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Organisational context: A moderator of leadership style, leader emotional intelligence and trust in the leader.

By

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COMPULSORY DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, and has been cited and referenced.

Signature: Signed by candidate

Date: 21/05/07

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I will instruct you and teach you in the way you should go; I will guide you with My eye;
My mouth shall speak wisdom and the meditation of my heart shall give understanding;
Do all in the name of the Lord Jesus Christ, giving thanks to God, the Father, through Him.

Psalms 32 v 8; 49 v 3; Colossians 3 v17

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Abstract

Trust is proposed as being a critical determinant of organisational success and stability and has been asserted as contributing to employee wellness (Shaw, 1997). Furthermore, trust has been related to a number of positive outcomes such as employee satisfaction, organisational commitment and organisational citizenship behaviour (Gillespie & Mann, 2004). These findings have stimulated the exploration of how factors such as leadership style and leader emotional intelligence are related to trust in the leader and whether or not organisational context is a moderator of these relationships. Quantitative data was collected from two hospitals in the Western Cape. The current study found that organisational context, in the form of the low- and high-velocity context, did to some extent moderate the relationship between leadership style, leader emotional intelligence and trust in the leader. Transformational leadership and leader emotional intelligence were found to have the strongest correlations with trust in the leader. Furthermore, leader emotional intelligence was found to be the greatest predictor of trust in the leader. In order to cultivate high levels of trust and obtain the aforementioned outcomes, nurse leaders should focus on developing a more transformational leadership style and higher levels of emotional intelligence.

CHAPTER 1

Introduction

The current study has aimed to explore and evaluate the relationships between transformational and transactional leadership, leader emotional intelligence and trust in the leader within the low- and high-velocity contexts. Context is asserted as having a significant impact on the levels of trust within an organisation (Atkinson & Butcher, 2003). Specifically, Lindholm, Sivberg and Udén (2000) emphasise the role that organisational context plays in the process of management within hospitals. These views have provided the impetus for this research and necessitate the consideration of factors such as leadership style, emotional intelligence and the velocity of the working environment. Furthermore, the importance of trust within the workplace and the various outcomes which are characterised by a trusting relationship remain a primary motivation for the examination of this construct within the current study. Some of these outcomes include increased levels of organisational commitment and organisational citizenship behaviour, increased employee wellness, satisfaction and performance (Harkins, 2003; Johnson, 2005; Mayer, Davis & Schoorman, 1995; Shaw, 1997). Moreover, trust is ranked as the most important skill that a nurse leader would need to possess (Johnson).

The rationale for the choice of a factor such as leader emotional intelligence and its impact on trust within an organisational context is due to the proposed outcomes which have been linked to emotional intelligence such as increased employee cooperation, employee motivation, increased productivity and increased profits (Johnson & Indvik, 1999). Other research has indicated that emotional intelligence is positively correlated with team satisfaction, customer satisfaction, profit and performance (Langhorn, 2004). The inclusion of leadership style as a variable within this research is due to the significant attention that leadership and its impact has gained in recent years. Research has indicated that effective leaders can elicit higher levels of employee motivation, satisfaction and meaningfulness (Bass & Avolio, 1989; Boumans & Landeweerd, 1993; Kleinman, 2004).

Previous research has drawn attention to the interrelationships between these variables such as Ferres, Travaglione and Connell (2002) who propose that trust and transformational leadership are positively correlated and produce outcomes such as reduced turnover and higher levels of organisational commitment. Additionally, Duckett and Macfarlane's (2003) research indicates that there is a relationship between organisation success, emotional intelligence and transformational leadership.

This research will not aim to examine whether or not these variables are able to produce these outcomes but will rather focus on the relationships between these variables within the low- and high-velocity contexts found in a hospital. A hospital provides an excellent example of an organisation in which a group of employees who are, to a large extent, the same but have a difference in terms of their working environment in the form of the low- and high-velocity contexts. Therefore, the objective of the current study is to examine the role that context plays, specifically the low- and high-velocity contexts, on the interrelationships between transformational and transactional leadership, leader emotional intelligence and trust in the leader.

CHAPTER 2

Literature review

Effective leadership and trust in the leader are key determinants of organisational effectiveness. The importance of the present research remains integrally linked to the success and quality of leadership. If a leader is able to understand how organisational context affects the relationships between leadership style, leader emotional intelligence and trust in the leader, they will be able to present an effective form of leadership given different situations. Relevant literature and theory will be discussed in order to define and operationalise various areas of interest within this research. These areas will include the conceptualisation of moderators, the Contingency Theory of Leadership, leadership style, trust in the leader and leader emotional intelligence. organisational context, more specifically the low- and high-velocity contexts, will be discussed in terms of the possible moderating affect it may have on the interrelationships between these variables. Where possible these factors will be discussed within the context of the nursing industry as this context will form the background for the research.

Organisational context and Contingency Theory of Leadership

For the purposes of this research two contexts will be defined operationally. The high-velocity context can be defined as a fast paced and high speed environment which will require employees to endure high levels of stress on a regular basis. This research will satisfy the requirements of the high-velocity context within an Emergency Room (ER) or trauma unit of a hospital. The low-velocity context can be defined as an environment which provides a more moderate pace of work in which employees will experience moderate stress levels. It is proposed that a low-velocity environment will be present within the general ward of a hospital. To reinforce these operational definitions, Bourgeois and Eisenhardt (1988, p.816) define a high-velocity environment as having "rapid and discontinuous change". Furthermore, they discuss the continuum of the velocity of a working environment in relation to the speed of environmental

changes and decision-making. These views therefore align with the aforementioned definitions of the low- and high-velocity contexts.

Eisenhardt (1989, p.570) discusses the challenges of working in a high-velocity environment and states that these environments are "particularly challenging because information is poor, mistakes are costly and recovery from missed opportunities is difficult". These challenges are especially relevant within the context of a hospital due to what is at stake, which may indeed be the life of an individual. Judge and Miller (1991, p. 451) state that "environmental velocity reflects both the pace of the change in an environment and the predictability of the changes that occur". They refer to a hospital environment as having moderate demands in terms of growth and technological change, but as aforementioned, one can make the distinction between the low-velocity context and the high-velocity context within this environment.

The theoretical framework surrounding the variables within this research and organisational context departs with Fiedler's (1967) Contingency Theory of Leadership which states that leadership style should be based on the situational demands. Fiedler considered task-structure, position power and leader-member relations as being situational determinants of the leadership. He places emphasis on situational favourableness and leadership style as these factors are theorised as being the determinants of group performance. Leadership style, the other determinant, is proposed as being in one of two domains: relationship-oriented or a task-oriented style (Antoine, n.d.). Group performance is seen as being contingent on interactions between the leader and the esteem for Least Preferred Co-worker (LPC). The LPC is an index that was developed in order to establish how a leader relates to co-workers on the basis of responses regarding the LPC in order to determine their leadership style. Fiedler proposed that if a leader ranked the LPC positively that this would indicate strong interpersonal relations (i.e. high LPC) and those who rated the LPC negatively would be more task-driven (i.e. low LPC). Fiedler further asserts that task-oriented leadership is more effective than relationship-oriented leadership in extreme or stressful conditions. This assertion is pertinent to this research, due to the presence of two organisational contexts: the low- and high-velocity contexts.

Larson and Rowland (1972, p.187-188), use Fiedler's theoretical framework and assert that in "a non-stressful situation, a high LPC individual exhibits more task behaviour than a low LPC individual, while a low LPC individual exhibits more interpersonal relations and in a stressful situation a high LPC individual exhibits more interpersonal relations behaviour and a low LPC individual more task behaviour". Therefore in the context of a stressful situation no change in the expected behaviour can be observed therefore implying that stress is not a moderating variable. In terms of a non-stressful context, Larson and Rowland's research contradicts Fiedler's (1967) original conceptions of the Contingency Theory of Leadership. This contradiction will be an interesting point of reference within this research. The findings regarding the different behaviour that can be observed within stressful and non-stressful contexts should be carefully considered. This research will examine the impact of organisational context on leadership style, leader emotional intelligence and trust in the leader. The two organisational contexts, as aforementioned, will be the low-velocity context as typically found in a general nursing ward and the high-velocity context as found in the ER or trauma unit.

Moderators

Howell, Dorfman and Kerr (1986, p.89) define moderators as "affecting the nature of the relationship between two variables". Podsakoff, MacKenzie, Ahearne, and Bommer (1995, p.423) propose that "various individual, task and organisational level variables *moderate* relationships between leadership behaviours and subordinate criterion variables". In applying the Contingency Theory of Leadership, Boumans and Landeweerd (1993) consider the possibility of a moderator such as the need for autonomy by nurses as affecting leadership style. The need for autonomy by followers was found to be a moderating variable in terms of leadership style implying that nurse leaders need to consider a more flexible approach to leadership depending on the presence of this variable. The demand for flexibility may be reflected in other facets of leadership such as leadership style, leader emotional intelligence and trust in the leader and this research will further examine this point. The fundamental illustration that Boumans and Landeweerd make within their research is that the nursing industry

requires a certain type of leadership implying that the further exploration may provide a greater insight into what nursing professionals require from their leaders.

Trust in the leader

Harkins (2003) describes five core competencies that leaders need in order to perform competently: emotional intelligence, trusting relationships, determination and a conceptual and systems perspective. He theorises that these factors drive the optimal performance of a workforce. This view drives the exploration of two facets of leadership namely leader emotional intelligence and trust in the leader. Trust is an important factor in determining organisational success, stability and contributes to employee wellness (Shaw, 1997). Trust within organisations has become an increasingly more relevant issue due to forces of instability and change (Ferres & Connell, 2004). Trust has been seen as a strategic asset for organisations during times of uncertainty (Mayer, Davis & Schoorman, 1995). Global pressures for competitiveness and optimal organisational functioning have demanded greater leadership abilities. Ferres and Connell note that the instability within organisations has impacted on the level of trust that employees place within an organisation. It is therefore fundamental for leaders to build this capability as research has indicated the importance of trust within successful leadership (e.g. Harkins).

Trust has been positively related to a number of productivity-related outcomes namely organisational commitment, quality of communications and organisational citizenship behaviour (Gillespie & Mann, 2004). Ferres, Connell and Travaglione (2003) explore the impact that trust has on employees within the workplace. Their findings suggest that employees who have trusting relationships within organisations are less likely to want to leave the organisation, more likely to become emotionally involved with the organisation and have enhanced perceptions of organisational support. Ferres, Connell and Travaglione assert that co-worker trust can have a far-reaching organisational impact, especially in the case of teamwork. The rate of employee turnover also decreases as the level of trust within organisations increases and

therefore trust has been seen as contributing measurably to organisation competitiveness (Gillespie & Mann).

Mayer, Davis and Schoorman (1995) use three words to summarise the nature of trust: co-operation, confidence, and predictability. Atkinson and Butcher (2003) describe trust as the glue that binds organisations together. Zemke (2000, p.1) sees "trust as the foundation of good relationships". He theorises that the increase in trust is related to the amount of time lapsed. He further categorises trust behaviourally through a number of characteristics such as being approachable, caring and accessible (Zemke). Trust has also been defined as a "willingness to engage in risk-taking with a focal party" (Mayer & Davis, 1999, p. 124). Mayer, Davis and Schoorman emphasise that a fundamental component of a trusting relationship between senior management and their subordinates is a willingness to act in uncertain conditions. Their model discuses two antecedents of trust, namely: a propensity to trust and perceptions regarding trustworthiness such as ability, benevolence and integrity. Albrecht (2002) sees willingness, vulnerability and positive expectations as the forerunners of producing a trusting relationship. Lewicki and Bunker (1996) note four components in their definition of trust namely: an individual's temperament for trust; the environmental constraints; the past and future relations between the parties. Gillespie and Mann (2004) assert that leaders should focus on building trust with employees and that this relationship should engender behavioural and emotional aspects of trust towards the followers.

McKnight and Chervan (1996) emphasise that trust differs in various situational contexts. Their trust model describes the interrelationships between various trust concepts such as situational decision trust, dispositional trust, trust systems and trusting beliefs which, are moderated by trusting intention and thereby results in trusting behaviour. Trusting beliefs relates to the trustworthiness of the leader or trustee. Trust systems refer to the belief that an appropriate infrastructure for trust has been developed. Dispositional trust is related to an individual's propensity for trust. Situational trust relates to the context in which a trust relationship occurs. Trusting

intention is the state in which an individual is ready to place their trust in the leader. Trusting behaviour refers to placing oneself at risk or in the care of another. Trusting behaviour is a measure of trust and has otherwise been termed as cooperative behaviour. Trusting beliefs have been seen as the most important determinant of trusting intention within this model (McKnight & Chervan). This research will not directly analyse the trustworthiness of a leader but will rather consider how organisation context (situational trust) can moderate the relationship between leadership style, leader emotional intelligence and trust in the leader (McKnight & Chervan). More research needs to be conducted regarding the moderators and antecedents of trust and therefore this research will provide a fundamental advancement in this area.

Further research needs to be conducted to establish whether levels of trust within organisations are increasing and what factors may be causing this increase (Atkinson & Butcher, 2003). Contextual factors have not received enough attention in terms of the affect that they potentially have on the levels of trust within organisations (Atkinson & Butcher). They challenge research that assumes that trust will occur between management and employees in an organisational context and assert that trust will need to be cultivated. Möllering, Bachmann and Lee (2004) posit that trust within an organisational context can occur amongst various parties including co-workers; leaders and followers; and employers and employees. Bijlsma and Koopman (2003) state that managerial control and trust have been positively correlated. They note that different contexts and the nature of organisational relations may produce different levels of trust and different organisational outcomes. These findings indicate that trust and its variations need to be researched within different contexts, which supports the framework of the current study. The low- and high-velocity contexts and the relationship between nurse leaders and their subordinates will therefore provide the background for this research.

Johnson's (2005) research explores the characteristics or management skills that nursing professionals would need to master. Her research uses six constructs namely the management of attention; management of meaning; management of trust;

management of risk; management of self and the management of feeling. The management of trust was ranked as the most important skill that nursing managers would need to possess. Bijlsma and van de Bunt (2003, p.19-20) found that "monitoring performance, guidance to improve individual performance, support in case of trouble with others, openness to ideas of subordinates and co-operation-related problem solving were found to be relevant trust-related behaviours of managers". Monitoring, as a form of control, is positively related to the formation of trusting relationship within organisations. Monitoring, guidance and support, in particular, are highly correlated to the formations of trusting relationships amongst staff of a hospital (Bijlsma & van de Bunt). Therefore this research illustrates the necessity of the inclusion of a variable such as trust within this model.

Leader emotional intelligence

Johnson and Indvik (1999) assert that the presence of emotionally intelligent leaders produce organisational outcomes such as increased employee cooperation, employee motivation, increased productivity and increased profits. Langhorn's (2004) research illustrates that emotional intelligence is positively correlated with team satisfaction, customer satisfaction, profit and performance through the demonstration of social responsibility. Dulewicz, Young and Dulewicz's (2005) research emphasises the importance of emotional intelligence for leaders. Their research has also emphasised the influence of organisational context in determining leadership style. A strong correlation between emotional intelligence and job performance has been found (Dulewicz, Young & Dulewicz). Feyerherm and Rice (2002) indicate that in terms of the outcomes of an emotionally intelligent leader, team performance may not improve holistically but team performance in the area of customer service would improve. Leban and Zulauf (2004) assert that in the context of restructuring and redesign, emotionally sensitive leaders are required to lead change.

Dulewicz and Higgs' (2000) examination of the literature surrounding emotional intelligence categorises the concept in a number of ways. They posit that certain theorists approach the concept as a trait or on the "personality-based paradigm"

whereas other theorists have seen emotional intelligence from the competence or ability approach (Dulewicz & Higgs, p.349). Dulewicz and Higgs' research aims to evaluate emotional intelligence via the use of competency-based and personality-based measures thereby illustrating their acceptance of the mixed model or understanding of emotional intelligence as being both competency- and personality-based.

Gardener and Hatch (1989) describe the complexity of intelligence and the existence of multiple forms of intelligence that differ significantly from IQ. Salovey and Mayer (1990) describe emotional intelligence as using feeling and emotion to aid in processing surroundings, thinking and rationale decision-making. They note that the abilities of an emotionally intelligent leader as being comparable to those of a transformational leader in that the leaders are able to express and interpret emotion effectively, control their own emotions, display inner motivation and use their emotions to think creatively.

Goleman (1995, p.34) defines emotional intelligence as " being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathise and to hope". Goleman (2000) has recently developed his conceptions of emotional intelligence by adding a number of facets to one's understanding of emotional intelligence. These areas include: self-awareness, self-management, social awareness and social skills. Goleman (2000) also discusses a number of various leadership styles and adds that an emotionally intelligent leader is able to distinguish which leadership style is appropriate within a particular context; and is able to switch between these styles.

Transformational and transactional leadership style

Burns (1978) defines leadership on the continuum of transactional and transformational leadership. Bass's (1985b,1996) view differs from Burns' in that he sees transformational and transactional leadership as separate constructs that a

leader can access and use collaboratively in leading their subordinates. Bass's original conceptualisations of transactional leadership propose two facets: contingent reward and management-by-exception. Transformational leadership is proposed as containing four factors: inspirational motivation, idealised influence, individual consideration and intellectual stimulation (Bass).

These leadership styles can also be understood in terms of the various outcomes that they produce. Bass and Avolio (1989) posit that followers of transformational leaders display a greater degree of commitment and satisfaction as opposed to the followers of transactional leaders. In terms of motivating employees, transactional leaders motivate followers to achieve the desired task whereas transformational leaders inspire followers to surpass their expectations (Bass & Avolio). Kuhnert and Lewis' (1987) research fits various personality types and traits to transactional and transformational leadership. Transactional leaders are described as having a relationship of exchange whereas transformational leaders take this exchange further and operate at a level of exchanging value systems and adopting changes within personal belief systems (Kuhnert & Lewis).

