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# Implicit leadership theory : perceived leadership traits and employee turnover

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# Implicit Leadership Theories: Perceived Leadership Traits and Employee Turnover

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**DECLARATION**

I, VIRESH PRAHALATH, declare that this research article is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration in the Graduate School of Business Administration, University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

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(VIRESH PRAHALATH )

Signed at …PARKTOWN……

On the 09 day of January2018

# Dedication

*To the brave soldier who now rests in peace. I carry your baton with zest.*

# Acknowledgements

When thinking back on the pain and suffering elicited upon me as an MBA student since 2016, especially with regards to this research project, there are a good few people I would like to acknowledge.

Firstly, it is my parents who strongly believed that this would be a good way to progress my career. They insisted upon its benefits even during the trying times of this research project that had various sharp “learning curves” (as my supervisor put it). I do acknowledge their support in the process and their desire to see me progress. Usually living vicariously through another is seen as a bad quality, however in this instance, where they themselves could not afford the opportunity to receive higher education despite being smarter than me, I can understand their drive.

I have a specific friend who likes watching the Game of Thrones and viewed the last season without me. I acknowledge her, firstly, for not giving me spoilers and thus ruining my year, and secondly, for the support she has given me through the entire process.

There are supervisors that lay out what you need to do and provide you with the answers. There are also supervisors who let you learn along the way. Then there are supervisors who want to challenge you and will refuse to do anything that will stunt your learning curve. To the untrained eye, Professor Gregory Lee, could come across as a sadistic man. Eventually you will realise that he did it the right way all along: ensuring you learn by doing it yourself. I did and re-did, and re-did again and something eventually came out of it, something that was more my own.

## SUPPLEMENTARY INFORMATION

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# ABSTRACT

Implicit leadership theories refer to the idealised, cognitive perceptions that individuals have of leaders. This paper sought to answer if a match and / or mismatch between these idealised perceptions and the perceptions that subordinates have of their current leaders may result in the intention of an employee to leave an organisation.

The paper hypothesised that a mismatch between the idealised implicit leadership theories that respondents possessed and current leadership qualities of their manager would result in an intent to leave an organisation. To do this, it had to resolve the first research problem: of identifying differences between idealised qualities of leaders among subordinates and what they perceive as the current qualities of their leader as well as the second: seeing if this mismatch was related to an intent to leave.

This research is important because it adds to the existing body of knowledge surrounding cognitive theories that influence leadership-subordinate relationships.

It provides insight into what influences the costly phenomenon of employee turnover and includes a range of managerial implications that arise from implicit leadership theories, detailing avenues of mediation. It also provides an understanding into why some leaders are more effective than others, why some rise to power as opposed to others and what universal qualities followers require in their leaders. It also provides a way forward regarding the required competencies that can be focused upon during the training and development of future leaders.

Research was conducted through online surveys which had five parts, the first two asked respondents to identify idealised perceptions of leaders and their perception of their current leaders respectively per a 21-item scale used by Epitropaki & Martin (2005) in a similar study. The next three parts of the survey measured an employee's job dissatisfaction, intent to leave, as well as the ease of movement they possessed in finding another job.

It was found that job dissatisfaction served as a mediating variable between a mismatch between implicit leadership theories and current leadership traits and an intent to leave.

Prototypic traits regarding sensitivity (helpfulness, sincerity and being understanding) proved to be most sensitive to the level of job satisfaction an employee has as well as anti-prototypic traits of being manipulative and conceited.

The implications of this study are far reaching. It suggests that if a leader does not match the implicit leadership theories present in an employee, job dissatisfaction can occur resulting in an intent to

leave an organisation. This cognitive process goes much deeper than what an employee considers as “good” or “bad” leaders which makes them want to stay or leave. The scope of the study also includes space for the unexpected like anti-prototypic leadership qualities that may influence an employee to stay within an organisation or vice versa.

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# INTRODUCTION

Employee turnover can be costly to an organisation, sometimes resulting in a loss of productivity and unanticipated human resource spend on acquiring new employees.

Implicit leadership theories (ILT) can reveal the relationship between perceived, ideal, implicit leadership qualities and the effect they have on how subordinates react to these leaders (Donelson, 2006), therefore potentially also acting as a driver of an employee's decision to stay or leave. The aim of this research article is to analyse whether a match and/or mismatch between actual and idealised behaviour of common leadership traits is associated with the intent of employees to resign.

## Implicit Leadership Theories

Implicit leadership theories (ILT) refers to prototypes and cognitively produced structures arising from previous experiences with leadership and socialisation that cause members of an organisation to create an idealised perception of a leader with specific traits and abilities (Epitropaki & Martin, 2005; Phillips & Lord, 1981; Lord, Foti, & De Vader, 1984; Lord, De Vader, & Alliger, 1986; Weiss & Adler, 1981; Kenny, Blascovich, & Shaver, 1994).

ILTs specify behaviours and qualities that observers expect from leaders, when this behaviour is displayed (and if it is distinguished from other members, such as being talkative when others are not) the individual may be attributed with the qualities of a leader (Kenny et al., 1994).

According to Lord et al. (1984) these sorts of categorisation theories explain "how perception as a leader and the content of generic leadership categories biases ratings of past behaviour" and "effects behavioural expectations for the target stimuli."

In other words, when subordinates identify a leader they in turn have biased memory selections of past behaviour when non-leader like traits were displayed and vice versa. Also, followers have behavioural expectations of leaders and if these are not met, this could influence the outcomes of supervisor-subordinate relationships and work situations. If viewed from this perspective, leaders who do default in their behaviour, that is, doing something that is not "leader-like": this behaviour is not as salient in the minds of followers if the leader has already been accepted as one. However, if a leader who defaults and is not seen implicitly as a leader, followers are more likely to remember any negative associations they linked with their memories of the leader.

This idea has powerful implications and offers a means to assess how to conduct oneself in the future: before, during and after crises, conflicts, hiring, firing, etc. Furthermore, it may answer questions surrounding leadership from your own experiences as you may have asked the question "Who made him a manager?" before, when your own implicit leadership theories disagreed with those of others. Thus, this paper proposes that the agreements and disagreements that you have about the leaders that you have met in your life and the decisions they made are because of your implicit leadership theories that are not the same as others.

Furthermore, Lim et al. (2012) state that ILTs are used by followers as a basis to decide on how they behave towards a leader; and that "Followers reciprocate by accepting the leader's influence attempts when the leader conforms to their followers' ILT. They accord the leader with status and esteem."

Understanding employee's behaviours in relation to the implicit leadership theories they hold could be vital in turning the tides on organisational attitudes and behaviour. If leaders behave according to group ILTs, they could influence how a group performs.

Furthermore, if implicit leadership theories do influence the status and esteem of a leader as stated above they can increase the influence a leader has over a group or organisation.

As an aside, it is important to note that ILTs could go either way, that is, followers may expect good or bad qualities to be associated with a leader, which does place leaders in situations where ethicalness and inner conflict is a concern. For example, if followers view an ideal leader as being pushy and manipulative, they may correspond with appropriate behaviour like increased performance and awarding esteem to the leader. This may conflict with the personal values a leader has and is up to the individual to reconcile and decide how best to move forward.

As the implications of ILTs are far reaching and numerous, it is not possible to cover all facets of its effects. The purpose of this paper has an acute focus, comparing common ILT theories to what is perceived as the current traits of a leader and viewing if this is associated with employee turnover.

## "Leadership traits"?

Leadership categorisation theories such as implicit leadership theories arise from the field of social cognition developed over the past 35 years (Shondrick, Jessica, & Lord, 2010). Humans rely upon schemata (cognitive categories that humans create to represent prototypes) to simplify social

processes, allowing them to allot their time and attention (which is a scarce resource) to other issues like solving problems; they substitute what would otherwise require an effortful encoding of the traits of an individual with “general knowledge” (Shondrick, Jessica, & Lord, 2010). Thus, schemata are interconnected sets of human knowledge organised around cognitive and symbolic structures, where mental representations of symbolic structures like desk, pen, teacher are put together to form a coherent schema of school (Burns, 2004).

Leadership traits therefore refer to the schemata that exists within individuals, what Epitropaki et al. (2013) refer to as cognitive structures developed through socialisation processes and previous experience with leaders kept within memory. These schemata are activated when an individual is exposed to or interacts with another individual resembling that category (Epitropaki et al., 2013).

