Nature of the Problem

One of the key reasons for employee turnover is cited to be a poor working relationship with their immediate supervisor. Many good employees quit their jobs due to untrustworthy behaviour by their supervisors. It only takes one bad supervisor to tarnish the trust and productivity of his employees. Loss of trust on immediate supervisor is only one of the triggers that can push lot of employees out of the door.

Trust within organizations is affected by both interpersonal as well as organizational factors. Interpersonal factors in this instance refer to factors that managers possess and display, for example, communication style, the perceptual power gap between managers and employees (Callan & Willemyns, 2003), as well as managers' overall attitudes and behaviours which determine the initial levels of trust within the organization. The organizational factors that affect trust in the workplace are elements such as an ingrained culture of mistrust, scarcity of resources, job security, political alliances and rivalries among others. Such factors may force even the most trustworthy manager to behave in ways that undermine employees' trust in them (Callan & Willemyns, 2003).

If an employee's immediate supervisor displays untrustworthy behavior, the employee's attitude, behavior and health are affected (Isakson, 2006). Employees experience feelings of psychological distress, irritation, poor general health, broken trust, betrayal, deception, injustice, resentment, anger and frustration as well as decline in life satisfaction, motivation, job satisfaction, organization commitment, acts of good citizenship behavior and loyalty if they do not trust. Employees feel that the goodwill in the employment relationship is damaged. Untrustworthy behavior eventually impacts on organizational performance. The organization may experience lower performance, increased turnover, employee litigation, unionization, absenteeism and accidents (Isakson, 2006).

1.3 Research objective



1.3.1 Demarcation

The purpose of this dissertation is to discuss the findings that were made after a related literature review and research project that was conducted in order to answer the following research questions:

- a) How will a sample group of typical South African white collar employees intend to respond to untrustworthy behaviour of their immediate supervisors?
- b) Will sub-groupings within a sample group of South African white collar employees intend to respond differently to untrustworthy behaviour of their immediate supervisors, if they are of different age, race, gender, qualification, sector and position?

1.3.2 Limitation

The sample group comprised of white collar employees in managerial or specialist jobs mainly in Gauteng and the North West Province. No intended responses of employees in blue collar jobs were considered in this study. These limitations may be addressed in future research.

Most South African organisations do not keep accurate records of employment relations conditions and behaviour, and do not want to share sensitive information in this respect on ethical and legal grounds. The researcher could subsequently not access data on *actual* behaviour, and had to responses obtained through application of a research instrument that measured *intended* responses to unfavourable employment relations conditions.

The researcher had to make the assumption that there will be a significant relationship between *intended* and *actual* employee responses for purposes of this paper.

1.4. Overview of dissertation

This dissertation has been structured in five chapters. Chapter one provided an introductory discussion of the research problem, although trust is a multilevel phenomenon that can be examined at the personal, organizational, inter-organizational, and international levels, (Das & Teng, 2001), the present study focuses on employee intended response to untrustworthy behaviour by immediate supervisors.

Chapter two contains a literature review dealing with the nature of immediate supervision, and related aspects of trust in general, and in the workplace. Immediate supervisors are the true barometers of whether employees trust their organisations.

Regardless of what senior leaders do, if immediate supervisors as frontline leaders do not help create trusting work relationships with others, all other efforts might be wasted.

Chapter three provides an overview of the research methodology, design that was used, a description of the sample of participants, the instrument used to evaluate the differences in intended employee response to untrustworthy behavior by immediate supervisors.

In chapter four typical employee reactions to breaches of trust are reviewed, the research findings are discussed and analysed, and research findings are discussed in detail.

Chapter five contains specific conclusions and recommendations that were deducted from the literature review and research findings.

CHAPTER TWO

LITERATURE REVIEW

2.1. SUPERVISION

Supervision should meet the needs of the supervisee; provide a safe, confidential, and useful transparent process (McMahon, 2002). The level of confidentiality include record keeping, the supervisor's own supervision, the need to protect others, working with other professionals, participate in training, conference programmes, and where the law requires disclosure of information(Geldard & Geldard, 2006).

Supervisors can fail to win their subordinates' trust because they often do the opposite to what is being suggested as Conrad & Poole (2005:74) state that " de-emphasizing status differences, training their subordinates in communication skills, rewarding their subordinates for keeping them informed, and encouraging them to seek clarification of ambiguous messages". Supervision can be reckless or precise, depending on how a supervisor chooses to frame the experience. Bolman & Deal (2003) suggest leaders that conceptualize organizations within four frameworks of reference, structural, human resource, political and symbolic. Accepting the existence of these four contexts allows the supervisor a greater opportunity for precision in understanding the circumstances surrounding the supervision process.

2.1.1. Definition of management and supervision

Daft (2007:7) define Management as the "attainment of organizational goals in an effective and efficient manner through planning, organizing, leading and controlling organizational resources. Management is concerned with the utilization and mobilization of all organizational resources in the context of an ever changing and uncertain environment within which any organization exists and operates (Erasmus, Schenk, Swanepoel & Van Wyk, 2003:4). Management is defined as the process of working with

and through others to achieve organizational objectives in an efficient and ethical manner (Bullens, Kinicki & Kreitner, 2002:8). Bullens et al (2002:8) state that managers need to creatively envision and actively sell bold new direction in an ethical and sensitive manner. Effective managers are team players, empowered by the willing and active support of others who are driven by conflicting self interest. The day is long gone when supervisors could rule their employees with an iron fist, supervisors have to treat their subordinates fairly, justly, and respectfully (Carrell, Grobler & Warrinch, 2005:487).

2.1.2. The nature and role of supervision

An important aspect of supervision is to train subordinates, coach and guide them, and to ensure improvement in their deficiencies in carrying out their duties. Supervisors have to assign duties, clarify responsibilities for carrying out those duties and expect subordinate's accuracy and punctuality on assigned duties.

According to Bakker & Demerouti (2007), information in the form of constructive and positive feedback from supervisors does not only help employees work more resourcefully but also augments communication and understanding between supervisors and their employees. If employees trust their immediate supervisors, they are likely to be more willing to help co-workers because they expect that their supervisor will not take advantage of them but will, instead, recognize and reward them in some way for their altruistic contributions and sacrifices (Davis, Mayer, Schoorman & Tan, 2000). Gilson, Harter & May (2004) are of the opinion that supervisory and co-worker relations that are supportive, trustworthy as well as flexible with regard to the behavioural norms lead to feelings of psychological safety.

2.1.3. Structural Frame in Supervision

Bolman & Deal (2003:400) state that this framework is often described as *the “factory” or “machine”* and this element of any organization needs to exist for effective operations. It is within this framework that employees are given and learn policies, rules, roles, guidelines for practices and performance, how decisions are made and ultimately the architecture of the organization.

2.1.3.1. Human Resource Frame in Supervision

This frame provokes the concept of an organization being “...like an extended family complete with needs, feelings, prejudices, skills and limitations” (Bolman & Deal, 2003:14). The structurally dependent supervisor and human resource biased supervisor often collide within this frame. A structural framework focuses on enforcement of rules, policies and guidelines necessary for predictable operations as well as human resource frame that predominantly attends to the needs of people over policy and contracts. The human resource frame insists that compassion, support and empowerment are tenants when interpreting the supervision process and its content. The supervisor operating from this frame is usually interpreted as a “catalyst or a wimp” (Bolman & Deal, 2003:354). Supervision tends to reflect an advocacy for coaching, mutuality, participation, facilitation and empowerment.

2.1.3.2. Political Frame in Supervision

Bolman & Deal (2003:433) relate political frame of an organization to the “jungle”. In supervision the political goal is to balance scarce resources against “divergent interests” of individuals in relation to the needs of the masses (Bolman & Deal, 2003:197). Utilising the political frame in supervision can act as a vehicle for unification of individuals and teams with the greater vision and goals of an organization. A supervisor who is not politically astute and misreads the context of supervision can do damage and

not only to a specific relationship but to the extent that there is indirect damage to the vision surrounding the role of supervision for the particular organisation.

2.1.3.3. Symbolic Frame in Supervision

The metaphor associated with this frame is characterised by the idea that organisations are like “theatres” (Bolman & Deal, 2003:15). Legends are passed on to other through the rituals of storytelling. The symbolic context within supervision can be the glue that unites individuals within a culture of shared beliefs and values. Supervisors create a context that intensifies or constrains employee’s value-to-performance relationship (Grand & Samanth, 2009) through the activation of the self-concept and influence over employee’s self-verification.

2.1.4. Guidelines for effective supervision

According to Dickson, Grojean, Resick & Smit (2004), immediate supervisors are a silent aspect of employee proximal work environments and play a key role in activating self believe and values. In addition, Aguinis & Farmer (2005) state that supervisors hold a position of power over subordinates by virtue of their ability to enhance or disrupt the flow of important resources, which in turn impact self-verification process in the workplace.

2.1.4.1. Effective Supervision

Appropriate feedback from supervisors cultivates learning and enhances job competence of employees. Such positive communication and understanding would result in greater intrinsic motivation and work engagement (Bakker & Demerouti, 2007). Supervisors who promote a helpful and encouraging work environment characteristically demonstrate a concern for employee’s requirements and opinions, provide constructive feedback, and encourage them to be vocal about their concerns, develop and cultivate new skills to help resolve work related problems (Gilson et al 2004).

2.1.4.2. The effect of poor supervision

A number of international research studies have been conducted into the relationship between abusive supervision and undesired organisational outcomes. Tepper (2000:178) defines abusive supervision as “the sustained display of hostile verbal and non verbal behaviours, excluding physical contact”. A variety of abusive supervisory behaviours have been identified, including ridiculing subordinates in front of others, withholding important information, and the use of disparaging language, threats, and intimidation tactics (Duffy, Tepper & Zellers, 2002).

The effect of poor supervision include heightened levels of emotional exhaustion, perceived work-family conflict, turnover intentions, and decreased levels of job satisfaction and organizational commitment and physical distress (Boswell & Olson-Buchanan, 2004). These relationships may reflect the fact that abusive supervision can lead to employees feeling that they are unfairly treated leading them to question their self-worth and abilities (Burton & Hoobler, 2006).

In terms of interpersonal behaviour, negative or destructive contextual factors have been found to have powerful influence on cognitions and behaviour. Previous studies found that employees react to abusive supervisors by engaging in harming behaviour and avoiding helping behavior (Ambrose & Mitchell, 2007). Employees are perceived to form beliefs about their supervisor’s ability and intentions to provide or disrupt the flow of resources, which in turn generate conditions that support or threaten employee’s self identity (Aguinis & Farmer, 2005).

