

**THE RELATIONSHIP BETWEEN LEADERSHIP
STYLES AND THE PSYCHOLOGICAL CONTRACT IN
WORK TEAMS**

Cindy-Lorraine Basson, Hons BCom

Mini-dissertation submitted in partial fulfilment of the requirements of the degree
Magister Commercii in Industrial Psychology at the
Potchefstroom Campus of the North-West University

Study Leader: Dr. B. Linde

November 2008

Potchefstroom

COMMENTS

The reader is reminded of the following:

- The editorial style as well as the references referred to in this mini-dissertation follow the format as prescribed by the Publication Manual (5th edition) of the American Psychological Association (APA). This practice is in line with the policy of the Programme in Industrial Psychology of the North West University (Potchefstroom) to use in all scientific documents as from January 1999.
- The mini-dissertation is submitted in the form of a research article. The editorial style specified by the South African Journal of Industrial Psychology (which agrees largely with the APA style) is used, but the APA guidelines were followed in constructing tables.

ACKNOWLEDGEMENTS

Finally this day has arrived. This has truly been an exceptionally tough year, but with out a doubt worth the while. I would like to express my sincerest gratitude to the following people for their contributions to this research:

- Firstly, to my Heavenly father who gave me the talent and motivation to give my best and helping me each step of the way.
- Dirco for his love, encouragement, patience, motivation and understanding.
- My parents, Deon and Nellie, for their support and assistance.
- A very special thanks to my study leader dr. Bennie Linde. Thank you for all your patience, assistance and support. It was a true honour working under you.
- Carmen von Stapelberg, for her assistance and arrangements during the survey.
- Ds. Jackie Gouws, for all his help and support during the last few days of preparations as well as the manner in which you conducted the language editing.
- The mining company that participated in this study, especially the respondents, for completing the questionnaires.
- To Professor Renè Schalk for the great honour in meeting you. Your inputs and comments are highly valued.
- To the North-West University for granting me a Masters bursary to be able to have the funds to do my Masters. I am immensely grateful for the opportunity.

DECLARATION

I, Cindy Basson, hereby declare that “The relationship between different leadership styles and the psychological contract in work teams” is my own original work and that the opinions and views expressed in this work are those of the authors and relevant literature references shown in the references.

Further I declare that the content of this research will not be handed in for any other qualification at any other tertiary institution.

CINDY-LORRAINE BASSON

NOVEMBER 2008

TABLE OF CONTENTS

List of Tables	vi
List of Figures	vii
Summary	viii
Opsomming	xi

CHAPTER 1: INTRODUCTION

1.	Title	1
2.	Keywords	1
3.1	Problem statement	1
3.2.	Paradigmatic perspective of the research	6
3.2.1.	Intellectual climate	6
3.2.2.	Discipline	6
3.2.3.	Meta-theoretical assumptions	7
3.2.3.1.	Literature review	7
3.2.3.2.	Empirical study	8
3.2.4.	Market of intellectual resources	8
3.2.4.1.	Theoretical beliefs	9
3.2.4.2.	Methodological beliefs	10
4.	Research objectives	11
4.1.	General objective	11
4.2.	Specific objectives	11
5.	Research Method	11
5.1.	Literature review	12
5.2.	Empirical study	12
5.2.1.	Research design	12
5.2.2.	Participants	12
5.2.3.	Measuring instruments	12
5.2.4.	Statistical analysis	14

6.	Research procedure	14
7.	Division of chapters	15
	References	16
CHAPTER 2: RESEARCH ARTICLE		18
	Abstract and Opsomming	19
1.	Method	29
1.1.	Research design	29
1.2.	Participants and procedure	29
1.2.3.	Measuring instruments	30
1.2.4.	Statistical analysis	31
2.	Results	32
	Discussion	39
	Recommendations	44
	References	45
CHAPTER 3: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS		49
3.1.	Conclusions	40
3.2.	Limitations	52
3.3.	<i>Recommendations</i>	54
3.3.1	Recommendations for the profession	54
3.3.2.	Recommendations for future research	54
	References	57
APENDIX 1: LEADERSHIP STYLE QUESTIONNAIRE		
APENDIX 2: THE PSYCONE'S QUESTIONNAIRE		

LIST OF TABLES

Table	Description	Page
Table 1	Characteristics of participants	29
Table 2	Leadership styles	30
Table 3	Descriptive Statistics and Cronbach Alpha Coefficients of the Leadership style Measuring Instruments	32
Table 4	Factor Loadings, Communalities (h^2), Percentage Variance for Principal Factors Extraction and Direct Oblimin Rotation on Leadership Style Questionnaire items	33
Table 5	Descriptive statistics and Alpha coefficients of the Leadership Style Questionnaire and the Psychological Contract (N130)	34
Table 6	Correlation Coefficients	36
Table 7	Multiple Regression Analysis with Delegative-Participative Style as dependant variable	38

LIST OF FIGURES

Figure	Description	Page
Figure 1	Emphasis on the various leadership styles	24

SUMMARY

Title:

The relationship between leadership styles and the psychological contract in work teams.

Key Words:

Work teams, team members, team leader, leadership styles, employment relationship, psychological contract.

The first construct of this study is leadership styles. This well-known concept has been widely explored in the research. Many different models have germinated from the different theories developed on leadership styles, and for the purpose of this research, the leadership style model approach developed by Kurt Lewin has been used as a framework or paradigm. According to this approach, their main styles are identified. These styles are known as authoritarian style, participating style and delegative style.

The second construct that this study focuses on is the psychological contract. This is a well known concept that has been widely researched. It was found to have a strong impact on employers as well as employees in the workplace. Although numerous studies have been done regarding “the experience of employee and employer obligations through perceived promises made in the reciprocal employee-organisation relationship”, it is evident that further research regarding the relationship with other concepts could be of immense value.

The general objective of this study was to investigate the relationship between different leadership styles and the psychological contract in work teams. A quota sample ($N = 151$) was taken of team leaders and their members of work teams in the Process and Maintenance departments of a Mining Factory in Lichtenburg, North West Province. The *Psycones* questionnaire (“Psychological Contracts among Employment Relations) was used to measure the psychological contract while the leadership style questionnaire was used to identify the different leadership styles. Data collection was done by means of structured questionnaires through exploratory research by using a cross-sectional design. Cronbach alpha coefficients, factor

analysis, inter-item correlation coefficients, Pearson product moment correlation coefficients and stepwise multiple regression analysis were used to analyse the data.

The first objective of this study was to conceptualise the relationship between leadership styles and the psychological contract, which was achieved through an in depth literature review on the two constructs. A literature review on the psychological contract highlighted an integrative definition as well as an exploration of psychological contract breach and violation, and the consequences thereof. The review on the leadership styles gives a broad explanation of the different styles identified as well as the relevant impact thereof.

The second objective of this study was to determine the construct validity and reliability of the leadership style questionnaire and psychological contract questionnaires. With the support from previous validated studies of these questionnaires carried out in a South African context, factor analyses and reliability analyses were nevertheless carried out and the results corresponded with the previous findings indicating the viability of these questionnaires.

The third objective was to determine the relationship between the leadership styles and the psychological contract constructs. Through correlation analyses significant correlations achieved were those between the Delegate-Participative style and the Emotions of the PC as well as a positive relationship which was shown between Delegate-Participative style and the Emotions of the PC with a large effect. These conclusions sturdily propose a relationship between the Delegative-Participative Style and the PC.

A multiple regression analysis with delegative-participative leadership style as dependent variable was carried out. When all component of the psychological contract were a statistically significant model was produced, with the variance explained increasing with 50%.

The results indicated that a relationship exists between the delegative-participative leadership style and the psychological contract.

Limitations within this research were identified, and recommendations were made for the both the profession of employers and employees in the mining company as well as for future research purposes.

OPSOMMING

Titel:

Die verhouding tussen leierskap style en die psigologiese kontrak in werkspanne.

Sleutel terme:

Werkspanne, spanlede, spanleiers, leierskapstyle, indiensnemingsverhoudinge, psigologiese.

Die eerste konstruk wat deur hierdie studie bestudeer is, is die leierskapstyle. Veelvoudige navorsing rakende hierdie wel bekende konsep is al uitgevoer. Verskeie modelle rakende leierskapstyle is ontwikkel maar vir die huidige navorsingsdoeleindes word die leierskapstyl model van Kurt Lewin as 'n raamwerk gebruik. Volgend hierdie benadering is daar drie hoof leierskap style naamlik outoritêre styl, deelnemende styl en die delegerende styl.

Die tweede konstruk waarop hierdie studie fokus die is psigologiese kontrak. Hierdie konsep is ook wel bekend in die navorsingsveld. Bevindinge toon dat die psigologiese kontak sterk impak het op beide die werknemer sowel as die werkgewer in die werksplek. Alhoewel menigte studies uitgevoer is rakende die verwagtinge van beide die werknemer en werkgewer deur die ervaring van beloftes gemaak deur middel van die werknemer-werkgewer verhouding, is dit duidelik dat verdere navorsing rakende die verhouding tussen die psigologiese kontrak en ander konsepte van onskatbare waarde kan wees.

Die algemene doelstelling van hierdie studie was om ondersoek in te stel oor die verhouding tussen verskillende leierskapstyle en die psigologiese kontrak binne werkspanne. 'n Kwotasteekproef ($N = 151$) was geneem van al die spanleiers en hul spanlede werksaam in die Proses en Instandhouding departemente van 'n myn in Lichtenburg, Noordwes-provinsie. Data-insameling was gedoen deur middel van gestruktureerde vraelyste deur gebruik te maak van 'n deursnitontwerp. Die *Psycones* vraelys ("Psychological Contracts among Employment Relations) is gebruik om die stand van die psigologiese kontrak te meet terwyl die leierskapstyle vraelys gebruik is om die verskillende leierskapstyle te meet. Cronbach alpha koëfisiënte, faktor analise, inter-item korrelasie koëfisiënte en veelvoudige faktor analise was gebruik om die data te analiseer.

Die eerste doelwit van hierdie studie was om die verhouding tussen leierskapstyle en die psigologiese kontrak te konseptualiseer. Hierdie doelwit is bereik deur 'n deeglike literatuurstudie oor hierdie twee konstrakte. 'n Literatuurstudie oor die psigologiese kontrak het gefokus op 'n geïntegreerde definisie asook 'n verkenning van die verbreking en skending van die psigologiese kontrak, en laastens die gevolge daarvan. Die literatuurstudie oor die leierskap style gee 'n breë verduideliking rakende die verskillende style wat geïdentifiseer is sowel as die relevande impak daarvan.

Die tweede doelwit van hierdie navorsing was om die konstrukt geldigheid en -betroubaarheid van die vraelyste oor leierskapstyle en die psigologiese kontrak te bepaal. Vorige geldige navorsing in die Suid-Afrikaanse konteks oor hierdie vraelyste is as hulpmiddel gebruik. 'n Faktoranalise en betroubaarheidsanalise is uitgevoer en die resultate stem ooreen met dié van vorige navorsingsbevindings oor die geldigheid van hierdie vraelyste.

Die derde doelwit was om te bepaal of daar wel 'n verhouding is tussen die leierskapstyle en die psigologiese kontrak. Deur gebruik te maak korrelasie analise is merkwaardige korrelasies tussen die delegerende-deelnemende style and die emosies rakende the psigologiese kontrak is op gemerk.

Meervoudige regressie analise met delegerende-deelnemende styl as afhanklike veranderlike is uitgevoer. Met inagneming van al die komponente van die psigologiese kontrak is 'n merkwaardige model geproduseer wat 'n 50% toename in variansie verklaar tot gevolg het.

Na aanleiding van die resultate is daar 'n aanduiding dat daar wel 'n positiewe of negatiewe verhouding bestaan tussen die delegerende-deelnemende leierskap styl en die psigologiese kontrak.

Beperkinge rakende hierdie navorsing is geïdentifiseer en aanbevelings is vir beide die werknemers sowel as die werkgewers werksaam by die mynfabriek gemaak. Aanbevelings verwand aan toekomstige navorsing is ook gemaak.

CHAPTER 1

1. TITLE

The relationship between different leadership styles and the psychological contract in work teams.

2. KEY WORDS

Work teams, team members, team leader, leadership styles, employment relationship, psychological contract.

3.1 PROBLEM STATEMENT

The workplace is constantly being shaped by many factors and all organisations are in a constant state of evolution (Rees, 2001). Due to technological innovation, diversity, competitive advantage, delivery systems, organisation goals and strategies and proliferation of information, rapid change are brought about in organisations (Robbins, Odendaal & Roodt, 2004). According to Rees (2001) these forces that now shape the workplace has in return an enormous impact on the individual. Individuals have more than one role to fulfil in order to achieve overall goals of the organisation. The distinction between being a team member and leading a team is shrinking and no individual always knows everything he or she needs to know in order to perform a task skilfully. To be able to cope and respond to all these dynamic forces, individuals must team up with one another in order to create effective and successful work teams.

