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**THE IMPACT OF A DEVELOPMENTAL PERFORMANCE
APPRAISAL COMMUNICATION SYSTEM AND
TRANSFORMATIONAL LEADERSHIP TO EMPLOYEE
PROACTIVE BEHAVIOUR**

By

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Declaration:

I **Nhlanhla Braveman Meyiwa** hereby declare that the work done on the enclosed report was a result of my own hard work effort; it was not copied from other sources.

I declare that the report was the result of my own effort and my commitment to complete MBA.

Signature of participant

date

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ABSTRACT

Purpose: To determine how to engage employee proactive behaviour (PB) that will achieve goals using a developmental performance appraisal (DPA) communication system and transformational leadership (TL). Thereafter, develop an effective goal communication system based on the integration of DPA, TL and PB to archive organizational goals.

Design/Methodology: Results from cross sectional survey of 120 employees showed that there was a significant relationship between perceptions of DPA communication and TL with PB.

Findings: DPA communication and TL had a significant correlation with PB.

Value: The study will add to the body of PB knowledge by investigating the importance of integrating PB with TL and DPA toward effective PB engagement of employees in organizations. It will also benefit the studied organization by equipping it with an effective DPA and TL communication system toward engaging employee PB.

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LIST OF ABBREVIATIONS

Description	Abbreviation
Johannesburg Stock Exchange	JSE
Renewable Energy Independent Power Procurement Program	REIPPP
International Energy Agency	IEA
Audit and Risk Committee	ARC
Performance Appraisal	PA
Transformational Leadership	TL
Proactive Behaviour	PB
Situational Self Awareness	SSA
Dispositional Self Awareness	DSA
Theory of Planned Behaviour	TPB
Goal Generation	GG
Proactive Goal Generation	PGG
Proactive Goal Striving	PGS
Goal Orientation	GO
Learning Goal Orientation	LGO
Performance Goal Orientation	PGO
Performance-Prove Goal Orientation	PPGO
Performance-Avoid Goal Orientation	PAGO
Felt Responsibility for Constructive Change	FRCC
Role Breadth Self Efficacy	RBSE
Perceived Organizational Support	POS
Performance Appraisal Purpose	PAP
Developmental Performance Appraisal	DPA
Evaluative Performance Appraisal	EPA
Communication Centred Approach	CCA
Feedback	FB
Goal Setting	GS
Idealised Behaviour	IB
Idealised Attributes	IA
Inspirational Motivation	IM

Intellectual Stimulation	IS
Individual Consideration	IC
Task Communication	TC
Performance Communication	PC-a
Career Communication	CC
Communication Responsiveness	CR
Personal Communication	PC-b
Organizational Proactive Behaviour	OPB
Interpersonal Proactive Behaviour	IPB
Personal Proactive Behaviour	PPB

CHAPTER ONE

Introduction

1.1 Introduction

Companies exist in highly competitive business environments in nowadays. They are exposed to ever changing business challenges and opportunities. Their sustainable survival and prosperity has been shown to be highly depended on a superior competitive advantage. They have to do things differently to achieve a superior competitive advantage. This chapter focused on understanding the background of the study and defined the marketing research problem within the context of the construction industry. The background information, problem statement, aim, research questions, objectives and the significance of the study are enclosed in this chapter. Some of the things that ought to be done by organizations to achieve a competitive advantage such as 1) Proactive Behaviour, 2) Developmental Performance Appraisal and 3) Transformational Leadership were also introduced in this chapter.

1.2 Background to the Study

In recent years there has been a decline in market capitalisation of the heavy construction companies. According to PWC (2015) this economic decline situation was noticed amongst nine (9) leading Johannesburg Stock Exchange (JSE) construction companies and it was associated with industry buyer behaviour challenges such as 1) the public sector institutions that are spending less on new construction work with a low 2.3 % increase in the expenditure growth trend from 2010 to 2015, 2) the over expenditure by Eskom on the Medupi and Kusile power stations which is overriding real growth in infrastructure due to government commitment on this project and 3) the private sector which is often led by the mining industry has reduced capital expenditure by R16 billion between 2013 and 2014 which is subject to further decline over the years.

The construction industry also promises future economic growth opportunities which were based on the projected buyer spending behaviours such as 1) the R810 billion that will be spent on infrastructure by the government over the next few years, 2) the energy sector has shown excellent growth on capital expenditure from 2011 to 2015 of R40 to R79 billion

respectively, 3) the “Renewable Energy Independent Power Procurement Program” (REIPPP) has secured a commitment of about R170 billion to invest in the South African Economy and 4) about R4.9 trillion has been recommended by the United States International Energy Agency (IEA) to be invested in the Sub-Saharan African energy sector to equip the remaining two third (620 million) people without electricity (PWC, 2015). These opportunities and challenges have made the construction industry a highly competitive environment.

Company X, one of the companies on the JSE list had the least market capitalization expenditure over the year 2012 to 2015. Company X is a fictitious name that will be used in place of the real company name throughout this report. This was requested by the company executives who were not willing to disclose their company name on this report. Company X is a civil engineering and construction group that provide specialised construction solutions under its legal entity (Esor, 2016). The group is streamlined into six (6) core divisions namely Developments, Building & Housing, Infrastructure, Pipelines, Pipe Services and Sanitation. The Pipeline Division will be used for sampling and data collection which will be enclosed in this research. According to Company X its vision is to be the benchmark construction group in South Africa that is committed to the fulfilment of all their stakeholders’ aspirations. Therefore, they are:

- 1) Dedicated to quality assurance and have a rigorous quality assurance programme in place and hold SABS ISO 9001 certification.
- 2) Have a risk management framework in place for identifying, evaluating and monitoring the nature and extent of risk impact to their business in line with the company strategic objectives; this includes risk management and control. This risk management process is driven by their in house Audit and Risk Committee (ARC).
- 3) Recognize that their vision will become a reality only through the continued commitment and efforts of their skilled workforce and putting the right people in right places. As a result they believe that skills development is integral to their growth and are committed to career advancement from within and growing the internal skills pool. They have developed and introduced a number of initiatives over the years to ensure they attract the right people, develop their skills and retain them (Esor, 2017).

According to Company X their stakeholders include employees, customers, JSE, government, regulators, local communities, investors, funders, contractors and suppliers. Company X has promised to deliver certain products to their customers (quality, project execution and delivery, value for money, service and security of supply), employees (sustainability, remuneration and incentives, personal growth and development, job security, working conditions, skills development and safety) and other stakeholders. Nevertheless; in the past years Company X could not deliver to their promise, their group image was severely damaged by loss-making contracts and as a result on November 2013 they made a decision to position their group for recovery by selling its founding business (Esor, 2016).

According to PWC (2015:13) in order to compete and remain sustainable, construction companies need to be PROACTIVE toward potential risk (Table 1.1) which affects the competitiveness of construction companies. It can be noted on Table 1.1 that 1) BBBEE and transformation, 2) Industrial action and 3) Talent management and staff retention were highly rated for prioritization toward achieving a strong competitive advantage. To prevent future loss making contract the Company X (ARC) applied their risk management process on their loss making contract and came up with their internal list of related potential risks and strategic remedy action items on Table 1.2. It can be noted on Table 1.1 and 1.2 that the potential risk challenges that were identified and recommended by the ARC and PWC aimed to address similar issues through proactive behaviours.

Proactive behaviour (PB) is a future focused, self-starting and change oriented process which aims to enhance an individual's and or organisations current situation (Belschak & Hartog, 2010; Bindl et al., 2012; Fuller, Marler & Hester, 2012; Shin & Kim, 2014; Fuller et al., 2015; Qiu et al., 2015; Presbitero, 2015; Parker & Wang, 2015; Caesens et al., 2016; Schmitt, Hartog & Beschak, 2016). Therefore the risk alignment on Table 1.1 and 1.2 shows that Company X is 1) future focused; they identify the main and common potential industry risk challenges and 2) self initiative and change oriented; they developed and documented a strategic action list to manage and control these risks on future projects. This face value analysis suggests that they are a proactive organization that is well positioned to manage and control potential industry risks.

Table 1.1 Common industry risk challenges

Challenges and rating	Action required by Industry
<p>BBBEE and transformation (High): B-BBEE requirements could negatively impact companies in the following manner:</p> <ul style="list-style-type: none"> • Reduce their ability to win tenders; • Increase the likelihood of client sanctions; and • Increase the possibility of penalties being imposed on South African projects. 	<p>Monitoring of compliance with B-BBEE codes and employment equity targets is imperative in the South African construction industry.</p>
<p>Industrial Action (High): The recent wide scale and prolonged industrial action has placed pressure on the underlying contractual relationships.</p> <p>There is a risk of not being compensated for losses due to lost time and disruption.</p>	<p>In order to prevent the risk of labour unrest and prevent significant project disruptions and delays, open communication between unions and construction companies to monitor and resolve potential labour issues is essential.</p>
<p>Talent management and staff retention (High): South Africa's construction industry has grown significantly in size over the last decade, resulting in a skills shortage in the industry at all grades.</p> <p>Loss of skills and expertise affects the ability of companies to successfully complete contracts and undermines expansion.</p> <p>Growth strategies place high demands on companies to maintain appropriate leadership capacity.</p>	<p>A remuneration policy focusing on performance and retention of key talent is essential for the sustainability of a business.</p> <p>Regular succession reviews to identify potential talent retention risks and career planning strategies should be undertaken, as should training and development initiatives.</p>
<p>Project execution (Medium): The competitive nature of the market, combined with skill shortages, places pressure on companies to deliver on projects.</p> <p>Poor execution of contracts results in margin erosion and losses. This includes the risk of poor quality control on site, which results in rework, increased costs and delayed delivery of contracts.</p>	<p>The implementation and monitoring of project management procedures and policies over the life cycle of a project and the assignment of accountability are imperative in mitigating the risks posed to project execution.</p>

Source: Adapted from PWC, 2015. SA Construction: Highlighting trends in the South African construction industry. 3rd Edition [online]. Available at: <http://www.pwc.co.za> [Accessed 28 June 2016].

Table 1.2 Company X's risk challenges

Challenges	Key risks	Actions
Project execution Start projects efficiently Manage limited senior resources Complete and proper handover from pre-quote estimate stage to project owners Identify and manage changes in scope Commercial astuteness Client relationship Manage projects according to programme Quality assurance	Underperforming contracts <ul style="list-style-type: none"> • Ineffective business processes and reporting • Inability to identify, track and report on project issues or risks, • Lack of accountability • Inexperienced project managers • Non-compliance with quality specifications • Late completion and sign-off on data packs 	<ul style="list-style-type: none"> • Improve commercial astuteness through selective recruitment and training • Dedicated executive teams on key projects • Visible Felt Leadership (VFL) • Daily weekly site costing • Monthly contract reviews • Clearly defined project roles and responsibilities • Clear and objective standards for management • Entrench accountability • Appointing the right people for the right job • Compliance reviews against policy • Entrenched standardised project reporting • Ensure standardised project controls are implemented and functioning
Skills shortage Industry-wide skills shortage at most levels undermines delivery and expansion Competing for scarce skills in competitive market Providing focussed training and development programmes	Below par profitability <ul style="list-style-type: none"> • Inexperienced staff • Staff retention • Contract losses • Succession planning 	<ul style="list-style-type: none"> • Creating an attractive employment proposition, • A people-centred culture, skills development programme and succession planning • In-house training programmes • Promotion from within
Reputation Below par performance damaged our group reputation and overshadowed our key areas of strength Securing work Building the brand in new geographical areas	Project delivery <ul style="list-style-type: none"> • Underperforming contracts Supplier relationship Bribery and corruption	<ul style="list-style-type: none"> • Realigned strategy • Return to profitability • Clear future focus based on market prospects • Customer relations • Investor relations to align market expectations with realistic delivery • Enforce Code of Conduct • Realigned strategy

Source: Adapted from Esor, 2017. Integrated Report 2017 [online]. Available at: <http://www.esor.co.za> [accessed 04 June 2017]

Regardless of all Company X's interventions toward preventing loss making contracts through their quality assurance programme, risk management framework and skills development programmes; their 2015 financial year results reflected that they were still battling from the legacy of bleeding contracts which weighed heavily on their balance sheet. The Pipeline Division also had major operational challenges that resulted to additional financial losses during year 2015. It was stated on Table 1.1 under the project execution risk that poor execution of contracts which includes the risk of poor quality control on site, reworks and delayed delivery of contracts will increase costs and results to margin erosion and losses. This therefore subjected Company X to penalties following certain quality issues that were detected late in the Pipeline Division project and resulted to overrun in contractual completion dates as noted in italics on Table 1.3. Additional resources were deployed to attempt to correct and complete their projects within specifications according to newly agreed completion timelines as shown on Table 1.3. Company X traded a R59.8 million losses during year 2016 financials in recognition of the Pipeline Division contract as difficult. Delay penalties were capped at R12 million and were fully provided for.

The Company X group have stated in their financial statement that they are committed toward communicating their strategy to all their stakeholders and regularly engage them through their well established and existing communication systems (Esor, 2016). Due to the subsequent financial losses it can be said that the Pipeline Division is not living up to their group vision and have not learned from their past experience which were formally documented by their ARC. In light of the above facts it can be suggested that in the Pipeline Division: 1) The existing group communication systems is not effective to implementing group strategy, 2) Their management are not capable of managing and controlling already identified potential industry risks and 3) The existing performance management operating systems are not suitable for quality strategy execution.

According to Table 1.1 under the project execution risk category; "the competitive nature of the market, combined with skill shortages, places pressure on companies to deliver on projects". Therefore, in order to benefit from projected industry opportunities Company X must urgently embrace proactive behaviour to deliver quality project execution; otherwise, they will be swept out of competition by existing and capable competitors if they do not manage their performance. Performance appraisal (PA) within the context of enterprise

performance management has been recommended by research as an appropriate tool that can be used to transfer the strategy of the organizational to all stakeholders (Kampkotter, 2017). According to Van De Mierop and Vrolix (2014) communication had been found to play a vital role towards the implementation of a successful PA system. It is mainly the Development Performance Appraisal (DPA) process that has been found to improve self efficacy and psychological ownership that is required for proactive behaviour (Qiu et al., 2015).

Table 1.3 Pipeline Division project brief

Description	Value	Duration	2016 progress
WA Phase 2 KZN Pipe Installation	R366 million	36 months and due for completion in October 2016. <i>As of June 2017 Project still incomplete.</i>	General progress is satisfactory despite the number of delays
NA Phase 1 KZN Pipe Installation	R135 million	18 months and initial completion date July 2015 <i>Revised completion date in September 2016 As of June 2017 Project still incomplete.</i>	A number of quality issues were detected before hand over which have caused the late completion. Additional teams are attending to the repair work to meet revised completion date.
NA Phase 3 KZN Pipe Installation	R 73 million	12 months and initial completion date December 2015 <i>Revised completion date in September 2016 As of June 2017 Project still incomplete.</i>	A number of quality issues were detected before hand over which have caused the late completion. Additional teams are attending to the repair work to meet revised completion date.
Tshelimnyama KZN Pipe installation	R100 million	16 months and due for completion in August 2016 <i>As of June 2017 Project still incomplete.</i>	General progress is satisfactory. Project team aligned to meet completion date.

Source: Adapted from Esor, 2016. Integrated Report 2016 [online]. Available at: <http://www.esor.co.za> [accessed 28 June 2016]; Adapted from Esor, 2017. Integrated Report 2017 [online]. Available at: <http://www.esor.co.za> [accessed 04 June 2017]

Leaders are dependent on employees to create constructive change and to take the initiative because they cannot always envision, predict and control main internal and external events in the ever changing business environment (Fuller et al., 2015). Transformational leadership (TL) is a leader behaviour that has been found by researchers to positively activate employee proactive behaviour (Parker & Wang, 2015; Schmitt, Hartog & Beschak, 2016). As noted in the above literature; the face value analysis of Company X showed that they possessed proactive behaviour traits such as being future focused, initiative and change oriented. However, it can be said based on the Pipeline Division subsequent loss making contract that possessing proactive behaviour trait alone is not enough to activate and engage employee proactive behaviour. This literature therefore suggests that employee proactive behaviour engagement can be effectively communicated and activated if it is integrated with a Developmental Performance Appraisal communication system and Transformational Leadership.

1.3 Problem Statement

1.3.1 Management Decision Problem

What must be done to engage employee PB that will enable a sustainable achievement of organizational goals (ARC strategic action items) to prevent future loss making contract in the Pipeline Division?

1.3.2 Marketing Research Problem

To determine how to; 1) effectively communicate and set clear organizational goals (ARC strategic action items) to employees (Pipeline Division employees) and 2) motivate them through TL and DPA, so that they can commit toward archiving those goals, through their PB to prevent future loss making contracts.

1.3.3 Problem Definition

To what extent has the communication of organizational goals (ARC strategic action items) through existing PA and TL in the Pipeline Division have contributed to the

motivation of employee's proactive behaviour engagement to achieving set organizational goals.

1.4 Aim of the Study

The aim of the study is to determine an effective goal communication system that will be based on the integration of TL, DPA and PB knowledge which can be used to archive organizational goals. The success of this study will result to recommendations that should be implemented by Company X executives in the Pipeline Division to respond to their management decision problem.

1.5 Research Questions

To respond to the research problem statement the following questions will be investigated to help with the development of some useful recommendation that will contribute toward achieving the aim of this study;

1. Is the existing communication system ineffective toward proactive behaviour in the Pipeline Division?
2. Is the existing Pipeline Division communication system based on DPA and transformational leadership?
3. Do Pipeline Division employees have positive attitude toward proactive behaviour and are they committed to their organization success?

1.6 Objectives of the Study

The management decision problem presented above will be clearly understood when the objectives of this study have been fully explored at the end of this research. To achieve this a number of subsets objectives were developed for each research question in order to make suitable recommendation that will motivate Company X executives to take control and make necessary decisions that will prevent subsequent loss making contract projects in their Pipeline Division.

Research question one (1) is about understanding the effectiveness of strategic information transfer to employees through the existing communication system by organizational

leadership. The objectives are: 1) to determine if employees receive task communication, 2) to identify if employees receive performance feedback communication, 3) to identify if employees receive career communication whether they are informed about their career growth, 4) to identify if employees receive communication responsiveness and check if their suggestions are welcomed by their supervisors, and 5) to determine if employees receive personal communication to check whether their personal interests are discussed with supervisors. The respondents will be asked to display the effectiveness of communication on a continuum scale.

Research question two (2) is about identifying DPA (future performance, training and learning needs) and TL (idealised influence, inspirational motivation, intellectual stimulation and individual consideration) elements. The DPA objectives are: 1) to determine if employees are aware of the required job performance standard, 2) to determine if training and learning needs to improve performance has been identified and discussed with employees and 3) to determine if the work environment is perceived by employees as a learning opportunity to improve their performance. The respondents will be asked to display understanding of their job performance standards and their involvement during the training and development. The TL objectives are: 1) to determine if leaders are admired, respected and trusted, 2) to determine if leaders are encouraging followers to envision attractive future states, 3) to determine if employee efforts are stimulated by leaders to be innovative and creative and 4) to determine if leaders are paying attention to each individual need for achievement and growth by acting as a coach or mentor. The respondents will be asked to rate the organisational leadership and DPA on a continuum scale.

Research question three (3) involves the identification and understanding of variables that must exist in order to engage employee commitment toward PB such as 1) personal characteristics of PB, 2) organizational characteristics of PB, 3) factors that cause employee PB and 4) how can the organization motivate organizational PB. This data will be collected from secondary and primary data sources. The objective here is to identify 1) if employees identify with organizational values, 2) the level of effort that employees are willing to devote to the organization and 3) if employees seek to maintain affiliation with the organization and 4) employee PB on the personal, interpersonal and organizational

level. Respondents will be asked to rate commitment and PB (against personal, interpersonal and organizational factors) perceptions on a continuum scale.

1.7 Significance of the Study

According to the background information a gap exists in the proactive behaviour literature; it was clear that in order to activate PB one need to understand other forces and how these must be integrated with PB knowledge so that it can be effectively implemented.

Therefore, this study will add to the body of PB knowledge by investigating how the integration of PB with DPA and TL can be used toward effective engagement of employee PB in organizations. This research will also benefit Company X executive by equipping them with a useful communication system that can be used to effectively engage employee PB so that they can realize their ARC strategy and a sustainable competitive advantage.

1.8 Conclusion

There has been an economic decline in the construction industry over the last years subject to the industry buyer behaviour challenges. The construction industry has also been presented as a highly attractive market due to the projected buyer spending opportunities. However; these challenges and opportunities have made this industry a highly competitive one. The industry experts have recommended that in order to succeed the industry players must be PROACTIVE toward potential industry risks. These risk and their relative remedies were identifies by the experts and Company X. Company X suffered a great deal from these risks in the past through their legacy of loss making contract. This resulted to huge financial losses and they had to sell their founding company to ensure their survival in the market. These experiences coursed them to clearly identify industry risks and remedies so that they can be proactive and prevent future loss making contracts.

The face value analysis of their operating systems in addition to their risk strategy seemed to suggest that they were well equipped for proactive behaviour. However; they suffered a subsequent loss making contract in their Pipeline Division with huge financial losses (above 50 millions) despite all prevention interventions. This latter event suggested that possessing PB traits alone was not sufficient to engage employee proactive behaviours that could ensure desired performance. It was discovered that other forces had to be integrated

with PB to ensure an effective and efficient employee PB activation. This report will focus on investigating TL and DPA to understand how these forces can be integrated with PB to achieve desired company goals. The following chapter will explore PB, TL and PA body of knowledge to gain cognizance of these forces. This cognizance will assist the researcher to arrive to some suitable recommendations that will assist Company X executive to make suitable decisions that will ensure effective PB engagement and thus successful and sustainable project execution.

CHAPTER TWO

Literature Review

2.1 Introduction

The subsequent loss making contract in the Pipeline Division confirmed that proactive personality of management alone was not sufficient to engage employee PB toward achieving desired performance goals. Therefore, it was concluded that additional variables such as TL and DPA had to be integrated with proactive personality in order to effectively engage employee PB that will achieve desired organizational goals. In this section we focussed on studying PB, TL and PA body of knowledge. The goal was to understand how these factors can be integrated and used to activate and engage employee PB in organizations. The chapter subtopics namely the essence of being proactive, understanding PB, PB and goal generation, PB and goal orientation, PA toward PB engagement, the individual and contextual factors of PB, TL toward PB activation, a case of PB and chapter conclusion were enclosed in this section.