Emotional Exhaustion and abusive Supervision: Byrwe, Cropanzo & Rupp (2003:160) define emotional exhaustion as a chronic state of emotional and physical depletion, whereas Brewer & Shapard (2004) define abusive supervision as a key component of job burnout and depression.

Turnover Intentions and abusive Supervision: Tepper (2000) relates abusive supervision with high levels of turnover. He is of the opinion that abusive supervision is likely to be a potential factor which causes individuals to dislike both their jobs and their supervisors. Exposure to abusive supervision is associated with variety of unwanted outcomes which includes subordinates dissatisfaction with his/her job, lack of commitment to the organization, psychological distress and lower levels of in-role and extra role performance (Tepper, 2007).

2.2. TRUST

Nothing is as fast as trust, nothing is as profitable as the economics of trust, and nothing is as relevant as the pervasive impact of trust. Also, the dividends of trust can significantly enhance the quality of every relationship on every level of the organization (Covey & Merrill, 2006:285).

2.2.1. Definition and Nature of trust

Trust is defined as a positive expectation that another will not get through words, actions or decisions act opportunistically; it implies familiarity and risk, positive expectation, assumed knowledge and familiarity about the other party (Judge, Odendaal, Robinson & Roodt 2009:329). They further explained trust as a history dependent process based on relevant but limited samples of experience, it takes time to form, build incrementally and accumulating. Judge et al (2009:329) state that it is hard if not impossible to trust someone immediately if we don't know anything about them, we can rather gamble but we can't trust. They highlighted the key dimensions that underlie the concept trust as: Integrity, Competence, Consistency, loyalty and openness. Trust has been defined in one of the two possible ways; 1) as a confident belief or expectation (i.e. a trusting belief); and/or 2 as a willingness or intention to depend on the trustee (i.e. a trusting intention) (Dicky, George & McKnight, 2007). When people trust others, they believe that others can be counted on to protect them and work in their favour, even when they are not there to see if this in fact happens Trust is all about believing that you

can count on others to do what's right for you, regardless of whether you can even confirm that they have (Barbera et al., 2009:47).

Judge et al (2005:358) highlight three types of trust that exists in organisational relationships: Deterrence-Based Trust, Knowledge based trust and Identification based trust. *Deterrence-Based Trust* - is based on fear of reprisal if the trust is violated; Individuals who are in this type of relationship do what they say because they fear the consequences of not following through on their obligations. It works only to the degree that punishment is possible, consequences are clear, and the punishment is actually imposed if the trust is violated.

Knowledge-Based-Trust is based on the behavioural predictability that comes from a history of interaction. This type of trust relies on information, knowledge of the other party and predictability of his or her behaviour replaces the contracts, penalties and legal arrangements. Knowledge develops over time, largely as a function of experience that builds confidence of trustworthiness and predictability. Predictability enhances trust, the more interaction with someone else, the more this form of trust can be developed and dependent on.

With *identification trust*, the highest level of trust is achieved when there is an emotional connection between the parties. It allows one party to act as an agent for the other and substitute for that person in the interpersonal transactions. The trust exists because the parties understand each other's intentions and appreciate the others wants and desires. Covey & Merrill (2006:30) views trust as a function of two things: character and competence. Character includes an individual's integrity, motive and intent with people while competence includes an individual's capabilities, skills, results and track record. Covey & Merrill (2006:32) highlights the "*5 Waves of Trust*". He emphasised that this model derives from the "ripple effect" metaphor that graphically illustrates the interdependent of trust and how it flows from the inside out.

The first Wave: Self Trust - self trust, deals with the confidence one have-in the ability to set and achieve goals, to keep commitments, to walk the talk-and also the ability to inspire trust in others. The principle underlying this wave is credibility, which comes from

the Latin root *credere*, meaning “to believe”. The end result of high character and high competence is credibility, judgement, and influence (Covey & Merrill, 2006:34).

The second Wave: Relationship Trust - Relationship Trust is about how to establish and increase the “trust accounts” people have with others. The key principle underlying this wave is *consistent behaviour*, it’s about to interact with others in ways that increase trust and avoid interacting in ways that destroy it. It’s about the thirteen (13) key behaviours that are common to high- trust leaders and people throughout the world (Covey & Merrill, 2006:34). These behaviours are based on the principles that govern trust in relationships. According Covey & Merrill, they grow out of 4 cores and are based on personal credibility, on both character and competence. They flow out of what individuals are, not what they might pretend to be. They are actionable in that they can be implemented immediately. They are universal because they can be applied in any relationship and in any organization. They also enhance the individual’s ability to establish trust in all relationships- both personal and professional (Covey & Merrill, 2006:125).

Behaviour # 1: Talk Straight - is honesty in action. It is based on the principles of integrity, and straightforwardness, to tell the truth and to leave the right impression are both vital to trust. The opposite of Talk Straight is to lie or to deceive. Such behaviour creates a huge tax on interactions-either immediately or at a later time when the deception is covered. Instead of straight talk, much of organizational life is filled with spin and this creates what Covey & Merrill calls “spin tax”. It is one of the reasons why trust is low in many organizations. Covey & Merrill further mentioned that, sometimes entire cultures are held hostage by a downward cycle of spin and posturing; this diminishes trust and creates an additional “withholding tax” where people withhold information and keep things “close to the vest”. As a result companies often have three meetings instead of one: the pre-meetings, the meetings themselves, and the “meetings after the meetings”. Since straight talk is vital to establishing trust, it needs to be tempered by skill, tact, and judgement (Covey & Merrill, 2006:137).

Behaviour # 2: Demonstrate Respect – two critical dimensions to this behaviour are, to behave in ways that show fundamental respect for people and to behave in ways that

demonstrate caring and concern. Demonstrate respect is based on the principle of respect, fairness, kindness, love and civility (Covey & Merrill, 2006:145).

Behaviour # 3: Create Transparency – is about being open, being real and genuine and telling the truth in a way people can verify. It's based on principles of honesty, openness, integrity, and authenticity. Covey & Merrill linked this behaviour with the principle of light, because when something is transparent, light will flow through it, he coded the former U.S. Supreme Court Justice Louis Brandeis who said "Sunshine is the best disinfectant". It cleans dissipates the shadows, casts out the darkness. Enables people to see, it gives them a sense of comfort and confidence because they know there is nothing being hidden (Covey & Merrill, 2006:154)

Behaviour # 4: Right Wrongs – in based on the principle of humility, integrity and restitution. It emphasise to apologise quickly, practice service recoveries and to avoid pride getting in the way of doing the right thing (Covey & Merrill, 2006:160).

Behaviour # 5: Show Loyalty - is a way to make huge deposits in the Trust Account. Sow loyalty is based on the principles of integrity, loyalty, gratitude and recognition (Covey & Merrill, 2006:170).

Behaviour # 6: Deliver Results – this behaviour grows out of the principles of responsibility, accountability, and performance. Is based on how one establish trust fast in a new relationship, how one gain flexibility and choices, how one can restore trust quickly when it has been lost on the competence side (Covey & Merrill, 2006:175).

Behaviour # 7: Get better – is based on the principle of continuous improvement, learning and change. In seeking to get better, it wise for the supervisor to continuously seek feedback and learn from mistakes (Covey & Merrill, 2006:184).

Behaviour # 8: Confront Reality – is about taking the tough issues head-on, sharing the bad news, as well as the good, naming the "elephant in the room", addressing the "sacred cows" and discussing the "undiscussables", by doing these effectively, trust will be accelerated (Covey & Merrill, 2006:185).

Behaviour # 9: Clarify Expectations – is to create a shared vision and an agreement of what is to be done up front. It is based on the principle of clarity, responsibility and accountability (Covey & Merrill, 2006:193).

Behaviour # 10: Practice Accountability – to be accountable and hold others accountable. This behaviour is based on the principle of accountability, responsibility, stewardship, and ownership. Accountability creates independency and trust, and the geometric effect is powerful (Covey & Merrill, 2006:206).

Behaviour # 11: Listen First – this principle include understanding, respect, and mutual benefit. The huge benefit of Listen First is that it helps an individual to learn how to build trust, and it helps to understand which behaviours make deposits in a particular Trust Account and which do not (Covey & Merrill, 2006:212).

Behaviour # 12: Keep Commitments – is based on the principle of integrity, performance, courage, and humility (Covey & Merrill, 2006:220).

Behaviour # 13: Extend Trust – it's about shifting from “trust” as a noun to “trust” as a verb. Additionally and ironically, extending trust is one of the best ways to create trust when it's not there. Covey & Merrill coded Ralph Waldo Emerson when he said, “Trust men and they will be true to you, treat them greatly and they will show themselves great”. By extending trust, the supervisor empower people, leverage his leadership, create a high trust culture that brings out the best in people, creates high-level synergy, and maximizes the ability of any organization(Covey & Merrill, 2006:228).

The Third Wave: Organizational Trust - Organizational trust, deals with how leaders can generate trust in all kinds of organizations including business, not-for-profit organizations, government entities, educational institutions, as well as teams and other micro-units within organizations. The key principle underlying this wave, *alignment*, helps leaders to create structures, systems, and symbols of organizational trust that decrease or eliminate seven of the most insidious and costly organizational trust taxes, and create seven huge organizational trust dividends (Covey & Merrill, 2006:34).

The Fourth Wave: Market Trust - is the level at which almost everyone clearly understands the impact of trust. The underlying principle behind this wave *is reputation*. It's about the company brand which reflects the trust customers, investors, and other in the marketplace have in the organization (Covey & Merrill, 2006:35). He further emphasise. that where there is high trust brand, customers buy more, refer more, give the benefit of the doubt, and stay longer with the organization.