According to Katzenbach and Smith (1993) a team can be defined as “a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable” (p. 218). Teams are the basic units of performance for most organisations, where all the experience, skills and insights of a number of individuals, are bond together. For teams to be effective they need to be flexible and be able to adapt quickly to demands and changing events (Armstrong, 2003).

One of the main purposes of any work team is to achieve one or other tasks or responsibility assigned to them that cannot be carried out by working individually. The team's focus is to get the work done that sustains goals and objectives of the organisation. Teams therefore work collaboratively to make something happen (Harrington-Mackin, 1996). According to Rees (2001) this work that needs to be done are called teamwork.

Grobler, Warnich, Carrell, Elbert, and Hatfield (2006) states that work teams are increasing worldwide and can be seen as the prime medium for the improvement of productivity and quality. Forsyth (1999) states that organisational experts nowadays confirms that, no matter what management systems are used, teams are essential to achieve organisational goals and, ultimately, get the work done. However, Forsyth (1999) does mention that the team approach won't always guarantee organisational success. Other factors that may exist in organisation can have a vast impact on the functioning of work teams. By means of the Hawthorne Studies (as cited in Forsyth, 1999), a group-level approach to the productivity of an organisation was fully realised in the use of work teams in business, government, education and health care settings. According to Applebaum and Blatt (1994) half of all the workers in the United States of America belong to at least one team at their work. At least 80% of all large organisations in the United States are using teams in their companies, and countries such as Sweden and Japan use this approach completely.

The relationship between the members of a work team can determine their success. Lee, Park, Lee, and Lee (2007) states that the most universal and predictable relationships that is present in the workplace is the dyadic relationship between a supervisor – in this instance being the team leader – and a member. Team members are commonly provided with feedback, guided and assessed by their performance, lead as a work team and assigned to a variety of tasks by their team leaders. These team leaders give guidance and exercise upward influence. The dyadic relationship or interaction between a team leader and member comprises a basic work unit in the organisation and is a crucial factor in attaining outcomes desirable for employers as well as employees (Liden, Sparrowe, & Wayne, 1997). Whenever involved in a team leader – team member relationship – there is always an implicit and open-

ended agreement on what is given and what is received within this relationship (Sparrow & Cooper, 2003). This kind of agreement is known as the psychological contract.

According to Schein (1980) the psychological contract can be defined as “unwritten set of expectations operating at all times between every member of an organization and the various managers and others in that organization” (p. 258). This contract represents “a set of subjective beliefs about the exchange agreement between the individual and the employing firm” (Sparrow & Cooper, 2003, p. 96). In this exchange process, the obligations that are offered are regarded as promises. As soon as one of the parties – usually the team members – feels that the promise made to them have been unfulfilled, breach of the psychological contract have occurred (Sparrow & Cooper, 2003). This has a huge impact on both the employment relationship, as well as the behaviour of employees. As soon as the team member develops an emotional and effective reaction toward the perceived imbalance of their expectations, the violation of the psychological contract arises.

Hiltrop (1995; as cited in Linde, 2007) notes that the psychological contract usually gives a sense of protection, steadiness and predictability to the relationship between employers and employees; in this study being the team leader and members. According to Hiltrop, this has radically changed in the past decade. One of the reasons for this can be related to the way the employees or team members are being treated or lead by their employer or team leaders. This is known as the leadership style that is practised by the team leader.

According to Armstrong (2003), such leadership styles involve the influencing of other people to achieve certain objectives. The main function of any team leader is to achieve the task set out for them by means of the help of their team. Therefore the leader and his team are interdependent. Leaders therefore need to be able to have a changeable impact on their members to shift them in a direction of achieving their objectives. Since individuals differ in a number of ways, the manner in which they treat, motivate, inspire and direct others also differs. Each individual has their unique style of behaviour towards others. When it comes to leading teams each leader also have a preferred style of behaving, namely a leadership style. Cooper (2003) states that a leadership style refers to how leaders behave towards potential

followers. It is also the manner and approach of providing direction, implementing plans, and motivating people (U.S Army Handbook, 1973). Although a number of different leadership styles can be identified, Lewin (Lewin, Lippit & White, 1939) categorise them under three main styles. These styles includes the authoritarian (also known as autocratic), participative (also known as democratic) and delegative styles.

Authoritarian (autocratic)

This style is used when the leader tells the employees what he/she wants to be done and how it needs to be done, without consulting the team members or taking their suggestions or inputs into consideration. Authoritarian leaders provide clear expectations for what needs to be done. There is also a clear division between the leader and the member (Lewin, Lippit & White, 1939). Some of the conditions where this style is mainly used, are where all information required to solve a problem are to the leader's disposal, there is only a short period of time for the tasks, and the employees are well motivated (Newstrom & Davis, 1993).

The authoritarian style should normally only be used on rare occasions because this style can easily be abused and can then be viewed as controlling, bossy, and dictatorial. However, if enough time is available for group decision-making or where the leader isn't the most knowledgeable member of the group, then the participative style would be a more appropriate style to use.

Participative (democratic)

Lewin (Lewin, Lippit & White, 1939) found that participative (democratic) leadership style is generally the most effective leadership style. This leadership style involves the leader including one or more employees in the decision-making process (determining what to do and how to do it). Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. However, the leader maintains the final decision-making authority. Using this style is a sign of strength and will contribute to the respect that the employees will have for their leader (Schriesheim, 1982).

This style is normally used when the leader and his employees share relevant dependent information. Leaders are not expected to always know everything, therefore knowledge and skillful employees that can contribute needs to be utilized in teams with participative leaders. When leaders use this leadership style, group members feel engaged in the process and are more motivated and creative. Using this style is of mutual benefit and it allows the employees to become part of the team. This in turn leads to a higher rate of trust as well as better decision-making (Schriesheim, 1982).

Delegative (free reign)

In this leadership style, delegative leaders offer little or no guidance to group members and leave decision-making up to group members. However, the leader is still responsible for the final decisions that are made (Newstrom & Davis, 1993). This is used when employees are able to analyse the situation and determine what needs to be done and how to do it. This style can also be effective in situations where group members are highly qualified in an area of expertise (Lewin, Lippit, & White, 1939).

This is not a style to use so that you can blame others when things go wrong, but rather to use when you have the full trust and confidence in your employees. If this style is not used in the correct manner, it can often leads to poorly defined roles and a lack of motivation (Lewin, Lippit & White, 1939). Also, conflict can arise when above mentioned styles which are occupied by the readers, aren't clearly understood by the employees.

According to Cooper and Cox (2002) the interaction therefore between leaders and their team members will influence and in return be influenced by the psychological contract. The psychological contract can only be in stability when the team members perceive that their work needs are being satisfied and the leader perceive that the workforce is providing the desired level of motivation and commitment to their work (Cooper 2003).

Therefore, different leadership styles occupied by team leaders may relate to the differences in how their team members of the work team experience and understand the psychological contract.

Consequently, this has led to the following research questions emerging from the above-mentioned problem statement:

- How are different leadership styles related to the psychological contract, according to the literature?
- How reliable and valid are the leadership style questionnaire being used?
- What are the different leadership styles that are occupied by each team leader?
- How do team members experience the psychological contract in their teams?
- What is the relationship between different leadership styles and the experience of the psychological contract in work teams in the cement industry?
- What future recommendations can be made regarding the relationship between different leadership styles and the psychological contract?

3.2 PARADIGMATIC PERSPECTIVE OF THE RESEARCH

A specific paradigm perspective that includes the intellectual climate and the market of intellectual resources, directs this research (Mouton & Marais, 1996). Mouton and Marais further sustain that the aim of social sciences research is to increase understanding of concerted human activity.

3.2.1. Intellectual climate

Mouton and Marais (1996) continuous to state that the intellectual climate refers to the assurance, assumptions and values which do not form part of the empirical goals of the scientific research practice. In any social science research, the intellectual climate thus includes beliefs in relation to the nature of social reality.

3.2.2 Discipline

This research falls within the boundaries of the behavioural sciences and more specifically Industrial Psychology. According to (Gibson, Ivancevich, & Donnelly, 1991), Industrial

Psychology can be described as the application of methods, facts and principles of psychology to people in the workplace. Furthermore is it the scientific study of human behaviour as well as application of psychological knowledge to address work related problems. This study includes sub-disciplines personnel psychology, leadership development, group dynamics and psychological wellbeing.

This research will cross over into these sub-disciplines in terms of determining the relationship between Leadership Styles and the Psychological Contract.

3.2.3 Meta-theoretical assumptions

When looking at the paradigms functioning with in this research, there are three paradigms that are relevant. Firstly, the literature review is done within the systems theory, and secondly, the empirical study is done within the positivistic and functionalistic paradigms.

3.2.3.1 Literature review

According to Comte (1988) systems theory is a school of thought that emphasises the arrangement of and relations between the parts or elements of an entity, which connect them as a whole. General systems theory is defined by Plug, Louw, Gouws, and Meyer (1997) as an approach to the studying of systems (including individuals or groups that are characterised by the following:

- all systems consist of the same general structure;
- systems differ significantly in terms of their content;
- all systems form a hierarchy of systems that increase in complexity, and
- changes in any one component spills over to the rest of the system.

The following basic assumptions are relevant in this regard:

- The process and maintenance departments form part of various systems within any organisation in the mining industry and therefore, it will be to one's advantage to develop at least a basic understanding of how these systems work.

- Leadership styles and the psychological contract are two separate constructs. When utilised in combination when doing an assessment a meaningful relationship might emerge, resulting in a new understanding of social behaviour in a specific system. If no relationship is uncovered it only implies that the sum of these parts do not fit together to create a “new system”
- This new understanding can improve recruitment and selection activities that in time can improve performance, which can lead to increased productivity and in the long term financial profit.
- Through the systems theory one aims at understanding why specific problems persist, and how they could be eliminated.

3.2.3.2 Empirical study

Knowledge is gained on the basis of the positivistic paradigm when using quantitative data and hypothesis testing, by having a clear understanding of the laws which govern human behaviour. This can be utilised for the purpose of making forecasts and improvements, as well as recommendations for the future (Neuman, 1997). This implies that objective, empirically operational methods are being utilised. Furthermore, Plug et al. (1997) defines positivism in the field of psychology and application of knowledge linked to visible phenomena.

Plug et al. (1997) further states that the functionalistic paradigm emphasises that units of psychological phenomena can be explained in terms of relationships which return service to enhance human adaptation and survival.

3.2.4 Market of intellectual resources

Mouton and Marais (1996) define the market of intellectual resources as the collection of convictions that lend epistemic status of scientific statements.

There are two major types of beliefs which can be identified: theoretical beliefs and methodological beliefs.

3.2.4.1 Theoretical beliefs

Theoretical beliefs are described as being descriptive and interpretative explanations regarding aspects of human behaviour. They include all statements forming part of hypotheses, typologies, models or theories (Mouton & Marais, 1996).

The elements of theoretical beliefs will be discussed in terms of the concepts, theories and models used within this research study.

A. Conceptual definitions

The relevant conceptual definitions from the literature review are given below:

- **Leadership styles:** According to Cooper (2003) a leadership style refers to how leaders behave towards potential followers. It is also the manner and approach of providing direction, implementing plans, and motivating people.
- **Psychological contract:** The psychological contract according to Schein (1980) can be defined as “unwritten set of expectations operating at all times between every member of an organization and the various managers and others in that organization”. This contract represents “a set of subjective beliefs about the exchange agreement between the individual and the employing firm” (Sparrow & Cooper, 2003).
- **Teams:** According to Katzenbach and Smith (1993) a team can be defined as “a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable.” Teams are the basic units of performance for most organisations where all the experience skills and insights of a number of individuals are bond together.
- **Well-being:** Wellness may be defined as the state of being free of illness, injury and disease (Browne, 2005). According to Brodsky (1988), psychological Well-being has

four specific characteristics, namely: (1) subjective and emotional, (2) a state as opposed to a continuous part of who we are, (3) a product of personal endeavour, and (4) more than the absence of negative affect and personal conflict, but comes from moving towards desired life goals.

B. Models and theories

When comparing a model and theories, a model is intended at organising and proposing relationships (Mouton & Marais, 1996), whereas theories also specify the relations between variables in an effort to explain human behaviour in a explicit population (Huysamen, 1993).

The following models and theories are relevant to this research:

- *Lewin's Leadership Style Model*

Since there are a variety of models from where leadership styles can be studied from, for the purpose of this study, the leadership style model of Lewin will be used. This model identifies three main leadership styles. These styles include authoritarian style, participative style and delegative style (Lewin, Lippitt & White, 1939).

3.2.4.2 Methodological beliefs

Methodological beliefs can be defined as the beliefs concerning the nature of social science as well as scientific research. Traditions which are practised within the philosophy of social sciences include for example positivism or phenomenology, as well as methodological models such as the quantitative of qualitative model (Mouton & Marais, 1996).

The empirical study is presented within the functionalistic and positivistic frameworks. Neuman (1997) views Positivism as an organised method of combining deductive logic with empirical observations of individual behaviour. This is done in order to discover and confirm a set of probabilistic casual laws which may be used to predict general patterns of human activity (Neuman, 1997).

