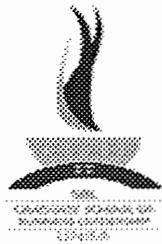


**Creating a Climate and Culture
for Sustainable Organisational Change**

**A Research Report
Presented to the**



**Graduate School of Business Leadership
University of South Africa**

**In partial fulfilment of the
Requirements for the
MASTERS DEGREE IN BUSINESS
LEADERSHIP,
UNIVERSITY OF SOUTH AFRICA**

**By
AD Botha
34466096**

Abstract

Rapid changes in the business landscape, increased competition and higher customer expectations mean that businesses today have to find ways to establish and keep a competitive advantage.

One way businesses can remain competitive is by becoming learning organisations. Organisations need to use their human resources optimally. But organisations do not only need to change into learning organisations but its people need to apply their learning in more creative ways to stay ahead of the competition.

An important ingredient of the success of organisational learning is teamwork. Teams allow for innovative problem solving and for the development of synergy either to apply collective knowledge and skills to problems or to develop new or innovative ideas.

In the study Standard Bank is identified as an example of an organisation that is attempting to change into a learning organisation. Standard Bank has recently launched a program called "Ordinary-To-Innovative (O2I)" and "Winning Ways", a process where teams of people work together to find innovative solutions to problems and share ideas.

The research attempts to show the relationship between the leadership skills of team leaders and the willingness of team members to change.

The change that is referred to is the willingness of team members to become more innovative, to interact in the teams, to learn through this interaction with the purpose of creating value for the organisation.

In terms of the effect of either transformational or transactional leadership on willingness to change and creating a climate and culture for innovative change, the research results show that transformational change shows higher frequency, and in a sense better correlations but transactional leadership is quite strong as well. The literature suggests that if an organisation like Standard Bank wants to make the paradigm shift to being more creative and innovative they should train their leaders in transformational leadership skills. These transformational team leaders will assist Standard Bank in creating a climate and culture for sustainable organisational change.

Acknowledgements

My sincere gratitude to the following people;

- Jaunine, thanks for all the love and support.
- Professor Lize Booysen for sacrificing her time and the excellent support.
- My mother and brother, thanks for the encouragement and prayers.
- Dr. Liezel Korf, for sharing her statistical expertise.

Table of Contents

Abstract	i
Acknowledgements	iii
Table of Contents	iv
List of Tables	viii
List of Graphs	ix
Keywords	x
Chapter 1	1
1.1 Introduction	1
1.2 Research Problem	4
1.3 Importance of study	7
1.4 Limitations of study	7
Chapter 2	9
2.1 Change Theory	9
2.1.1 Planned approach to Change Management	9
2.2 Theories of Organisational Change	10
2.2.1 Incremental Theories	10
2.2.2 Transformational Theories	10
2.2.3 Ecological Theories	10
2.3 Emergent Approaches to Change Management	12
2.4 Chaos and Complexity Theory	14
2.5 Resistance to Change	15
2.5.1 Individual Resistance to Change	16
2.5.2 Individual Change	18
2.6 The Concept of Energy	19

2.7	Managing Change Across Cultures	20
2.7.1	Critique about Change Models	20
2.7.2	The Culture and Climate of the Organisation	20
2.8	Teams and Groups	23
2.9	Knowledge	24
2.10	The Learning Organisation	25
2.11	Team Leadership	26
2.11.1	After-Activity Reviews	27
2.11.2	Dialogue Sessions	28
2.12	Emotional Intelligence	28
2.13	Transformational Leadership	29
Chapter 3		33
3.	Research Design and Methodology	33
3.1	Research Problem	33
3.2	Research Population and Sampling	34
3.2.1	Population	34
3.2.2	Sample and Sample Size	35
3.2.3	Data Collection Process and Methods	35
3.2.4	Response Rate	35
3.2.5	Data Collection Instrument	36
3.2.5.1	The Multifactor Leadership Questionnaire (MLQ)	37
3.2.5.2	Discussion on validity and reliability of MLQ from literature	38
3.2.6	The Situational Outlook Questionnaire	39
3.2.7	Data Analysis Techniques	40

Chapter 4		44
4	Research Results	44
4.1	Profile of respondents	44
4.2	Descriptive Statistics	45
4.3	Correlations	48
4.3.1	Correlations between leadership attributes of team leaders and willingness of team members to change	48
4.4	Factor Analysis	54
4.5	Reliability of MLQ (Questionnaire B)	59
4.6	Frequencies	60
Chapter 5		63
5	Discussion, conclusions and recommendations	63
5.1	Background to study	63
5.2	Discussion of Research Results	67
5.2.1	Correlations between leadership attributes and willingness of team members to change	68
5.2.1.1	Idealised Influence	68
5.2.1.2	Inspirational Motivation	69
5.2.1.3	Intellectual Stimulation	69
5.2.1.4	Individualised Consideration	69
5.2.1.5	Contingent Reward	70
5.2.1.6	Management-by-exception	70
5.2.1.7	Laissez-Faire	70
5.2.2	Correlations between attributes of leadership as measured by the MLQ and the climate and culture in a team setting as measured by the SOQ	72
5.2.2.1	Challenge and Involvement	72

5.2.2.2	Freedom	73
5.2.2.3	Trust and openness	73
5.2.2.4	Idea Time	74
5.2.2.5	Conflict	75
5.2.2.6	Idea Support	75
5.2.2.7	Debate	76
5.2.3	Correlations between the nine dimensions of the SOQ and willingness to change	76
5.2.4	Factor Analysis	77
5.2.4.1	Factor 1	77
5.2.4.2	Factor 2	80
5.2.4.3	Factor 3	81
5.2.4.4	Factor Correlation Matrix	82
5.2.5	Frequencies	82
5.3	Conclusions	84
5.4	Recommendations	87
Reference List		89
Addendum A: Questionnaire		95
Addendum B: Reliability Statistics		99

List of Tables	Page
4.1 Descriptive Statistics of the Situational Outlook Questionnaire	45
4.2 Descriptive Statistics of Willingness to Change	46
4.3 Descriptive Statistics of MLQ	47
4.4 Correlations between leadership attributes and willingness of team members to change	49
4.5 Correlations between the attributes of leadership as measured by the MLQ and climate and culture for creativity in a team setting as measured by the SOQ	51
4.6 Correlations between the nine dimensions of the SOQ and the willingness of team members to change	53
4.7 Total Variance Explained	55
4.8 Pattern Matrix	56
4.9 Reliability of Factor 1	58
4.10 Reliability of Factor 3	58
4.11 Factor Correlation Matrix	59
4.12 Frequencies	61
4.13 Descriptives of Transformational and Transactional Type Leadership and the SOQ	61
4.14 Descriptives of Transformational and Transactional Leadership and Willingness to Change	62

List of Graphs	Page
4.1 Mean values of the Situational Outlook Questionnaire	49
4.2 Mean values of willingness to change	50
4.3 Mean values of the MLQ	51

Keywords

Learning Organisation

Organisational Change

Transformational Leadership

Transactional Leadership

Chapter 1

1.1 Introduction

Rapid changes in the business landscape, increased competition and higher customer expectations mean that businesses today will have to find ways to establish and keep a competitive advantage. Organisations, specifically the banking industry, operate in a highly competitive environment where customer service is usually the only differentiating factor between the main competitors. The problem is that most, or all of the banks realise the importance of service and are increasing their efforts to improve customer service with the effect that it neutralises any potential competitive advantage.

The question remain, what can organisations do to remain competitive in the rapidly changing business environment. Ellinger, Ellinger & Kellar (2002) suggest that organisations will increasingly depend on learning to sustain competitive advantage. They go further to state that it is not only learning, but also the rate at which organisations learn that will ensure sustainable competitive advantage.

Lähteenmäki, Toivonen & Matilla (2001) add to this by saying that not only is the ability to learn expected to create a major source of competitive advantage for organisations in the future, but learning itself is seen as very important for the survival of today's organisations.

Organisations would need to change and become, what is referred to in the academic field as "learning organisations". Here we need to differentiate between "organisational learning" and the term learning organisation.

Organisational learning refers to something all organisations possess (Goh, 2001). He states further that all organisations learn and develop from experience over time; it refers to the identification of the learning processes that are embedded in the organisation. This includes the distinctive learning styles and the existing mechanisms whereby learning is taking place.

In contrast the learning organisation is seen as a particular type or form of organisation. The learning organisation displays certain characteristics that allow it to adapt and survive in an increasingly competitive environment (Goh, 2001). Ellinger et al (2002) state that learning organisations focus on the importance of acquiring, processing and disseminating knowledge, facilitating and making use of individual learning and modifying behaviour and practices to reflect the learning. The term learning organisation will be elaborated on further in the literature review.

A good example of a South African organisation that appears to attempt to change into a learning organisation is Standard Bank. The bank is currently embarking on a project that they call O2I (Ordinary to Innovative) and are calling on staff to think of “Winning Ways” to improve their business processes, find new and better ways of doing things, improving customer service, save on operational costs. The bank may see this as the only viable way to differentiate itself from the competition and to sustain competitiveness in a landscape of increased competition and higher expectations of customers. A way to achieve this may be to create a climate and culture for sustainable organisational change, which forms the basis of this study.

Schneider, Brief & Guzzo (1996) mention that the “feel of an organisation” reflect both its climate and culture. The climate includes two issues 1) How the organisation goes about its daily business – is it flexible, innovative or stodgy? 2) What goals the organisation pursues – quality, cost containment or market share? Schneider et al (1996:9) elaborate on this as follows “the inferences organisational members make about climate are based on the policies, practices, procedures and

routines that they are subject to, as well as the kinds of behaviours that are expected and that get rewarded and supported”.

Stern (2005) makes mention that successful companies develop a culture that just keeps moving all the time to respond to a changing trading environment.

For the purpose of this study organisational change is defined as the process by which organisations move from their present state to some desired future state in order to increase their effectiveness (Bhambri, 1992).

Porras & Silvers (1991) define organisational change as an initiative that changes organisational processes and in turn influence individual behaviours and that subsequently impact on organisational outcomes. The O2I and Winning Ways project of Standard Bank is a good example of such an initiative.

The problem organisations like Standard Bank face are how to successfully implement and sustain this process.

Goh (2001) mentions that, amongst others that will be elaborated on in the literature review, teamwork and co-operation is another attribute of the learning organisation. He goes on to state that teams allow for innovative problem solving and for the development of synergy either to apply collective knowledge and skills to problems or to develop new and innovative ideas.

Tee Ng (2004) mentions that one of the five disciplines of the learning organisation, which will be discussed in more detail later, is team learning. He suggests that when teams learn to innovate together, they are capable of producing extraordinary results. This process starts with dialogue, with a common goal but diverse background; team members can brainstorm from many different angles to produce a wealth of ideas.

Goh (2001) mentions that shared leadership and involvement are some of the attributes of a learning organisation. Managers or team leaders in learning organisations are seen as coaches and facilitators rather than controllers. They project a non-hierarchical attitude that creates an environment for employees to take risks and to try new things without fear of being reprimanded or penalised. But this would entail a paradigm shift for employees who are used to a bureaucratic environment where they are not used to taking risks out of fear of being penalised. It would mean they would need to change in dramatic way. This leads to the research problem:

1.2 Research Problem

What is the relationship between the leadership skills of team leaders and the willingness of team members to change?

The change that is referred to in the research problem is the willingness of team members to become more innovative, to interact in the teams, to learn through this interaction with the purpose of creating value for the organisation.

Most learning organisation theorists agree that learning organisations are market-orientated, have a flexible decentralised structure, facilitative leadership, and an entrepreneurial culture. Learning also occurs more readily in environments where the culture and systems exist to support work-related learning (Ellinger et al, 2002)

This ties in with the research problem in that the objective would be to test the transformational skills of team leaders and the effect it has on the climate and culture where in the teams operate and the effect it has on their willingness to change and become more entrepreneurial.

Learning organisations are non-bureaucratic with decentralised decision-making structures. Policies and procedures are not fixed and are subject to change. Employees can make their own decisions without having to check with anyone, do not have to adhere to formal rules and procedures to get things done, and have the power to introduce new work activities without requiring approval (Goh, 2001)

This is not always possible in a banking environment due to the inherent risks involved, and to protect both the customers and employees. It appears that the team leaders must have the facilitation and leadership skills to still encourage innovative thinking within this type of environment.

The word innovation originates from the Latin "Innovare", meaning to make something new. Essentially innovation is a process of turning opportunity into new ideas and of putting the ideas into widely used practice (Flynn, Dooley, O'Sullivan & Comican, 2003).

Managers or team leaders need to have an understanding of the vision, mission, values and goals of the organisation to facilitate the change process and entice workforce commitment (Love, Huang, Edwards & Irani, 2004). They mention further that successful organisational transformation begins at individual units or teams and then moves from isolated units into the corporate core. Team leaders should not try to create a "new culture" as this approach represents an ineffective way of changing an organisation. The change strategy should rather be linked to organisation's core strategic issues and the demands of the environment.

The research problem and sub-problems are as follows;

Research Problem: What is the relationship between the leadership skills of team leaders and the willingness of team members to change?

Out of the research problem flows the following sub-problem.

Sub-problem: What type of leadership style, transactional leadership or transformational leadership, has more positive significance and impact on team effectiveness.

Kuo (2004) mentioned the following proposition that will be tested in this study:

Hypothesis 1: In comparison with transactional leadership style, transformational leadership style has a more positive significance and impact on team willingness for innovative change.

Chen (2004) tested the following hypothesis that will also be tested in this study:

Hypothesis 2: Team leaders' transformational behaviours are positively correlated with a climate and culture that encourage creativity and the ability to initiate innovative change in a team setting.

The study will focus on the role that team leaders play in a change process. A good example is the O2I and Winning Ways project at Standard Bank that will be used as background to show the importance of the leadership skills of team leaders to create a climate and culture for sustainable organisational change.

Leadership is a wide and varied academic field and encompasses various skills and attributes, but this study will concentrate more on transformational skills. The success of organisational change obviously does not depend solely on the skills of team leaders but it is felt that the importance they play in a successful or unsuccessful change process is overlooked.

1.3 Importance of the study

A lot of change processes fail at the implementation phase. Schneider, Guzzo & Brief (1996) mention that change programs fail to change the fundamental psychology or “feel” of the organisation to its members. It is this “feel” that directs and motivates employee efforts. The importance of this study is to show what effect team leaders can have on successfully implementing change. What often happens in an organisation like a bank is that a good teller becomes the team leader of tellers and a good customer consultant becomes the team leader of the customer consultants etc. What is not taken into account is that these people may lack the necessary leadership skills to facilitate changes in the group. This may have an adverse effect on the person leading and the group. The team leader needs to utilise the Human Resources in his team and the knowledge they possess to improve the processes and procedures and the way they do things to add value to customer relationships and ultimately to the organisation.

1.4 Limitations of the study

Due to the time constraints the study will not be able to measure if improvement in the leadership skills of team leaders will cause a vast improvement in the willingness of team members to change in a group.

This study does not focus on management other than first-line supervisory level because the study intends to research specifically the contribution of team leaders to change management in organisations. At the same time, it does not intend to deny the importance of other management levels in change management. This study will also focus on leadership attributes of team leaders and willingness to change of team members in the organisation but does not intend to imply that the other factors affecting change is of less importance. The study may have bias in terms of the problems experienced with change in Standard Bank but will add to

the body of knowledge in terms of the importance of team leaders in a change process.

Due to the fact that experimentation cannot be conducted, causality cannot be established only that the two variables move together.

Because of the nature and the purpose of the study and the time constraints, it will be carried out as a cross-sectional study. Based on the results a longitudinal study may be conducted in future to measure if certain leadership skills and development of certain leadership skills has lead to changes or willingness to change of team members.

In the next chapter a literature investigation will be conducted to get more detail about the concepts that were touched on in Chapter 1.

Chapter 2

2.1 Change Theory

2.1.1 Planned approach to change management

The three most important models of planned or Organisational Development change are the Action research model, the Three-step model and the Phases of planned change approach (Burnes, 1996). Action research addresses social and organisational issues and involves a collective approach where all parties involved participate in the formulation of research problems, and the action taken to resolve these problems. The change process becomes a learning process, and is a rational, systematic analysis of issues through social action.