2.2 The Essence of Being Proactive

Proactive employees were found to anticipate future outcomes, were goal oriented and they strived to improve by exploring development opportunities so that they can control their environment (Schmitt, Hartog & Beschak, 2016). According to Hall (Showry & Manasa, 2014:17) self awareness “is the ability to recognize inner state and external ability to recognize it impact on others”; it is about being honest about own weaknesses and strengths; therefore, it represents one’s accurate and subjective knowledge of inner self (values, emotions, beliefs, mental states, desires, sensations, intentions, attitudes, skills abilities, and personality), understanding of one’s essential resources based on introspection, reflection and assessing one’s life experiences. It has been described by Suri and Prasad (2011) as: one’s own ability to observe self, the habit to evaluate one’s behaviour against set standards, reflecting on these and precisely checking one’s own behaviour and skills as they take place in the workplace interactions, being aware of one’s personal feeling and the skill to recognize and manage them. According to Sutton, Williams and Allinson (2015) it was referred as the degree to which individuals were consciously conscious of their internal states and their relations with others. It has also been described as a process of inwardly focused evaluative

process made by an individual in contrast with their self standards with the goal of gaining better self knowledge and continuous self improvement; this process enabled the individual to actively identify, process, and archive information about self (Ashley & Reiter-Palmon, 2012). Humans have this complex self awareness capacity to represent self ideally, think about their experiences and thoughts and judge their initiatives and deeds against the standard and ideal goals (Silvia & Phillips, 2013). This capacity was strengthened by the human's ability to imagine an attractive future than their past, comparing alternatives, highlighting obstacles and desiring to progress toward their ideal future (Ashley & Reiter-Palmon, 2012). Company X management possessed this self awareness capacity when they: 1) started to reflect on their loss making contracts to judge their past initiatives (Table 1.2) against their vision of being the benchmark construction company in South Africa, 2) identified risk obstacles that could prevent them to achieve a future that is without loss making contracts and 3) came up with suitable remedies to achieve their success goals.

According to Morin (2011) the environment stimuli can be perceived and processed by the individual without explicit understanding of one's consciousness, but, self awareness is achieved when one start to reflect on the perceiving experience and processing of the stimuli from the three main sources of self awareness namely the social world, physical world and the self. Firstly, in the social world the self was informed about itself by perceiving the equivalence between self and others; this helped the individual to become self aware and could acquire more information about itself which enabled a smooth navigation to it social environment and increased likelihood for survival. Secondly, the individual's differentiation of the world was fostered by it visual perception and physical interaction with the object; the physical environment contained self focusing stimuli (self reflecting objects) and focusing (thinking about what makes one unique) on those induces self attention. Thirdly, the self could reflect on itself by becoming the object of its attention; therefore, it was a source of self information that was precious because of the privilege access to self by self. The individual's past personal events formed a large part of it present personal identity, and played a vital role on how it viewed it future self (Showry & Manasa, 2014). In the Pipeline Division it can be stated that the subsequent loss making contract resulted because their management were not consciously conscious of the performance stimuli from these self awareness sources. Therefore, management could not reflect on the perceiving experience and processing of environment signals as a result they could not contrast their actual performance to the ARC action items that were predetermined for them in order to prevent loss making contracts.

An organism in its conscious state can process incoming information successfully from the environment and respond to it adaptively (Morin, 2011). The alteration of one's behaviour by changing one's mood, resisting temptation, filtering irrelevant information and selecting a response from various options is called self regulation which is an individual's major adaptive function (Odoardi, 2015). Self regulation is a process of reducing discrepancies between actual self and expected self standards (Presbitero, 2015). Self discrepancies between actual self and self standards, between the can self and self standards reflected the perceived degree of standard actualization and attainability respectively, therefore; the emotional, motivational and behavioural aspect of self regulation depended on both the degree to which standards were perceived as already realized and on expectations that they will be realized in the future (Bak, 2014). People were guided by high self focus to contrast self to their standard and to marshal their efforts toward achieving their standards, to feel worse after failing or better after succeeding and to react defensively when success was not possible; focusing attention to self had vital consequences for motivation and self regulation and led to self evaluation and self conscious awareness (Silvia & Phillips, 2013). Self consciousness was strengthened when an individual adopted the observer perspective and focussed attention to self from the vantage point of others (Macrae et al., 2015).

Focusing periodical attention internally caused individuals to check themselves against their main standards; the contrast involved a process of self reflection and self evaluation which resulted to the identification of gaps (Ashley & Reiter-Palmon, 2012). According to Morin (2011) self reflection was an introspection type that occurred when an individual developed a genuine self curiosity to learn more about the inner self; this mostly led to consequences that were positively associated with good mental health like self regulation and self knowledge while self evaluation was about contrasting the correctness of the standard to self. According to Duval and Wicklund (Silvia & Phillips, 2013) self focusing stimulus that induces self awareness led to self evaluation whereby an individual contrasted any given important self aspect to its ideal representation; this resulted to potential self criticism and reduction of real self and ideal self discrepancies by either adjusting the aimed self aspect or by adjusting the ideal self or by avoiding the state of self awareness. Individuals that focused attention to standards were likely to attribute the course of discrepancies to the standard and were inclined toward modifying the standard; those who focussed attention to self were self aware and were inclined to attribute the course of discrepancies to real self and would target to change real self (Morin, 2011). Based on this data it can be said that the Pipeline Division

management avoided self awareness and did not focus their attention on their performance against the ARC risk management performance standards. Therefore, they could not reflect on their performance experience and could not evaluate and identify performance gaps against ARC standards. As a result the Pipeline Division management could not self regulate their actions toward attaining their ARC standard of performance.

According to Dhiman (2011) self knowledge is the understanding that our awareness or consciousness is not subject to limitations and that it is the underlying impersonal principle that forms a base for operating our senses, body and mind; self awareness was found to be increased through accurate access to one's self knowledge. Self understanding possesses power because our self conceptions are likely to improve our performance (Andrews, 2015). Self knowledge has been defined as one's subjective self standards (preferential beliefs and self perceptions) which are based on a self imposed judgment criteria against some positive (ideal self, ought self, can self, possible self) or negative (undesired self, forbidden self) end states; self knowledge is required to set goals while assessing the degree of the standard achievement is required to track the progress of goal achievement (Bak, 2014). Company X management could have accumulated self knowledge by contrasting their performance against their ARC's ideal standards which were presented on Table 1.2. They could have used this knowledge to analyse if their Pipeline Division resources were capable of executing projects successfully before promising delivery to their customers. This could have assisted them to reorganize their resources to deliver high quality performance on time toward satisfying their customer's needs. The Pipeline Division loss making contracts could have been prevented through exercising self knowledge and self awareness.

The increasing amount of one's self knowledge and acting consistently against your knowledge of commitments, emotions, needs and preferences made one transparent to self and others (Morin, 2011). It can be said that Company X executives did not have an effective goal tracking system to assess the degree of achieving their ARC standard in the Pipeline Division. If the system was in place the Pipeline Division performance could have been transparent to Company X executives and the loss making contract could have been prevented through necessary interventions to close gaps. It was asserted by Bak (2014) that our self understanding was based on our goals as well as the thoughts and behaviours of others; we were changed by the process of gaining self knowledge and in return changed others in our surroundings. According to Andrews (2015) understanding that self is fluid and

constantly in creation is understand that it is a core-creative process that we do not make alone, others create us and we create them. According to Wringer (2015) our self conceptions or self knowledge is an ongoing process which can be developed through experience by increasing our social interactions with others and through education. This data suggest that if Company X had an effective performance tracking system the executives could have been able to identified performance gaps, increase their social interactions with the Pipeline Division and could have supported them through skills development and educational programs to close gaps toward performance improvement.

Self awareness is a skill, therefore is trainable, it can be enhanced through interventions and the outcomes of self awareness might vary based on context (Ashley & Reiter-Palmon, 2012). Self awareness prompted an individual (employee, manager or leader) to have a realistic view of his developmental needs which resulted to improved communication in the work place (such as being open to objective feedback from others during meetings, informal interaction and performance reviews) that could enable high performance and effective management (Showry & Manasa, 2014). According to Sutton, Williams, and Allinson (2015) self knowledge and self awareness can be improved through methods of structured introspection, seeing self through others perspectives and through self observation. The process of comparing self to self goals and standards is the essence of human behaviour control, so it must be robust, adaptable and should be applicable across a wide range of inputs, goals and contexts (Silvia & Phillips, 2013). According to the section literature being proactive is all about self awareness and self knowledge. According to PWC (2015:13) companies must be proactive toward potential risk in order to compete and to remain sustainable. Therefore, Company X must develop a system that will enable them to be proactive toward potential risks which will be based on self awareness and self knowledge principles.

2.3 Understanding Proactive Behaviour

Organisational effectiveness that is required to thrive and become successful and profitable in nowadays' highly uncertain, dynamic and competitive socioeconomic environment is said to be determined by employee proactive behaviour (Shin & Kim, 2014; Fuller et al., 2015; Odoardi, 2015; Strauss et al., 2015; Wu & Wang, 2015). The Theory of Planned Behaviour (TPB) which is a widely used behavioural model has emphasized the important of controlling

information processing and decision making toward predicting and achieving desired individual behaviours (Ajzen, 2011). According to the TPB an individual's intention to behaviour can be determined by his behavioural intentions; these intentions are in turn affected by his attitudes toward the behaviour, the subjective norms and perceived behaviour control (Shin & Kim, 2014). PB is said to be a future focused, self-starting and change oriented process which aims to enhance an individual's and or organisation's current situation (Belschak & Hartog, 2010; Bindl et al., 2012; Fuller, Marler & Hester, 2012; Shin & Kim, 2014; Fuller et al., 2015; Qiu et al., 2015; Presbitero, 2015; Parker & Wang, 2015; Caesens et al., 2016; Schmitt, Hartog & Beschak, 2016). It involves acting in advance (i.e. anticipatory, mindful and energetic) and is also about intended impact (i.e. plan, act and change situations) (Hartog & Belschak, 2012). It is believed to be highly required during organisational change, innovation, creativity and influencing the transition of generated ideas to implementation (Odoardi, 2015; Parker & Wang, 2015; Strauss et al., 2015). According to research proactive behaviour can be directed to different organizational levels which includes individual (personal and career goals achievement), team and organizational focus (Belschak & Hartog, 2010). According to Fuller, Marler and Hester (2012) it is vital to understand variable that motivate people to engage in PB. According to Ajzen (2011) behaviour is said to be planned because it consistently flows automatically from individual's beliefs or self knowledge.

2.4 Proactive Behaviour and Goal Generation

According to Odoardi (2015) Goal Generation (GG) is a time consuming process that requires a lot of energy to be applied toward task or behaviours, as well as assessing and choosing actions and or goals; it is a process that has a tendency to influence individual behaviour because they may be motivated to anticipate and direct their actions by envisioning pleasant goal results, outlining plans and driven toward taking execution actions. According to Bindl et al. (2012) proactivity should be viewed as more than just behaviours that are observable but as a goal regulation process which requires hidden complex cognitive elements to envision, make decisions and self initiate. A study conducted by Strauss et al. (2015) suggest that the goal regulation process equipped employees with three key resources 1) it ensured that employees had strategic, relational and normative knowledge that is required to influence change in the organization, 2) it developed high employee self efficacy which is a vital antecedent for change and 3) it enabled positive relationship maintenance that is required to facilitate later PB. According to Bindl et al. (2012) PB is a goal regulation

process that involved “envisioning, planning, enacting and reflecting”. It was further referred to as a goal directed behavioural process which involved the element of Proactive Goal Generation (PGG) and Proactive Goal Striving (PGS)(Shin & Kim, 2014; Parker & Wang, 2015). PGG took place when an individual, under his own direction, sets a change goal using the process of envisioning and planning: planning occurred when a person came up with real action steps to achieve desired objectives and goals; people seemed to outperform when they were involved during goal generation activities due to the freedom to generate desired future state and to control related plans (Presbitero, 2015). PGG increased occurrence confidence and motivated individuals to behave proactively to achieve desired results; it was found to strongly predict employee’s innovative behaviour and was recommended to influence the transformation of behavioural intentions into actual behaviour (Odoardi, 2015).

PGS involved enacting and reflecting processes which were required to implement generated proactive goals: Enacting occurred when a person energetically took traceable actions and regulated oneself toward achieving the proactive goal; Reflection was a time consuming process that was used to review enacting inputs (identifying resulting failures, consequences and successes of the PB) and as a decision making approach which helped individuals to come up with suitable interventions to achieve proactive goals (Presbitero, 2015; Parker & Wang, 2015). We therefore develop the following:

Hypothesis1: If employees are involved during PGG and PGS through an effective communication system they will be engaged toward PB.

Company X viewed themselves as highly committed toward involving their stakeholder’s toward understand their organizational strategy and claimed to have a variety of communication systems that were dedicated to this purpose. Due to the subsequent loss making contract in the Pipeline Division it can be said that Company X communication systems were not effective toward involving and communicating their ARC strategic goals to their stakeholders, hence their employees were not engaged toward PB and were not willing to work hard. If time and energy was frequently spent to reflect on the Pipeline Division enacting activities and involve employees through available communication systems, financial losses could have been prevented by Company X because suitable intervention could have been made on time to ensure high quality project execution through PB. Through

Hypothesis 1 the researcher will be able to prove if the Pipeline Division communication system was effective or not toward communication strategy to stakeholders.

2.5 Proactive Behaviour and Goal Orientation

According to Belschak and Hartog (2010) PB is the mediator between Goal Orientation (GO) and performance. GO was found to be a vehicle that can be used to drive strategic initiatives when incorporated into Performance Appraisal (PA) systems and to design and develop successful training programs; it was further differentiated into its two components namely the Learning Goal Orientation (LGO) and Performance Goal Orientation (PGO) (Button, Mathieu & Zajac, 1996; Shin & Kim, 2014). According to Button, Mathieu and Zajac (Joo & Ready, 2012) GO was represented by two distinguishable components namely dispositional and situational which were not related, therefore, it was possible for individuals to be concurrently low or high on both components: those high on both LGO and PGO tended to be concerned about high performance and would relentlessly intend to improve their performance competence over time while those low on both would undergo rumination.

LGO was about acquiring new skills and knowledge for work activities and mastering new situation and was associated with the willingness to work hard for success; it was found to be positively related to self esteem and work locus of control (Shin & Kim, 2014). Individuals with LGO were found to: possess favourable attitudes towards PB and were more inclined to change their work situations; they tended to worry about improving their potential and they possessed psychological availability to perceive workplace obstacles as learning opportunities; they perceived failure as constructive feedback which they used to develop adaptive strategies and to strive under challenging situations for mastery and performance improvements (Shin & Kim, 2014). PGO occurred when individuals strived to display their task performance competence in order to receive positive judgement or to avoid negative judgement (Joo & Ready, 2012). PGO was further distinguished into: 1) Performance-Prove Goal Orientation (PPGO) which was about proving one's competence, used to achieve a competitive advantage and was linked to high self-efficacy, and 2) Performance-Avoid Goal Orientation (PAGO) which was about avoiding negative outcomes and judgment therefore avoiding PB (Belschak & Hartog, 2010; Shin & Kim, 2014).

According to Bak (2014) individuals use their ideal goals (self knowledge) as a base to interpret their interactive events and to choose their responses. LGO and PGO were found to result in different responses and sources of self esteem; PGO involved helplessness responses in the face of failure when individuals showed negative affects due to judgments and attributed their failures to low ability, therefore, they start to avoid challenging activities and making mistakes; it was found to have a nonlinear relationship with self esteem because it could result in positive or negative self esteem depending on the PERFORMANCE EVALUATION outcome (Chen & Mathieu, 2008). The Pipeline Division loss making contract suggests that their workforce suffered from skills shortage and had low PGO; they had a low LGO and weak attitude toward PB therefore they were inclined toward PAGO and avoided proactive behaviours. The low LGO and PGO in the Pipeline Division could have contributed to the loss making contract. Therefore it would be beneficial for Company X to focus on enabling their organization to possess high LGO and PGO if they want to be an organization that will be relentlessly engaged in proactive behaviours through their employees so that they can overcome potential risks and achieve sustainable high performance.

2.6 Performance Appraisal and Proactive Behaviour

Supportive organizations use structure (performance appraisal, career planning etc) and unstructured (mentoring, coaching etc) strategies to ensure collective alignment and value (Joo & Ready, 2012). Performance Appraisal (PA) involves 1) goal setting and feedback activities, 2) monitoring employee and organizational performance shortfalls and inadequacies, 3) identification of performance needs that are required to overcome obstacles and 4) to enhance performance through staff training, and improve the ability and job performance of employees towards competency (Qiu et al., 2015). A high quality PA system should be highly considered as a vital developmental management tool within the context of enterprise performance management; PA has been recommended as an appropriate tool for transferring organizational strategy to all stakeholders; it has been associated with positive job performance and satisfaction when properly managed PA (DeNisi & Murphy, 2017). According to Caruth and Humphreys (2008) an effective PA system has eleven (11) essential characteristics namely 1) Formalization, 2) Job relatedness, 3) Standards and Measurement, 4) Validity, 5) Reliability, 6) Open Communication, 7) Trained Appraisers, 8) Ease of Use, 9) Employee Access to Results, 10) Review Procedures and 11) Appeal Procedure: these must

be understood in order to introducing an effective PA system that will consistently and properly align human resources to organizational strategy to ensure successful implementation and execution. Employee satisfaction with PA and the fairness perceptions have been used to judge the success of PA systems (Van De Mierop & Vrolix, 2014). Employee PB was found to be affected negatively or positively by their perceptual view of the Performance Appraisal Purpose (PAP) which can either be evaluative or developmental: Evaluative Performance Appraisal (EPA) has been found to produce negative affects and has also been associated negatively with the employees' satisfaction with the PA; Development Performance Appraisal (DPA) has been used to identify job standards and related training needs, to give feedback on performance and to identify weaknesses and strengths of employees, to focus on future performance and on supporting employees to improve performance, and has been associated with positive effects (Qiu et al., 2015).

According to Gordon and Stewart (Van De Mierop & Vrolix, 2014) the success of an effective PA system should be supported by a practical process for conducting appraisal interviews as a results they came up with the Communication Centred Approach (CCA) model to appraisal interviews that involved the 1) Pre-interview phase and 2) Interview phase processes: the CCA approach was designed based on the principles of efficiency and effectiveness of communication; efficient communication occurred when there was consideration for behavioural worth that resulted from direct, instant and to the point discussion tactics while effective communication occurred when meaningful information was passed on to encourage common understanding. Developmental feedback took place when helpful and useful information provided by organizational insiders enabled individuals to perceive organizational support and gave them a "reason to" be future focused and directed to learn, to develop and make improvements on their jobs (Jiang & Gu, 2015). The DPA process has also been found to improve self efficacy and psychological ownership that was required for PB (Qiu et al., 2015). According to Boswell and Boudreau (Kampkotter, 2017) employee satisfaction with PA and the appraiser was associated positively with employee attitude when they perceived PA to be developmental. We therefore develop the following:

Hypothesis 2: If organization strategy is communicated via a DPA communication system to employees, then their LGO will be activated and they will be engaged toward PB

According to the section literature DPA is a structured tool, a vehicle that can be used to 1) effectively and efficiently communicate organizational goal to employees, 2) motivate them through TL to have affective motivation and positive psychological resources toward proactive behaviour, 3) assess goal achievement and make suitable interventions to ensure that organizational goals are achieved. It is evident from the Pipeline Division loss making contract that such a vehicle was not in place; otherwise, it could have been used to achieve goals and prevent losses to their organization. Based on the above literature it can be differentiated that DPA is about identifying required performance skills while LGO is about obtaining new skills that are required to perform; therefore, DPA can be used as a base for developing and formalizing LGO to encourage employees to control their work environment. To achieve this, the DPA must be of high quality and be aligned with enterprise performance management framework (Table 2.2), the eleven (11) essential characteristics of an effective PA and adopt the CCA practical implementation procedures with an end result to develop employee self knowledge and self awareness through LGO. Through hypothesis 2 the researcher will be able to understand the Pipeline Division PA that was used by supervisors or leaders and the role it played toward influencing employee LGO and their attitude toward PB; the researcher will also be able to identify if it was based on DPA principles.

2.7 The Individual and Contextual Factors of Proactive Behaviour

Proactive behaviour was found to be amplified or diminished by both individual (proactive personality, role breath self efficacy, learning goal orientation etc.) and contextual (leadership, job design, work climate, autonomy etc.) factors (Bindl et al., 2012; Jiang & Gu, 2015; Caesens et al., 2016). These individual and contextual factors were further refined into individual (mainly the LGO), organizational (mainly the Perceived Organizational Support (POS)) and job (mainly the job anatomy) factors that can jointly influence employee PB; these three factors were found to be necessary to equip employees by drawing out critical psychological state such as psychological availability, psychological safety and psychological meaningfulness that motivated individuals to be engaged in their work and to behave proactively (Shin and Kim, 2014).

PB challenged the status quo and involved creating something new that can be uncertain and risky; proactive employees had to persevere until their ideas were successfully implemented because ideas for change could be resisted by others in their organization (Parker & Wang,

2015). If the risk of change outweighed benefits, individuals were found to be reluctant to behave proactively after engaging in a deliberate process (Jiang & Gu, 2015). People should value proactivity in addition to being capable if they are going to persevere; when a goal or it related activity is valued it has been internalised and is viewed as one's own and this is called autonomous motivation (Fuller, Marler & Hester, 2012). Autonomous motivation can be used to provide a strong "reason to" engage in PB through it three elements namely 1) Intrinsic motivation: the most impactful form which is about conducting proactive tasks because they are enjoyable and interesting, 2) integrated motivation: conducting proactive tasks because they are associated with one's central values or a feeling that it will enable one achieve one's goals and 3) identified motivation: occurred when an individual highly valued the set proactive goal such that he identified with it and felt responsible to engage in PB toward achieving the goal (Parker & Wang, 2015). PB was found to be strongly predicted by identified motivation because itself is autonomous and must be self initiated; individuals that were driven by identified self regulation persisted when confronted with activities that were challenging or uninteresting to achieve desired goals; identified self regulation was associated with happiness, academic satisfaction, adaptive and proactive coping, learning goal orientation, deep information processing and enjoyment; it was found to be best reflected through Felt Responsibility for Constructive Change (FRCC) (Fuller, Marler & Hester, 2012).

The motivational process has been shown to directly predict PB through three motivational pathways, namely the "can do" (self efficacy) motivation, "reason to" (internalized) motivation and "energized to" (activated positive affect) motivation; the extent to which these motivational pathways will directly activate PB was largely dependent on organizational context (Parker & Wang, 2015). According to Wu and Wang (2015) it is the job of a leader to empower teams with all three motivations. Organizations can shape employee PB by designing enriched jobs, adopting effective leadership mainly TL and positive group climate; enriched jobs and effective leadership was said to both facilitate PB through all motivation pathways while positive group climate was important for providing a supportive work environment and trust between co workers (Parker & Wang, 2015).