The Fifth Wave: Societal Trust - is about creating value for others and for society at large. The principle underlying this wave is contribution. By contribution or “giving back”, one counter acts the suspicion, cynicism, and low-trust inheritance taxes within the society (Covey & Merrill, 2006:35). Covey & Merrill (2006:130-132) views “Trust Accounts” as being similar to “Emotional Bank Accounts”. He explained that, by behaving in ways that build trust, one make deposits, by behaving in ways that destroy trust, one make withdrawals, and the “balance” in the account reflects the amount of trust in the relationship at any given time. The Trust Account metaphor is valuable because it helps an individual to become aware of several important realities as:

- Each Trust Account is unique – recognising uniqueness can help an individual to build each account more effectively.
- All deposits and withdrawals are not created equal – the little things can be disproportionately large, failing to attend to small courtesies or customs can create huge withdrawals with some people.
- What constitutes a “deposit” to one person may not to another – it’s important to know what constitutes a deposit to a person when you are trying to build trust.
- Withdrawals are typically larger than deposits – Covey & Merrill (2006:131) cited Warren Buffett who said “It takes twenty years to build reputation and five minutes to ruin it. He mentioned that some withdrawals are so significant that they completely wipe out the account in one stroke.
- Sometimes the fastest way to build trust is to stop making withdrawals – to raise the level of performance and trust, the supervisor does not only need to strengthen the driving forces, he need also to remove the restraining forces. The fastest way to achieve results is to simply take a foot off the brake.
- Recognize that each relationship has two trust accounts – the way an individual perceive the amount of trust in a relationship and the way the other person perceives it may be different, as a result it is wise to think of any relationship in terms of two accounts-not one- and try to be aware of the balance in each account.

Judge et al (2009:331) highlight three principles of trust:

Mistrust Drives out Trust - People who are trusting demonstrate their trust by increasing their openness to others, disclosing relevant information and expressing their true intentions, people who mistrust do not reciprocate. They conceal information and act opportunistically to take advantage of others.

Trust begets Trust - Exhibiting trust in others tends to encourage reciprocity.

Trust can be regained - Once it is violated, trust can be regained but only in certain situations. When an individual trust in another is broken because the other party failed to do what is expected of him, it can be restored when the individual observe consistent pattern of trustworthy behaviour by the transgressor. When the same untrustworthy behaviour occurs in deception, trust never fully recovers, even when deceived is given apologies, promise, to a consistent pattern of trustworthy action. In an argument whether trust can be restored when it has been lost, Covey & Merrill (2006:300) emphasises that there are situations in which trust cannot be restored, if the violation has been too severe, the betrayal too deep, the pain too great, when trust has been shattered, and there is no way to put the pieces back together in a viable whole, there may not even be an opportunity to try restore it.



2.2.2. Trust in Workplace Relationships

Trust is important in Organizations (as it is in any relationship), but it is even more important when employees face ambiguity or uncertainty or when employees feel vulnerable (Barbera et al 2009:48). They emphasize that trust frees employees to put their full energy and commitment to work, employees know that what they have to contribute is their time, talent and energy, where there isn't trust, and employees instead spend much of their energy protecting them-selves. Judge et al (2005:357) revealed that people are unlikely to look up to or follow someone whom they perceive as dishonest or who is likely to take advantage of them, trust consistently ranks as the top of most people's list of characteristics they admire in their supervisors. Trust plays a

positive role in business relationships, it is an asset that requires effort sensitivity and time to build up and maintain (Child & Möllering, 2008).

The “Smart Trust” Matrix: Learning to extend “Smart Trust” is a function of two factors: propensity to trust and analysis (Covey & Merrill, 2006:289). Covey & Merrill mentioned that “Propensity to Trust” is primarily a matter of the heart, the tendency, inclination, or predisposition to believe that people are worthy of trust and desire to extend trust to them freely. The degree to which one may have this tendency may be due to his/her inherent personality to the way people in one’s life have (or have not) trusted him/her or to one’s own experience (good or bad) in trusting others, or most likely, to a combination of the two. “Analysis” is primarily a matter of the mind, the ability to analyze, evaluate, theorize, consider implications and possibilities, and come up with the logical decisions and solutions. The degree to which one have “strong analysis” may be due to a variety or combination of factors, including natural gifts or abilities, one’s education, the way one think, his/her style, and/or one’s life experience.

Smart Trust Matrix: Covey & Merrill (2006:290-293) analyses the four zones of “smart trust” matrix as follow:

Zone 1 (High Propensity to Trust, Low Analysis): is the “Blind Trust” zone of gullibility, the Pollyanna approach where people blissfully trust everyone, people who are a sure bet to fall for Internet, Marketing, Investment and other scams.

Zone 2 (High Propensity to Trust, High Analysis): is the “smart trust” zone of *judgment*, it is where one combine the propensity to trust with the analysis to manage risk wisely. Good business judgment and good people judgment-including enhanced instinct and intuition are found on this zone. If one has a propensity to not trust, instinct and intuition will disproportionately tell one not to extend trust to others. Without analysis one might mistake a propensity to trust alone for instinct and intuition, as a result a significant dimension of combining high analysis with high propensity to trust is the synergy that elevates instinct and intuition to the realm of good judgment.

Zone 3 (Low propensity to Trust, Low Analysis) is the “No Trust” zone of *indecision* , in this zone people tend to not trust anyone, because their own analysis is low, they tend

to not even trust themselves. This zone is characterised by indecision, insecurity, protectiveness, apprehension, tentativeness, and immobilization.

Zone 4 (Indecision) is clearly a wipe-out, with poor analysis and a low propensity to trust, its low return for high risk. Covey & Merrill emphasised that most people comes in zone 4 (suspicion), individuals are suspicious and guarded as a result they don't readily extend trust to others; they hold things close, and try to keep everything within their direct control. Covey & Merrill view zone 4 as the highest risk zones of all because when someone is suspicious, he/she tend to try to validate everything, to analyze everything to death, which ends up decreasing speed and increasing cost. In addition one misses opportunities, cut off collaboration and synergy, valuable thoughts, ideas, wisdom and perspectives of others. Managers in Zone 4 incur many of the low-trust taxes including bureaucracy, politics, disengagement, and turnover; they lose high-trust dividends such as innovation, collaboration, partnering, and loyalty.

2.2.3. Promoting trust in the workplace

Covey & Merrill (2006:236) cited Peter Drucker who said that: "Organizations are no longer built on force, but on trust". Trust is the hidden variable that affects everything, the reason it's hidden in organizations is that leaders aren't looking for trust in the systems, structures, processes, policies, and frameworks that all the day-to-day behaviour hang on. They focus on the glasses that allow them to see the "fish" moving below (Covey & Merrill, 2006:239). In an organisation a prevalent form of relationship is that between a subordinate and a supervisor, and trust plays a critical role in such a hierarchical relationships because of the dependency and vulnerability of employees to their supervisors (Wei, 2003). Trust in the workplace is a key aspect of relationships and is fundamental to effective communication, it is regarded as the emotional glue that binds employees and their supervisors together. Among all the relationships that exist in the workplace, none of them is as important as the relationship between employees and their immediate supervisors.

Smith (2008d, p4:1) believes that trust is the foundation of leadership and that to build trust, a leader must exemplify the three C's: Character, Connection, and Competence. Displaying these three qualities increases a person's credibility as a leader. It is apparent that people will forgive occasional mistakes based on ability, if they realise that an individual is still growing as a leader, but they will not trust an individual who lacks a character. Character makes trust possible and trust makes leadership possible (Smith, 2008d: 2).

Trust is often based on reputation and to maintain a trustworthy reputation requires integrity. Smith (2008a:13) defines integrity as the value to be placed upon one self and one self's name. When an individual has integrity, his/her words and actions match up, meaning that an individual walk the talk and has absolute clarity about the values governing her. When trust is high, the dividend the organisation receives is like a performance multiplier, elevating and improving every dimension of the organization (Convey & Merrill, 2006:19). He is of the opinion that high trust in the organization materially improves communication, collaboration, execution, innovation, strategy, engagement, partnering, and relationships with all stakeholders.

2.2.4. Implications of distrust in the workplace

A lack of trust might foster suspicion in a variety of circumstances which might include situations where employees may perceive others as untrustworthy, or situations in which their expectations have been violated. In situations where employees perceive others as ulterior motives could lead to gossip among individuals which will at the ultimate end breakdown trust in an organization (Kramer, 2011). Covey & Merrill (2006:250-254) identified seven low-trust organizational taxes which among others, include: redundancy (unnecessary duplication), bureaucracy (complex and cumbersome rules, regulations, policies, procedures and processes), politics (use of tactics and strategy to gain power), disengagement ("quit and stay"), turnover, churn (turnover of stakeholders other than employees), and fraud (flat-out dishonesty, sabotage, obstruction, deception, and disruption. Judge (2009:331) mentions that when group members mistrust each other, they repel and separate, they pursue their own

interests rather than the group's interests. Members of mistrusting groups tend to be suspicious of each other, are constantly on guard against exploration and restrict communication with others in the group. These actions tend to undermine and eventually destroy the group. Robinson is of the opinion that mistrust generally reduces productivity. It focuses on the differences in member's interests, making it difficult for people to visualise common goal, ultimately people will respond by concealing information and secretly pursuing their own interests. Being supervised by someone that one does not trust can be psychologically distressing, and this distress will likely affect one's job attitudes (Dirks & Ferrin, 2002).

2.2.5. Interpersonal

According to Peterson and Smith (2000:109), trust affects all relationships, but it plays a larger part in lateral than in hierarchical relationships. In any relationship, events occur that can make a party vulnerable. Friendships are informal and personal relationships beyond task-based ones, and they can be established in both superior-subordinate relationships and peer relationship. Friendship can foster high levels of trust because "contact, similarity, and emotional commitment are the basis of strong interpersonal relationships" (Conrad & Poole, 2005:270). Interpersonal relationships are "strategically developed to help individuals accomplish personal or professional goals" (Cheney, Christensen, Ganesh & Zorn, 2004:154).

Berman & West (2003) suggests that workload, work schedules, responsibility and authority, quality of work, working relationship with immediate supervisors, interpersonal relations, specific behaviour of employees and managers, individually preferred working styles, job security, rewards, promotion, career development, and loyalty could be part of psychological contract involving employees and employers. If employees perceive that they are being treated fairly by their supervisor, they will be more likely to reciprocate by holding positive attitudes about their work, their work outcomes and their supervisor (Shaffer & Wat, 2005).

2.2.6. Contractual

Ehlers (2007:74) views Employment Contract as having three different but closely related dimensions namely: Defined (Compliance). This contract dimension refers to the written definitions of rights and duties that must be respected by both parties. Concepts such as lawfulness, contracts, rights and duties are related to this dimension. The content of the written document must comply with all applicable laws, collective agreements and codes. A breach of this dimension will amount to a breach of contract of law.

Psychological (Experience). It refers to a set of vaguely defined, or even undefined, expectations that each party holds, in addition to the rights and duties that were defined in the written contract. These expectations are mostly related to the experience of trust, respect, fairness and equity in the labour relations. A breach of this contract will frustrate the expectations of parties and can damage the trust relationship between the parties.