Through means of a quantitative approach, empirical evidence will be gathered during this research and this will include statistical analysis that is characterised by the measurement of objective facts, a focus on variables and seeking reliability (Neuman, 1997).

The research methodology followed within this study is described below.

4. RESEARCH OBJECTIVES

The research objectives can be divided into a general and specific objective.

4.1 General objective

The general objective is to determine whether there is a relationship between different leadership styles and the psychological contract that exists between a team leader and a team member of work teams.

4.2 Specific objectives

- To conceptualise the relationship between different leadership styles and the psychological contract according to the literature.
- To determine the reliability and validity of the leadership style questionnaire.
- To determine the different leadership styles occupied by team leaders in a mining company in the North West Province.
- To determine how team members experience the psychological contract in a mining company in the North West Province.
- To determine whether there is a relationship between the different leadership styles identified and the psychological contract.
- To make recommendations for future research.

5. RESEARCH METHOD

The research method consisted of a literature review and empirical study. The results were presented in the form of a research article.

5.1 Literature review

The literature review focused on the functioning of work teams, the relationship between team leaders and team members, the psychological contract between them, violation of the psychological contract and different leadership styles.

5.2 Empirical study

The empirical study consisted of the research design, the study population, the measuring battery and the statistical analysis.

5.2.1 Research design

Exploratory research was done by using a cross-sectional design. This design was used to collect all the data and to obtain the objectives of this research. A cross-sectional design is a research design where subjects are assessed at a single time in their lives (Struwig & Stead, 2001). A cross sectional study is fast and can study a large number of participants at little cost or effort.

5.2.2 Study population and procedure

The study population consisted of the work team and the leaders of the teams of both the maintenance and process departments employed at a Cement factory in Lichtenburg in the North West Province (n = 150). Therefore there were two samples, namely that of the leaders and the work teams. A quota sampling method was used. To be able to qualify for inclusion in the sample, participants had to be either a team member or a team leader.

5.2.3 Measuring battery

The following questionnaires were used in the study:

- A **Leadership Style Survey** was selected to measure leadership styles of the leaders of the work teams. The Leadership Style Survey is based on the work of Kurt Lewin (Lewin, Lippitt & White, 1939) and identify three main leadership styles namely authoritarian or autocratic style, participative or democratic style and delegative or free reign style. It is a short and comprehensive survey of 30 items that measures the three leadership styles (Clark, 2008). Each statement (e.g. “I allow my employees to set priorities with my guidance”) is answered on a five-point scale ranging from 1 “almost never true” to 5 “almost always true”. Both the leader of each work team as well as each team member of each team will complete the questionnaire. Team members complete the questionnaire to validate their team leader’s answers to the questionnaire, in case he feels pressurized to conform. The Leadership Style Survey has not been formally checked for reliability or validity. A pilot study therefore was first done in order to determine the Cronbach alpha’s.
- The **Psycones questionnaire** (Kerstin, 2002) was used in this study to assess the psychological contract. This questionnaire consists of 45 items divided in four subscales and phased as questions. The first two subscales are associated with promises and commitments made by the team leader and the team members. These subscales include Employer Obligations (EO) (fifteen items; e.g. “Does your team leader provide you with a good working environment?”), and Employee Obligations (EEO) (seventeen items; e.g. “Have you promised or committed yourself to go to work even if you do not feel particularly well?”). These subscales are scored on a five-point scale ranging from 0 “no”, 1 “yes but promise not kept at all”, 2 “yes, but promise only kept a little, 3 “yes, promise half-kept”, 4 “yes promise largely kept to 5 “yes promise fully kept”.

The third subscale is phased as questions concerning the way the participants feel about the way the team leader has or has not kept his promises and commitments. This subscale is called Emotions Concerning Psychological Contract (EPC) (six items; e.g. “Do you feel happy?”). The fourth subscale is phased as questions concerning the State of the Psychological Contract (SPC) (seven items; e.g. “Overall,

do you feel you are rewarded fairly for the amount of effort you put into your job?”). Subscale four is scored on a five-point scale ranging from 1 “not at all” to 5 “totally”. The Psycones measure was validated by Walters (2008) in a South African context and assesses the following constructs with the following Cronbach’s alpha coefficients:

Employee obligations ($\alpha = 0,95$), employer obligations($\alpha = 0,86$), emotions concerning psychological contract ($\alpha = 0,70$) and state of the psychological contract ($\alpha = 0,93$)(Walters, 2008).

5.2.4 Statistical analysis

The statistical analysis was carried out with the SPSS-program 15.0 (SPSS Inc., 2005). Factor analysis and data reduction were used to reach objective two by determining the reliability of the leadership questionnaire. Descriptive statistics (including means, standard deviation, skewness and kurtosis) were used to analyse the data (Fields, 2006) and reach objection three and four. Pearson product-moment correlation coefficients were used to specify the relationship between the variables. In terms of statistical significance, it was decided to set the value at a 95% confidence interval level ($p \leq 0, 05$). Effect sizes were used to decide on the practical significance of the findings. Cut-off points of 0,30 (medium effect) and 0,50 (large effect) will be used for the practical significance of correlation coefficients (Cohen, 1988).

The prediction of the relationship between leadership styles and the psychological contract will be established by using Multiple Regression Analysis. This statistical procedure consists of a set of statistical techniques aimed at predicting relationships between two independent variables and one dependent variable (Struwig & Stead, 2001).

6. RESEARCH PROCEDURE

A letter requesting participation was given to the mining company in the North West province prior to the administration of the measuring battery. Ethical aspects to participate and motivation were discussed with the participants during an information session that was

attended by all work teams and team leaders. The test battery was practically administered in a work team related manner.

The Leadership Style Survey was administered on both the team leaders of the different work teams and their team members. As already stated the leaders completed the survey to determine what leadership style each leader engages in. The reason for the team members completing the survey were to validate their team leader's answers. Thus, both parties completed the survey to eliminate the possibilities of dishonesty due to the team leaders feeling pressurized to conform. The Psycones questionnaire was administered on all the participants, both team leaders and team members.

7. DIVISION OF CHAPTERS

The chapters of this mini-dissertation are presented as follows:

Chapter 1: Introduction.

Chapter 2: Research article: The relationship between different leadership styles and the psychological contract in work teams.

Chapter 3: Conclusions, limitations and recommendations.

REFERENCES

- Applebaum, R. P., & Blatt, R. (1994). *The new American workplace*. New York: HarperCollins.
- Armstrong, M. (2003). *A handbook of human resource management practice* (9th ed.). London, UK: Kogan Page Limited.
- Bass, B.N. (1997). Does the transactional-transformational leadership paradigm transcend organisational and national boundaries? *American Psychologist*, 52(2), 132-224.
- Clark, D. (2008). *Leadership style survey*. Retrieved March 10, 2008, from <http://nwlink.com/>
- Cohen, J. (1988). *Statistical power analysis for the behavioural science*. Orlando, FL: Academic Press.
- Cooper, D. J. (2003). *Leadership for follower commitment*. Oxford: Butterworth-Heinemann publications.
- Daft, R. L. (2002). *The leadership experience* (2nd ed.). Fort Worth, TX : Harcourt College Publishers.
- Fields, A. (2006). *Discovering statistics using SPSS* (2nd ed.). London: Sage Publications Inc.
- Forsyth, D. R. (1999). *Group Dynamics* (3rd ed.). Belmont, Calif: Brooks/Cole.
- Grobler, P., Warnich, S., Carrell, M. R., Elbert, N. F., & Hatfield, R. D. (2006). *Human resource management in South Africa* (3rd ed.). London: Thomson Learning.
- Harrington-Mackin, D. (1996). *Keeping the team going*. New York: American Management Association.
- Hiltrop, J. M. (1995). The changing psychological contract. The human resource challenge of the 1990s. *European Management Journal*, 13, 223-475.
- Katzenbach, J., & Smith, D. (1993). *The magic of teams*. Boston, MA: Harvard Business School Press.
- Kerstin, I. (2002). *Psychological Contracts across employment situations (Psycones)*. Stockholm, Sweden: Institute for Working Life.
- Lee, H. E, Park, H. S., Lee, T. S., & Lee, D. W. (2007). Relationships between LMX and subordinates' feedback-seeking behaviours. *Social Behavior and Personality*, 35(5), 659-674.
- Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behaviour in experimentally created social climat. *Journal of Social Psychology*, 10, 271-301.

- Liden, R. C., Sparrowe, R. T., & Wayne, S. J. (1997). Leader-member exchange theory: The past and potential for the future. *Research in Personnel and Human Resources Management, 15*, 47-119.
- Makin, P., Cooper, C., & Cox, C. (2002). *Organizations and the psychological contract*. Oxford, UK: The British Psychological Society.
- Newstrom, J. W., & Davis, K. (1993). *Organizational behavior: Human behavior at work*. New York: McGraw-Hill.
- Rees, F. (2001). *How to lead work teams: Facilitation skills*. San Francisco: Jossey-Bass/Pfeiffer.
- Robbins, S. P., Odendaal, A., & Roodt, G. (2004). *Organisational behaviour: Global and Southern African perspectives*. Cape Town, South Africa: Pearson Education.
- Schein, E. H. (1980). *Organizational psychology* (3rd ed.). Englewood Cliffs, N.J.: Prentice-Hall.
- Schriesheim, C. A. (1982). The great high consideration – high initiating structure leadership myth: Evidence on its generalizability. *The Journal of Social Psychology, 116*, 221-228.
- Sparrow, P. R., & Cooper, C. L. (2003). *The employment relationship: Key challenges for HR*. Oxford: Butterworth-Heinemann.
- SPSS Inc. (2005). *SPSS 14.0 for Windows*. Chicago, IL: SPSS Inc.
- Struwig, F. W., & Stead, G. B. (2001). *Planning, designing and reporting research*. Cape Town, South Africa: Pearson Education.
- Tabachnick, B. G., & Fidell, L. S. (2001). *Using multivariate statistics* (4th ed.). Boston, MA: Allan & Bacon.
- U.S. Army Handbook (1973). *Military Leadership*. London: Institute for Strategic Studies.
- Walters, I. E. (2008). Intentions to leave the workplace: The role of unfulfilled promises. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.

CHAPTER 2

RESEARCH ARTICLE

THE RELATIONSHIP BETWEEN DIFFERENT LEADERSHIP STYLES AND THE PSYCHOLOGICAL CONTRACT IN WORK TEAMS

ABSTRACT

The general objective of this study was to investigate the relationship between different leadership styles and the psychological contract in work teams. A quota sample ($N = 151$) was taken of team leaders and their members of work teams in the Process and Maintenance departments of a Mining Factory in Lichtenburg, North West Province. Data collection was done by means of structured questionnaires through exploratory research by using a cross-sectional design. The data was analyzed by means of statistical analysis.

OPSOMMING

Die algemene doelstelling van hierdie studie was om ondersoek in te stel oor die verband tussen verskillende leierskapstyle en die psigologiese kontrak binne werkspanne. 'n Kwotasteekproef ($N = 151$) was geneem van al die spanleiers en hul spanlede werksaam in die Proses en Instandhouding departemente van 'n myn in Lichtenburg, Noordwes-provinsie. Data-insameling was gedoen deur gebruik te maak van gestruktureerde vraelyste in die deursnitontwerp. Statistiese analise is gebruik om die data te analiseer.

The workplace is constantly being shaped by many factors and all organisations are in a constant state of evolution (Rees, 2001). Due to technological innovation, diversity, competitive advantage and organisation goals and strategies, rapid changes are brought about in organisations (Robbins, Odendaal, & Roodt, 2004). According to Rees (2001) these forces that currently shape the workplace have in return an enormous impact on the individual. Individuals have multiple roles to fulfil in order to achieve the overall goal of the organisation. The distinction between being a team member and team leader is shrinking and individuals are experiencing ambiguity regarding the performance of skilful tasks. To be able to cope and respond to all these dynamic forces, individuals must unite with one another in order to create effective and successful work teams. In addition, due to the fact that the human race is so diverse and different, this relationship can be influenced by numerous factors such as the leadership styles of leaders and expectations from both the employee, as well as the employer. The aim of this paper is to determine whether there is a relationship between different leadership styles applied by team leaders and the experience of the members' psychological contract.

Work teams have become part of South Africa's organisational landscape in the past decades (Kriek, 2007). However this increase of teamwork is not limited to South Africa. According to the Workplace Employee Relations Survey (WERS) conducted in Great Britain in 2004, with 2300 managers, 1000 employee representatives, 22500 employees participated in this study. The scope of the WERS 2004 extended to cover all workplaces with five or more employees who engaged in activities within manufacturing and community, social and personal services of the *Standard Industrial Classification (2003)*. The survey covered both private and public sectors. Sixty five percent of all participants participating in this study indicated the daily use of team-based working for most of their employers (Cully, Woodland, Reilly, Dix, Milwalski, Bryson, & Forth, 1998). With the current rapid changes organisations face nowadays, living standards are rising and labour markets are becoming tougher. This causes organisations to experience problems such as absenteeism and high labour turnover rates (Procter & Mueller, 2000). By establishing teams to address these issues, the quality of working life can be improved (Hackman, & Suttle, 1977). According to Cohen and Baily (1997) organisational success is ever-increasing and emphasised by the importance of teams and teamwork. Katzenbach and Smith (1993) define a team as "*a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable*" (p.