A person is motivated to regulate his creative goal by the "can do" and "reason to" motivational states (Jiang & Gu, 2015). According to Parker and Wang (2015) "energized to" motivation is about the individual's perceptions that they can provide the energizing fuel that

will stimulate PB engagement; it is a psychological motivational force that is affect related. Affects were subdivided into 1) activation or arousal which can be low or high and 2) valence or pleasure which can be negative or positive (Bindl et al., 2012). Positive affect were found to be responsible for cognitive and behavioural recourse increase that triggered team and individual subsequent PB, therefore, an activated person had readily available psychological resources and was ready for action (Wu & Wang, 2015). According to Fuller, Marler and Hester (2012) “can do” and “reason to” motivation can be operationalized into 1) Role Breadth Self Efficacy (RBSE): occurred when an employee felt capable of conducting PB well beyond predetermined work standards; it brought about conflicts resolution, subsequence problem solving, work procedure enhancements, being an agent that represent you team to senior management, integration with other department groups and unit level goal setting, and 2) Felt Responsibility for Constructive Change (FRCC): an individual’s extent to consistently seek to improve the status quo because he prefers doing the job better than doing it right; it is not related to PGO but to LGO, consciousness and psychological empowerment. FRCC is said to be a psychological state that reflects the extent to which an individual feels personally responsible to activate PB (Jiang & Gu, 2015).

PB has been linked by research to individual outcome such as career success, better performance and workplace socialization (Fuller, Marler & Hester, 2012). Career success occurred when an individual had accumulated work achievements and helpful psychological factors from work interactions; it was further differentiated into 1) extrinsic/objective career success: which involved salary increases and promotions i.e. your observable achievements and 2) intrinsic/subjective career success: involves internal satisfaction with job achievement, assessed by job satisfaction and affected by individual proactive personality and contextual (organization learning culture and leadership) factors (Joo & Ready, 2012). Proactive personality is said to be an individual’s stable disposition or ability to take charge, overcome situational obstacles and influence change in his environment (Presbitero, 2015). According to Joo and Ready (2012) individual high on proactive personality were found to engage in perceived career development even in the absence of organizational support. Individuals with proactive personality valued others inputs, they were considerate to others welfare and were likely to help, they exploited available resources and executed goals, they identified constructive change opportunities and exchanged information, they recognized capabilities of others and asked them for help (Fuller, Marler & Hester, 2012). Proactive personality has

been found to result to active generation of plans that led to effective and active implementation via cognitive states (Presbitero, 2015).

Job satisfaction was largely predicted in organizations with learning culture which ensured learning and career development of employees which ensured organizational and personal goal alignment that resulted to organizational commitment (Joo & Ready, 2012). According to Strauss et al. (2015) positive affect (emotions states) from job satisfaction were found to assist employees to overcome obstacles, find meaning in situations that were stressful, and to rebound from experiences of negative emotions and continued to behave proactively over time. Employers that were supportive and supported their employees to develop their own career success were found to overcome challenges of retaining and attracting capable employees (Joo & Ready, 2012). Organizational support coursed employees to develop a need to return the favour because they felt obligated to do so; it also aroused their intrinsic interest toward work to become highly engaged in their work (Caesens et al., 2016).

Perceived Organizational Support (POS) was a vital contextual factor that promoted PB because the individual's situational perceptions were more important to their attitude and behaviours than the real situation; POS is the perceived belief that your well being is cared for and your contributions are valued by the organization; the higher the POS belief the more people will experience trust, predictability and confidence that their PB will be supported by others in the organization (Shin & Kim, 2014).

The above literature suggests that sustainable PB is a by product of organizations with learning culture which support their employees to develop their own careers success, by designing enriched jobs and training them to practice PB. These organizations work hard to ensure alignment between organizations and employee personal goals which motivates their employees through all motivational ("can do", "reason to" and "energised to") pathways. When employees POS to develop their own careers they become autonomously motivated, FRCC, are highly activated, possess positive affects and have high affective commitment toward achieving organizational goals. Therefore they highly value PB, are highly energised and they relentlessly practice PB to strengthen their proactive personality and RBSE overtime. This results to a highly job satisfied employee that possesses psychological motivational forces that are related to all proactive goal regulation elements. This interaction between the individual and contextual antecedents of PB have important implications for intervention during strategic design toward achieving a competitive performance advantage

through employee PB (Sharon, Parker et al. 2015). Organization that wants to achieve a competitive advantage through PB should embrace this interaction as valuable self knowledge to base the design of their future performance management systems.

2.8 Transformational Leadership and Proactive Behaviour

Leaders are dependent on employees to create constructive changes and to take initiatives because they cannot always envision, predict and control main internal and external events in the ever changing business environment (Fuller, Marler & Hester, 2012). Transformational Leadership (TL) is a leader behaviour that has been found by researchers to positively activate PB (Parker & Wang, 2015; Schmitt, Hartog & Beschak, 2016). TL has been defined by Yulk (Suri & Prasad, 2011:8) as “the process of cultivating follower’s commitment to organisational objectives and shaping the culture in ways consistent with the organisation strategy” by influencing employees to align themselves to the vision of the leader and to act beyond their self interest but act to the best interest of the entire team. It can be used to influence individuals and group consciousness to continuously challenge and develop the status quo and performance of the whole organization (Farahani, Taghadosi & Behboudi, 2011).

Transformational leaders were found to impacts PB by behaving proactively themselves as role models; they stimulated employees intellectually; they developed and empowered others to gain skills, efficacy and competency required to execute any tasks that were assigned to them (Hartog & Belschak, 2012). They achieved PB by developing and communicating an eye-catching visual opportunity, by giving constructive feedback and motivating employees to work towards a collective and common goal to produce high performance levels (Schmitt, Hartog & Beschak, 2016). They achieved greater performance through PB by transforming followers beliefs and goals, by inspiring innovative ways of thinking (Curtis & Connell, 2011; Booting, 2011) and by fostering a trustworthy climate based on relationships where visions are shared (Suri & Prasad, 2011). TL has been positively related to employee engagement which has been associated with positive affective resources and affective commitment that energises employees to engage in PB (Hartog & Belschak, 2012; Schmitt, Hartog & Beschak, 2016). TL has been related to positive emotions, job satisfaction and performance (Trmal, Bustamam & Mohamed, 2015).

According to Suri and Prasad (2011) transformational leaders are enabled by self awareness to identify inner driving forces (i.e. values, passions etc) and how these forces influence others and their thoughts, actions and feelings. Self awareness is considered a vital soft skill, an inner compass that is responsible for managerial and leadership effectiveness; leaders that were self aware had a better understanding of who they were and what they needed to achieve (Showry & Manasa, 2014). Individual characteristics have been supported by researchers to also influence the PA process (Boswell & Boudreau, 2000). According to Fuller et al. (2015) the characteristics of a leader will influence the employee's PB positively or negatively. TL used idealised influence, inspirational motivation, intellectual stimulation and individual consideration characteristics (Table 2.1) to influence employee affective commitment to their organization (Hartog & Belschak, 2012).

Table 2.1 Transformational leadership elements defined

<p>Idealized Influence (Attributes (IA) and Behaviour (IB)): These leaders are respected, admired, and trusted. Followers identify with and want to copy their leaders. These leaders earn credit by considering follower's needs over their own needs. They shares risks with followers and have integrity (adhere to underlying principles, ethics, and values).</p>	<p>Inspirational Motivation (IM): Their behaviours provide meaning and challenge followers work in ways that motivate those around. They arouse individual and team spirit. They display optimism and enthusiasm. They themselves envision attractive future and encourage followers to envision attractive future states.</p>
<p>Intellectual Stimulation (IS): "They stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. There is no ridicule or public criticism of individual members' mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions."</p>	<p>Individual Consideration (IC): "These leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow. Individual differences in terms of needs and desires are recognized."</p>

Source: Adapted from Avolio, B.J. and Bass, B.M. 2004. Multifactor Leadership Questionnaire: 3rd Manual and Sample Set: 1-103.

According to Schmitt, Hartog and Beschak (2016) organisations should aim to develop and enhance TL characteristics or skills of managers and supervisors so that they can engage employees towards PB. We therefore develop the following:

Hypothesis 3: If there is poor TL culture, then employees will not be fully engaged or committed toward organizational PB.

Company X executives have recognised that their strategy will become a reality only through the continued commitment and efforts of their employees. The subsequent loss making contract in the Pipeline Division showed that the Pipeline Division employee's efforts were not fully committed toward achieving the ARC strategy that was developed to prevent the loss making contracts. It can be said therefore that organizational insiders should possess TL characteristics in order to influence employee commitment toward PB through DPA system. The hypothesis will allow the research to identify if poor TL existed in the Pipeline Division that could have contributed toward poor employee commitment toward PB.

2.9 A Case of Proactive Behaviour

According to Neal et al. (2012) the organizational, team and individual effectiveness can be achieved in all occupations through three employee behaviours namely 1) proficiency: a degree to which formal work requirements are performed, 2) proactivity: a degree to initiate work change and 3) adaptivity: a degree to which an individual can adapt to work changes; expecting these behaviours in occupations should prompt the appearance of the big five personality traits namely 1) Openness: a tendency to be curious, broad-minded and imaginative, 2) Agreeableness: a tendency to be tolerant, courteous and cooperative, 3) Conscientiousness: a tendency to strive for success and be dependable, 4) Neuroticism: regarded as a tendency toward intrusive thought, negative cognitions and emotional reaction and 5) Extraversion: a tendency to be assertive, gregarious and sociable. Conscientiousness and neuroticism were found to be positive predictors of all three occupation behaviours; openness was found to be a positive predictor of PB while agreeableness was a negative PB predictor and extraversion was not related in any direction to PB.

According to literature an individual wanting to succeed will imagine an attractive future and will desire to achieve it. He will be proactive and respond toward achieving his future by

overcoming obstacles along his path. The individual himself is his biggest obstacle that he has to direct and control in order to achieve his goals. To overcome self he will focus attention to self by reflecting and evaluating his past interaction experiences using a process called self awareness. Self awareness allows him to understand his subjective inner states (strength and weaknesses) or subjective current self standards and how these impact his environment. Self awareness also helps him to identify his ideal standards that must be possessed in order to achieve his future goals. The understanding of his current and ideal standards is called self knowledge. He uses self knowledge to set success goals and to assess standard discrepancies toward achievements. Thereafter he will use both self awareness and self knowledge as a base for operating his senses, body and mind, and to adapt to his environment by self regulating himself in order to reduce discrepancies and achieve his desired goals; through this process he becomes transparent himself and to others. According to literature the emotional, motivational and behavioural aspect of self regulation depends on both the degree to which ideal standards are perceived as already realized and on expectations that they will be realized in the future. Self awareness was referred to as a skill that can be developed through experience, education and structured introspection.

The above goal achievement analogy is also applicable toward activating employee proactive PB in the organization. In organizations the goal generation process also known as goal regulation process can be used to involve and autonomously motivate employees to commit themselves toward achieving the organization's success goal. According to literature when employees are involved during the goal generation process they will outperform due to the freedom of generating desired future states, to control related plans and their willingness to work hard. These employees will become goal oriented and through their proactive behaviours, they will achieve desired performance. Their goal orientation equips them with psychological resources that are required for PB, the higher their learning goal orientation the higher they will be concerned about improving their performance and will relentlessly strive to improve it over time; therefore, organization should target to motivate their employees to possess high goal orientation. Based on literature the learning goal orientation will support the proactivity and adaptivity behaviours while performance goal orientation will support proficiency behaviours.

According to literature PB is risky, time consuming and requires lot of energy; it must therefore be valued by individuals in order to persevere with PB. Hence, the literature suggests that the job of leaders is to motivate PB through the “can do”, “reason to” and “energized to” motivations in order to value PB. According to literature PB has been linked to career success and to organizations that supports employees to develop their own career success. Supporting employee career development was found to overcome problems of attracting and retaining good employees. The supported employees were found to be highly “energized to” engage in subsequent PB. According to literature career success is assessed by job satisfaction which is 1) affected by the individual proactive personality and 2) largely predicted in learning culture organizations. This supports the idea that organizations should build the “can do” motivation by designing enriched jobs that will enable employees with learning goal orientation and “reason to” practice PB so that they can develop their proactive personalities over time.

According to literature goal orientation can be used to drive strategy when incorporated to performance appraisals and development initiatives. Performance appraisal has been considered a vital tool that should be used: transfer strategy to all stakeholders, to objectively measure organizational performance and as a developmental management tool. Its success has been highly associated with the effectiveness and efficiency of communication. When it is perceived as a DPA by employees it will: become a base for developing employee learning goal orientation, influence their “reason to” motivation and arouse their affective commitment toward PB. About eleven (11) essentials of an effective PA were discussed in the literature, however, FORMALIZATION is worth mentioning because through it, it would be easy to assess the performance of the organization against company objective. Therefore, in order to develop employee PB and to measure its performance DPA should be formalized and organizations should become learning organizations themselves.

To put it all together the proposed PB activation framework on Figure 2.1 was developed for simplicity; this paragraph should be read in conjunction with this visual framework. DPA and TL have been identified as independent variables that must be in place in order to activate PB. The deployment of DPA and TL will mean that an organization is well equipped to: 1) generate personal and organizational goals, 2) develop enriched jobs, 3) support career development and 4) can motivate employees through all motivational pathways. The success of DPA and TL toward PB will be moderated by communication to ensure that the

organizational strategy is transmitted to all stakeholders. When DPA and TL are in operation the LGO and commitment toward PB will surface as intervening variables that will energize employees to engage in PB. The end result of this framework should be an organization with personalities of openness, conscientiousness and neuroticism that will support proficiency, proactivity and adaptivity behaviours that are required in all occupations. This knowledge has enlightened the researcher on the topic and will be used as a base for making recommendations after it has been integrated with primary data.

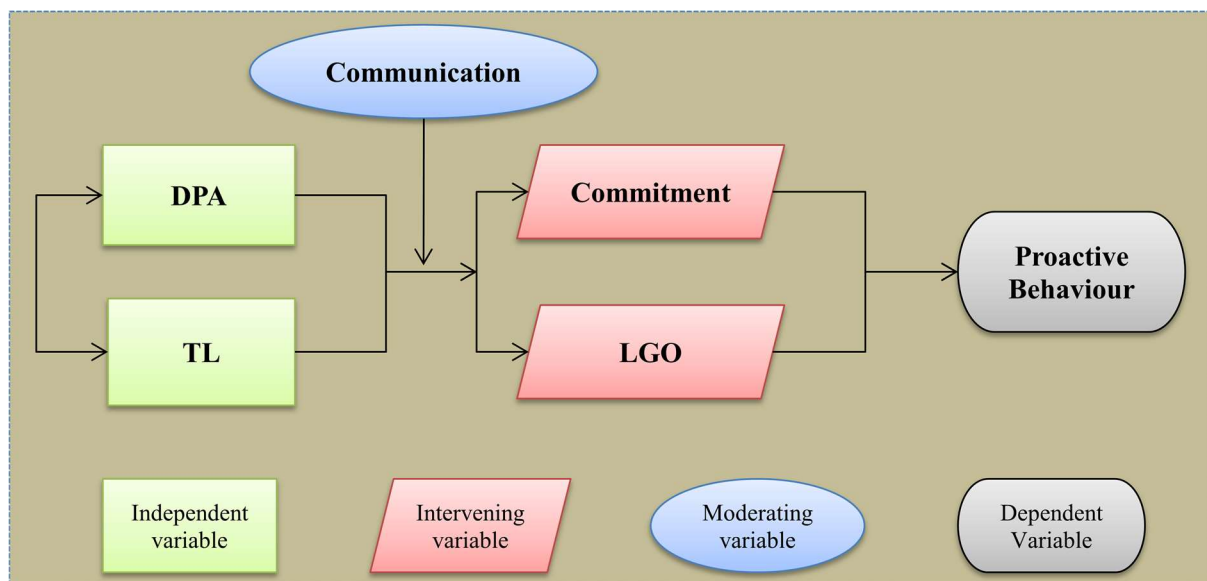


Figure 2.1: Proposed proactive behaviour activation frameworks

This research is congruent with enterprise performance management theory (Table 2.2) which will be used as a base for this research. Enterprise performance management focuses on integrating individual and organisation key management processes toward sustainable performance (Hough et al., 2007). It has three core elements namely 1) vision and strategy, 2) balanced performance measures and 3) people management. These elements are applicable to the contextual setting of this research and have been briefly discussed on Table 2.2. The integration of DPA with TL will cover these elements in their application which should enhance performance through PB.

Table 2.2 Enterprise performance management framework

<p>Vision and Strategy. The driving force for enterprise performance management</p> <ul style="list-style-type: none"> • Provides focus for reaching its desired future • It can be seen as a navigation tool, a marketing tool and a motivational tool
<p>Balanced performance measures. The balance score card (BSC) and its element</p> <p><i>The four perspectives:</i></p> <ul style="list-style-type: none"> • Financial – If we succeed how will we look to our stakeholders? • Customer – To achieve our vision, how should our customers perceive the organisation? • Internal – To satisfy our customers what management process must we excel at? • People or innovation perspectives – To achieve our vision, what culture and people we need? <p><i>Objectives, measures, targets and initiatives</i></p> <ul style="list-style-type: none"> • Used to interpret each perspective of the BCS <p><i>The strategy map</i></p> <ul style="list-style-type: none"> • A visual representation indicating the way in which the organisation intends to be successful <p><i>Cause and effect relationships</i></p> <ul style="list-style-type: none"> • Assumptions found throughout the perspective of the BSC.
<p>People Management</p> <ul style="list-style-type: none"> • Organizations must capitalize on the performance of both processes and people in order to attain competitive advantage in business performance. • Central to this achievement is harnessing the knowledge, skills, and ideas of all employees via good management. • People management is about developing role profiles considering the issues of recruitment and selection, orientation and indication, managing performance, remuneration and rewards, and retention or exit management all based on company strategy.

Source: Adapted from Hough, J., Arthur, A., Thompson, J.R., Strickland III, A.J. and Gamble, JE. 2007. *Crafting and Executing Strategy: Creating Sustainable High Performance in South Africa* (Text, Reading and Cases). Second Edition. America: McGraw-Hill Education.

PB, TL and DPA have been covered in the literature as standalone topics with high significance toward improving organizational performance. As was noticed in the literature, PB is a big topic which involves a number of individual and contextual factors that must be well understood by those who are tasked with the job of engaging employee PB in their organizations. It was also noticed that Company X demonstrated PB traits through their ARC

strategic intervention so that they could prevent future loss making contracts. However, they could not activate employee PB, as a result suffered another big loss making contract. For this reason a gap that PB should be integrated with other forces exists within PB literature. Therefore, based on literature the researcher concluded that in order to activate PB one needs to understand TL and DPA elements and how these should be integrated with PB elements if one desires to engage PB in others.

More research is needed on this topic to clearly understand how these forces can be integrated together to produce the most impactful results. TL must be investigated against all three PB motivational pathways to understand the degree to which each TL characteristics contribute to each motivation pathway. It must also be investigated against DPA to understand at what point during the performance appraisal process should each TL characteristic be dominant in its use and the benefit of such intervention toward engaging PB. The integration process of PB elements (self awareness and self knowledge) into a DPA communication system must be well researched to come up with a framework that can be used by organizations to train and develop employee proactive personalities. PB, TL and DPA elements and how these contribute to job satisfaction, career success and proactive personalities must be investigated. According to literature it is evident that the integration of TL, DPA and PB is paramount toward PB development in organizations; this combination deserves scholar's attention through research and addition to the human and organization behaviour literature.

This study will add to the body of PB knowledge that the integration of PB with DPA and TL is paramount if one needs to engage employee PB in their organization. It will also help the researcher to responding to the research questions after data has been collected and analysed. The researcher will be able to address the management decision problem by making certain recommendations of how the DPA, TL and PB could be integrated into a communication system that will support the Pipeline Division to successfully engage employee PB. This will help them to realize their ARC strategy, build a sustainable competitive advantage through PB and will position them to benefits from the projected buyer spending opportunities for future growth and prosperity.

2.10 Conclusion

The individual and contextual factors of PB were investigated on this chapter. PB was found to be a skill that hinged mainly on self awareness and self knowledge. We discovered that a self aware individual can imagine an attractive future and use his self knowledge (ideal standards versus actual standards) to set future goals, focus attention to self and track goal achievement by contrasting his current and ideal self knowledge. Through this process he is able to identify self knowledge discrepancies or gaps and can choose to respond positively to close those gaps so that he can get closer and closer toward achieving his future goals. Self awareness was found to be a complex human capacity that must be used to control human behaviour. It is a skill that can be developed through training and education. It can be used to access and develop the individuals self knowledge.

Organization can develop the self awareness and self knowledge of their individual if they want to engage them toward PB. They can do this through the goal regulation process. To be effective this process must be driven via a formalized DPA and TL culture. The deployment of a DPA system and TL will arouse employees to develop LGO and commit themselves toward achieving their personal and organizational proactive goals. An effective DPA system will be used by transformational leaders: to measure and identify performance gaps, to support employees to come up with suitable interventions so that they can strive to achieve collective proactive goals. The integration of a DPA, TL and PB was found to be paramount toward engaging PB in organizations that want to achieve a competitive advantage in their market. The following chapter will identify and discuss suitable procedures that will be used in order to obtain needed information to make recommendations toward solving the marketing research problem.

CHAPTER THREE

Research methodology

3.1 Introduction

The study variables and the analysis model was developed and discussed in the literature review section. This section was prepared to help develop a blueprint to accomplish this research project by preparing a method that will be used to get to a point where Company X Pipeline Division can be measured against the analysis model variables. The goal was to come up with procedures and techniques that had to be followed to collect the needed primary data for analysis which will aid the researcher toward arriving at the final conclusion on the research topic. You will find the research design, sampling, the research instrument, questionnaire construction, pilot study, administration and collection of questionnaires, data analysis, validity and reliability, limitation of the study, elimination of bias, ethical considerations and chapter conclusion subsections enclosed in this section that were discussed toward achieving the chapter goal.

3.2 The Research Design

Company X Pipeline Division employees who worked in the Western Aqueduct Durban site were select as a study population. These employees were charged with the actual performance of Company X proactive goals and through them the quality execution of production can be realised. They were the strong link between leadership and actual production activities; therefore, they were affected the most by existing Company X culture (leadership, communication, etc). Their perception responses against the study variables (TL, DPA, communication, commitment and PB) should display the existing cultural perspective of Company X against the studied variable.