Seltzer and Bass (1990) assert that the transformational leadership model supports more satisfied subordinates who rate their leader as being more effective. They describe initiation and consideration as factors within the transformational leadership model that can be seen as fundamental to leadership success. Initiation relates to the structuring of tasks and the communications surrounding the requirements of a task (Seltzer & Bass). Consideration is a factor of transformational leadership which, deals with a concerned and engaging leadership style. These factors of leadership produce performance as well as satisfaction (Seltzer & Bass). Boumans and Landeweerd (1993) describe leadership as being either within the realm of consideration and initiation or production-oriented leadership which are comparable to transformational and transactional leadership respectively. Findings illustrate that the first type of leadership produces employee satisfaction and meaningfulness whereas production-oriented leadership produces absenteeism and health complaints within the nursing sector (Boumans & Landeweerd).

Bycio, Hackett and Allen's (1995) findings indicate that individuals have responded negatively to management-by-exception which, is seated within the realm of transactional leadership. Transformational leadership has been found to motivate subordinates to perform within the workplace and has also produced a strong positive relationship with employee commitment and especially their affective or emotional commitment to an organisation (Bycio, Hackett & Allen). In terms of follower compliance research illustrates that either transformational or transactional leadership would elicit compliance, but that transformational leadership would instil a deeper sense of inspiration in followers (Bennett, 1993).

Research conducted by Sahin (2004) illustrates a positive relationship between transformational leadership of principles and a cooperative school culture implying that in the right context transformational leadership can lend to a normative cooperative culture. Podsakoff, MacKenzie and Bommer (1996) assert that although transformational leadership has been correlated with greater employee satisfaction and performance but for a leader who does not posses such charismatic qualities they should seek to substitute their leadership style based on the demands of the environment. This research however does not show any significant or positive relationship between the proposed moderating affect of a substitute variable. They conclude by noting that although a substitute may not significantly moderate this relationship, contextual factors surrounding leadership should be considered.

Within the specific context of the nursing sector various differences in terms of the outcomes of transactional and transformational leadership can be observed. Lindholm, Sivberg and Udén (2000) found that a nurse manager whose leadership style is more complex in nature struggles to effectively lead subordinates whereas nurse managers with a more distinct style such as with transformational or transactional leadership were more effective. Lindholm, Sivberg and Udén note that nursing leaders need to consider contingent factors such as organisational context and organisational culture in order to manage their staff more effectively.

Sofarelli and Brown (1998) assert that the appropriate model of leadership in today's rapidly changing environment for nursing professionals would be transformational leadership. This form of leadership will empower nurses to embrace change and seek innovation within the profession. Moss (1995) discusses the importance of leadership within the context of nursing stating that a transformational or visionary leader is likely to have the greatest impact within this environment. This context will require the leader to inspire vision and instil mission, building trust, being a skilled communicator and empowering employees (Moss). Research indicates that transformational leadership results in the greater satisfaction in nursing professionals (Kleinman, 2004).

Transformational leaders are inherently striving for the organisational goals whereas transactional leadership focus more on day-to-day organisational functioning. Transformational leadership, shared leadership and individual consideration may contribute to nurses' satisfaction and thereby increase retention (Kleinman, 2004). However, Kleinman does add that the needs of nurses in relation to their leaders vary widely according to factors such as proximity, interaction and whether the nurse works day or night shift. Communication and interaction are asserted as being key factors for maintaining satisfaction in the leader (Kleinman). Shortnell, Gillies and Devers (1995, p.136) have evaluated the evolution of the hospital environment in America and state that hospitals "have a functional role in the new world of healthcare". Furthermore they emphasise that the leadership within hospitals should aid in creating a more "community-centred, population-based health care delivery model which is built on integrated care system" (Shortnell, Gillies & Devers, p.136).

Stordeur, Vandenberghe and D'hoore, (2000) describe the multitude of organisational contexts that a leader within the nursing sector would encounter. They aimed to analyse the way in which different leadership styles would manifest across different contexts and within different levels of a hospital. One of their preliminary hypotheses regarding the suitability of various leadership styles was that in general wards nurses would require transactional leadership, in order to ensure that the day-to-day activities within the hospital are completed. Furthermore, they propose that in the upper segments of a hospital transformational leadership would be required in order to provide nurses with a

sense of vision. Although neither of these hypotheses were confirmed, transformational leadership was found to have a stronger impact on criterion variables such as workplace performance than transactional leadership. This research illustrates the notion that different leadership styles are appropriate in different contexts thereby providing a more detailed explanation of leadership style and organisational context. Paware and Eastman (1997) propose interesting findings regarding the effects of organisational context on transformational leadership stating that organisational receptivity must be considered before leadership style can be determined. They give a number of conditions for the receptivity of an organisation which should be considered in order to determine what form of leadership is required of a leader. The aforementioned research illustrates the importance of context as a potential moderator of leadership style.

The interrelationships between leadership style, leader emotional intelligence and trust in the leader

Podsakoff, MacKenzie, Moorman, and Fetter (1990) place significant emphasis on the need for further research regarding the interrelationships between leadership style and trust. Connell, Ferres and Travaglione (2003) assert that transformational leadership is a significant predictor of trust within organisations. Podsakoff et al. found that transformational leadership and trust were positively associated with organisational satisfaction. Various transformational leadership qualities namely providing support and encouraging the adoption of group goals are positively correlated with trust in the leader (Podsakoff et al.; Podsakoff, MacKenzie & Bommer, 1996). Podsakoff et al. assert that other transformational leadership practices such as envisioning employees, high-performance expectations and stimulating innovation have no significant correlation to trust.

Yet other research indicates that setting high expectations and stimulating innovation have had a negative influence on the formation of trusting relationships (Gillespie & Mann, 2004). They assert that the relationship between trust and leadership has produced mixed findings. Their research broadly correlates effective leadership with

building trusting relationships and further positive organisational outcomes. Transformational leaders, who create shared values amongst followers, are likely to have relationships which are characterised by trust. Contingent reward, a characteristic of transactional leadership, is however seen as providing a basis for building trusting relationships (Gillespie & Mann). Simons (1999) examines the relationship between transformational leadership and trust at a deeper level stating that in order for leaders to cultivate trusting relationships they will have to display behavioural integrity.

Podsakoff et al. (1996) found that the level of trust in the leader was influenced by the presence of transformational leadership behaviours such as providing a model of trust, individualised support and promoting group goals. Krafft, Engelbrecht and Theron (2004) could not find support for the hypothesised relationship between transformational leadership and trust within the South African context. They attribute these findings to the unique context and history of organisational development prevalent within South Africa. Engelbrecht and Chamberlain's (2005) research confirms the aforementioned findings.

Ferres, Travaglione, Spencer and Keylock's (2004) research probes the interactions between leader emotional intelligence, leadership style and trust in the leader. Their research distinguishes between trust in the leader and organisational trust but for the purposes of this research, organisational trust will not be discussed. Their findings illustrate that emotional intelligence and transformational and transactional leadership are positively related. Transformational leadership and contingent-reward are also positively associated with trust in the leader. Their research does, however, note that transactional leadership contributes to subordinates forming trusting relationships with their leaders. These findings oppose Bass's (1985a) original notions that transactional leadership does not require high levels of trust between leaders and subordinates.

Ferres, Travaglione and Connell (2002) propose a different relationship between transformational leadership and trust. They propose that transformational leadership mediates the relationship between trust and various organisational outcomes. This

hypothesis was confirmed whereby trust in management and dispositional trust did impact on transformational leadership. Trust and transformational leadership are positively correlated and produce outcomes such as reduced turnover and higher levels of organisational commitment.

Palmer, Walls, Burgess and Stough (2001) state that emotional intelligence has become a popular tool for recognising effective leaders. Their research does not illustrate that transformational leaders have higher levels of emotional intelligence than transactional leaders but does show strong correlations between various components of transformational leadership and emotional intelligence. "Emotional intelligence may account for how effective leaders monitor and respond to subordinates and how they make them feel" (Palmer et al., p. 1). Individual consideration, as a specific part of transformational leadership, was one of the qualities that had a strong correlation with emotional intelligence (Leban & Zulauf, 2004; Palmer et al.). The intellectual stimulation of subordinates as a trait of the transformational leaders was not correlated with being emotionally intelligent, whereas the creative thinking skills of a leader were significantly correlated with emotional intelligence (Palmer et al.). Research illustrates that emotional intelligence is correlated with transformational leadership and contingent reward (Barling, Slater & Kelloway, 2000; Gardner & Stough, 2002; Palmer et al). Leban and Zulauf's research illustrates positive associations between emotional intelligence and transformational leaders with particular emphasis on inspirational motivation such as challenging employees and envisioning them with the strategy of the organisation.

Barbuto and Burbach (2006) see emotional intelligence as an antecedent of leadership in general. Their research supports the notion that emotional intelligence and transformational leadership are positively related. This view is confirmed by Schlechter, Boshoff and Engelbrecht (2004) who add that all four dimensions of emotional intelligence are correlated with trust in the leader. Therefore being an emotionally intelligent leader may foster a great sense of trust in subordinates. Ferres and Connell (2003) note that theoretically the inherent nature of emotional intelligence would lend towards being an effective change manager. Their more recent research

aimed to validate the relationship between emotionally intelligent leaders who would lower employees' cynicism towards change but could not confirm this relationship. Being an emotionally intelligent leader did seem to mitigate the affect of change and employees' cynicism towards change. Duckett and Macfarlane's (2003) research indicates that there is a relationship between organisation success, emotional intelligence and transformational leadership. Their research also indicates that in certain organisational contexts transformational leadership may contribute to organisational success.

Aims and hypotheses of this research

This research aims to investigate whether organisational context, more specifically the low- and high-velocity context, moderates the relationship between leadership style, leader emotional intelligence and trust in the leader. This aim has led to the formation of the following hypothesis:

- Hypothesis 1 states that in the high-velocity context, transactional leadership will be more strongly associated with higher levels of trust in the leader than transformational leadership.
- Hypothesis 2 states that the velocity of the context moderates the relationship between transactional leadership and trust.
- Hypothesis 3 states that in the low-velocity context, transformational leadership will be more strongly associated with higher levels of trust in the leader than transactional leadership.
- Hypothesis 4 states that the velocity of the context moderates the relationship between transformational leadership and trust.
- Hypothesis 5 states that the velocity of the context will not moderate the relationship between leader emotional intelligence and trust in the leader.
- Hypothesis 6 states that the velocity of the context will not moderate the relationship between transformational leadership and leader emotional intelligence.
- Hypothesis 7 states that the velocity of the context will not moderate the relationship between transactional leadership and leader emotional intelligence.

Therefore hypothesis 1 is represented within Figure 1.1, as the Figure illustrates a strong relationship between transactional leadership and trust and a weak relationship between transformational leadership and trust, in the high-velocity context. Furthermore, this Figure illustrates hypothesis 2, 4, 5, 6 and 7 and the proposed relationships between the velocity of the context, trust in the leader, leader emotional intelligence and leadership style.

Figure 1.1- The hypothesised interrelationships within the high-velocity context

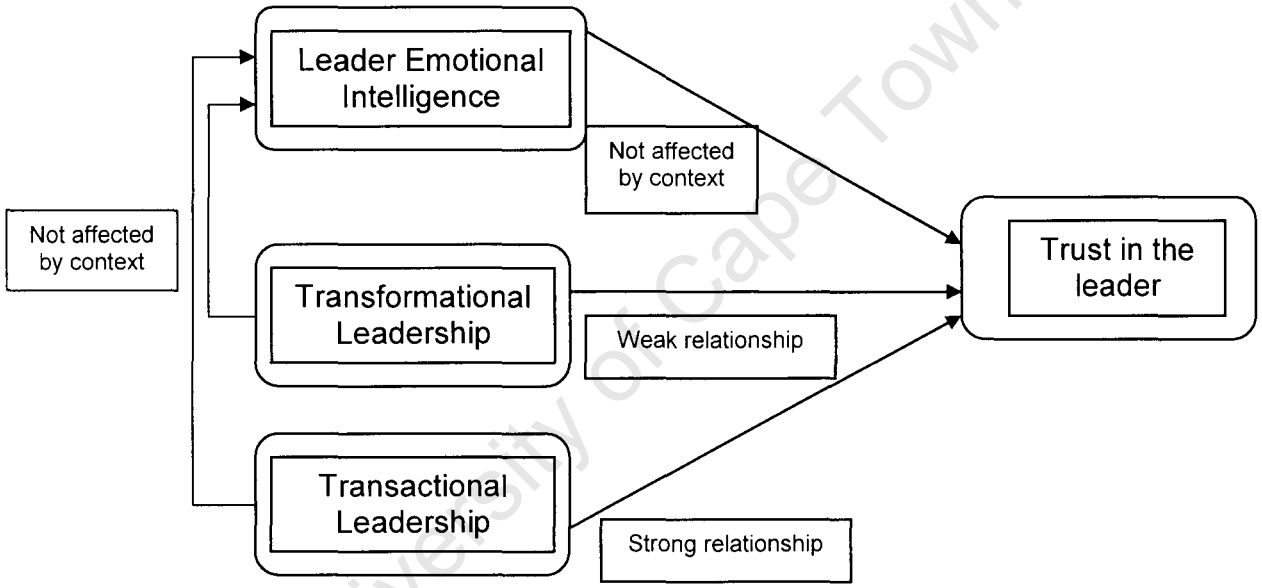
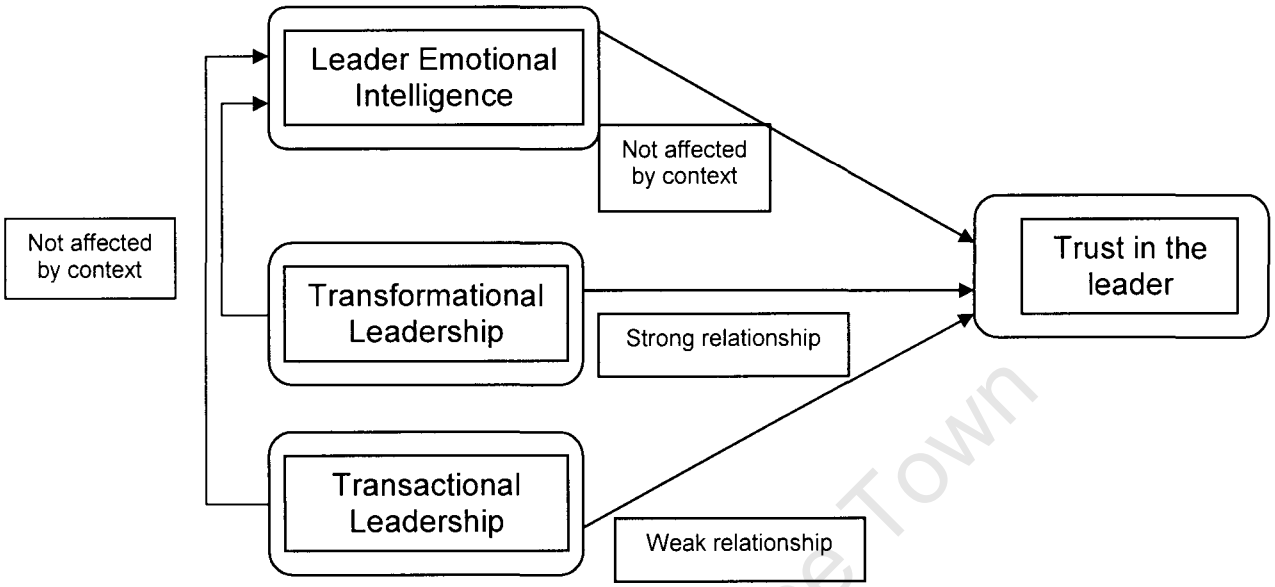


Figure 1.2 illustrates hypotheses 3 which proposes a strong relationship between transformational leadership and trust and a weak relationship between transactional leadership and trust in the low-velocity context. Furthermore, as suggested in Figure 1.1 and Figure 1.2, it is proposed that the velocity of the context will not affect the relationship between leader emotional intelligence and leadership style and that the velocity of the context will affect the relationship between leadership style and trust in the leader. Hypothesis 2, 4, 5, 6 and 7 will be examined when the results from the two contexts are compared in terms of whether any significant differences between leadership style, leader emotional intelligence and trust in the leader are present.

Figure 1.2- The hypothesised interrelationships within the low-velocity context



Conclusion

This discussion has illustrated conceptually that organisational context may have a significant affect on the interrelationships between leadership style, leader emotional intelligence and trust in the leader. These factors have been discussed in terms of the outcomes that they produce and where applicable, research specific to the nursing context has been included. Importantly this review has indicated that one needs to be cognisant of organisational context as this factor that could moderate the relationship between leadership style, leader emotional intelligence and trust in the leader.

CHAPTER 3

Method

This chapter will systematically and methodically describe the methods that have been used within the current study to investigate the research questions. The research design and the motivation for the use of the various design components will be discussed. This will be followed by a description and the descriptive statistics regarding the research sample. The sampling process and decisions surrounding this process will be further discussed. The descriptive statistics for the sample will be given in three forms which provide the basis for the analysis of the data namely: the statistics for the total sample, for the low- and high-velocity contexts and for the extreme low-, medium low-, medium high- and extreme high-velocity contexts. The division of these groups and the way in which these divisions were obtained will be detailed in this section. The measuring instruments will be discussed in terms of the relevance to the constructs that are under examination. Finally the procedure regarding the data collection process will be considered.