218). Work teams are for most organisations the basic units of performance, where work experiences, skills and insights of a number of individuals are brought together. For teams to be effective and efficient, they need to be flexible and be able to adapt quickly to demands and changing environments (Armstrong, 2003). The team's focus is to get the work done that sustains goals and objectives of the organisation. Therefore team members must work collaboratively to achieve the collective goals (Harrington-Mackin, 1996).

Grobler, Warnich, Carrell, Elbert, and Hatfield (2006) state that in every industry – world-wide – work teams are rising and can be seen as the prime medium for the improvement of productivity and quality. According to Forsyth (1999) organisational experts are continuously creating work teams that are essential to achieve organisational fineness and to achieve results. Forsyth continues to state that taking up a team approach won't always guarantee organisational success. An array of other existing factors in the organisation can have an immense impact on the functioning of teams. One of these factors that are inevitable in every organisation is the establishment of relationships. When working in any environment, individuals do not function in isolation. According to Lee, Park, Lee, and Lee (2007) the most universal and predictable relationship presented in the workplace is the dyadic relationship between a supervisor or a team leader and a team member. This relationship comprises a basic work unit in the organisation and is a crucial factor in attaining outcomes desirable for employers, as well as employees (Liden, Sparrowe, & Wayne, 1997).

In any organisation the dynamic process of social interaction between individuals realise (Linde, 2007). Sparrow and Cooper (2003) state that in every relationship – on an individual or team based level – an implicit and open-ended agreement on what is given and what is received within this relationship are present. When looking at work teams in particular, a reciprocal relationship is always present between the employees and the employer. Central to a modern understanding of the workplace is the idea that some form of exchange occurs between parties in an employment relationship (Hecker & Grimmer 2006), and that the nature of the exchange process can have a strong influence on organisational outcomes (Rousseau 1989). While involved in this relationship, there is an agreement regarding specific expectations from both parties concerning shared obligations. Williams (2004) states that the expectations that the employees have or believe to have, or been lead to have, forms the basic of an agreement – called the psychological contract (hereafter called the PC). According to Rousseau (1995; as cited in Linde, 2007) the PC can formally be defined as *“the experience*

of employee and employer obligations through perceived promises made in the reciprocal employee-organisation relationship” (p. 117).

When exploring the PC it can be divided into two main focus areas, namely the content of the PC and the state of the PC (Rousseau & Tijouriwala, 1998). The content of the PC consists of the obligations of both the employer and the employees (Sparrow, & Cooper, 2003). This encompasses promises or commitments from and towards both parties perceived as being made or not made (Williams, 2004).

The state of the PC precedes the content of thereof and can be defined as *“the extent to which the promises and obligations in the psychological contract between the parties have been delivered, whether the deal is perceived to be fair and the degree of trust in whether it will continue to be delivered in the future”* (Williams, 2004, p. 42). The state of the psychological contract thus includes three key elements: fairness, trust and delivery of the deal. Williams (2004, p. 43) formulated this combination as follows:

State of PC = Fairness + Trust + Delivery of the deal

The two elements, fairness and trust, can be illustrated by the emotions experienced when involved in this contract. These emotions comprise happiness, aggressiveness, violation, disappointment and gratefulness. The fairness and trust components can also be viewed as an indicator of the experience of violation of the PC, whereas the delivery of the deal is connected to the cognitive awareness of the breach of the PC. When exploring the concept of violation of the PC, Wolfe-Morrison and Robinson (1997) indicate two variables that may lead to the perception of contract violation: renegeing by the employer and incongruence. When an employer goes back on his word or breaks a promise, the employees feels that the obligations owed to them are deliberately left unfulfilled, due to incapability or unwillingness of the employer to execute what was promised by them. When incongruence exists, the concern is not a conspicuous violation of the contract but rather a discrepancy in the perceptions of either party as to the nature of mutual obligations. In both circumstances the reaction to violation largely depends on the genuine perception whether it occurred or not. Therefore employees may not experience violation if they do not attend to it or recognise it as such. Robinson and Rousseau (1994) also state that the violation of the PC is a serious issue that occurs occasionally. A study on MBA alumni, done by Grimmer and Oddy (2007), found

that more than half of the individuals who participated (54.8%) felt that their employer had at some stage violated their PC. The moment employees experience a discrepancy between what was expected and what was received, job dissatisfaction arises (Robinson & Rousseau, 1994). The theoretical model of the violation of the PC by Wolfe-Morrison and Robinson (1997) indicates that job dissatisfaction increases the absenteeism and labour turnover in the organisation. The result of dissatisfied employees lingering in the organisation will be that of poor service, theft and sabotage of equipment as well as deviant behaviour (Spector, 1997). Spector further states that discontented employees have also been found to report physical symptoms such as tension, anxiety, disturbed sleep patterns, tiredness and depression. Such stress related symptoms will represent a very significant strain to the psychological and physical well-being of the employees.

Williams (2004) believes that a breach of contract is linked to a cognitive experience. As soon as one of the parties in a relationship feels that the promise made to them has been unfulfilled, breach of the psychological contract has occurred (Sparrow & Cooper, 2003). Breach of the psychological contract thus involves the employer's or employee's feelings of obligations of promises not being unfulfilled. This has a huge impact on both the relationship as well as the behaviour of employees (Rousseau, 1995). An intangible difference is thus observed when speculating between breach and violation of the psychological contract: where the experience of contract breach swathes the cognitive awareness of an unfulfilled promise, violation involves the emotional reaction thereof.

When the work needs has been met and the workforce is providing the desired level of work engagement, a balanced contract exists. Hiltrop (1995) notes that a balanced psychological contract usually creates a sense of protection, steadiness and predictability to the relationship between employers and employees and may lead to a healthy work-life balance. Many influences can contribute to such a balanced PC, including the experience of leadership styles by the team member.

Leadership styles may differ in a number of ways from individual to individual including the manner in which they treat, motivate, inspire, direct and lead others. When leaders use their ability to execute the above mentioned, they usually encourage and inspire others to achieve worthwhile goals. This can be seen as an act of leadership. According to Lewis (1993) leadership is *"the ability to influence and focus the acts and thoughts of others in such a way*

that aspiration and ambitions are accomplished” (p. 185). Within groups each person has a unique way of interacting with others, either on an individual or collective level (Lewis, 1993). When leaders interact with others, each one thus has a preferred style of behaviour. Dubrin (2007) refers to the preferred style of behaviour in a group context as a leadership style. Dubrin furthermore states that a leadership style refers to the relatively stable prototype of behaviour that characterises a leader. The types of leadership styles also include the manner and approach of providing direction, implementing plans, and motivating people by the team leader (Hickman, 1998). A number of different leadership styles have been classified through studies in group dynamics. Lewin, Lippit, and White (1939) categorised leadership styles into three groups, being the authoritarian, participative and delegative styles. Many variations developed from the styles that were identified by Lewin et al., but the mentioned three styles are still recognised as the most applicable model (Goleman, Boyatzis, & Mckee, 2002). Therefore the three styles of Lewin et al. (as illustrated in Figure 1) will be used in this paper as the general types of leadership, but more relevant research in leadership styles will be incorporated.

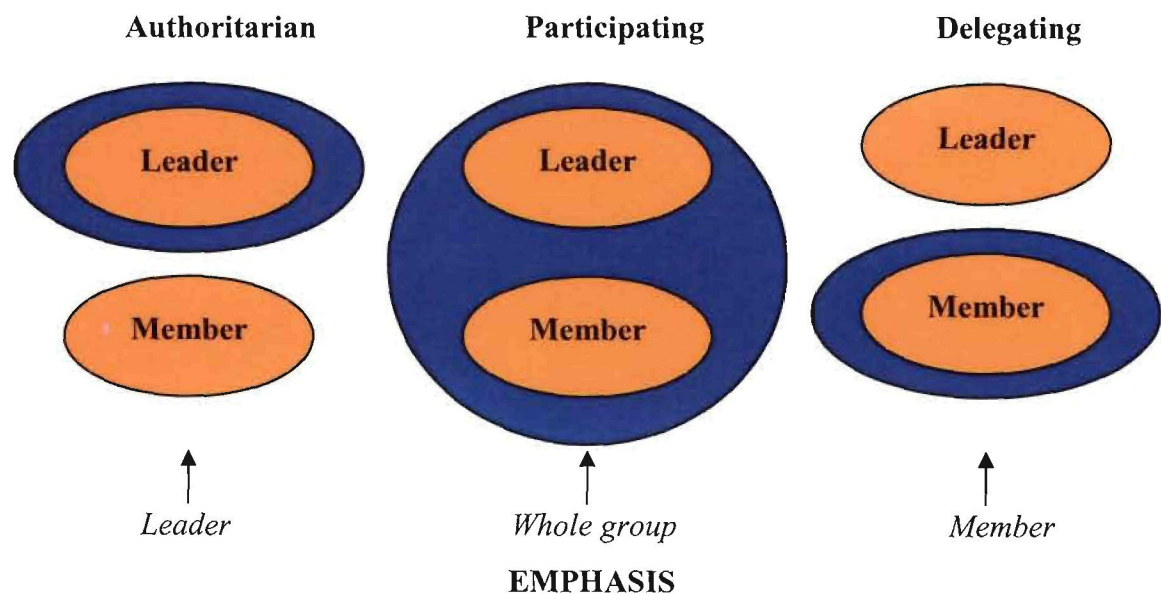


Figure 1: Emphasis on the various leadership styles

Source: Adapted from the U.S. Army Handbook, 1973.

AUTHORITARIAN STYLE (autocratic)

This style is primarily when the leader retains most of the authority in the group (Dubrin, 2007). The leader commands the employees with orders, without consulting the followers or taking their suggestions or inputs into consideration (U.S. Army Handbook, 1973). This leader acts fast when important decisions must be made, without input from other team members. Autocratic leadership or the authoritarian style can also be seen as an extreme form of transactional leadership, where the leader has absolute power over the employees or a team (Ricketts, 2001). Leaders practising this style are comfortable to control the situation. The team members have little opportunity to make suggestions, even if it would be to the team or organisation's benefit (Naoum, 2001).

A advantage of this form of leadership is that they provide clear expectations for what needs to be done by each team member. There is also a clear division between the leader and the members, diversifying the different roles in the team (Lewin et al., 1939). The authoritarian style should normally only be used on occasions where it is necessary, since this style can easily be abused and can be perceived as being controlling, bossy and dictatorial (Sharma & Bhal, 2003). Sharma and Bhal (2003) also state that most people tend to resent not being able to participate in the decision making. Some of the conditions where this style is mainly used are when all information required to solve a problem are to your disposal, and there is only a short period of time available for the goals to be achieved (Newstrom & Davis, 1993). The leaders should also be specialists in the field to make fast and correct decisions, while the team members must be very loyal to the leader – accepting the leader's control of the situation and be motivated to reach the outcomes (Newstrom & Davis, 1993). Military and similar environments are mainly associated with such leadership styles. The style can also remain effective in the modern working environment, such as with routine and unskilled jobs, where the advantages of control outweigh the disadvantages (Ricketts, 2001). The authoritarian leadership style should also be used selectively, where necessary, rather than in all decision-making processes.

It can therefore be hypothesised that there is a statistically significant relationship between the authoritarian style and the PC.

PARTICIPATIVE STYLE (democratic)

Dubrin (2007) found that the participative (democratic) leadership style is generally the most effective style accepted by modern organisations. This style is associated with the leader inviting the members to participate and contribute to the decision-making process and also empowering them. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. However, the leader maintains the final decision-making authority. Schriesheim (1982) states that the use of this style is perceived as a sign of strength and will earn respect from the employees. Participative leadership also increases job satisfaction and helps to develop individual's skills to participate in taking responsibility. Team members feel more in control of their own destiny and are motivated to work harder for more than just financial rewards (learnmanagement2.com). This in turn leads to a higher rate of trust between team members and team leaders as well as better decision-making processes (Schriesheim, 1982). A democratic management style can also slow down the decision-making process, since the team members need to be consulted before making a final decision. Team members may take advantage of this style by not uttering their full potential and allowing 'goatscaping' (Agarwal, 1995). This style is normally used when the leader and the team members share relevant dependent information, as well as where team working is essential and quality is more important than speed to increase productivity (Davidman, 1981).

Dubrin (2007) mentions that research has shown that teams that are dominated by a team leader are often renowned as poor-performing teams, whereas high-performing teams are characterised by shared leadership. Dubrin posits that a participating team style is usually the best style to use, since it results in improved performance, low absenteeism and turnover, and high employee satisfaction. It can therefore be predicted that the participating leadership style and the PC will correlate for the reason that our population consists of work teams.