Marketing research has been classified into exploratory and conclusive research (Maholtra, 2004; Cooper & Schindler, 2006; Maholtra & Birks, 2006; Sekaran & Bougie, 2009). According to Maholtra (2004) exploratory research was used to provide insight and understanding of the problem situation confronting the researcher through expert surveys, pilot surveys, secondary data and qualitative data collection methods. A qualitative data collection method is an unstructured and non statistical data collection methodology that is

based on a small numbers of non representative samples which provides insight and understanding of the problem setting (Maholtra, 2004). This method could not be used because management could not allow a group of people to be interviewed during work hours. A secondary data collection method was used in this research, it is said to be that data which is collected from existing data sources which is either found within or outside the organization (Sekaran & Bougie, 2009). Secondary data was further classified into internal (available within the organisation for which the research is being conducted) and external (external origin to the organisation) data which both can be used to identify, define and develop an approach to the problem, formulate an appropriate research design, answer certain research questions, test hypotheses, and interpret primary data more insightfully (Maholtra, 2004; Maholtra & Birks, 2006). It was used in this research to put together the background information, literature review and to interpreted data results.

Conclusive research is used to assist the decision-maker to determine, evaluate and select the best course of action in a given situation; it objective is to test specific hypotheses and examine specific relationships; it is a formal and structured process that uses a large representative sample and quantitative methods for data analysis (Maholtra, 2004; Maholtra & Birks, 2006). Conclusive research was further classified into 1) Descriptive research: which often use secondary data, surveys, panels, observation for and other data collection methods to describes market characteristics and 2) Causal research: which use experiments for data collection and to determine cause and effect relationship (Maholtra, 2004; Maholtra & Birks, 2006). The causal research was not used because conducting experiments was going to be time consuming and expensive. Descriptive research was used in this research to describe characteristics of the studied group, to estimate the percentage of units in this group that exhibit certain behaviours, to determine the degree to which research variables were associated and to make specific predictions. Descriptive research was further differentiated into longitudinal (involves a fixed sample of population element that is measured repeatedly e.g. a panel) and cross sectional (involves the collection of information from any given sample of population element only once) design (Maholtra, 2004; Cooper & Schindler, 2006; Maholtra & Birks, 2006; Sekaran & Bougie, 2009). The cross sectional method was conducted and completed on the 15th of December 2016.

Quantitative research is a structured data collection method that involves statistical analysis; it seeks to quantify data to recommend a final course of action and to generalise results from the sample to the population of interest based on a large number of representative cases (Maholtra, 2004; Cooper & Schindler, 2006; Sekaran & Bougie, 2009). A survey quantitative method in a form of a questionnaire that presented questions in a prearranged order to respondents and designed to elicit specific information was used in this research to collect primary data (Sekaran & Bougie, 2009). Primary data is that data that is originated by the researcher and gathered from the actual event site for the specific purpose of addressing the research problem (Maholtra, 2004; Sekaran & Bougie, 2009). According to Maholtra (2004) survey methods are classified by mode of administration, namely telephonic or personal, mail and electronic interviewing. A personal administered survey was used in this research because the majority of employees were located at different areas in the construction site which were without computer access.

3.3 Sampling

The Pipeline Division Western Aqueduct Sites where the field worker worked as a construction Forman was selected for data collection. This site had a population of one hundred and ninety (190) employees. It also had sub sites that were located at a distance from each other; transport was required to drive between these sub sites. According to Sekaran and Bougie (2009) a sample size of one hundred and twenty seven (127) for a population of one hundred and ninety (190) would be appropriate to make generalisation to the entire population. Therefore a sample size of one hundred and twenty seven (127) had to be used to collected data in order to generalise results to the Western Aqueduct population. The probability sampling technique which occurs when population elements had a known chance of being selected in a sample was used in this research (Maholtra, 2004; 2006; Sekaran & Bougie, 2009). Probability sampling was further differentiated into unrestricted or simple random sampling (all population elements has an equal and known change to be selected) and restricted or complex probability sampling (Sekaran & Bougie, 2009). The simple random sampling technique was selected for use in this research.

Respondents were drawn from Company X Pipeline Division Western Aqueduct construction sites after the ethical clearance was approved. The site employees were gathered in groups and questionnaires were distributed face to face on sites by the field worker excluding those

who decided not to participate and those who were off seek or were not at their work stations during data collection. The questionnaires were also distributed face to face to all administrative employees that worked in the office environment since the administration office was in a centralized location. A total of 160 (excluding senior management, site agents and foreman's) questionnaires were distributed and resulted to a 75% percent response rate (120 responses). The majority of data was collected from general workers and some skilled workers that operated certain production equipment and which worked mainly on construction sites. It is vital to mention how general workers are employed on sites: when required they are requested from the ward councillor in the area where the company is operating. The ward councillor would pick and choose from his data base and will supply the company. These labourers will qualify to start work provided they pass their medical exams which were the minimum entry requirement from the company. Due to this minimum entry requirement the company is supplied with employees who have low education and some that are very old. About 84, 2% percent of respondents were in non managerial roles, 15% respondents were in the first level supervisory roles and the remaining 0.8% respondents were in the managerial level roles. About 75% percent man formed a large part of our respondents; 51% percent were between 20 to 35 years old, 41% percent were between 36 to 50 years old, 6% percent were between 50 to 65 years old and 2% percent were above 65 years old. About 25 % percent woman formed a part of our respondents; 87% percent were between 20 to 35 years old, 10% percent were between 36 to 50 years old, 3 % percent were between 50 to 65 years old and no one above 65 years old. A little more than two-thirds of the respondents (70.8% of man and woman) have worked for Company X for more than a year. This implies that responses were based on the experienced workers. The demographic statistics and graphs are enclosed on the statistic output section for further review.

3.4 The Research Instrument

According to Sekaran and Bougie (2009) the object or concept must be broken down from its level of abstraction and be reduced to its observable behaviours or characteristics to render it measurable in a tangible way. According to Sekaran and Bogie (2009) instruments that are already reputable to be “good” should be used by researchers rather than developing laboriously their own measures; the advantage was to save a lot of time and energy and allowing the researcher to verify others findings and build on their work. Therefore in this research existing reputable measurement instruments were used to design the questionnaire.

Measurement has been said to be the assignment of symbols or numbers to characteristics or attributes of objects according to pre-specified set of rules (Maholtra, 2004; Sekaran & Bougie, 2009). Scaling is the generation of a continuum upon which measured objects are located (Maholtra, 2004). A scale was defined as a tool used to distinguish the amount of differences between respondents on the variables of interest to a study (Sekaran & Bougie, 2009). There are four primary scales of measurement namely the nominal (classification of objects into groups and provide least amount of information), ordinal (provide additional information by rank ordering the nominal scale categories), Interval (in addition to ranks, it also provides information on the magnitude of the variable differences) and ratio (in addition to differences it provides proportions) scales (Maholtra, 2004; Cooper & Schindler, 2006; Sekaran & Bougie, 2009). Scales were further differentiated into rating and ranking scales; Rating or non comparable scales were used to elicit responses concerning the object, person studied or events while ranking or comparative scales were used to make comparison between persons, objects and events concerning preferred choices and ranking amongst them (Maholtra, 2004; Sekaran & Bougie, 2009). Combinations of scales were used to collect research data. According to Sekaran and Bougie (2009) questionnaires can be mailed to respondents, administered personally, or electronically distributed. The research questionnaire was personally administered. The advantage here was that within a short period of time data was collect with completed responses, and issues that resulted from poor understanding of questions were clarified immediately to ensure participation.

3.5 Questionnaire Construction

A questionnaire is a structured written set of questions that are used for data collection where a respondent records answers usually within alternatives that are closely defined (Maholtra, 2004; Sekaran & Bougie, 2009). This data collection instrument was used in this research. There are a number of guidelines that have to be considered when designing a questionnaire (Maholtra, 2004; Cooper & Schindler, 2006; Maholtra & Birks, 2006; Sekaran & Bougie, 2009). However, existing reputable questionnaires were adopted from other literature sources to put together the research questionnaire. The questionnaire and informed consent letter that were used for data collection are enclosed under the exhibit section. The research questionnaire covered the independent, moderating, intervening and depended variables as was specified on Figure 2.1 model which are discussed further below.

3.5.1 Independent Variables

DPA perception measures were based on the work of Kuvaas (2007) who differentiated it into developmental feedback (FB) and developmental goal setting (GS) measures.

Developmental GS had six questions which dealt with perception of goal setting to check if they were clear and applicable to the job, also the perceptions of understanding goals, the strategy and the vision of the organization such as “My supervisor helps me understand the organisation’s vision and strategy.” Development FB had four questions which dealt with the perceptions of understanding performance appraisal feedback to give recognition, to be clear, and to be relevant to the job such as “My supervisor provides recognition when I perform well.” All question items ranged from strongly agree (1) to strongly disagree (6) on a 6 point Likert scale and had a study coefficient alpha of 0.93 when it was used by Kuvaas (2007).

TL perceptions were based on the work of Avolio and Bass (2004) that differentiated transformational leadership into Idealised Behaviour (IB) which had four question items such as “Our leaders specifies the importance of having a strong sense of purpose”, Idealised Attributes (IA) which had four question items such as “Our leaders instils pride in me for being associated with him/her”, Inspirational Motivation (IM) which had four question items such as “Our leaders communicates a convincing vision/dream of the future”, Intellectual Stimulation (IS) which had four question items such as “Our leader expresses confidence that goals will be achieved” and Individual Consideration (IC) which had four question items such as “My leader helps me to develop my strengths”. All scales were on a 5 point Likert scale with 1 (Not at all), 2 (Once in a while), 3 (Sometimes), 4 (fairly often) and 5 (frequently, if not always). These question items has been used since 1985 in different countries and industries till to date.

3.5.2 Moderating Variables

Communication perception measures were based on the work of Penley and Hawkins (Price, 1997) who differentiated communication into Task Communication (TC) which had four question items such as “My supervisor lets me know what work needs to be done” (only three questions were used and the other which dealt with policy was left out because it was difficult for employees to comprehend during pilot study), Performance Communication (PCa) which had three question items such as “My supervisor lets me know how I can do better in my

work”, Career Communication (CC) which had five question items such as “My supervisor encourages me to develop my career”, Communication Responsiveness (CR) which had four question items such as “When I ask a question, my supervisor does his/her best to get me an answer” and Personal Communication (PCb) which had three question items such as “My supervisor asks about my interests outside work”. All question items ranged from strongly agree (1) to strongly disagree (6) on a 6 point Likert scale and had a study coefficient alphas that ranged from 0.74 to 0.95 when it was conducted by Penley and Hawkins (Price, 1997).

3.5.3 Intervening Variables

Commitment perceptions were based on the work of Kelleberg et al. (Price, 1997) and had six question items such as “I am willing to work harder than I have to in order to help this organization succeed”. All commitment scales were based on a 4 point Likert scale which ranged from 1 (strongly agree) and 4 (strongly disagree) and had a study coefficient alpha of 0.74 when it was conducted by Kelleberg et al. (Price, 1997). The question elements measured the willingness to devote effort to the organization, identification with the values of the organization and if employees were seeking to maintain affiliation with the organization.

LGO perceptions were based on the work of Button, Mathieu and Zajac (1996) and had four question items such as “I prefer to work on tasks that force me to learn new things”. All LGO question items ranged from strongly agree (1) to strongly disagree (7) on a 7 point Likert scale and had a study coefficient alpha of 0.79 when it was conducted by Button, Mathieu and Zajac (1996).

3.5.4 Dependent Variables

PB variables and its perceptions measures were based on the work of Hartog and Belschak (2012) who differentiated it into organizational, interpersonal and personal behaviours. Organizational Proactive Behaviour (OPB) had two questions such as “At work, my colleague personally takes the initiative to obtain new knowledge that will help the company.” Interpersonal Proactive Behaviour (IPB) had four questions such as “At work, my colleague personally takes the initiative to share knowledge with colleagues.” Personal Proactive Behaviour (PPB) had four questions such as “At work, my colleague personally takes the initiative to take on tasks that will further his/her career.” All question items ranged

from strongly agree (1) to strongly disagree (6) on a 6 point Likert scale and had a study coefficient alpha that ranged between 0.74 to 0.88 when it was conducted by Hartog and Belschak (2012).

3.6 Pilot Study

Due to the diversity of employees in the construction industry pre testing was necessary in preparation for final data collection. Pre-testing occurred when a questionnaire was circulated within a small group of respondents (about 15 to 30) for the purpose of identifying potential problems and to improve the questionnaire by eliminating these problems (Maholtra, 2004; Cooper & Schindler, 2006; 2006; Sekaran & Bougie, 2009). Pretesting was conducted with 20 employees in one of the sites and it was discovered that the majority of employees had not completed secondary education and required assistance to answer a questionnaire. They responded positively when the questionnaire was read for them in groups to ensure understanding of questions. When questions were clearly understood they were keen to participate and responded correctly. During this process it was also realised that some of the terms that were used on the original study were complicated for respondents and took the field worker a lot of time to explain. The original wording had to be adjusted into words that respondents could clearly and easily understand, which did not demand too much time from the field worker to explain during data collection sessions. Through this intervention the researcher was able to overcome the inability and unwillingness to answer questions.

3.7 Administration and Collection of Questionnaires

Access to collect data from the 190 Western Aqueduct Pipeline Division employees was granted by management. Data was collected for two weeks before the December shutdown period and about 120 responses were received from the entire population of 190 employees. Some employees decided not to participate and some could not participate because they were off sick and due to time constraints the field worker could not go back and forth between construction sites. The field worker had to move on to other sub sites and collect data since time was against him due to December shut down. Therefore, the requirement to collect 127 responses as was recommended by Sekaran and Bougie (2009) was not met; however, about 96% (120 responses) responses in contract to a 127 totals were collected. The field worker that was used for data collection did not require any form of training because he was part of

the full time research team from the beginning of the project. To execute the sampling process the following steps were conducted.

1. Negotiated timeslot with site Foreman's to collect data until suitable timeslot was identified where all employees were available to participate. Most timeslots were created during raining days because construction sites employees are not allowed to work when it is raining due to safety reasons.
2. Arrived on time where employees were gathered.
3. Issued out questionnaires and pens.
4. Read and explain informed consent letter to employees and ensured that they understood their freedom to choose to or not to participate.
5. Read questionnaires and ensured that they were all answered.
6. Thanked employees after they successful participated on the research.
7. Collected signed informed consent forms and completed questionnaires.
8. Data was now ready for review and to be loaded on SPSS.

3.8 Data Analysis

A data preparation process involving eight steps namely the preparing of preliminary plan of data analysis, questionnaire checking, editing, coding, transcribing, data cleaning, statistically adjusting the data and selecting a data analysis strategy as specified by Maholtra (2004) was followed in this research. According to (Maholtra, 2004; Sekaran & Bougie, 2009) the multivariate dependent statistical techniques that is used for more than one dependent variable was used in this study. Under this technique it was recommended that the multivariate analysis of variance and covariance, canonical correlation and multiple discriminant analysis are used. A correlation analysis (such as the Pearson correlation matrix) was conducted to determine the extent of association or relationships between variables based on respondent's scores. Data was entered into a SPSS Data Editor Software programme to assist with the organization, analyses and interpretation of collected data.

3.9 Validity and Reliability

According to Maholtra (2004) there will be a variation in the information generated by the employed measurement process, this is called measurement error; a variety of factors can contribute to potential errors in measurement. To ensure the goodness of measure the reliability and validity of measure must be established (Sekaran & Bougie, 2009). Reliability measures the extent to which the measuring instrument produces consistent results of the measured concept over time; it is an indication of the consistency and stability with which the measurement instruments measures the concepts and helps to verify the goodness of measure (Maholtra, 2004; Sekaran & Bougie, 2009). Stability of measure can be verified by test retest reliability and parallel form reliability while the internal consistency of measures can be verified by inter-item consistency (Cronbach's alpha and the Kuder-Richardson formulas) and split half reliability test (Maholtra, 2004; Sekaran & Bougie, 2009). According to Maholtra (2004) a Cronbach's alpha that is above 0.6 indicates satisfactory internal consistency reliability. The Cronbach's alpha was used to measure reliability in this research. The extent to how well a developed instrument measures the object on the characteristics being measured is verified by the Validity test; these tests can be grouped into three major categories namely the logical/content validity, criterion validity, and congruent/construct validity (Maholtra, 2004; Sekaran & Bougie, 2009). In this research there was no need to conduct any validity tests since existing reputable measurement instruments were used during questionnaire design.

3.10 Limitations of the Study

Company X had three (Thselimnyama, Northern and Western Aqueduct) big construction sites in their Durban Pipeline Division which had a total of five hundred and fourth four (544) employees during the study. The goal was to use the total population to draw a sample for research and ensure that result inferences reflected the entire Durban population. However, this was not possible due to some limitations that existed during research. Firstly, the ethical clearance approval was delayed for more than a month and was approved two weeks before Company X December shutdown period. Upon approval, only two weeks were available for data collection on all three sites which are at a distance from each other. These weeks were also in line with December shutdown preparations which demanded employees to work around the clock to close all excavated wholes and make good all work areas in preparation

for their holidays and community safety during December holidays. A decision was made to focus only on the Western Aqueduct site which had a total population of 190 employees. All construction sites had different leadership teams therefore research results could only be inferred to the Western Aqueduct construction site, but, they could be used by Company X executives to gain insight on what might be happening in other sites.

Secondly, there was only one field worker who was also an employee of Company X. The field worker was required to prioritise his core daily duties first and set up his team for success before he was allowed to continue with field work. The Western Aqueduct site had four sub sites which were at a distance from each other where all 190 employees were scattered. A lot of negotiations with his leaders had to be done to relieve him for field work. Thirdly, the majority of employees had poor education level as was realised during pretesting. The field worker was required to read questions to respondents which was a time consuming process that demanded his presence during data collection. Lastly, other employees decided not to participate and reduced the response rate that could have been collected from entire population to cover the minimum sample response requirements in the Western Aqueduct site.

3.11 Elimination of Bias

According to Sekaren and Bougie (2009) there are three focus areas that must be considered in order to minimize bias during questionnaire design with certain principles of wording that must be followed. It is important to ask questions in a way that ensures the least bias in responses. The first focus area related to the wording of the questions and involved:

- 1) The correctness of the content and purpose of the questions: the question variables should tap the dimensions and elements of the concept when subjective feelings are measured and single direct questions preferable with ordinal scales should be used when objective facts are measured. The questions asked must be suitable for tapping the variable.
- 2) The language and wording of the questionnaire: the language and wording of the questionnaire should approximate the level of understanding of the respondent and should be meaningful to them.

- 3) The type and form of asked questions: this refers to whether the question is positively or negatively worded and that question types (open-ended versus closed, positively and negatively worded questions, double barrel questions, ambiguous questions, recall-dependent questions, leading questions, loaded questions, social desirability, length of questions) are considered during questionnaire design. The form and type of questions should be structured to reduce respondent bias.
- 4) The sequencing of questions: this should facilitate the smooth progress of the responses from start to finish.
- 5) The classification data or personal information: the personal data should be gathered with due regard to the sensitivity of the respondents feelings, and with respect for privacy.

Another focus area referred to the planning of issues with regard to how the variables will be categorized, scaled, and coded after receiving responses. The third pertained to the general appearance of the questionnaire. To overcome most of the above issues reputable questionnaires that were designed with all above considerations were used in this research. The questionnaire instrument was pretested to ensure that questions were understood by respondents and that there were no wording appropriateness problems and their comprehension. Pretesting helped to rectify inadequacies that were picked up before the instrument was finally administering to respondents, and thus reduced bias.

According to Sekaran and Bougie (2009) selection bias which is the selection of participants is another threat to the internal and external validity of findings which must be taken into consideration. The majority of the participants that were selected in the Western Aqueduct site had been with the organization for more than a year. These participants were a true representation of the Western Aqueduct population which ensured internal validity. However, employees from other sites where data could not be collected due to time constraints might be different to the Western Aqueduct site. Even though Company X uses a similar recruitment process on all sites, other sites employees could have different perceptions due to different leadership team on those sites. The externalization of results to other sites will be the issue.

3.12 Ethical Considerations

This study was not conducted for self serving reasons but to better the purpose of the organization. Being ethical throughout the study was critical to ensure that the decision makers will have an open mind in accepting the result and recommendations of the study. According to Sekaran and Bougie (2009) ethics are expected societal behavioural norms that should be adhered to while conducting research: it must be covered throughout the research process from data collection all the way to reporting. According to Sekaran and Bougie (2009) both the researcher and respondents are expected to behave ethically during the study; they identified ethical considerations for the researcher such as: 1) treating the respondent's information strictly confidential and private, 2) explaining the purpose of the study to respondents, 3) to never violate the self esteem and self respect of respondents, 4) not to force anyone to participate to the study, 5) to never expose respondents to situations that could subject them to physical or mental harm and 6) to never distort collected data during reporting; they also identified ethical considerations for respondents such as 1) cooperating fully on the study once they have exercised their choice to participate and 2) having an obligation to be truthful and honest in their responses. These issues were considered with care throughout the research with the field worker who was part of the research team. Some of these ethical issues are discussed further below.

To ensure that respondent's information was strictly confidential and private they were not required to fill in their personal details on the questionnaire. An informed consent letter was prepared for respondent to inform them about the purpose of the study, that their participation was voluntarily and they could terminate the participation at any point should they experience discomfort, and that their confidentiality and anonymity would be protected by the researcher. The informed consent letter was signed, read and issued to respondents before the survey was conducted. Respondents were also issued a consent form to sign off and acknowledge that they were choosing willingly to participate in the survey. All this was done to ensure employee comfort and participation by eliminating the element of unpleasant surprise. The field worker thanked respondents after successfully completing the survey to ensure that they were left with a positive and pleasant experience. Using reputable questionnaires aided the researcher to ensure that collected data could not be distorted during reporting. This resulted because the measurement and scaling that were used had a reasonable reliability, validity, and generalizability. Moreover, the researcher could not bias the scales to

slant the findings in any particular direction because the questionnaire was self administered by respondents. The questionnaire form was designed to have short questionnaires and did not asked sensitive questions that could have made respondents to feel uncomfortable. There was no interference from management during the study. Overall, the ethical standards were followed during this study.

3.13 Conclusion

The procedures and techniques that had to be taken to collect the Pipeline Division primary data were covered in this section. The following chapter will address the collected primary data after following procedures and techniques that were discussed in this chapter. Collected data will be recorded, analysed and discussed in the next chapter to clearly understanding the Pipeline Division situation against studied variable.