The second model proposes that change should involve three steps of unfreezing, moving and refreezing. (Burnes, 1996) The third model concentrates on change phases the organisation moves through and the change process methods to move the organisation through these phases. This model concentrates on structural changes.

These models have been criticised as too rigid; that phases cannot be chronologically ordered because of the changing nature of the environment, that the emphasis is on incremental change rather than radical transformation; and one kind of change cannot work for all organisations (Burnes, 1996). Van de Ven & Poole (1995:515) defined change as follows "Change, one type of event, is an empirical observation of difference in form, quality, or state over time in an organisational entity".

2. 2 Theories of Organisational Change

In an article by Ferreira (1997) reference is made to Meyer, Brooks & Goes (1990) who mentioned that organisations change in one of two ways: evolutionary (continuous, incrementally or first-order change) and revolutionary (transformational, rapid or second order change).

2.2.1 Incremental Theories

Ferreira (1997) mentions that incremental or adaptation theories is build around the fact that firms do environmental scanning on regular basis and adapt to threats and opportunities. These theories emphasise the interactive relationship between the organisation and the environment it is operating in.

2.2.2 Transformational Theories

In the article by Ferreira (1997) he indicates that transformational theories place the emphasis on changes in the organisation to overcome stagnation and to better align itself with the environment. These types of changes are also referred to as “frame-breaking” changes and after this type of change the organisation returns to a period of relative stability. These types of theories also emphasise the relationship between the organisation and its environment.

2.2.3 Ecological Theories

The third category of theories Ferreira (1997) refer to is Ecological Theories that cannot easily be classified as either incremental or transformational. These types of theories are divided into the neo-institutional school and population ecology. Ferreira (1997) refers to “institutional isomorphism” as the mechanism driving the change. This results from the expectations of the institutional environment on the

organisation to conform to certain expectations to enhance the organisation's chances for survival.

Population ecology refers to change across entire industries driven by environmental variation, selection, and retention. It is argued by Ferreira (1997:87) that this is actually a theory of "non-change, as change decreases the survival chances of firms by setting back the liability of the newness clock".

In this study the focus will be on how team leaders can go about effecting incremental changes but also transformational changes in their teams.

Ferreira (1997) cites Stopford & Baden-Fuller's (1994) study of 10 troubled organisations in four European Industries that showed that the ability to bring about major transformations has to be developed internally and that it may take years to achieve. Ferreira further mentions a study done by Grinyer, Mayes & McKieran (1998) who found that firms with effective higher level learning processes, effective monitoring, predictive and analytical systems, and the need for transformational change will be detected sooner, the actions needed to bring about this type of change will be identified faster and adjustment will also happen more rapidly.

Ferreira (1997) concludes the article by saying that when considering change dynamics a lot of attention has been given to the tension between the need for stability (organisational inertia) and stress (or the pressures of change). Current studies emphasise the influence of organisational learning, cognitive perceptions, aspiration levels and executive leadership as mediating factors between inertia and stress.

Even though a lot of research has been conducted about the factors influencing organisational change and attempts made to ensure the success of organisational change, the fact remains that there is a high failure rate of organisational change.

Schneider, Brief & Guzzo (1996) express their views about the high failure rate of organisational change and the resulting frustration on the part of management and cynicism on the part of workers. They state that one of the key reasons for the failure of organisational change is the fact that the changes introduced fail to change the psychology of the organisation. Organisations as they are known are the people in them; if they do not change there is no organisational change.

They make the assertion that sustainable organisational change is most assured when both the climate – what the organisation's member's experience – and the culture – what members believe the organisation values – changes. In the literature review these concepts – climate and culture, as well as organisational change - will be further elaborated on.

Stern (2005) makes reference to Knell (2004), who states that successful businesses build their culture over time. The stop/start of culture change, the freezing and unfreezing of business, has not worked. This approach does not work given the unforgiving character of competition and customer demand. Because of the need to manage change in a dynamic and changing environment the following approaches to change management emerged.

2.3 Emergent approaches to change management.

The following group of approaches to change management looks at the highly dynamic environment and recognises that change strategies need to be adaptable to an ever-changing environment. According to the emergent approaches, organisations can rely less on detailed plans and projections. Short-term change strategies and plans yield short-term results and instability (Burnes, 1996).

Asch & Salaman (2002) mention that organisations today face increasingly dynamic, complex and unpredictable environments where technology, the nature of

competition, industry boundaries and the rules of the game are changing dramatically.

In the emergent approaches change is seen as a continuous process of learning and experimentation to adapt to turbulent environment (Burnes, 1996). Small-scale changes over time can lead to larger changes in the organisation where the role of managers is to gather information, as well as facilitate and communicate the vision and values of the organisation (Burnes, 1996). Management need to allow and facilitate the questioning of management decisions, conflict, dialogue and debate. Participation of employees in the decision-making and driving change processes should be facilitated by providing channels to analyse and discuss change issues (Burnes, 1996). This would be an integral part of creating a climate and culture for change in the organisation.

“For organisations to achieve sustainable success, they should be continuously capable of transforming in a quantum and discontinuous fashion, and not only in an adaptive, reactive way” (Voelpel, Leibold & Mahmoud 2004:124). In this ever-changing business landscape change is guided by the principles of the complexity theory where there are few simple rules (Voelpel et al, 2004). The key competitive success of successful organisations is not to “run harder and harder” but rather to “run differently” by re-inventing themselves by systematic capability innovation (Voelpel et al, 2004).

Research conducted by Beer & Eisenstat (2000) identified six key barriers to organisational fitness (that enables the ability to change rapidly) that block change and learning within an organisation. These barriers relate to ineffective leadership at the top, poor implementation and absence of learning. The first barrier they describe is a top-down or laissez-faire senior management style. They mention that without transforming this barrier into a capability (a leadership style that embraces the paradox of top-down direction and upward direction) none of the other barriers

can be turned into capabilities. The other barriers listed are: unclear strategy and conflicting priorities; an ineffective senior team; poor vertical communication; poor coordination across functions, businesses or borders; and inadequate down the line leadership skills and development.

As environments become more turbulent and unpredictable organisations find it increasingly difficult to plan for specific outcomes. Sherman & Schultz (1998) point out that planning does not work well in turbulent environments as planning is essentially linear. They emphasise limitless possibilities for the organisation and this entails the practice of scenario planning and considering all possibilities for outcomes. Falconer (2002) also challenges the supposed linearity of change and mentions that it cannot be a discreet process due to the influences from the environment. Van Tonder (2004) makes mention of Marion (1999) who stated that scientists were looking for new explanations because existing explanations did not cover everything they were observing. This type of phenomena was described as being random, chaotic, complex, non-linear and unpredictable. Out of this “chaos” and “complexity” emerged as subjects of study.

2.4 Chaos and complexity theory

From the chaos paradigm and complexity theory viewpoint organisation are viewed in a different light. Questions are raised about the level of complexity within our organisations and to be vigilant about minor changes that could lead to transformational or catastrophic change. The next question is about the inherent capability of the organisation to withstand and live with severe and major change. (Van Tonder, 2004)

Joroff, Porter, Feinberg & Kukla (2003) talks about an agile workplace as one that is constantly transforming, adjusting and responding to environment through organisational learning.

“The organisation’s inherent resilience, employee skills and competencies, and indeed leadership models and practices should increasingly propagate, and demonstrate, operational practices that convey a message of continuous change as the norm, rather than pursuing stability in all facets of organisational functioning” (Van Tonder, 2004:143).

Falconer (2002) mentions that change starts with a system of people, culture, processes, artefacts and technology in a complex configuration and circumstances. These elements behave unpredictably for an indefinite period of time and will continue behaving unpredictably even if we do not observe it anymore. According to him change never ends regardless of whether we choose to observe the landscape or attempt to apply change interventions. He summarises by saying that change is anything but linear.

Van Tonder (2004) makes reference to high concentrations of resources (in particular employee energy) and if organisations wish to avoid rapid dissipation of energy (i.e. chaotic change), the leaders in the organisation need to be sensitive to the possible build-up of energy (resources) within the organisation. This energy needs to be re-directed from high concentration areas to areas where it is more needed.

2.5 Resistance to change

Van Tonder (2004:183) mentions various definitions of resistance to change i.e.

- “employee actions that attempt to stop, delay or alter the change initiative”
- “conducts or attempts at maintaining the status quo”
- “unwillingness to accept or to assist with permutations of organisational change”

There is a difference between individual resistance to change and organisational resistance to change.

2.5.1 Individual resistance to change

Jansen (2000) defines individual resistance to change as a range of behaviours that can range from passive resistance to active resistance and even aggressive resistance.

Kotter (1995) suggests that individual resistance to change is rare. He states that obstacles to change are part of the organisation structure or in its performance appraisal system that is not aligned with the new desired behaviour.

Kegan & Lahey (2000) suggest that resistance to change does not reflect opposition to change. Instead what happens is that people, unknowingly apply energy towards a hidden competing commitment. This can manifest in the form of a person who is passionate about commitment to teamwork but is also dedicated to avoiding conflict that may form part of an ambitious team activity. They call this phenomenon “immunity to change”. The process to overcome this is not without pain as it asks people to question long held beliefs. A lot of people may decide not to disrupt their immunity to change deciding instead to continue their struggle without reward, against their competing commitments.

Kegan & Lahey (2000) further suggest that team leaders must guide people through this exercise with sensitivity and understanding. The main purpose of this exploration exercise is to help employees to become more effective and not to find fault. The team leader almost plays the role of a psychologist in supporting employees to challenge their innermost assumptions. By challenging these assumptions the team leader assist employees in overcoming limitations to become more successful at work.

In an article by Piderit (2000) the term “resistance to change” is questioned and management often use this term to explain why a change program failed instead of taking responsibility for the failure. It is mentioned further in the article that individuals seldom form attitudes of protest without considering the potential negative implications it might have for them. Threats to job security or advancement in the organisation may prevent employees from speaking up about ethical concerns or their desire to protect the organisations best interest.

In the article by Piderit (2000) resistance is described as a cognitive state, an emotional state, and as a behaviour. The behaviour aspect is described by Piderit (2000) in the article based on the studies by Brower & Abolafia (1995) who defined resistance as “a particular action or inaction” and Ashforth & Mael (1998) who defined resistance as “intentional acts of commission (defiance) or omission”.

Piderit (2000) supports the view that resistance is also an emotional state by making mention of research done by Vince & Broussine (1996) who found that responses to change was often “paradoxically emotional” and Diamond (1986) who pointed out that the underlying nature of resistance is highly emotional.

To support the statement that resistance to change can also be a cognitive state Piderit (2000) mentions that it may include a component of negative thoughts about the change. Piderit (2000) references Watson (1982) who stated that what is often labelled, as resistance is actually reluctance.

Each of these three aspects used in defining resistance - as a behaviour, an emotion or a belief - has merit and forms an important part of experience of responses to change.

2.5.2 Individual Change

The individual's experience of change goes through various phases of which resistance form a major part as explained by Van Tonder (2004) and it incorporates cognitive and affective change. The individual goes through an initial shock period, which is accompanied by fear. The individual recovers quickly by downplaying the potential change. As the change process is set in motion the individual experiences anxiety that is manifested in a "fight or flight" response. This leads to resistance, which is a conscious or unconscious belief that the change can be stopped or turned around. If the individual sees that he cannot stop the process it leads to frustration or anger that may take the form of outbursts and criticism of others. The individual tries to come to terms with the potential loss by bargaining with himself. If the bargaining fails the individual experiences emotions of despair, grief and depression.

This is the lowest point of the individual's experience of change and also the period when the most support is needed. The individual resigns himself to the situation and accepts it. The individual starts to accept the start of a new beginning. The phases following this include receptiveness, exploration and testing, search for meaning, discovery and understanding. New beliefs, behaviours and values are formed and come part of the person's permanent make-up. The person emerges from this process with a renewed sense of purpose and is re-energised.

Van Tonder (2004) concludes that these phases forms part of any change process an individual is faced with and it is necessary for the person to go through them for change to be successful. The team leader should understand this process and be able to guide his employees through the phases.

Lower level employees often experience dissatisfaction, disenchantment and are subjected to ineffective procedures and poor operational practices, that all carry

within them the potential for chaos. Change management becomes the everyday responsibility of every employee. This view of change requires that employees have the capability to live with change, to be resilient to it and invite it. Energy, mentioned earlier, is a useful concept that can assist in explaining chaotic change in an organisation.

2.6 The concept of energy

Van Tonder (2004) states that emotional energy (e.g. a disgruntled employee), build up through various processes up to the point where it has to be released. The cathartic experience referred to by Van Tonder as the “breaking of the dam wall” is useful in explaining the dissipation of energy in non-linear dynamic systems. The leadership of an organisation needs to understand where the energy build-up in the organisation is. The act of focussing more attention on where the organisation’s energy is going may slow the gradual drifting away for stability or equilibrium. Out of this flow the questions, where and what can be done to contain this energy build-up, what interventions or resolutions are required (Van Tonder, 2004).

Kanji & Moura E Sá (2001) mention that leaders need to provide a focal point for the energies, hopes and aspirations of people in the organisation.

In any change process there is an element of natural resistance and this is an unavoidable part of change, but the theory suggest that it is the obvious neglect of the emotional side of change that creates the energy build-up, extensive resistance, and often the chaotic release (or dissipation) of the energy that leads to disastrous consequences (Van Tonder, 2004).

Van Tonder (2004) makes the statement that emotions provide the impetus for action in human systems. Emotions are behind energy expenditure and focus.

Team leaders should be aware of this and make sure energy is channelled correctly.

2.7 Managing change across cultures

2.7.1 Critique about change models

Most models of change can be criticised for two reasons: (1) they tend to underestimate the difficulty involved in achieving or sustaining change, and (2) they tend to want to discard the current situation in favour of a new future, thus throwing out the best of what already exists (Trompenaars & Woolliams, 2003). They mention that changing an organisation's culture is a contradiction in terms. They say this because their view is that cultures act to preserve themselves and to protect their own living existence. "Organisations must reconcile change with continuity in order to preserve an evolving identity (Trompenaars & Woolliams, 2003:362)".

2.7.2 The culture and climate of the organisation

In their research Trompenaars & Woolliams (2003) state that culture is to the organisation what personality is to the individual – a hidden yet unifying theme that provides meaning, direction and mobilisation that has an influence on the way organisations deal with challenges.

Chen (2004) mentions Bass (1985) who said that the culture of an organisation can be changed and it depends on the leadership. Chen further cites Brewer (1993) who suggested that a bureaucratic working environment often have the result of negative employee commitment, while a supportive working environment as created by transformational leaders lead to greater employee commitment and involvement.

Isaksen & Lauer (2003) conducted a study to examine the ability of the Situational Outlook Questionnaire (SOQ) to differentiate between climates that either encourage or discourage creativity and the ability to initiate change in a team setting. Isaksen & Lauer (2003) cite Ekvall (1991) who defined climate as recurring patterns of behaviour, attitudes and feelings that reflects life in the organisation. Ekvall defined culture as values, beliefs, history and traditions. These cultural aspects help to establish the climate within the organisation.

Isaksen & Lauer (2002) list nine dimensions that have been found to effectively discriminate the degree to which climate supports creativity and change in organisations. These dimensions are 1) challenge and involvement, 2) freedom, 3) trust and openness, 4) idea time, 5) playfulness and humour, 6) conflict, 7) idea support, 8) debate and 9) risk-taking.

They mention as a conclusion that a team leader or a facilitator of a group needs to attend to the dimensions of a creative team climate. The facilitation and leadership needs to be done in such a way that it establishes and maintains a climate that is appropriate for the team to succeed.

Wilson (2004) adds to the definition of culture by mentioning that shared activities and language is part of the culture of the organisation. This, as well as the components of culture mentioned earlier, have been learned by a specific group of people and are also taught to new members. Chen (2004) cites Wallach (1983) who has identified three separate organisational that are labelled as bureaucratic, innovative and supportive. A bureaucratic culture is hierarchical and compartmentalised and there are clear lines of responsibility and authority. Not unlike what is found in a banking environment i.e. Standard Bank. An innovative culture refers to a creative, result orientated and challenging work environment. It may be compared to what Standard Bank is trying to create through Winning

Ways. A supportive culture is one where teamwork is important and consists of a people orientated, friendly and trusting work environment.