DELEGATIVE STYLE

Delegating leaders offer little or no guidance to group members and leave decision-making up to group members to complete tasks as they see fit. However, the leader does not sit idly and watch the team work, but will rather perform the role of a coach or mentor and answer

questions and supply relevant information if required. The leader is still responsible for the final decisions that are made (Newstrom & Davis, 1993). This style is used when employees are able to analyse the situation and determine what needs to be done and how to do it. This style can also be effective in situations where group members are highly qualified in an area of expertise and skilled self-starters (Lewin et al., 1939). However, this is not a style to do blame shifting, but rather for situations where full trust and confidence in the team members are established. In dissimilarity there is also an advantage when using this style fittingly. Team members are developed to take up accountability and independence which may lead to enhanced motivation and drive. If this style is not used in the correct manner, it can often lead to poorly defined roles and a lack of motivation (Lewin et al., 1939). Conflict can also arise when above mentioned style is not clearly understood by the team members.

Leadership isn't just merely the inspiration and direction of, and to, others, it is also a relationship between the leader and the people being led. According to Kouzes and Posner (2002) an atmosphere of good relationships (which includes social skills and healthy relationships) among a team leader and his members can be a foremost triumph factor for organisational success. This research of Kouzes and Posner also indicated that seventy two percent of their respondent/participations indicated that social skills are essential to business success in contrast with the twenty eight percent who said that internet skills are more important. The development of healthy relationships with other, and especially team leaders and their members are one of the most important and crucial factors in today's organisations.

According to Makin et al. (2002) the interaction therefore between leaders and their team members will have an impact on the organisation. Cooper (2003) elaborates that the PC can only be balanced when the team members perceive that their work needs are being satisfied and the leader perceive that the workforce is providing the desired level of motivation and commitment to their work.

According to above mentioned the following hypothesis can be made:

- H1: There is a relationship between authoritarian leadership style and the violation of the PC.
- H2: There is a relationship between participative leadership style and the PC.

H3: There is a relationship between delegative leadership style and the PC.

H0: There is no relationship between different leadership styles used in combination with the psychological contract.

METHOD

Research design

A quantitative design was used to reach the objective of this study. Exploratory research was done by using a cross-sectional design. The cross-sectional research design refers to the assessment of subjects at a single time in their lives (Struwig & Stead, 2001). This design was used to collect all the data. To obtain the objectives of this research, structured questionnaires were administered.

Participants and procedure

A quota sampling method was used and the study population consisted of employees employed at a mine in the North West Province. The participants had to comply with a certain criteria to qualify for inclusion in the sample (Struwig & Stead, 2001). For the purpose of this research the criteria was that the participants had to be employed either in the Maintenance or Process department and had to be a team leader or a member of a team. Table 1 presents some of the characteristics of the participants.

Table 1

Characteristics of the Participants

Item	Category	Frequency	Percentage
Department	Process (members)	80	52,9
	Process (leaders)	12	8
	Maintenance (members)	50	33,1
	Maintenance (leaders)	9	6

In total the sample consisted of two departments: the process department and the maintenance department. The process department consisted of 52,9% members and 8% leaders while the maintenance department consisted of 33,1% members and 9% leaders. In total 60,9% of all participant were employed in the process department and 39,1% of the employees were employed in the maintenance department.

Data collection

The data collection for the research consisted of a pilot study and structured questionnaires.

Pilot Study

The reason for conducting a pilot study is that it allows a researcher to acquire background knowledge about specific problems that the researcher intends to investigate and, in this paper, to validate a specific questionnaire (De Vos, Strydom, Fouche, Poggenpoel, & Schurink, 1998). An opening pilot study was conducted to investigate the validity and reliability of the Leadership Style Questionnaire. The study was done on 18 hostels of a university campus. The participants ($N = 114$) all occupied leadership positions. After completing a statistical analysis it was found that the three leadership styles identified all had acceptable Cronbach alpha coefficients (see table 3). Therefore the Leadership Style Questionnaire was seen as valid and reliable in order to apply to our mining population.

Table 2

Leadership styles

Item	Category	Frequency	Percentage
Leadership style	Authoritarian	4	19.0
	Participative	17	81.0
	Delegative	0	0

Regarding the leadership styles, the majority of the leader participants primarily occupied a participative leadership style (81%), while 4 (19%) occupied an authoritarian leadership style and no participant primarily occupied a delegative leadership style.

Measurement Instruments

The measuring instrument used in this research included two structured questionnaires. Two questionnaires were used in this study. The first questionnaire administered was the Leadership Style Questionnaire. This questionnaire was selected to measure leadership styles of the leaders of the work teams. The Leadership Style Survey is based on the work of Lewin et al. (1939) and identifies three main leadership styles namely authoritarian or autocratic style, participative or democratic style and delegative style. It is a short and comprehensive survey of 30 items that measures the three leadership styles (Clark, 2008). Each statement (e.g. "I allow my employees to set priorities with my guidance") are answered on a five-point scale ranging from 1 "almost never true" to 5 "almost always true". Both the leader of each work team as well as each team member of each team completed the questionnaire. The

leaders completed the questionnaire to determine what leadership style each leader occupied while the reason for the team members completing the questionnaire being to give an indication of the honesty in which the leader of the different teams completed the survey. Thus, both parties completed the survey to eliminate the changes of dishonesty.

The second questionnaire administered was measurements of the Psycones questionnaire (Kirstin, 2002). This questionnaire was used to assess the psychological contract and was administered on both the team leaders and team members. The measure of the Psycones that was used consists of 45 items that were phased in four subscales. The first two subscales were associated with promises and commitments made by the team leader and the team members. These subscales included Employer Obligations (EO; fifteen items; e.g. "Does your team leader provide you with a good working environment?"), and Employee Obligations (EEO; seventeen items; e.g. "Have you promised or committed yourself to go to work even if you do not feel particularly well?"). These subscales are scored on a five-point scale ranging from 0 "no", 1 "yes but promise not kept at all", 2 "yes, but promise only kept a little", 3 "yes, promise half-kept", 4 "yes promise largely kept to 5 "yes promise fully kept". The third subscale was labelled Emotions Concerning Psychological Contract (EPC; six items; e.g. "Do you feel happy?"). The fourth subscale focused on the overall state of the PC (SPC; seven items; e.g. "Overall, do you feel you are rewarded fairly for the amount of effort you put into your job?"). Subscale four is scored on a five-point scale ranging from 1 "not at all" to 5 "totally".

Data analysis

The statistical analysis was carried out with the SPSS-program 15.0 (SPSS Inc., 2003). Factor analysis and data reduction were used to determine the reliability of the leadership questionnaire for the used research sample. Descriptive statistics (e.g. means, standard deviation, skewness and kurtosis) were used to analyse the data (Fields, 2006). Furthermore, Pearson product-moment correlation coefficients were used to specify the relationship between the variables. A 95% confidence interval level ($p \leq 0,05$) was used to determine the statistical significance of the correlations. Effect sizes were used to determine the practical significance of the findings, included 0,30 (medium effect) and 0,50 (large effect) (Cohen, 1988).

RESULTS

As mentioned earlier, a pilot study was conducted to determine the validity and reliability of the leadership style questionnaire. The following Table 3 indicate the descriptive statistics of this pilot study.

Table 3

Descriptive Statistics and Cronbach Alpha Coefficients of the Leadership style Measuring Instruments

Item	Mean	SD	Skewness	Kurtosis	α
Authoritarian style	31,10	4,33	0,34	-0,13	0,70
Participative style	30,90	5,56	-0,92	0,98	0,84
Delegative style	38,91	5,086	-0,97	0,99	0,71

Inspection of Table 3 shows that acceptable Cronbach alpha coefficients were obtained for all the scales. The alpha coefficients of both the participative style and the delegative style is higher than the guideline of $\alpha > 0,70$ (Nunnally & Bernstein, 1994). Although authoritarian style had an alpha coefficient of 0,70 it can still be viewed as acceptable. The scores on the Leadership Style Questionnaires are normally distributed. It therefore appears that the measuring instrument have acceptable levels of internal consistency and can be seen as valid and reliable.

Furthermore data reduction was done through means of factor analysis, since the pilot study was performed on a different target group than the study population. A principle component analysis with oblique direct oblimum rotation was performed on the 30 items of the Leadership Style Questionnaire. The cut-off value of 0,40 was set for inclusion of a variable in the interpretation of a factor. According to the results, a two-factor solution emerged, accounting for 76% of the total variance.

The results of the factor analysis on the Leadership Style Questionnaire are shown in Table 4. Loading of variable on factors, communalities and percent variance are shown. Variables are ordered and grouped by size of loadings to facilitate interpretation. Labels for each factor are suggested in a footnote.

Table 4

Factor Loadings, Communalities (h^2), Percentage Variance for Principal Factors Extraction and Direct Oblimin Rotation on Leadership Style Questionnaire items

Item	F ₁	F ₂	h^2
1 - I always retain the final decision making authority within my department or team.	-0,60	0,17	0,33
2 - I always try to include one or more employees in determining what to do and how to do it.	0,67	0,16	0,47
3 - I and my employees always vote whenever a major decision has to be made.	0,75	-0,14	0,58
4 - I do not consider suggestions made by employees	-0,82	-0,12	0,28
5 - I ask for employee ideas and input on upcoming plans and projects.	0,47	-0,11	0,24
6 - For a major decision to pass in my department, it must have the approval of each individual or the majority.	0,76	0,12	0,59
7 - I tell employees what has to be done	-0,22	-0,16	0,41
8 - When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	0,63	0,05	0,40
9 - To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called.	0,48	-0,15	0,25
10 - When someone makes a mistake, I tell them not to ever do that again and make a note of it.	0,60	0,36	0,59
11 - I want to create an environment where the employees take ownership of the project.	0,89	-0,16	0,40
12 - I allow my employees to determine what needs to be done and how to do it.	0,67	-0,29	0,25
14 - I tell employees what their vision should be.	0,32	- 0,54	0,44
15 - My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	0,41	0,34	0,53
16 - When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.	0,62	0,35	0,49
17 - I allow my employees to set priorities with my guidance.	0,77	0,12	0,39
18 - I delegate tasks in order to implement a new procedure or process.	0,70	0,00	0,27
20 - When there are differences in role expectations, I work with them to resolve the differences.	0,64	0,00	0,60
21 - I like the power that my position holds.	-0,53	-0,53	0,22
24 - I direct or threaten employees with punishment	-0,23	-0,23	0,52
25 - I consider employees to exercise self direction..	-0,31	-0,59	0,57
26 - I lead by example.	0,81	0,06	0,61
27 - Employees have the right to determine their own organisational objectives.	0,56	-0,45	0,52
29 - Employees know how to use creativity and to solve problems.	0,62	0,44	0,58
30 - My employees can lead themselves just as well as I can.	0,76	-0,25	0,63
23 - I like to use my leadership power to help subordinates grow.	0,41	0,68	0,63
13 - New hires are not allowed to make any decisions unless it is approved by me first.	0,42	0,56	0,48
19 - I closely monitor my employees to ensure they are performing correctly.	0,07	0,57	0,51
22 - I like to use my power to help others grow.	0,04	0,72	0,39
28 - Employees seek mainly security.	0,20	0,64	0,45

As Table 4 indicates, most of the items were grouped together under two factors. 18 Items were grouped under factor 1 while 5 items grouped under factor 2. All the items include had of $> 0,40$. Some items however had negative values and were not included in the two factors.

Following the factor analysis, descriptive statistics were conducted again to determine the validity and reliability of the two newly created factors.

Table 5

Descriptive statistics and Alpha coefficients of the Leadership Style Questionnaire and the Psychological Contract (N151)

Item	Mean	SD	Skewness	Kurtosis	α
Leadership Styles					
Delegative-Participative	8,42	2,51	-0,56	0,63	0,83
Authoritarian	3,46	3,81	-0,63	0,59	0,82
Psychological contract					
Employer Obligation	3,12	0,69	-0,22	-0,59	0,70
Employee Obligation	4,07	0,49	-0,23	-0,36	0,83
Emotions of the PC	3,27	0,69	0,49	-0,18	0,76
State of the PC	2,98	0,75	0,31	-0,36	0,82

From the information supplied in Table 5, it is evident that both of the leadership styles scales have relatively normal distributions with low skewness and kurtosis. The Cronbach alpha coefficients of both delegative-participative scale ($\alpha = 0,83$) and authoritarian scale ($\alpha = 0,82$) are considered to be acceptable, compared to the guidelines of $\alpha > 0,70$ (Nunnally & Bernstein, 1994). It, therefore, appears that the measuring instruments have acceptable levels of internal consistency.

In terms of the different scales of the psychological contract, they all have relatively normal distributions with low skewness and kurtosis (>-1 and <1). The Cronbach alpha coefficients of all the psychological contract scales are considered to be acceptable, compared to the guidelines of $\alpha > 0,70$ (Nunnally & Bernstein, 1994). The Cronbach alpha coefficients of the different scales were as follows: employer obligations (0,70); employee obligations (0,83); emotions of the psychological contract (0,76); state of the psychological contract (0,82). It, therefore also appears that the measuring instruments have acceptable levels of internal consistency. When evaluating the standard deviation, all measurement was small which indicated a good representative mean in term of the data.