CHAPTER FOUR

Statement of results, discussion and interpretation

4.1 Introduction

This chapter presents the results and discuss the findings obtained from the study questionnaires. The data collected from respondents were analysed with SPSS version 24.0. The results will present the descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was collected. Inferential techniques include the use of correlations and chi square test values which were interpreted using the p-values.

4.2 Coding of Statements

In order to prepare data for analyses it had to be coded, keyed in to database and edited for blank responses, inconstancies and other data impurities as was necessary. The questionnaire was divided into 7 parts and 73 question elements that measured the Biographical data, Development Performance Appraisal, Communication, Commitment, Learning Goal Orientation, Transformational Leadership and Proactive Behaviour concepts with a level of measurement at a nominal or ordinal level (Appendix B). Each question element was coded with an abbreviation that represented the measured concept such as (GS1) which measured one of the DPA goal setting elements as noted on question 6 (Appendix B). Questionnaires that were returned by respondents after the survey were identified with code numbers 1, 2 all the way to 120 by the field worker to enable ease of identified during keying into the SPSS database and for use during data analysis.

According to Sekaran and Bougie (2009:310) ignoring blank responses can be used to handle them during analysis provided they are relatively small. In this research there were about 6 questionnaires out of 120 with blank responses in some sections. The disadvantage here is that blank responses could reduce the sample size; however in this research they were relatively smaller and randomly distributed to different questions. Therefore, all blank responses were left as blanks and were ignored during the analysis. Interfering with data by adjusting for inconsistencies could have introduced bias because the field worker (one of the researchers) was also the employee in the Pipeline Division. To ensure that no bias was introduced questionnaires were not adjusted for any inconsistencies by the field worker. One

of the questions (number 35) was a reverse coded question and was keyed in as such on the database. According to Sekaran and Bougie (2009:309) at least 10% of the coded questionnaires should be checked for coding accuracy. In this research all keyed in questionnaires were checked more than once to eliminate coding errors before data analyses.

4.3 Reliability Analysis

Reliability and validity are the two most important aspects of precision or of verifying the goodness of developed measures (Maholtra, 2004; Maholtra & Birks, 2006; Sekaran & Bougie, 2009). According to Maholtra (2004) reliability can be measured with Cronbach's alpha and if the coefficient alpha value of 0.60 or higher is achieved it indicate acceptable or satisfactory internal consistency reliability. Table 4.1 below shows the Cronbach's alpha scores of all questionnaire concepts that were used in this research. All alpha scores exceeded the recommended alpha value therefore the internal consistency reliability was acceptable.

Table 4.1 Cronbach's alpha values

No:	Questionnaire Themes	Number of Items	Cronbach's Alpha
1	Development Performance Appraisal	10	0.904
2	Communication	18	0.933
3	Commitment	6	0.605
4	Learning Goal Orientation	4	0.821
5	Transformational Leadership	20	0.901
6	Proactive Behaviour	10	0.756

4.4 Demographic Data

This section summarised the respondents' biographical characteristics. Figure 4.1 below indicates the education levels of respondents. The majority of respondents had at most a school qualification: 41.7 % (50 respondents) percent had below matric qualification, another 41.7% (50 respondents) percent had completed matric qualification and the remaining 16.6% respondents had higher level college and or graduate degree qualifications.

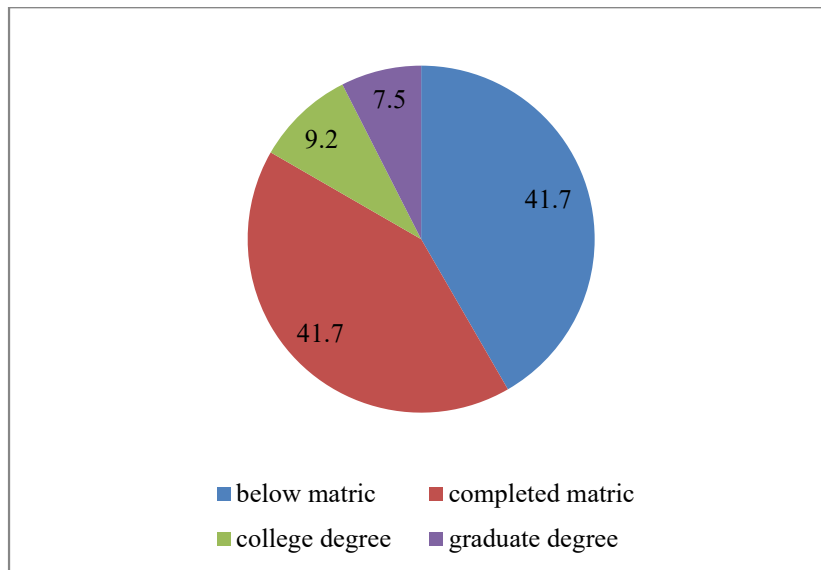


Figure 4.1: Pipeline division education levels

The respondents' length of services is presented on Figure 4.2. A little more than two-thirds of the respondents (70.8%) had been in employ in their positions for more than one year. This implies that respondents had been in employ for a while which indicates that the majority of responses were collected from experienced workers.

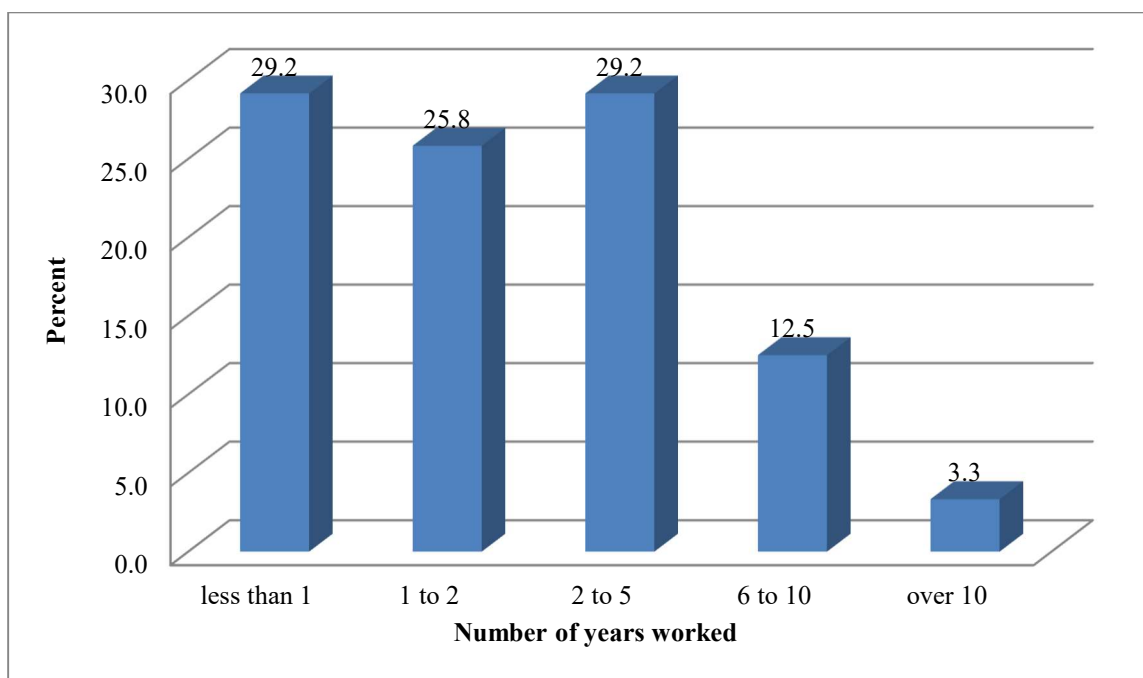


Figure 4.2: Employees length of service

The gender distributions by age are described on Table 4.2. Overall, the ratio of males to females is approximately 3:1 (75.0%: 25.0%). About 60% of the total population were within the age category of 20 to 36. This means that the company had a large number of youth employees in its work force which could also explain the total of 41.7% employees (Figure 4, 1) that have completed matric qualifications. According to literature self awareness is a skill that can be taught; therefore Company X has a pool of youth employees that could be trained to develop proactive personalities to ensure a future that will be based on proactive behaviours to achieve personal and organizational goals.

Table 4.2 Pipeline Division gender distribution

			Gender		Total
			Female	Male	
Age (years)	20-35	Count	26	46	72
		% within Age	36.1%	63.9%	100.0%
		% within Gender	86.7%	51.1%	60.0%
		% of Total	21.7%	38.3%	60.0%
	36-50	Count	3	37	40
		% within Age	7.5%	92.5%	100.0%
		% within Gender	10.0%	41.1%	33.3%
		% of Total	2.5%	30.8%	33.3%
	51-65	Count	1	5	6
		% within Age	16.7%	83.3%	100.0%
		% within Gender	3.3%	5.6%	5.0%
		% of Total	0.8%	4.2%	5.0%
	Above 65	Count	0	2	2
		% within Age	0.0%	100.0%	100.0%
		% within Gender	0.0%	2.2%	1.7%
		% of Total	0.0%	1.7%	1.7%
Total	Count		30	90	120
	% within Age		25.0%	75.0%	100.0%
	% within Gender		100.0%	100.0%	100.0%
	% of Total		25.0%	75.0%	100.0%

The positions that respondents held in the organisations is shown on Figure 4.3. The majority of the workforce (84.2%) was in non management positions. The 0.8% of the top management position responses came from the administration offices survey. The majority of the first level supervision positions were from the construction sites. These results show that

the collected data was from the majority of the workforce which were affected by the existing Pipeline Division leadership and performance appraisal. Therefore the collected data will best reflect the existing leadership and performance appraisal communication system effectiveness from the affected receivers.

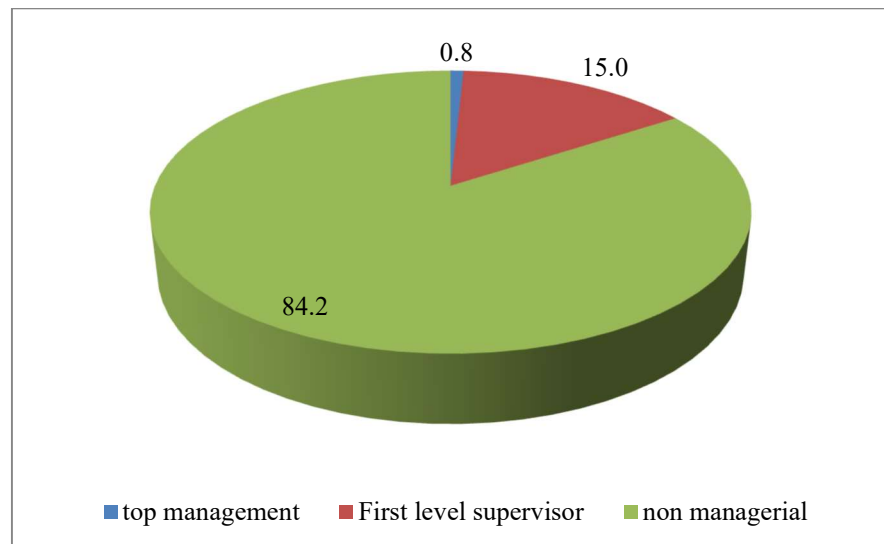


Figure 4.3: Pipeline Division employee job level

4.5 Correlation Analysis of Main Concepts

This section must be read in conjunction with Table 4.3. The correlations between PA, Communication, Commitment, LGO, TL and PB are presented on Table 4.3. According to Maholtra (2004) the correlation value that is closer to 1.0 means that there is a strong relationship between two variables; a variable will correlate perfectly with itself therefore all diagonal elements on Table 4.3 were equal to 1. According to Sekaran and Bougie (2009:322) the significance at 0.01 level (2 tailed) means that there is a positive relationship between the two variables with a probability of over 99% of the time the correlation should be expected to exist; the significance at 0.05 level (2 tailed) means that there is a positive relationship between the two variables with a probability of over 95% of the time the correlation should be expected to exist. According to Table 4.3 there is a significant positive correlation between PA, Communication, Commitment, TL and PB which ranged from 0.223 to 0.742. This relationship may support the research problem statement which suggests that other forces must be integrated with PB in order to effectively engage employee PB in organizations. LGO had no significance correlation with PA, Communication, TL and

Proactive Behaviour. This suggests that LGO may not be motivated by organizational context but may be our available human resource that we possess based on our common goal which is to do well in life. A moderate correlation of 0.319 exists between LGO and Commitment. This may suggest that a human being that possesses LGO will automatically have some level of committed to daily activities.

Table 4.3 Correlation values of main variable

Correlations			PA	Common.	Commit.	LGO	TL	PB
Spearman's rho	Performance Appraisal	Correlation Coefficient	1.000					
		Sig. (2-tailed)						
		N	120					
	Communication	Correlation Coefficient	.742**	1.000				
		Sig. (2-tailed)	0.000					
		N	120	120				
	Commitment	Correlation Coefficient	.283**	.220*	1.000			
		Sig. (2-tailed)	0.002	0.017				
		N	118	118	118			
	Learning goal orientation	Correlation Coefficient	0.134	0.123	.319**	1.000		
		Sig. (2-tailed)	0.146	0.182	0.000			
		N	120	120	118	120		
	Transformational Leadership	Correlation Coefficient	.455**	.386**	.182*	0.117	1.000	
		Sig. (2-tailed)	0.000	0.000	0.048	0.203		
		N	120	120	118	120	120	
	Proactive Behaviour	Correlation Coefficient	.644**	.569**	.261**	0.121	.223*	1.000
		Sig. (2-tailed)	0.000	0.000	0.005	0.191	0.015	
		N	118	118	116	118	118	118

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

4.6 Respondents Scoring Patterns

This section analysed the respondents scoring patterns of the studied concepts and their elements. Where applicable the levels of disagreement (negative statements of elements) were collapsed to show a single category of “Disagree”. A similar procedure was followed for the levels of agreement (positive statements of elements). The results were first presented

on tables using summarised percentages per concept elements. A chi square test was done to determine if there was a significant difference between concept elements scoring pattern and the resulting values were recorded on tables. The significance values (p-values) that were less than 0.05 (level of significance) which implied that there was a significant difference between the scoring (agree, neither agree nor disagree, disagree) pattern of respondents were highlighted on the scoring pattern tables. Element results were further analysed to identify whether they leaned toward the agreement or disagreement response and were presented on the scoring pattern bar graphs for discussion purposes.

Firstly the combined average scoring patterns of high level concepts are shown on Figure 4.4. It can be seen from the figure that PA (GS and FB), LGO and PB (PPB, IPB and OPB) all had favourable scores. The communication concept elements TC, PCa, CR had favourable scores while elements CC and PCb had unfavourable scores. It can also be noted that all TL (IA, IB, IM, IS and IC) concept elements had unfavourable scores which means that there is poor TL culture in the Pipeline Division. The favourable scores of major concepts at face value may convince you to think that employees had good perceptions of these, however, the sub concept elements were also analysed separately below which presented a different conclusion outlook.

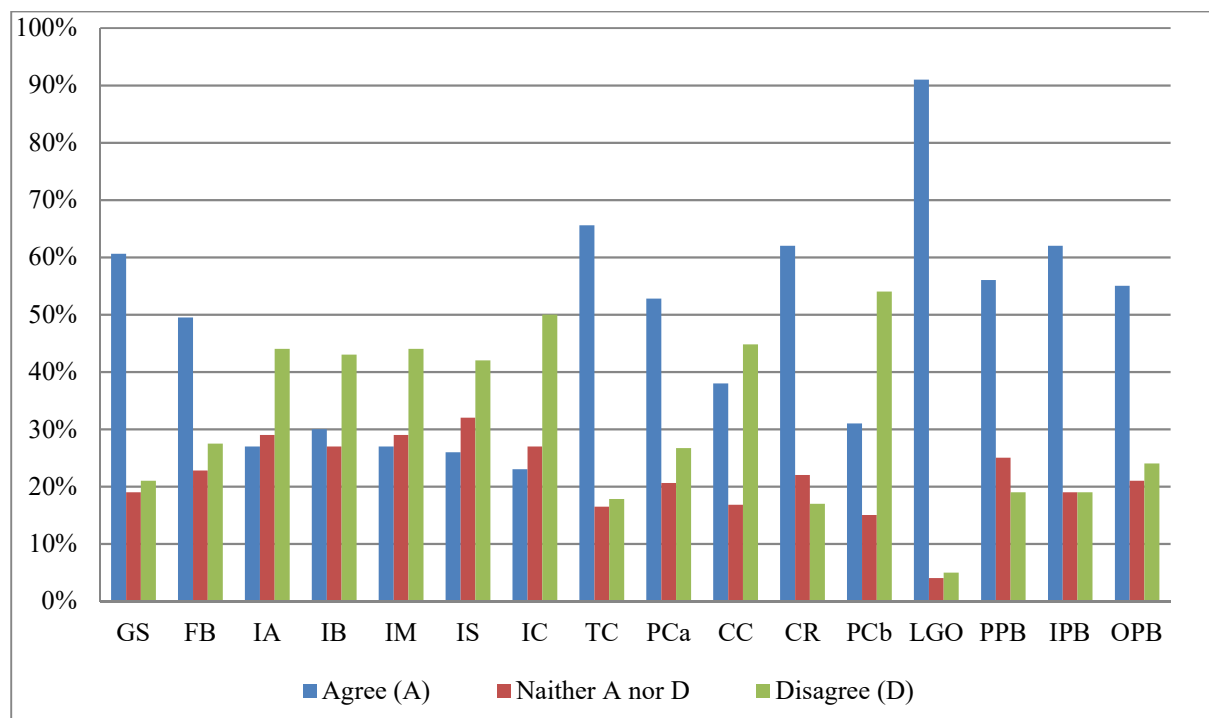


Figure 4.4: Combined concept scoring patterns

4.6.1 PA Scoring Patterns

This section dealt with goal setting (GS) and feedback (FB) elements that were used to measure the PA concept. These elements were used to assess performance goal clarity and to identify employee developmental needs. All p-values on Table 4.4 were below 0.05, therefore there was a significant difference between respondents scoring patterns. This means that the scoring patterns of respondents were based on their personal perceptions or experience in the organization against measured elements; the respondents did not influence each other to respond in a certain biased manner. Therefore these results are reliable for analysis and should be used to make deduction towards the study.

Table 4.4 Summarised PA scoring patterns table

	agree		neither agree nor disagree		disagree		Chi Square
	Count	Row N %	Count	Row N %	Count	Row N %	p-value
GS1	101	84.2%	13	10.8%	6	5.0%	0.000
GS2	86	71.7%	19	15.8%	15	12.5%	0.000
GS4	52	43.3%	28	23.3%	40	33.3%	0.027
GS5	75	62.5%	21	17.5%	24	20.0%	0.000
GS7	40	33.6%	28	23.5%	51	42.9%	0.036
GS10	82	68.9%	22	18.5%	15	12.6%	0.000
FB3	68	57.1%	30	25.2%	21	17.6%	0.000
FB6	54	45.4%	32	26.9%	33	27.7%	0.020
FB8	62	52.1%	22	18.5%	35	29.4%	0.000
FB9	54	45.4%	24	20.2%	41	34.5%	0.003

A positive high correlation of 0.850 was observed between FB and GS on Table 6.1; there is an interpretable pattern between these variables which may suggest that when employees perceive that they are given feedback they may also perceive that they are working toward achieving the goals of the organization. Figure 4.5 shows that most GS and FB elements had a higher significant levels of agreement than disagreements which suggests that employees in the Pipeline Division were involved during goal setting and feedback activities. However element GS7 indicated a high and significant level of disagreement; GS7 was also the highest disagreement level of all disagreement values. GS7 was about understanding the vision and

strategy of the organization, therefore it can be said that the majority of employees did not understand the vision and strategy of the organization. Based on this it can be said that the goal setting and feedback activities that took place in the Pipeline Division were not aligned with the vision and strategy of Company X and were more evaluative than developmental; they were more focused on proving performance on daily tasks and were less about aligning employees toward the vision and strategy of the organization. This means that employees were not involved to understand the ARC vision and strategic goals. According to literature the evaluative performance appraisal had a negative impact on PB, this could also explain why employees were not engaged toward PB to prevent the loss making contract. It can be said therefore that employees did not understand their ARC vision and strategy that was designed to prevent loss making contracts; their efforts were not developed to align with the group strategy of preventing loss making contracts. Since PB is triggered by envisioning the future and being initiative toward achieving it, there were no grounds for the Pipeline Division employees to work hard to achieve a future that they were not part of. This may imply that the Pipeline Division leadership or performance appraisal communication systems were not efficient to communicate Company X vision and strategy. Therefore the existing PA system was evaluative and not a DPA system.

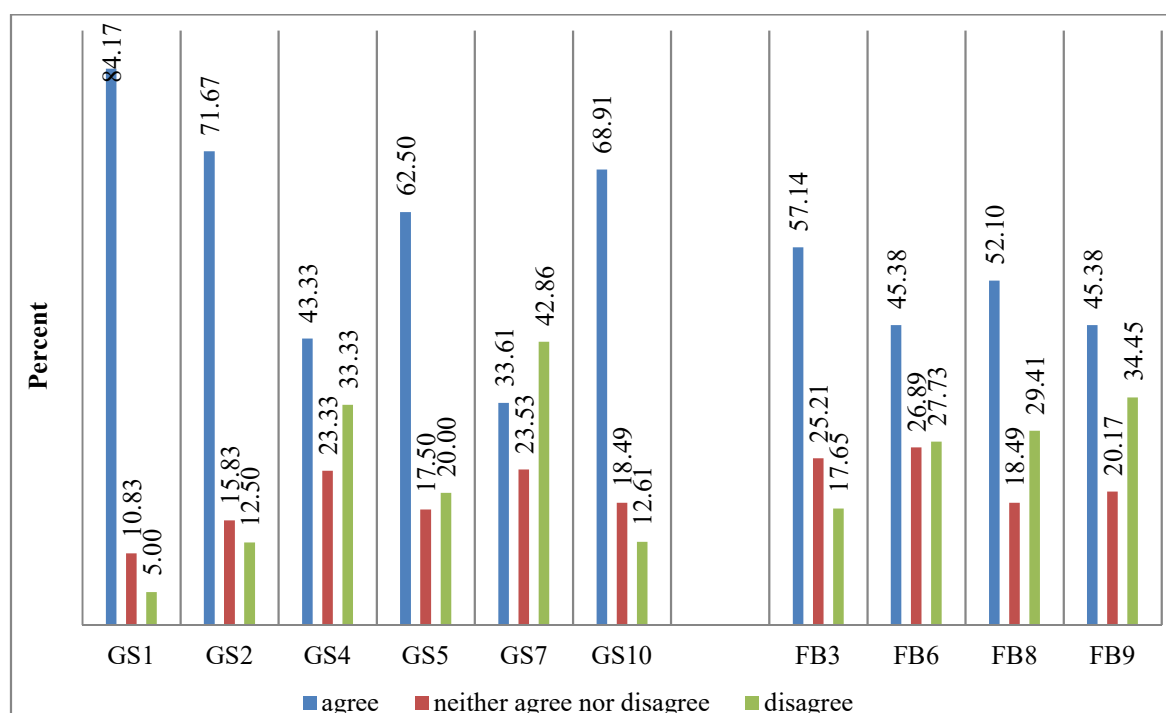


Figure 4.5: PA scoring pattern graph

4.6.2 TL Scoring Patterns

This section focused on analysing the perceptions that dealt with employee's consciousness influence, challenging the status quo development and performance of the whole organization. TL element scoring patterns on Table 4.5 shows the majority of p-values that are below 0.05; this suggest that respondents were unbiased in their responses which means that data is suitable for analysis and to draw deductions. Five TL elements (IS18, IB2, IB12, IM6 and IA11) were observed to have p-values above 0.05; which suggest that respondents shared a strong and similar experience or perception on these elements.