Wilson (2004) mentions that the following organisational culture issues are important for positive, sustainable organisational change. Employees are more focussed and contribute more strongly to the organisation if they make a personal connection with the company. If they share the vision and beliefs of the organisation they tend to be more enthusiastic. The team leaders need to ensure that the existing culture supports the goals and vision of the organisation.

Schneider, Brief & Guzzo (1996) stated that the “feel of an organisation” reflects both its climate and culture. How the organisation conducts its business, is it flexible, innovative or rigid? Also what goals the organisation pursues – quantity, quality, cost containment or market share? They mention further that sustainable organisational change is possible when both the climate – what the organisation’s members experience – and the culture – what members believe the organisation values – change.

Wilson (2004) proposes the following cultural checklist that ties in with the concept of the learning organisation that will be discussed later:

- Can anyone ask a question, or is it just certain groups that can do this?
- Are mistakes forgiven if people learnt from them? Do people learn from mistakes or just repeat them over and over again?
- Do people act and feel in a positive way or do people act and feel in negative ways?
- Is there any pride in the workplace?
- Will people follow a leader willingly?
- Is everyone encouraged to think and contribute to problem solving in the organisation, or are only certain people assigned that responsibility?

- Who is really in charge? Is authority centralised or is there decision making authority and decentralisation?
- Why do people stay in there jobs, rather than apply elsewhere?
- How is conflict handled at all levels? Are there positive outcomes to philosophical or cultural differences for example?
- Is there any striving for excellence or improvement? Are there any incentives to do this?

Most of the dynamic and interactions in organisations happen within and between groups or teams within an organisation. The following section defines teams and groups, as they exist in organisations.

2.8 Teams and Groups

Paris, Salas & Canon-Bowers (2000) define a team as more than a collection of individuals. A team is “a distinguishable set of two or more people who interact dynamically, interdependently, and adaptively toward a common goal/objective/mission, who have been assigned specific roles or functions to perform”.

Kuo (2004) cites Katzenbach & Smith (1993) who define a team as consisting of people with a common goal and to fulfil a common responsibility.

Here we need to differentiate between teams and groups. Isaksen & Lauer (2002) cite Smith (1996) who described a group as individuals with nothing in common except a postal code and teams as a small number of people with complementary skills, that are committed to a common purpose, a common set of goals and an agreed upon work approach.

Kuo (2004) argues that if teams are effective they can increase problem solving ability, raise working efficiency, improve use of resources and assist cost reduction. Other advantages of teamwork that fit the definition of a learning organisation, is that teams can promote organisational efficiency, such as learning efficiency, innovation capability and quality management.

Kanji & Moura E Sá (2001) further mention that with the emergence of teams the question of leadership is different from the one that was traditionally considered. The line between leaders and followers become less clear and more flexible which leads to a change in the role of leadership. They highlight certain behaviours that team leaders should exhibit:

- developing shared knowledge among team members
- acting as mentor to team members
- providing information to team members
- promoting open communication between members of the team
- providing goals.

2.9 Knowledge

When discussing learning, knowledge should be defined, as it should be the end result of learning. Allen & Strathern (2003) state that over a short period of time knowledge corresponds with internal models (interpretive frameworks) the people construct that has an effect on behaviour. Over a longer period of time these internal models need to be modified as the environment changes. They elaborate further by stating that the questions that any individual or organisation wants to address is how to best update their understanding of the world around them.

2.10 The Learning Organisation

Garvin (1993) referred to Peter Senge who popularised the concept of the Learning Organisation in his book “The Fifth Discipline”. Senge defined the learning organisation as a place “where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspirations are set free, and where people are continually learning how to learn together”.

Garvin (1993) mentions that learning organisations are skilled at five main activities; systematic problem solving, experimentation with approaches, learning from their own experience and past history, learning from the experiences and best practices of others, and transferring knowledge quickly and efficiently throughout the organisation.

Goh (2001) mentions five attributes that learning organisations should have:

- The first attribute is clarity of mission and purpose – members of the learning organisation should fully support and understand the meaning and significance of the organisation’s mission and how it relates to their work on a daily basis.
- The second attribute is shared leadership and involvement – leaders in learning organisations are seen as coaches and facilitators rather than controllers, they create an environment for employees to take risks without fear of being punished.
- A third characteristic of a learning organisation Goh identified is an experimenting culture and mentality – learning organisations reward and encourage the testing of new knowledge and individual initiative to try new methods of work or of problem solving. Basically questioning the status quo and the way things are done.

- The ability to transfer knowledge is also critical to a learning organisation – skills and knowledge are useless unless that knowledge can be transferred to the immediate job and to other parts of the organisation to generate new and creative ideas.
- Teamwork and cooperation is another attribute of the learning organisation- teams enable innovative problem-solving and the development of synergy for the development of new and innovative ideas and using collective knowledge to find solutions to problems.

Tee Ng (2004) mentions that for an organisation to innovate successfully, the organisation must find ways to learn to innovate and be innovative in its learning.

Albert (2005) discusses the starting point of managing change and learning is for the team members to enter into dialogue and through this understand the mental models that are in existence about organisational issues. Changes in these mental models provide the foundation for the emergence of new organisational values and new way of getting things done through people.

Albert (2005) states further that here the transformational type leader can play a role in getting all the team members to take part in the dialogue. According to him it is important to get the subjective views and insights of all personnel who have relevant work experience.

2.11 Team Leadership

Kanji & Moura E Sá (2001) proposed that an effective team leader assist the team to function as a unit by pulling together all the individuals involved towards a common goal. They also mention the fact that the idea of leadership as a person may no longer be appropriate and that looking at leadership as a process may be better due to the highly involved nature of the workforce. The line between leaders

and followers are less clear and become more flexible. That said they still emphasise the importance of strong leadership and cite Goshal (2000) who suggested that successful leaders replace the three S's of strategy, structure and systems with the three P's of purpose, process and people.

Kuo (2004) makes mention of Parker (1990) who stated that the team leader is the main factor when looking at impact on team effectiveness. Kuo (2004) also mentions Posey and Klein (1990) who elaborated on the main purposes of a team leader in that the person has to give assurance of resource efficiency, give guidance in terms of team development and maturity, training of team members, finding solutions for team problems and encourage team members and the team as a whole to strive towards the common goal of the organisation.

In an organisation attempting to grow through learning the team leaders could play an important part in facilitating team learning. Yukl (2002) mentions that long-term effectiveness is improved by the extent to which a team can learn to work more effectively and adapt performance strategies to fit the environment in which the team is operating. Yukl (2002) suggests two ways for facilitating team learning that team leaders can employ and they are after-activity reviews and dialogue sessions.

2.11.1 After-Activity Reviews

The after-activity review is a procedure for reviewing the processes and outcomes of a team activity. For teams to learn they need to examine what was done well and what can be improved the next time the activity is undertaken. The team leader encourages team members to objectively analyse events and find ways to improve group performance in future and not to criticise individuals for what they did or failed to do. Yukl (2002) states that a drawback of having the team leader directly involved in the after-activity reviews is that the team members may be

reluctant to criticise the team leader if they did not agree with something he/she did.

2.11.2 Dialogue Sessions

The second method Yukl (2002) suggests to promote team learning is discussion session between team members. Members of a group need to understand each other's perceptions and role expectations and through this they can coordinate their actions more easily. This will also assist in the accurate interpretation of feedback about the effects of certain actions. Through dialogue sessions the group tries to establish the same mental models and this leads to more effective group dynamics in future. The team leader should be able to assist team members to challenge assumptions and perceptions held.

For the above to be effective the team leader should have special skills and part of the skills set is emotional intelligence.

2.12 Emotional Intelligence

In an article by Prati, Douglas & Ferris (2003) they support this by stating that emotional intelligence is a critical component of effective team leadership and team outcomes. They mention further that team leaders must have an understanding of the emotional nuances at play in a team. The team leader should be sensitive to the team's emotional climate.

Prati et al (2003:366) cite Mayer & Salovey (1997) who defined emotional intelligence as follows:

"Emotional intelligence involves the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate

thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.”

Prati et al (2003) continue by stating that the effectiveness of the emotional intelligence of a team leader is based on the social and cultural environment within which they are performed. Yukl (2003) also makes mention of Mayer & Salovey (1995) who indicated that emotional intelligence can help leaders solve difficult problems, assist them to make better decisions, adapt their behaviour to a situation and be able to manage crises.

Prati et al (2003) indicates that emotional intelligence is part of the make-up of a transformational leader. This type of leader is dedicated to developing nurturing relationships with those whom they lead. The transformational leader allows a certain amount of individualised focus for each team member so that each of them feels important and part of the team.

2.13 Transformational Leadership

Bass, Avolio & Jung (1999) describe three types of Transformational leadership behaviour i.e. idealised influence, intellectual stimulation, and individualised consideration.

Idealised influence is behaviour that influences the followers (team members) to identify with the leader and be emotionally committed. Intellectual stimulation is behaviour that increases follower awareness of problems and encourages followers to view problems from a new perspective (this fits in with the Winning Ways project of Standard Bank). Individualised consideration includes providing support and coaching to team members. Chen (2004) also cites Bass (1995) where he says that in a transformational culture, there is a sense of purpose and of belonging to a family. Superiors feel it is their personal duty or obligation to help

new members become part of the culture. The values and norms do not stand in the way of individuals pursuing their own goals and rewards. Chen (2004) further cites Nystrom (1993) that indicated that transformational leaders have the ability to get members to have stronger levels of organisational commitment without getting a negative reaction from team members that is associated with bureaucratic management approaches.

Transformational leadership was described by Alimo-Metcalfe and Alban-Metcalfe (2001) and Yukl (2002) that support the description given above but they added another dimension in the form of inspirational motivation:

Idealised Influence – Leaders display conviction, emphasise trust, take stands on difficult issues, present their most important values and emphasise the importance of commitment, purpose, and the ethical consequences of decisions. They are admired as role models; they instil pride, loyalty, confidence and alignment around a shared purpose.

Inspirational Motivation – Leaders articulate an appealing vision of the future, challenge followers with high standards, talk optimistically and with enthusiasm, and provide encouragement and meaning for what needs to be done.

Intellectual stimulation – Leaders question old assumptions, traditions and beliefs, stimulates others to new ways of doing things and encourage the expression of new ideas.

Individualised consideration – Leaders deal with others as individuals, consider their individual needs, abilities and aspirations. They further the development of followers/team members. They act as coaches and advisors to followers.

Regarding the issue of team leadership Kuo (2004) make mention of Sosik, Avolio and Kahai (1997) who found that transformational leadership has a positive effect on team effectiveness. Kuo (2004) further cites MacKenzie, Podsakoff & Rich (2000) who found that transformational leadership has a positive effect on employee performance.

Yukl (2002) cites Bass (1985, 1996) who contrasted transactional leadership and mentioned that this type of leadership involves an exchange process that may have the result of followers complying with the requests of the leader but would not necessarily generate enthusiasm and commitment to task objectives. As discussed earlier enthusiasm and commitment is necessary for innovation.

Yukl (2002) cites Bass (1988) in that he said that transformational leadership increases follower motivation and performance more than transactional leadership but that effective leaders use a combination of both types of leadership.

The end result of the research would be to prove that transformational leadership is needed to create a climate and culture for sustainable organisational change and that it can create a climate and willingness to change in teams.

Transformational leadership can be taught as proven by Avolio & Bass (1998) who found that for 115 community leaders who had been rated by their followers prior to training, there were significant increases in inspirational motivation and intellectual stimulation and a significant decrease in managing-by-exception immediately following transformational leadership training.

Yukl (2002) cites Dvir, Eden, Avolio & Shamir (1999) who conducted a true field experiment reporting that according to their company leaders' and followers' MLQ ratings of Israeli Defence Force infantry platoon commanders, the platoon commanders who had undergone the transformational leadership training were

more transformational, less passive, and less likely to manage by exception. The comparison group did not demonstrate the same effects on either ratings of leadership or performance. In contrast to the comparison group, the platoons led by the leaders trained in transformational leadership had higher senses of self-worth and belonging.

Kanji & Moura E Sá (2001) cites Georgiades & Macdonnell (1998) who created a model that places leadership at the centre of the effective functioning of the organisation. Their model points to three topics within the leadership task: the establishment of the vision, the alignment of the culture, and the specification of management practices.

It appears from the literature discussed that if organisations want to make the paradigm shift to becoming learning organisations, and want to create a climate and culture for sustainable organisational change, the organisational leaders should employ more transformational type leadership. What is important to note is that transactional leadership involves an exchange process that may have the result of followers complying with the requests of the leaders but would not necessarily generate enthusiasm and commitment to task objectives. Enthusiasm and commitment is what is needed in an organisation that wants to create sustainable change. Employees need to be committed to, and show enthusiasm for the vision and values of the organisation and transformational leadership can act as a catalyst to ensure that through this the organisation moves to the next level.

In the next chapter the research design and methodology will be discussed.

Chapter 3

3. Research design and methodology

In this chapter the research design and methodology followed will be discussed in detail.

The research is conducted as a formal study to answer the management question of "Creating a climate and culture for sustainable organisational change" and the research problem/question "What is the relationship between the leadership skills of team leaders and the willingness of team members to change?"

The study will be correlational (also explorative and descriptive) because it is organisational research and laboratory experiments cannot be created. The research attempts to establish that the correlation between transformational leadership behaviours and willingness to change will be higher than the correlation between transactional leadership behaviours and willingness to change.

3.1 Research Problem

As stated in the introduction the research problem addressed with the research is;

What is the relationship between the leadership skills of team leaders and the willingness of team members for innovative change?

This will assist in addressing the management problem of creating a climate and culture for sustainable organisational change.

Out of the research problem flows the following sub-problem:

Sub-problem: What type of leadership style, transactional leadership or transformational leadership, has more positive significance and impact on team effectiveness.

The body of knowledge suggests that transformational behaviours are positively correlated with willingness of team members to change in innovative, supportive and bureaucratic organisational cultures (Chen, 2004).

Kuo (2004) mentioned the following proposition that will be tested in this study;

Hypothesis 1: In comparison with transactional leadership style; transformational leadership style has a more positive significance and impact on team willingness for innovative change.

Chen (2004) tested the following hypothesis that will also be tested in this study;

Hypothesis 2: Team Leaders' transformational behaviours are positively correlated with willingness of team members to change in an innovative and bureaucratic organisational culture.

3.2 Research Population and Sampling

3.2.1 Population

The population consisted of all employees of Standard Bank in Mpumalanga Province who are not at management or first-line supervisory (team leader) level. The Provincial Human Resources Consultant of Standard Bank – Mpumalanga provided a list of names of all the employees that fall in the above classification. This brought the total number of employees involved in the sampling frame to 634.

3.2.2 Sample and sample size

Probability sampling was used because the list of names of employees ensured that each member of the population has the same chance of being included in the sample. By utilising simple random sampling, every third employee was chosen to be included in the sample.

This ensured that the sample constituted approximately 211 employees spread among all the branches of Standard Bank – Mpumalanga.

3.2.3 Data Collection Process and Methods

The questionnaire (in Addendum A) was e-mailed to the Branch Managers of the Branches in Mpumalanga and they were requested to distribute the questionnaires to the people identified during the random sampling process. The questionnaire was accompanied by a covering letter informing the participants about the purpose of the study and requesting their cooperation and that they had to reply before a specific date. The letter further requested that they return the questionnaires via internal mail and that anonymity is guaranteed and they should not write their names or personnel numbers on the questionnaires.

After the date of the return of these questionnaires had lapsed a follow up e-mail was sent to the Branch Managers to make a general announcement in the branches about the need for those respondents picked to return the questionnaires. This was done in an effort to improve the response rate.

3.2.4 Response rate

Once all the phases of the collection process was completed the response rate was 54.5% as a total of 115 questionnaires were received of which all was usable

with only some of the questionnaires that had no responses to some questions which may have a small effect on the conclusions.