The next step was to carry out the correlation analyses to identify whether any relationships could be established between the components of the PC and the two newly identified leadership style factors namely delegative-participative style and authoritarian style. The results are presented in Table 6.

Table 6

Correlation Coefficients between Employer_Obligations, Employee_Obligations, State of the PC, Emotions of the PC, Delegative-Participative style and Authoritarian Style (N=151)

	Employer_Obligations	Employee_Obligations	Emotions of the PC	State of the PC	Delegative-Participative	Authoritarian
Employer Obligations	1,00	-	-	-	-	-
Employee Obligations	-0,02	1,00	-	-	-	-
Emotions of the PC	0,42*+	0,47*+	1,00	-	-	-
State of the PC	0,12	0,36*+	0,41*+	1,00	-	-
Delegative-Participative	-0,19*	0,40*+	0,27*	0,72*++	1,00	-
Authoritarian	0,46*+	-0,16	-0,07	-0,05	-0,11	1,00

*Correlation is significant at the 0,01 level

+ Correlation is practically significant $r \geq 0,30$ (medium effect)

++ Correlation is practically significant $r \geq 0,50$ (large effect)

As is evident from Table 6, all of the following constructs mentioned in the discussion below, were statistically and practically significant:

Employer Obligations positively correlated with Emotions of the PC (medium effect) and the Authoritarian style (medium effect) correlated negatively with Delegative-Participative style. emotions of PC, state of the PC and Delegative-Participative style are positively correlated with Employee Obligations with a medium effect. emotions of the PC also correlated with the Deligative-Participative style as well as with the state of the PC with a medium effect. Finally, the state of the PC correlated strongly with Delegative-Participative style with a large effect.

The result of a multiple regression analysis with Delegative-Participative Style as dependant variable and the PC as independent variables is displayed in Table 7.

Table 7

Multiple Regression Analysis with Delegative-Participative Style as dependant variable

Model	Unstandardized Coefficients		Standardized Coefficients	t	p	F	R	R ²	ΔR^2
	B	Std. Error	Beta						
1 (Constant)	3,70	0,30		12,40	0,00	4,61	0,19	0,04	0,03
Employer Obligations	-0,20	0,09	-0,19	-2,15	0,03				
2 (Constant)	1,21	0,57		2,12	0,04	15,29	0,44	0,19	0,18
Employer Obligations	0,19	0,09	-0,18	-2,21	0,03				
Employee Obligations	0,61	0,12	-0,06	5,01	0,00				
3 (Constant)	1,40	0,60		2,44	0,02	11,84	0,47	0,22	0,20
Employer Obligations	-0,29	0,10	-0,27	-2,95	0,04				
Employee Obligations	0,46	0,14	0,30	3,25	0,01				
Emotions of the PC	0,15	0,08	0,24	2,04	0,04				
4 (Constant)	1,01	0,41	0,21	2,50	0,01	49,45	0,78	0,63	0,47
Employer Obligations	-0,28	0,07	-0,26	-4,11	0,00				
Employee Obligations	0,22	0,10	0,15	2,21	0,03				
Emotions of the PC	-0,01	0,08	-0,01	-0,15	0,88				
State of the PC	0,70	0,06	0,07	11,26	0,00				

a Dependent Variable: Delegative-Participative

When employer obligations and employee obligations variables (model 1) were entered into the second step of the multiple regression analysis a statistical significant model was

produced ($F = 4,61$, $p < 0, 00$). Table 7 shows that employer obligations and employee obligations explained 19% of the variance predicted in delegative-participative style ($R^2 = 0,19$). When emotions regarding the PC was entered into the third step of the model the variance explained increased to 22 % ($\Delta R^2 = 0,22$). Into the fourth step, the state of the PC was entered. Overall, the component of the PC explained 63 % ($R^2 = 0,63$) of the predicted variance in Delegative-Participative style.

DISCUSSION

When considering the data in table 3 compiled from the pilot study, it is evident that three leadership styles were identified and that all three these styles had acceptable Cronbach alpha coefficients. Also, the frequency distribution of the model can be seen as normally distributed for both the skewness as well as the kurtosis was between -1 and 1. When evaluating the standard deviation, all measurements were small indicating a good representative mean in term of the data.

On inspection of table 4 the main intention was to extract the three factors that would represent the three leadership styles identified namely delegative leadership style, participative leadership style and authoritarian leadership style (U.S. Army Handbook, 1973). However, while conducting a factor analysis, only two factors were extracted from the 30 items on the leadership style questionnaire. After careful investigation, it was noted that these items did not group together in terms of different styles, but rather my means of similar

characteristics and behaviours components. The items were grouped together in terms of behaviour demonstrated by the leaders that included:

1. characteristics of shared decision making and management, employee involvement, autonomy and shared responsibility and
2. characteristics and behaviours of use (sometimes misuse) of power, authority and sole responsibility.

These two factors were named

1. Delegative-participative and
2. Authoritarian.

Each factor is described below:

Factor 1 was named Delegative-Participative style and relates to the individual exercising characteristics of shared decision making and consideration of other's ideas and inputs. Examples of items included in this sub-scale are: *"I always try to include one or more employees in determining what to do and how to do it"*.

Factor 2 was termed Authoritarian style and relates to the individual exercising characteristics of authority, power and influence. Examples of items included in this sub-scale are: *"New hires are not allowed to make any decisions unless it is approved by me first"*.

When determining whether there was a relationship between different leadership styles and the experience of the psychological contract, correlation studies showed some strong correlations. The results on the inter item correlations between the items on the PC illustrates

that emotions of the psychological contract correlated significantly with employer obligations (medium effect) and employee obligations (medium effect) indicating that the employees' emotions were largely affected by their perceptions of employer obligations either kept or not maintained and vice versa . If an employee or employer felt his or her obligations were being fulfilled, they would tend to feel pleased and happy whereas if they felt their obligations were not being met, they would be disposed to feel infuriated or desecrated. This in return can be linked with the trust issue, since trust is in essence a perception. In this findings/results it could be hypothesize that the employee's and the employer's emotions would be affected as soon as signs of violation of trust were identified. Research by Kingshott & Pecotich (2007) and Atkinson (2007) supported this statement.

Furthermore, the state of the PC correlated with employee obligations and emotions of the psychological contract with a medium effect. The assumptions from this finding implies that One's overall state of the PC is thus largely influenced by the degree to which the employee feels that the employer is keeping their promises or obligation. This in return affects how that person feels about these promises either being kept or not kept. According to research done by Robinson and Rousseau (1994) and Turnley and Feldman (1999) these results coincide with the literature on the experiences of the employee and subsequent violation of the psychological contract.

The intra item correlations of the leadership styles and the psychological contract showed a positive relationship with authoritarian leadership style and employer obligations (medium effect) signifying that the employer is more likely to fulfil their obligations if they have total

power over the employees and telling them what to do. This is evident, especially in the process and maintenance departments where specific rules and regulations must be adhered to by the employees in order to ensure successful functioning of the machinery in the plant.

Delegative-participative style correlates with the employee obligations (medium effect). This is reciprocal to the correlation between authoritarian style and employer obligations. This correlation indicated that the employees are more likely to fulfil their obligations when they are given the opportunity to contribute to the decision-making process. A feeling of positive value and well-being develops which contributes to a reciprocal trust-relationship, meeting of goals and organisational success (Connell, Julia, Ferres, Natalie Travaglione, Tony, 2003).

The significant correlations achieved were those between the *Delegate-Participative* style and the emotions of the PC (positive with a medium effect) as well as a positive relationship which was shown between *delegate-participative* style and the emotions of the PC with a large effect. These conclusions sturdily propose a relationship between the *delegative-participative* style and the PC. This indication projects that employee's inclusion in the decision-making processes and being allowed to give inputs when relevant has a vast impact on their emotions. It also bears significance on one's emotions and the current state they are functioning in. The assumption made from this finding implies that if employees are included in decision making, there will be a higher level of experiencing of positive emotions such as satisfaction and happiness will increase and that they will have more control over their experiences of the state of the PC. This in turn will result in work-engagement which

contributes to the development of positive relationships leading to work satisfactions, lower levels of burnout and overall wellbeing as shown in the works of Connell, Julia, Ferres, Natalie Travaglione, Tony, (2003).

Regarding the hypothesis established earlier in this chapter, hypothesis H1, H2 and H3 was partially fulfilled and can to some extent be accepted, while the HO hypothesis can be totally rejected.

In the multiple regression analysis with participating-delegating style as dependent variable, a statistically significant model was produced, with employer and employee expectations explaining 19%. When the emotions regarding the PC were entered, the variance explained increased with 3%, while a further increase of 31% was produced when the state of the PC was entered. Overall, employee obligation, employer obligations, emotions of the PC and the state of the PC explained 63% of the predicted variance in delegative-participate style. In this study, the prediction can, therefore, be made that the obligations that both the employee as well as the employers have, the emotions they experience and their feelings regarding commitments made to them and by them can contribute to team leaders demonstrating a delegative-participative leadership style more often.

RECOMMENDATIONS

As it has now been established that a relationship exists between leadership styles and the PC, more in particular the delegative-participative style and the PC, it is recommended that future studies should focus on developing this relationship in order to determine if any other attributes demonstrated by teams can strengthen this relationship.

When recruiting team leaders, it should be taken into consideration that employee involvement is crucial when it comes to decision-making. The right leader occupy the appropriate style with the appropriate contributes should be recruited.

Secondly, organisations should implement Leadership Development programmes and training, which include strategies, action plans and methods to ensure that leaders are aware of how to manage their teams productively. This will contribute to promote the physical, emotional and mental health of employees to ensure a productive workforce.

The two measuring instruments used in this study were only available in English while the population that participated in this study were mainly Afrikaans speaking individuals. It is therefore recommended that for future South African studies that these instruments be adapted and translated into other languages such as Afrikaans, to be able to establish more clarity and understanding of the content in order to attain more reliable and valid results.

REFERENCES

- Agarwal, R. D. (1995). *Organization and management* (8th ed.). New York: McGraw Hill.
- Armstrong, M. (2003). *A handbook of human resource management practice* (9th ed.). London, UK: Kogan Page Limited.
- Atkinson, C. (2007). Trust and the psychological contract. *Employee Relations*, 29(3), 227-246.
- Clark, D. (2008). Leadership Style Survey. Retrieved March 10, 2008, from <http://nwlink.com/>
- Cohen, S., & Baily, D.E. (1997). What makes teams work: Group effectiveness research from shop floor to executive suit. *Journal of Management*, 23(3), 239-290.
- Cooper, D. J. (2003). *Leadership for follower commitment*. Oxford: Butterwoth-Heinemann publications.
- Cully, M., Woodland, S., O'Reilly, A., Dix, G., Millward, N., Bryson, A., & Forth, J. (1998). *The 1998 workplace employee relations survey: first findings*. London: DTI.
- Davidmann, M. (1981). *Style of Management and Leadership*. Social Organisation Ltd.
- De Vos, A. S., Strydom, H., Fouche, C. B., Poggenpoel, M., & Schurink, E. (1998). *Research at grassroots: A primer for the caring professions*. Pretoria: Van Schaik
- Dubrin, A. J. (2007). *Leadership: research findings, practice, and skills* (5th ed.). Boston, MA: Houghton Mifflin.
- Forsyth, D. R. (1999). *Group Dynamics* (3rd ed.). Belmont, Calif: Brooks/Cole.
- Goleman D., Boyatzis, R. E., & Mckee, A. (2002). *Primal Leadership: realizing the power of emotional intelligence*. Boston: Harvard Business Press.
- Grimmer, M., & Oddy, M. (2007). Violation of the psychological contract: the mediating effect of relational versus transactional beliefs. *Australian Journal of Management*, 32, 153-176.
- Grobler, P., Warnich, S., Carrell, M. R., Elbert, N. F., & Hatfield, R. D. (2006). *Human resource management in South Africa* (3rd ed.). London: Thomson Learning.
- Hackman, J. R., & Suttle, J. L. (1977). *Improving life at work: behavioural science approaches to organizational change*. Goodyear Pub Co.
- Harrington-Mackin, D. (1996). *Keeping the team going*. New York: American Management Association.