Table 4.5 Summarised TL scoring patterns

	once in a while		sometimes		fairly often		Chi Square
	Count	Row N %	Count	Row N %	Count	Row N %	p-value
IS1	43	35.8%	50	41.7%	27	22.5%	0.031
IS3	56	46.7%	36	30.0%	28	23.3%	0.006
IS16	52	44.1%	32	27.1%	34	28.8%	0.046
IS18	48	40.7%	36	30.5%	34	28.8%	0.233
IB2	51	42.5%	36	30.0%	33	27.5%	0.098
IB7	55	45.8%	27	22.5%	38	31.7%	0.007
IB12	45	37.8%	43	36.1%	31	26.1%	0.236
IB19	59	50.0%	26	22.0%	33	28.0%	0.000
IM4	56	47.1%	42	35.3%	21	17.6%	0.000
IM6	45	37.5%	36	30.0%	39	32.5%	0.592
IM14	56	47.1%	30	25.2%	33	27.7%	0.006
IM20	51	43.2%	29	24.6%	38	32.2%	0.045
IA5	57	47.5%	29	24.2%	34	28.3%	0.004
IA9	60	50.4%	41	34.5%	18	15.1%	0.000
IA11	42	35.3%	40	33.6%	37	31.1%	0.852
IA13	52	43.3%	29	24.2%	39	32.5%	0.036
IC8	61	51.3%	34	28.6%	24	20.2%	0.000
IC10	56	46.7%	34	28.3%	30	25.0%	0.007
IC15	58	48.3%	39	32.5%	23	19.2%	0.000
IC17	64	54.2%	22	18.6%	32	27.1%	0.000

All TL elements were observed on Table 6.1 to have correlation values that range from 0.428 to 0.635 which meant that there was a high correlation between TL elements; there is an interpretable pattern between elements. It is clear on Figure 4.6 that most elements had higher significant levels of disagreements (once in a while) than agreement (fairly often). The results suggest that there is a poor TL culture in the Pipeline Division. This means that the Pipeline Division leadership does not use TL to motivate their employees to commit to their organizational goals (ARC strategic goals) through PB which could have contributed to the subsequent loss making contract.

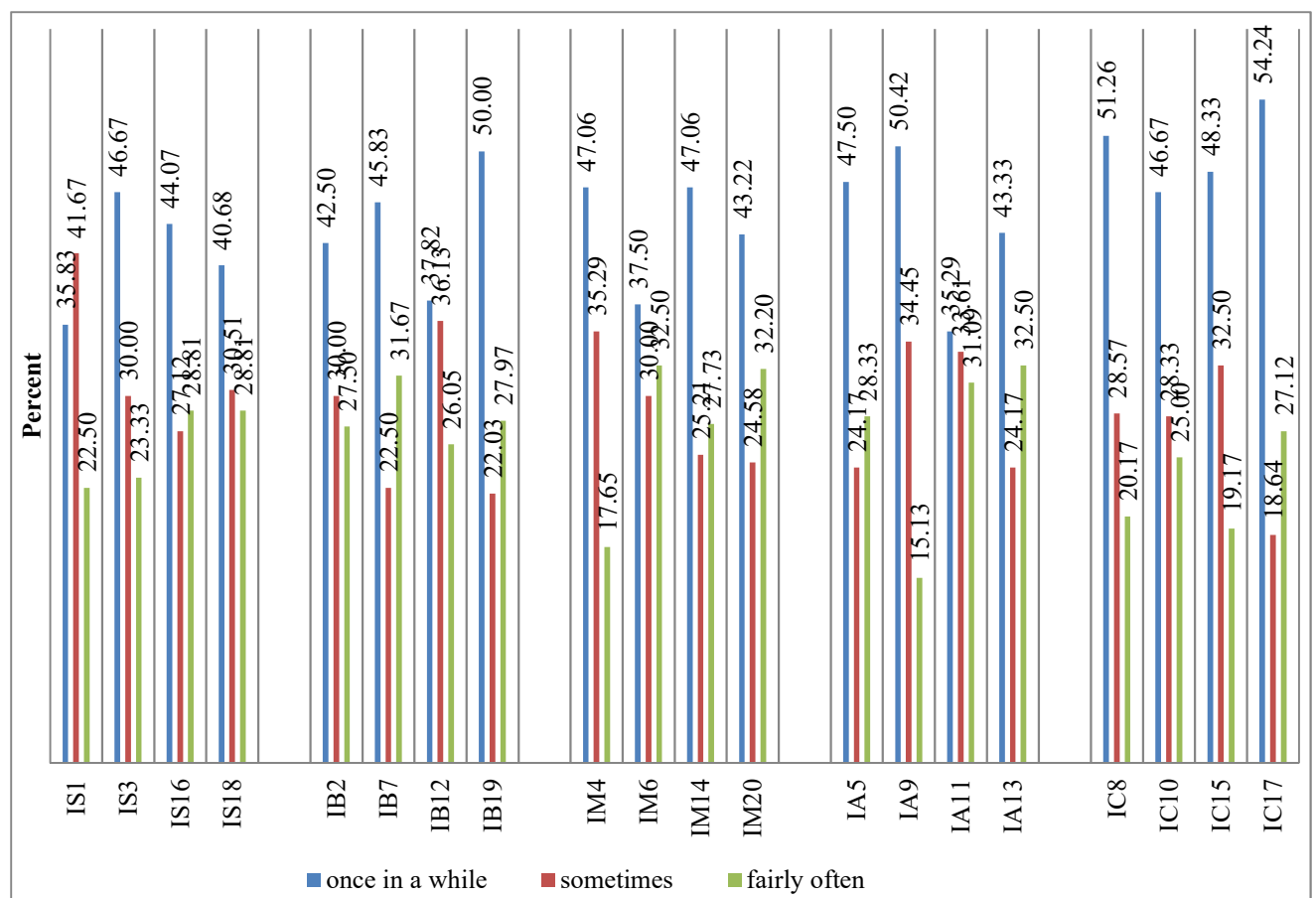


Figure 4.6: TL scoring pattern graph

4.6.3 Communication Scoring Patterns

This section investigated the effectiveness and efficiency of communication within the organization. Communication scoring patterns were presented on Table 4.7 and all elements p-values were below 0.05; therefore there was a significant difference between respondents

scoring patterns and results do not leaning toward a certain pattern; the results are unbiased and should be used to draw deductions. There was a good correlations between communication elements on Table 6.1 which ranged from 0.335 to 0.74; this suggests an interpretable pattern between communication elements. The communication elements TK/TC, PC/PCa and CR were observed on Figure 4.7 to have high significant levels of agreement than disagreement. These elements were more about task and performance related communication which suggests that the performance appraisal in the Pipeline Division is more evaluative and negatively related toward PB.

Table 4.6 Summarised communication scoring patterns

	agree		neither agree nor disagree		disagree		Chi Square
	Count	Row N %	Count	Row N %	Count	Row N %	p-value
TK1	57	47.9%	27	22.7%	35	29.4%	0.002
TK2	103	85.8%	12	10.0%	5	4.2%	0.000
TK3	75	63.0%	20	16.8%	24	20.2%	0.000
PC4	60	50.0%	28	23.3%	32	26.7%	0.001
PC5	68	56.7%	24	20.0%	28	23.3%	0.000
PC6	62	51.7%	22	18.3%	36	30.0%	0.000
CC7	53	44.5%	20	16.8%	46	38.7%	0.000
CC8	41	34.2%	23	19.2%	56	46.7%	0.001
CC9	51	42.9%	14	11.8%	54	45.4%	0.000
CC10	42	35.0%	23	19.2%	55	45.8%	0.002
CC11	42	35.0%	21	17.5%	57	47.5%	0.000
CR12	76	63.3%	29	24.2%	15	12.5%	0.000
CR13	70	58.3%	31	25.8%	19	15.8%	0.000
CR14	79	65.8%	23	19.2%	18	15.0%	0.000
CR15	70	58.3%	22	18.3%	28	23.3%	0.000
PCb16	36	30.3%	22	18.5%	61	51.3%	0.000
PCb17	31	25.8%	24	20.0%	65	54.2%	0.000
PCb18	39	32.8%	14	11.8%	66	55.5%	0.000

The CC and PCb elements which addressed career and personal communication were observed to have significantly high levels of disagreement than agreements; this suggests that the Pipeline Division does not support their employees to develop their own careers and does not engage employees on personal issues which assets that the Pipeline Division performance appraisal is more evaluative and less developmental. Employees under the evaluative performance appraisal tended to avoid PB. It can be said that Pipeline Division cared more about it well being (positive TC, PCa and CR) and less about the well being (negative CC and

PCb) of their employees. CC and PCb are both issues of employee personal development; therefore, the negative results suggest that employees are likely to feel unvalued and unsupported by the organization to develop their own careers which may explain why they were not motivated toward PB. This could have contributed toward the loss making contract in the Pipeline Division.

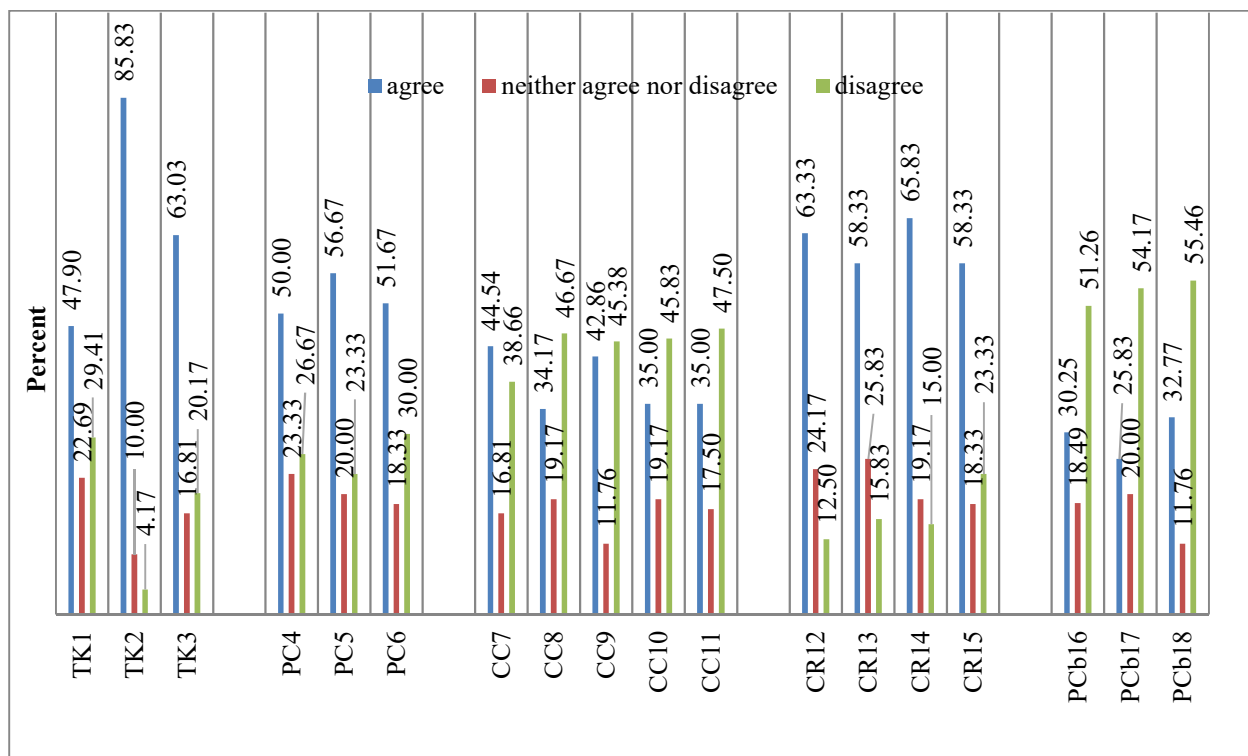


Figure 4.7: Communication scoring pattern graph

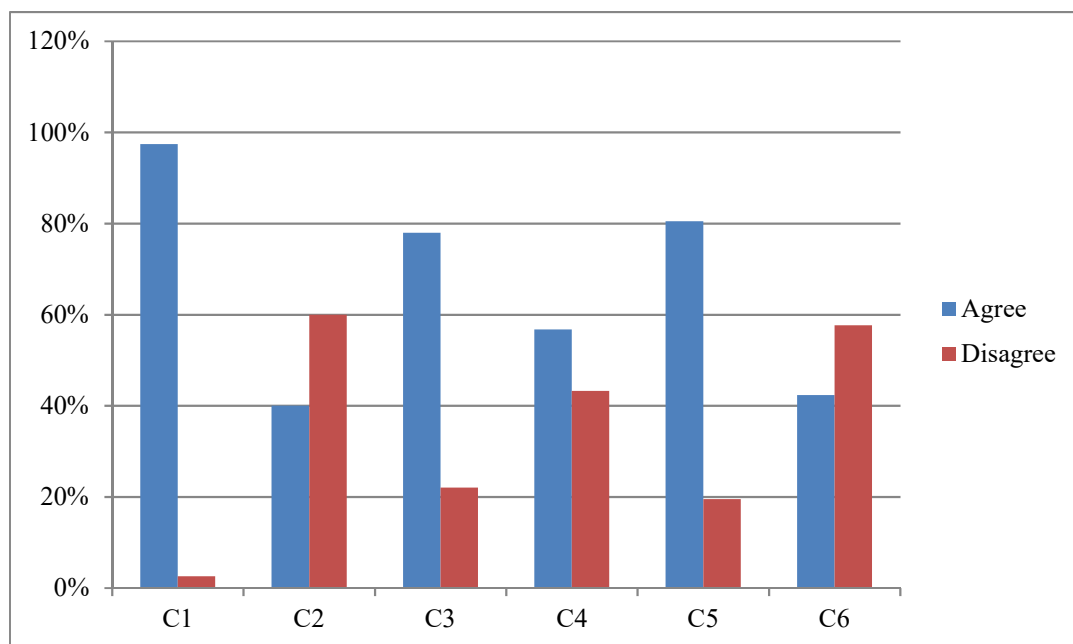
4.6.4 Commitment Scoring Patterns

This section looked at the level of employee commitment to the organization. Commitment scoring patterns were presented on Table 4.7 and four out of six elements had p-values that were below 0.05; therefore there was a significant difference between the scoring patterns on these elements. The other two elements (C4 and C6) had p-values that were more than 0.05; there was no significant difference between the element scoring patterns.

Table 4.7 Summarised commitment scoring patterns

Element	agree		neither agree nor disagree		disagree		Chi Square
	Count	Row N %	Count	Row N %	Count	Row N %	p-value
C 1	115	97.5%	3	2.5%	0	0.0%	0.000
C 2	46	39.0%	72	61.0%	0	0.0%	0.017
C 3	92	78.0%	26	22.0%	0	0.0%	0.000
C 4	67	57.3%	50	42.7%	0	0.0%	0.116
C 5	95	80.5%	23	19.5%	0	0.0%	0.000
C 6	50	42.4%	68	57.6%	0	0.0%	0.098

It is clear on Figure 4.8 that four commitment elements C1, C3, C4 and C5 had significantly higher level of agreements: C1 and C3 measured the willingness to devote effort to the organization while C4 and C5 measured the identification with organizations values. Element C2 and C6 measured employees loyalty whether they were seeking to maintain affiliation with organization. Elements C6 had a high level of disagreement that agreement. C2 was a reverse coded element it shows that the majority of employees are not loyal to the organization. According to these results employees are willing to work hard and identifies with the values of the organization but do not seek to maintain affiliation with the organization. This implies that employees are not fully committed to the organization.

**Figure 4.8:** Commitment scoring pattern graphs

4.6.5 Learning Goal Orientation Scoring Patterns

This section focused on assessing perceptions of acquiring new skills and knowledge for performance mastery. LGO scoring patterns were presented on Table 4.8 and all elements had p-values that were below 0.05; therefore, there was a significant difference between the elements scoring patterns which mean that the results are unbiased and can be used to draw conclusions.

Table 4.8 Summarised LGO scoring patterns

	agree		neither agree nor disagree		disagree		Chi Square
	Count	Row N %	Count	Row N %	Count	Row N %	p-value
lgo1	109	90.8%	4	3.3%	7	5.8%	0.000
lgo2	103	85.8%	7	5.8%	10	8.3%	0.000
lgo3	112	93.3%	4	3.3%	4	3.3%	0.000
lgo4	111	92.5%	6	5.0%	3	2.5%	0.000

All elements on Figure 4.9 showed a significant high level of agreement than disagreements. This implies that employees perceive themselves to possess a high level of LGO. As noticed earlier, LGO had no correlation with PA, TL and PB which suggest that LGO might be a standalone force that we possess due to our human nature of wanting to do well in life. However, LGO had a positive correlation with commitment which could have resulted to higher positive ratings of C1, C3, C4 and C5 commitment elements by respondents.

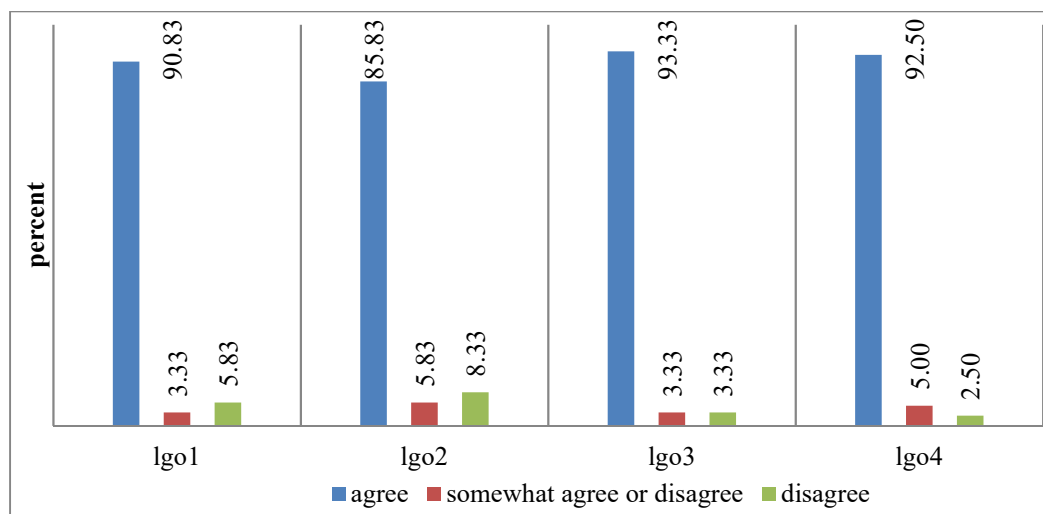


Figure 4.9: LGO scoring pattern graph

4.6.7 Proactive Behaviour Scoring Patterns

This section focused on the perceptions of the three main types of proactive behaviours (PPB, IPB and OPB). PB scoring patterns were represented on Table 4.9 and all elements had p-values that were below 0.05; therefore, there was a significant difference between the elements scoring patterns, the results are unbiased and should be used to draw final deductions.

Table 4.9 Summarised PB scoring patterns

	agree		neither agree nor disagree		disagree		Chi Square
	Count	Row N %	Count	Row N %	Count	Row N %	p-value
OPB1	67	56.8%	27	22.9%	24	20.3%	0.000
OPB2	63	53.4%	23	19.5%	32	27.1%	0.000
IPB3	73	62.4%	18	15.4%	26	22.2%	0.000
IPB4	65	55.1%	27	22.9%	26	22.0%	0.000
IPB5	81	68.6%	21	17.8%	16	13.6%	0.000
IPB6	74	62.7%	25	21.2%	19	16.1%	0.000
PPB7	69	58.5%	26	22.0%	23	19.5%	0.000
PPB8	68	58.1%	30	25.6%	19	16.2%	0.000
PPB9	63	53.4%	33	28.0%	22	18.6%	0.000
PPB10	65	55.6%	26	22.2%	26	22.2%	0.000

All PB elements were observed on Table 6.1 to have positive correlation values that range from 0.574 to 0.684. All elements on Figure 4.10 were observed to have a significant high level of agreement than disagreements. This implied that the majority of employees had high level perceptions on all PB elements. This is good news for Company X, it means that employees in the Pipeline Division have positive attitude toward PB. However to translate this into actual PB that will produce desired results Company X should ensure that their employees understand their vision and strategy and convert their current evaluative performance appraisal into a DPA.