3.2.5 Data Collection Instrument

A questionnaire was compiled containing all the relevant issues identified during the literature research and consisted of questions from the Multi-factor Leadership Questionnaire (MLQ) of Bass, Avolio & Jung (1999) which measures specific factors which adds up to show that the team leaders researched have certain leadership attributes. Questions from the Situational Outlook Questionnaire (SOQ) of Isaksen & Lauer (2002) are included in the first section of the questionnaire and are able to differentiate between climates that either encourage or discourage creativity and the ability to initiate innovative change in a team setting. Stroh (2004) conducted research on organisational change and communication management and part of the questionnaire that was used was adapted and added to this questionnaire. The questionnaire was pre-tested on six of the team members in the Nelspruit Branch of Standard Bank, to refine the questions and verify validity.

The first section of the questionnaire (Questionnaire A) contains the nine questions of the SOQ plus measurement on willingness to change. The second section of the questionnaire (Questionnaire B) contains the 21 questions of the MLQ.

A copy of the questionnaire is attached in Addendum A.

A detailed discussion on the results of the study is included in Chapter 4. The conclusions and recommendations are contained in Chapter 5.

The aim of the questionnaire is to collect data on the leadership behaviour of team leaders as rated by the team members. The team members will also be rated on

willingness to change to attempt to make inferences on how the variables move together. The questionnaire also looks at climates that either encourage or discourage creativity and the ability to initiate change in a team setting and if these variables correlate with the variables of leadership in the MLQ.

3.2.5.1 The Multifactor Leadership Questionnaire (MLQ)

The MLQ (Bass, Avolio & Jung 1999) measures the following factors;

Factor 1: Idealised Influence – indicates subordinates trust, faith and respect in their leader. Whether the followers are dedicated to the leader, if the leader appeals to their hopes and dreams and act as a role model.

Factor 2: Inspirational Motivation – measures the degree to which the leader provides a vision, uses appropriate symbols and images to help subordinates focus on their work and make the subordinates feel that their work is significant.

Factor 3: Intellectual Stimulation – shows the degree to which the leader encourages others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs and those of the organisation.

Factor 4: Individualised consideration – indicates the degree to which the leader show interest in the well-being of others, assign projects individually, and pay attention to those who seem less involved in the group.

Factor 5: Contingent reward – shows the degree to which the leader tells others what to do in order to be rewarded, emphasises what is expected of subordinates and recognises their accomplishments.

Factor 6: Management-by-exception – assesses whether the leader tells other the requirements of the job, are content with standard performance, and are a believer in “if it isn’t broke, don’t fix it.”

Factor 7: Laissez-faire – measures whether the leader requires little from others, are content to let things happen, and let others do their own thing.

Yukl (2002) cites Loewe, Kroeck & Swasubramanian (1996) that conducted a meta-analysis of results from 39 studies using the Multi-factor Leadership Questionnaire (MLQ). The meta-analysis found that three transformational behaviours (charisma, individualised consideration, intellectual stimulation) were related to leadership effectiveness in most studies. The transformational leadership behaviours correlated more strongly and consistently with leadership effectiveness than did the transactional leadership behaviours. However, contingent reward behaviour, a transactional behaviour, was also correlated with leadership effectiveness in some studies.

3.2.5.2 Discussion on validity and reliability of MLQ from literature

Carless (1998) assessed the discriminate validity of the transformational leader behaviour as measured by the MLQ. It is mentioned in the research note that although the MLQ is the most widely used instrument to assess transformational leadership there has been a lack of evidence on its construct validity. In the research done by Carless the aim was to use confirmatory factor analysis (CFA) to compare three alternate conceptual models of transformational leadership using the MLQ.

The first model examined the proposition that transformational leadership can be defined by separate distinct behaviours. The second model tested is that transformational leader behaviours are so highly related that it is more appropriate

to conceptualise them as a single factor. The third model is a test of the assumption that leadership is a hierarchical concept explained by a number of independent behaviours that share in common a strong relationship with higher order construct.

It is concluded by Carless (1998) that the MLQ essentially assesses a single, overarching, second order construct. It is mentioned by Carless (1998) that although Bass (1985) has argued that there are conceptual differences between charisma, individual consideration and intellectual stimulation, in the study by Carless it is suggested that in practice, subordinates do not distinguish between these behaviours.

Bass, Avolio & Jung (1999) tested validity of the MLQ by using Modification Indices provided by LISREL to trim individual items contained in each scale. The strategy was to eliminate items that were too highly correlated across similar components of higher order factors (e.g. transformational leadership). Bass et al (1999) come to the conclusion that all items selected for final inclusion exceeded the recommended cut-offs for adequate discriminate and convergent validity.

From the results inferences will be made about the transformational leadership skills that team leaders possess and how it correlates with the dimensions of the climate that encourages or discourages creativity and the ability to initiate change in a team setting as measured by the Situational Outlook Questionnaire (Isaksen & Lauer, 2002)

3.2.6 The Situational Outlook Questionnaire

The Situational Outlook Questionnaire is able to differentiate between climates that either encourage or discourage creativity and the ability to initiate innovative change in a team setting. The questionnaire is attached in Addendum A.

The nine questions of the SOQ describe the following dimensions;

1) Challenge and involvement 2) Freedom 3) Trust and Openness 4) Idea Time 5) Playfulness and humour 6) Conflict 7) Idea support 8) Debate 9) Risk taking.

Stroh (2004) conducted research on organisational change and communication management and part of the questionnaire that was used will be adapted and added to the SOQ to further measure willingness to change. The following questions will be added;

Indicate on the following scale how willing you would be to change your behaviour:

I am willing to change my behaviour according to the requirements of my team leader and the organisation	1	2	3	4	5
I will change my behaviour within the time frame set by my team leader	1	2	3	4	5
I will change as far as my team leader wants me to change	1	2	3	4	5
I am willing to do what my team leader wants me to do	1	2	3	4	5

3.2.7 Data Analysis Techniques

The following data analysis techniques will be used to make the intended deductions from the raw data collected.

Descriptive statistics - are initially used to clean the data, discover any problems and to summarise distributions. Inferences are made about the location, spread and shape of the data.

Pearson correlation coefficient - the aim of the research is to look at possible correlations between variables. In this study the Pearson (product moment) correlation coefficient is measured in an attempt to show possible correlations. Cooper & Schindler (2003:570-571) describe the Pearson correlation coefficient as follows "the Pearson correlation coefficient varies over a range of +1 through 0 to -1. Correlation coefficients reveal the magnitude and direction of relationships. The magnitude is the degree to which variables move in unison or opposition. The size of a correlation of +.40 is the same as one of -.40. The sign says nothing about the size. The degree of correlation is modest. The coefficient's sign signifies the direction of the relationship. Direction tells us whether large values on one variable are associated with large values on the other (and small values with small values). When the values correspond in this way, the two variables have a positive relationship. The absence of a relationship is expressed by a coefficient of approximately zero".

Factor analysis - According to Cooper & Schindler (2003:635) "Factor analysis is a general term for several specific computational techniques. All have the objective of reducing to a manageable number many variables that belong together and have overlapping measurement characteristics". Here one looks at a matrix of inter-correlations among several variables, none of which is viewed as dependent on another.

Cooper & Schindler (2003) explain further that factor analysis begins with the construction of a new set of variables based on the principles in the correlation matrix. The most frequently used approach is principal component analysis. This

method transforms a set of variables into a new set of composite variables or principal components that are not correlated with each other. These linear combinations of variables, called factors, account for the variance in the data as a whole. The best combination makes up the first principal component and is the first factor.

The second principal component is defined as the best linear combination of variables for explaining the variance not accounted for by the first factor. In turn, there may be a third, fourth and k th component, each being the best linear combination of variables not accounted for by the previous factors.

Cooper & Schindler (2003) explain Eigenvalues as the sum of the variances of the factor values. When divided by the number of variables, an eigenvalue yields an estimate of the amount of total variance explained by the factor.

Cronbach's Alpha – is used to measure the internal consistency of an instrument, the degree to which instrument items are homogeneous and reflect the same underlying constructs. The MLQ (Questionnaire B) is the only part of the total questionnaire where reliability can be tested with confidence due to the various items that make up each factor of the MLQ.

Frequency tables – are used to see what percentage of the respondents indicated that their team leader displays transformational leadership and what percentage indicated that their team leaders display transactional leadership as indicated by the MLQ. These values are also tabled in relation to the variables as indicated by the responses to the questions in the SOQ and the questions that attempt to measure willingness to change.

In Chapter 4 the results of the research conducted is presented. No conclusions about the results will be made in Chapter 4, the results will only be presented and

statistical analysis conducted. Conclusions about the results will be made in Chapter 5.

Chapter 4

4. Research Results

The purpose of this section is to present the results of the research conducted to achieve the objectives of the study that were not achieved during the literature review.

4.1 Profile of the respondents

The respondents are all team members of teams in Standard Bank. The respondents were not asked their age, gender or race, because to make inferences about this were not the aim of the research. The team members were treated as one group so that only the effect of team leadership could be measured. It may be mentioned that most of the team leaders in Standard Bank are women but as mentioned gender differences in their reaction to certain types of leadership styles was not one of the aims of the research.

In the results no detail will be given about the number or percentage of responses from each branch as this is an explorative study and the team members are treated as a homogenous group in order to make deductions about leadership styles and its effects.

In the following section the results of the study will be given using descriptive statistics. The specific data analysis methods used is discussed in more detail where relevant in the analysis of the results in the following section.

4.2 Descriptive statistics

In all the data discussed, user-defined missing values are treated as missing. Below are the results of the first section of the questionnaire that looked at the questions of the SOQ. With 1 being the minimum statistic and 5 the maximum the mean is quite high. The low mean value of Conflict in relation to the other variables is significant and was expected as it is the only negative statement in that it reads as follows "People on this team often set traps for each other and engage in territory struggles, gossip and slander".

Table 4.1 Descriptive Statistics of the Situational Outlook Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Challenge and involvement	115	1	5	3.81	1.042	-.837	.226	.459	.447
Freedom	115	1	5	3.54	1.118	-.693	.226	-.268	.447
Trust and openness	115	1	5	3.69	1.252	-.667	.226	-.612	.447
Idea time	114	1	5	3.66	.994	-.640	.226	.221	.449
Playfulness and humour	115	1	5	3.93	1.168	-1.007	.226	.169	.447
Conflict	115	1	5	2.21	1.301	.673	.226	-.807	.447
Idea support	113	1	5	3.44	1.195	-.501	.227	-.529	.451
Debate	115	1	5	3.51	1.165	-.726	.226	-.106	.447
Risk taking	113	1	5	3.48	1.135	-.691	.227	-.088	.451
Valid N (listwise)	110								

The standard deviation which summarises how far from the average the data values typically are, are quite low which means the distribution of data is very peaked. This suggests a strong deviation from a normally shaped curve. The kurtosis is leptokurtic with a negative skewness. This can reflect the fact that most

of the team members experience team climate as encouraging for creativity. This will be further investigated when a discussion of correlations is undertaken.

Graph 4.1 Mean values of the SOQ

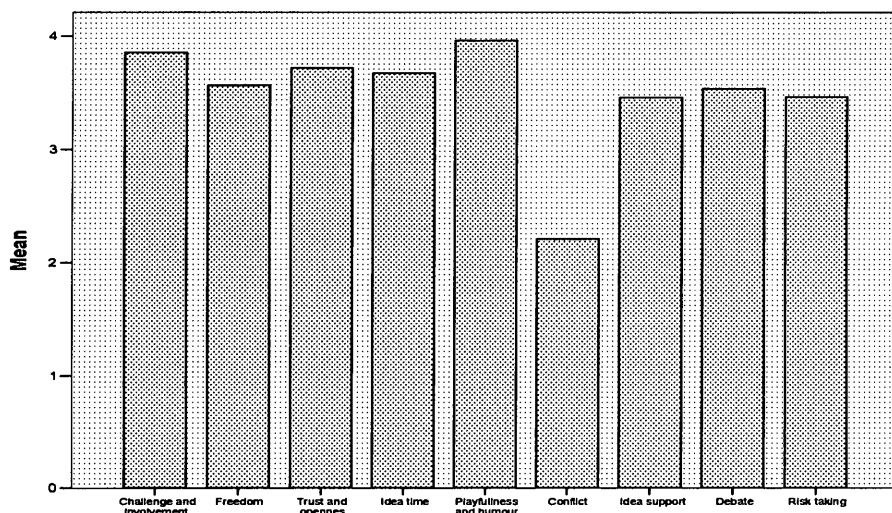


Table 4.2 Descriptive Statistics of Willingness to Change

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Change according to requirements	114	1	5	4.42	.871	-1.837	.226	3.692	.449
Change within time frame	114	1	5	4.27	.895	-1.622	.226	3.292	.449
Change as far as team leader wants	114	1	5	4.06	1.115	-1.330	.226	1.310	.449
Do what team leader wants	114	2	5	4.39	.736	-.915	.226	-.063	.449
Valid N (listwise)	114								

In analysing the willingness to change of the team members in table 4.2, it is apparent that the mean is high with small standard deviations and the spread is negatively skewed. It is interesting to note such a high willingness to change among the team members and the significance will only be clear when the variables are correlated with the variables of the MLQ.

Graph 4.2 Mean values of willingness to change

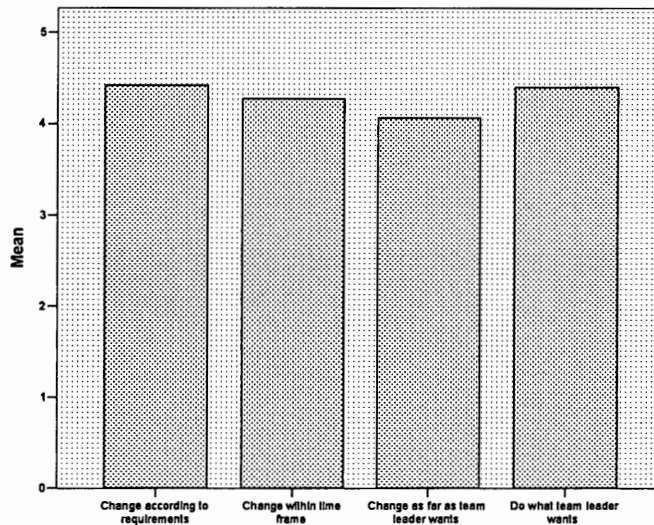


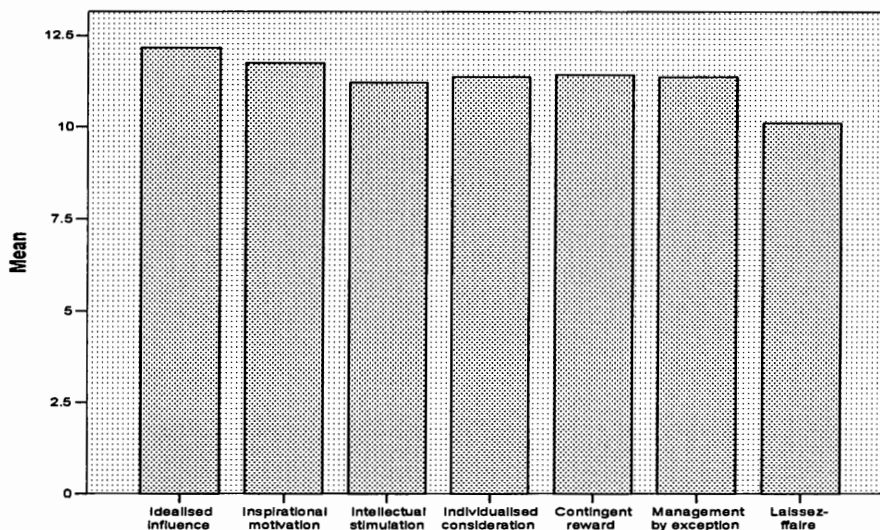
Table 4.3 Descriptive Statistics of MLQ

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Idealised influence	114	3	15	12.16	2.953	-1.127	.226	.646	.449
Inspirational motivation	115	0	15	11.66	2.961	-1.279	.226	2.073	.447
Intellectual stimulation	115	0	15	11.11	2.895	-.938	.226	1.207	.447
Individualised consideration	115	0	15	11.27	3.232	-1.047	.226	.917	.447
Contingent reward	115	0	15	11.33	3.313	-1.155	.226	.996	.447
Management by exception	115	0	15	11.28	2.441	-1.096	.226	3.137	.447

Laissez-ffaire	115	0	15	10.03	2.879	-.713	.226	1.417	.447
Valid N (listwise)	114								

In table 4.3 it is evident that mean of the different leadership variables is high with fairly small standard deviations and the spread positively skewed.