Research design

The current study has adopted a quantitative research paradigm whereby a correlational research design has been used. The correlational research design implies that "two or more variables are measured in relation to one another" (Rosnow & Rosenthal, 2004, p.15). This correlational approach can be illustrated in the aim of the current study whereby the relationships between leadership style, leader emotional intelligence and trust in the leader have been examined. The rationale for the use of the quantitative research paradigm is that this approach allows an individual's attitudes and opinions to be evaluated in a measurable way via a questionnaire (Babbie & Mouton, 2001). Survey research is proposed as illuminating various social phenomena in an empirical way (Bryman, 1984). This notion has grounded the choice of the survey method within the current study. Moreover, this method aims to maintain objectivity as a notable distance is created between the researcher and the research participants through the use of the research instruments

(Bryman). This standardised and empirical approach to measurement allows greater comparability, objectivity and replicability in terms of potential research questions within the current study (Babbie & Mouton; Bryman). The survey research method will allow responses from numerous individuals to be collected in a low-cost manner (Garson, 1998). Furthermore, this research has adopted a cross-sectional approach implying that these constructs will be examined at one, specific point in time (Babbie & Mouton, 2001). The cross-sectional approach is appropriate even though it does place limitations on the study.

Sample

A non-probability sampling method, namely purposive sampling has been used within this research. This method implies that a deliberate attempt has been made to obtain representivity via judgment (Kerlinger & Lee, 2000). This sampling approach considers the nature of the population that is being examined in relation to the aims of the research (Babbie & Mouton, 2001). This study has utilised nurses within the private hospital sector in the Western Cape. The most important qualifier regarding the sample is their perspective regarding their working environment: a hospital. The current study was conducted in two private hospitals in the Western Cape. Both of these hospitals have been accredited by the Council for Health Services South Africa in their three year accreditation programme (COHSASA, 2003). The sample consisted of nursing staff from both general wards and the ER or trauma unit. Some administrative staff that work within the hospitals were included in the sample in order to provide a further understanding of the low-velocity context.

Out of a possible 500 questionnaires that were sent out, 267 questionnaires were returned, implying a 53% response rate. According to Babbie and Mouton (2001) this is an acceptable response rate that will enable the calculation of relatively unbiased results. The final sample contained data from 243 useable questionnaires (N=243). The other questionnaires were rejected on the basis of having more than 5% missing data which is more appropriate than inputting the mean value for missing data (Carpenter & Kenward, 2005; Garson, 1998).

The sample included 18 males and 223 females, with two questionnaires containing missing information regarding gender. Table 1.1 illustrates the first language of the sample whereby Afrikaans was found to be the predominant language within the sample. This could be due to the location of the hospitals within a predominately Afrikaans area, within the Western Cape. However, these hospitals use English as their primary language of business.

Table 1.1- First language of the sample

First language	Frequency	Percent
English	42	17.3%
Afrikaans	183	75.4%
Xhosa	2	0.8%
Other	4	1.6%
Bilingual	9	3.7%
Missing	3	1.2%

Table 1.2 indicates that predominantly White and Coloured nurses work within the hospital. It was felt that this could be due to the fact the location of the hospitals and the access that these groups would have to this area and these hospitals. To some extent, these results do reflect the demography of the Western Cape.

Table 1.2 - Racial classification of the sample

Racial classification	Frequency	Percent
Black	7	2.9%
White	155	63.8%
Coloured	71	29.2%
Prefer not to disclose	10	4.1%

It was found that 85% of the sample have obtained their Matric certificate or a degree, as seen in Table 1.3. This finding is indicative of the nursing profession. A very small percentage of the sample have less than 12 years of schooling and these individuals may be from the administrative sections of the hospitals.

Table 1.3 - Educational level of the sample

Educational level	Frequency	Percent
Less than 12 years school	25	10.3%
Matric	59	24.3%
B degree or Diploma	145	59.7%
Honours	9	3.7%
Masters and above	3	1.2%
Missing	2	0.8%

As illustrated in Table 1.4, approximately 76% of the sample are from the nursing profession and the remaining percentage of the sample was from the administrative departments of the hospital. Table 1.4 depicts that the greatest proportion of the sample is comprised of staff nurses and registered nurses. Additionally employees have worked an average of 7.1 years within the hospitals and have worked an average of 4.7 years for their unit manager. It is therefore assumed that the respondents could confidently answer questions pertaining to their immediate manager or supervisor (leader).

Table 1.4 - Job title within the sample

Job title	Frequency	Percent
Staff nurse	49	20.2%
Registered nurse	95	39.1%
Senior registered nurse	11	4.5%
Unit manager	19	7.8%
Enrolled nurse aid	11	4.5%
Other	54	22.2%
Missing	4	1.6%

The low- and high- velocity contexts

Two groups were formed on the basis of examining Section A of the questionnaire which aimed to determine the velocity of the respondents' working environment. More specifically this section contained five items which aimed to understand respondents' perceptions regarding the velocity of the environment in which they work. This scale measured the velocity of the working environment on a on a seven point Likert scale from strongly disagree (1) to strongly agree (7). A composite score for the scale was calculated and the groups were divided on the basis of the median score obtained from Section A. Therefore a dichotomous split in the data was created (Rosnow &

Rosenthal, 2004). The division of the groups resulted in the formation of the low-velocity context (≤5.6, n=130) and the high-velocity context (≥5.7, n=113). Table 1.5 to 1.9 gives a detailed account of gender, first language, racial classification, educational level and job title across the low- and high-velocity contexts. Table 1.5 illustrates that the sample is predominately female due to the nature of the nursing industry which has been traditionally dominated by females.

Table 1.5 - Gender of the low- and high-velocity contexts

Gender	Low-velocity context		High-velocity context	
	Frequency	Percent	Frequency	Percent
Male	10	7.7%	8	7.1%
Female	118	90.8%	105	92.9%
Missing	2	1.5%	0	0%

Table 1.6 reinforces the original findings regarding the sample being predominately Afrikaans. When the data were split on this basis the division regarding the language of the sample remained relatively even.

Table1.6- First language of the low- and high-velocity contexts

First language	Low-velocity context		High-velocity context	
	Frequency	Percent	Frequency	Percent
English	26	20%	16	14.2%
Afrikaans	93	71.5%	90	79.6%
Xhosa	2	1.5%	0	0%
Other	1	0.8%	3	2.7%
Bilingual	6	4.6%	3	2.7%
Missing	2	1.5%	1	0.9%

Table 1.7 illustrates a predominately Coloured and White sample with approximately 90% Coloured and White participants within the low-velocity context and a similar division within the high-velocity context.

Table 1.7- Racial classification of the low- and high-velocity contexts

Racial classification	Low-velocity context		High-velocity context	
	Frequency	Percent	Frequency	Percent
Black	4	3.1%	3	2.7%
White	88	67.7%	67	59.3%
Coloured	33	25.4%	38	33.6%
Prefer not to disclose	5	3.8%	5	4.4%

Table 1.8 indicates that a large majority of the sample possess a tertiary education with 59% of the sample within the low-velocity context either having a degree, Honours or Masters and 71% of the sample within the high-velocity context having similar qualifications.

Table 1.8 - Educational *level of the low- and high-velocity contexts*

Educational level	Low-velocity context		High-velocity context	
	Frequency	Percent	Frequency	Percent
Less than 12 years school	14	10.8%	11	9.7%
Matric	37	28.5%	22	19.5%
B degree or Diploma	72	55.4%	73	64.6%
Honours	5	3.8%	4	3.5%
Masters and above	0	0%	3	2.7%
Missing	2	1.5%	0	0%

The high-velocity context contains approximately 10% more registered nurses than within the low-velocity context as illustrated in Table 1.9. The high-velocity context sample also contains 10% less participants than the low-velocity context from the 'Other' category. This category is represented predominately by the administrative departments implying that most of the participants from the administrative section of the hospital the view themselves as belonging to the low-velocity context.

Table 1.9 - Job title within the low- and high-velocity contexts

Job title	Low-velocity context		High-velocity context	
	Frequency	Percent	Frequency	Percent
Staff nurse	28	21.5%	21	18.6%
Registered nurse	45	34.6%	50	44.2%
Senior registered nurse	7	5.4%	4	3.5%
Unit manager	8	6.2%	11	9.7%
Enrolled nurse aid	5	3.8%	6	5.4%
Other	34	26.2%	20	17.7%
Missing	3	2.3%	1	0.9%

The extreme low-, medium low-, medium high- and extreme high-velocity contexts

In order to make further inferences regarding the differences between the low-velocity and the high-velocity context the data was divided into four groups on the basis of the standard deviation from the Mean. The two middle groups are one standard deviation from the Mean and the extreme groups are two standard deviations from the Mean. The groups were divided as follows: the extreme low-velocity context (≤4.18), the

medium low-velocity context (4.19-5.35), the medium high-velocity context (5.36-6.52) and the extreme high-velocity context (≥6.53). The four groups will allow a more distinct comparison between the extreme groups (i.e. between extreme high- and extreme low-velocity contexts). Table 1.10 to 1.14 gives a detailed account of gender, first language, racial classification, educational level and job title across the extreme low-, medium low-, medium high- and extreme high-velocity contexts.

Table 1.10 illustrates the female dominated sample across all of these groups illustrating that these groups are representative of the total sample. The medium high-velocity context is a slightly larger group and does have approximately 10% more females than the other groups.

Table 1.10- Gender of the extreme low-, medium low-, medium high- and extreme high-velocity contexts

Gender	Extreme low-		Medium low-		Medium high-		Extreme high-	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	3	6.8%	6	10.7%	4	3.9%	5	12.5%
Female	39	88.7%	50	89.3%	99	96.1%	35	87.5%
Missing	2	4.5%	0	0%	0	0%	0	0%

The extreme high-velocity context has approximately 10% more Afrikaans speaking participants and the medium high-velocity context has more English speaking individuals than the other groups. Other than these differences the divisions within the group are relatively even as illustrated within Table 1.11.

Table 1.11- First language of the extreme low-, medium low-, medium high- and extreme high-velocity contexts

First language	Extreme low-		Medium low-		Medium high-		Extreme high-	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
English	8	18.2%	9	16.1%	22	21.4%	3	7.5%
Afrikaans	31	70.5%	42	75%	75	72.8%	35	87.5%
Xhosa	2	4.5%	0	0%	0	0%	0	0%
Other	0	0%	0	0%	2	1.9%	2	5%
Bilingual	3	6.8%	3	5.4%	3	2.9%	0	0%
Missing	0	0%	2	3.5%	1	1%	0	0%

Table 1.12 illustrates that the extreme low-velocity context has approximately 5% more White participants than the other groups. Similarly the medium high-velocity context contains approximately 5% more Coloured participants than the other groups.

Table 1.12 -Racial classification of the extreme low-, medium low-, medium high- and extreme high-velocity contexts

	Extreme low-		Medium low-		Medium high-		Extreme high-	
Racial classification	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Black	1	2.3%	2	3.6%	1	1%	3	7.5%
White	31	70.4%	36	64.2%	65	63.1%	23	57.5%
Coloured	11	25%	15	26.8%	31	30.1%	14	35%
Prefer not to disclose	1	2.3%	3	5.4%	6	5.8%	0	0%

Table 1.13 illustrates that the medium low-velocity context and the extreme high-velocity context contains the most participants with a degree, Honours and Masters. The medium low- and high-velocity contexts contain the most participants who possess less than twelve years of school.

Table 1.13 - Educational level of the extreme low-, medium low-, medium high- and extreme high-velocity contexts

	Extreme low-		Medium low-		Medium high-		Extreme high-	
Educational level	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Less than 12 years school	3	6.8%	7	12.5%	12	11.7%	3	7.5%
Matric	20	45.5%	11	19.6%	20	19.4%	8	20%
B degree or Diploma	19	43.2%	36	64.3%	62	60.1%	28	70%
Honours	2	4.5%	1	1.8%	5	4.9%	1	2.5%
Masters and above	0	0%	0	0%	3	2.9%	0	0%
Missing	0	0%	1	1.8%	1	1%	0	0%

From Table 1.14 it is evident that the extreme high-velocity context contains between 20 to 35% more staff nurses than the other groups. The 'Other' category which is represented by the administrative departments of the hospitals is spread between the extreme low-, medium low- and the medium high-velocity contexts, with the extreme high-velocity context containing significantly less participants within this category.

Table 1.14 - Job title within the extreme low-, medium low-, medium high- and extreme high-velocity contexts

	Extreme low-		Medium low-		Medium high-		Extreme high-	
Job title	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Staff nurse	9	20.5%	12	21.4%	18	17.5%	10	25%
Registered nurse	9	20.5%	27	48.2%	37	35.9%	22	55%
Senior registered nurse	4	9.1%	0	0%	7	6.8%	0	0%
Unit manager	5	11.3%	1	1.8%	9	8.7%	4	10%
Enrolled nurse aid	2	4.5%	1	1.8%	6	5.8%	2	5%
Other	14	31.8%	13	23.2%	25	24.3%	2	5%
Missing	1	2.3%	2	3.6%	1	1.0%	0	0%

Measuring instruments

The questionnaire contained five sections namely Section A- The Velocity of the Working Environment; Section B- Trust in the Leader; Section C- Leader Emotional Intelligence; Section D- Leadership Style and Section E- Biographical information. Section A contained five items which aimed to understand respondents' perceptions regarding their working environments and more specifically the velocity of the environment in which they work. This scale measured the velocity of the working environment on a on a seven point Likert scale from strongly disagree (1) to strongly agree (7). Section E aimed to gather biographical information regarding respondents and contained eight items namely gender, first language, racial classification, educational level, job title, area or unit of the hospital, tenure and length of service for unit or section manager. Section B-D contained eighty-four items and will be described below.

Trust in the Leader

The Workplace Trust Scale (WTS) contains three trust subscales namely co-worker level, organisational level and immediate supervisor or manager level (Ferres, 2002). The immediate supervisor or manager level is the only sub-scale that has been used for the purposes of this study and contained twelve items. This scale will be used to evaluate respondents' reactions to statements regarding their immediate leader or manager. This scale measured items on a seven point Likert scale from strongly disagree (1) to strongly agree (7). Ferres (2002) obtained a Cronbach's Alpha

coefficient of .96 whereas Van Wyk (2002, as cited in Schlechter, Boshoff & Engelbrecht, 2004) obtained an Alpha coefficient of .90. This questionnaire has been tested, validated and standardised in Australia and South Africa (Ferres, 2002; Ferres, Travaglione, Van Wyk and Boshoff, 2002).

Leader Emotional Intelligence

(2002) Emotional Intelligence Index (EQI) contained forty items. This scale was developed to assess Goleman's (1995) dimensions of emotional intelligence namely self-awareness, self-regulation, motivation, empathy and social skills. This scale measured the perceptions of the respondents regarding his/her leader's emotional intelligence. It does so by asking respondents to rank their immediate leader's emotional competence. This scale has a seven-point range from strongly disagree (1) to strongly agree (7). The Cronbach's Alpha coefficients ranged between of .84 to .94 for the various dimensions of emotional intelligence (Ferres, Travaglione, Spencer & Keylock, 2004).

Leadership style

Bass and Avolio's Multi-Factor Leadership Questionnaire (MLQ) (1989) adapted and used in South Africa by Krafft et al. (2004) and Engelbrecht and Chamberlain (2005) has been used to evaluate the leadership competence within this research. This scale measured the frequency with which respondents rate their leaders as exhibiting a number of behaviours that are either related to transformational or transactional leadership. The thirty-two items within the scale range from almost never (1) to almost always (6). The sub-scales or dimensions of transformational leadership are idealised influence, inspirational motivation, intellectual stimulation and individual consideration, and the dimensions of transactional leadership are contingent reward and management-by-exception. The Cronbach's Alpha coefficients range from .70 to .92 for the various dimensions of transactional and transformational leadership (Bass and Avolio, 2000 as cited in Ferres, Travaglione, Spencer & Keylock, 2004)

Procedure

A self-administered, hard-copy, composite questionnaire was piloted with approximately 10 people. These individuals gave feedback regarding their experiences with the questionnaire and minor amendments were made. Thereafter, the questionnaire was submitted to the UCT Commerce Faculty Ethics Committee and ethical approval was granted. At this stage the questionnaire was presented to the two hospitals in order to gain organisational consent and in both cases it was well received by the hospital management. In the larger hospital (approximately 450 beds) the Hospital Manager and the Nursing Services Manager coordinated the data collection process. The hospital manager distributed the questionnaires across the various wards of the hospitals. Some questionnaires were given to the administrative departments in order to add to the low-velocity context group. The questionnaire completion was facilitated by the Nursing Services Manager who coordinated the collection of the completed questionnaires from the wards on a weekly basis. In the other hospital (approximately 230 beds) the Nursing Training Manager coordinated the research whereby the questionnaires were distributed appropriately and on completion they were submitted into a box. The Nursing Training Manager monitored the completion of the questionnaires and encouraged the participation of various wards. The questionnaire was administrated over a period of six weeks and each questionnaire took approximately fifteen minutes to complete. Over the six week period the completed questionnaires were collected and captured in an MS Excel database. The data was subsequently transferred into the Statistical Package for the Social Sciences (SPSS) version 13 and has been analysed using SPSS.

CHAPTER 4

Results

This chapter aims to present the results of the present study. Exploratory Factor Analysis has been used to determine the most appropriate factor structure for the various scales within the current study. Thereafter the inter-item reliability will be reported with the use of Cronbach's Alpha coefficients. Cronbach's Alpha coefficients for the original factor structure will be given and these will be compared to the coefficients obtained for the Exploratory Factor Analysis derived factor structures. The correlations between leadership style, leader emotional intelligence and trust in the leader will be given. These correlation coefficients will also be discussed in terms of whether they are statistically and practically significant. The correlation coefficients will be reported for the whole sample, when the sample is divided into the low- and high-velocity contexts and when the sample is divided into the extreme low-, medium low-, medium high- and extreme high-velocity contexts. Thereafter the differences between the low- and high-velocity contexts will be discussed in terms of the results obtained from a T-test and the differences between the extreme low-, medium low-, medium high- and extreme high-velocity contexts will be reported in terms of the results of a Planned Comparisons Analysis of Variance. Furthermore Multiple Regression analyses will be conducted on the same basis as described for the correlations.