This research refers to the cognitive structures or frameworks that coalesce to form a schema as a leadership trait rather than a behaviour or skill. The scale adapted from Epitropaki & Martin’s (2005) measure of leadership traits will be used, which measures how characteristic respondents thought the following leadership traits were of a leader: Intelligence (intelligent, clever knowledgeable, educated), Dynamism (energetic, strong, dynamic), Dedication (dedicated, motivated, hardworking), Sensitivity (Helpful, understanding, sincere), masculinity (male, masculine) and Tyranny (Manipulative, loud, domineering, selfish, pushy).

## Manager vs. Leader?

According to O'Leary (2016) even though managers and leaders may think differently where he found a manager’s focus in his study as more self-improvement oriented than other-focused he found that they both essentially do the same tasks in terms of motivating, learning and delegating. He believes that the crucial difference is the focus on the individual carrying activities; a manager can demonstrate more leadership by focusing more attention on people. This highlights that a manager can in fact be a leader and that the line between what a CEO and a manager does is blurry.

In the context of this study it is more important to see if subordinates perceive their managers as leaders. Given the nature of the questionnaire (as you will see later in this paper), respondents are first asked to describe what traits an ideal leader represents and then the traits of their current manager. This forces a link of the two during the context of this study.

## Measuring the Ideal vs. Real

When measuring differences between the implicit and real, producing a scale that assumes a common cognitive conception of leadership traits across individuals could produce a high level of scepticism. We have socio-economic, cultural, individual and gender associated differences, amongst others, which all play a role in shaping our perceptions and our worldviews, which in turn can influence what we believe a leader should be. The results of the multi-cultural, international Global Leadership and Organisational Behaviour Effectiveness (GLOBE) research program however brought to light widely shared desirable leadership traits after their survey of 17000 managers in 62 cultures, ILTs that are shared across cultures globally, which are (i) Building confidence, motivating, being dynamic and positive (ii) being a team-integrator and a coordinator, communicative (iii) planning ahead and (iv) being trustworthy, amongst others (Javidan, de Luque, & House, 2006). The top 'universal' traits were regarded as:

| *'Universal' Leader Characteristics* | |
|---|---|
| Contribute to a Person Being Seen as an Outstanding Leader | |
| Trustworthy | Decisive |
| Just | Excellence-oriented |
| Honest | Dependable |
| Foresight | Intelligent |
| Plans ahead | Effective bargainer |
| Encouraging | Win-win problem solver |
| Positive | Administratively skilled |
| Dynamic | Communicative |
| Motive arouser | Informed |
| Confidence builder | Coordinator |
| Motivational | Team builder |
| Inhibit a Person from Being Seen as an Outstanding Leader | |
| Loner | Irritable |
| Asocial | Egocentric |
| Indirect/Non-explicit | Ruthless |
| Non-cooperative | Dictatorial |

*Figure 1 Universal Leader Characteristics of GLOBE (Hoppe, 2007).*

These traits have clear linkages to Epitropaki and Martin's (2005) traits described above e.g. motivation, dynamism, sensitivity, intelligence. There are also linkages between what inhibits one to be seen as an outstanding leader like ruthlessness, egocentricity, "dictatorial", etc.

In addition, Weiss & Adler (1981) measured the varying cognitive complexities of individuals and their effect on implicit leadership theories, finding that leadership dimensions do not represent a

perceiver's system of cognitive organisation that replaced actual leader behaviours. This means that the level of cognitive complexity an individual possesses has no impact on implicit leadership theories.

Also, according to Epitropaki & Martin (2005) contextual and individual differences do not affect the content of ILTs, neither does the degree to which categorical thinking is resorted to as a map to evaluate a leader's behaviour.

*This research proposes to empirically identify matches and mismatches between implicitly idealised leadership traits and those perceived as the traits of an employee's current leader using Epitropaki and Martin's (2005) research instrument.*

## Intent to Leave

Extensive research has been conducted over the past century on employee turnover highlighting a large array of drivers and processes associated with the event including organisational factors like poor personnel selection and training (Laser, 1980), psychological factors like stress and low job satisfaction (Pang, Kucukusta, & Chan, 2015) and pull factors like unsolicited job offers (Lee, Gerhart, Weller, & Trevor, 2008), amongst others.

Many theories have been developed to explore the relationship between leader-subordinate relationships and turnover like distributive justice models regarding employee concerns about the fairness of outcomes of managerial decisions regarding items like pay and promotion (Daileyl & Delaney, 1992), the influences of mentoring (Payne & Huffman, 2005), race (Jones & Harter, 2005) and political skill (Wei, Liu, Chen, & Wu, 2010). Studying ILTs places a lens onto the cognitive, schematic constructs that followers possess and how this may affect relationships between leaders and followers. Further focusing this lens onto the existing body of knowledge that attempts to explain the leader-follower relationships present in studies by authors like (Lord, et al., 1984; Kenny et al., 1994; Weiss & Adler, 1981) has the possibility of finding a relationship between the schema and the intent for a subordinate to leave.

Highlighting the effects of implicit leadership theory, Judge, Piccolo & Kosalka (2009) state "the more closely a leader's traits match stakeholder [and follower] prototypes for judging effectiveness, the more effective that leader will be perceived." In other words, if an individual is perceived to have leadership traits by a follower, they are judged to be more effective.

On the extreme side, the traits of leaders can be viewed as destructive, which is a perception assessed from the point of view of a follower, which may leave room for interpretation and mediation, yet still ultimately results in an intent to leave an organisation. Schyns & Schilling (2013) state that the behaviour of a leader only has an effect on an individual as a result of it being perceived therefore a perception element has to be included when viewing alleged destructive leader behaviour.

The above validates research such as the current that aims to identify if mismatches between the perceived and ideal does affect employee turnover as the implications of these could be far-reaching.

*Hypothesis 1A: Variations between the ideal qualities of a manager and the perceived qualities of a manager will be linked to an intent to leave an organisation.*

## Ease of mobility and job satisfaction: Mobley's intermediate linkages model

Mobley's (1977) intermediate linkages model suggests that "there are intervening variables between job dissatisfaction and actual turnover, such as intentions to quit and the possibility of other employment alternatives." (Wittmer, Shepard, & Martin, 2014). In the model the level of job satisfaction and organisational commitment an employee has is seen as having an influence on the intention of an employee to leave an organisation and that this can result in an individual exiting a company. Mobley (1977) highlights the steps that lead to the turnover of an employee in his intermediate linkages model.

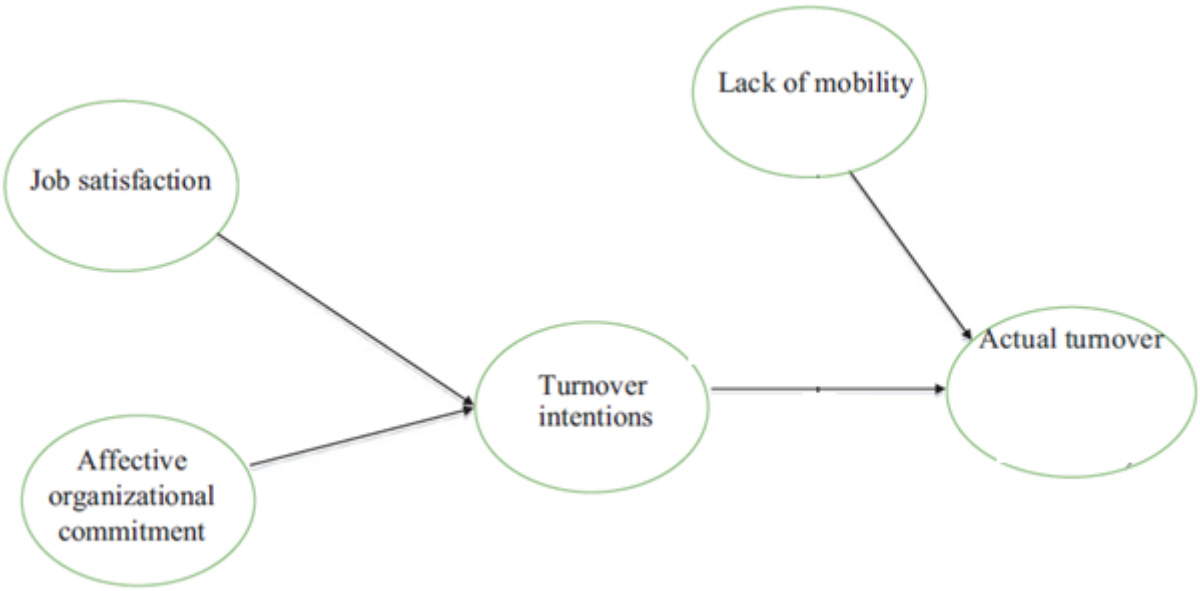



*Figure 2 Mobley's intermediate linkages model outlining the steps to employee turnover (Wittmer, Shepard, & Martin, 2014)*

The steps listed in the diagram above, according to Mobley, do not have to be followed in sequence, rather, a salient feature of the model should be recognised as the behavioural process like that which begins with dissatisfaction resulting in actual turnover (Wittmer, Shepard, & Martin, 2014).