Graph 4.3 Mean values of the MLQ



As stated the research problem to be addressed is "What is the relationship between the leadership skills of team leaders and the willingness of team members to change?" In the next section the correlations between leadership attributes of team leaders and the willingness of team members to change will be discussed.

4.3 Correlations

4.3.1 Correlations between leadership attributes of team leaders and willingness of team members to change

As was eluded earlier the study will be correlational as it attempts to establish that the correlation between transformational leadership behaviours and willingness to

change will be higher than the correlation between transactional leadership behaviours and willingness to change. Due to the fact that experimentation cannot be conducted, causality cannot be established. It can only be investigated if the variables move together.

In an attempt to show correlations between the variables the Pearson (product moment) correlation coefficient is measured. When looking at the Pearson correlation coefficient values in table 4.4 there is a weak to moderate correlation between the leadership attributes and willingness of team members to change. This is not expected as it is indicated in the literature that leadership attributes of team leaders should have a significant influence on willingness to change in team members. Idealised influence (which indicates subordinates trust, faith and respect in their leader and whether the followers are dedicated to the leader, if the leader appeals to their hopes and dreams (and act as a role model) was one of the attributes with the highest overall correlation to willingness to change.

Contingent reward (which shows the degree to which the leader tells others what to do in order to be rewarded, emphasizes what is expected of subordinates and recognises their accomplishments) also showed higher correlation than some of the other leadership attributes overall.

Table 4.4 Correlations between leadership attributes and willingness of team members to change.

Correlations					
		Change according to requirements	Change within time frame	Change as far as team leader wants	Do what team leader wants
Idealised influence	Pearson Correlation	.354	.291	.348	.368
	Sig. (2-tailed)	.000	.002	.000	.000
	N	113	113	113	113

Inspirational motivation	Pearson Correlation	.242	.316	.314	.355
	Sig. (2-tailed)	.009	.001	.001	.000
	N	114	114	114	114
Intellectual stimulation	Pearson Correlation	.258	.264	.356	.286
	Sig. (2-tailed)	.006	.004	.000	.002
	N	114	114	114	114
Individualised consideration	Pearson Correlation	.308	.313	.323	.297
	Sig. (2-tailed)	.001	.001	.000	.001
	N	114	114	114	114
Contingent reward	Pearson Correlation	.246	.344	.349	.359
	Sig. (2-tailed)	.008	.000	.000	.000
	N	114	114	114	114
Management by exception	Pearson Correlation	.238	.315	.260	.384
	Sig. (2-tailed)	.011	.001	.005	.000
	N	114	114	114	114
Laissez-faire	Pearson Correlation	.326	.338	.355	.386
	Sig. (2-tailed)	.000	.000	.000	.000
	N	114	114	114	114

What is perplexing is the fact that Laissez-faire (which measures whether the leader requires little from others, are content to let things happen and let other do their own thing) also came out high. The significance of this will be investigated later in the analysis of the results.

Next the correlations between attributes of leadership as measured by the MLQ (or Questionnaire B of the questionnaire) and the climate and culture for creativity in a team setting (as measure by Questionnaire A in the questionnaire) will be discussed.

In table 4.5 the Pearson correlation coefficient values of Idea Support (the way new ideas are considered, taken up or advocated by the team) shows higher correlations to the transformational leadership attributes than any of the other variables of the SOQ. This can be seen in the correlation coefficient values of .645 for Idealised Influence, .559 for Inspirational Motivation, .601 for Intellectual Stimulation and .593 for Individualised Consideration. The results show further that Idea Support also show correlations to the transactional leadership attributes. This can be seen in the Pearson correlation coefficient values of .581 for Contingent Reward and .506 for Management-by-exception which are both factors of transactional leadership as measured by the MLQ. This may prove significant as Yukl (2002) makes mention of Bass (1985) who stated that transactional and transformational leadership are distinct but not mutually exclusive processes. Transformational leadership increases follower motivation and performance more than transactional leadership, but effective leaders use a combination of both types of leadership.

Table 4.5 Correlations between the attributes of leadership as measured by the MLQ and climate and culture in a team setting as measured by the SOQ.

Correlations								
		Idealised influence	Inspirational motivation	Intellectual stimulation	Individualised consideration	Contingent reward	Management by exception	Laissez-faire
Challenge and involvement	Pearson Correlation	.474	.385	.411	.430	.443	.397	.244
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.008
	N	114	115	115	115	115	115	115
Freedom	Pearson Correlation	.267	.254	.366	.321	.330	.285	.249
	Sig. (2-tailed)	.004	.006	.000	.000	.000	.002	.007
	N	114	115	115	115	115	115	115
Trust and openness	Pearson Correlation	.407	.369	.322	.366	.300	.370	.382
	Sig. (2-tailed)	.000	.000	.000	.000	.001	.000	.000

	N	114	115	115	115	115	115	115
Idea time	Pearson Correlation	.524	.416	.537	.478	.468	.405	.337
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	113	114	114	114	114	114	114
Playfulness and humour	Pearson Correlation	.420	.442	.350	.377	.430	.410	.288
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.002
	N	114	115	115	115	115	115	115
Conflict	Pearson Correlation	-.116	-.127	-.058	-.153	-.130	-.110	-.107
	Sig. (2-tailed)	.218	.176	.541	.102	.166	.244	.256
	N	114	115	115	115	115	115	115
Idea support	Pearson Correlation	.645	.559	.601	.593	.581	.506	.378
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	112	113	113	113	113	113	113
Debate	Pearson Correlation	.494	.379	.425	.394	.435	.381	.328
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	114	115	115	115	115	115	115
Risk taking	Pearson Correlation	.507	.378	.536	.503	.474	.420	.330
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	112	113	113	113	113	113	113

From table 4.5 it can be seen that Conflict (which means the presence of personal and emotional tensions within the team and between team members) does show negative correlation to the different leadership attributes. This is manifested in the Pearson correlation coefficient values that range between -.153 and -.58 for the factors of the MLQ. In the SOQ conflict is the only negative dimension, for which a negative correlation is expected.

Overall there are moderate correlations between the leadership attributes of team leaders and the nine dimensions of the SOQ that measures the degree to which the climate supports creativity.

The next section will investigate the data for correlations between the nine dimensions of the SOQ and the willingness of team members to change.

From table 4.6 it can be seen that there are weak correlations between the nine dimensions of the SOQ and the willingness of team members to change. These values are so small that they are almost insignificant because they lean closer to a coefficient of zero, which indicates the absence of a relationship. The conclusion that can be made from these results are that there are little or no relationship between the nine dimensions of the SOQ, which measures the degree to which climate supports creativity, and willingness to change.

Conflict again shows negative correlation, which is expected, as it is the only negative dimension of the SOQ.

Table 4.6 Correlations between the nine dimensions of the SOQ and the willingness of team members to change.

		Change according to requirements	Change within time frame	Change as far as team leader wants	Do what team leader wants
Challenge and involvement	Pearson Correlation	.197	.132	.048	.146
	Sig. (2-tailed)	.036	.161	.611	.122
	N	114	114	114	114
Freedom	Pearson Correlation	.120	.048	.164	.149
	Sig. (2-tailed)	.202	.615	.081	.113
	N	114	114	114	114

Trust and openness	Pearson Correlation	.082	.156	.096	.203
	Sig. (2-tailed)	.385	.098	.310	.030
	N	114	114	114	114
Idea time	Pearson Correlation	.213	.141	.048	.277
	Sig. (2-tailed)	.023	.137	.612	.003
	N	113	113	113	113
Playfulness and humour	Pearson Correlation	.059	.080	.058	.119
	Sig. (2-tailed)	.533	.398	.539	.208
	N	114	114	114	114
Conflict	Pearson Correlation	-.234	-.155	-.015	-.216
	Sig. (2-tailed)	.012	.099	.874	.021
	N	114	114	114	114
Idea support	Pearson Correlation	.236	.268	.297	.278
	Sig. (2-tailed)	.012	.004	.001	.003
	N	112	112	112	112
Debate	Pearson Correlation	.210	.203	.233	.305
	Sig. (2-tailed)	.025	.031	.012	.001
	N	114	114	114	114
Risk taking	Pearson Correlation	.147	.134	.114	.216
	Sig. (2-tailed)	.123	.158	.229	.022
	N	112	112	112	112

4.4 Factor Analysis

The data collected from the MLQ is subjected to factor analysis due to the weak to moderate relationships that were found when the variables of the MLQ were correlated with the willingness of team members to change and correlated with “the climate and culture for creativity” as measured by the SOQ. The expectation was that the relationship between these variables will be stronger.

According to Cooper & Schindler (2003:635) “factor analysis is a general term for specific computational techniques. All have the objective of reducing to a manageable number many variables that belong together and have overlapping measurement characteristics. A matrix of inter-correlations among several variables, none of which is viewed as being dependent on another, replaces the predictor-criterion relationship that was found in the dependence situation”.

Table 4.7 Total Variance Explained

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total
1	12.788	60.897	60.897	11.734
2	1.597	7.604	68.500	3.019
3	1.174	5.589	74.089	9.632
4	.732	3.484	77.573	
5	.673	3.205	80.777	
6	.624	2.972	83.750	
7	.608	2.893	86.643	
8	.432	2.058	88.701	
9	.362	1.726	90.427	
10	.325	1.546	91.972	
11	.265	1.263	93.235	
12	.240	1.141	94.377	
13	.193	.919	95.296	
14	.184	.876	96.172	
15	.169	.805	96.977	
16	.137	.653	97.630	
17	.127	.604	98.234	
18	.113	.539	98.773	
19	.098	.469	99.242	
20	.093	.442	99.683	
21	.067	.317	100.000	

From table 4.7 it can be seen that three factors together explain 74.09% of the variance.

When looking at the Pattern Matrix in Table 4.8 three factors are distinguished. Factor 1 consists of MLQ 19, 12, 11, 5, 20, 17, 18, 10, 9, 4, 3, 16 and 21. It appears that some of the elements that tie these items together in the new factor are:

- clear goals,
- what rewards will be received when goals are met,
- and feedback on performance.

These appear to be elements of Contingent reward that is a transactional leadership attribute. When looking at the items separately MLQ 19 and MLQ 12 (contingent reward indicators) come out strong in the new factor 1.

In the Pattern Matrix, MLQ 13 and 14 are grouped together as factor 2. The two statements read as follows:

MLQ 13 "As long as things are working my team leader does not try to change anything".

MLQ 14 "My team leader feels that whatever other wants to do is OK with him/her".

From the above statements, Factor 2 reflects a type of Laissez-faire style although MLQ 13 is actually one of the items of Management-by-exception. The small number of items included in Factor 2 does not allow this Factor to be tested for reliability.

Factor three consists of MLQ 1, 2, 8, 6, 15 and 7. Upon investigation the elements that tie these items together reflect a transformational type leadership where the team members feel trust, admiration, loyalty and respect toward the team leader.

Table 4.8 Pattern Matrix

	Factor		
	1	2	3
MLQ19	.997		
MLQ12	.974		
MLQ11	.849		
MLQ5	.840		
MLQ20	.767		
MLQ17	.738		
MLQ18	.701		
MLQ10	.692		.240
MLQ9	.633		.270
MLQ4	.612		.380
MLQ3	.527		.275
MLQ16	.523		.451
MLQ21	.522	.402	
MLQ13		.762	
MLQ14		.576	
MLQ1			.904
MLQ2		.200	.782
MLQ8	.256		.656
MLQ6			.614
MLQ15	.455		.516
MLQ7		.411	.445

In table 4.9 the Cronbach's Alpha values of the items in Factor 1 shows a very high internal consistency. According to Cooper & Schindler (2003) a measure is reliable to the degree that it supplies consistent results. Reliability is concerned with estimates of the degree to which measurement is free of random or unstable error.

Table 4.9 Reliability of Factor 1

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MLQ3	45.64	128.170	.687	.962
MLQ4	45.51	121.572	.835	.958
MLQ5	45.46	123.694	.839	.958
MLQ9	45.46	125.137	.851	.958
MLQ10	45.51	123.964	.844	.958
MLQ11	45.50	124.582	.811	.959
MLQ12	45.61	120.405	.862	.957
MLQ16	45.47	122.808	.836	.958
MLQ17	45.67	124.964	.803	.959
MLQ18	45.71	121.711	.758	.960
MLQ19	45.62	121.846	.878	.957
MLQ20	45.43	125.732	.835	.958
MLQ21	45.81	130.055	.558	.965

Table 4.10 Reliability of Factor 3

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MLQ1	20.16	19.496	.817	.885
MLQ2	20.28	19.305	.768	.892
MLQ8	20.31	17.812	.807	.887
MLQ6	20.06	20.739	.674	.905
MLQ15	20.15	19.043	.806	.886
MLQ7	20.45	20.506	.645	.909

In Table 4.10 it can be seen that the items that make up Factor 3 are also internally consistent as it shows a high degree of internal consistency. The items are homogeneous and reflect the same underlying constructs.

Table 4.11 Factor Correlation Matrix

Factor	1	2	3
1	1.000	.332	.722
2	.332	1.000	.252
3	.722	.252	1.000

Table 4.11 show that there is a strong correlation between Factor 1 and Factor 3 with a correlation value of .722. The correlation between Factor 1 and Factor 2 is too weak to make any worthwhile conclusion. In Chapter 5 the significance of the correlation between Factor 1 and Factor 3 will be discussed when the Factor Analysis will be discussed in more depth.

The reliability of the MLQ (Questionnaire B) will be discussed in detail in the next section.

4.5 Reliability of MLQ (Questionnaire B)

Due to the various items that make up each factor of the MLQ, Questionnaire B of the Questionnaire is the only part where reliability can be tested. When looking at the statistics (attached in Addendum B) it can be seen from Cronbach's Alpha (which measures the degree to which instrument items are homogeneous and reflect the same underlying constructs) that the questionnaire is internally consistent. There are different items that make up each factor of the questionnaire and when looking at the items separately the following detail can be detected.

Items 1, 8 and 15, which measure Factor 1 "Idealised Influence" shows an internal consistency reliability of 0.879 that is high and shows that the items are internally consistent. The mean values are high with only a small standard deviation on all items.

Items 2, 9 and 15 measure Factor 2, “Inspirational Motivation”. These items show an internal consistency of 0.861 as measured Cronbach’s Alpha and also show a high internal consistency between the items.

Items 6, 13 & 19 which measures Factor 6 “Management-by-exception” has lower internal consistency as the Cronbach’s Alpha value is .547. The value should ideally be above .75 to show internal consistency.

Items 7, 14 & 21 have a Cronbachs’s Alpha value of .608. These items measure Factor 7 “Laissez-Faire” and it points to the fact that internal consistency is not that high as it should ideally have been above .75.

Overall the items of questionnaire B are reliable with high internal consistency reliability. The mean values are high and standard deviations small which is not always ideal when making inferences about data.

In the following section the statistics that attempt to support the hypotheses will be discussed.

4.6 Frequencies

From Table 4.12 it can be seen that there is a higher frequency of indicators that show transformational type leadership. In the table the valid percentage of transformational type indicators is 60.2% as opposed to the 39.8% of transactional leadership indicators.

Table 4.12 Frequencies

Trans code					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Transformational	62	53.9	60.2	60.2
	Transactional	41	35.7	39.8	100.0
	Total	103	89.6	100.0	
Missing	System	12	10.4		
Total		115	100.0		

Table 4.13 Descriptives of Transformational and Transactional Type Leadership and the SOQ

Descriptive Statistics						
	Trans code					
	Transformational			Transactional		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Challenge and involvement	62	3.79	1.175	41	3.68	.907
Freedom	62	3.42	1.110	41	3.61	1.159
Trust and openness	62	3.76	1.210	41	3.44	1.397
Idea time	61	3.74	.964	41	3.41	1.072
Playfulness and humour	62	3.98	1.208	41	3.73	1.162
Conflict	62	2.21	1.357	41	2.24	1.241
Idea support	61	3.56	1.118	40	3.08	1.228
Debate	62	3.58	1.080	41	3.39	1.222
Risk taking	62	3.53	1.036	39	3.36	1.181
Valid N (listwise)	60			38		

Table 4.13 shows high frequency on transformational leadership and a climate and culture for innovative change as measured by the SOQ. The significance of this will be discussed in more detail in Chapter 5.