Factor Analysis and reliability

Exploratory Factor Analysis was used in order to establish the underlying factor structure of the various scales with reference to this particular sample (Hair, Anderson, Tatham & Grablowsky, 1979). The Factor Analysis also aids in determining whether the original factor structure is transferable to this particular context and within South Africa. Principle-Axis Factoring, using a Direct Oblimin rotation was used. It is proposed that a 'better fit' of the factor structure can be obtained via the use of an oblique rotation (Kerlinger & Lee, 2000). The use of oblique rotation also more easily allows for a simple factor structure to be obtained (Kerlinger & Lee). Additionally, while orthogonal rotations treat factors as being independent, oblique rotation acknowledges

the relatedness of factors within a construct thereby implying that a more meaningful and realistic factor structure can be obtained (Hair et al.; Kerlinger & Lee). The Exploratory Factor Analysis was conducted on all the scales within the composite questionnaire. The inclusion criteria for the Factor Analysis were that each item within the scale is ≥ .30 and < .25. If an item does not meet these criteria it will be excluded and thereafter a new round of Factor Analysis is conducted. This will be repeated until all the items meet these criteria and subsequent to this process the final factor structure will be accepted.

Thereafter the reliability analysis will be discussed. The reliability analysis has been conducted in order to investigate the relative 'precision' of the scales included within this research. To some extent, measurement error is present when various psychological constructs are measured which therefore reinforces the notion of investigating the internal consistency or reliability of these constructs (Nunnelly, 1970). Internal consistency has been measured by means of Cronbach's Alpha coefficients. Cronbach's Alpha coefficients allow the degree of internal consistency to be determined and have given an indication of those items which could be accountable for a possible measurement error. Nunnelly (1970) suggests that Cronbach's Alpha coefficients above .70 would be considered as acceptable and a good and internally reliable scale will have an Alpha coefficient of at least .80. An Alpha coefficient of .90 would indicate an instrument that has been "better-standardised" (Nunnelly, 1970, p.126). It is stressed that the purpose of the scale should be considered when determining whether or not the Alpha coefficient is of an acceptable level. These analyses have been grouped together in order to establish whether the derived factor structure from the Factor Analyses is reliable and whether it is more reliable than the original factor structure. If the derived factor structure is more reliable than the original factor structure, the notion of adopting the derived factor structure will be reinforced.

Factor Analysis and reliability for The Velocity of the Working Environment scale

In order to conduct a Factor Analysis the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy should be ≥ .6 and the Bartlett's Test of Sphericity should be significant with $p \leq .05$ (Pallant, 2004). The KMO Measure of Sampling Adequacy for

this Factor Analysis was .77 and the Bartlett's Test of Sphericity was significant (p=.00). Therefore these results indicate that it was appropriate to conduct an Exploratory Factor Analysis. Section A, which aimed to measure the velocity of the working environment was found to be factorially pure. An inspection of the scree plot using Catell's scree test confirmed the presence of one factor (Pallant, 2004). No items were lost from this scale implying that the original factor structure was retained. The Cronbach's Alpha coefficient for Section A, which aimed to measure the velocity of the working environment, was .84. This Alpha coefficient meets the requirements of social science research and the scale can be referred to as being internally reliable (Nunnelly, 1970). This confirmation that the scale regarding The Velocity of the Working Environment is reliable, is a positive finding, as this scale was developed for the purposes of this research and is the key scale that was used to split the data accordingly.

Factor Analysis and reliability for The Trust in the Leader scale

The KMO Measure of Sampling Adequacy for this Factor Analysis was .95 and the Bartlett's Test of Sphericity was significant (p=.00). Therefore these results indicate that it was appropriate to conduct an Exploratory Factor Analysis. The Factor Analysis revealed the presence of one factor which was confirmed by the scree plot. Section B, which aimed to measure trust in the leader was found to be factorially pure. The original factor structure was therefore retained. The Cronbach's Alpha for Section B, which aimed to measure trust in the leader, was .95. Due to the high Alpha coefficient this scale can be considered as having a high degree of internal consistency (Nunnelly, 1970). Ferres, Travaglione, Spencer and Keylock (2004) obtained a Cronbach's Alpha coefficient of .94 for the trust in my manager scale within their research which is referred to as Trust in the Leader within the current study. The current research therefore shows an improved reliability coefficient implying a greater degree of internal consistency (Nunnelly, 1970). It is therefore apparent that this scale is portable into a South African context.

Factor analysis and Reliability for The Emotional Intelligence Index

The factor structure of Section C or The Emotional Intelligence Index developed by Rahim and Minors (2002) was evaluated. The KMO Measure of Sampling Adequacy for this Factor Analysis was .95 and the Bartlett's Test of Sphericity was significant (p=.00). These results indicate that it was appropriate to conduct an Exploratory Factor Analysis. In order to determine how many factors will be extracted, only factors with an Eigenvalue of more than 1 will be selected. The Factor Analysis revealed the presence of four factors with Eigenvalues of more than 1 which explained 60.80%, 6.42%, 5.42% and 3.93% of the variance respectively. An inspection of the scree plot using Catell's scree test confirmed the presence of four factors (Pallant).

Table 2.1 therefore illustrates that items within the scale loaded on four factors: factor 1 (Eigenvalue=20.67), factor 2 (Eigenvalue=2.18), factor 3 (Eigenvalue=1.84) and factor 4 (Eigenvalue=1.34). Considering the inclusion criteria, after the first round, items C37: 'Manages task-related conflicts effectively'; C39: 'Recognises the political realities of the organisation'; C13: 'Takes responsibility for his/her performance'; C33: 'Does not let their own negative feelings inhibit collaboration' and C35: 'Sets aside emotions in order to meet organisational goals' were removed as they did not meet the inclusion criteria (≥ .30 and < .25). After the second round, C8: 'I think my manager appreciates the efforts I make' was deleted.

The third round of the Exploratory Factor Analysis was accepted as the final factor structure. Studying the remaining items within the derived factor structure, it was decided that the dimensions that remain are empathy, self-awareness, self- motivation and self-regulation and these names have been assigned accordingly. According to the previous factor structure obtained by Rahim and Minors (2002) the social skills dimension has fallen away and more specifically, certain items from this dimension seem to have merged with empathy.

Table 2.1- Factor analysis for The Emotional Intelligence Index

	Pattern matrix	1	2	3	4
C32	Helps others feel better when they are down	0.745			
C27	Is sensitive to emotional cues from others	0.693			
C31	Understands feelings transmitted through non-verbal messages	0.638			
C26	Understands why people feel the way they do	0.601			
C30	Understands feelings transmitted through verbal messages	0.580			
C29	Changes peoples' behaviour through persuasion	0.573			
C25	Understands the links between employees' emotions and what they do	0.569			
C34	Does not allow the negative feelings of others to inhibit collaboration	0.499			
C38	Inspires and guides employees to attain group/organisational goals	0.491			
C36	Handles emotional conflicts effectively	0.485			
C28	Provides useful feedback	0.479			
C40	Confronts problems without demeaning those who work with him/her	0.454			
C3	Is well aware of non-verbal messages he/she sends to others		0.831		
C5	Is well aware of which emotions he/she is experiencing and why		0.809		
C4	Is well aware of how his/her gut feelings influence decisions		0.783		
C2	Is well aware or his/her moods		0.767		
C6	Is well aware of his/her self-worth and capabilities		0.685		
C1	Is well aware of his/her impulses		0.664		
C7	Is well aware of his/her strengths and limitations		0.658		
C20	Generates new ideas			-0.867	
C22	Finds new ways to improve performance			-0.807	
C21	Accepts rapid change to meet the needs of the organisation			-0.794	
C19	Seeks fresh ideas from many sources			-0.779	
C23	Generates innovative solutions to problems			-0.753	
C18	Builds informal networks			-0.639	
C17	Takes the initiative for change			-0.606	
C24	Stays focused on goals despite setbacks			-0.570	
C10	Controls his/her distressing emotions well				0.895
C9	Controls his/her impulsive feelings well				0.884
C11	Manages his/her stress well				0.831
C16	Keeps his/her disruptive impulses in check				0.810
C12	Remains calm in potentially volatile situations				0.766
C15	Maintains composure irrespective of his/her emotions				0.752
C14	Is self-disciplined and does the right thing even when it is unpopular				0.561
C33	Does not allow their own negative feelings to inhibit collaboration				0.447
Eigenvalues		20.67	2.18	1.84	1.34
Percentage variance		60.80%	6.42%	5.42%	3.93%
Principle-Axis Factor Analysis (Direct Obliman)					

A discussion of the reliability analysis for The Emotional Intelligence Index (EQI) will follow. Table 2.2 illustrates the Cronbach's Alphas for the original factors and for the factors derived from the Exploratory Factor Analysis for the Emotional Intelligence Index (EQI). The number of items within each dimension of emotional intelligence and the total scale, for the original and the derived scale, are also detailed in Table 2.2. This table indicates that when a numerical comparison is done all but one (self-regulation) of the derived dimensions of emotional intelligence were slightly higher than the original dimensions within the factor structure. The Cronbach's Alpha coefficient for the total scale is equivalent between the derived and original factor

structure. Therefore it was decided that the derived factor structure will be more appropriate for the present study.

Table 2.2 – Cronbach's Alpha coefficients for The Emotional Intelligence Index (EQI)

Dimensions of Emotional Intelligence	Original number of items	Cronbach's Alpha coefficients (Original)	Derived number of items	Cronbach's Alpha coefficients (Derived)
Empathy	8	0.96	12	0.97
Self-motivation	8	0.96	8	0.96
Self-regulation	8	0.96	8	0.95
Self-awareness	8	0.93	7	0.93
Social skills	8	0.95	n/a	n/a
Total scale	40	0.98	34	0.98

Factor analysis and Reliability for The Multi-Factor Leadership Questionnaire

The section will examine The Multi-Factor Leadership Questionnaire. The KMO Measure of Sampling Adequacy for this Factor Analysis was .918 and the Bartlett's Test of Sphericity was significant (p=.00). Therefore these results indicate that it was appropriate to conduct an Exploratory Factor Analysis. The Factor Analysis revealed the presence of four factors with Eigenvalues of more than 1 which explained 43.91%, 13.64%, 6.49% and 5.26% of the variance respectively. An inspection of the scree plot the presence of four factors was confirmed (Pallant, 2004).

Table 2.3 therefore illustrates that items within the scale seemed to be loading towards four factors: factor 1 (Eigenvalue=8.79), factor 2 (Eigenvalue=2.72), factor 3 (Eigenvalue=1.30) and factor 4 (Eigenvalue=1.05). After the first round, items D16: 'Goes beyond his/her self interest for the good of the group'; D14: 'Makes clear what one can expect to receive when performance goals are achieved'; D20: 'Concentrates on correcting anticipated mistakes, complaints and failures'; D32: 'Expresses confidence that goals will be achieved'; D15: 'Shows he/she is a firm believer in "if it isn't broken, don't fix it" '; D25: 'Directs his/her attention towards failures to meet the standard'; D23: 'Displays a sense of power and confidence'; D30: 'Emphasises the

importance of having a collective sense of mission'; D9: 'Discusses, in specific terms, who is responsible for achieving performance targets'; D5: 'Talks about his/her most important values and beliefs' and D6: 'Seeks differing perspectives when solving problems' were removed as they did not meet the selection requirements (≥ .30 and < .25). After the second round D8: 'Instils pride in me for being associated with him/her'; D21: 'Considers moral and ethical consequences of his/her decisions'; D24: 'Articulates a compelling vision of the future'; D22: 'Keeps track of all mistakes'; D4: 'Focuses attention on irregularities, mistakes, exceptions and deviations from standards' and D19: 'Acts in a way that builds my respect' have been deleted.

The third round of the Exploratory Factor Analysis was accepted as the final factor structure. The dimensions within the factor structure that remain are consideration (7 items), management-by-exception (3 items), purpose (3 items) and contingent reward (2 items). The naming of these factors was based on the items which carried the greatest factor loadings and on the basis of the way in which items were phrased. These findings deviate considerably from what was found by Bass and Avolio (1989). The factor analysis within this research produced four factors as opposed to six, and the four remaining factors are markedly different from those produced within past research.

Table 2.3 - Factor analysis The Multi-Factor Leadership Questionnaire

	Pattern matrix	1	2	3	4
D17	Treats you as an individual rather than just a member of the group	0.895			
D28	Helps me to develop my strengths	0.849			
D27	Gets me to look at problems from many different angles	0.777			
D1	Provides me with assistance for my efforts	0.764			
D26	Considers me as having different needs, abilities and aspirations from other people	0.762			
D29	Suggests new ways for looking at how to complete assignments	0.696			
D31	Expresses satisfactions when I meet expectations	0.678			
D2	Re-examines critical assumptions to question whether they are appropriate	0.628			
D13	Spends time supporting and coaching	0.583			
D10	Waits for things to go wrong before taking action		0.832		
D18	Demonstrates that problems must become chronic before he/she will take actions		0.641		
D3	Fails to interfere until problems are serious		0.637		
D7	Talks optimistically about the future and what needs to be accomplished				-0.846
D12	Specifies the importance of having a strong sense of purpose				-0.809
D11	Talks enthusiastically about what needs to be accomplished				-0.745
Eigenvalues		8.79	2.73	1.30	1.05
Percentage Variance		43.91%	13.64%	6.49%	5.26%
Principle-Axis Factor Analysis (Direct Obliman)					

A discussion of the reliability analysis for The Multi-Factor Leadership Questionnaire (MLQ) will follow. Table 2.4 gives the Cronbach's Alpha coefficients for the original factors and for the factors derived from the exploratory factor analysis for The Multi-Factor Leadership Questionnaire (MLQ). The number of items within each dimension of transformational leadership and transactional leadership and the total scale, for the original and the derived scale, are also detailed in Table 2.4. All of the dimensions within the scale for the derived factor structure had higher Cronbach's Alpha coefficients than for the original factor structure. However, the Cronbach's Alpha for the total scale was higher in the original factor (α = .95) than in the derived factor structure (α = .89).

Table 2.4 - Cronbach's Alpha coefficients for The Multi-Factor Leadership Questionnaire (MLQ)

	Original number of items	Cronbach's Alpha coefficients (Original)		Derived number of items	Cronbach's Alpha coefficients (Derived)	Alpha coefficients after the Spearman-Brown formula
Dimensions of Transformational Leadership						
Idealised influence	8	.90	Purpose	3	.90	.97
Inspirational motivation	4	.89				
Intellectual stimulation	4	.87	Consideration	7	.95	.95
Individual consideration	4	.89				
Dimensions of Transformational Leadership						
Contingent reward	4	.86	Contingent reward	2	.87	.93
Management-by-exception	8	.70	Management-by-exception	3	.79	.91
Total scale	32	.95	Total scale	15	.89	.94

The Spearman-Brown prediction formula, as detailed in Figure 2.1, will be used in order to compensate for the loss of items during the factor analysis.

Figure 2.1- Spearman-Brown prediction formula

$$\rho^*_{xx'} = \frac{N\rho_{xx'}}{1 + (N-1)\rho_{xx'}}$$

Where $\rho_{xx'}$ is the Cronbach's Alpha coefficient and N is the number of times the test has to be lengthened in order to make it equivalent to the original (Rosnow & Rosenthal, 2004)

After the use of the Spearman-Brown prediction formula an observable increase in the Alpha coefficients is present among all of the derived dimensions of leadership. The Alpha coefficients for the derived total scale (α = .94) is marginally lower than the original scale (α = .95). However, it is suggested that such a small difference in Alpha coefficients is negliable especially considering the increased internal consistency amongst the various dimensions of transformational and transactional leadership.

Based on these results the derived factor structure has been adopted for further analyses that have been conducted.

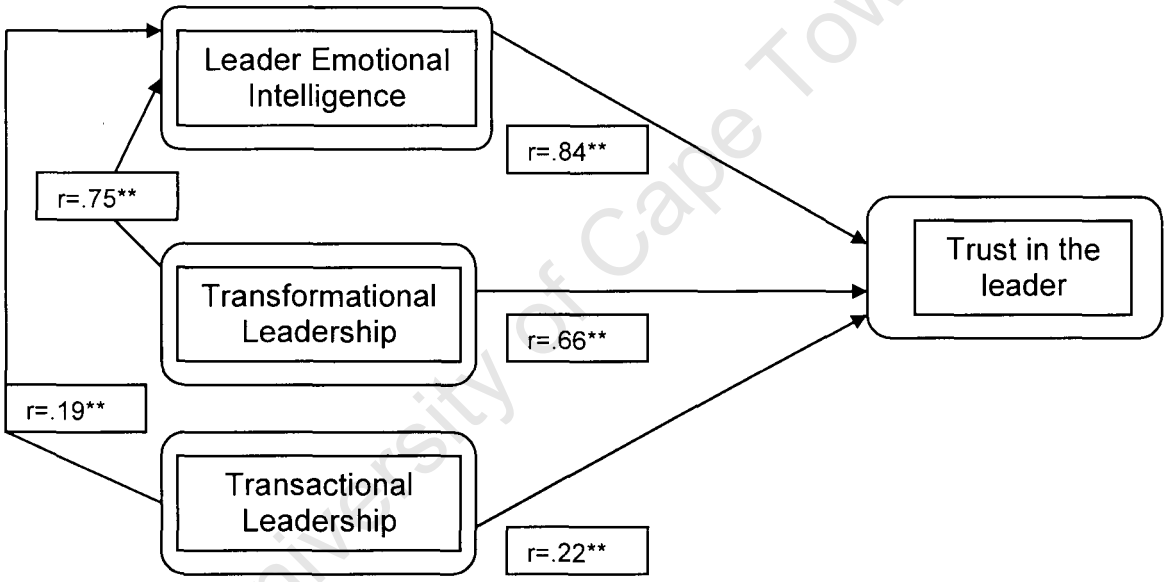
Correlations

Correlations provide an understanding of the strength and direction of a relationship between two variables (Kerlinger & Lee, 2000). Cohen (1988) suggests that if the correlation coefficient is ≤ 0.29 or ≤ -0.29 then weak correlations exists; if the correlation coefficient is ≥0.30 and ≤ 0.49 or ≥ -0.30 and ≤ -0.49 then a moderate correlation exists and if the correlation coefficient is ≥0.50 or ≥ -0.50 then a strong correlation exists. Although these guidelines provide some indication of the relative strength of a correlation coefficient, Kerlinger and Lee suggest that in order to for a correlation coefficient to add value it should be examined in terms of whether a statistically significant difference exists. Furthermore, the practical significance of the correlation coefficient will be considered in terms of the percentage variance that is explained by a correlation coefficient. A weak correlation coefficient such as .29 will only explain 8% of the variance in a given construct and is therefore not practically significant (Cohen). In the case of coefficients ≤ 0.29 or ≤ -0.29 they will therefore be deemed as not being practically significant.