- Hecker, R. & Grimmer, M. (2006). *The evolving psychological contract*. In P. Holland & H. De Cieri (Ed.), *Contemporary Issues in Human Resource Development: an Australian Perspective* (pp. 183-207). Frenchs Forest, Australia: Pearson Education.
- Hickman, G. R. (1998). *Leading organizations: Perspectives for a new era*. Los Angeles: London Sage.
- Hiltrop, J. M. (1995). The changing psychological contract: the human resource challenge of the 1990s. *European Management Journal*, 13, 223-475.
- Katzenbach, J. R. (1998). *Teams at the top: unleashing the potential of both teams and individual leaders*. Boston, MA: Harvard Business School Press.
- Kingshott, R. P. J., & Pecotich, A. (2007). The impact of psychological contracts on trust and commitment in supplier-distributor relationships. *European Journal of Marketing*, 14(9), 1053-1072.
- Kirstin, I. (2002). *Psychological Contracts across employment situations (Psycones)*. Stockholm, Sweden: Institute for Working Life.
- Kouzes, J. M., & Posner, B. Z. (2002). *The leadership challenge* (3rd ed.). San Francisco: Jossey-Bass.
- Kriek, H. S. (2007). Work teams: a review of South African research. *South African Journal of Economics and Management Science*, 10(4), 558-571.
- Lee, H. E., Park, H.S., Lee, T. S., & Lee, D. W. (2007). Relationships between LMX and subordinates' feedback-seeking behaviours. *Social Behavior and Personality*, 35(5), 359-674.
- Liden, R. C., Sparrowe, R. T., & Wayne, S. J. (1997). Leader-member exchange theory: The past and potential for the future. *Research in Personnel and Human Resources Management*, 15, 47-119.
- Linde, B. J. (2007). *Employment relations, the psychological contract and work wellness in the higher education sector in South Africa*. Ridderkerk, The Netherlands: Ridderprint.
- Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behaviour in experimentally created social climate. *Journal of Social Psychology*, 10, 271 -299.
- Lewis, J. (1993). *Leadership styles*. Arlington, VA: American Association of School Administrators.

- Makin, P., Cooper, C., & Cox, C. (2002). *Organizations and the psychological contract*. Oxford, UK: The British Psychological Society.
- Newstrom, J. W., & Davis, K. (1993). *Organizational behaviour: human behaviour at work*. New York: McGraw-Hill.
- Procter, S., & Mueller, F. (2000). *Teamworking: strategy, structure, systems and culture*: Macmillan Press Ltd.
- Nunnally, J. C. & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York: McGraw-Hill.
- Rees, F. (2001). *How to lead work teams: facilitation skills*. San Francisco: Jossey-Bass/Pfeiffer.
- Ricketts, C. (2001). *Leadership: personal development and career success*. (2nd ed). Cengage Learning.
- Robbins, S. P., Odendaal, A., & Roodt, G. (2004). *Organisational behaviour: global and southern African perspectives*. Cape Town, South Africa: Pearson Education.
- Robinson, S. L., & Rousseau, D. M. (1994). Violating the psychological contract: not the exception but the norm. *Journal of Organizational Behaviour*, 15, 245-59.
- Rousseau, D. M. (1995). *Psychological contracts in organizations: understanding written and unwritten agreements*. Thousand Oaks, CA: Sage.
- Rousseau, D. M. (1989). Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal*, 2, 121-39.
- Rousseau, D. M., & Tijouriwala, S. A. (1998). Assessing psychological contracts: issues, alternatives and measures. *Journal of Organisational Behaviour*, 19, 514-528.
- Schriesheim, C. A. (1982). The great high consideration- high initiating structure leadership myth: evidence on its generalizability. *The Journal of Social Psychology*, 116, 221-228.
- Sharma, P., & Bhal, K.T. (2003). *Managerial Ethics: dilemmas and decision making*. London, Thousand Oaks: Sage publications.
- Sparrow, P.R., & Cooper, C.L. (2003). *The employment relationship: key challenges for HR*. Oxford: Butterworth-Heinemann.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, cause, and consequences*. Thousand Oaks, CA: SAGE Publications.
- SPSS Inc. (2005). *SPSS 14.0 for Windows*. Chicago, IL: SPSS Inc.

- Struwig, F., & Stead, G.B. (2001). *Planning, designing and reporting research*. Cape Town: Maskew Miller Longman.
- Turnley, W. H., & Feldman, D. C. (2000). Re-examining the effects of psychological contract violations: Unmet expectations and job dissatisfaction as mediators. *Journal of Organizational Behavior*, 21, 25-42.
- U.S. Army Handbook (1973). *Military leadership*. London: Institute for Strategic Studies.
- Wentzel, L. (2006). Work-life interaction among Setswana speaking educators in the North West Province: A phenomenology study.
- Williams, D. (2004). *The employment and psychological contract in the department of justice in the Vaal Triangle*. North-West University, VanderBijl Park.
- Wolfe-Morrison, E., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract develops. *Academy of Management Review*, 22, 226-256.

CHAPTER 3

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter encompasses conclusions regarding the results of the study of the research article, in accordance with the general and specific objectives. The limitations of this research are discussed, followed by recommendations for the organisation as well as for future studies.

3.1 CONCLUSION

The following conclusions are drawn based on the specific objectives and findings that were obtained in the present study.

- *To conceptualise the relationship between different leadership styles and the psychological contract according to the literature.*

The literature strongly suggests a possible connection between the leadership styles and the psychological contract, although not many studies confirmed this relationship. According to Robinson and Rousseau (1994), employees who experience a discrepancy between what was expected and what was received, usually experiences decrease in job satisfaction. This discrepancy can be due to employees expecting to be part of the decision-making process but to the contrary they only get told how and what to do by means of their leaders demonstrating an authoritarian leadership style (Naoum, 2001). The opposite is also true. According to Dubrin (2007) teams that are dominated by a team leader are often renowned as poor-performing teams that experience negative emotions, whereas high-performing teams are characterised by shared leadership and positivism. The effect of the leadership styles also has an impact on both the well-being of the employer as well as employee, which includes physical, emotional and mental health (All about, 2004/5). Spector (1997) states that discontented employees have also been found to report physical symptoms such as tension, anxiety, disturbed sleep patterns, tiredness and depression. Such stress related symptoms will represent a very significant strain to the psychological and physical well-being of the employees. Readers are referred to the theoretical background as set out in Chapter 2 for more substantiated evidence regarding this objective.

- *To determine the reliability and validity of the leadership style questionnaire.*

In the descriptive statistics that were done on the data gathered during the pilot study– based on the leadership style questionnaire – the scores indicated a normal distribution. The Cronbach alpha coefficients of the measuring instrument is considered to be acceptable, compared to the guidelines of Nunnally and Bernstein (1994) ($\alpha > 0,70$). It therefore appears that the leadership style questionnaire measuring instruments has acceptable levels of internal consistency. The Cronbach alpha coefficients of the different leadership styles identified are as follows: authoritarian style (0,70); participative style (0,84); delegative style (0,71).

- *To determine the different leadership styles occupied by team leaders in a mining company in the North West Province.*

A principle component analysis with oblique direct oblimin rotation was performed on the 30 items of the leadership style questionnaire. According to the results, a two-factor solution emerged, accounting for 76% of the total variance. The first factor was named delegative-participative style and relates to the individual's characteristics and behaviour of shared decision-making and consideration of his team member's ideas and inputs. Examples of items included in this sub-scale are: *"I always try to include one or more employees in determining what to do and how to do it"*. This factor had a acceptable Cronbach alpha of 0,83. The second factor was named Authoritarian style and relates to the individual's characteristics of authority, power and influence. Examples of items included in this sub-scale are: *"New hires are not allowed to make any decisions unless it is approved by me first"*. This factor identified also had an acceptable Cronbach alpha coefficient of 0,82.

It can therefore be established that instead of identifying different leadership styles occupied by team leaders, it was rather different characteristics of individuals in leadership positions as well as the correlating type of behaviour they engage in, that were grouped together.

- *To determine how team members experience the psychological contract in a mining company in the North West Province.*

After conducting a factor analysis of the PC, it is evident that employees experience the psychological contract in terms of four factors. These factors include employer obligations, employee obligations, emotions regarding the psychological contract and the state of the psychological contract. According to the descriptive statistics, the scores on the Psycones questionnaire have a normal distribution. The Cronbach alpha coefficients of the measuring instrument is considered to be acceptable, compared to the guidelines of $\alpha > 0,70$ (Nunnally & Bernstein, 1994). It, therefore, emerge as if most of the measuring instruments have acceptable levels of internal consistency. The Cronbach alpha coefficients of the different scales were as follows: employer obligations (0,70); employee obligations (0,83); emotions of the psychological contract (0,76); state of the psychological contract (0,82). When observing the standard deviation, it was evident that all measurements had small values, indicating a good representative mean in terms of the data.

- *To determine whether there is a relationship between the different leadership styles identified and the psychological contract.*

The intra-item correlations of the leadership styles and the psychological contract showed a positive relationship with authoritarian style and employer obligations (medium effect) signifying that the employer is more likely to fulfil their obligations if they have authoritarian power over the employees by telling them what to do. This is evident, especial in the process and maintenance departments where specific rules and regulations must be carried out by the employees in order to ensure successful functioning of the machinery in the plant.

The delegative-participative style correlates with the employee obligations (medium effect). This is reciprocal to the correlation between authoritarian style and employer Obligations. This correlation indicated that the employees are more likely to fulfil their obligations when they are given the opportunity to contribute to the decision-making process. As soon as

employees are involved in the management process, a feeling of positive value and well-being emerge resulting in a desire to contribute to organisational success (Connell, Julia, Ferres, Natalie Travaglione, & Tony, 2003).

The statistical significant correlations achieved were those between the delegate-participative style and the emotions of the PC (positive with a medium effect) as well as a positive relationship, which was shown between delegate-participative style and the emotions of the PC with a large effect. These conclusions indicates a relationship between the delegative-participative style and the PC. This relationship proposes that the inclusion of employees in the decision-making processes, and being allowed to give inputs when relevant, have a positive impact on their emotions. It also bears significance on the employees emotions and their current state of functioning. The assumption deducted form these finding implies that if employees are included in the decision-making, their experience of positive emotions such as satisfaction and happiness will increase.

3.2 LIMITATIONS OF THIS RESEARCH

Limitations are inevitable when it comes to any research project. One of the main limitations of this study was the choice of teams that were used. When working with teams from maintenance and process departments in general, the researcher must take into consideration that these workers are normally shift workers. Some of them work night shift while others work during the course of the day. Due to above mentioned, not all of the participants completed the questionnaire simultaneously. Most of them completed the questionnaire only after a work session. It was found that the demands from these working hours/shifts posed a challenge for the participants. The participants were experiencing feelings of fatigue and exhaustion. This could have had an impact on their responses on the questionnaires.

A second limitation is that of the influence of labour legislation. When conducting research, the researcher needs to be aware of legislation in terms of union involvement. While conducting the present study, the representative union first had to approve the execution of the study. This procedure was established by means of a collective agreement between the organisation and the

relevant union. This usually takes a while for the main reason that the union first needs to call a meeting and get buy in from all relevant parties involved in this process.

An additional limitation is that of the tenure of the team members. In some of the work teams it was found that members were only assigned to a specific team for a very short period of time. This wasn't sufficient time for the members to interact with their team leaders in order to be able to effectively evaluate the leader's style. This limitation was identified by the members themselves while conducting informal interviews with them. Some employees were reluctant to answer the leadership questionnaire for the reason that they have only been assign to their current group a week in advance.

Since the population consisted mainly of white males, which is not representative of the multi-cultural society of South Africa, this can also be seen as a limitation regarding generalizing result to a broader diversity. For the reason that the questionnaires were only available in English, this created a language peril. The study population and geographical area used in this research comprised of mostly Afrikaans speaking people, of which some had very limited knowledge of English and could, therefore, have misinterpreted some of the questions.

When looking at the different leadership styles occupied by the leaders, one must bear in mind that although one style is prominent, the other styles are still present and can be implemented depending on the situation and circumstances (Dubrin, 2007). Also, more recent studies have been done regarding leadership styles. This research distinguish bewteen leadership styles such as transactional and transformational leadership styles (Bass, 1997). The biggest limitation was that the few scientific questionnaires available, do not incorporate questions regarding all styles. Limitation associated with the PC can be confirmed by DelCampo (2007) who maintains that one of the issues associated when it comes to the measurement of the psychological contract is that of the lack of consistency in the choice of what needs to be measured. Robinson and Rousseau (1994) further states that similar sets of obligations over a two and half year period indicated that the PC is not stable over time. This implies that the PC has a very distinctive nature in terms of its content.

To conclude, the value of these recommendations lies in the ability to provide guidelines for the design of strategies for improving the relationship between the employees, employers and the organisation as a whole.

3.3 RECOMMENDATIONS FOR FUTURE RESEARCH

According to above mentioned, recommendations are made to the profession as well as for future research in South Africa.

3.3.1. Recommendations for the profession

Leadership styles can be seen as a very important factor that contribute to the success of any organisation (Dubrin, 2007). As seen from the result, leadership styles also have an influence on how employees experience the PC. For the organisation, this study has shown that for recruitment and selection purposes, recruiting the best person in the team leader position can be of crucial importance. When recruiting an employee into a team leader position, the organisation should consider employing a candidate exercising characteristics evident of the delegative-participative leadership style, for this style clearly indicated a correlation with the PC.

When taking a closer look at the psychological contract, the literature has demonstrated the importance of this construct in terms of its relationship with other constructs such as wellness and job satisfaction. An in-depth study of the psychological contract could serve as an important lesson for organizations, their employers and employees to keep to their obligations and promises in order to create an effective and productive working environment.