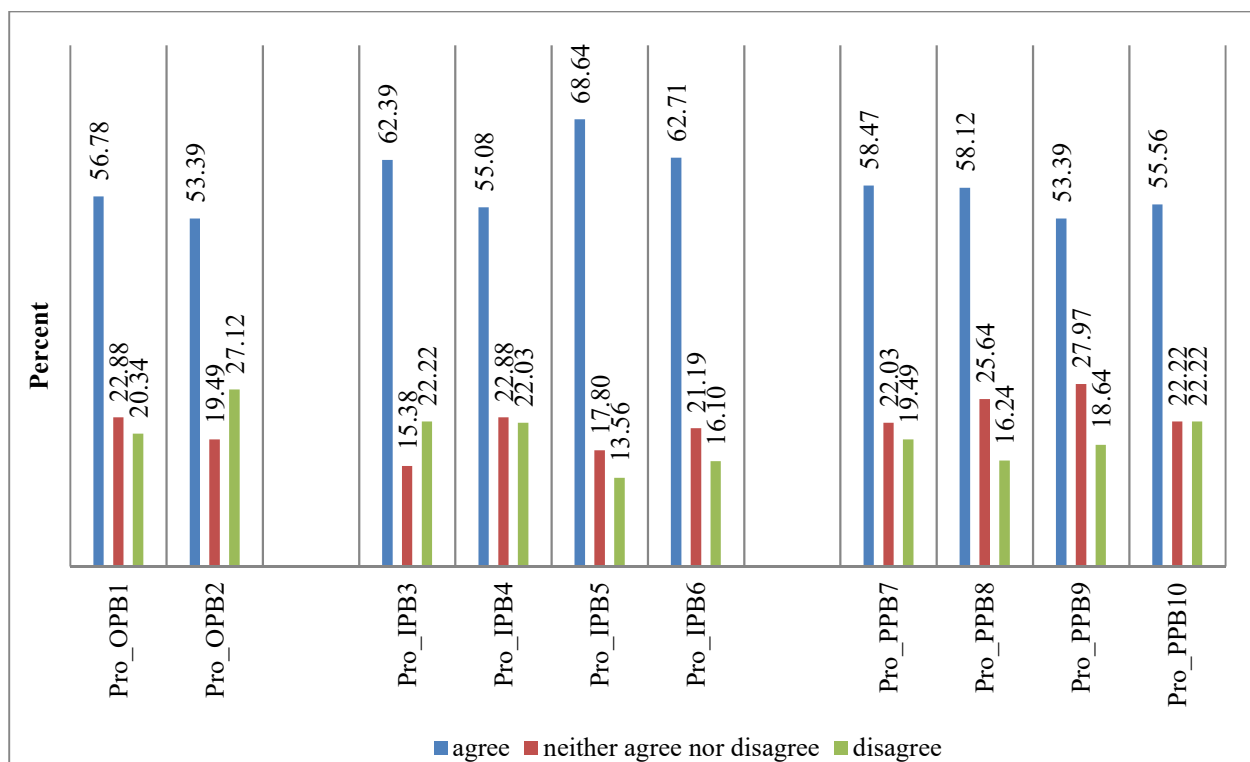


Figure 4.10: PB scoring pattern graph

4.7 Discussion

The aim of the study was to determine an effective goal communication system that will be based on integrating PB, TL and DPA as a communication system toward activating PB and be used by an organization to archive strategic goals. In the Pipeline Division the goal was to achieve the ARC strategy and prevent future loss making contracts. Three hypotheses (H1, H2 & H3) were developed to guide the researcher toward achieving the aim of the study. To test and prove the moderation of H1 the regression analysis was conducted to determine the significance of H1 elements. The results on Table 4.10 indicated that there was a significant relationship ($p = 0.0016$) between PB, PA and communication elements which supported H1 relationship. PGG or goal setting (GS) and PGS or performance feedback (FB) were represented and measured by GS and FB sub elements of PA respectively. PA and communication, PA and PB, PB and communication were also observed to have a strong positive correlation values that ranged from 0.742, 0.644 and 0.569 on Table 4.3 respectively which also supported H1. This means that the subsequent loss making contract should have been prevented in the Pipeline Division, however, this was not the case.

Table 4.10 H1 regression analysis

Ordered logistic regression	Number of obs	=	118
	Wald chi2(1)	=	9.96
Log likelihood = -143.42754	Prob > chi2	=	0.0016

Proactive_Behaviour	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
Performance_Appraisal Communication	.6560594 1	.2078411 (offset)	3.16	0.002	.2486983	1.06342
/cut1	1.75187	.536334			.7006743	2.803065
/cut2	4.845992	.5926783			3.684364	6.00762
/cut3	6.867403	.7278065			5.440928	8.293877
/cut4	7.939307	.7996649			6.371993	9.506622

What went wrong in the Pipeline Division? To understand and respond to this question, H1 elements had to be analysed further. It can be noted on Figure 4.4 that PA (GS/PGG and FB/PGS) and PB (PPB, IPB & OPB) elements had positive (agree) responses while communication (TC, PCa, CC, CR and PCb) elements had a combination of positive and negative (disagree) responses. PA (FB & GS) elements measured the company's communication system in line with PGG and PGS activities: GS element measures addressed the employee's perception of clarity and relevance of goal setting, as well as understanding of the organisations vision, strategy and goals; FB element measures addressed perceptions of clarity, recognition, relevance, and understanding of the feedback received during PA. Overall the average values of GS and FB on Figure 4.4 were positive; however, the analysis of GS and FB sub elements on Figure 4.5 presented a different picture of these results. GS7 had a 34% agreement, 43% disagreement and 23 % neutral responses while GS4 had 43% agreement, 33% disagreement and 23% neutral responses; FB6 had 45% agreement, 28% disagreement and 27% neutral responses. FB6 and GS7 both measured perceptions about understanding the vision and strategy of the organization while GS4 measured perceptions about understanding the goals of the organization. The neutral ratings of elements were assumed to lean on the disagreement side because being neutral on the vision, strategy and organizational goals is as bad as disagreement ratings because it meant that employees had poor clarity and understanding. Accordingly FB6, GS4 and GS7 disagreement values were inflated by the addition of neutral values while agreement values remained the same. The new values for FB6 (45% agree & 55% disagree), GS4 (43% agree & 57% disagree) and GS7 (34% agree & 67% disagree) presented a negative picture with high disagreement ratings.

Therefore this meant that the majority of employees did not understand the vision, strategy and the goals of the organization.

According to literature PB is a goal directed process which occurred when both PA elements namely PGG/GS and PGS/FB were in line with each other and all PGS efforts were directed toward enabling desired PGG. This can be achieved if there is higher employee involvement during PGG and PGS developments and if the PA is perceived as a DPA by employees. In order for the PA to be perceived as a DPA it must focus on identifying future performance, training and learning needs. Certain PA (GS4, GS7, FB6), TL (IM4, IM6, IM14 & IM20) and communication (CC and CPb) elements were allocated to measure the development part of the existing Pipeline Division PA. All these elements had negative ratings which meant that employees were not involved during strategic planning. This meant that the Pipeline Division employees did not know the ARC strategy which was developed to overcome risks and obstacles through PB. PGS or performance feedback activities were measured by certain communication (TC, PCa & CR) and PA (GS1, GS2, GS5, GS10, FB3 & FB8) elements which were all positively rated by respondents. In the Pipeline Division case there was no balance or alignment between PGG (negative DPA ratings) and PGS (positive rating); GS and FB activities were not aligned with the vision and strategy of Company X; the positive values of PA and negative DPA values meant that the existing PA was an evaluative PA (EPA) and not DPA; the Pipeline Division focused more on proving performance on daily tasks and less on aligning employees toward the vision and strategy of the organization. According to literature the EPA produced negative emotions and had a negative impact on PB because under this PA employees tended to avoid PB which could explain the poor PB engagement toward preventing the loss-making contract. This answered the first part of the study research question two (2): the Pipeline Division PA communication system was not based on DPA it was based on EPA. This meant that employees were not aware of required job performance standards, future performance training and learning needs were not identified, and the work environment was not perceived to provide learning opportunities that would improve performance.

The second part of research question two aimed to determine if: 1) leaders were admired, respected and trusted, 2) leaders were encouraging followers to envision attractive future states, 3) employees' efforts were stimulated by leaders to be innovative and creative and 4) if leaders were paying attention to each individual need for achievement and growth by acting

as a coach or mentor. All TL elements that measured these objectives had higher significant levels of disagreements (once in a while) than agreement (fairly often) on Figure 4.6. Therefore these results suggest that there was a poor TL culture in the Pipeline Division. This answered the second part of the study research question two (2): the Pipeline Division PA communication system was not based on TL culture.

All PB (PPB, IPB & OPB) elements on Figure 4.10 all had positive ratings which meant that employees perceived themselves to possess positive attitudes toward PB. This answered the first part of our research question three (3): the Pipeline Division employees had positive PB attitude. The Pipeline Division loss making contract proved that employees were not engaged toward PB even though they possessed positive attitudes toward PB. However attitudes and behaviours are not the same thing, a person can have positive behaviour attitude but may choose not to activate the behaviour. This was the case in the Pipeline Division, employees had positive PB attitudes while the literature showed that Company X had PB traits, however, they could not engage their employees PB to prevent the loss making contract. This supports the idea that PB traits and attitudes alone are not sufficient to engage PB, PB engagement can be realised when it is integrated with other energising forces such as TL, DPA and communication.

The communication measures were used in order to understand the effectiveness of strategic information transfer to employees through the existing communication system by organizational leadership. All CC and PCB communication elements that were negatively (disagree) rated on Figure 4.7 were used to measure the employees' personal development activities. The ratings suggested that employees were not valued and supported by the organization to develop their own careers. The positive employee PB attitudes were not aligned with negative DPA ratings which support the finding that employees were not motivated to envision their future inline with the vision, strategy and goals of the organization. This misalignment contributed toward the loss making contract. Therefore the response to research question one is: the existing communication system was not effective to transfer organizational strategy toward engaging employee PB. The observed H1 positive correlation between elements can now be explained; the correlation existed between elements because employees perceived the use of some form of PA and communication system even though it was not properly formalised; the existing system supported EPA and not DPA, therefore, it was not effective in transferring Company X's vision, ARC strategy and goals to

employees, therefore, they were not energised toward PB that was necessary to prevent the loss making contract due to the strategic misalignment even though they possessed positive PB attitudes.

Hypothesis 2 (H2) was a build up model from H1 and it was developed because the literature suggested that if the organizations communication system was based on DPA it could be used as a base for LGO which could contribute toward engaging employee PB. However, LGO had no significance correlation with PA, Communication, TL and PB as shown on Table 4.3. All LGO elements had a significant high level of agreement than disagreements (Figure 4.9) which ranged from 85% and 93% ratings. Since LGO could not be correlated with any of the H1 elements it was challenging to interpret the meaning of these highly rated values. However, it appears that LGO orientation, like self awareness, is a complex human capacity that is strengthened by subjective positive self beliefs based on our natural instinct of wanting to improve our well being and do better in life. It also appears that an employee will always have LGO due to their natural and common need to do well in life with or without DPA. The later also support the lack of correlation with other concept dimensions. It can be conclude that H2 was not moderated by H1 and that LGO is a standalone dimension which should be considered as a ready available resource that is inherent based on our human nature. On the other hand this is good information because these results could mean that employees generally want to do well and could welcome the use of an effective and efficient communication system that will support them to learn and develop their careers. More research is required to unpack and understand LGO.

To prove the moderation of H3 the correlation analyses was conducted between TL, commitment and PB on Table 4.3. There was a positive moderate correlation of 0.182, 0.261, and 0.223 between TL and commitment, commitment and PB, and PB and TL respectively. In order to understand the meaning of H3 to this study it was necessary to discuss the commitment elements further since we are now aware that the Pipeline Division had poor TL culture and employees with positive PB attitudes. The objective of commitment elements was to measure and determine: 1) if employees identified with organizational values, 2) the level of effort that they were willing to devote to the organization and 3) if they wanted to maintain affiliation with the organization. Four commitment elements C1, C3, C4 and C5 had significantly higher level of agreements of 97%, 78%, 57% and 81% respectively as shown of Figure 4.8. C1 and C3 measured objective 2 while C4 and C5 measured objective 1. Element

C2 and C6 had a high level of disagreement (60% and 58% respectively) and measured the objective 3. According to these results employees were willing to work hard and identified with the values of the organization but they did not seek to maintain affiliation with the organization. This implies that employees were not completely committed to the organization which supports H3 moderation that the poor the TL culture in the organization the more employees will not be fully committed to engage in PB that are directed toward the organization. This is also supported by the fact that the Pipeline Division PA was not a DPA communication system which meant that it did not supported employees to develop their own careers, therefore, they could not feel obligated to the organization and hence did not seek affiliation and were not loyal to the organization. This also contributed to the subsequent loss making contract. It can also be argued that objective 1 was not properly addressed by employees due to the fact that the majority did not understood the vision, strategy and goals of the organization; it is possible that the values they were referring too were not aligned with the organizational strategy. If this was the case, employees were only committed and willing to work hard provided this was justifiable, however, the subsequent loss making contract proves that it was not justifiable. Finally, this answered the second part of research question three (3): the Pipeline Division employees were not fully committed to the success of the organization.

4.8 Conclusion

In this chapter answers to our research question and objectives were addressed and a number of findings that will be relevant toward the recommendation section were highlighted. The following findings resulted in the Pipeline Division: 1) the existing PA communication system was an EPA instead of a DPA system therefore it was as not effective toward transferring strategic information to engage PB even though employees had positive PB attitudes, 2) employees did not understood the vision, strategy and the goals of the organization, 3) a poor POS and TL culture was observed which supports the idea that the company cared less about the well being of their employees and did not support them to develop their own careers, 4) Employees were not fully committed to engage in PB that was directed to the organization even though they were willing to work hard and had positive PB attitudes. Based on these findings it can be said that to achieve the aim of the study the PA communication system should be based on positive alignment of TL, DPA and effective communication in order to produce employees that are fully committed and engaged toward organization PB that will

achieve desired goals. The following chapter will discuss how the Pipeline Division should position itself to remedy all these findings so that they can achieve organizational PB that will enable them to achieve their goals and prevent future loss making contracts.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Introduction

The findings of the study were summarised in this section in order to understand challenges that were facing the Pipeline division. These challenges contributed to hinder the Pipeline Division toward achieving PB performance that should have prevented loss making contracts; they have to be eliminated in order to prevent the risk of loss making contracts in the future. Recommendations to remedy risk challenges were proposed in this section to the Pipeline Division for implementation so that they can be able to engage their employees toward PB that will be directed toward achieving desired organizational goals.

5.2 Findings from the Study

In this section the findings from the literature review and primary study were separately discussed to gain understanding from these different knowledge perspectives. The findings were thereafter integrated into the study findings which were used as a base for recommendations to Pipeline Division toward addressing the decision making problem.

5.2.1 Findings from Literature Review

The competitive nature of the construction industry market combined with skill shortages was found to place pressure on companies to deliver on projects. In order to compete, companies were encouraged to be able to engage PB so that they can behave proactively to overcome risk challenges and achieve organizational goals. The essence of human behaviour control or PB was found to be reliant on the process of comparing self to self goals and standards: this was based on self awareness and self knowledge. Self knowledge was required to set goals while self awareness was required to track activity progress and assess the degree of goal achievements; all this with an objective of gaining better self knowledge and continuous self improvement. Due to this, proactive employees were found to anticipate future outcomes, were goal oriented and they strived to improve by exploring development opportunities in order to control their environment and achieve desired goals. Self knowledge was found to be an ongoing process that could be developed through experience by increasing social

interactions with others and through education. According to literature self knowledge and self awareness could be improved through methods of structured introspection, seeing self through others perspectives and through self observation. Due to the subsequent loss making contract it was assumed that:

- The Pipeline Division self awareness and self knowledge was underdeveloped.

In organizations, PB was found to be a goal regulation process that involved PGG and PGS processes: this process is also based on self awareness and self knowledge principles. The goal regulation process equipped employees with three key resources: 1) it ensured that employees had strategic, relational and normative knowledge that was required to influence change in the organization, 2) it developed high employee self efficacy which was a vital antecedent for change and 3) it enabled positive relationship maintenance that were required to facilitate later PB. Goal orientation was found to have a tendency to influence individual behaviour because they were motivated to anticipate and direct their actions by envisioning pleasant goal results, outlining plans and driven toward taking execution actions. The goal regulation process was found to be a vehicle that drove strategic initiatives, when it was incorporated into PA systems and to design and develop successful training programs. PA communication system was found to be an appropriate structured tool that can be used by organizations to transfer their strategy to all stakeholders. Employees were found to outperform when they were highly involved during the goal regulation processes because they were willing to work hard whereas when poorly involved were not willing to work hard. Due to the loss making contract it was assumed that:

- There was poor employee involvement therefore they were not motivated and willing to work hard.
- The PA communication system was not formalized to set goal and standards therefore; it was not effective to transfer ARC strategy to employees; it was not developmental toward improving proactive personality; therefore employees were not equipped with necessary resources toward proactive behaviours that were directed toward achieving organizational goal.
- Employees were not goal oriented and had poor LGO and PGO.

According to industry experts talent management and staff retention amongst other risk challenges were highly rated for prioritization toward achieving a strong competitive advantage. The importance of controlling information processing and decision making toward predicting and achieving desired individual behaviours was also emphasised by the Theory of Planned Behaviour. According to TPB, the behaviour was said to be planned because it consistently flowed automatically from the individual's beliefs or self knowledge. For this reason the motivational process was found to directly predict PB and the extent to which the motivational pathways directly activate PB was largely dependent on organizational context such as TL, POS and enriched job. It was found that the motivational process produced positive affect which were found to be responsible for employees commitment toward subsequent PB. Due to the loss making contracts it was assumed that:

- The Pipeline Division had poor TL culture
- Employees had poor POS and were not committed toward achieving organizational goals.
- Talent was poorly managed.

To verify the above assumptions three hypothesis were developed under the literature review chapter. Primary data was collected from the Pipeline Division, it was analysed and resulted to findings that were discussed in the following section.

5.2.2 Findings from Primary Research

The following findings resulted in Pipeline Division:

- The overall PA ratings of employees were positive however other sub elements which measured the understanding of vision, strategy and goals within the PA variables had negative ratings which meant that employees did not understand the vision, strategy and the goals of the organization. Since DPA is based on the vision, strategy and goals of the organization which were not understood therefore the existing PA system was not developmental. Therefore the positive ratings meant that the existing PA communication system was mostly about EPA and PGO, and less about DPA. Employees were also not happy with the recognition element of existing PA.

Therefore the existing PA communication system was not effective to transfer organizational strategy toward engaging employee PB.

- Even though employees had positive PB attitudes the existing communication system was not effective toward transferring strategic information to engage PB because of negative CC and PCb elements which meant that the company cared less about the well being of their employees and did not support employee career development. Other communication elements that measured task performance had positive ratings which support the finding that the existing organization PA was mostly about EPA and PGO.
- A negative POS and TL culture was observed which also support the finding that employees were not highly motivated to commit to the vision, strategy and goals of the organization by their leaders. Therefore the existing PA communication system was not based on TL culture.
- Overall commitment was rated positively by employees which showed that they identified with the values of the organization and were willing to work hard however they were not fully committed toward organizational PB. The highly negative commitment elements ratings showed that they did not seek to maintain affiliation with the organization. This could be the case because of poor involvement. The Pipeline Division employees were not fully committed to the success of their organization.
- LGO was found to be highly positively rated by employees and had no relationship with other study elements except with commitment.

5.2.3 Conclusions on Findings from the Study

The Pipeline Division does not have a formal PA system; its PA communication system is not developmental toward engaging employee PB because they did not understand the vision, strategy and goals of the organization which drives the DPA. The existing PA communication system did not support employee career development therefore it cannot be

used to transfer and drive the ARC strategy and performance through employees to overcome industry challenges. Therefore, the Pipeline Division does not have a formal system to set self goals and standards for their employees and cannot control their PB toward goal achievement; thus, the loss making contract risk is still high in this division.

The Pipeline Division employees had highly positive attitudes toward PB; they had highly positive LGO which was linked to commitment especially the positive variables that measured the willingness to work hard for their organization and to identify with the values of the organizations. However employees were not fully motivated to commit to their organization because they did not seek to maintain affiliation to their organization. It can be concluded that having high LGO, positive PB attitudes and the willingness to work hard does not translate to organizational PB if employees are not motivated to do so. This can be proven by Table 1.3 which shows that contracts are still not completed on time therefore proves poor goal achievement and PB in the Pipeline Division.

A poor POS was observed where employee career development is not supported by the organization. Also a poor TL culture was observed which support the observed poor POS and lack of motivational stimulation of employee to support the vision, strategy and goals of the organization. Employees do not seek affiliation with the organization because they do not understand the vision, strategy and goals of the organization therefore they do not feel valued and appreciated by the organization because it did not support them to develop their own careers. All the above findings prove the important of aligning and integrating the DPA, TL into a communication system that will engage employee PB. The loss making contract in the Pipeline Division and research observations revealed that DPA, TL and Communication forces are not aligned and integrated together to engage employee PB to achieve desired performance and prevent loss making contracts. The risk of loss making contracts still exists in the pipeline division as can be noted by new project delays on Table 1.3.

5.3 Recommendations

The following research questions were developed and had to be answered after the primary data was collected and interpreted to better understanding the Pipeline Division situation.

1. Was the existing communication system ineffective toward proactive behaviour in the Pipeline Division?

2. Was the existing Pipeline Division communication system based on DPA and transformational leadership?
3. Do Pipeline Division employees have positive attitude toward proactive behaviour and are they committed to their organization success?

The objective of question one was to understanding the effectiveness of strategic information transfer to employees through the existing communication system by organizational leadership. The subsequent loss making contract and the negative rating of the CC and CPb communication elements proved that the existing communication system was not effective toward engaging PB. Research question one was answered by this finding: the existing communication was not effective. This meant that employee's personal interest and career growth were not discussed because employees did not received career and personal communication from their leadership therefore they were not motivated toward PB. To remedy this challenge it is recommended that Pipeline Division must:

- Decide to become the learning organization and embrace the seven essentials of learning organizations which involves 1) the creation of continuous learning opportunities, 2) promotion of inquiry and dialog, 3) encouragement of collaboration and team learning, 4) establishment of system to capture and share learning, 5) empowerment of people to have a collective vision, 6) connecting the organization to the environment and 7) the usage of leaders who model and support learning at the individual, team, and organizational level.

The Pipeline Division employees perceived themselves with high LGO and had positive attitudes toward PB. They also rated positive on the willingness to work hard. Employees had positive attitude toward PB which answered the first part of question three, however they did not seek to maintain affiliation with the Pipeline Division which answered the second part of question three: they were not fully committed to the success of the organization. Being a learning organization will also motivate employees to draw from the ready available resources (positive LGO, positive PB attitudes and willingness to work hard) and be committed toward achieving personal and organizational goals.