The relationship between transformational and transactional leadership, emotional intelligence and trust in the leader were investigated using Pearson product-moment correlations. These results aim to address the hypothesis that state that in the high-velocity context, transactional leadership will be more strongly associated with higher levels of trust in the leader than transformational leadership; in the low-velocity context, transformational leadership will be more strongly associated to higher levels of trust in the leader than transactional leadership; the velocity of the context will moderate the relationship between leadership style and trust in the leader and that the velocity of the context will not moderate the relationship between leadership style and emotional intelligence.

As illustrated in Figure 2.2, an overall strong, positive correlation was found between trust and emotional intelligence (r=.84, *p*=.00). A strong, positive correlation between transformational leadership and trust (r=.66, *p*=.00) was obtained which is contrasted by a weak, positive correlation between transactional leadership and trust (r=.22, *p*=.00). Transformational leadership and emotional intelligence (r=.75, *p*=.00) have a strong, positive correlation whereas transactional leadership and emotional intelligence have a weak, positive correlation (r=.19, *p*=.00).

Figure 2.2- The overall interrelationships between leadership style, leader emotional intelligence and trust in the leader



Correlation is significant where p≤.05 * and p≤.01 **

Correlations for the low- and high-velocity context

In order to determine whether there was a statistically significant difference between low-velocity context (≤5.6, n=130) and the high-velocity context (≥5.7, n=113) the correlations (r values) will be converted into z values, as observed in Table 2.5. Thereafter these values will be inserted into the formula, as seen in Figure 2.5, which will determine whether a statistically significant difference can be observed between the low- and high-velocity contexts.

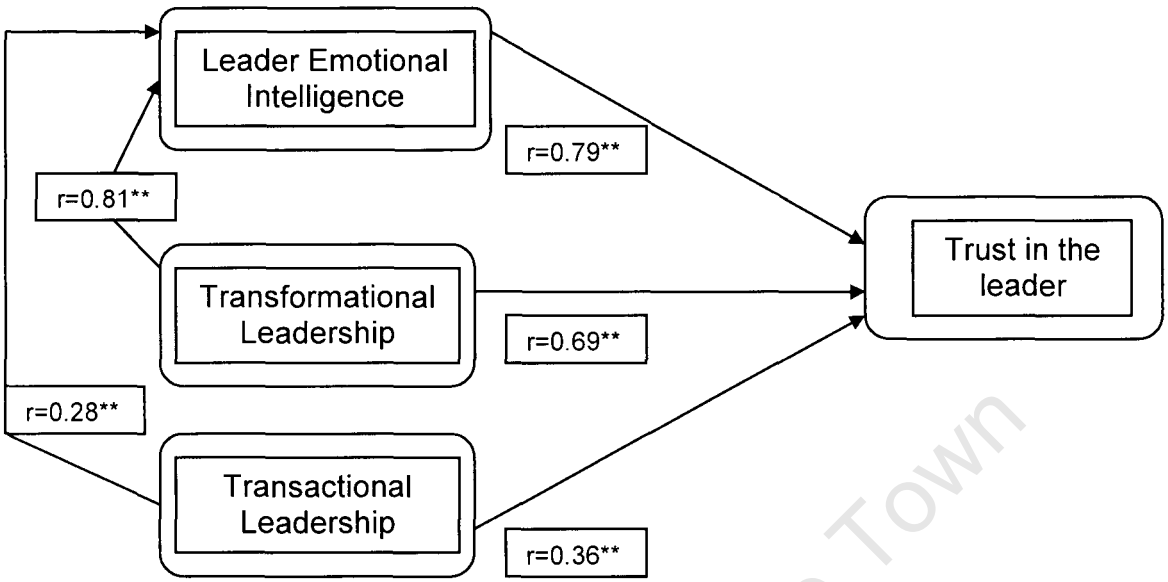
Table 2.5 - Correlation coefficients for the low- and high-velocity context

	Low n=130	High n=113	Low n=130	High n=113	Low n=130	High n=113	Low n=130	High n=113
	Trust in the leader		Leader emotional intelligence		Transformational leadership		Transactional leadership	
Emotional intelligence	r=.88**; z=1.39	r=.79**; z=.95			r=.70**; z=0.87	r=.81**; z=1.11	r=.10; z=0.10	r=.28*; z=0.29
Transformational leadership	r=.64**; z=.75	r=.69**; z=.85	r=.70**; z=.87	r=.81**; z=1.15			r=.25*; z=.26	r=.40**; z=.41
Transactional leadership	r=.10; z=.10	r=.36**; z=.38	r=.11; z=.10	r=.28*; z=.29	r=.25*; z=.26	r=.40**; z=.42		

Correlation is significant where p≤.05 * and p≤.01 **

Figure 2.3 illustrates, that within the high-velocity context a strong, positive correlation was found between trust and emotional intelligence (r=.79; *p*=.00) and between transformational leadership and trust (r=.69; *p*=.00). A weak, positive correlation between transactional leadership and trust was found and is illustrated within Figure 2.3 (r=.36; *p*=.00). Transformational leadership and emotional intelligence (r=.81; *p*=.00) have a strong, positive correlation whereas transactional leadership and emotional intelligence have a weak, positive correlation (r=.29; *p*=.00). Figure 2.3 relates to hypothesis 1 which states that in the high-velocity context, transactional leadership will be more strongly associated with higher levels of trust in the leader than transformational leadership. No support for this hypothesis has been found.

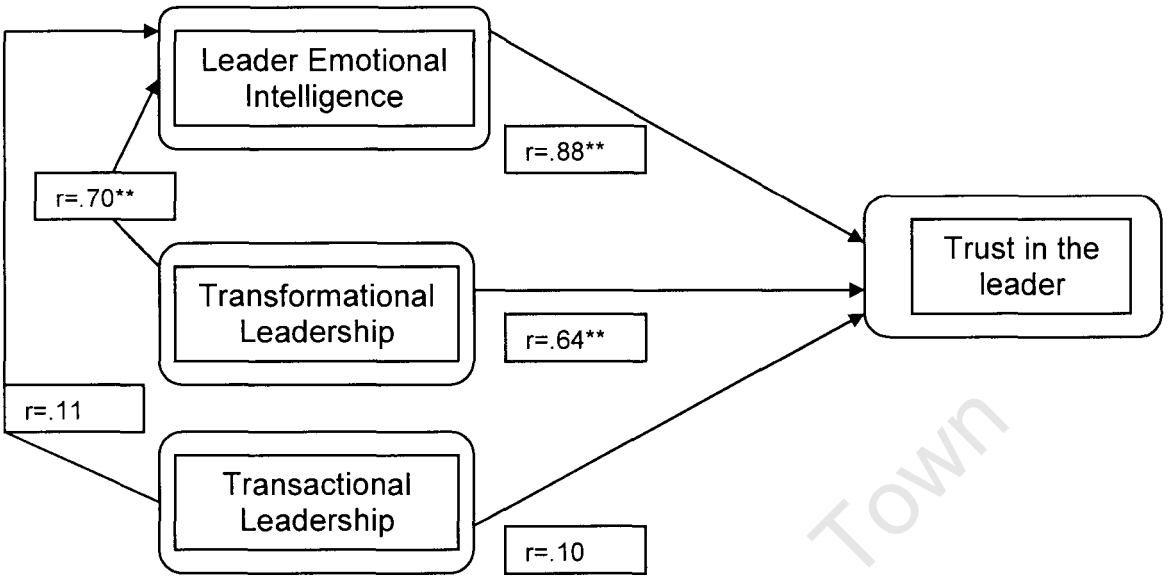
Figure 2.3 - The interrelationships within the high-velocity context



Correlation is significant where p≤.05 * and p≤.01 **

As illustrated in Figure 2.4, within the low-velocity context a strong, positive correlation was found between trust and emotional intelligence (r=.88; *p*=.00). A strong, positive correlation between transformational leadership and trust (r=.64; *p*=.00) was obtained which is contrasted by a weak, positive correlation between transactional leadership and trust (r=.10; *p*=.23). Transformational leadership and emotional intelligence (r=.70; *p*=.00) have a strong, positive correlation whereas transactional leadership and emotional intelligence have a weak, positive correlation (r=.11; *p*=0.23). These findings therefore imply that hypothesis 3, which states that in the low-velocity context, transformational leadership will be more strongly associated with higher levels of trust in the leader than transactional leadership, has been corroborated.

Figure 2.4- The interrelationships within the low-velocity context



Correlation is significant where p≤.05 * and p≤.01 **

In order to determine whether a statistically significant difference between these correlation coefficients exists within these two different contexts, the values (correlation coefficients) will be converted into *z* scores and will be inserted into the formula, as seen in Figure 2.5.

Figure 2.5- Calculating the z_{obs} value

$$z_{obs} = \frac{z_1 - z_2}{\sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}}}$$

A statistically significant difference between the correlations coefficients of the two groups can be concluded when a z_{obs} value is ≤ -1.96 or z_{obs} ≥1.96. Therefore as seen in Table 2.6, a statistically significant difference exists between the correlations for emotional intelligence and trust within the low- and high-velocity contexts (z_{obs} =3.44). Emotional intelligence and trust was found to have a higher correlation within a

low-velocity context (r=.88 *p*=.00) than within the high-velocity context (r=.74; *p*=.00). The correlation coefficients between emotional intelligence and transformational leadership (z_{obs} = -2.15) within the low- and high-velocity contexts also illustrate a statistically significant difference with these variables having a higher correlation in the high-velocity context (r=.81 *p*=.00) than the low-velocity context (r=.70 *p*=.00). There is a statistically significant difference between the correlation coefficients for transactional leadership and trust within the low- and high-velocity contexts (z_{obs} = -2.13). These variables have a higher correlation within the high-velocity context (r=.36 *p*=.00) than within the low-velocity context (r=.10 *p*=.23) even though it must be noted that these correlation coefficients illustrate a weak, positive relationship between these variables within both contexts.

Table 2.6- z_{obs} *values*

		Trust	**Emotional intelligence**	**Transformational leadership**
Low vs. High	**Emotional intelligence**	3.44*		
	Transformational leadership	-1.54	-2.15*	
	Transactional leadership	-2.13*	-1.49	-1.25

z_{obs} value is ≤ -1.96* or z_{obs} ≥1.96*

The aforementioned significant differences will be discussed in terms of how they contribute to the hypothesis of the current study. Hypothesis 2 states that the velocity of the context moderates the relationship between transactional leadership and trust. This hypothesis was confirmed by the findings of this research as the correlation coefficients were significantly different between transactional leadership and trust, with the high-velocity contexts' correlation coefficient being slightly higher than the low-velocity context. Hypothesis 4 which states that the velocity of the context moderates the relationship between transformational leadership and trust was not confirmed as a strong relationship between transformational leadership and trust was present in both contexts. Hypothesis 5 states that the velocity of the context will not moderate the relationship between leader emotional intelligence and trust in the leader. This hypothesis was rejected on the basis that emotional intelligence had a higher correlation with trust in the low-velocity than within the high-velocity context.

Furthermore, hypothesis 6 which states that the context will not moderate the relationship between leadership style and leader emotional intelligence was rejected as a stronger correlation between transformational leadership and emotional intelligence was found in the high-velocity context than the low-velocity context. Hypothesis 7 which states that the velocity of the context will not moderate the relationship between transactional leadership and leader emotional intelligence was accepted on the basis that no significant differences exist between these variables across the low- and high-velocity contexts.

Correlations for the extreme low-, medium low-, medium high- and an extreme high-velocity context

Table 2.7 illustrates the correlation coefficients for emotional intelligence, transactional and transformational leadership and trust within the extreme low-, medium low-, medium high- and extreme high-velocity context. A similar procedure to the above was performed whereby the r values are converted into z values and are inserted into a formula in order to determine whether any statistically significant differences exist between these variables.

Table 2.7- Correlation coefficients the extreme low-, medium low-, medium high- and extreme high-velocity contexts

	Extreme low- (n=44)	**Medium low- (n=56)**	**Medium high- (n=103)**	**Extreme high (n=40)**
	Trust			
Emotional intelligence	r=.91**; z=1.55	r=.85**; z=1.25	r=.80**; z=1.11	r=.79**; z=1.05
Transformational leadership	r=.69**; z=.85	r=.54**; z=.60	r=.74**; z=.96	r=.57**; z=.65
Transactional leadership	r= -.01; z=.01	r=.02; z=.02	r=.47**; z=.51	r=-.01; z=.01

Correlation is significant where p≤.05 * and p≤.00 **

Table 2.8 illustrates that there is a statistically significant difference between transactional leadership and trust in the following contexts: extreme low-(r=.01; p=.97) and medium high-(r=.47; p=.00; z_{obs} = -2.52); medium low-(r=.02; p=.86) and medium high-(r=.47; p=.00; z_{obs} = -2.64); and medium high-(r=.47; p=.00) and extreme high (r=.01; p=.95; z_{obs} = 2.40). This illustrates that transactional leadership and trust have a higher correlation within the medium high-velocity context than any of the other contexts. This finding reinforces the aforementioned findings pertaining to the confirmation of hypothesis 2 which states that the velocity of the context will moderate the relationship between transactional leadership and trust. Another statistically significant difference was found between the extreme high- and extreme low- velocity context (z_{obs}=2.20) whereby emotional intelligence and trust have a higher correlation within the extreme low-velocity context (r=.91; p=.00) than within the high-velocity contexts (r=0.79; p=.00). This finding confirms the aforementioned finding when the sample is divided into two groups: the low- and high-velocity contexts. Furthermore hypothesis 5 which states that the velocity of the context will not moderate the relationship between leader emotional intelligence and trust in the leader is not confirmed by these findings as significant differences between the contexts do exist.

Table 2.8 - z_{obs} values

	Extreme low- vs. medium low-	Extreme low- vs. medium high-	Extreme low- vs. extreme high-	Medium low- vs. medium high-	Medium low- vs. extreme high-	Medium high- vs. extreme high
z_{obs} for Trust						
Emotional intelligence	1.45	.61	2.20*	.29	.30	.08
Transformational leadership	-.09	-.26	.53	-1.21	-.17	.87
Transactional leadership	-.08	-.52*	-.01	-2.64*	.06	2.40*

z_{obs} value is ≤ -1.96* or z_{obs} ≥1.96*

T-tests for the low-and high-velocity context

T-tests have been used in order to determine whether a statistically significant difference between the means of two independent groups exists (Garson, 1998;

Rosnow & Rosenthal, 2004). The use of an independent samples T-test is appropriate due to the nature of the two different sets of conditions that are implied by low- and high-velocity contexts. An independent samples T-test revealed one significant difference between the low-velocity context and the high-velocity context. There was a statistically significant difference between transactional leadership (p= 0.013) in the high-velocity context (mean=3.45) and the low-velocity context (mean=3.73) whereby respondents from the low-velocity context perceive that their unit manager displays more transactional leadership qualities than within the high-velocity context. This would explain the aforementioned difference in the correlation coefficients.

Analysis of variance for the extreme low-, medium low-, medium high- and extreme high-velocity contexts

Analysis of Variance is similar to a T-test whereby ANOVA seeks to establish whether significant differences exist between groups (Babbie & Mouton, 2001). However, ANOVA allows for differences between two or more groups to be calculated such as differences between the extreme low-, medium low-, medium high- and extreme high-velocity contexts (Garson, 1998). ANOVA illustrates the various significant differences between groups but a post-hoc test will need to be used in order to understand where the differences lie. The Planned Comparisons approach has been utilised in determining where the differences lie as a conceptual grounding for this approach exists (Pallant, 2004). The conceptual grounding on which this approach is based is embedded in the hypothesised differences between the extreme low- and the extreme high-velocity contexts which therefore makes the Planned Comparisons approach scientifically more valuable (Kerlinger & Lee, 2000). This study has used a one-way ANOVA whereby the impact of one independent variable is evaluated in relation to the dependent variable (Pallant).