Table 4.14 Descriptives of Transformational and Transactional Leadership and Willingness to Change

Descriptive Statistics						
	Trans code					
	Transformational			Transactional		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Change according to requirements	62	4.48	.825	40	4.30	.992
Change within time frame	62	4.31	.861	40	4.18	.984
Change as far as team leader wants	62	4.23	.857	40	3.88	1.381
Do what team leader wants	62	4.37	.730	40	4.40	.778
Valid N (listwise)	62			40		

Table 4.14 shows high frequency on both transformational and transactional leadership and willingness of the team members to change, although there were more items that pointed to transformational leadership. In Chapter 5 the possible significance of this will be discussed.

In Chapter 5 the statistics and results will be discussed in relation to the theory and in terms of the problem statement and hypotheses.

Chapter 5

5. Discussions, conclusions and recommendations

5.1 Background to study

Rapid changes in the business landscape, increased competition and higher customer expectations mean that businesses today have to find ways to establish and keep a competitive advantage.

As mentioned in the Introduction (Chapter 1) and in the literature review (Chapter 2), one way businesses can remain competitive is by becoming learning organisations. Organisations need to use their human resources optimally. But organisations do not only need to change into learning organisations but its people need to apply their learning in more creative ways to stay ahead of the competition. As mentioned earlier Stern (2005) stated that successful companies develop a culture that just keeps moving all the time to respond to a changing trading environment.

An important ingredient of the success of organisational learning is teamwork as mentioned by Goh (2001). He states further that teams allow for innovative problem solving and for the development of synergy either to apply collective knowledge and skills to problems or to develop new or innovative ideas.

In the study Standard Bank is identified as an example of an organisation that is attempting to change into a learning organisation. Standard Bank has recently launched a program called "Ordinary-To-Innovative (O2I)" and "Winning Ways".

Through this the bank is attempting to do things "Simpler, Better and Faster". This is also the slogan or motto of Standard Bank. Although it is not communicated as

such the aims of this projects fits the description of a learning organisation. The project conducted in the form of a learning program where the personnel meet on regular basis to discuss possible Winning Ways and how to move from Ordinary to Innovative. Each staff member received a training manual and the information is positioned as follows “This is the start of a very exciting journey to change the way we do things forever. Commitment, perseverance and regular reflection is of the utmost importance” (Standard Bank, 2005). The bank may see this as the only viable way to differentiate itself from the competition and to sustain competitiveness in a landscape of increased competition and higher expectations of customers. A way to achieve this may be to create a climate and culture for sustainable organisational change, which forms the basis of this study.

Most of the employees of Standard Bank form part of teams and each team have a team leader. Standard Bank appears to realise the importance of teams as part of its Vision is:

“We will only succeed if we are able to attract, develop and deploy teams of people with passion and skills”.

The elements of teamwork and learning also come forward when looking at the Values Standard Bank is striving to create (Standard Bank, 2005):

- Serving the customer
- Allowing our people to grow
- Working in teams
- Delivering to our Shareholders
- Being Proactive
- Respecting Each Other
- Upholding the Highest Levels of Integrity
- Guarding Against Arrogance

The aim of this study is to investigate the relationship between the leadership skills of team leaders and the willingness of team members to change in a group. The change that is referred to is the willingness of team members to become more innovative, to interact in the teams, to learn through this interaction with the purpose of creating value for Standard Bank. To also assist Standard Bank to remain competitive in a complex business landscape.

As part of its Investors in People Program the HR Department of Standard Bank is currently trying to up-skill the Team Leaders in various fields. Investors in People is an internationally recognised business improvement tool which aligns the development of people to the achievement of the organisations aims and objectives (Standard Bank, 2005) The aims of this program is the following;

- So that people know what is expected of them.
- People have the knowledge and skills to be able to perform effectively.
- People know how they are doing.
- People are guided and supported about where and how to improve their performance.
- Training and development is both effective and cost-effective.

The research will measure if the leadership skills of the team leaders support this program and if the current leadership behaviours will be able to lead to added value for Standard Bank.

The research attempts to measure the following:

Research Problem: What is the relationship between the leadership skills of team leaders and the willingness of team members to change?

Out of the research problem flows the following sub-problem.

Sub-problem: What type of leadership style, transactional leadership or transformational leadership, has more positive significance and impact on team effectiveness.

Hypothesis 1: In comparison with transactional leadership style; transformational leadership style has a more positive significance and impact on team willingness for innovative change.

Hypothesis 2: Team leaders' transformational behaviours are positively correlated with climates and culture that encourage creativity and the ability initiate innovative change in a team setting.

A common mistake made by many organisations and in this study, a bank, is that a good teller becomes the team leader of tellers and a good customer consultant becomes the team leader of customer consultants. What is not taken into account is that these people may lack the necessary leadership skills to facilitate changes in the team and ultimately the organisation as a whole. Yukl (2002) cites Bass (1985) who mentioned that transformational leadership increases follower motivation and performance more than transactional leadership. Motivation and performance of employees may be exactly what Standard Bank needs to remain competitive in this ever-changing business landscape.

The role that team leaders play in a successful change process is often overlooked. Schneider, Brief & Guzzo (1996) mention the high failure rate of organisational change and the resulting frustration on the part of management and cynicism on the part of employees. They state that one of the key reasons for the failure of organisational change is the fact that the changes introduced fail to change the psychology of the organisation. They make the assertion that sustainable organisational change is most assured when both the climate – what

the organisational members' experience – and the culture – what the members believe the organisation values – changes.

Organisational change is driven by an environment that is unpredictable, complex and dynamic – where technology, the nature of competition, industry boundaries and the rules of the game are changing dramatically (Asch & Salaman, 2002).

In the emergent approaches, change is seen as a continuous process of learning and experimentation to adapt to a turbulent environment (Burnes, 1996). Management need to allow and facilitate the questioning of management decisions, conflict, dialogue and debate. Participation of employees in the decision-making and driving change processes should be facilitated by providing channels to analyse and discuss change issues (Burnes, 1996).

Standard Bank appears to be attempting to do this with the Winning Ways and Ordinary-to-innovative (O2I) process. This would be an integral part of creating a climate and culture for sustainable organisational change.

5.2 Discussion of Research Results

In chapter 4 the results of the research was given and the statistics discussed. In the next section the results of the research will be investigated further as to how it relates to the theory, the research problem and hypothesis.

The study is correlational as an attempt is made to establish that the correlation between transformational leadership and willingness to change is higher than the correlation between transactional leadership and willingness to change. The study investigates if the variables move together.

5.2.1 Correlations between leadership attributes and willingness of team members to change

The data in table 4.4 presents a situation where there is a weak to moderate correlation between the leadership attributes as measured by the MLQ and willingness of team members to change. This result was not expected, as it is indicated in the literature that leadership attributes of team leaders should have a significant influence on willingness to change. Part of the aim of the research is to prove that transformational leadership is needed to create a climate for change and willingness to change in teams. Alimo-Metcalfe & Alban-Metcalfe (2001) and Yukl (2002) gave the following description of the factors of transformational leadership. The factors will be discussed in conjunction with the research results and the possible conclusion about the results.

5.2.1.1 Idealised influence – leaders display conviction, emphasise trust, take stands on difficult issues, present their most important values and emphasise the importance of commitment, purpose, and the ethical consequence of decisions. They are admired as role models, they instil pride, loyalty and alignment around a shared a purpose.

On this factor there are moderate correlations to willingness to change with Pearson correlation coefficient values of .354 to “Change according to requirements”, .291 to “Change within time frame”, .348 to “Change as far as the team leader wants” and .368 to “Do what team leader wants”. From these results it can be deducted that idealised influence does have a positive relationship to willingness to change but that it has a weaker relationship to change within a specific time frame. As mentioned in the literature reviewed, change should be continuous and does not have a specific beginning or end. This may explain why idealised influence does not have such a strong correlation to change within a time frame.

5.2.1.2 Inspirational motivation – Leaders articulate an appealing vision of the future, challenge followers with high standards, talk optimistically and with enthusiasm, and provide encouragement and meaning for what needs to be done. On this factor of the MLQ the strongest correlation was with “Do what the team leader wants” with a Pearson correlation coefficient value .355. This fits with inspirational motivation because if the team leaders display this type of transformational leadership attribute the team members would do what the team leader wants and expects from them.

5.2.1.3 Intellectual stimulation – Leaders question old assumptions, traditions and beliefs, stimulates others to new ways of doing things and encourage the expression of new ideas. The strongest correlation value of .356 was with “Change as far as the team leader wants”. If innovative changes are expected for the sustainability of the organisation and the team needs to make a paradigmatic shift, this factor of transformational leadership will have the necessary impact.

5.2.1.4 Individualised consideration – Leaders deal with others as individuals, consider their individual needs, abilities and aspirations. They further the development of followers/team members. They act as coaches and advisors to followers. The strongest correlation was .323 with “Change as far as team leaders wants”. When the leaders display this leadership attribute the results show that the team members will change as far as the team leader wants them to change. This forms an important part of creating a climate and culture for sustainable organisational change.

The following two factors or attributes that are highlighted by the MLQ is contingent reward and management-by-exception and are attributes of transactional type leadership.

5.2.1.5 Contingent reward – The degree to which leaders tells others what to do in order to be rewarded, emphasises what is expected of subordinates and recognises their accomplishments. In table 4.4 the correlation values of contingent reward are just as strong (or moderate) as the attributes of transformational leadership. The strongest correlation is between contingent reward and “Do what team leader wants” which reflect a culture of reward for performance. Standard Bank has a performance appraisal process in place where performance is measured according to Key Result Areas and Behavioural Competencies. Recently a team score was introduced as part of the appraisal process to promote teamwork. If the team as a whole performs well the individual members of the team are rewarded as well. For Standard Bank to change in a creative and innovative way it would be imperative that the team leaders reward the correct type of behaviour and performance. If innovation and creativity is needed for Standard Bank to survive and thrive then this type of behaviour of team members should be encouraged and rewarded.

5.2.1.6 Management-by-exception – Assesses whether the leader tells others the requirements of the job, are content with standard performance, and are a believer of “if it isn’t broke, don’t fix it”. On this factor of the MLQ the Pearson correlation coefficient values are not much different to the values of any of the other attributes of transformational leadership. Management-by-exception is a transactional leadership attribute. The correlation value of .384 in terms of “Do what the team leader wants” is the second highest correlation value measured. Either the specific questions in the questionnaire that make up this factor was misinterpreted or the team leaders in Standard Bank are content with standard performance and do not encourage creativity and are satisfied with maintaining the status quo.

5.2.1.7 Laissez-faire – whether the leader requires little from others, are content to let things happen and let other do their own thing. The fact that the correlation values of this leadership attribute also came out high is perplexing. The correlation

value of .386 to “Do what team leader wants” is in fact the highest correlation measured in this part of the questionnaire. In an attempt to explain this phenomenon the line items of the MLQ that make up Laissez-faire leadership is analysed.

Question 7: “My team leader is content to let the team work in the same ways as always”.

If the culture of the teams in Standard Bank is one of high willingness to change which is supported and guided by the Vision and Values of Standard Bank it would make sense to have a leader that allow the people to work as they always did.

Question 14: “My team leader feels that whatever others want to do is OK with him/her”.

This may reflect a team leader that allows the team members freedom and has trust in them. This aspect will be investigated when a discussion on “Freedom” and “Trust and Openness” is undertaken when the results of the SOQ is discussed.

Question 21: “My team leader asks no more of team members than what is absolutely essential”.

If what is “essential” is that the team leader asks the team members to show willingness to change guided by the Vision and Values of Standard Bank and expects no more or less from them then this type of leadership could prove ideal. If the team members already have a strong work ethic where enthusiasm for the Values of Standard Bank is uppermost in their minds then any other type of leadership may not be needed.

When looking at the discussion of the research results in the previous section it has to be kept in mind that the correlation values are weak to moderate and as a result it can not be conclusively be deducted that there is a strong relationship between the leadership attributes as measured by the MLQ and willingness to change.

5.2.2 Correlations between attributes of leadership as measured by the MLQ and the climate and culture for creativity in a team setting as measured by the SOQ.

The Pearson correlations coefficient values reported on in table 4.5 are much stronger than the correlation values reflected in table 4.4.

The different factors as measured by the SOQ will be defined in the discussion of how it correlates to the factors of the MLQ. The mean values of the results as measured by the SOQ are high with a peaked distribution. This may indicate that team members experience the climate and culture in Standard Bank as one that supports creativity in teams.

5.2.2.1 Challenge and involvement – The extent to which teams are given opportunities to get involved in the daily operations, long term goals, and visions of the organisation. When there is a high degree of challenge and involvement team members feel motivated, energised, and committed to making contributions. The climate is dynamic, electric and inspiring. Team members find their work to be personally fulfilling and meaningful to their teams and organisation. The strongest correlation value measured on this factor is .474 to Idealised Influence. This indicates that if the team leaders appeal to the hopes and dreams of the team members they will feel more motivated, energised and committed to making contributions.

5.2.2.2 Freedom – Refers to the degree that teams can take initiatives and are at liberty to act without constantly referring to higher authority or “rule books” for decisions. The team members exhibit independence in behaviour and the team is given the authority and resources to define much of their work. Team members are provided the opportunities and take initiatives to acquire and share information about their work.

In table 4.5 it can be seen that the correlation values on this factor was the lowest of all the positive relationships measured to the attributes of leadership as measured by the MLQ. It shows correlation values of .267 to Idealised Influence, .254 to Inspirational Motivations, .366 to Intellectual Stimulation, .321 to Individualised Consideration, .330 to Contingent Reward and .285 to Management-by-exception. As a rule banks, and Standard Bank should be no exception, are very bureaucratic and guided by standard instructions and guides that direct the behaviour of employees and limit potential risk for employees and customers. This may explain the fact that there are relatively lower correlation values between Freedom and the leadership attributes.

5.2.2.3 Trust and openness - Refers to the degree of emotional safety in relationships. When there is a high degree of trust, team members trust one another and feel safe enough to be open and honest with their colleagues, in the spirit of constructive relationships. Team members are genuinely open and honest with each other. They count on each other for professional and personal support. Team members have a sincere respect for one another and give credit where credit is due.

Once again the strongest correlation value is to Idealised Influence with a value of .407. This shows that if the team members have trust, faith and respect in their team leader it also has the effect of creating trust between team members. This is significant in the context of Standard Bank if the organisation wants to make a

success of the Winning Ways project and wants to develop into a learning organisation. Goh (2001) mention that learning organisations have the following attributes that may apply here. Leaders in learning organisations are seen as coaches and facilitators rather than controllers, they create an environment for employees to take risks without fear of being punished. Learning organisations reward and encourage testing of new knowledge and individual initiative to try new methods of work for problem solving. Basically questioning the status quo and the way things are done.

There appears to merit in what was discussed earlier in terms of Laissez-faire type leadership in that the correlation value between Trust and Openness and Laissez-faire is .382 that compares well with the other correlation values. Except for Idealised influence discussed above, Laissez-faire actually had a higher correlation to Trust and Openness than any of the other leadership attributes. This may reflect a team leader that knows the team members live the values of Standard Bank and trusts them to act without enforcing his leadership on them.

For the above to take place a climate and culture of trust and openness is required, which from the results seem to apply to Standard Bank.

5.2.2.4 Idea Time - It is the time the team takes off to generate new ideas or consider the merits of existing ideas and opportunities. In the high idea-time situation, possibilities exist to discuss and test suggestions not included in the task assignment. There are also opportunities to take the time to explore and develop new ideas. Flexible timelines permit team members to explore new avenues and alternatives.