In assessing turnover, Mobley's (1977) intermediate linkages model were looked at, where actual turnover is influenced by job dissatisfaction and alternative employment opportunities in relation to their current job (Wittmer et al., 2014).

Job satisfaction and "mobility" or ease of movement of employees that arises from Mobley's (1977) model were the two control variables for this research.

## Job Satisfaction

Defining job satisfaction is a contested issue due to theorists including a vast array of influences as variables in their measurements. As highlighted by Hom, Griffeth, & Sellaro (1984), The Hoppock scale (Coverdale & Terborg, 1980) measured thinking of quitting, The Faces scale of Dunham & Herman (1975) included aspects regarding pay and co-workers.

In this this research, an intention to leave is measured separately from job satisfaction. This also allows the opportunity for job satisfaction to be modelled both as a dependent and independent

variable to view its relationship to leadership trait differences between the ideal and those of a current leader, and an intent to leave.

In this research job satisfaction is regarded as “an affective response by an employee concerning his or her particular job and results from the employee’s comparison of actual outcomes with those that are expected, needed, wanted, or perceived to be fair or just” (Lambert, Hogan, & Barton, 2001). This opens the stage for the inter-relational aspects of employer-employee relations to arise which can reveal more consistent and relevant data to this study regarding implicit leadership theories.

Job satisfaction has a myriad of influences. Notably, Role Theory (Katz & Kahn, 1978) states that an employee’s energy, time and levels of psychological involvement are being competed for by social exchanges that they encounter outside of work (Wittmer et. al, 2014). Furthermore, discovered that the longer tenure is, the more job satisfaction decreased (Lambert, Hogan, & Barton, 2001).

Therefore, even though cognitive structures of individuals are analysed, it is important to notice that this research is turning the lens onto *job (dis)satisfaction* that results from *management relationships* internal to a company. As such, survey questions that directly relate to job satisfaction at the workplace are asked like, “My most important needs at work are compromised” and “My current job affects my wellbeing”. Issues of salary, wage, relationships with co-workers, etc. that are not part of the study and are not included as influences to job (dis)satisfaction.

This study also does not consider new, recent social stimuli that have could make a significant impact on the thinking of an individual e.g. a near death experience that forces an individual to rethink her life and quit a full-time job, the firing of a very close colleague, or any post-traumatic stress experienced by an employee that negatively affects his relationship with his manager and corresponding job satisfaction.

## Ease of Movement

This paper considered that the ease of movement an employee has could contribute to the intent of an employee to leave.

Ease of movement has been referred to in different ways across literature and included different elements that made up the whole concept. Mobley (1977) measured “lack of mobility”, Cammann et. al (1983) “employment mobility”; Trevor (2001) saw it as consisting of “general job availability”

and “individual movement capital (individual-level determinants of actual ease of movement)”. The use of Roodt (2008) scale that includes ease of movement takes into consideration these aspects.

Those who believe that they do have alternative employment opportunities contain a higher level of movement capital that can be influenced by education (Trevor, 2001). According to a study conducted by Benson, Finegold & Mohrman (2004), once employees obtained degrees that were advanced, their turnover rate increased dramatically, with graduate degrees increasing this likelihood by 75% itself.

Respondents are asked to rate from a scale of 0 to 7 with 7 being always, if they do have opportunities for alternative employment in regards to their current job. The research anticipated and confirmed that majority of education levels amongst white collar respondents would be higher than a matric certificate within the context of this research due to the snowballing method employed during data collection. Furthermore, analysis of differences between leadership traits of ideal and current managers and its subsequent effects where conducted with respondents who had honours degrees and higher.

The effect of social benefit schemes like a fully or partially paid medical aid and pension that provide monetary value in staying in an organisation are also considered as part of the ease of movement. According to Hom et. al (1984) “it is most likely then that the employee carefully weighs the cost of quitting and decides whether the alternative job can offset the investments in the present job which are relinquished by resignation.”

Those employees who are receiving a valuable financial reward for remaining in an organisation could stay despite the quality of relationships that they have with their manager.

Ease of movement can also be affected by traditional social factors that can be linked to issues surrounding relocating. Due to marital-status spouses could expect their partner to quit a job due to a geographical re-location of a position) (Hom, Griffeth, & Sellaro, 1984). Having a closer affiliation to extended family and a corresponding preference to have them close or the economic costs of living elsewhere could influence an employee’s ease of movement.

Education also plays an important role in the ease of movement of employees. This effect can be increased when the graduation of an employee occurs.

In conclusion, realising matches and/or mismatches between idealised and current perceived leadership traits could have far reaching implications that could explain how leaders arise, why new viable ideas are rejected from some individuals and how managers could better motivate their employees, amongst others. The measures of schemas of intelligence, dynamism, dedication,

sensitivity, masculinity and tyranny could be important indicators of predicting this behaviour. The humble scope of this research project however aims to add more context and empirical evidence to implicit leadership theories, if existent, rather than set comprehensive, solidified factors.

## Research Problem and Sub Problems

Given the above, the main research objective is to analyse whether a match and/or mismatch between a subordinate's idealised leadership qualities and their perceived leadership qualities of their current manager is associated with an employee intent to leave.

*Sub problem one:*

Identify differences between idealised qualities of leaders among subordinates and what they perceive as the current qualities of their leader.

*Sub problem two:*

Analyse whether a match and/or mismatch between idealised qualities of leaders and current perceived qualities is associated with employees' intent to leave.

# METHODOLOGY

## Research Design

This research involves a mostly close-ended survey-based data collection method analysed through statistical methodologies, it is therefore quantitative in nature. This is to set up a research process that produces empirical and unbiased results where statistical associations or causal relations can potentially be produced.

Using quantitative methods allows this research project to, as McCusker & Gunayin (2015) highlight, represent a larger population (in this case a larger sample of subordinates who are white collar workers). Sample sizes could be bigger as the method of e-mail dissemination was cheaper and the questionnaire could easily be redistributed from each respondent to multiple friends, colleagues and family members.

Given that a trait-based approach is being adopted, these traits are numerous (as is visible from the current questionnaire used which is a curtailed version of a 41-item scale) and thus it is not feasible to conduct multiple interviews to extract themes from each of them and then to map them out as independent or dependent variables, especially given the time and financial restraints of this project. Rather a larger scope of leadership traits can be considered by working with statistically relevant surveys used by authors such as Epitropaki & Martin (2005) which can be subject to regression analyses.

Also, the subjective approach associated with quantitative research is also adopted as it relies on the perceptions of the observer, in line with the focus of this study, which places attention on how they as subordinates cognitively view leaders and if this is associated with their intent to leave.

## Participants

The population of the data survey was white collar employees working within organisations who have superiors above them. This did not exclude employees by sector, age, race, gender or religion. This is also a delimitation in the research as it did not take into consideration these factors. Measurements of age, race, gender and position was anonymously collected in surveys however to aid potential data correlations.