Performed (Execution). It refers to the actual execution or real performance of each party. Actual performance will be strongly influenced by variables such as loyalty, commitment, and competence. The aforementioned variables will again be influenced by the parties' satisfaction with the outcomes of the defined and psychological contracts. The breach of this contract dimension can amount to a breach of contract of law, and mostly damages the trust relationship between parties. When employee expectations are violated, employee attitudes, behaviour and the health are affected, (Isaksson, 2006). Organizations may experience decline in performance, increased turnover, employee litigation, unionization, increased accidents/incidents and absenteeism.

Employers may consider a disciplinary dismissal when an employee has committed a serious offence, has repeatedly violated rules and regulations, or has shown a

consistent inability to meet performance expectations, for example gross dishonesty, willful damage to company property, willful damage of the safety of others, physical assault on the employer, a fellow employee, client or customer, and gross insubordination, will result in dismissal (Judge et al 2005:544).

The other practice frequently used by employers is to use over arching charges such as: "conduct in breach of the trust relationship". Breach of the trust relationship is the test to be applied to determine whether the employee should be dismissed or not. If there is no evidence of such a breach, then the employer cannot dismiss and should apply corrective action. Rheeder (2010) elaborated the Test for Dismissal-Breach of Trust Relations as follows:

In Edcon Ltd / Pillemer NO & others, [1] the employee was the beneficial user of a company vehicle, courtesy of Edcon's car scheme policy ("the policy"). The car was involved in a collision with another vehicle whilst driven by the employee's son. She was not in the car at the time. In terms of the policy, she was obliged to report the accident to Edcon, the SAP and the relevant insurance company within 24 hours and not carry out repairs to the Corolla without the approval of the insurance company. Fearing that the company will find out about the fact that her son was driving, the employee did none of the above and arranged with her husband to repair the car at his panel beating shop at their own cost. As things go, Edcon found out about this. She also did not disclose to the manager that the car had been in a collision, he only discovered this when he contacted the service personnel.

On being confronted the employee initially denied that the car had been involved in a collision, but later admitted the occurrence, stating that the collision had occurred whilst she was driving it. When the manager spoke to the investigator, she repeated her lie that she was the driver when the collision took place, she did tell him though, that she had given the car to her husband to repair at his panel beating shop. Naidoo recommended the employee's suspension on full pay pending finalisation of his investigation. At his request for a further statement, she then changed her version, this time stating that the collision had occurred whilst her son was driving, but that she was

a passenger. Only at the third time did she come clean and her final statement was when she told the truth with an offer that he son was driving and that she was not in the vehicle and she offered to repay the costs associated with the required repairs. The son had also, in the mean time, made a statement to Naidoo confirming that he was driving the car and that he was alone when the collision occurred. It is common cause that in terms of the policy, the son was entitled to drive the car as he was in possession of a valid driver's licence.

In due course Edcon convened a disciplinary enquiry. The charge leveled against her was:

“failure to be honest and act with integrity in that you committed an act, which has affected the trust relationship between the company and the employee in that on 8 June 2003 to 8 October 2003: You failed to report an accident of a company vehicle . . . which your son was driving on the day of the accident (8 June 2003) and this resulted in a breach of trust between yourself and the company.”

The employee pleaded guilty to the charge at the commencement of the enquiry, stating that her ignorance of the policy rule that her son was entitled to drive the Corolla had driven her to be deceitful as an attempt to protect him. She was found guilty and dismissed from her employment. The decision to dismiss her appears to have been motivated by the chairperson's view that she had behaved without integrity and honesty, values regarded highly by Edcon. Although considered, the chairperson regarded Reddy's unblemished record and character as not sufficiently mitigation for her conduct.

The matter went to the CCMA, Labour Court, Labour Appeal Court and to the Supreme Court of Appeal. In the preceding courts the matter was dismissed based on the fact that there was not enough evidence presented to prove a breach in the trust relationship.

The Supreme Court of Appeal found that the arbitration is not reviewable as the employer did not prove the charge: being a breach in the trust relationship.

It found that: What becomes immediately apparent is that Naidoo's evidence did not, and could not, deal with the impact of (the employee), Reddy's conduct on the trust relationship. Neither did Naidoo testify that her conduct had destroyed the trust relationship. This was the domain of those managers to whom Reddy reported. They are the persons who could shed light on the issue and none testified.

If the employee is charged with a breach of trust relationship, the employer bears the burden of proof to show through evidence, - not allegations – that the trust has been broken down. The employee had more than 20 years of service with a clean record and a manager actually testified that the trust relationship was not broken irretrievably at previous proceedings.

Although, in this particular case, the employee was charged with a breach of the trust relationship, employers should take note of the fact that in cases of dismissible offences, the burden of proof is still on the employer to show that the trust relationship has broken down irretrievably; otherwise the chairperson cannot dismiss the employee and must apply progressive discipline. What is also clear from this case is that this allegation must be proven, and a mere statement to that effect by the initiator does not constitute proof. An employee from the employer with authority over the employee must come and explain why the employee cannot be trusted anymore.

2.3. EMPLOYEE RESPONSE TO UNTRUSTWORTHY BEHAVIOUR

2.3.1. Employment Relations at Workplace Level

Whether or not employees belong to a trade union, managers have to see to it that the relations between themselves and their subordinates, between the subordinates themselves, and between the employees and their work are maintained at a standard conducive to a generally more successful organization (Erasmus et al., 2003:668). Sound employee and labour relations are dependent on constant efforts to obtain the best fit in the employment relations. Both the formal (for example stipulations of the

employment contract) and informal (for example expectations in terms of psychological contract) aspects of the employment relationship can be the root cause of employee dissatisfaction (Erasmus et al., 2003:674). Positive labour relations outcomes result from a multitude of relationship conditions, among others; compliance with labour laws, contractual compliance, fairness, equity, good faith, consistency, supportiveness, respect, understanding, sincerity, acceptance, honesty, positivity, acceptance, tolerance, professionalism, reasonableness and integrity (Ehlers, 2007:13).

Many of these conditions are interdependent and closely related to the outcomes of employment relations. They can be loosely structured as seven generic criteria for harmonious employment relations at the workplace level. Employment relations may become highly unfavourable if one or more of these criteria are neglected. They are:

- i. Compliance with all applicable labour laws and codes of good practice;
- ii. Compliance with all contractual rights and duties;
- iii. Fair treatment of employees;
- iv. Equitable treatment of employees;
- v. Consistent treatment of employees;
- vi. Trustworthy behaviour by employer and employee; and
- vii. Good faith in dealings between employer and employee.

2.3.2. Employee response options

An employee may react in different ways to inequitable treatment in the workplace. Responses to inequitable treatment and job dissatisfaction may take various forms and intensity. Judge & Robbins (2011) identify four representative responses to job dissatisfaction, namely: a) Staying loyal and passively wait for improvement; b) neglect by allowing conditions to worsen; c) voicing dissatisfaction; and d) exiting the organisation.

Employees may adopt a number of options in response to unbalanced treatment in South African employment relationships. Some of these responses are guided by formal internal or external procedures, and the others may take the route of less formal internal communication or interactive behaviour. Employees may also respond in different forms of undesirable behavior, such as poor work performance, deviant behaviour or resignation (Bendix, 2010; Finnemore, 2009 and Nel et al., 2009).

For purposes of this research, the author focuses on the following six responses that are generally representative of typical legal and socially acceptable responses to inequitable treatment by an immediate supervisor in South African organisations: a) Not be influenced at all; b) complain to friends and family; c) request supervisor to stop behaviour; d) file a formal grievance; e) seek CCMA protection; and f) resign. Table 1 reflects the varying levels of intensity for each response.

Table 1: Intensity of employee response to inequitable treatment

RESPONSE	INTENSITY
6. Resign	HIGH
5. Seek CCMA protection	
4. File a formal grievance	
3. Request supervisor to stop behavior	MEDIUM
2. Complain to friends and family	
1. Not be influenced at al	LOW
	NONE

2.3.2.1. Ignore problem

Employees are likely to withhold information and react emotionally or defensively when interacting with someone they dislike or distrust (Bullens et al., 2002:296). It is evident

that abused subordinates will retaliate by withholding citizenship performance (Chiaburu, 2008) and actions that benefit the organisation but whose omission is not complaining about trivial matters talking up the organisation to outsiders and offering suggestion for improvement.

2.3.2.2. Complain to friends and family

A situation in which employees raise work related complains to friends and family members can be detrimental to the image of the organization. Bullens et al (2002:303) mentioned that it is evident that employees do not receive enough information from their immediate supervisors; it is therefore no surprise to learn that a lot of employees use unofficial, informal communication system (the grapevine). Grapevine represents the unofficial communication system of the informal organization, information travelling along the grapevine supplements official or formal channels of communication. Even though grapevine can be a source of inaccurate rumour, it functions positively as an early warning sign for organizational changes, a medium for creating organizational culture, a mechanism for fostering group cohesiveness and a way of informally bouncing ideas off others (Bullens et al., 2002:304). They further explained that employees communicate information upward about themselves, co-workers, their problems, organizational practices and policies, and what needs to be done and how to do it. Timely and valid hierarchical communication can promote individual and organization success; as a result managers are encouraged to foster two-way communication among all employees.

2.3.2.3 Request supervisor to stop behaviour

An employee may respond to untrustworthy behaviour by supervisors through raising their voices (Judge et al., 2005:78) mentions that employees may respond by actively and constructively attempting to improve conditions, including suggesting improvements, discussing problems with supervisors, and some form of union activity. A critical communication need is to provide employees with a comfortable and effective

means for bringing problems or complaints to management. Organizations are becoming more sensitive to employees' complaints about supervisors and jobs. To encourage more employees to speak up without fearing retribution from their supervisors or management, many organizations are adopting systems that protect the individual's identity (Carrell et al., 2005:16). An employee may respond to an untrustworthy behaviour by requesting the supervisor to stop the unwanted behaviour, and this can be achieved when the employee verbally informs the immediate supervisor about the complaint, the communication the employee had with his immediate supervisor can be in some way and at this point there is no need for involvement of the third party (Carrell et al., 2005:15).

2.3.2.4. Formal grievances

Grievance is a formal complaint by an employee concerning a possible violation of the labour contract (Carrell et al., 2005:524). Grievances are complaints from employees charging their employment that it has been directly and adversely affected by unfair treatment, unsafe working conditions, or unjust application of policies, procedures, or the law. Grievance handling refers to the process whereby management formally deals with the officially presented complaint(s) of workers relating to the employment relationship (excluding disciplinary matters).