The strongest correlation, a Pearson correlation coefficient value of .537 is between Idea Time and Intellectual Stimulation from the leader. This correlation is encouraging to see as it shows that the team leaders encourage creativity in

looking at old problems in new ways. The team leaders create an environment that is tolerant of seemingly extreme positions and nurture people to question their own values and beliefs and those of the organisation. If this is the case across Standard Bank then the bank has a good chance of surviving challenges from the ever-changing business landscape.

5.2.2.5 Conflict – Means the presence of personal and emotional tensions within the team and between team members. When the level of conflict is high, team members' dislike and may even hate each other. The climate can be characterised by "interpersonal warfare". In the SOQ conflict is the only negative dimension, and for this dimension a negative correlation is expected. From table 4.5 it can be seen that conflict does show negative correlations.

5.2.2.6 Idea Support – Refers to the ways new ideas are considered, taken up or advocated by the team. In the supportive climate, the team members receive ideas and suggestions in an attentive and professional way. They listen to each other and encourage initiatives. Possibilities for trying out new ideas are created within the team. The atmosphere is constructive and positive when considering new ideas.

In table 4.5 the Pearson correlation coefficient values of Idea Support shows higher correlation to transformational leadership attributes than any of the other variables of the SOQ. This can be seen in the correlation coefficient values of .645 for Idealised Influence, .559 for Inspirational Motivation, .601 for Intellectual Stimulation and .593 for Individualised Consideration. The results show further that Idea Support also show correlations to the transactional leadership attributes. This can be seen in the correlation values of .581 for Contingent Reward and .506 for Management-by-exception. This is quite significant as Yukl (2002) makes mention of Bass (1985) who stated that transformational and transactional leadership are distinct but not mutually exclusive processes. Transformational

leadership increases follower motivation and performance more than transactional leadership, but effective leaders use a combination of both types of leadership.

5.2.2.7 Debate – It is the occurrence of encounters and disagreements between viewpoints, ideas and differing experiences and knowledge within the team. Conflict relates to personal tension while debate is related to idea-tension. In the debating team all the voices of team members are heard and they are keen on putting forward their ideas for consideration, and their merits are openly debated and resolutions reached.

Once again the correlation between Idealised Influence and Debate is the strongest with a correlation value of .494. This reflects the importance of a leader that appeals to the hopes and dreams of the team members and that has earned the trust and respect of the team members. It shows that team members will debate issues if they have the confidence and trust in their team leader and among themselves, to express different opinions. This type of climate is necessary for an organisation to evolve into a learning organisation.

5.2.3 Correlations between the nine dimensions of the SOQ and willingness to change

From table 4.6 it can be seen that there are weak to moderate correlations between the nine dimensions of the SOQ and the willingness of team members to change. These correlation values are so small that they are almost insignificant because they lean closer to a coefficient value of zero, which indicates an absence of relationship. The conclusion that can be made from these results are that in Standard Bank, there are little or no relationship between the nine dimensions of the SOQ, which measures the degree to which climate supports creativity, and willingness to change.

The results discussed above could be because there are too few items that measure willingness to change and because the validity and reliability of the SOQ have not conclusively been proven.

In the next part of the discussion of the results of the research a factor analysis applied to the results is discussed.

5.2.4 Factor Analysis

Reference was made previously of Cooper & Schindler (2003:635) who explained factor analysis as follows, "Factor analysis is a general term for several specific computational techniques. All have the objective of reducing to a manageable number many variables that belong together and have overlapping measurement characteristics". Here one looks at a matrix of inter-correlations among several variables, none of which is viewed as dependent on another.

From table 4.8 it can be seen that three factors together explain 74.09% of the variance.

5.2.4.1 Factor 1

When looking at the Pattern Matrix in table 4.9 three factors are distinguished. Factor I consists of MLQ 19, 12, 11, 5, 20, 17, 18, 10, 9, 4, 3, 16 and 21 arranged in terms of their values.

In table 4.9 the two strongest correlation values are MLQ 19 with a value of .997 and MLQ 12 with a value of .974. The two statements read as follows;

MLQ 19: "My team leader calls attention to what team members can get for what they accomplish".

MLQ12: "My team leader provides recognition/rewards when team members reach their goals".

These two line items of the MLQ are elements that make up a leadership attribute described as Contingent Reward – it shows the degree to which the leader tell others what to do in order to be rewarded, emphasises what is expected of subordinates and recognises their accomplishment. Contingent Reward is a transactional leadership attribute. MLQ 5 has a strong correlation value at .840 and the statement reads as follows – "My team leader tells team members what to do if they want to be rewarded for their work" – and this is also part of Contingent Reward.

The next strongest correlation after MLQ 5 is MLQ 20 with a correlation value of .767. MLQ 20 reads as follows – "My team leader tell team members the standard they have to know to carry out their work". This is part of a type of Management-by-exception leadership style.

It appears that some of the elements that tie the items together in the new factor are:

- clear goals,
- what rewards will be received when goals are met,
- and feedback on performance.

These items describe a Contingent Reward type leadership, which forms part of a transactional style leadership.

Another correlation value that is significant is MLQ 11 with a value of .849, which describes Individualised Consideration – leaders deal with others as individuals, consider their individual needs, abilities and aspirations. They further the

development of team members. Individualised consideration is an attribute of transformational leadership.

From the analysis of the results it can be seen in Factor 1 that in Standard Bank transactional leadership is prevalent. It was stated that Standard Bank has a performance appraisal process in place where performance is measured according to Key Result Areas and Behavioural Competencies. Part of the performance management process is a performance contract that is agreed between team leaders and team members. The Key Result Areas are usually centred on sales or service or a combination of both. When considering this type of performance management approach it makes sense that Factor 1 is dominated by Contingent Reward type behaviours. Factor 1 does include transformational type items as well but their correlations are not as strong, when Factor Analysis is done, as the transactional type items.

From observations it does not appear as if Standard Bank has placed enough emphasis on the Winning Ways process. At the moment this does not form part of the Performance Contract, Key Result Areas or Behavioural Competencies in the appraisal process.

If the bank has a culture of Contingent Reward, as it appears it does from Factor 1, then the bank should reward the correct behaviour. A culture is very difficult to change. In their research Trompenaars & Woolliams (2003) state that culture is to the organisation what personality is to the individual – a hidden yet unifying theme that provides meaning, direction and motivation that has an influence on the way organisations deal with change.

If the bank wants to change into an organisation that is innovative and creative and that can change in an innovative and sustainable way, then creativity and innovation should be rewarded. It should form part of the Performance Contract

and the appraisal process. Over time the leadership skills of team leaders should be developed to be more transformational. It will take time but the leaders need to have the skills to provide Idealised Influence, Inspirational Motivation, Intellectual Stimulation and Individualised Consideration. This will assist the bank to drive innovative behaviour so that it becomes a natural process and not one that is driven by reward only.

5.2.4.2 Factor 2

In the factor analysis, Factor 2 consists of MLQ 13 and 14. The two statements read as follows:

MLQ 13: "As long as things are working, my team leader does not try to change anything".

MLQ 14: "My team leader feels that whatever others want to do is OK with him/her.

From the statements it can be deducted that Factor 2 reflects a type of Laissez-Faire leadership although MLQ 13 is actually one of the items that make up Management-by-exception. This factor compares well to what was stated earlier about Laissez-faire type leadership in Standard Bank. If the team members live the values of Standard Bank and are willing to change to assist in the continued growth of Standard Bank then the team leader do not need to change anything. The team leader shows trust in the team members, as he may know that they have good work ethic and supports the Vision of Standard Bank. It must be kept in mind that the correlation values that make up this factor are not that strong and there are only two items that combine to represent this factor.

5.2.4.3 Factor 3

Factor 3 consists of MLQ 1, 2, 8, 6, 15, and 7. MLQ 1, 8 and 15 with correlation values of .904, .656 and .516 respectively indicate Idealised Influence that forms part of Transformational Leadership. Idealised Influence is defined as leaders that display conviction, emphasises trust, take stands on difficult issues, present their most important values and emphasises the importance of commitment, purpose, and the ethical consequences of decisions. They are admired as role models, they instil pride, loyalty, confidence and alignment a shared purpose. MLQ 2 with a correlation value of .782 forms part of Inspirational Motivation, which is also a transformational leadership attribute. Upon investigation, some of the elements that tie this factor together are trust, admiration, loyalty and respect toward the team leader and a team leader that instils pride, loyalty and confidence in team members and align the team to a shared purpose and an appealing vision of the future.

For an organisation to evolve into a learning organisation these traits of leaders and team members are needed. They need to have the confidence to challenge the status quo and to become more creative when considering problems and challenges. It appears that these skills are prevalent in Standard Bank and it bodes well for the future of the bank if they want to change into a learning organisation as they are attempting to do with the Winning Ways process. The team leaders should understand the vision and values of Standard Bank to ensure that they guide the teams along this vision. Transformational leadership styles should be encouraged in team leaders so that they can guide the team members to be more creative and innovative to ensure that there is climate of learning and innovation that will assist in creating sustainable organisational change.

5.2.4.4 Factor Correlation Matrix

In table 4.10 it can be seen that there are strong correlations between Factor 1 and Factor 3 with a correlation value of .722.

Factor 1 is dominated by Contingent Reward type behaviour whereas Idealised Influence with a small element of Inspirational Motivation dominates Factor 3. The correlation between Factor 1 and 3 is interesting when looking at the earlier discussion of correlations between the MLQ, that measure leadership attributes, and the SOQ that measure a climate and culture for creativity in a team setting. It appears that the team leaders are successful in combining both transformational and transactional leadership and is a trait of good leadership skills. Standard Bank should ensure that these leadership skills are encouraged. These transformational leadership skills should be reinforced so that team leaders can enable their subordinates to become more creative and innovative not only for reward but as part of their day-to-day activities. This will not only have the effect of increased job satisfaction but will enable Standard Bank to remain competitive and to change in an innovative and sustainable way.

5.2.5 Frequencies

In table 4.11 it can be seen that there is a higher frequency of indicators that show transformational type leadership. In the table the valid percentage of transformational type indicators make up 60.2% as opposed to the 39.8% of transactional leadership indicators.

Table 14.3 shows a high frequency on both transformational and transactional leadership and willingness of team members to change, although there are more

items that point to transformational leadership. This indicates support for hypothesis 1, which states:

- In comparison with transactional leadership style, transformational leadership style has a more positive significance and impact on team willingness to change.

It must be kept in mind that overall the mean values of willingness to change is very high and that there was only four items that measured willingness to change which may make the result less reliable.

Table 14.12 show a high frequency on transformational leadership and a climate and culture for innovative change as measured by the SOQ. This indicates support for hypothesis 2, which states:

- Team leaders' transformational behaviours are positively correlated with a climate and culture that encourage creativity and the ability to initiate innovative change in a team setting.

The frequency of transactional leadership is also significant, although it is lower than the frequency of transformational leadership. It supports what was said earlier, that successful leaders employ both types of leadership.

From all the results discussed it does appear that the team leaders in Standard Bank display more transformational type leadership than transactional type leadership. In the literature review it was stated that Kuo (2004) made mention of Sosik, Avolio & Kahai (1997) who found that transformational leadership has a positive effect on team effectiveness. Kuo (2004) further cites MacKenzie, Podsakoff & Rich (2000) who found that transformational leadership has a positive effect on employee performance.

For Standard Bank to change into a learning organisation with employees that are willing to change and change in innovative and creative ways, the team leaders need to be even more transformational than the results suggest. Avolio and Bass (1998) did prove that transformational leadership can be taught. During research of 115 community leaders, who had been rated by their followers prior to training, there were significant increases in inspirational motivation and intellectual stimulation and a significant decrease in managing-by-exception immediately following transformational leadership training.

The above mentioned is supported by Yukl (2002) who cites Dvir, Eden, Avolio & Shamir (1999) who conducted a true field experiment, reporting that according to their company leaders' and followers' MLQ ratings of Israeli Defence Force infantry platoon commanders. The platoon commanders who had undergone the transformational leadership training were more transformational, less passive and less likely to manage by exception. The comparison group did not demonstrate the same effects in either ratings of leadership or performance. In contrast to the comparison group, the platoons led by leaders trained in transformational leadership had higher senses of self-worth and belonging.

5.3 Conclusions

From the discussion of the research results it is evident that there is a weak to moderate relationship between the leadership attributes and willingness to change so it cannot conclusively be deducted that the leadership attributes as measured by the MLQ has a strong relationship to willingness to change.

With this in mind it still appears as if the team members experience the climate and culture as one that support creativity in teams. The creative climate is curtailed by a degree of lack of freedom that one finds in a bureaucratic organisation like a bank.

What is encouraging to note is there is a climate of trust and openness in Standard Bank, and this is required and should be encouraged if Standard Bank wants to evolve into a learning organisation. This is also supported by the results of Laissez-faire type leadership that in the Standard Bank context reflect a type leadership where the team leaders trust the team members to live the Vision and Values of Standard Bank. The results show that team leaders in Standard Bank have the skills to create an environment that is tolerant of extreme positions and nurture team members to question their own values and beliefs and those of the organisation. This bodes well for the survival of Standard Bank in a challenging, ever-changing business landscape.

There appears to be strong culture of Idea Support as it correlates to transformational and transactional leadership. As mentioned at various phases of the study good leaders have the ability to use both types of leadership styles to maximum effect. Team leaders have instilled in team members the confidence to debate issues and this is not negotiable if Standard Bank wants to make a success of its Winning Ways and Ordinary-to-innovative process.

When looking at the correlations between the nine dimensions of the SOQ and willingness to change the deduction is made that there are little or no relationship between the nine dimensions of the SOQ, which measures the degree to which climate supports creativity and willingness to change. The results should be viewed in relation to the few items that measures willingness to change and because the validity and reliability of the SOQ has not conclusively be proven.

During the factor analysis it became apparent that Contingent Reward type leadership, which is a transactional leadership style, is prevalent in Standard Bank. This can be as a result of the Performance Appraisal Process that is in place in Standard Bank. People are rewarded based on Key Result Areas and Behavioural

Competencies. If this is the case then the correct type of behaviour should be rewarded. Innovativeness and creativity as driven by the Winning Ways and Ordinary-to-innovative process should form part of the Performance Appraisal Process. Over time team leaders who have been taught to display more transformational type leadership should adjust the culture of Standard Bank. This will assist the bank to drive innovative behaviour so that it becomes a natural process and not one that is driven by reward only.

There are also strong indications that the team leaders' already display strong transformational leadership skills, with team members that admire, respect and have loyalty towards the team leaders and has confidence in team members and themselves. For an organisation to evolve into a learning organisation these traits of team leaders and team members are needed. They need to have the confidence to challenge the status quo and to become more creative when considering problems and challenges. The team leaders should reinforce this type of behaviour and they should be able to guide the team members along the vision and values of Standard Bank.

The higher frequency of transformational type leadership does support Hypothesis 1. That said it couldn't conclusively be accepted due to the few items that measured willingness to change. Overall the mean values of willingness to change were very high, which may indicate that the instrument was not reliable enough.

Hypothesis 2 is supported by the high frequency of transformational leadership in relation to climate and culture for innovative change as measured by the SOQ. Hypothesis 2 can also not conclusively be accepted, due to the fact that the validity and reliability of the SOQ has not extensively been tested.

In terms of the effect of either transformational or transactional leadership on willingness to change and creating a climate and culture for innovative change, transformational change shows higher frequency, and in a sense better correlations but transactional leadership is quite strong as well. Transactional leadership is categorised by contingent reward and management-by-exception. The literature suggests that if an organisation like Standard Bank wants to make the paradigm shift to being more creative and innovative they should train their leaders in transformational leadership skills. These transformational team leaders will assist Standard Bank in creating a climate and culture for sustainable organisational change.

5.4 Recommendations

This study was explorative and correlational and only looked at team leadership in Standard Bank and the possible effect it has on team members in Standard Bank. In future cross-sectional studies and experimentation involving different companies and more representative samples may prove to be conclusive.

Demographics: Future studies of this nature should include results on the age, sex and race of respondents. This will assist in making deductions about how the different age groups experience change and different styles of leadership. Organisations in South Africa operate in a multicultural environment and it would be of interest to see how the different race groups experience certain leadership styles and what their perceptions of transformational and transactional leadership are.