Links were delivered online via e-mail to 200 respondents who were also requested to pass this on to colleagues. Of these, there were 110 responses of which 74 were complete with no abandonment of the survey. There were 31 male respondents making up 42% percent and 43 females making up 58%. Around 10% of the sample had a Grade 12 / NQF 4 equivalent qualification, 13% a NQF level 5 diploma / certificate, 14% a degree. The majority of respondents were those that had honours degrees making 37%. 19% of respondents had masters degrees.

| Male | Female | Grade 12 / NFQ 4 | NQF level 5 diploma / certificate | Degree | Honours degree | Masters degree |
|---|---|---|---|---|---|---|
| 42% | 58% | 10% | 13% | 14% | 37% | 19% |

*Table 1. Breakdown of respondents who completed survey*

## Measures

The research used the following measures:

### *Implicit Leadership Gaps*

The research methodology is derived from Epitropaki and Martin's (2005) research that measured the degree of congruence between implicit leadership theories of subordinates and perceived qualities of their manager.

Important insights that arise out of Epitropaki and Martin's (2005) research measurements that support this study include:

- The authors found no order effects. When the survey measuring ideal leadership characteristics and then perceived current manager traits was sent to respondents to two halves of respondents, there was no indication of there being significant differences in responses. In light of this we will provide both questionnaires as one instrument answered at the same time (Epitropaki & Martin, 2005).
- Epitropaki and Martin (2005) revised a 41–item scale by (Offermann, Kennedy & Wirtz, 1994) and created a 21-item scale that could represent a six-factor structure: Intelligence (intelligent, clever knowledgeable, educated), Dynamism (energetic, strong, dynamic), Dedication (dedicated, motivated, hardworking), Sensitivity (Helpful, understanding, sincere), masculinity (male, masculine) and Tyranny (Manipulative, loud, domineering, selfish, pushy) (Epitropaki & Martin, 2005).
- The authors showed in their study that the recognition scale of ILTs was different from ILTs measurements through alternative confirmatory factor analysis models. (Epitropaki & Martin, 2005).

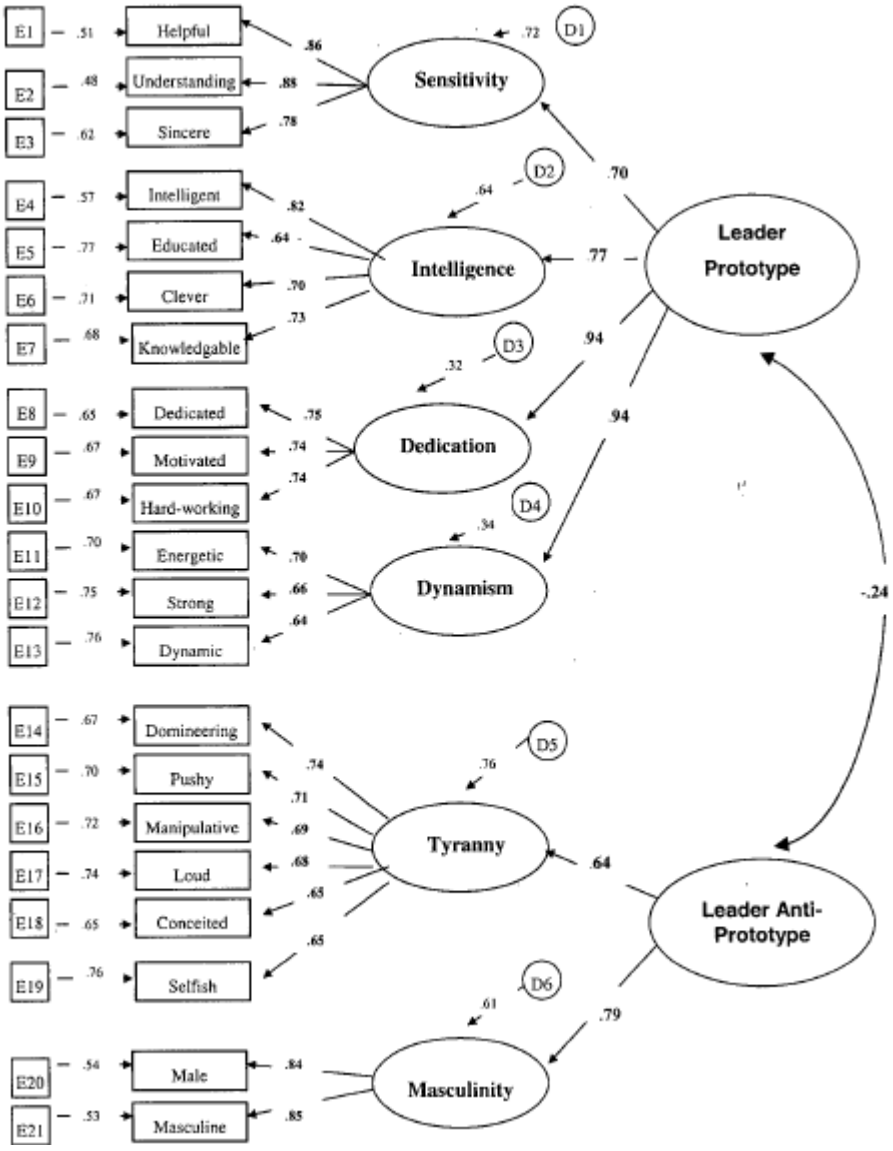



*Figure 3. A revised 21-item scale measuring implicit leadership theories (Epitropaki & Martin, 2004)*

The Leader Characteristics Questionnaire, developed by Epitropaki and Martin (2005) used absolute value differences between real and ideal leader characteristics as was done in this study and further tested their theories and assumptions. The authors used structural equation modelling to test to see if the underlying modelling was true as per below:

| Predictor | | *B* |
|---|---|---|
| Prototype difference | | |
| Prototype | | 0.75*** |
| Prototype recognition | | −0.84*** |
| W1 | | 0.60† |
| W1 × Prototype | | −1.54*** |
| W1 × Prototype Recognition | | 1.47*** |
| $R^2$ | 0.88*** | |
| *F* | 631.12*** | |
| Adjusted $R^2$ | 0.88*** | |
| Antiprototype difference | | |
| Antiprototype | | 0.73*** |
| Antiprototype recognition | | −0.73*** |
| W2 | | 0.18 |
| W2 × Antiprototype | | −1.32*** |
| W2 × Antiprototype Recognition | | 1.32*** |
| $R^2$ | 0.51*** | |
| *F* | 90.55*** | |
| Adjusted $R^2$ | 0.50*** | |

*Note.* W1 is a dummy variable that takes the value of 0 if prototype ≥ prototype recognition and of 1 if prototype < prototype recognition; W2 is a dummy variable that takes the value of 0 if antiprototype ≥ antiprototype recognition and of 1 if antiprototype < antiprototype recognition.
† $p < .07$. *** $p < .001$.

*Figure 4. Regression Analyses Results When Testing of Implicit–Explicit Traits Differences on Component Variables (Epitropaki & Martin, 2005)*

The Epitropaki & Martin (2015) testing and analysis revealed:

> The first two terms [in Figure 4 above] in the regression model shown in the upper part of ..[the table]..reflect the separate effects of implicit prototypic attributes (prototype) and prototypic attributes recognized in the actual manager (prototype recognition), respectively. The remaining three terms (W1, W1 X Prototype, W1 X Prototype Recognition) allow the regression slopes and intercepts to change at the point at which implicit prototypic attributes and prototypic attributes recognized in the actual manager are the same. Specifically, W1 is a dummy variable that takes the value of 0 if prototype ≥ prototype recognition and of 1 if prototype < prototype recognition. According to Edwards, the following constraints, inherent in absolute difference models, should hold in order for absolute difference scores to be used in subsequent analyses: (a) the coefficients on prototype, prototype recognition, W1 X Prototype, and W1 X Prototype Recognition are significant but the coefficient on W1 is not; (b) coefficients on prototype and prototype recognition are opposite in sign and not significantly different in absolute magnitude; (c) the coefficients on W1 X Prototype and W1 X Prototype Recognition are opposite in sign and not significantly different in absolute magnitude; (d) the coefficient on W1 X Prototype is not significantly different from twice the negative of the coefficient on prototype. Similar constraints were also tested for the anti-prototype difference."

Four questionnaires were handed out to respondents. From the first two, the first was a Leader Characteristics Questionnaire measuring the ILTs of subordinates and the second, an Employee Opinion Questionnaire revealing perceptions of an employee's current manager (Epitropaki & Martin, 2005).