Employee's work-related complaints can be formalised as official grievances by means of grievance procedure. By formally presenting a complaint to management, the worker communicates to management the fact that there is either a real or a perceived breach of the psychological or employment contract. The grievance procedure can be viewed as a method of (mostly) upward communication in the workplace. The formality of the grievance procedure does not preclude management from proactively dealing with worker dissatisfaction or problems even before these become grievances (Erasmus et al., 2003:675). They further outlined the principles underlying grievance handling as follow:

- i. Management must acknowledge the fact that workers may from time to time be dissatisfied with aspects related to the employment relationship.
- ii. Management must accept the responsibility for addressing and settling all legitimate employee grievances in a fair manner.
- iii. It is best to solve grievances as promptly and as close as practical possible to the point of origin
- iv. All employees who air grievances must enjoy guaranteed protection against any form of discrimination, victimisation or prejudice
- v. Management must accept the fundamental right of workers to make use of the help of representatives in the process of airing and handling grievances
- vi. Management is responsible for the smooth operation of the organisation; although grievance handling is extremely important, the utilization of the grievance procedure should not disrupt the operation of the organization.
- vii. A number of time-specified and progressive procedural steps should be spelled out and followed, from the lowest to the highest level of management, in order to arrive at the point where a grievance is solved to the optimum satisfaction of all parties concerned.
- viii. The right of employees to pursue channels of dispute resolution beyond the organization in cases where grievances cannot be solved through the grievance procedure must be recognised.

The grievance procedure normally manifests itself in a document which spells out the stages to be followed when employees (as individuals as well as in a group context) have grievances. The exact nature and sequence of steps will vary from organization to organization depending on variables such as their complexity, size and structure, (Erasmus et al., 2003:676).

2.3.2.5. CCMA dispute

The Labour Relations Act provides for the establishment of the CCMA, which is to be independent of the state, any political party, trade union, employer, and employer's organization, federation of trade unions or federations of employer's organization,

(Erasmus et al., 2003:648). The Labour Relations Act prescribes different process for resolving different types of disputes. Ehlers (2007:181) explained two types of disputes as follow:

A dispute of right – will exist if any parties are in dispute due to different interpretations of the application of rights that are already defined in contracts, procedures, agreements or the law. These disputes are best dealt with through arbitration or adjudication because it requires somebody to provide a clear guideline on the interpretation or application of a right. In terms of LRA, a party may not embark on industrial action if a dispute of right is being resolved through arbitration or adjudication by the Labour Courts (e.g. breach of Basic Condition of Employment Act, refusal to recognise union rights, unfair dismissal and unfair discrimination).

A dispute of interest will exist where two parties are involved in negotiations with a view to define rights. The rights that will be defined do not exist at the time when these negotiation starts, and both parties will have some interest in achieving a specific outcome. Since both parties are interested in the definition of some or other right that they want, they will resort to tactics and strategies to convince or force the other party to act in the interest being sought. These types of disputes are normally resolved through negotiation, conciliation, and often industrial action, although parties may agree to voluntary arbitration to resolve the dispute (e.g. wage disputes, demands for shorter working hours).

Resolution of dispute under the auspices of the CCMA

Detailed provision is made in the Act for the settlement of different types of disputes through conciliation, mediation and arbitration. In an effort to settle a dispute, a commissioner may try many techniques, such as mediation, conducting a fact-finding exercise or making a recommendation to the parties, which may be in the form of an advisory arbitration award, (Erasmus et al., 2003:649).

Resolution of disputes through conciliation

When a dispute has been referred to the CCMA must appoint a commissioner to attempt to resolve it through conciliation. The appointed commissioner must attempt to resolve the dispute through conciliation within thirty days of the CCMA received the

referral, the parties may agree to extend the thirty days period. In the conciliation proceedings a party to the dispute may appear in person or be represented only by a member, an office bearer, or official of that party's trade union or employer's organisation. At the end of thirty-day period, or any further period agreed between the parties, the commissioner must issue a certificate stating whether or not a dispute has been resolved (Erasmus et al., 2003:650):

- Resolution of dispute through arbitration;
- Dispute may be resolved through arbitration if:
 - It is a dispute about a matter of mutual interest,
 - The Act requires a matter of mutual interest;
 - A commissioner has issued a certificate stating that the dispute remains unresolved; and
 - Any party to the dispute has requested that the dispute be resolved through arbitration (Erasmus et al., 2003:650).

2.3.2.6. Resignation

When an employee is unhappy or dissatisfied with something in the workplace for example an untrustworthy behaviour by immediate supervisor, he /she may ultimately decide to terminate the employment relationship by resigning if the matter is not resolved (Erasmus et al., 2003:674). It is of high importance that before such a drastic, final step is taken, there should be an opportunity to address the relevant issues in a formalised way. The ending of employment contract can take place (1) by the voluntary resignation on the part of the employee; (2) by quitting the organization – the employee does not give notice; and (3) by dismissal of the employee by the employer for specific reasons such as incompetence, violation of rules or dishonesty (Carrell et al., 2005:244).

Harvey, Hochwarter, Kacmar & Stoner (2007) support the argument that high levels of abusive supervision will enhance turnover intention. An employee's resignation has negative implications to the organization.

Employee turnover represents a huge cost for organizations, and in low-trust cultures, turnover is in excess of the industry or market standard. Low trust creates disagreement, which leads to turnover-particularly of the people the organization least want to lose. Performers like to be trusted and they like to work in high-trust environments. When they are not trusted, it's insulting to them and they will opt to seek employment where they will be trusted (Covey & Merrill, 2006:252).

2.4. Conclusion

Trust is essential to prosperity, in our personal and work relationship, trust is essential to satisfaction and joy. The truth is that immediate supervisors can establish it, they can grow it, they can extend it, they can restore it, and they can become personally and organizationally credible. They can behave in ways that inspire trust. Supervisors can increase the speed of trust and lower cost in every dimension of organisational development (Covey & Merrill, 2006:322).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The primary objective of this research was to measure and analyse the nature and strength of intended employee responses to untrustworthy behaviour of immediate supervisors.

The secondary objective of this research was to analyse and determine the significance of differences in intended responses between groups in seven categories of biographical characteristics, namely: age, length of employment, sex, race, language, qualification and position.

In order to achieve these objectives, the researcher undertook a literature survey on the nature of supervision, the nature of trust in employment relations and typical employee responses to untrustworthy behaviour of immediate supervisors. The researcher then selected and analysed related data from a reliable existing research database.

3.2. The Questionnaire Survey Method

Questionnaires are considered an appropriate method of research if the 'individual' is the unit of analysis. Questionnaire often provides unique ways of ascertaining attitudes, opinions, perceptions and reports of individual behaviour (Booyens, 2003:129).

3.2.1. Advantages of Questionnaires

This method was considered for this study because it is being considered as a reliable instrument for collecting data, the researcher could ask anyone to administer questionnaires on her behalf. Again, and questionnaires place less pressure on subjects because they could complete it in their own time.

3.2.2. Disadvantages of Questionnaires

According to Stead & Struwig (2004:98), the disadvantages of this method are that, the absence of the researcher could be a limitation when the questionnaires are completed in that the researcher is not present to explain what exact information is required. Emotions and sentiments are also difficult to express in writing. Again, many subjects fail to answer questions completely honestly; instead they give the researcher the answer they think he or she wants to hear. Also, some subjects may regard questionnaires as unimportant to answer; as a result they may answer the questions haphazardly and without the necessary enthusiasm and seriousness.

Regardless of the disadvantages, it is evident that questionnaires remain a valuable instrument in any research. It is practical that it plays a vital role in research methodology and overcomes the problem of contact between researcher and subject.

3.2.3. Developing Questionnaires

Greenfield (2002:174) states the principles for designing questionnaires as follows: reliability, validity, discrimination, response rate, same meaning for all respondents, relevance, exhaustiveness and inclusiveness. Cozby (2004:123) is of the opinion that a written questionnaire should appear attractive and professional.

McMillian & Schumber (2006) describe the steps to be considered in developing questionnaires as follows: the objective needs to be clearly defined, guidelines for writing a statement, justification, write items, review items, construct general format,

conduct prior test, and revise. They further emphasise that terms should be clear, double-barrelled questions avoided, questions to be relevant, short, simple items are best, negative terms, biased items or must be avoided.

Jackson (2008:91) views the careful planning of the survey instrument as a prerequisite to ensure that the data collected is both reliable and valid. He is of the opinion that the type and arrangement of questions used in a questionnaire is dependent on how the survey will be administered. Researchers have various types of questions available that can assist them to collect primary data by questionnaire. According to Stead & Struwig (2004:92-95), the following types of questions are available for use:

- *Open-ended questions* – These questions allow the respondents to answer in their own words and to express themselves freely. It is appropriate to be used during introductory questions and also useful when further clarification is needed.
- *Multiple choice questions* – These questions offer the respondents specific alternatives to choose from. It also simplifies the recording, tabulation and editing process.
- *Dichotomous questions* – The respondents are offered a choice between two options such as, “Yes” or “No”. The advantages of using these types of questions are similar to those of multiple choice questions, Dichotomous questions are easily understood and quick to complete, they are the easiest types of questions to code and analyse, but the response can be influenced by the wording of questions, (Gates & McDaniel, 2006:326). The other negative aspect is that, it is empirical that this type of questions cannot be factor analysed.
- *Scaled-response questions* – The main purpose of this question format is to collect data on the attitudes and perceptions of the respondents. There are two examples which include the likert-type scale, which is linked to a number of statements in a five to seven point scale, and the semantic differential scale, which only displays two bipolar adjectives on a scale between seven and eleven points.
- *Ranking questions* – The respondent is asked to rank a set of items in terms of given criteria.

3.2.4. Validity

Delpont, De Vos, Fouche & Strydom (2008:160) define validity as the degree to which the measuring process measures the variable it states to measure.

Cozby (2004:90) mentioned two types of validity: Face validity which deals with the reflection of the content being measured and criterion oriented validity where scores are used to measure. He differentiated four types under criterion-oriented validity as:

- Predictive validity – scores that measure predictable behaviour.
- Concurrent validity – people and groups known to differ on the constructs score differently on measure.
- Convergent Validity – scores on the measure are related to the measures of the same score.
- Discriminant validity – scores on the measure are not related to other measures that are theoretically different.

3.2.5. Reliability

Reliability refers to the steadiness of the measurement, and this means that the variable that is measured will produce the exact measurements if measured under the same conditions each time (Delpont et al., 2008:162).