The first part of research question two was about understanding the existing DPA with these objectives: 1) to determine if employees were aware of the required job performance

standard, 2) to determine if training and learning needs to improve performance were identified and discussed with employees and 3) to determine if the work environment was perceived by employees as a learning opportunity to improve their performance. The second part of was about understanding the TL culture with these objective: 1) to determine if leaders were admired, respected and trusted, 2) to determine if leaders were encouraging followers to envision attractive future states, 3) to determine if employee efforts were stimulated by leaders to be innovative and creative and 4) to determine if leaders were paying attention to each individual need for achievement and growth by acting as a coach or mentor. The research question two was answered by primary findings: the existing PA communication was not based on DPA and TL culture. This meant that the Pipeline Division leadership were not equipped with an effective PA communication system and TL climate which were both required to motivate employees and engage them toward PB. Therefore the existing TL culture and PA communication system were not effective to transfer organizational strategy. To remedy this issue the following tasks are recommended:

- Design and develop a structured DPA with senior management in line with the company and ARC vision, strategy and goals to ensure collective alignment and value and use it as a tool to transfer strategy of the organizational to all stakeholders. The eleven essential characteristics of an effective PA system such as formalization, job relatedness, standards and measurement, validity, reliability, open communication, trained appraisers, ease of use, employee access to results, review procedures and appeal procedure must be considered and integrated during the design and development of the structured DPA system. A structured DPA will focus on future performance by identifying job standards (ARC and other company standards) and related training needs and will be a tool to objectively measure organizational and employee performance against these standards. The DPA system will be used to: 1) involve employees during PGG or goal setting, 2) involve employees during PGS or feedback activities by monitoring and identifying their weaknesses and strengths and giving them feedback on their performance, 3) support them to overcome these gaps by identifying performance needs and develop them towards competency through staff training, career development and other means necessary. This will help the organization to achieve DPA objectives of the first part of research question two.

- Senior management must clearly understand the company DPA system and must be trained to conduct effective and efficient PA communication based on CCA, TC, PCa, CR, CC and CPb which will support employees to develop their own careers. They must be competent enough to successfully introduce, train and implement the DPA in their departments to their subordinates. This will enable the organization to provide helpful and useful information which will enable individuals to POS and motivate them with the “reason to” be future focused and directed to learn, develop and make improvements on their jobs. As employees perceive organizational support (POS) to develop their own careers their autonomous motivation and FRCC will be highly activated, they will possess positive affects and will have high affective commitment toward achieving organizational goals. They will highly value PB and will be highly energised to relentlessly practice PB to strengthen their proactive personality and RBSE overtime. They will be highly job satisfied and will possess psychological motivational forces that are related to all proactive goal regulation elements and will be engaged to achieving sustainable PB. This will overcome challenges of retaining and attracting capable employees. This intervention will also contribute highly toward making the DPA communication system an effective system to transfer organizational strategy to all stakeholders.
- Train senior leaders to become TL so that they can use IB, IS, IM, IA and IC to influence employees to align themselves to the vision of the organization and be transformed through affective commitment to act beyond their self interest but act to the best interest of the entire team. TL will be able to use already available high LGO resources and positive PB attitudes of employee in the Pipeline Division and transform employees to engage in actual PB. This will help the organization to achieve TL objectives of the second part of research question two.
- When senior management understand the bigger picture of using DPA and TL communication system to engage employee PB and they have committed themselves to work toward competency in these tools it is time for them to start the transfer of this knowledge to their subordinates. The company must conduct climate creation workshop and discuss these tools and their importance to the organization. It is important to ensure that these workshops are conducted by senior management who

are already charged with the implementation of these tools in the organization. This will ensure that senior leadership is ready to implement and therefore the DPA and TL tools will be successfully implemented and received by employees.

- When climate creation workshops are completed the senior management must now ensure that they have write ups of all lower level roles in their departments in line with the DPA initiative. It is important for senior management to involve employees during these rights ups so that they can be motivated to develop future individual and organizational PB performance plans.
- Senior management must ensure that PA reviews are conducted based on DPA strategy and agreements between employees and themselves to objectively measure performance progress.
- The Pipeline Division must conduct yearly surveys to check the cultural perceptions of employees after they have been managed via the DPA and TL culture to identify wins and gaps that need urgent attention to keep the strategy on track.
- Management must use feedback from DPA reviews and surveys to check the gaps toward strategy achievements and should make necessary interventions to remedy shortfalls to ensure that organizational goals are achieved eliminating future loss making contracts.

The PA communication system that is suitable for the Pipeline Division which should be used in line with the recommendations is visual presented on Figure 5.1. It should be noted on Figure 5.1 that PB attitudes and LGO which were positively rated by employees has been identified as independent variable. LGO was said to be our already available human resource that we possess based on our common goal of wanting to do well in life. This is good news for the Pipeline division because positive PB and LGO meant that employees generally wanted to do well in life. The subsequent loss making contract showed that employees did not do well because they lacked strategic knowledge that was required to do well. In order for the PA communication system to be efficient and effective it should be perceived by employees to positively support them through receiving task, feedback, career, responsiveness and personal

communication. The integration of LGO, DPA, TL and positive PB attitudes to PA communication system will course leadership to effectively transfer the vision and which will equip employees with knowledge (standards) that is required to succeed. Employees will perceive that they are supported by the organization and they will feel responsible to return the favour and will be highly motivated and engaged toward personal and organizational PB. This way, the Pipeline Division will be able to engage employee PB and will achieve their goals.

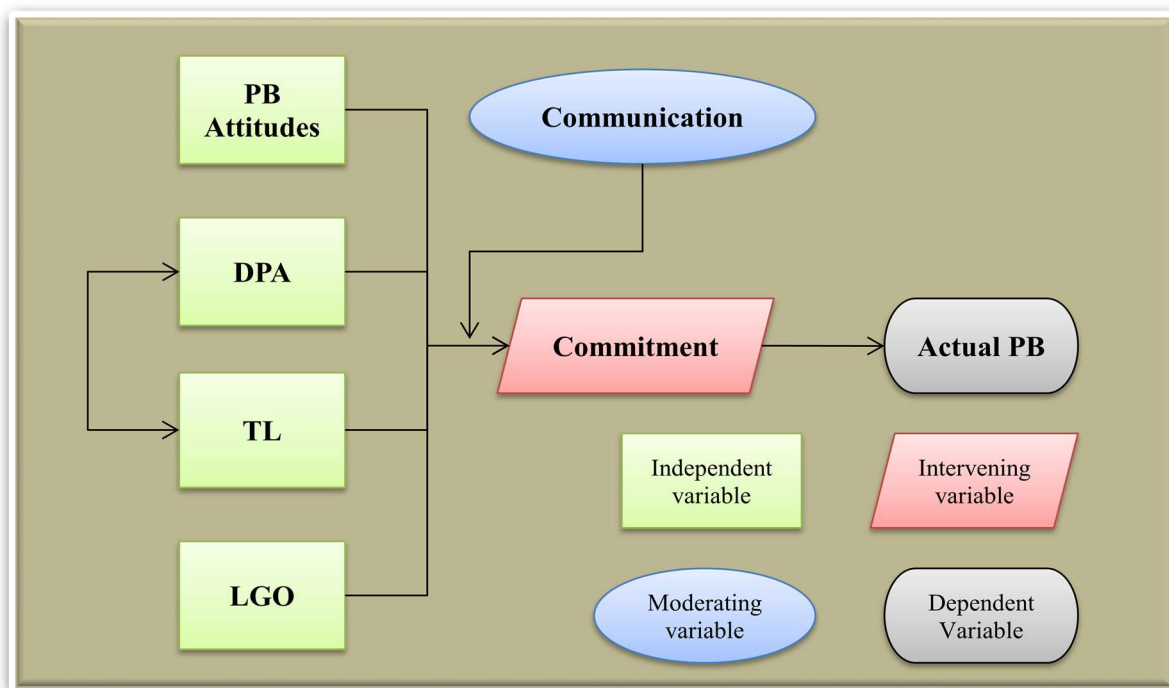


Figure 5.1: Recommended communication system to engage employee PB

5.4 Conclusion

The researcher has successfully developed a potential solution for the Pipeline Division and has made recommendations that should be adopted by senior management which are based on empirical evidence. The objective of the study was to come up with a suitable communication system that will be used to engage employee PB and prevent future loss making contract by achieving desired contract goals. The objective of the study has been satisfied through Figure 5.1 and recommendation that goes along with it. Company X's vision was to be the benchmark construction group in South Africa that is committed to the fulfilment of all their stakeholders' aspirations. They have also stated in their financial

statement that they were committed toward communicating their strategy to all their stakeholders and regularly engage them through their well established and existing communication systems. However, the subsequent loss making contract and research findings disagreed. Company X's communication systems were not effective toward communicating strategic information. They could not deliver a high quality product to their stakeholders.

According to experts, talent management and staff retention were highly rated for prioritization toward achieving a strong competitive advantage because the competitive nature of the market combined with skill shortages placed pressure on companies to deliver on projects. Company X knew this and they recognized that their vision will become a reality only through the continued commitment and efforts of their skilled workforce and putting the right people in right places. To achieve their vision they have to implement the recommended communication system. To implement this system will require lot of energy and dedication from the Pipeline Division senior management. Therefore the success of the proposed communication system is now on their hands they now have to choose to adopt this system and work in harmony and smart to ensure that these tools are implemented so that they can realise an organization that is free from loss making contracts.

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APPENDICES

Appendix A: Informed Consent Letter

Informed Consent Letter

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

Dear Respondent,

MBA Research Project, Researcher: Braveman Meyiwa (0790271746)
Supervisor: Prathana Amrithlal (082 458 1613), **Research Office:** Ms P Ximba 031-2603587

I, Nhlanhla Meyiwa am an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu Natal. You are invited to participate in a research project entitled; The Impact of a Developmental Performance Appraisal Communication System and Transformational Leadership to Employee Proactive Behaviour.

The aim of this study is to determine what should be done to engage employee proactive behaviour that will enable a sustainable achievement of set organizational goals. Through your participation I hope to understand your perception about the existing performance appraisal communication system and the leadership style and you attitudes toward proactive behaviour.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above. The survey should take you about 45 minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator 's signature _____ Date _____

This page is to be retained by participant

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

MBA Research Project

Researcher: Braveman Meyiwa (0790271746)

Supervisor: PrathanaAmrithlal (082 458 1613)

Research Office: Ms P Ximba 031-2603587

CONSENT

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am free to withdraw from the project at any time, should I so desire.

Signature of participant

Date

.....

This page is to be retained by researcher

Appendix B: Questionnaire

Part 1: Demographics

Please circle the number representing the most appropriate responses for you in respect of the following items.

No:	Question	Female	Male			
1	Your gender	1	2			
2	What is your age?	Under 20 1	20-35 2	36-50 3	51-65 4	Above 65 5
3	Number of years worked in the organization	Less than 1 1	1 to 2 2	2 to 5 3	6 to 10 4	Over 10 5
4	Job status	Top management 1	Middle management 2	First level supervisor 3	Non managerial 4	
5	Your highest completed level of education	Below matric 1	Completed matric 2	College degree 3	Graduate degree 4	

Part 2: Development Performance Appraisal

Please circle the number representing the most appropriate responses for you in respect of the following items.

No:	Questions	strongly agree	agree	mildly agree	mildly disagree	disagree	strongly disagree
6	My supervisor helps me understand what is expected from me in such a way that I can contribute to the success of the company. (GS1)	1	2	3	4	5	6
7	My supervisor provides clear goals I can direct attention to. (GS2)	1	2	3	4	5	6
8	The feedback I receive agrees with what I have actually achieved. (FB3)	1	2	3	4	5	6
9	My supervisor provides me with information about the goals of the company. (GS4)	1	2	3	4	5	6
10	Helps me prioritise between different work activities. (GS5)	1	2	3	4	5	6
11	The feedback I receive helps me understand the organisation's strategy/plan. (FB6)	1	2	3	4	5	6
12	My supervisor helps me understand the organisation's vision/dream and strategy/plan. (GS7)	1	2	3	4	5	6
13	My supervisor provides clear and direct information about my position in relation to the goals of my department. (FB8)	1	2	3	4	5	6
14	My supervisor provides recognition when I perform well. (FB9)	1	2	3	4	5	6

15	I see clear connection between my own work and the performance of my department. (GS10)	1	2	3	4	5	6
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Part 3: Communication

Please circle the number representing the most appropriate responses for you in respect of the following items.

No:	Questions	strongly agree	agree	mildly agree	mildly disagree	disagree	strongly disagree
16	My supervisor lets us know about changes which are coming up.(TK1)	1	2	3	4	5	6
17	My supervisor lets me know what work needs to be done.(TK2)	1	2	3	4	5	6
18	My supervisor discusses with me how to handle problems in my work.(TK3)	1	2	3	4	5	6
19	My supervisor lets me know which areas of my performance are weak.(PC4)	1	2	3	4	5	6
20	My supervisor lets me know how I can do better in my work.(PC5)	1	2	3	4	5	6
21	My supervisor lets me know about the quality of my work.(PC6)	1	2	3	4	5	6
22	My supervisor encourages me to develop my career.(CC7)	1	2	3	4	5	6
23	My supervisor discusses with me how to get additional training.(CC8)	1	2	3	4	5	6
24	My supervisor gives me advice on developing my career.(CC9)	1	2	3	4	5	6
25	My supervisor makes me aware of the demands of future jobs in my career path.(CC10)	1	2	3	4	5	6
26	My supervisor gives me information on training opportunities.(CC11)	1	2	3	4	5	6
27	If I have a problem, my supervisor is willing to listen.(CR12)	1	2	3	4	5	6
28	When I ask a question, my supervisor does his/her best to get me an answer.(CR13)	1	2	3	4	5	6
29	If I make a request of my supervisor, I can depend on getting a response.(CR14)	1	2	3	4	5	6
30	My supervisor takes the time to listen to what I have to say.(CR15)	1	2	3	4	5	6
31	My supervisor asks about my family.(PCb16)	1	2	3	4	5	6
32	My supervisor talks about his/her non-work-related interests and activities.(PCb17)	1	2	3	4	5	6
33	My supervisor asks about my interests outside work.(PCb18)	1	2	3	4	5	6

Part 4: Commitment

How much do you agree or disagree with the following statements?

No:	Questions	strongly agree	agree	disagree	strongly disagree
34	I am willing to work harder than I have to in order to help this organization/company succeed.(C1)	1	2	3	4
35	I feel very little loyalty to this organization.(C2)	1	2	3	4
36	I would take almost any job to keep working for this organization.(C3)	1	2	3	4
37	I find that my values and the organization's values are very similar.(C4)	1	2	3	4
38	I am proud to be working for this organization.(C5)	1	2	3	4
39	I would turn down another job for more pay in order to stay with this organization.(C6)	1	2	3	4

Part 5: Learning Goal Orientation

How much do you agree or disagree with the following statements.

No:	Questions	strongly agree	agree	mildly agree	Don't Know	mildly disagree	disagree	strongly disagree
40	I prefer to work on tasks that force me to learn new things.(LGO1)	1	2	3	4	5	6	7
41	The opportunity to enlarge the variety of my abilities is important to me.(LGO2)	1	2	3	4	5	6	7
42	The opportunity to learn new things is important to me.(LGO3)	1	2	3	4	5	6	7
43	When I fail to complete a difficult task, I plan to try harder the next time I work on it.(LGO4)	1	2	3	4	5	6	7

Part 6: Transformational Leadership

Please answer all items on this answer sheet and judge how often each statement fits the leadership style as you perceive it.

No:	Questions	Not at all	Once in a while	Sometimes	Fairly often	frequently, if not always
44	Our leaders inspect important assumptions to question whether they are correct. (IS1)	1	2	3	4	5
45	Our leaders talks about his/her most important values and beliefs. (IB2)	1	2	3	4	5
46	Our leaders ask for different viewpoints when solving problems. (IS3)	1	2	3	4	5
47	Our leaders talks positively about the future. (IM4)	1	2	3	4	5
48	Our leaders instil pride in me for being associated with him/her. (IA5)	1	2	3	4	5
49	Our leaders talks passionately about what needs to be achieved. (IM6)	1	2	3	4	5
50	Our leader specifies the importance of having a strong sense of purpose.(IB7)	1	2	3	4	5
51	Our leader spends time teaching and coaching. (IC8)	1	2	3	4	5

52	Our leader goes beyond self-interest for the good of the group. (IA9)	1	2	3	4	5
53	Our leader treats me as an individual rather than just as a member of a group. (IC10)	1	2	3	4	5
54	Our leaders act in ways that builds my respect. (IA11)	1	2	3	4	5
55	Our leader considers the moral and ethical consequences of decisions. (IB12)	1	2	3	4	5
56	Our leader displays a sense of power and confidence. (IA13)	1	2	3	4	5
57	Our leader communicates a convincing vision/dream of the future. (IM14)	1	2	3	4	5
58	My leader considers me as having different needs, abilities, and goals from others. (IC15)	1	2	3	4	5
59	My leader gets me to look at problems from many different points of view. (IS16)	1	2	3	4	5
60	My leader helps me to develop my strengths. (IC17)	1	2	3	4	5
61	My leader suggests new ways of looking at how to complete assignments. (IS18)	1	2	3	4	5
62	Our leader communicates the importance of having a collective sense of mission. (IB19)	1	2	3	4	5
63	Our leader expresses confidence that goals will be achieved. (IM20)	1	2	3	4	5

Part 7: Proactive Behaviour

Please answer all items on this answer sheet and judge how often each statement describes your co-worker personality as you observe it. At work, my colleague personally takes the initiative/action to:

No:	Questions	strongly agree	agree	mildly agree	mildly disagree	disagree	strongly disagree
64	Suggest ideas for solutions to company problems. (OPB1)	1	2	3	4	5	6
65	Obtain new knowledge that will help the company. (OPB2)	1	2	3	4	5	6
66	Share knowledge with colleagues. (IPB3)	1	2	3	4	5	6
67	Take over colleagues' tasks when needed even though s/he is not thankful to. (IPB4)	1	2	3	4	5	6
68	Help new colleagues to get used to the organization. (IPB5)	1	2	3	4	5	6
69	Help colleagues with developing or implementing new ideas. (IPB6)	1	2	3	4	5	6
70	Find new approaches to complete his/her tasks so that s/he can be more successful. (PPB7)	1	2	3	4	5	6
71	Obtain new knowledge that will help his/her career. (PPB8)	1	2	3	4	5	6
72	Understand his/her personal goals at work. (PPB9)	1	2	3	4	5	6
73	Take on tasks that will further his/her career. (PPB10)	1	2	3	4	5	6

You have reached the end of the survey. Thank you very much for your participation.

Appendix C: Correlations of concepts elements

		Correlations																
		GS	FB	TK	PC	CC	CR	Pub	C	LGO	IS	IB	IM	IA	IC	OPB	IPB	PPB
GS	r	1.000																
	Sig. (2-tailed)																	
	N	120																
FB	r	.850**	1.000															
	Sig. (2-tailed)	0.000																
	N	119	119															
TK	r	.478**	.530**	1.000														
	Sig. (2-tailed)	0.000	0.000															
	N	120	119	120														
PC	r	.649**	.672**	.571**	1.000													
	Sig. (2-tailed)	0.000	0.000	0.000														
	N	120	119	120	120													
CC	r	.529**	.588**	.519**	.747**	1.000												
	Sig. (2-tailed)	0.000	0.000	0.000	0.000													
	N	120	119	120	120	120												
CR	r	.555**	.537**	.531**	.535**	.595**	1.000											
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000												
	N	120	119	120	120	120	120											
Pub	r	.446**	.490**	.335**	.421**	.609**	.491**	1.000										
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000											
	N	120	119	120	120	120	120	120										
C	r	.278**	.237*	0.179	.346**	.260**	.197*	0.133	1.000									

	Sig. (2-tailed)	0.002	0.010	0.052	0.000	0.004	0.032	0.151										
	N	118	117	118	118	118	118	118	118									
LGO	r	0.168	0.106	0.071	0.159	0.160	0.128	0.094	0.143	1.000								
	Sig. (2-tailed)	0.067	0.253	0.442	0.083	0.081	0.164	0.305	0.123									
	N	120	119	120	120	120	120	120	118	120								
IS	r	-.241**	-.211*	-.044	-.091	-.226*	-.175	-.318**	-.044	-.249**	1.000							
	Sig. (2-tailed)	0.008	0.021	0.635	0.323	0.013	0.056	0.000	0.639	0.006								
	N	120	119	120	120	120	120	120	118	120	120							
IB	r	-.359**	-.344**	-.193*	-.238**	-.191*	-.154	-.199*	-.200*	-.159	.625**	1.000						
	Sig. (2-tailed)	0.000	0.000	0.035	0.009	0.037	0.092	0.029	0.030	0.083	0.000							
	N	120	119	120	120	120	120	120	118	120	120	120						
IM	r	-.404**	-.303**	-.179	-.323**	-.307**	-.231*	-.288**	-.183*	-.156	.635**	.628**	1.000					
	Sig. (2-tailed)	0.000	0.001	0.051	0.000	0.001	0.011	0.001	0.048	0.089	0.000	0.000						
	N	120	119	120	120	120	120	120	118	120	120	120	120					
IA	r	-.312**	-.287**	-.192*	-.371**	-.398**	-.356**	-.285**	-.157	-.098	.478**	.523**	.556**	1.000				
	Sig. (2-tailed)	0.001	0.002	0.035	0.000	0.000	0.000	0.002	0.089	0.286	0.000	0.000	0.000					
	N	120	119	120	120	120	120	120	118	120	120	120	120	120				
IC	r	-.430**	-.454**	-.138	-.278**	-.268**	-.251**	-.315**	-.098	-.014	.428**	.565**	.557**	.459**	1.000			
	Sig. (2-tailed)	0.000	0.000	0.134	0.002	0.003	0.006	0.000	0.294	0.876	0.000	0.000	0.000	0.000				
	N	120	119	120	120	120	120	120	118	120	120	120	120	120	120			
OPB	r	.469**	.495**	.287**	.458**	.332**	.304**	.259**	.300**	.221*	-.034	-.167	-.242**	-.080	-.097	1.000		
	Sig. (2-tailed)	0.000	0.000	0.002	0.000	0.000	0.001	0.005	0.001	0.016	0.717	0.070	0.008	0.391	0.298			

	N	118	117	118	118	118	118	118	116	118	118	118	118	118	118	118		
	r	.539**	.535**	.400**	.464**	.334**	.397**	.373**	.209*	.206*	̄ 0.155	̄ .221*	̄ .196*	̄ 0.175	̄ .220*	.649**	1.000	
IPB	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.024	0.025	0.094	0.016	0.033	0.058	0.016	0.000		
	N	118	117	118	118	118	118	118	116	118	118	118	118	118	118	118	118	
	r	.531**	.496**	.389**	.438**	.367**	.393**	.343**	.186*	0.096	̄ 0.093	̄ .261**	̄ .246**	̄ 0.116	̄ .268**	.574**	.684**	1.000
PPB	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.046	0.303	0.318	0.004	0.007	0.211	0.003	0.000	0.000	
	N	118	117	118	118	118	118	118	116	118	118	118	118	118	118	118	118	118

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Correlation coefficient = r