3.3.2. Recommendations for future research

The results of this study suggest several possibilities for future research. Since there has been a link established between the leadership styles and the psychological contract in work teams, future research could also commence to focus on which leadership style predicts a healthy psychological contract.

Another recommendation is to include more recent researchable and developed leadership styles (Bass, 1997). These include transactional and transformational leadership styles. These styles are nowadays more prominently used in organisations (Grobler, Warnich, Carrell, Elbert, & Hatfield, 2006). For this study, a leadership style questionnaire that identified delegative, participative and authoritarian style was used.

The author had the fortunate privilege of meeting the well known Professor (Dr) Rene Schalk. A proper discussion regarding this study was carried out with Professor Schalk (personal communication). Professor Schalk commented on some recommendations for further research regarding this study. Due to the fact that leadership is a well known concept and the psychological contract is becoming more and more prominent in all organisations, it is recommended that this study be further elaborated by comparing results with companies in different environments, for instance comparing the relationship of leadership styles and the psychological contract in the mining industry to the relationship of above mentioned in the banking environment.

Another suggestion is that the psychological contract be measured not only in terms of expectations of the members and leaders towards the employer, but also the member's expectations of the leader and the leader's expectations of the different members in the team: LMX and TMX.

The relationship between different leadership styles and the PC should not be limited to only establishing a stronger link. Future research could also investigate the mediating role of other factors such as personality, group dynamics and job demands which could also impact the relationship investigated.

Future research could focus on analysing demographic differences between leaders and members. For example, it might be that male employees that belong to a team who has a female leader would experience the PC differently than female employees belonging to a team with a male leader.

Previous research done by Rousseau (2001) recommended that a more diverse approach needs to be taken when studying the psychological contract. Rousseau 's (2001) study focused on obtaining samples that included a variety of African-American and Hispanic-American professionals. Future research should focus on identifying samples with a closer balance between members of various racial categories and also a variety of occupations.

Lastly, different situations call for the practicing of different leadership styles. In some cases a combination of leadership styles are necessary in order to achieved desired organisational outcomes. It is therefore recommended that the situation or work environment be taken into consideration when conducting relevant studies.

REFERENCES

- All about. (2004/5). *Human capital management* (2nd ed.). Sandton: Writestuff Publishing.
- Bass, B. N. (1997). Does the Transactional-Transformational Leadership Paradigm Transcend Organisational and National Boundaries? *American Psychologist*, *52*(2), 132-224.
- DelCampo, R. G. (2007). Understanding the psychological contract: A direction for the future. *Management Research News*, *30*(6), 432-440.
- Dubrin, A.J. (2007). *Leadership: research findings, practice, and skills* (5th ed.). Boston, MA: Houghton Mifflin.
- Grobler, P., Warnich, S., Carrell, M.R., Elbert, N.F., & Hatfield, R.D. (2006). *Human resource management in South Africa* (3rd ed.). London: Thomson Learning.
- Kingshott, R. P. J., & Pecotich, A. (2007). The impact of psychological contracts on trust and commitment in supplier-distributor relationships. *European Journal of Marketing*, *14*(9), 1053-1072.
- Naoum, S. (2001). *People and organizational management in construction*. London: Thomas Telford.
- Nunnally, J., & Bernstein, I. H. (1994). *Psychometric theory*. (3rd ed.). New York: McGraw-Hill.
- Robinson, S. L., & Rousseau, D. M. (1994). Violating the psychological contract: not the exception but the norm. *Journal of Organizational Behaviour*, *15*, 245-59.
- Rousseau, D. M. 2001. "Schema, Promise and Mutuality: The Building Blocks of the Psychological Contract." *Journal of Occupational and Organizational Psychology* *74*: 511-541.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, cause, and consequences*. Thousand Oaks, CA: SAGE Publications.

APENDIX 1
LEADERSHIP STYLE QUESTIONNAIRE

Directions

This questionnaire contains statements about leadership style beliefs. This questionnaire is to assess what leadership style you prefer. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

- Almost Always True - 5
- Frequently True - 4
- Occasionally True - 3
- Seldom True - 2
- Almost Never True - 1

Be honest about your choices as there are no right or wrong answers

		Almost Always True	Frequently True	Occasionally True	Seldom True	Almost Never True
1.	He/she always retain the final decision making authority within my department or team.	5	4	3	2	1
2.	He/she always tries to include one or more employees in determining what to do and how to do it. However, he/she maintains the final decision making authority.	5	4	3	2	1
3.	He/she and his/her employees always vote whenever a major decision has to be made.	5	4	3	2	1
4.	He/she does not consider suggestions made by employees as he/she does not have the time for them.	5	4	3	2	1

5.	He/she asks for employee ideas and input on upcoming plans and projects.	5	4	3	2	1
6.	For a major decision to pass in his/her department, it must have the approval of each individual or the majority.	5	4	3	2	1
7.	He/she tells his/her employees what has to be done and how to do it.	5	4	3	2	1
8.	When things go wrong and he/she needs to create a strategy to keep a project or process running on schedule, he/she calls a meeting to get the employee's advice.	5	4	3	2	1
9.	To get information out, he/she send it by email, memos, or voice mail; very rarely is a meeting called. Employees are then expected to act upon the information.	5	4	3	2	1
10.	When someone makes a mistake, he/she tells them not to ever do that again and make a note of it.	5	4	3	2	1
11.	He/she wants to create an environment where the employees take ownership of the project. He/she allows them to participate in the decision making process.	5	4	3	2	1
12.	He/she allows his/her employees to determine what needs to be done and how to do it.	5	4	3	2	1

13.	New hires are not allowed to make any decisions unless it is approved by him/her first.	5	4	3	2	1
14.	He/she asks employees for their vision of where they see their jobs going and then use their vision where appropriate.	5	4	3	2	1
15.	His/her workers know more about their jobs than he/her, so he/she allows them to carry out the decisions to do their job.	5	4	3	2	1
16.	When something goes wrong, he/she tells the employees that a procedure is not working correctly and he/she establish a new one.	5	4	3	2	1
17.	He/she allows the employees to set priorities with his/her guidance.	5	4	3	2	1
18.	He/she delegates tasks in order to implement a new procedure or process.	5	4	3	2	1
19.	He/she closely monitor his/her employees to ensure they are performing correctly.	5	4	3	2	1
20.	When there are differences in role expectations, he/she works with them to resolve the differences.	5	4	3	2	1
21.	Each individual is responsible for defining their job.	5	4	3	2	1
22.	He/she likes the power that his/her	5	4	3	2	1

	leadership position holds over subordinates.					
23.	He/she likes to use his/her leadership power to help subordinates grow.	5	4	3	2	1
24.	He/she likes to share his/her leadership power with subordinates.	5	4	3	2	1
25.	He/she directs or threatens employees with punishment in order to get them to achieve the organizational objectives.	5	4	3	2	1
26.	He/she consider employees to exercise self-direction if they are committed to the objectives.	5	4	3	2	1
27.	He/she allows employees to have the right to determine their own organizational objectives.	5	4	3	2	1
28.	He/she thinks that employees seek mainly security.	5	4	3	2	1
29.	He/she let employees feel they know how to use creativity and ingenuity to solve organizational problems.	5	4	3	2	1
30.	He/she knows that employees can lead themselves just as well as he/she can lead.	5	4	3	2	1

**APENDIX 2
THE PSYCONES**

Please rate the extent to which you agree or disagree with the following statements by making an “X” over the appropriate number on the 0 to 5 point scale next to the statement

EMPLOYER OBLIGATIONS

Below is a list of some promises and commitments which organisations sometimes make to their employees. For each, I would like you to consider whether such a promise has been made by this organisation, either formally or informally, and the extent to which it has been fulfilled.

<i>0 = No</i>	<i>1 = Yes, but promise not kept at all</i>	<i>2 = Yes, but promise only kept a little</i>	<i>3 = Yes, promise half-kept</i>	<i>4 = Yes, promise largely kept</i>	<i>5 = Yes, promise fully kept</i>
-------------------	---	--	---	--	--

	STATEMENT	SCALE					
1	Has your organisation promised or committed itself to provide you with interesting work?	0	1	2	3	4	5
2	Has your organisation promised or committed itself to provide you with a reasonable secure job?	0	1	2	3	4	5
3	Has your organisation promised or committed itself to provide you with good pay for the work you do?	0	1	2	3	4	5
4	Has your organisation promised or committed itself to provide you with a job that is challenging?	0	1	2	3	4	5
5	Has your organisation promised or committed itself to allow you to participate in decision-making?	0	1	2	3	4	5
6	Has your organisation promised or committed itself to provide you with a career?	0	1	2	3	4	5
7	Has your organisation promised or committed itself to provide a good working atmosphere?	0	1	2	3	4	5

8	Has your organisation promised or committed itself to ensure fair treatment by management and supervision?	0	1	2	3	4	5
9	Has your organisation promised or committed itself to be flexible in matching demands of non-work roles with work?	0	1	2	3	4	5
10	Has your organisation promised or committed itself to provide possibilities to work together in a pleasant way?	0	1	2	3	4	5
11	Has your organisation promised or committed itself to provide you with opportunities to advance and grow?	0	1	2	3	4	5
12	Has your organisation promised or committed itself to provide you with a safe working environment?	0	1	2	3	4	5
13	Has your organisation promised or committed itself to improve your future employment prospects?	0	1	2	3	4	5
14	Has your organisation promised or committed itself to provide an environment free from violence and harassment?	0	1	2	3	4	5
15	Has your organisation promised or committed itself to help you deal with problems you encounter outside work?	0	1	2	3	4	5

EMPLOYEE OBLIGATIONS

The following list consists of some promises and commitments that people sometimes make to their organisation. For each, I would like you to consider whether you made such a promise to this organisation, either formally or informally, and the extent to which it has been fulfilled.

<i>0 = No</i>	<i>1 = Yes, but promise not kept at all</i>	<i>2 = Yes, but promise only kept a little</i>	<i>3 = Yes, promise half-kept</i>	<i>4 = Yes, promise largely kept</i>	<i>5 = Yes, promise fully kept</i>
-------------------	---	--	---	--	--

	STATEMENT	SCALE					
16	Have you promised or committed yourself to go to work even if you do not feel particularly well?	0	1	2	3	4	5
17	Have you promised or committed yourself to protect your company's image?	0	1	2	3	4	5
18	Have you promised or committed yourself to show loyalty to your organisation?	0	1	2	3	4	5
19	Have you promised or committed yourself to work overtime or extra hours when required?	0	1	2	3	4	5
20	Have you promised or committed yourself to be polite to customers or the public when they are being rude and unpleasant to you?	0	1	2	3	4	5
21	Have you promised or committed yourself to be a good team player?	0	1	2	3	4	5
22	Have you promised or committed yourself to turn up for work on time?	0	1	2	3	4	5
23	Have you promised or committed yourself to volunteer to do tasks outside your job requirements?	0	1	2	3	4	5
24	Have you promised or committed yourself to develop your skills to be able to perform well in this job?	0	1	2	3	4	5

25	Have you promised or committed yourself to meet the performance expectations in your job?	0	1	2	3	4	5
26	Have you promised or committed yourself to accept an internal transfer if necessary?	0	1	2	3	4	5
27	Have you promised or committed yourself to provide the organisations with innovative suggestions for improvement	0	1	2	3	4	5
28	Have you promised or committed yourself to develop new skills and improve your current skills	0	1	2	3	4	5
29	Have you promised or committed yourself to respect the rules and regulations of the institution?	0	1	2	3	4	5
30	Have you promised or committed yourself to work enthusiastically on jobs you would prefer not to be doing?	0	1	2	3	4	5
31	Have you promised or committed yourself to take responsibility for your career development	0	1	2	3	4	5

Looking overall at how far this organisation has or has not kept its promises and commitments, to what extent do you agree with the following statements?

<i>1 = Strongly disagree</i>	<i>2 = Disagree</i>	<i>3 = Neutral</i>	<i>4 = Agree</i>	<i>5 = Strongly agree</i>
--------------------------------------	-------------------------	------------------------	----------------------	-------------------------------

32	I feel happy	1	2	3	4	5
33	I feel angry	1	2	3	4	5
34	I feel pleased	1	2	3	4	5
35	I feel violated	1	2	3	4	5
36	I feel disappointed	1	2	3	4	5

37	I feel grateful	1	2	3	4	5
----	-----------------	---	---	---	---	---

Please answer the following statements on the following continuum of five options, with:

<i>1 = Not at all</i>	<i>5 = Totally</i>
---------------------------	------------------------

38	Overall, do you feel you are rewarded fairly for the amount of effort you put into your job?	1	2	3	4	5
39	To what extent do you trust senior management to look after your best interests?	1	2	3	4	5
40	Do you feel that organisational changes are implemented fairly in your organisation?	1	2	3	4	5
41	In general, how much do you trust your organisation to keep its promises or commitments to you and other employees?	1	2	3	4	5
42	Do you feel you are fairly paid for the work you do?	1	2	3	4	5
43	To what extent do you trust your immediate manager to look after your best interests?	1	2	3	4	5
44	Do you feel fairly treated by managers and supervisors?	1	2	3	4	5