Cozby (2004:85) refers to the internal consistency reliability where the assessment of reliability using responses at only one point in time.

3.2.6. Guidelines for designing questionnaire

Struwig & Stead (2004:89-91) proposed the following guidelines for designing, wording and phrasing questions:

- i. Instructions should be precise and clear as to how questions should be answered.
- ii. The questions should be divided into logical sections.

- iii. Start with general questions and then pose specific questions.
- iv. Personal or sensitive questions should be posed last.
- v. Consider limiting the number of questions to avoid respondent fatigue.

3.2.7. Guidelines for the wording of the questionnaire

A researcher should take the following in to consideration when wording the questionnaire:

- i. Be concise and pose definite questions that require definite responses.
- ii. Ask one question at a time, avoid leading questions and avoid using the direct questions which relate to sensitive information.
- iii. He/ she must provide for all possible answers and avoid wording that can create respondent embarrassment.

3.2.8. Guidelines for the phrasing of questions

The requirements for phrasing questions include:

- i. The researcher must define the specific issue at hand and consider the required subjectivity or objectivity expected from the responses given by the respondents.
- ii. Decide if questions should be positively, negatively or neutrally phrased and avoid asking ambiguous questions.
- iii. He/she must not pose leading questions and should by all means phrase questions in such a manner that it prevents the respondents from giving general answers.

3.3. The Original Questionnaire

An original research questionnaire was developed in 2006 by a Pretoria based labour relations consultant, for purposes of measuring the strength and direction of intended employee responses to negative and positive employment relations behaviour of immediate supervisors. (See Annexure A). The original draft

questionnaire was reviewed by a panel of experts comprising of two academics and three labour relations practitioners. The panel agreed that all of the questions that were included in the final draft were valid for the purposes of the initial research project.

The questionnaire had three sections, namely:

- a. Section A: Fifteen questions related to biographical information, prior experience with negative employment relations behaviour and group affiliation.
- b. Section B: Twelve questions intended to measure the intended remedial response of employees to a number of negative employment relations behaviour forms of immediate supervisors. A scale with progressive response options was provided.
- c. Section C: Twelve questions intended to measure the intended performance response of employees to a number of positive employment relations behaviour forms of immediate supervisors. A scale with progressive response options was provided.

3.4. Questions Selected for this Research

Responses to the first eight questions from the biographical information section, and responses to one specific question from Section B relating to the strength of intended employee reaction to untrustworthy behaviour, were extracted and analysed for purposes of this research (See Annexure B).



3.5. The Research Group

No specific sampling procedure was followed in the development of the database. One hundred questionnaires were originally completed by respondents in Gauteng during 2007. The original researchers were involved in the training and development field, and added responses to the existing database by requesting delegates on training courses to complete questionnaires voluntarily. Another three hundred and seven questionnaires were completed during 2008, 2009 and 2010, and all responses were captured during this period.

More than seventy five percent of the responses in the final database were collected from delegates attending courses in Gauteng and the North West Province. Respondents were part of the following groups:

1. MBA students enrolled at the NWU (Mafikeng Campus),
2. Management and Labour Relations students enrolled at the University of Pretoria and GIBS,
3. SARS employees attending courses on discipline,
4. Department of Land Affairs employees attending a course on Employment Relations, and
5. Random non related respondents who wanted to participate in the research project.

TABLE 2: Sample Characteristics

	N	%	\bar{x}
ALL RESPONDENTS	354	100	-
AGE	354	S = 8.6	39.3
YEARS OF FORMAL EMPLOYMENT	354	S = 8.8	15.9
GENDER			
1. Male	184	52	-
2. Female	170	48	-
RACE			
1. African	230	65	-
2. Coloured	25	7.1	-
3. Asian	25	7.1	-
4. White	74	20.9	-
LANGUAGE			
1. IsiZulu	23	6.5	-
2. IsiXhosa	17	4.8	-
3. Afrikaans	59	16.7	-
4. Sepedi	32	9.0	-
5. English	64	18.1	-
6. Setswana	110	31.1	-
7. Sesotho	28	7.9	-
8. Xitsonga	2	0.6	-
9. Siswati	4	1.1	-
10. Tshivenda	4	1.1	-
11. IsiNdebele	11	3.1	-
QUALIFICATION			
1. Matric or equivalent	99	27.9	-
2. National Diploma/Bachelors degree	168	47.5	-
3. Postgraduate qualification	87	24.6	-

POSITION			
1. Senior management	71	20.1	-
2. Middle management/Supervision	170	47.8	-
3. Technical specialist	54	16.3	-
4. Administrative/Sales	36	10.2	-
5. Operational/Production/Routine	23	6.5	-
SECTOR			
1. General public service	45	12.7	-
2. Provincial/Local government	61	17.2	-
3. SANDF, SAPS, SACS	57	16.1	-
4. Manufacturing, Mining, Construction	26	7.3	-
5. Retail/Sales	19	5.4	-
6. Financial	67	18.9	-
7. Healthcare	14	4	-
8. Communication/IT	5	1.4	-
9. Service	10	2.8	-
10. Education	39	11	-
11. Other	11	3.1	-

3.6. Data Capturing and Analysis

Data was initially captured on SPSS v9 on a personal computer. The complete database was then transferred and analysed by using the SPSS v18 statistical analysis programme that were available at the NWU Mafikeng campus. Data was analysed by using descriptive and inferential statistical methods. Results were structured in tables and diagrams, and are comprehensively discussed in Chapter Four.

3.7. Statistical Methods

3.7.1. Descriptive Statistics

Descriptive statistic provides statistical summaries. The purpose of this statistics is to provide an overall, coherent and straight forward picture of a large amount of data (Struwig & Stead, 2004:158). Descriptive statistics provides summaries about the sample (Arksey & Harris, 2007). The data were presented in the form of figures, frequencies and different forms of graphs. The frequency distributions were presented in the form of histograms. Durreiheim, Painter & Terre Blanche (2006) describe a frequency table as graphical or tabular representation where the values of the particular variable being analysed are plotted against the number of times they occurred.

The basic principle for using descriptive statistics is the requirement for absolute representation of data. Russo (2003:21) states that the main aim of descriptive statistics techniques is to extract useful information from unorganised data. These techniques can be applied to data obtained either from samples or from the entire relevant population.

3.7.1.1. Histograms

The histogram is a graphic representation of frequency distribution and is being used to represent simple frequency distribution. Characteristic is a vertical line (the y axis/ordinate) at the left sideline of the figure and the horizontal line (x axis) at the bottom. The two lines meet at a 90 grade angle. Because frequencies should be divided into class intervals, the benefit of graphic presentation is that data can be observed immediately. A histogram is likely to be employed for displaying an interval/ratio variable (Bell & Bryman, 2003:359).

3.7.1.2. The Arithmetic Mean

The mean is the measure of central tendency that is most commonly used and is known as the average value. The mean is calculated by adding all the scores together and then dividing the sum by the total number of scores (Burns & Grove, 2007:417). Arithmetic mean is calculated as the sum of all observed scores divided by the total number of observations. The mean summarises all data used to calculate it, if a value in a distribution changes then this change will affect the mean (Russo, 2003:23). The mean is the most commonly used index of central tendency, the reason is that it can be entered into an equation and be manipulated using the rule of algebra.

The disadvantages of the mean are that it is influenced by extreme scores, and that it may not exist in the set of data from which it has been calculated.

Dunn (2001:149) highlighted the issues to consider when selecting the mean as follows:

- i. The arithmetic average;;
- ii. For quantitative, not qualitative, data;
- iii. The most commonly reported and calculated statistic;
- iv. Used extensively in advanced statistical procedures;
- v. Very sensitive to the values of extreme scores; and
- vi. Dependent on the value of every observation in a distribution should be examined carefully if the distribution is skewed.

3.7.1.3. The Standard Deviation

Day, Maltby & Williams (2007:58) describe the standard deviation (SD) as a descriptive statistic that measures variability and is always associated with the mean. According to Burns & Grove (2007:418), the SD provides the researcher with an indication of the average deviation of a score from the mean in that specific sample, and provides a measure of dispersion.

The standard deviation is the average deviation between an observed score and the mean of a distribution. The standard deviation, symbolizes s , is determined by taking the square root of the variance (Dunn, 2001:158). Standard deviation describes the typical distance – the average deviation – between a given score in a distribution and the mean. Smaller standard deviation indicate that observations fall closer to the mean and larger standard deviations suggest that, on average, observations fall farther away from the mean.

3.7.2. Inferential Statistics

3.7.2.1. The Mann Whitney U Test

The Man – Whitney U Test is used to test differences between two independent groups on a continuous measure by comparing the means of two groups, i.e. male and female respondents (Zallant, 2005:291). The Mann-Whitney U test was designed to test whether observations in one population tend to have higher values than those from another population (Elliot & Woodward, 2007:195). The Mann-Whitney U test was selected to test the hypotheses in this research for the following reasons:

- i. Data was at least ordinal;
- ii. The two samples were independent;
- iii. Normality was questionable; and
- iv. The sample was relatively small.

3.8. Hypotheses

The following hypotheses were formulated to judge the statistical significance of differences in intended response of (X) and (Y) to untrustworthy behaviour of immediate

supervisors: The respective definitions of (X) and (Y) values are reflected in Table 2.1 below.

Table 3 : Biographical Characteristics: X and Y

BIOGRAPHICAL CHARACTERISTICS	GROUPS	
	X	Y
1. Age	Under 35	35 and older
2. Years in labour market	Under 10	10 and more
3. Sex	Male	Female
4. Race 1	African	Other
5. Race 2	White	Other
6. Language	Tswana	Other
7. Position	Non Managerial	Managerial
8. Qualification	Up to Gr. 12 or equivalent	Higher than Gr. 12 (Degree/Diploma)

H_0 – There is no statistically significant difference between the intended response of X and Y to untrustworthy behaviour of immediate supervisors

H_1 – There is a statistically significant difference between the intended response of X and Y to untrustworthy behaviour of immediate supervisors

3.9. Decision rules

The following decision rules were applied for purposes of accepting or rejecting the null hypothesis for all groups:

- a. The statistical significance level (α) was set at 0.05. ($\alpha = 0, 05$).
- b. H_0 was to be rejected in favour of H_1 if $\alpha \leq 0, 05$.
- c. Further research was to be recommended if $\alpha \leq 0, 20$.
- d. Differences between groups were not to be discussed if $\alpha \geq 0, 20$.