ANOVA was used in order to evaluate whether any significant difference exists between the Mean scores within the extreme low-velocity context (≤4.18), medium-low-velocity context (4.19-5.35), medium-high-velocity context (5.36-6.52) and extreme high-velocity context (≥6.53). A Planned Comparisons Analysis of Variance

was conducted whereby the two extreme groups were compared intentionally. Thereafter another Planned Comparisons Analysis of Variance was conducted between the medium-low and the medium-high-velocity contexts. When a Levene's test for the homogeneity of variance was conducted, certain scales namely: trust (p=.01), empathy (p=.02), self-motivation (p=.03), self-regulation (p=.05) and transactional leadership (p=.01) violated the assumptions of the homogeneity of variance.

Therefore the Welsch and Brown-Forsythe results have been used for these scales in order to compensate for the violation of homogeneity of variance. Significant differences between emotional intelligence (p=.03), transformational (p=.01) and transactional leadership (p=.01) were found between the extreme high- and the extreme low- velocity contexts. In terms of the specific dimensions within these constructs empathy (p=.06) and self-awareness (p=.01), within emotional intelligence; consideration (p=.01) and purpose (p=.04) within transformational leadership and contingent reward (p=.00) within transactional leadership were significantly different between the extreme high- and extreme low-velocity contexts.

Table 2.9 illustrates the mean values for extreme low- and extreme high- velocity contexts. The mean values enable one to understand where the significant differences between the groups lie. When the Planned Comparisons Analysis of Variance was conducted between the medium-low and the medium-high-velocity contexts no significant differences were found.

Table 2.9- Mean values to illustrate significant differences between the extreme low- and extreme high- velocity contexts

	Extreme low-velocity (≤4.18) **Mean value**	Extreme high-velocity (≥6.53) **Mean value**
Emotional intelligence	4.961	5.426
Empathy	4.819	5.435
Self-awareness	4.971	5.550
Transformational leadership	4.053	4.670
Consideration	3.910	4.624
Purpose	4.197	4.717
Transactional leadership	3.258	3.781
Contingent reward	3.807	4.812

Multiple regression

Standard Multiple Regression has been used in order to deepen the understanding of how a single dependent variable, namely trust in the leader is related to a number of independent variables such as leadership style and leader emotional intelligence (Hair et al., 1979). Behaviour is often influenced by a number of factors which implies the value that Multiple Regression can add by predicting the effects of numerous influences (Stevens, 1992). Therefore Standard Multiple Regression has been used to understand the simultaneous affects of leadership style and emotional intelligence on trust in the leader (Babbie & Mouton, 2001). A Standard Multiple Regression has been conducted using trust as the dependent variable with the predictors being transformational leadership, transactional leadership and emotional intelligence. As seen in Table 2.10 this model revealed that overall these predictors explain 71% of the variance in the dependent variable, trust (R^2 =.71). In this model emotional intelligence is the only variable which is making a significant unique contribution to the prediction of the dependent variable (beta=.80, *p*=.00).

Table 2.10- Overall regression analyses

Model	R=.84	R^2=.71	Adjusted R^2=71	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Emotional intelligence	.85	.05	.80	15.10	.00**
Transformational leadership	.04	.05	.04	.77	.44
Transactional leadership	.06	.04	.05	1.45	.15

Predictors: Transformational leadership; transactional leadership and emotional intelligence, Dependent variable: Trust

p is significant where p≤.05 * and p≤.01 **

In terms of further assessing the predictive power of these variables on trust the individual dimensions of each of these variables were inserted into the model. By analysing the dimensions of transformational leadership (purpose and consideration), transactional leadership (contingent reward and management-by-exception) and emotional intelligence (empathy, self-awareness, self-motivation and self-regulation) a more in-depth understanding of how these variables contribute to the model can be asserted. Table 2.11 illustrates that these predictors explain 74% of the variance in the trust (R^2 =.74). Three of the dimensions which had a significant unique contribution to the model were dimensions of emotional intelligence namely empathy (beta=.34, *p*=.00), which contributed the most, followed by self-awareness (beta=.22, *p*=.00) and self-regulation (beta=.22, *p*=.00). An interesting finding is that contingent reward (beta=.17, *p*=.00), a dimension of transactional leadership was seen as contributing in a significant unique way to the prediction of the variance in trust.

Table 2.11- Regression analyses for the dimensions of the scales

Model	R=.86	R^2=.74	Adjusted R^2=73	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Empathy	.30	.07	.34	4.15	.00**
Self-awareness	.23	.05	.22	4.40	.00**
Self-motivation	.04	.06	.04	.68	.49
Self-regulation	.20	.06	.21	3.68	.00**
Consideration	.04	.06	.05	.79	.42
Management-by-exception	-.27	.03	-.03	-.98	.33
Purpose	-.06	.05	-.07	-1.42	.16
Contingent reward	.14	.04	.17	3.49	.00**

Predictors: Empathy; self-awareness; self-motivation; self-regulation; consideration; management-by-exception; purpose and contingent reward, Dependent variable: Trust

p is significant where p≤.05 * and p≤.01 **

Multiple regression for the low-and high-velocity context

A similar set of Regression Analyses were carried out where the data was divided by groups (the low- and high-velocity contexts). Table 2.12 illustrates that in the low-velocity contexts transformational leadership, transactional leadership and emotional intelligence can be seen as contributing to 80% (R^2 =.80) of the variance in trust whereas in the high-velocity context these variables contribute to 64% (R^2 =.64) of the variance in trust. In the low-velocity context emotional intelligence (beta=.86, *p*=.00) was the only variable which had a significant unique contribution. In the high-velocity context emotional intelligence (beta=.67, *p*=.00) and transactional leadership had significant unique contribution (beta=.13, *p*=.00). This finding reinforces hypothesis 2.

Table 2.12- Overall regression analyses the low-and high-velocity context

Model: Low-velocity	R=.88	R^2=.80	Adjusted R^2=.77	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Emotional intelligence	.93	.06	.86	14.49	.00**
Transformational leadership	.03	.06	.03	.49	.63
Transactional leadership	.00	.05	.01	.14	.89
Model: High-velocity	R=.80	R^2=.64	AdjustedR^2=. 63	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Emotional intelligence	.70	.10	.67	6.83	.00**
Transformational leadership	.09	.09	.09	.97	.33
Transactional leadership	.15	.07	.13	2.09	.03*

Predictors: Transformational leadership; transactional leadership and emotional intelligence, Dependent variable: Trust

p is significant where p≤.05 * and p≤.01 **

As seen in Table 2.13 when the different dimensions of these variables were inserted into the model as predictors of trust, they explain 82% (R^2 =.82) of the variance in trust in the low-velocity context and 69% (R^2 =.69) of the variance in trust in the high-velocity context. The way in which the dimensions contribute to the variance in trust is, however, slightly different between the high-velocity context and the low-velocity context. In the low-velocity context, empathy (beta=.51, *p*=.00) contributed the most, followed by self-awareness (beta=.22, *p*=.00) and self-regulation (beta=.15, *p*=.04). Contingent reward (beta=.15, *p*=.04) and management-by-exception (beta=-.12,

p=.01), dimensions of transactional leadership also had a significant unique contribution to the model in the low-velocity context. In the high-velocity context, self-regulation (beta=.30, p=.01) and self-awareness (beta=.22, p=.01), dimensions of emotional intelligence; consideration, a dimension of transformational leadership (beta=.27, p=.04); and contingent reward a dimension of transactional leadership (beta=.20, p=.02) had a significant, unique contribution on trust.

Table 2.13- Regression analyses for the dimensions of the scales the low- and high-velocity contexts

Model: Low-velocity	R=.90	$R^{2=}$.82	Adjusted R^2=.80	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Empathy	.46	.09	.51	5.26	.00**
Self-awareness	.24	.07	.22	3.64	.00**
Self-motivation	-.01	.08	-.02	-.23	.81
Self-regulation	.16	.07	.15	2.11	.04*
Consideration	-.21	.07	-.02	-.317	.75
Management-by-exception	-.11	.03	-.12	-2.89	.01**
Purpose	-.03	.05	-.04	-.68	.50
Contingent reward	.13	.04	.14	2.83	.00**
Model: High-velocity	R=.83	R^2=.69	Adjusted R^2=.67	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Empathy	.05	.12	.06	.43	.01**
Self-awareness	.22	.08	.22	2.70	.67
Self-motivation	.04	.09	.04	.49	.01**
Self-regulation	.23	.09	.30	3.21	.63
Consideration	.22	.10	.27	2.07	.04*
Management-by-exception	.45	.04	.06	1.11	.27
Purpose	-.14	.09	-.15	-1.57	.12
Contingent reward	.20	.08	.20	2.36	.02*

Predictors: Empathy; self-awareness; self-motivation; self-regulation; consideration; management-by-exception; purpose and contingent reward, Dependent variable: Trust

p is significant where p≤.05 * and p≤.01 **

Multiple regression for the extreme low-, medium low-, medium high- and extreme high-velocity contexts

A Standard Regression Analysis was conducted using trust as the dependent variable with the predictors being transformational leadership, transactional leadership and emotional intelligence when the sample was divided into the extreme low-velocity, medium low-velocity, medium high-velocity and the extreme high-velocity contexts. Table 2.14 illustrates that these predictors explain 84% of the variance in trust in the extreme low-velocity context (R^2 =.84), 72% of the variance in the medium low-velocity context (R^2 =.72), 68% of the variance in the medium high-velocity context (R^2 =.68) and 63% of the variance in the extreme high-velocity context (R^2 =.63). Emotional intelligence can be seen as having a significant, unique contribution in the extreme low-velocity (beta=.95, *p*=.00), medium low-velocity (beta=.83, *p*=.00), medium high-velocity (beta=.56, *p*=.00) and the extreme high-velocity contexts (beta=.95, *p*=.00).Transformational leadership also had a significant unique contribution in the medium high-velocity context (beta=.25, *p*=.01).

Table 2.14- Overall regression analyses the extreme low-, medium low-, medium high- and extreme high-velocity contexts

Model: Extreme Low-velocity	R=.91	R^2=.84	Adjusted R^2=.82	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Emotional intelligence	1.08	.12	.95	8.99	.00**
Transformational leadership	-.06	.13	-.05	-.46	.64
Transactional leadership	.04	.09	.02	.42	.67
Model: Medium low-velocity	R=.85	R^2=.72	Adjusted R^2=.71	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Emotional intelligence	.79	.08	.82	8.10	.00**
Transformational leadership	.03	.08	.04	.37	.71
Transactional leadership	.03	.10	.03	.40	.72
Model: Medium high-velocity	R=.82	R^2=.68	Adjusted R^2=.67	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Emotional intelligence	.59	.10	.56	5.87	.00**
Transformational leadership	.21	.08	.25	2.57	.01**
Transactional leadership	.12	.07	.11	1.74	.08
Model: Extreme high-velocity	R=.80	R^2=.63	Adjusted R^2=.60	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Emotional intelligence	1.02	.19	.95	5.43	.00**
Transformational leadership	-.21	.18	-.20	-1.15	.26
Transactional leadership	.12	.17	.06	.61	.54

Predictors: Transformational leadership; transactional leadership and emotional intelligence, Dependent variable: Trust

p is significant where p≤.05 * and p≤.01 **

As seen in Table 2.15, when the various dimensions of transformational leadership, transactional leadership and emotional intelligence were inserted into the model as predictors of trust the model revealed that these predictors explain 87% of the variance in trust in the extreme low-velocity context (R^2 =.87), 77% of the variance in the medium low-velocity context (R^2 =.77), 73% of the variance in the medium high-velocity context (R^2 =0.73) and 70% of the variance in the extreme high-velocity context (R^2 =.70). Table 2.15 illustrates that in the extreme low-velocity context (beta=.53, p=.00) and the medium low-velocity context (beta=.47, p=.03) empathy, a dimension of emotional intelligence had a significant unique contribution to the prediction of the variance in the trust scores. In the medium high-velocity context self-awareness (beta=.29, p=.00), a dimension of emotional intelligence; consideration (beta=.27, p=.03), a dimension of transformational leadership and contingent-reward (beta=.24, p=.01), a dimension of transactional leadership can be seen as having a significant unique contribution to the prediction of the variance in then trust scores. In the extreme high-velocity context self-motivation (beta=.44, p=.05) and self-regulation (beta=.54, p=.01), dimensions of emotional intelligence had a significant unique contribution.

Table 2.15- Regression analyses for the dimensions of the scales the extreme low-, medium low-, medium high- and extreme high-velocity contexts

Model: Extreme low-velocity	R=.93	R^2=87	Adjusted R^2= 84	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Empathy	.47	.13	.53	3.52	.00**
Self-awareness	.23	.14	.19	1.64	.11
Self-motivation	-.09	.15	-.09	-.61	.54
Self-regulation	.22	.14	.20	1.61	.11
Consideration	-.00	.12	-.00	-.22	.98
Management-by-exception	-.15	.09	-.14	-1.59	.12
Purpose	-.01	.10	-.01	-.12	.91
Contingent reward	.14	.09	.14	1.57	.12
Model: Medium low-velocity	R=.87	R^2=77	Adjusted R^2=72	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Empathy	.40	.17	.47	2.30	.03*
Self-awareness	.20	.10	.21	1.95	.06
Self-motivation	-.04	.13	-.60	-0.37	.72
Self-regulation	.22	.13	.25	1.68	.10
Consideration	-.02	.10	-.03	-0.22	.83
Management-by-exception	-.06	.06	-.83	-1.07	.29
Purpose	-.01	.08	-.01	-0.14	.89
Contingent reward	.11	.08	.12	1.31	.20
Model: Medium high-velocity	R=.85	R^2=.73	Adjusted R^2= 70	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Empathy	.17	.12	.19	1.45	.15
Self-awareness	.27	.08	.29	3.48	.00**
Self-motivation	-.04	.10	.04	-0.44	.67
Self-regulation	.12	.09	.13	1.34	.19
Consideration	.21	.10	.24	2.16	.03*
Management-by-exception	.01	.04	.01	.22	.83
Purpose	-.10	.09	.11	-1.12	.27
Contingent reward	.21	.08	.24	2.78	.01**
Model: Extreme high-velocity	R=.84	R^2=.70	Adjusted R^2= 62	F=.00	
	B	**Std. Error**	**Beta**	**t**	***p***
Empathy	-.12	.27	-.14	-.43	.67
Self-awareness	-.05	.21	.03	.22	.83
Self-motivation	.40	.20	.44	2.01	.05*
Self-regulation	.42	.15	.54	2.76	.01**
Consideration	.37	.28	.41	1.34	.19
Management-by-exception	.04	.11	.05	.35	.73
Purpose	-.30	.17	-.31	-1.80	.08
Contingent reward	-.03	.21	-.03	-1.67	.87

Predictors: Empathy; self-awareness; self-motivation; self-regulation; consideration; management-by-exception; purpose and contingent reward, Dependent variable: Trust

p is significant where p≤.05 * and p≤.01 **

CHAPTER 5

Discussion

Introduction

The current study aimed to explore and evaluate the relationships between transformational and transactional leadership, leader emotional intelligence and trust in the leader within the low- and high-velocity contexts. Atkinson and Butcher (2003) emphasise the importance of organisational context and imply that trust needs to be cultivated within a given context. Therefore, their research provides the impetus for the examination of trust and the role it plays in shaping a model of leadership and emotional intelligence that will contribute to achieving positive organisational outcomes.

A number of hypotheses were formulated on the basis of current literature. These hypotheses stated that in the high-velocity context, transactional leadership will be more strongly associated with higher levels of trust in the leader than transformational leadership; the velocity of the context moderates the relationship between transactional leadership and trust; in the low-velocity context, transformational leadership will be more strongly associated with higher levels of trust in the leader than transactional leadership; the velocity of the context moderates the relationship between transformational leadership and trust; the velocity of the context will not moderate the relationship between leader emotional intelligence and trust in the leader, the velocity of the context will not moderate the relationship between transformational leadership and leader emotional intelligence and the velocity of the context will not moderate the relationship between transactional leadership and leader emotional intelligence.

However, as illustrated within the results chapter, there has been limited support for these hypotheses. In spite of this, the current study does have an important contribution to make regarding the interrelationships between these variables within different contexts. Initially, the importance of the Factor Analysis and the refining of the scales will be discussed in order to reinforce the validity of these findings. This will be

followed by a discussion of the general findings across both contexts in order to lay a foundation for what will follow. It is appropriate to discuss the general findings first as, to a large extent these findings pervade both the low- and high-velocity contexts. Thereafter this discussion will address the hypotheses systematically and relevant literature will be discussed in relation to these hypotheses. Furthermore, insight into the relationship between emotional intelligence and leadership style will be given.