A 101-point slider scale will be used for both questionnaires with responses Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree used as equally spaced anchors.

### *Job Dissatisfaction*

Job dissatisfaction was measured using Roodt's (2008) 5-item scale questionnaire, who conducted studies on the questionnaire to prove that they were reliable and validated having Cronbach alpha's of .913 and .895 (Cole, 2013). This 5-item scale has responses existing on a 7-point scale with extreme poles "Never" to "Always" and "Low" to "High" when applicable (Cole, 2013). This survey has questions like, "My current job affects my wellbeing" and "I look forward to another day at work" (Roodt, 2008). This is a control variable.

### *Intent to Leave*

The next section measured intent to leave using Roodt's (2008) scale with Cronbach alpha coefficients of .895 and .913. This is a 6-item scale that has responses existing on a 7-point scale with extreme poles "Never" to "Always" and "Low" to "High" when applicable (Cole, 2013). This survey has questions like, "I consider leaving my current job" and "I day dream of a different job that will suit my personal needs" (Roodt, 2008). This is a control variable

### *Ease of movement*

The next section measured ease of movement also using Roodt's (2008) scale.

### *Demographics*

Demographics of age, race, gender and educational level was collected at the end beginning of the questionnaire. These will be selectable from drop down menus for each field.

The final constructs for job satisfaction and ease of movement were produced by calculating the means for each of the individual scale items.

# ANALYSIS

SAS software was used to conduct difference score regression models of (Edwards, 1993) were implemented. In these models, differences between ILT traits are modelled as constrained versions of an algebraic, absolute and squared differences with intent to leave being modelled as the dependent variable. ILT traits were also modelled with job dissatisfaction as the dependent variable to ascertain if it was a mediating factor (Baron & Kenny, 1986).

The aim was to see if a match or mismatch between ideal leadership traits as identified by respondents and the leadership traits of their current manager would influence intent to leave and if there were any other mediating factors that could influence a possible association.

# RESULTS

Each of the 21 trait characteristic differences were modelled separately in SAS with their algebraic differences, absolute values and squares which produced the following:

| Label | DF | Parameter Estimate | Standard Error | t Value | Pr > \|t\| | Standardized Estimate | Variance Inflation |
|---|---|---|---|---|---|---|---|
| Helpful ABS | 1 | 0.02007 | 0.00733 | 2.74 | 0.0079 | 0.31006 | 1.0312 |
| Helpful ABS with Sat | 1 | 0.00404 | 0.00743 | 0.54 | 0.5887 | 0.06238 | 1.35127 |
| Helpful ALG | 1 | -0.0039 | 0.00623 | -0.63 | 0.5333 | -0.07456 | 1.03322 |
| Helpful ALG With Sat | 1 | 0.0047 | 0.00547 | 0.86 | 0.3936 | 0.08979 | 1.12841 |
| Helpful Sq. | 1 | 0.00018374 | 0.00008164 | 2.25 | 0.0277 | 0.25926 | 1.03331 |
| Helpful Sq. With Sat | 1 | 0.00001083 | 0.0000802 | 0.14 | 0.893 | 0.01528 | 1.30746 |
| Understanding ABS | 1 | 0.01875 | 0.00716 | 2.62 | 0.0109 | 0.30194 | 1.06034 |
| Understanding ABS with Sat | 1 | 0.00438 | 0.00707 | 0.62 | 0.5378 | 0.07045 | 1.32859 |
| Understanding ALG | 1 | -0.00762 | 0.00611 | -1.25 | 0.2167 | -0.14792 | 1.04327 |
| Understanding ALG With Sat | 1 | -0.00023881 | 0.0054 | -0.04 | 0.9649 | -0.00464 | 1.12191 |
| Understanding Sq. | 1 | 0.00019102 | 0.00007742 | 2.47 | 0.0161 | 0.28555 | 1.05737 |
| Understanding Sq. With Sat | 1 | 0.00005043 | 0.00007431 | 0.68 | 0.4997 | 0.07538 | 1.26834 |
| Sincere ABS | 1 | 0.02101 | 0.00669 | 3.14 | 0.0025 | 0.34938 | 1.02854 |
| Sincere ABS with Sat | 1 | 0.00402 | 0.00729 | 0.55 | 0.5838 | 0.06678 | 1.5088 |
| Sincere ALG | 1 | -0.01046 | 0.00559 | -1.87 | 0.0657 | -0.22242 | 1.07749 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Sincere ALG With Sat | 1 | -0.00026697 | 0.00526 | -0.05 | 0.9597 | -0.00568 | 1.27645 |
| Sincere Sq. | 1 | 0.00019618 | 0.0000684 1 | 2.87 | 0.0055 | 0.32246 | 1.02707 |
| Sincere Sq. With Sat | 1 | 0.00003641 | 0.0000711 9 | 0.51 | 0.6107 | 0.05985 | 1.40326 |
| Intelligent Abs | 1 | 0.02455 | 0.00824 | 2.98 | 0.004 | 0.33095 | 1.01185 |
| Intelligent Abs with Sat | 1 | 0.00927 | 0.00809 | 1.15 | 0.256 | 0.12503 | 1.23937 |
| Intelligent ALG | 1 | -0.00171 | 0.00671 | -0.25 | 0.7998 | -0.03068 | 1.05349 |
| Intelligent ALG With Sat | 1 | 0.00253 | 0.0057 | 0.44 | 0.6591 | 0.04538 | 1.07393 |
| Intelligent Sq. | 1 | 0.00021028 | 0.0000980 3 | 2.15 | 0.0355 | 0.24546 | 1.01308 |
| Intelligent Sq. With Sat | 1 | 0.00003311 | 0.0000929 6 | 0.36 | 0.7228 | 0.03865 | 1.20422 |
| Educated ABS | 1 | 0.02259 | 0.00873 | 2.59 | 0.0118 | 0.30143 | 1.0807 |
| Educated ABS with Sat | 1 | 0.00851 | 0.00823 | 1.03 | 0.3049 | 0.11352 | 1.25027 |
| Educated ALG | 1 | 0.00444 | 0.00651 | 0.68 | 0.4975 | 0.08766 | 1.20512 |
| Educated ALG With Sat | 1 | 0.00644 | 0.00546 | 1.18 | 0.242 | 0.12722 | 1.21053 |
| Educated Sq. | 1 | 0.00017894 | 0.0000984 | 1.82 | 0.0734 | 0.21355 | 1.04789 |
| Educated Sq. With Sat | 1 | -0.0000019 | 0.0000924 7 | -0.02 | 0.9837 | -0.00227 | 1.2432 |
| Clever ABS | 1 | 0.01975 | 0.00899 | 2.2 | 0.0315 | 0.26121 | 1.09797 |
| Clever ABS with Sat | 1 | 0.0099 | 0.008 | 1.24 | 0.2203 | 0.13099 | 1.17027 |
| Clever ALG | 1 | -0.00165 | 0.00626 | -0.26 | 0.7927 | -0.0318 | 1.054 |
| Clever ALG With Sat | 1 | 0.00288 | 0.00533 | 0.54 | 0.5905 | 0.05552 | 1.08085 |
| Clever Sq. | 1 | 0.00009858 | 0.0001107 7 | 0.89 | 0.3766 | 0.10788 | 1.07719 |
| Clever Sq. With Sat | 1 | 0.00001172 | 0.0000953 | 0.12 | 0.9025 | 0.01283 | 1.11049 |
| Knowledgeable ABS | 1 | 0.01215 | 0.00783 | 1.55 | 0.1254 | 0.184 | 1.05499 |
| Knowledgeable ABS with Sat | 1 | 0.00037033 | 0.00711 | 0.05 | 0.9586 | 0.00561 | 1.18232 |
| Knowledgeable ALG | 1 | -0.00229 | 0.00629 | -0.36 | 0.717 | -0.04283 | 1.00531 |
| Knowledgeable ALG With Sat | 1 | 0.00535 | 0.00545 | 0.98 | 0.3301 | 0.1 | 1.07579 |
| Knowledgeable Sq. | 1 | 0.00010111 | 0.0000870 9 | 1.16 | 0.2497 | 0.13856 | 1.05255 |
| Knowledgeable Sq. With Sat | 1 | -0.00002349 | 0.0000778 3 | -0.3 | 0.7638 | -0.03218 | 1.16271 |
| Dedicated ABS | 1 | 0.01835 | 0.00758 | 2.42 | 0.0181 | 0.28045 | 1.05521 |
| Dedicated ABS with Sat | 1 | 0.00581 | 0.00714 | 0.81 | 0.419 | 0.08872 | 1.22707 |
| Dedicated ALG | 1 | -0.01474 | 0.00677 | -2.18 | 0.0329 | -0.25433 | 1.0579 |
| Dedicated ALG With Sat | 1 | -0.00351 | 0.00634 | -0.55 | 0.5811 | -0.06061 | 1.22554 |
| Dedicated Sq. | 1 | 0.00016883 | 0.0000943 4 | 1.79 | 0.078 | 0.21331 | 1.07797 |
| Dedicated Sq. With Sat | 1 | 0.00001767 | 0.0000868 5 | 0.2 | 0.8394 | 0.02233 | 1.22983 |
| Motivated ABS | 1 | 0.01893 | 0.00738 | 2.56 | 0.0126 | 0.30021 | 1.08931 |
| Motivated ABS with Sat | 1 | 0.00727 | 0.00693 | 1.05 | 0.2977 | 0.11529 | 1.25223 |
| Motivated ALG | 1 | -0.00975 | 0.00669 | -1.46 | 0.15 | -0.17482 | 1.07729 |
| Motivated ALG With Sat | 1 | -0.00151 | 0.00595 | -0.25 | 0.8 | -0.02714 | 1.16307 |
| Motivated Sq. | 1 | 0.00017841 | 0.0000957 5 | 1.86 | 0.0667 | 0.22292 | 1.09013 |
| Motivated Sq. With Sat | 1 | 0.00002841 | 0.0000880 7 | 0.32 | 0.7481 | 0.03549 | 1.23808 |
| Hard-working ABS | 1 | 0.018 | 0.00696 | 2.59 | 0.0118 | 0.29902 | 1.06372 |
| Hard-working ABS with Sat | 1 | 0.00385 | 0.00688 | 0.56 | 0.5776 | 0.06394 | 1.33866 |
| Hard-working ALG | 1 | -0.00771 | 0.00603 | -1.28 | 0.2058 | -0.15431 | 1.08269 |
| Hard-working ALG With Sat | 1 | -0.0015 | 0.00528 | -0.28 | 0.7769 | -0.03007 | 1.14187 |
| Hard-working Sq. | 1 | 0.00016912 | 0.0000793 | 2.13 | 0.0366 | 0.25056 | 1.06706 |
| Hard-working Sq. With Sat | 1 | 0.00000467 | 0.0000771 3 | 0.06 | 0.9519 | 0.00692 | 1.333 |
| Energetic ABS | 1 | 0.01901 | 0.00767 | 2.48 | 0.0157 | 0.29051 | 1.08554 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Energetic ABS with Sat | 1 | 0.00799 | 0.00707 | 1.13 | 0.2627 | 0.12216 | 1.21644 |
| Energetic ALG | 1 | -0.00792 | 0.00631 | -1.25 | 0.2143 | -0.14976 | 1.05804 |
| Energetic ALG With Sat | 1 | 0.00025371 | 0.00561 | 0.05 | 0.9641 | 0.0048 | 1.14963 |
| Energetic Sq. | 1 | 0.00014991 | 0.0000889 1 | 1.69 | 0.0964 | 0.20097 | 1.07256 |
| Energetic Sq. With Sat | 1 | 0.00003085 | 0.0000799 8 | 0.39 | 0.7009 | 0.04136 | 1.1762 |
| Strong ABS | 1 | 0.01425 | 0.00922 | 1.55 | 0.1267 | 0.18895 | 1.12005 |
| Strong ABS with Sat | 1 | 0.00177 | 0.00827 | 0.21 | 0.8313 | 0.02346 | 1.22934 |
| Strong ALG | 1 | -0.00272 | 0.00672 | -0.4 | 0.6876 | -0.04983 | 1.10585 |
| Strong ALG With Sat | 1 | 0.00317 | 0.00576 | 0.55 | 0.5839 | 0.05822 | 1.14714 |
| Strong Sq. | 1 | 0.00014203 | 0.0001179 3 | 1.2 | 0.2326 | 0.14398 | 1.05787 |
| Strong Sq. With Sat | 1 | -0.00001016 | 0.0001046 3 | -0.1 | 0.9229 | -0.0103 | 1.14855 |
| Dynamic ABS | 1 | 0.01553 | 0.00768 | 2.02 | 0.0472 | 0.24831 | 1.15994 |
| Dynamic ABS with Sat | 1 | 0.00439 | 0.00703 | 0.63 | 0.534 | 0.07025 | 1.29622 |
| Dynamic ALG | 1 | -0.00901 | 0.00561 | -1.6 | 0.1132 | -0.19275 | 1.08511 |
| Dynamic ALG With Sat | 1 | -0.00182 | 0.00502 | -0.36 | 0.7176 | -0.03901 | 1.18001 |
| Dynamic Sq. | 1 | 0.00017495 | 0.0000862 4 | 2.03 | 0.0464 | 0.24514 | 1.12226 |
| Dynamic Sq. With Sat | 1 | 0.00004742 | 0.0000790 7 | 0.6 | 0.5507 | 0.06644 | 1.25993 |
| Domineering ABS | 1 | 0.00578 | 0.00665 | 0.87 | 0.3877 | 0.10559 | 1.08092 |
| Domineering ABS with Sat | 1 | 0.00299 | 0.00565 | 0.53 | 0.5984 | 0.05459 | 1.0904 |
| Domineering ALG | 1 | -0.00671 | 0.00438 | -1.53 | 0.1302 | -0.18794 | 1.12869 |
| Domineering ALG With Sat | 1 | -0.00516 | 0.00371 | -1.39 | 0.1692 | -0.14454 | 1.13569 |
| Domineering Sq. | 1 | 0.00005765 | 0.0000648 8 | 0.89 | 0.3774 | 0.10573 | 1.03778 |
| Domineering Sq. With Sat | 1 | 0.00003476 | 0.0000549 8 | 0.63 | 0.5294 | 0.06375 | 1.04418 |
| Pushy ABS | 1 | 0.00761 | 0.00645 | 1.18 | 0.2426 | 0.14577 | 1.13102 |
| Pushy ABS with Sat | 1 | 0.00663 | 0.00544 | 1.22 | 0.227 | 0.12701 | 1.13229 |
| Pushy ALG | 1 | -0.00899 | 0.00452 | -1.99 | 0.0508 | -0.24769 | 1.18989 |
| Pushy ALG With Sat | 1 | -0.00777 | 0.00381 | -2.04 | 0.0452 | -0.21417 | 1.19407 |
| Pushy Sq. | 1 | 0.0000938 | 0.0000656 3 | 1.43 | 0.1575 | 0.17698 | 1.14455 |
| Pushy Sq. With Sat | 1 | 0.00007973 | 0.0000553 4 | 1.44 | 0.1543 | 0.15042 | 1.14712 |
| Manipulative ABS | 1 | 0.01087 | 0.00573 | 1.9 | 0.0621 | 0.22137 | 1.03931 |
| Manipulative ABS with Sat | 1 | 0.00193 | 0.00527 | 0.37 | 0.7153 | 0.03933 | 1.17963 |
| Manipulative ALG | 1 | 0.00153 | 0.00472 | 0.32 | 0.7466 | 0.03925 | 1.0622 |
| Manipulative ALG With Sat | 1 | -0.00225 | 0.00403 | -0.56 | 0.5783 | -0.05774 | 1.09537 |
| Manipulative Sq. | 1 | 0.00008798 | 0.0000573 7 | 1.53 | 0.1297 | 0.18036 | 1.03688 |
| Manipulative Sq. With Sat | 1 | 0.00001686 | 0.0000510 9 | 0.33 | 0.7425 | 0.03455 | 1.12135 |
| Loud ABS | 1 | 0.01045 | 0.00712 | 1.47 | 0.1469 | 0.17263 | 1.03483 |
| Loud ABS with Sat | 1 | 0.00188 | 0.00632 | 0.3 | 0.7672 | 0.03103 | 1.11375 |
| Loud ALG | 1 | -0.00112 | 0.00553 | -0.2 | 0.8397 | -0.02434 | 1.04168 |
| Loud ALG With Sat | 1 | -0.00037567 | 0.00467 | -0.08 | 0.9361 | -0.00814 | 1.04261 |
| Loud Sq. | 1 | 0.0001168 | 0.0000807 4 | 1.45 | 0.1526 | 0.16839 | 1.01229 |
| Loud Sq. With Sat | 1 | 0.00004147 | 0.0000704 4 | 0.59 | 0.558 | 0.05979 | 1.05812 |
| Conceited ABS | 1 | 0.01282 | 0.00687 | 1.87 | 0.0665 | 0.22006 | 1.06015 |
| Conceited ABS with Sat | 1 | 0.00022272 | 0.00647 | 0.03 | 0.9726 | 0.00382 | 1.25799 |
| Conceited ALG | 1 | 0.00562 | 0.00536 | 1.05 | 0.2981 | 0.12468 | 1.04139 |
| Conceited ALG With Sat | 1 | 0.00136 | 0.00462 | 0.3 | 0.7688 | 0.03027 | 1.07467 |
| Conceited Sq. | 1 | 0.0001506 | 0.0000737 8 | 2.04 | 0.0451 | 0.2384 | 1.04904 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Conceited Sq. With Sat | 1 | 0.00005 | 0.000067 | 0.75 | 0.4581 | 0.07915 | 1.15777 |
| Selfish ABS with Sat | 1 | 0.01436 | 0.00583 | 2.46 | 0.0163 | 0.28224 | 1.03563 |
| Selfish ABS | 1 | 0.00513 | 0.00546 | 0.94 | 0.3507 | 0.10079 | 1.18973 |
| Selfish ALG With Sat | 1 | 0.00923 | 0.00502 | 1.84 | 0.0705 | 0.21256 | 1.01784 |
| Selfish ALG | 1 | 0.00408 | 0.00443 | 0.92 | 0.3598 | 0.09403 | 1.07498 |
| Selfish Sq. With Sat | 1 | 0.00011741 | 0.0000602 1 | 1.95 | 0.0553 | 0.22567 | 1.02495 |
| Selfish Sq. | 1 | 0.00004369 | 0.0000539 7 | 0.81 | 0.4211 | 0.08397 | 1.10908 |
| Male ABS | 1 | 0.00328 | 0.00589 | 0.56 | 0.5801 | 0.06554 | 1.01202 |
| Male ABS with Sat | 1 | -0.00057875 | 0.00503 | -0.12 | 0.9087 | -0.01158 | 1.03342 |
| Male ALG | 1 | 0.00041181 | 0.00413 | 0.1 | 0.9208 | 0.01198 | 1.04479 |
| Male ALG With Sat | 1 | 0.00030061 | 0.00348 | 0.09 | 0.9314 | 0.00875 | 1.04482 |
| Male Sq. | 1 | 0.0000244 | 0.0000618 7 | 0.39 | 0.6945 | 0.04638 | 1.00413 |
| Male Sq. With Sat | 1 | -0.00001531 | 0.0000526 8 | -0.29 | 0.7722 | -0.0291 | 1.02442 |
| Masculine ABS | 1 | -0.00437 | 0.0054 | -0.81 | 0.4203 | -0.09705 | 1.0482 |
| Masculine ABS with Sat | 1 | -0.00255 | 0.00457 | -0.56 | 0.5795 | -0.05646 | 1.05423 |
| Masculine ALG | 1 | -0.00021949 | 0.00367 | -0.06 | 0.9524 | -0.00705 | 1.00444 |
| Masculine ALG With Sat | 1 | 0.00042605 | 0.00309 | 0.14 | 0.8908 | 0.01369 | 1.00597 |
| Masculine Sq. | 1 | -0.00004316 | 0.0000528 3 | -0.82 | 0.4167 | -0.09679 | 1.02683 |
| Masculine Sq. With Sat | 1 | -0.00002251 | 0.0000448 1 | -0.5 | 0.617 | -0.05049 | 1.03462 |