3.10. Expected Value of Research Findings

The researcher acknowledges that this is a small sample that does not represent the population of South Africa, and further acknowledges that the findings discussed in this dissertation are not generally pertinent to the whole South African labour force. It is on the other hand believed that the research findings that were reported in this dissertation yielded results that could provide useful for further research in the areas under investigation.

CHAPTER FOUR

DISCUSSION OF FINDINGS

4.1. Introduction

This chapter provides the discussion of research findings. The objective of this research is to measure the strength of employee intentions to react to untrustworthy behaviour by immediate supervisors and to investigate the significance of differences and similarities in this regard between groups of different age, sex and race (white and African). The purpose of this chapter is to outline the findings of the study and provide discussion based on these findings.

The Chapter begins with analysis and discussion of the intensity of intended response to untrustworthy behavior by an immediate supervisor and followed by a discussion of findings related to the research question.

4.2. Intensity of intended response to untrustworthy behaviour

RESPONSE	INTENSITY
5. Resign	HIGH
4. Seek CCMA protection	
3. File a formal grievance	MEDIUM
2. Request supervisor to stop behaviour	
1. Complain to friends and family	LOW
0. Not influenced at all	
(Mean response - 2.53)	
	NONE

Figure 1. Intensity of employee response to inequitable treatment

It can be concluded that the majority of respondents in the sample group intended to request the supervisor to stop the untrustworthy behaviour when it occurs as is reported in figure 1. This conclusion was made after considering the mean and standard deviation of all responses ($n=354$, $\bar{x}=2.53$, $s=1.02$). The reasonably large standard deviation on the other hand suggests that many respondents possibly will decide on filing grievances or pay no attention to the untrustworthy behaviour.

4.3. Differences in Intended Response to untrustworthy behaviour

4.3.1. Age:

Diagram 1: Mean response of different age groups

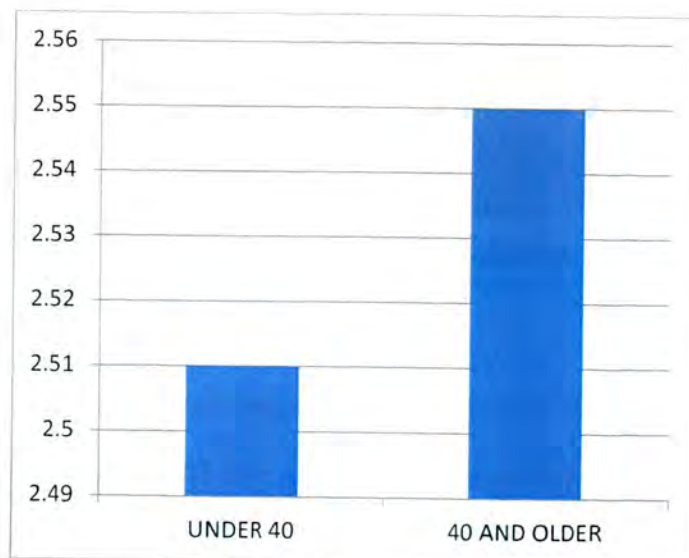


Diagram 1 shows that age was found not to be a significant factor as there were no considerable differences ($\alpha=.665$, $p \geq .05$) between the responses of employees who were younger than 40 ($n = 191$, $\bar{x}=2.51$, $s=1.09$), and those who were 40 and older ($n = 163$, $\bar{x}=2.55$, $s=.94$).

4.3.2. Gender:

Diagram 2: Mean response of different gender groups

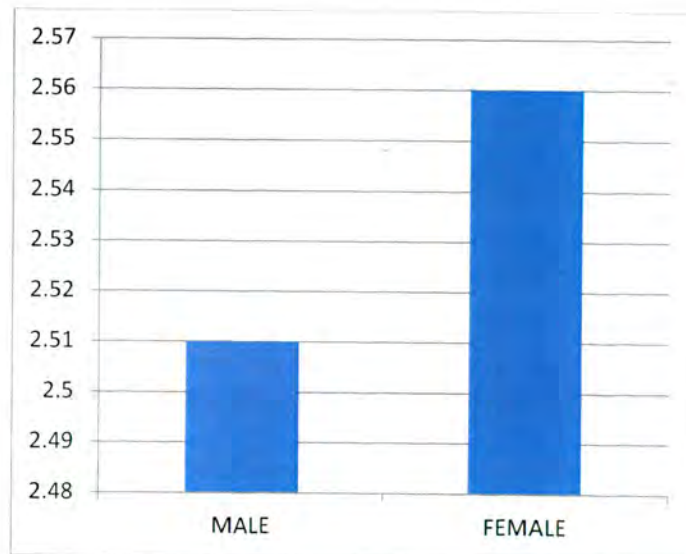


Diagram 2 indicates that the mean proportion of males, compared to females indicated no significant differences ($\alpha=.770$, $p \geq .05$) between the intended responses of males ($n=184$, $\bar{x}=2.51$, $s=.92$) and females ($n=170$, $\bar{x}=2.56$, $s=1.12$).

4.3.3. Race A - African compared to other groups:

Diagram 3: Mean response of African and other race groups

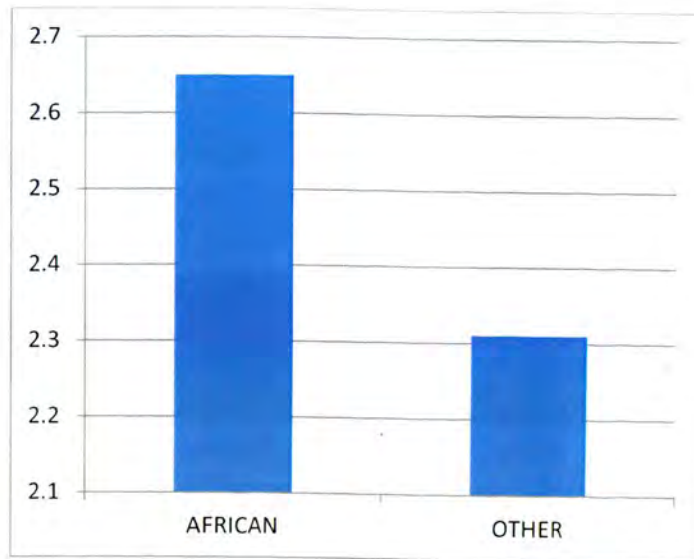
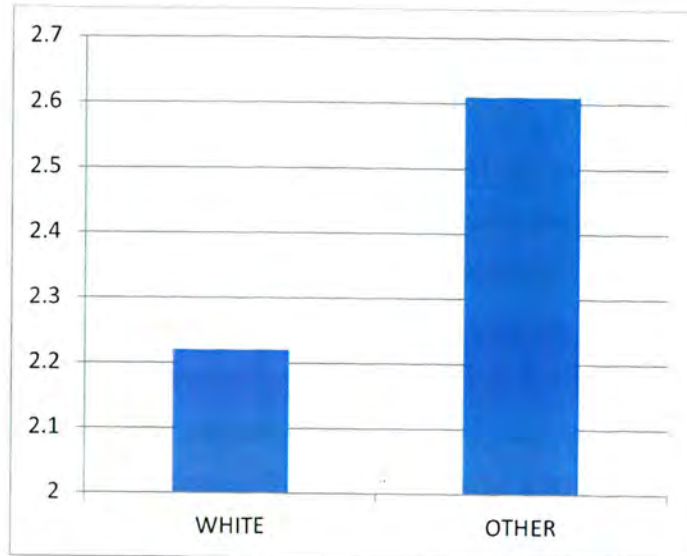


Diagram 3 shows an exceedingly considerable distinction ($\alpha=.001$, $p \leq .05$) was found between intended responses of African respondents and those from other race groups. African respondents intended to act in response substantially higher intense ($n=230$, $\bar{x}=2.65$, $s=1.01$) than other race groups ($n=124$, $\bar{x}=2.31$, $s=1.01$)

4.3.4. Race B - White compared to other groups:

Diagram 4: Mean response of White and other race group



A highly considerable difference was found between the intended responses of white respondents and respondents belonging to other race groups ($\alpha=.001$, $p \leq .05$). White respondents intended to respond less intense ($n=74$, $\bar{x}=2.22$, $s=1.02$) than other race groups ($n=280$, $\bar{x}=2.61$, $s=1.02$). This is shown in 4.

4.4. Summary

This chapter started by highlighting the Intensity of intended response to untrustworthy behavior by an immediate supervisor. A comparison on the differences in Intended Response to untrustworthy behavior by an immediate supervisor was analysed based on variables age, gender and race (white and African). Results from this study indicated that the majority of the targeted sample group of South African white collar employees intends to get to the bottom of problems related to untrustworthy behavior by an immediate supervisor through direct confrontation with their supervisors by asking their supervisors to bring to an end the negative behavior, rather than intense formal responses such as grievances and dispute procedures. Out of the total number of respondents, no one of them indicated some intention to resign as a response to any of the related questions on untrustworthy behavior by an immediate supervisor. These findings may possibly be allotted to the fact that most internal organizational grievance procedures in South African organisations, put down a preliminary formal discussion with an immediate supervisor before proceeding to more formal documented grievance resolution interventions.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This dissertation has been structured in five chapters in order to achieve the objectives of this report. Chapter one provided an overview of the problem, although trust is a multilevel phenomenon that can be examined at the personal, organizational, inter-organizational, and international levels (Das & Teng, 2001), the present study focuses on trust between employees and their immediate supervisors.

In Chapter two, the nature of immediate supervision and trust in employment relations is discussed. Immediate supervisors are the true barometers of whether employees trust their organisations. Trust in leadership (i.e. top management and immediate supervisor) is likely to result in positive outcomes directed towards the supervisor (such as job performance) and the organization (such as organizational commitment); whereas, trust in co-workers might lead to positive outcomes for the co-workers such as sharing information with co-workers and helping co-workers in need of assistance (Dirks & Skarlicki, 2004:21).

Chapter three provided an overview of the research methodology, design that was used, a description of the sample of participants, the instrument used to evaluate the differences in intended employee response to untrustworthy behavior by an immediate supervisor.

Chapter four discusses and analyse the research findings. The Chapter begins with analysis and discussion of the intensity of intended response to untrustworthy behavior by an immediate supervisor and followed by a discussion of findings related to the research question.

Then the purpose of this research is to measure the strength of employee intentions to react to untrustworthy behaviour of immediate supervisors and to investigate the significance of differences and similarities in this regard between groups of different age, sex, and race (white and African). In this chapter conclusions and recommendations will be made based on the findings and results of this study.