Refining the scales within the current study

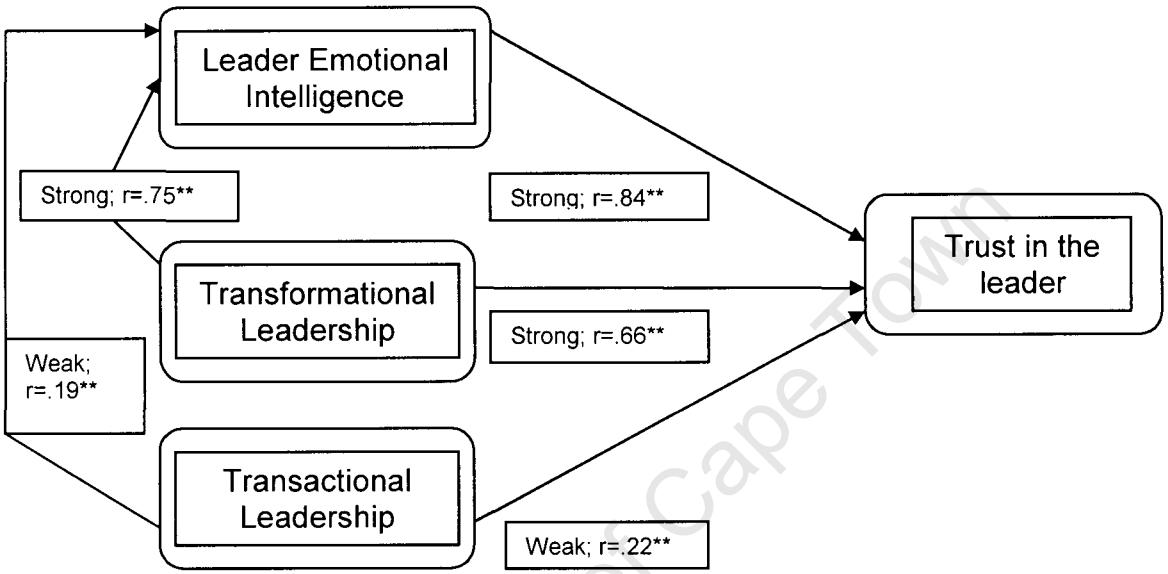
It is felt that the current study is able to contribute invaluably in terms of the relevance of these findings as a rigorous Factor Analysis was conducted on all the scales within this research. This process has allowed for a more relevant and accurate factor structure for these scales to be determined within the current study. Furthermore, this approach has limited the potential measurement error and inaccuracies regarding the measurement of the constructs that were contained within the scales and with a sample that differs substantially from the one on which the scales were developed. It is interesting to note that the factor structure of the Trust in the Leader scale was replicated in a South African sample and can be considered as being portable, while the factor structure of the Emotional Intelligence Index and the Multi-Factor Leadership Questionnaire were not replicated. This may indicate that trust is more stable and robust than the other constructs.

The interrelationships between leadership style, leader emotional intelligence and trust in the leader

Figure 3.1, which has been extracted from the results chapter, will be used to illustrate the interrelationships between transformational and transactional leadership, leader emotional intelligence and trust in the leader. Figure 3.1 illustrates that in general a strong relationship between leader emotional intelligence, transformational leadership and trust is present. Furthermore, a weak relationship between leader emotional intelligence and transactional leadership is illustrated. This Figure also illustrates a strong relationship between leader emotional intelligence and trust. Transformational

leadership and emotional intelligence have a markedly stronger correlation than transactional leadership and emotional intelligence.

Figure 3.1- The overall interrelationships between leadership style, leader emotional intelligence and trust in the leader.

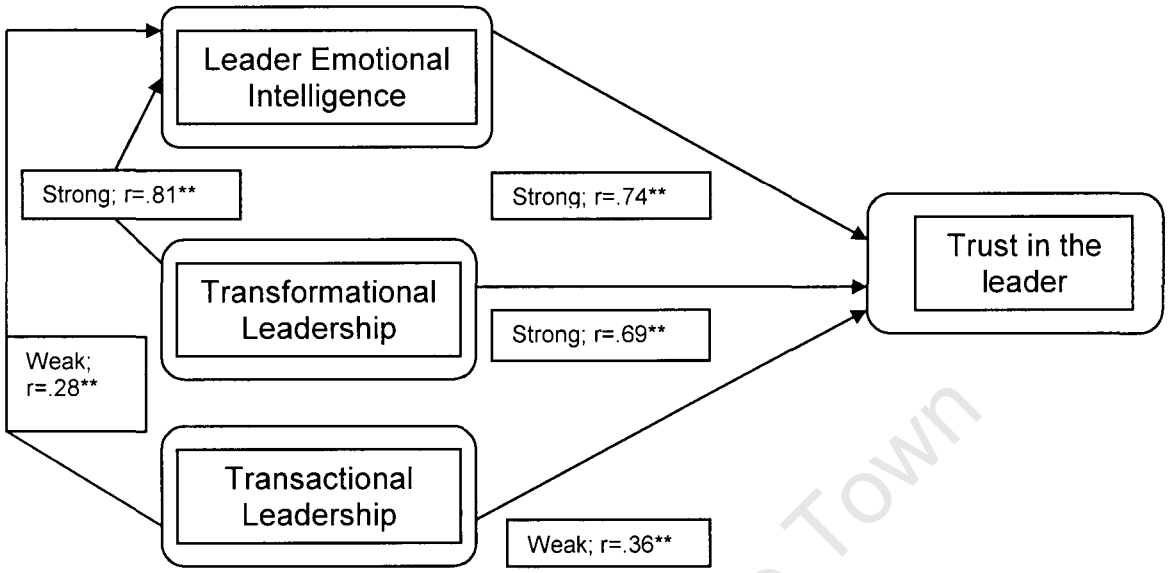


Correlation is significant where p≤.05 * and p≤.01 **

The role of context on transactional leadership and trust

The hypotheses of this research asserted that the strength of the relationships between leadership style and trust in the leader would have differed according to the context. This section of the discussion will detail the role of context on the relationship between transactional leadership and trust. Figure 3.2 which represents the high-velocity context, illustrates strong relationships between transformational leadership and trust. This Figure therefore illustrates that the findings of this research do not support hypothesis 1 which states that in the high-velocity context, transactional leadership will be more strongly associated with higher levels of trust in the leader than transformational leadership.

Figure 3.2- The interrelationships within the high-velocity context



Correlation is significant where p≤.05 * and p≤.01 **

Although limited support for the relationship between transactional leadership and trust within the high-velocity context was found, other elements of the findings of this research show a degree of support for the general relationship between transactional leadership and trust. A discussion of the interaction of these variables will follow and a description of the role of context will be given in terms of the findings of the current study. Transactional leadership was found to be a predictor of trust in the high-velocity context and not in the low-velocity context. Therefore even though the correlation coefficients do not indicate a strong relationship, the Regression Analyses were able to indicate that some general relationship between transactional leadership and trust was present. Gillespie and Mann (2004) propose contingent reward, a dimension of transactional leadership, as having a significant impact on trust and the formation of trusting relationships. This research confirms the findings of this research whereby contingent reward was found to be a significant predictor of the variance within trust scores. Similarly, Ferres et al. (2004) found that transformational leadership and contingent-reward, a dimension of transactional leadership are positively associated with trust in the leader which gives further support for the findings of this study.

In a number of different contexts, contingent reward, a dimension of transactional leadership and consideration, a dimension of transformational leadership were strong predictors of trust scores. This finding is supported by Bijlsma and van de Bunt's (2003, p.19-20) research which states that "monitoring performance and guidance to improve individual performance were found to be relevant trust-related behaviours of managers". Therefore as nurses' performance is rewarded contingently and their behaviour is individually monitored and guided through the leadership process, higher levels of trust can be expected (Bijlsma & van de Bunt).

Bijlsma and Koopman (2003) state that managerial control and trust have been positively correlated. To some extent this finding is present within this study as transactional leadership represents high levels of control in terms of elements such as contingent reward and management-by-exception which are correlated with trust. The correlation between transactional leadership and trust was relatively weak but a significant difference was found between the low- and high-velocity contexts, with the correlation being stronger in the high-velocity context than within the low-velocity context. Although the correlation coefficients were relatively weak, this contextual difference confirms the hypothesis which states that transactional leadership will have a stronger association with trust in the high-velocity context. This finding thereby provides support for hypothesis 2 which states that the velocity of the context moderates the relationship between transactional leadership and trust. The Standard Multiple Regression analyses provide further confirmation of this finding. Stordeur, Vandenberghe and D'hoore (2000) had a similar hypothesis to the aforementioned hypothesis of the current study although their hypothesis was not supported by their findings. They found that transformational leadership had generally higher correlations in numerous contexts which is a similar finding to this research which proposes that even though this difference was found between the low- and high-velocity contexts, overall transformational leadership has stronger correlations with trust.

The findings of the current study confirm Bass's (1985a) original notion that transactional leadership does not require high levels of trust between leaders and subordinates as the current study found weak correlations with transactional

leadership and trust in both the low- and high-velocity contexts. The current study found a significant difference between transactional leadership and trust which confirms hypothesis 2.

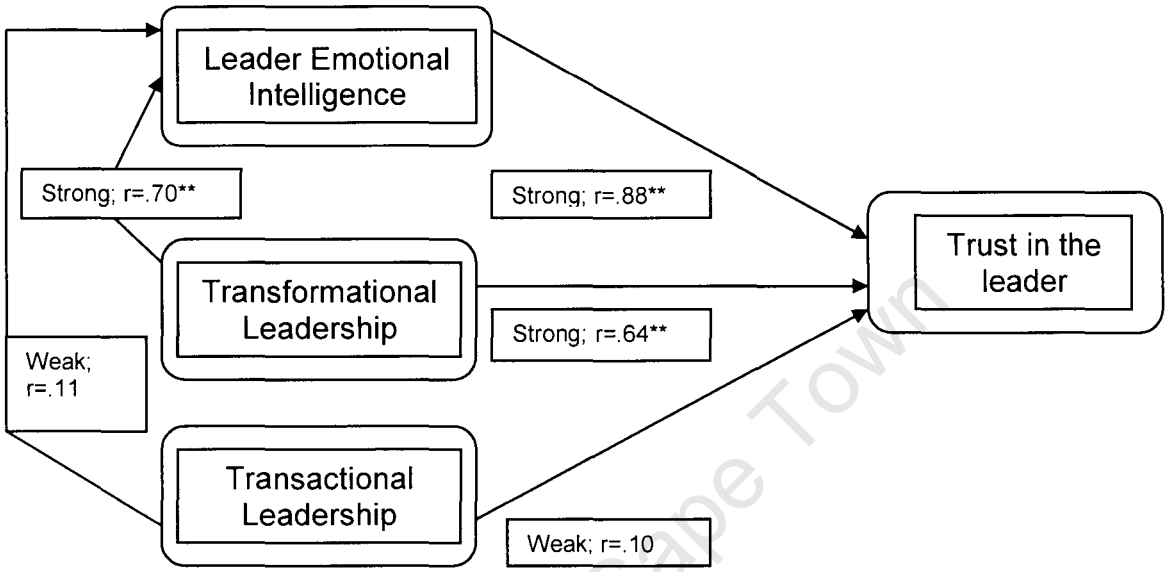
Tracing the findings of the current study back to Fielder's (1967) Contingency Theory of Leadership, Fielder asserts that task-oriented leadership, which is related to transactional leadership is more effective than relationship-oriented leadership in extreme or chaotic conditions such as the high-velocity context. Fiedler's notions are to some degree confirmed within this study as the relationship between transactional leadership and trust is significantly different between the low- and high-velocity contexts, with the relationship being stronger in the high-velocity context. Divergently, Larson and Rowland's (1972) research indicates that stressful conditions will not impact leadership behaviour which contradicts Fielder's findings. Their research affirms the findings of the current study as in general, transformational leadership is proposed as a more effective leadership style for nurses thereby indicating that context does not impact on leadership style. Furthermore, Podsakoff, MacKenzie and Bommer (1996) assert that although transformational leadership has had more positive outcomes than transactional leadership they assert that a leader should be able to substitute their leadership style based on the demands of the environment. This research is applicable to the current study in that although transformational leadership is the preferred leadership style there are elements and instances where transactional leadership style can have a positive impact on the working relationship.

The role of context on transformational leadership and trust

Figure 3.3 illustrates a strong relationship between transformational leadership and trust, and a weak relationship between transactional leadership and trust in the low-velocity context. These findings therefore support hypothesis 3, which states that in the low-velocity context, transformational leadership will be more strongly associated with higher levels of trust in the leader than transactional leadership. Hypothesis 4 has not been confirmed by the findings of this research as transformational leadership has a strong relationship with trust in the low- and the high-velocity contexts. A discussion

of the applicable literature will follow in order to contextualise the findings of this study in relation to hypothesis 3 and 4.

Figure 3.3- The interrelationships within the low-velocity context



Correlation is significant where p≤.05 * and p≤.01 **

Moss (1995) highlights the importance of a transformational or visionary leader within the context of a nursing environment stating that is likely to have the greatest positive impact. Furthermore, Moss has noted the strong, positive relationship between trust and transformational leadership which affirms the findings of the current study. Podsakoff et al. (1996) found that trust in the leader was influenced by the presence of transformational leadership behaviours, which affirms the findings of this research that propose a strong positive relationship between trust and transformational leadership. It has been asserted that transformational leaders have the ability to inspire subordinates and that the intimate emotional relationships shared between the leaders and subordinates will engender trust (Bass, 1985a). The findings of the current study are affirmed by findings of Gillespie and Mann (2004) who proposed that transformational leadership has a strong relationship with trust. Connell, Ferres and Travaglione (2003) evaluated the effect of personality and demographic factors as opposed to organisational variables on trust and found that transformational

leadership as a significant predictor of trust within organisations. However, this research did not find transformational leadership as a predictor of trust.

Engelbrecht and Chamberlain (2005) make the distinction that transformational leadership has a positive influence on organisational citizenship behaviour which is mediated by procedural justice and trust. Furthermore, it is emphasised that causality cannot be inferred within the relationship between transformational leadership and trust, as the current study aims to address these relationships from a correlational perspective. Krafft et al. (2004) explored the mediating effects of instructional and procedural justice on the relationship between trust and transformational leadership. Furthermore they found a weak relationship between trust and transformational leadership. They attribute these findings to the unique socio-political context prevalent within South Africa. Their findings therefore diverge from the findings of this research which indicates a strong relationship between transformational leadership and trust in a variety of contexts. Ferres, Travaglione and Connell (2002) propose a different relationship between trust and transformational leadership stating that trust is an antecedent of transformational leadership and that organisational commitment behaviour and commitment will be the outcome within this equation. Their research confirms that trust acts as a lever. The current research is not able to suggest whether transformational leadership is a mediator or an antecedent of the relationship with trust but that, as asserted above, a strong, bivariate relationship between transformational leadership and trust was found.

Stordeur, Vandenberghe and D'hoore, (2000) propose that in general wards, nurses would require transactional leadership in order to ensure that the day-to-day activities within the hospital are completed and that in the upper segments of a hospital, transformational leadership would be required in order to provide nurses with a sense of vision. These hypotheses were not confirmed as transformational leadership was found to have a stronger impact on criterion variables at all levels. The current study had similar hypotheses and findings to Stordeur, Vandenberghe and D'hoore whereby transformational leadership had higher correlations with trust in both the high- and low-velocity contexts. Therefore hypothesis 4 which states that the velocity of the context

moderates the relationship between transformational leadership and trust is not supported by the findings of this research as transformational leadership had stronger associations with trust in both the low- and high-velocity context.

The role of context on leader emotional intelligence and trust

Hypothesis 5 aims to address the relationship between leader emotional intelligence and trust in relation to organisational context. As aforementioned and illustrated in Figure 3.2 and 3.3 hypothesis 5 is not supported as context does moderate the relationship between leader emotional intelligence and trust in the leader. This research found that the correlations between trust and emotional intelligence were significantly different within the low- and high-velocity context. A brief discussion of supporting literature will be given in order to address these findings.

Schlechter, Boshoff and Engelbrecht (2004) found that all four dimensions of emotional intelligence are correlated with trust in the leader. Their research affirms the findings of this research as emotional intelligence was correlated with trust but within the current study this correlation was stronger within the low-velocity context than within the high-velocity context. It was felt that this variation in the strength of the relationship between leader emotional intelligence and trust could be due to the extra time and contact that may be allowed for relationships within the low-velocity context. As a high-velocity environment has been characterised by fast-paced decision-making and rapid change this may imply less time for focusing on relationships (Eisenhardt, 1989). These characteristics may explain the differences in the correlation coefficients between leader emotional intelligence and trust. Moreover, the current study found that emotional intelligence was a significant predictor of trust. The specific dimensions of emotional intelligence which predicted trust differed according to the context with empathy, self-awareness and self-regulation making a significant unique contribution in the low-velocity context and empathy and self-motivation making a significant unique contribution in the high-velocity context. Gillespie and Mann (2004) support the importance and the role that the emotional competencies contained within a construct such as emotional intelligence can play in moulding and building trust between leaders

and their followers. Therefore this view provides a basis for contextualising the findings of the current study which emphasises the importance of emotional intelligence in the prediction of trust scores.

The relationship between leadership style and leader emotional intelligence

Ferres et al's (2004) findings illustrate that emotional intelligence and transformational and transactional leadership are positively related. This finding differs slightly from the current study as emotional intelligence is more positively associated with transformational leadership than with transactional leadership. Transformational leadership and emotional intelligence had stronger correlations within the high-velocity context thereby providing no support for hypothesis 6, which states that context will not moderate the relationship between transformational leadership and leader emotional intelligence. Hypothesis 7, which states that context, will not moderate the relationship between transactional leadership and leader emotional intelligence, was corroborated by the findings of this research as no significant difference between the low- and high-velocity contexts exists in relation to transactional leadership and trust. Palmer et al. (2001) found a strong correlation between various components of transformational leadership and emotional intelligence which affirms Ferres et al's findings and the findings of the current study. Numerous studies indicate that emotional intelligence is correlated with transformational leadership (Barling, Slater & Kelloway, 2000; Gardner & Stough, 2002; Leban & Zulauf, 2004; Palmer et al). Therefore the findings of the current study concur with these findings as a strong relationship between emotional intelligence and transformational leadership was found.

Barbuto and Burbach's (2006) findings support the findings of this study as they found that emotional intelligence and transformational leadership are positively related. Salovey and Mayer (1990) note that the abilities of an emotionally intelligent leader are comparable to those of a transformational leader, which supports the findings of this research as strong correlations between emotional intelligence and transformational leadership were found in the high-velocity context and the low-

velocity context with the latter having a weaker correlation than the former. These strong correlations suggest the importance of the relationship between emotional intelligence and transformational leadership within a nursing environment and particularly within a high-velocity environment.