*Table 2. Trait characteristic differences modelled with their algebraic differences (ALG), absolute values (ABS), squares (Sq.)*

Below is parameter estimates as modelled with the square value of 'Helpful' as a dependent variable with job dissatisfaction not included as an independent variable. Variance inflation figures were close to 1 indicating no collinearity issues with the highest being 1,37. In the example below the trait difference of 'Helpful' had a p-value = 0.0277 showing statistical relevancy.

| Variable | Label | DF | Parameter Estimate | Standard Error | t Value | Pr > \|t\| | Standardized Estimate | Variance Inflation |
|---|---|---|---|---|---|---|---|---|
| Intercept | Intercept | 1 | 3.27209 | 1.21264 | 2.70 | 0.0088 | 0 | 0 |
| Female | | 1 | 0.75771 | 0.41192 | 1.84 | 0.0702 | 0.21195 | 1.03379 |
| Age | Age | 1 | -0.00051904 | 0.03469 | -0.01 | 0.9881 | -0.00174 | 1.05622 |
| Postgrad | | 1 | -0.29122 | 0.41572 | -0.70 | 0.4860 | -0.08180 | 1.06163 |
| Ease | | 1 | 0.06535 | 0.10150 | 0.64 | 0.5218 | 0.07562 | 1.07401 |
| Helpful_Sq | Helpful Sq | 1 | 0.00018374 | 0.00008164 | 2.25 | 0.0277 | 0.25926 | 1.03331 |

*Table 3. Parameter estimates table*

The table below represents is the same as the above except job dissatisfaction was included as an independent variable in analysis. To further explore the effect of job satisfaction further analysis had to be carried out.

| Variable | Label | DF | Parameter Estimate | Standard Error | t Value | Pr > \|t\| | Standardized Estimate | Variance Inflation |
|---|---|---|---|---|---|---|---|---|
| Intercept | Intercept | 1 | 1.35390 | 1.13461 | 1.19 | 0.2370 | 0 | 0 |
| Female | | 1 | 0.75153 | 0.35972 | 2.09 | 0.0405 | 0.21022 | 1.03380 |
| Age | Age | 1 | 0.01663 | 0.03051 | 0.54 | 0.5876 | 0.05582 | 1.07148 |
| Postgrad | | 1 | -0.32285 | 0.36309 | -0.89 | 0.3771 | -0.09068 | 1.06199 |
| Ease | | 1 | -0.01176 | 0.09014 | -0.13 | 0.8966 | -0.01360 | 1.11067 |
| Sat | | 1 | 0.60310 | 0.12809 | 4.71 | <.0001 | 0.53739 | 1.33001 |
| Helpful_Sq | Helpful Sq | 1 | 0.00001083 | 0.00008020 | 0.14 | 0.8930 | 0.01528 | 1.30746 |

*Table 4. Parameter estimates with job dissatisfaction (Sat) modelled as an independent variable.*

## Correlation

A probable positive correlation between ease of movement and job dissatisfaction was found. With N= 74, statistical means of constructs where 0.5811 for gender, 32.8108 for age, 0.5676 for education levels, 2,3739 for ease of movement and 2,9764 for job dissatisfaction; Standard deviations were gender σ= 0.4967, age σ= 5.9626, education σ= 0.4988, ease of movement = σ2.0548, job dissatisfaction = σ1.5824. It should be noted that this was a small sample size.

| Obs | TYPE | NAME | Intent to Leave | Gender | Age | Education | Ease of Movement | Job Dissatisfaction | Helpful_Sq |
|---|---|---|---|---|---|---|---|---|---|
| 1 | MEAN | | 3.9347 | 0.5811 | 32.8108 | 0.5676 | 2.3739 | 2.9764 | 1357.81 |
| 2 | STD | | 1.7758 | 0.4967 | 5.9626 | 0.4988 | 2.0548 | 1.5824 | 2505.75 |
| 3 | N | | 74.0000 | 74.0000 | 74.0000 | 74.0000 | 74.0000 | 74.0000 | 74.00 |
| 4 | CORR | Intent to Leave | 1.0000 | 0.2041 | 0.0051 | -0.0761 | 0.1396 | 0.5428 | 0.26 |
| 5 | CORR | Gender | 0.2041 | 1.0000 | -0.0364 | 0.0882 | 0.1287 | 0.0116 | -0.04 |
| 6 | CORR | Age | 0.0051 | -0.0364 | 1.0000 | 0.1471 | -0.1201 | -0.0623 | 0.14 |
| 7 | CORR | Education | -0.0761 | 0.0882 | 0.1471 | 1.0000 | -0.1698 | -0.0270 | 0.00 |
| 8 | CORR | Ease of Movement | 0.1396 | 0.1287 | -0.1201 | -0.1698 | 1.0000 | 0.2162 | 0.09 |
| 9 | CORR | Job Dissatisfaction | 0.5428 | 0.0116 | -0.0623 | -0.0270 | 0.2162 | 1.0000 | 0.45 |
| 10 | CORR | Helpful_Sq | 0.2571 | -0.0403 | 0.1375 | 0.0003 | 0.0873 | 0.4537 | 1.00 |

*Table 5. Descriptive statistics Correlation Table. Note: gender was coded as 1 Female and 0 Male.*

## Mediation Analysis

Job dissatisfaction was discovered as a mediating variable between the match/mismatch between leadership traits (of current and ideal leaders) and the intent of an employee to leave.