In the research conducted no mention was made of the sex of the respondents, as it was not requested of the respondents to provide this information. In future studies should include this, as women and men may experience and perceive

different leadership styles differently and this may have a major influence on research results.

Measurement of willingness to change: To effectively measure willingness to change more items measuring this construct should be included in the research instrument to increase the possible reliability and validity.

Validity and reliability of the SOQ: Various researchers have extensively tested the reliability and validity of the MLQ over the years but the SOQ has not been subjected to enough scrutiny by researchers to conclusively prove its validity and reliability. This instrument can prove quite valuable to measure climate and culture, which is such an integral part of organisations, but it needs to possibly include more items that measure the same variable to ensure its reliability and validity.

Transformational Leadership Training: In future research, team leaders should undergo transformational leadership training and the team members' willingness to change and the climate and culture that encourage creativity should be measured before and after the training intervention. This will assist in making deductions about the success of teaching transformational leadership behaviour. Team leaders should also rate themselves with the same questionnaire as the one completed by the team members and comparisons can be made on these ratings before and after the training intervention.

Laissez-faire type leadership: can be an interesting phenomenon to research in organisations that are strongly guided by values and a strong vision. Empowering employees to make their own decisions and direct their own work – as is the case with Self Directed Work Teams – can prove quite powerful for the sustainability of organisation in future and also has potential effects on motivation and job satisfaction and is a field worthwhile of further research.

Reference list

Asch D & Salaman G. 2002: The Challenge of Change. *European Business Journal*: 133-143.

Avolio BJ & Bass BM. 1998: You can drag a horse to water, but you can't make it drink except when it's thirsty. *Journal of Leadership Studies*, 5: 1-17.

Albert M. 2005: Managing Change: Creating a Learning Organisation Focused on Quality. *Problems and Perspectives in Management*, 1: 47-54.

Alimo-Metcalfe B & Alban-Metcalfe RJ. 2001: The development of a new Transformational Leadership Questionnaire, *Journal of Occupational and Organisational Psychology*. 74: 1-27.

Allen PM & Strathern M. 2003: Evolution, Emergence, and Learning in Complex Systems. *Emergence*, 5(4): 8-33.

Bass BM, Avolio BJ and Jung DI. 1999: Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organisational Psychology*, 72: 441-462.

Beer M & Eisenstat R. 2000: The Silent Killers of Strategy Implementation and Learning. *Sloan Management Review*, 41(4): 29-41.

Bhambri A. 1992: *Corporate Transformation*. Boston: Kluwer Academic Publishers.

- Burnes B. 1996: *Managing Change: A Strategic Approach to Organizational Dynamics*. London: Pitman Publishing.
- Carless SA. 1998: Assessing the discriminant validity of transformational leader behaviour as measured by the MLQ. *Journal of Occupational and Organizational Psychology*, 71: 353-358.
- Chen LY. 2004: Examining the Effect of Organisational Culture and Leadership Behaviours on Organisational Commitment, Job Satisfaction, and Job Performance at Small and Middle-sized Firms of Taiwan. *The Journal of American Academy of Business, Cambridge*: 432-437.
- Cooper DR & Schindler PS. 2003: *Business Research Methods*, 8th edition. New York: McGraw-Hill.
- Ellinger AE, Ellinger AD & Keller SB. 2002: Logistics Managers' Learning Environments and Firm Performance. *Journal of Business Logistics*, 23(1): 19-37.
- Falconer J. 2002: Emergence Happens! Misguided Paradigms Regarding Organisational Change and the Role of Complexity and Patterns in the Change Landscape. *Emergence*, 4(2): 117-130.
- Ferreira MA. 1997: Organisational change and transformation: A theoretical synthesis. *SBL Research Review*, 1(11) 86-93.
- Flynn M, Dooley L, O'Sullivan D. & Cormican, K. 2003: Idea Management for Organisational Innovation. *International Journal of Innovation Management*, 7(4): 417-442.

Garvin DA. 1993: Building a Learning Organisation. *Harvard Business Review*, July/August: 74-91.

Goh SC. 2001: The Learning Organisation: An Empirical Test of a Normative Perspective. *International Journal of Organisational Theory and Behaviour*, 4(3): 329-355.

Isaksen SG & Lauer KJ. 2002: The Climate for Creativity and Change in Teams. *Creativity and Innovation Management*, 11(1): 74-86.

Jansen KJ. 2000: The Emerging Dynamics of Change: Resistance, Readiness, and Momentum. *Human Resource Planning*: 53-55

Joroff ML, Porter WL, Feinberg B & Kukla C. 2003: The Agile Workplace. *Journal of Corporate Real Estate*, 5(4): 293-311.

Kanji GK & Moura E Sá P. 2001: Measuring leadership excellence. *Total Quality Management*, 12(6): 701-718.

Kegan R & Lahey LL. 2000: The real reason people won't change. *Harvard Business Review*, September: 85-92.

Kotter JP. 1995: Leading Change: Why transformation efforts fail. *Harvard Business Review*, 73(2): 59-67.

Kuo CC. 2004: Research on Impacts of Team Leadership on Team Effectiveness. *The Journal of American Academy of Business*, Cambridge, September: 266-277.

Lähteenmäki S, Toivonen J & Matilla M. 2001: Critical Aspects of Organisational Learning Research and Proposals for its Measurement. *British Academy of Management*, 12: 113-129.

Love PED, Huang JC, Edwards DJ & Irani Z. 2004: Nurturing a learning organisation in construction: a focus on strategic shift, organisational transformation, customer orientation and quality centred learning. *Construction Innovation*, 4: 113-126.

Paris CR, Salas E & Cannon-Bowers JA. 2000: Teamwork in multi-person systems: a review and analysis. *Ergonomics*, 43(8): 1052-1075.

Piderit SK. 2000: Rethinking Resistance and Recognising Ambivalence: A Multidimensional view of attitude towards an organisational change. *Academy of Management Review*, 25(4): 783-794.

Porras JI & Silvers RC. 1991: Organisational Development and Transformation. *Annual Review of Psychology*, 42: 51-78.

Prati LM, Douglas C & Ferris GR. 2003: The Role of Emotional Intelligence in Team Leadership: Reply to the critique of Antonakis. *The International Journal of Organisational Analysis*, 11(4): 363-369.

Schneider B, Brief AP & Guzzo RA. 1996: Creating a Climate and Culture for Sustainable Organisational Change. *Organizational Dynamics*, 24(4): 7-19.

Sherman A & Schultz R. 1998: *Open Boundaries: Creating Business Innovation through Complexity*. London: Perseus Publishing.

Standard Bank. 2005. *Ordinary to Innovative: Learner Workbook*. Johannesburg: Standard Bank.

Standard Bank. 2005. *Investors in People: South Africa in Partnership with the Bankseta*. Johannesburg: Standard Bank.

Stern S. 2005: Forever changing. *Management Today*, February: 40-45.

Stroh UM. 2004: An Experimental Study of Organisational Change and Relationship Management: A Chaos and Complexity Approach. PhD Thesis. University of Pretoria, South Africa.

Tee Ng P. 2004: The learning organisation and the innovative organisation. *Human Systems Management*, 23: 93-100.

Trompenaars F & Woolliams P. 2003: A new framework for managing change across cultures. *Journal of Change Management*, 3(4): 361-375.

Van de Ven AH and Poole MS. 1995: Explaining development and change in organisations. *Academy of Management Review*, 20(3): 510-540.

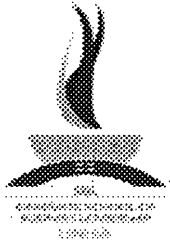
Van Tonder CL. 2004: *Organisational Change: Theory and Practice*. Pretoria: Van Schaik Publishers.

Voelpel SC, Leibold M & Mahmoud KM. 2004: The organizational fitness navigator: Enabling and measuring organizational fitness for rapid change. *Journal of Change Management*, 4(2): 123-140.

Wilson R. 2000: Organisational Culture Analysis. *Strategic Communication Management*, October/November: 16-20.

Yukl G. 2002: *Leadership in Organisations*. 5th edition. New Jersey: Prentice-Hall.

Addendum A: Questionnaire



Ref: Mrs Elsabe Broodryk
Tel: + 27 11 6520352
e-mail: broodje@unisa.ac.za
Web: www.sblunisa.ac.za

2005-07-26

TO WHOM IT MAY CONCERN

This confirms that **Mr AD Botha (student number 34466096)** is a final year student at the Graduate School of Business Leadership. He is doing a Research Report as part of the requirements of obtaining the MBL postgraduate degree.

Please be of assistance with the collecting of research material and feedback on questionnaires to complete the report.

The Business School will observe any confidentiality requirements as requested by regarding any information made available to the student in assisting with this study. The student must give this agreement as well to the confidentiality requirement.

On behalf of the Business School and Mr Botha we thank you for participating in this research project.

Yours sincerely

MS A STRASHEIM
MANAGER: RESEARCH
CStrasheim@sbleds.ac.za
Office: +27 11 652 0238
Fax: +27 11 6520299

Questionnaire A

Key: 1 = Strongly Disagree 2 = Disagree 3 = Neither agree nor disagree
4 = Agree 5 = Strongly Agree

1.	Most people on this team are highly motivated and committed to making contributions in accomplishing the purposes and goals of the team.	1	2	3	4	5
2.	People on this team define much of their own work, take independent initiatives to acquire information, make decisions and plan.	1	2	3	4	5
3.	People on the team trust each other, are open and honest, and count on each other for personal support.	1	2	3	4	5
4.	People on this team take the time to consider and test new ideas and ways of doing things	1	2	3	4	5
5.	People on this team have fun doing work. There is a great deal of good natured joking and laughter.	1	2	3	4	5
6.	People on this team often set traps for each other and engage in territory struggles, gossip and slander.	1	2	3	4	5
7.	New ideas are received in an attentive and professional way by bosses, colleagues and others. People listen, encourage and try new ideas here.	1	2	3	4	5
8.	People on this team feel they are encouraged to put an idea forward. There is tolerance for uncertainty and ambiguity.	1	2	3	4	5
9.	People on this team discuss and consider opposing opinions and diversity of viewpoints.	1	2	3	4	5

Indicate on the following scale how willing you would be to change your behaviour:

I am willing to change my behaviour according to the requirements of my team leader and the organisation	1	2	3	4	5
I will change my behaviour within the time frame set by my team leader	1	2	3	4	5

I will change as far as my team leader wants me to change	1	2	3	4	5
I am willing to do what my team leader wants me to do	1	2	3	4	5

Questionnaire B

Key: 1 = Strongly Disagree 2 = Disagree 3 = Neither agree nor disagree
4 = Agree 5 = Strongly Agree

1.	My team leader makes me feel good to be around him	1	2	3	4	5
2.	My team leaders express with a few simple words what we could and should do	1	2	3	4	5
3.	My team leader enables others to think about old problems in new ways	1	2	3	4	5
4.	My team leader helps members of the team to develop themselves.	1	2	3	4	5
5.	My team leader tell team members what to do if they want to be rewarded for their work					
6.	My team leader is satisfied when the team members meet agreed-upon standards.	1	2	3	4	5
7.	My team leader is content to let the team work in the same way as always	1	2	3	4	5
8.	The team members have complete faith in the team leader	1	2	3	4	5
9.	My team leader provide appealing images of what the team can do	1	2	3	4	5
10.	My team leader provides the team with new ways of looking at puzzling things	1	2	3	4	5
11.	My team leader lets the team members know how he/she thinks we are doing	1	2	3	4	5
12.	My team leader provides recognition/rewards when team members reach their goals	1	2	3	4	5
13.	As long as things are working my team leader does not try to change anything	1	2	3	4	5
14.	My team leader feels that whatever others want to do is OK with him/her	1	2	3	4	5
15.	I am proud to be associated with my team leader	1	2	3	4	5
16.	My team leader helps team members find meaning in their work	1	2	3	4	5

17.	My team leader get team members to rethink ideas that they had never questioned before	1	2	3	4	5
18.	My team leader give personal attention to team members who seem rejected	1	2	3	4	5
19.	My team leader call attention to what team members can get for what they accomplish	1	2	3	4	5
20.	My team leader tell team members the standard they have to know to carry out their work	1	2	3	4	5
21.	My team leader asks no more of team members than what is absolutely essential	1	2	3	4	5

Addendum B: Reliability Statistics

Items 1, 8 & 15 of Questionnaire B

Case Processing Summary			
		N	%
Cases	Valid	113	98.3
	Excluded	2	1.7
	Total	115	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.879	3

Item Statistics			
	Mean	Std. Deviation	N
MLQ1	4.13	.977	113
MLQ8	3.96	1.206	113
MLQ15	4.11	1.080	113

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MLQ1	8.06	4.630	.726	.868
MLQ8	8.24	3.558	.798	.807
MLQ15	8.09	4.028	.794	.804

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
12.19	8.640	2.939	3

Items 2, 9 & 16 of Questionnaire B

Case Processing Summary			
		N	%
Cases	Valid	111	96.5
	Excluded	4	3.5
	Total	115	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.861	3

Item Statistics			
	Mean	Std. Deviation	N
MLQ2	3.99	1.049	111
MLQ9	3.93	.960	111
MLQ16	3.93	1.093	111

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MLQ2	7.86	3.615	.711	.829
MLQ9	7.92	3.857	.734	.810
MLQ16	7.92	3.293	.772	.772

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
11.85	7.549	2.748	3

Items 3, 10 & 17 of Questionnaire B

Case Processing Summary			
		N	%
Cases	Valid	110	95.7
	Excluded	5	4.3
	Total	115	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.830	3

Item Statistics			
	Mean	Std. Deviation	N
MLQ3	3.74	1.038	110
MLQ10	3.89	1.026	110
MLQ17	3.71	1.035	110

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MLQ3	7.60	3.508	.663	.790
MLQ10	7.45	3.387	.721	.732
MLQ17	7.63	3.465	.681	.771

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
11.34	7.161	2.676	3

Items 4, 11 & 18 of Questionnaire B

Case Processing Summary			
		N	%
Cases	Valid	108	93.9
	Excluded	7	6.1
	Total	115	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.839	3

Item Statistics			
	Mean	Std. Deviation	N
MLQ4	3.90	1.184	108
MLQ11	3.91	1.055	108
MLQ18	3.71	1.276	108

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MLQ4	7.62	4.406	.722	.756
MLQ11	7.61	4.913	.720	.767
MLQ18	7.81	4.214	.678	.807

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
11.52	9.392	3.065	3

Items 5, 12 & 19 of Questionnaire B

Case Processing Summary			
		N	%
Cases	Valid	111	96.5
	Excluded	4	3.5
	Total	115	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.893	3

Item Statistics			
	Mean	Std. Deviation	N
MLQ5	3.95	1.111	111
MLQ12	3.79	1.222	111
MLQ19	3.79	1.105	111

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MLQ5	7.59	4.790	.769	.867
MLQ12	7.74	4.140	.830	.815
MLQ19	7.74	4.777	.779	.858

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
11.53	9.760	3.124	3

Items 6, 13 and 19 of Questionnaire B

Case Processing Summary			
		N	%
Cases	Valid	110	95.7
	Excluded	5	4.3
	Total	115	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.547	3

Item Statistics			
	Mean	Std. Deviation	N
MLQ6	4.23	.955	110
MLQ13	3.29	1.160	110
MLQ19	3.79	1.101	110

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MLQ6	7.08	3.342	.347	.469
MLQ13	8.02	3.064	.259	.614
MLQ19	7.52	2.527	.492	.214

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
11.31	5.463	2.337	3

Items 7, 14 & 21 of Questionnaire B

Case Processing Summary			
		N	%
Cases	Valid	111	96.5
	Excluded	4	3.5
	Total	115	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.608	3

Item Statistics			
	Mean	Std. Deviation	N
MLQ7	3.83	1.043	111
MLQ14	2.93	1.134	111
MLQ21	3.55	1.126	111

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MLQ7	6.48	3.197	.493	.403
MLQ14	7.38	3.383	.349	.607
MLQ21	6.76	3.186	.415	.509

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
10.31	6.124	2.475	3