5.2. Significance of general findings on general response

The research findings suggest that the majority of employees in the sample group of South African white collar employees intend to resolve problems related to untrustworthy behavior by a supervisor, through direct communication rather than more formal responses such as grievances and disputes.

Among all respondents, no one reported an intention to resign in any response to the question being investigated. This could be ascribed to the fact that most internal organisational grievance procedures in South African organisations prescribe an initial formal discussion with an immediate supervisor before proceeding to the formal acknowledged grievance resolution procedures (Bendix, 2010: 336).

5.3. Significance of findings on age, gender and race

With reference to age of respondents, there were no significant differences in how people from different age groups intend to respond to untrustworthy behavior by an immediate supervisor. Even though past research has demonstrated that older individuals are less motivated to seek alternate employment than younger individuals,

the reason being the higher switching costs and fewer employment opportunities that often exist, the result from this research, however, indicated that there are no significant differences from people of different age on intended response to untrustworthy behavior by immediate supervisor, therefore employee age was not a significant variable.

Results indicated no significant differences in how people from different gender groups intend to respond to untrustworthy behavior by an immediate supervisor. Research has indicated that men and women often become motivated to leave jobs for different reasons (Donnelly & Quirin, 2006), and might therefore demonstrate contrasting tolerances to factors such as untrustworthy behaviour by immediate supervisor.

There were highly considerable differences in the intended responses of different race groups. The mean scores indicated that African employees intended to respond extensively stronger than employees from other race groups. This high proportionately intended response in African employees may be the part of the discrepancy of the past, when African people were subjected to discriminatory treatment without any major legal or social alternative in the apartheid period. The importance of these findings within the South African context bears demonstration to the road that African employees comes from and the legal interventions which have put in place mechanisms to encourage individuals to take cognizance of their rights.

White people, on the other hand, intended to react considerably less intense than other race groups. Their less intense response intention might be linked with the fact that Whites in general, may possess greater confidence in their analytical and decision making skills inherited from the privileges they had in the past.

5.4. Conclusion

The research findings provide evidence that a sample of South African white collar employees shares a wide-ranging intention to use straight discourse with their supervisor at workplace level, when they act in response to untrustworthy behaviour by immediate supervisors. The findings also put forward that most South African white collar employees intend to use discourse as a first step to resolve inequity problems in supervisory relationships.

5.5. Recommendations

In this study the researcher examined employee intended response to untrustworthy behavior on only four variables including age, gender and race (white and African). No intended response of employees in blue collar jobs was considered in this study. These limitations may be addressed in future research to expand the number of variables examined for a more complete perspective of the intended response to untrustworthy behavior. Researchers could identify and examine other variables which among others may include – language, qualification, position and length of service to predict and explore the effects of intended response on other outcomes such as creativity, employee attitude and quality of service.

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EMPLOYMENT RELATIONS OUTCOMES QUESTIONNAIRE

SECTION A: BIOGRAPHICAL INFORMATION: Please answer the following questions. Use the descriptions that are printed with each question to select your answer.

A. Age (Write number of years)		A
B. For how many years have you been formally employed in the labour market? (Write number of years)		B
C. Sex (Male - 1, Female - 2)		C
D. Race (African - 1, Coloured - 2, Indian/Asian - 3, White - 4)		D
E. Indicate your home language? (IsiZulu-1, IsiXhosa-2, Afrikaans-3, Sepedi-4, English-5, Setswana-6, Sesotho-7, Xitsonga-7, Siswati-8, Tshivenda-9, IsiNdebele-10, Other-11.....)		E
F. Indicate your highest formal qualification (Lower than Matric - 1, Matric - 2, Specialist Certificate - 3, Artisan/Trade - 4, National Diploma - 5, Bachelors Degree - 6, Advanced Diploma/Post graduate degree - 7, Professional qualification - 8)		F
G. Indicate your employer's primary activity (General Public Service - 1, Local/Provincial Government - 2, SANDF - 3, SAPS/SACS - 4, Manufacturing - 5, Retail/sales - 6, Financial - 7, Mining - 8, Construction - 9, Healthcare - 10, Communication/IT - 11, Service - 12, Education - 13, Other -14.....)		G
H. Indicate your position in your organisation (Executive management - 9, Specialist professional - 8, Senior management - 7, Middle management - 6, Supervision - 5, Technical specialist - 4, Administrative/Sales - 3, Operational/Production - 2, Routine work - 1)		H
I. Did you ever resign from a job because you did not get along with a superior? (Yes = 1 / No = 0)		I
J. Did you ever file a formal grievance or declare a CCMA dispute against a superior? (Yes/No)		J
K. Did you ever suffer from serious stress/depression as a result of a superior's behaviour? (Yes/No)		K
L. Did a superior's behaviour ever impact extremely negative on your private relationships? (Yes/No)		L
M. Are you a religious person who regularly attends religious activities of your denomination? (Yes/No)		M
N. Are you an active member of a union, who participates in all prescribed union activities? (Yes/No)		N
O. Did you ever attend a traditional initiation school or undergo basic military training? (Yes/No)		O

SECTION B: REACTION TO NEGATIVE BEHAVIOUR: The following statements represent different forms of negative leadership behaviour related to employment relations. Indicate how you will really react to each of these behaviour forms. Be very honest please. Choose your reaction from the following options:

5 – RESIGN	4 – DECLARE A CCMA DISPUTE	3 – FILE A FORMAL GRIEVANCE
2 – ASK THE SUPERIOR TO STOP THE NEGATIVE BEHAVIOUR	1 – COMPLAIN TO FRIENDS & FAMILY BUT TAKE NO FURTHER ACTION	0 – NOT BE INFLUENCED AT ALL - IT IS HIS/HER RIGHT

IF MY IMMEDIATE SUPERIOR.....	I WILL..
1. Disrespects my legal rights as an employee	1
2. Fails to ensure that my employer accepts it's responsibility towards me	2
3. Fails to adhere strictly to employment contracts and allows special privileges for some employees	3
4. Discriminates unfairly when making decisions that that may impact on my employment conditions	4
5. Treats me unfairly and fails to ensure that I am treated fairly by others in the workplace	5
6. Fails to ensure that there is equity in how I am treated in relation to other employees	6
7. Disrespects the trust relationship between us and proves to me that he/she is untrustworthy	7
8. Acts in bad faith, by being secretive, unreasonable and one-sided when we discuss problems	8
9. Behaves in a negative manner in our employment relationship	9
10. Is prejudiced against me in our workplace	10
11. Behaves in an unprofessional manner when interacting with me in the workplace	11
12. Harasses me, or allows other people to harass me in the workplace	12

SECTION C: REACTION TO POSITIVE BEHAVIOUR: The following statements represent different forms of positive leadership behaviour related to employment relations. Indicate how you will really react to each of these behaviour forms. Be very honest please. Choose your reaction from the following options:

5 – PERFORM MY WORK FAR ABOVE AVERAGE AND DO EXTRA WORK	4 – PERFORM MY WORK FAR ABOVE AVERAGE	3 – PERFORM MY WORK ABOVE AVERAGE
2 – PERFORM MY WORK SLIGHTLY BETTER THAN AGREED	1 – ENSURE THAT I PERFORM MY WORK AS AGREED	0 – NOT BE INFLUENCED AT ALL - IT IS MY BASIC RIGHT

IF MY IMMEDIATE SUPERIOR.....	I WILL..
13. Respects my legal rights as an employee	13
14. Ensures that my employer accepts it's responsibility toward me	14
15. Adheres strictly to the employment contract and allows nobody any special privileges	15
16. Ensures that all employment decisions that may impact on my employment conditions comply with principles of fair discrimination	16
17. Treats me fairly and ensures that I am treated fairly by others in the workplace	17
18. Ensures that there is equity in how I am treated in relation to other employees	18
19. Respects the trust relationship between us and constantly proves that he/she can be trusted	19
20. Acts in good faith by being constructive, reasonable and understanding when we discuss problems	20
21. Behaves in a positive manner in our employment relationship	21
22. Is not prejudiced against me in our workplace	22
23. Behaves in a professional manner when interacting with me in the workplace	23
24. Does not harass me, and ensures that I will not be harassed in the workplace	24

EMPLOYMENT RELATIONS OUTCOMES QUESTIONNAIRE

SECTION B: BIOGRAPHICAL INFORMATION: Please answer the following questions. Use the descriptions that are printed with each question to select your answer.

A. Age (Under 40 - 1, 40 and Older - 2)			
B. Sex (Male - 1, Female - 2)			
C. Race (African - 1, Coloured - 2, Indian/Asian - 3, White - 4)			
D. Indicate your home language? (IsiZulu-1, IsiXhosa-2, Afrikaans-3, Sepedi-4, English-5, Setswana-6, Sesotho-7, Xitsonga-7, Siswati-8, Tshivenda-9, IsiNdebele-10, Other-11.....)			
E. Indicate your highest formal qualification (Lower than Matric - 1, Matric - 2, Specialist Certificate - 3, Artisan/Trade - 4, National Diploma - 5, Bachelors Degree - 6, Advanced Diploma/Post graduate degree - 7, Professional qualification - 8)			
F. Indicate your position in your organisation (Executive management - 9, Specialist professional - 8, Senior management - 7, Middle management - 6, Supervision -5, Technical specialist - 4, Administrative/Sales - 3, Operational/Production - 2, Routine work - 1)			

SECTION B: REACTION TO NEGATIVE BEHAVIOUR: The following statements represent different forms of negative leadership behaviour related to employment relations. Indicate how you will really react to each of these behaviour forms. Be very honest please. Choose your reaction from the following options:

5 - RESIGN	4 - DECLARE A CCMA DISPUTE	3 - FILE A FORMAL GRIEVANCE
2 - ASK THE SUPERIOR TO STOP THE NEGATIVE BEHAVIOUR	1 - COMPLAIN TO FRIENDS & FAMILY BUT TAKE NO FURTHER ACTION	0 - NOT BE INFLUENCED AT ALL - IT IS HIS/HER RIGHT

IF MY IMMEDIATE SUPERIOR.....	I WILL...	
1. Disrespects my legal rights as an employee		
2. Disrespects the trust relationship between us and proves to me that he/she is untrustworthy		
3. Acts in bad faith, by being secretive, unreasonable and one-sided when we discuss problems		
4. Behaves in a negative manner in our employment relationship		
5. Behaves in an unprofessional manner when interacting with me in the workplace		
COMPOSITE SCORE (1+2+3+4+5) /5		