Limitations and recommendations

This research suggests that high levels of transformational leadership and leader emotional intelligence are positively related to high levels of trust. Therefore the current study suggests that within the context of a nursing environment these factors should be cultivated and encouraged in order to produce higher levels of trust in the leaders. This research is however, not able to confirm any causal relationships between trust in the leader, leader emotional intelligence and leadership style. The nature of this research has been correlational and therefore no claims of causality can be made regarding these variables. Throughout this study the motivation for this research has been the potential positive organisational outcomes that have been linked with these factors in the past. However, this study has not analysed whether or not these outcomes will be present if the aforementioned model of leadership is enacted. Therefore the current study relies on previous research which makes these assertions regarding the organisational outcomes of trust in the leader.

Another limitation regarding this study is the issue of confounding variables. Although this research has asserted that a strong positive relationship exists between transformational leadership, leader emotional intelligence and trust in the leader, an intervening variable may moderate this relationship. This study examined organisational context as a moderator of these relationships but found that it did not have a significant moderating effect. Therefore there may be other moderators which have not been considered or examined and in order to further validate the strength of the relationships between these variables. It is recommended that further research regarding the potential moderators of this relationship should be conducted.

This research exists within a specific context therefore the results obtained from the research may not be generalisable to other portions of the population. The specific site for this research was two hospitals and the sample was relatively small, therefore it is recommended that this research should be conducted in the hospital context with a larger sample. Moreover, in order to further validate the findings of this study and to make the results even more generalisable, the research should be conducted in other contexts. As the current study adopted a cross-sectional approach, further research should be conducted which considers a longitudinal approach to the data collection. This will allow the results of the research to be validated over time (Babbie & Mouton, 2001).

Due to the limited sample size and the use of a non-random sampling method there is a possibility of sampling bias. This will imply that the sample may omit various portions or segments of the population therefore skewing the data (Babbie & Mouton, 2001). Mono-method bias may exist due to the use of only one measure of the constructs being observed (Trochim, 2004). In order to limit the potential effects of the mono-method bias, future research within this area should consider the use of multiple data collection methods ensuring that both quantitative and qualitative methods have been considered.

Certain subscales of the questionnaire have been tested for reliability and validity in South Africa, but a questionnaire that is cross-culturally sound needs to be developed taking into consideration the unique socio-political climate within South Africa. Ensuring that the questionnaire is valid and reliable will decrease the risk of measurement error. In hindsight, it would have been valuable to have English and Afrikaans questionnaires available which would have allowed individuals to answer in the language they feel most comfortable. However, the questionnaire was piloted and individuals did not struggle with the language thereof. Taking into consideration this factor and the fact the primary business language of the hospitals is English it is felt that this limitation has been sufficiently mitigated.

Implications and contributions

Theoretically this research has an interesting contribution to make considering that a large portion of contemporary literature and research states that organisational context can have a significant moderating impact on the interrelationships between leadership style, leader emotional intelligence and trust in the leader. As the current study diverges from the aforementioned view these findings should be considered carefully. Furthermore, it is felt that the value of this study is not within the area of its theoretical contributions but rather that a site specific and practical approach to these findings should be adopted.

Therefore, this study has been able to present a model of the interrelationships between leadership style, leader emotional intelligence and trust in the leader that is most appropriate or suitable in the context of a nursing environment. The research sites or hospitals in which this research has occurred should carefully consider these findings in the context of the current practices within the hospital. If they would like to improve the current levels of trust in the leader then they should consider the findings that suggest that higher levels of trust can be achieved through transformational leadership and leader emotional intelligence. Therefore the primary contribution that this research has made is a practical contribution whereby these findings can be practically applied within the workplace in order to elicit positive organisational outcomes such as increased organisational citizenship behaviour, commitment, employee satisfaction, wellness and performance. These issues are increasingly relevant in a hospital context due to the state of healthcare within South Africa.

Conclusion

In order to answer the research question which asks whether or not organisational context, defined as the low- and high-velocity contexts, are moderators of leadership style, leader emotional intelligence and trust in the leader, the answer is yes and no. As illustrated above, context has a limited affect on the model and interrelationships between leadership style, leader emotional intelligence and trust in the leader within a

nursing context. In conclusion it should be noted that these research sites require a transformational leader who is high in emotional intelligence as this research has indicated that these factors are positively related to high levels of trust in the leader. Furthermore, it was found that high levels of leader emotional intelligence were the greatest predictor of trust in the leader within the current study.

Stordeur, Vandenberghe and D'hoore (2000) found that transformational leadership would be a more successful form of leadership within the nursing context. Similarly, Moss (1995), Sofarelli and Brown (1998) and Palmer et al. (2001) reinforce the notion that transformational leadership is a more appropriate leadership style within a nursing context. The aforementioned research reinforces the findings of the current study which suggests that transformational leadership is more effective, primarily due to its relationship with trust in the leader. The primary reason that this assertion can be made is due to the high correlations that were found between trust and transformational leadership style within the low- and high-velocity contexts. Taking into account the literature which suggests the positive outcomes of trust, it is plausible to suggest that transformational leadership would therefore be a more desirable and effective leadership style within the low- and high-velocity contexts (Harkins, 2003; Johnson, 2005; Mayer, Davis & Schoorman, 1995; Shaw, 1997). Furthermore, this study indicates that in order to complement the relationship between transformational leadership and trust, a leader should be emotionally intelligent. Goleman (2000) suggests that an emotionally intelligent leader is able to identify the most appropriate leadership style within a specified context and is able to switch between these styles as required which accounts for the minor fluctuations of the correlations within the current study.

The importance of this research is fundamentally linked to the success and quality of leadership. This research therefore allows leaders the ability to broaden their understanding of how a moderator such as organisational context can affect the relationships between trust in the leader, leader emotional intelligence and leadership style. More specifically, the current study indicates that within a nursing context, transformational leadership and leader emotional intelligence produces the highest

levels of trust in the leader, regardless of the context. Understanding this model and the interrelationships between these variables will allow a leader to focus on enabling various organisational outcomes such as increased performance, profitability and productivity across numerous organisational contexts.

"Trust each other again and again. When the trust level gets high enough, people transcend apparent limits, discovering new and awesome abilities for which they were previously unaware" (Armistead, as cited in Heathfiled, 2006, p.1).

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Appendix A

Trust in the leader, leader emotional intelligence and leadership style questionnaire

University of Cape Town
Private Bag, Rondebosch, 7701

CONSENT FORM

You are kindly invited to participate in this research. This questionnaire will take approximately 10 -15 minutes to complete. Before you decide whether to take part, we want to make sure that you understand the following information regarding this research.

What is the purpose of the research?
The primary purpose of this research will be to fulfil of the course requirements for the researcher's Masters in Organisational Psychology. This research will be conducted in conjunction with the Department of Organisational Psychology at the University of Cape Town. This research aims to investigate the relationships between variables such as organisational context, trust in the leader, leader emotional intelligence and leadership style within the nursing sector.

What are the possible benefits of participating?
There will be no direct benefit to you, however the information we obtain from this research may give leaders within the industry a better understanding of how organisational context moderates the relationships between trust in the leader, leader emotional intelligence and leadership style.

What are the possible implications of participating?
The implication of completing this questionnaire is that you will be sharing information regarding your views and your relationship with your unit/section manager. Some people might not feel comfortable sharing this information even though it will be confidential. The only other implication of your participation is the time that it will take to complete the questionnaire.

Do I have to participate?
Your participation in this research is voluntary.

What will happen to me if I participate?
Information regarding your experiences in the workplace will be recorded and treated confidentially.

Will the information be treated confidentially?
Should you agree to participate in this study, all information collected for this study will be kept strictly confidential. Individual responses to these questions will never be made public, and no information which could identify you will ever be revealed.

Contact details
If you have questions about this questionnaire contact Monique Glass at mglass@commerce.uct.ac.za. This research has been reviewed and approved by the Commerce Faculty Ethics Committee.

Section A

This section will address the type of environment in which you work. Respond to the statements below on a scale of strongly disagree to strongly agree by circling the relevant number in the appropriate column and row.

	In my working environment...	Strongly disagree	Disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Agree	Strongly agree
A.1	Things happen very quickly	1	2	3	4	5	6	7
A.2	I constantly have to make quick decisions (i.e. on the spot)	1	2	3	4	5	6	7
A.3	It is extremely demanding and it is hard to keep up	1	2	3	4	5	6	7
A.4	It is difficult to plan my day because I am not sure what will happen next	1	2	3	4	5	6	7
A.5	Things change rapidly	1	2	3	4	5	6	7

Section B

This section contains a number of statements regarding your unit or section manager. Respond to the statements below on a scale of strongly disagree to strongly agree by circling the relevant number in the appropriate column and row.

For example:

If you **agree** that your unit or section manager *trusts you to make autonomous decisions,* then circle the **6**.

		Strongly disagree	Disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Agree	Strongly agree
B.1	I feel that my manager trusts his/her employees to work without excessive supervision	1	2	3	4	5	6	7
B.2	I feel that my manager is available when needed	1	2	3	4	5	6	7
B.3	I feel that my manager listens to what I have to say	1	2	3	4	5	6	7
B.4	I proceed on the basis that my manager will act in good faith	1	2	3	4	5	6	7
B.5	I act knowing that my manager will keep his/her word	1	2	3	4	5	6	7
B.6	I act on the basis that my manager displays integrity in his/her actions	1	2	3	4	5	6	7
B.7	I believe that my manager keeps personal discussions confidential	1	2	3	4	5	6	7

		Strongly disagree	Disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Agree	Strongly agree
B.8	I think my manager appreciates the efforts I make	1	2	3	4	5	6	7
B.9	I believe that my manager follows through promises with action	1	2	3	4	5	6	7
B.10	Employees generally believe that management provides honest answers	1	2	3	4	5	6	7
B.11	It is frequently acknowledged by employees *at the hospital* that their unit or section manager rewards those who perform well	1	2	3	4	5	6	7
B.12	Most *people at the hospital* feel conformable with my unit or section manager	1	2	3	4	5	6	7

Section C

This section contains a number of statements regarding your unit or section manager. Respond to the statements below on a scale of strongly disagree to strongly agree by circling the relevant number in the appropriate column and row.

For example:

If you **agree** that your unit or section manager *is approachable*, then circle the **6**.

	My unit or section manager ...	Strongly disagree	Disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Agree	Strongly agree
C.1	Is well aware of his/her impulses	1	2	3	4	5	6	7
C.2	Is well aware or his/her moods	1	2	3	4	5	6	7
C.3	Is well aware of non-verbal messages he/she sends to others	1	2	3	4	5	6	7
C.4	Is well aware of how his/her gut feelings influence decisions	1	2	3	4	5	6	7
C.5	Is well aware of which emotions he/she is experiencing and why	1	2	3	4	5	6	7
C.6	Is well aware of his/her self-worth and capabilities	1	2	3	4	5	6	7
C.7	Is well aware of his/her strengths and limitations	1	2	3	4	5	6	7
C.8	I think my manager appreciates the efforts I make	1	2	3	4	5	6	7
C.9	Controls his/her impulsive feelings well	1	2	3	4	5	6	7

	My unit or section manager ...	Strongly disagree	Disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Agree	Strongly agree
C.10	Controls his/her distressing emotions well	1	2	3	4	5	6	7
C.11	Manages his/her stress well	1	2	3	4	5	6	7
C.12	Remains calm in potentially volatile situations	1	2	3	4	5	6	7
C.13	Takes responsibility for his/her performance	1	2	3	4	5	6	7
C.14	Is self-disciplined and does the right thing even when it is unpopular	1	2	3	4	5	6	7
C.15	Maintains composure irrespective of his/her emotions	1	2	3	4	5	6	7
C.16	Keeps his/her disruptive impulses in check	1	2	3	4	5	6	7
C.17	Takes the initiative for change	1	2	3	4	5	6	7
C.18	Builds informal networks	1	2	3	4	5	6	7
C.19	Seeks fresh ideas from many sources	1	2	3	4	5	6	7
C.20	Generates new ideas	1	2	3	4	5	6	7
C.21	Accepts rapid change to meet the needs of the organisation	1	2	3	4	5	6	7
C.22	Finds new ways to improve performance	1	2	3	4	5	6	7
C.23	Generates innovative solutions to problems	1	2	3	4	5	6	7
C.24	Stays focused on goals despite setbacks	1	2	3	4	5	6	7
C.25	Understands the links between employees' emotions and what they do	1	2	3	4	5	6	7
C.26	Understands why people feel the way they do	1	2	3	4	5	6	7
C.27	Is sensitive to emotional cues from others	1	2	3	4	5	6	7
C.28	Provides useful feedback	1	2	3	4	5	6	7
C.29	Changes peoples' behaviour through persuasion	1	2	3	4	5	6	7

	My unit or section manager ...	Strongly disagree	Disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Agree	Strongly agree
C.30	Understands feelings transmitted through **verbal** messages	1	2	3	4	5	6	7
C.31	Understands feelings transmitted through **non-verbal** messages	1	2	3	4	5	6	7
C.32	Helps others feel better when they are down	1	2	3	4	5	6	7
C.33	Does not allow their own negative feelings to inhibit collaboration	1	2	3	4	5	6	7
C.34	Does not allow the negative feelings of others to inhibit collaboration	1	2	3	4	5	6	7
C.35	Sets aside emotions in order to meet organisational goals	1	2	3	4	5	6	7
C.36	Handles emotional conflicts effectively	1	2	3	4	5	6	7
C.37	Manages task-related conflicts effectively	1	2	3	4	5	6	7
C.38	Inspires and guides employees to attain group/organisational goals	1	2	3	4	5	6	7
C.39	Recognises the political realities of the organisation	1	2	3	4	5	6	7
C.40	Confronts problems without demeaning those who work with him/her	1	2	3	4	5	6	7

Section D

This section contains a number of statements regarding your unit or section manager. Please indicate **how frequently** your unit or section manager displays the behaviour described. Respond to the statements below on a scale of almost never to almost always by circling the relevant number in the appropriate column and row.

For example:

If you feel that your unit or section manager *provides a sense of 'hands on' management fairly often,* then circle the **4**.

	My unit or section manager...	Almost never	Once in a while	Sometimes	Fairly often	Frequently	Almost always
D.1	Provides me with assistance for my efforts	1	2	3	4	5	6
D.2	Re-examines critical assumptions to question whether they are appropriate	1	2	3	4	5	6

D.3	Fails to interfere until problems are serious	1	2	3	4	5	6
D.4	Focuses attention on irregularities, mistakes, exceptions and deviations from standards	1	2	3	4	5	6
D.5	Talks about his/her most important values and beliefs	1	2	3	4	5	6
D.6	Seeks differing perspectives when solving problems	1	2	3	4	5	6
D.7	Talks optimistically about the future and what needs to be accomplished	1	2	3	4	5	6
D.8	Instils pride in me for being associated with him/her	1	2	3	4	5	6
D.9	Discusses, in specific terms, who is responsible for achieving performance targets	1	2	3	4	5	6
D.10	Waits for things to go wrong before taking action	1	2	3	4	5	6
D.11	Talks enthusiastically about what needs to be accomplished	1	2	3	4	5	6
D.12	Specifies the importance of having a strong sense of purpose	1	2	3	4	5	6
D.13	Spends time supporting and coaching	1	2	3	4	5	6
D.14	Makes clear what one can expect to receive when performance goals are achieved	1	2	3	4	5	6
D.15	Shows he/she is a firm believer in "if it isn't broken, don't fix it"	1	2	3	4	5	6
D.16	Goes beyond his/her self interest for the good of the group	1	2	3	4	5	6
D.17	Treats you as an individual rather than just a member of the group	1	2	3	4	5	6
D.18	Demonstrates that problems must become chronic before he/she will take actions	1	2	3	4	5	6
D.19	Acts in a way that builds my respect	1	2	3	4	5	6
D.20	Concentrates on correcting anticipated mistakes, complaints and failures	1	2	3	4	5	6
D.21	Considers moral and ethical consequences of his/her decisions	1	2	3	4	5	6
D.22	Keeps track of all mistakes	1	2	3	4	5	6
D.23	Displays a sense of power and confidence	1	2	3	4	5	6
D.24	Articulates a compelling vision of the future	1	2	3	4	5	6

	My unit or section manager…	Almost never	Once in a while	Sometimes	Fairly often	Frequently	Almost always
D.25	Directs his/her attention towards failures to meet the standard	1	2	3	4	5	6
D.26	Considers me as having different needs, abilities and aspirations from other people	1	2	3	4	5	6
D.27	Gets me to look at problems from many different angles	1	2	3	4	5	6
D.28	Helps me to develop my strengths	1	2	3	4	5	6
D.29	Suggests new ways for looking at how to complete assignments	1	2	3	4	5	6
D.30	Emphasises the importance of having a collective sense of mission	1	2	3	4	5	6
D.31	Expresses satisfactions when I meet expectations	1	2	3	4	5	6
D.32	Expresses confidence that goals will be achieved	1	2	3	4	5	6

Please turn over

Section E- Personal Information

This section contains a few basic questions regarding your personal information. Please answer the questions by circling the relevant number in the last column or giving the written answer in the space provided.

E.1	Gender	Male					1
		Female					2
E.2	Language (first language)	English					1
		Afrikaans					2
		Xhosa					3
		Other.....					4
E.3	I was previously categorised as...	Black					1
		White					2
		Coloured					3
		Indian					4
		Other.....					5
E.4	Educational level	Less than 12 years of school					1
		Matric					2
		B-Degree or Diploma					3
		Honours					4
		Masters or above					5
		Other.....					6
E.5	Official Job title	Staff nurse					1
		Sister					2
		Senior sister					3
		Unit or Section manager					4
		Other.....					5
E.6	Unit or Section within the hospital						
E.7	How many years and months have you worked within the hospital?	**E.7a**	Year/Years		**E.7b**	Month/Months	
E.8	How many years and months have you worked for your unit or section manager?	**E.8a**	Year/Years		**E.8b**	Month/Months	