Being a hypothesised causal chain, mediation explains how one variable affects another which in turn affects yet another third variable (Baron & Kenny, 1986). In the case of this study the mediation process was identified as follows:

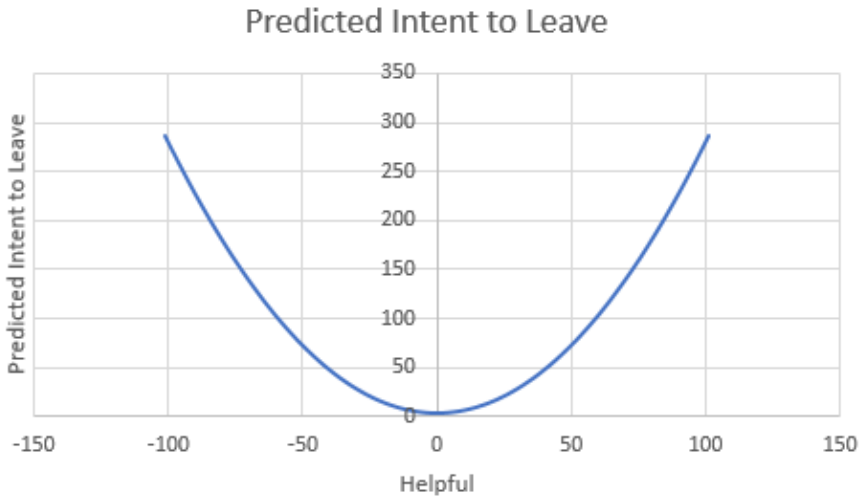
**ILT differences - - > Job dissatisfaction - - > Intent to leave**

Using parameter estimates of the intercept and absolute values of each of the trait mismatches as modelled against intent to leave the scatter graphs revealed a positive correlation between intent to leave and increasing trait differences when job dissatisfaction was included as an independent variable. Correspondingly, when job dissatisfaction was modelled as the dependent variable, an inverse graph was created.

Thus, lower levels of an intent to leave were viewed when the traits of current leaders and ideal leaders of employees matched as a result of dissatisfaction being the mediating variable and vice versa.

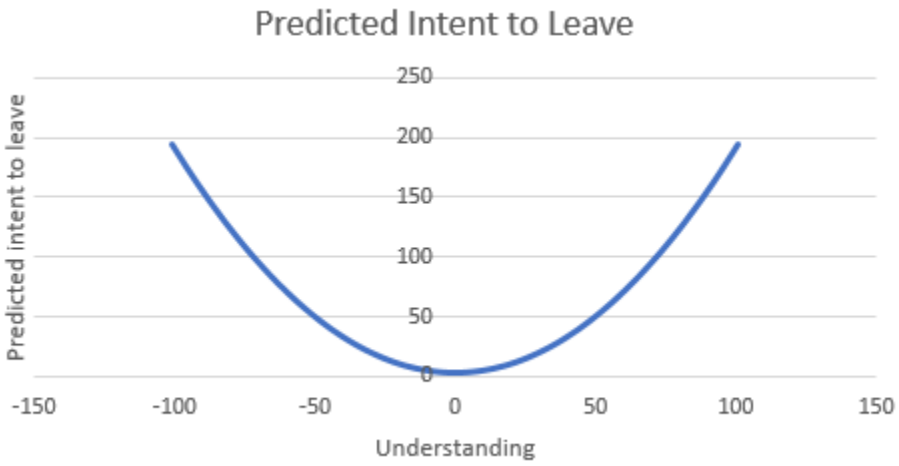
## Samples of Mediation Through Job Satisfaction

The graph below highlights the effect on intent to leave as a result of the difference in the ILT trait of ‘Helpful’ being mediated through job dissatisfaction. Helpful was more sensitive to job dissatisfaction compared to other traits.




*Graph 1. Helpfulness and intent to leave, with job dissatisfaction as mediating variable*

The below graph highlights the effect on intent to leave as a result of the difference in the ILT trait of 'Understanding' being mediated through job satisfaction. Understanding was also sensitive to the mediating variable of job dissatisfaction.




*Graph 1. Understanding and intent to leave with job dissatisfaction as mediating variable*

Overall, mediation analysis revealed that the traits most sensitive to the mediator of job dissatisfaction where Helpful, Understanding, Sincere, Intelligent, Educated, Dedicated, Motivated, Hard-working, Energetic, Dynamic, Conceited. These leadership traits had significant drops in their standardised estimates when intent to leave was modelled with and without job dissatisfaction respectively, as an independent variable.

| Trait | Standardised Estimate | Reduction of standardised estimate with job dissatisfaction added as an independent variable | % Drop |
|---|---|---|---|
| Helpful | 0.31006 | 0.24768 | 79.88131329 |
| Understanding | 0.30194 | 0.23149 | 76.66754984 |
| Sincere | 0.34938 | 0.2826 | 80.88614116 |
| Dynamic | 0.24831 | 0.17806 | 71.70875116 |
| Manipulative | 0.22137 | 0.18204 | 82.23336495 |
| Conceited | 0.22006 | 0.21624 | 98.26410979 |

*Table 2. Traits with standardised estimates greater than 0.2 that had most significant drops when job dissatisfaction was added as an independent variable.*

# DISCUSSION

This study was aimed to establish if a match or mismatch of ideal leadership traits and their perceived leadership traits of their current manager would influence an employee's intent to leave. The results showed that a greater mismatch between idealised leadership qualities and those that a current manager possesses as mediated through job dissatisfaction influences an employee's intent to leave

According to Wittmer et. al (2014) it is job satisfaction that typically predicts the turnover of employees; this stems back to March & Simon (1958) as well as studies conducted by Mobley (1977). In this study, the role of job satisfaction and as well as the mismatch between implicit leadership theories and current leader qualities are linked to this event. This adds further context into the situation where an employee intends to leave.

When viewing the tyrannical aspects of leadership as described by Epitropaki and Martin (2005) for example, which were domineering, pushy, manipulative, loud, selfish and conceited, the corresponding negative effects that these qualities have on employees was highlighted by (Kiplangat, 2017) who reported that respondents felt that inhuman, selfish and insensitive managers produced feelings of constriction, sadness, discontentment and that goals set by a manager were unrealistic.

An example of the correlations of findings of this research explains how the qualities of a leader can affect the level of job satisfaction an employee has and an intent to leave. In the original sample size of the current study, 66% (49 out of 74) of respondents viewed their current manager as selfish

scoring them a 30 and below from a 1 to 101 scale with 101 being the least selfish. Of this 66%, only 14 (or 29%) looked forward to another day at work (scoring this item with a 6 or 7 from a scale of 1 to 7 with 7 being 'Always'). 8 of this 14 (57%) strongly expressed that they want to leave their jobs (scoring a 6 or 7 out of 7 with 7 being 'Strongly Agree').

The set of traits of help, understanding, and sincere (that had significant drops of standardised estimates when job dissatisfaction was added as an independent variable as opposed to being left out, showing a sensitivity to job satisfaction) fall under the prototypic type of sensitivity in the study by Epitropaki and Martin (2005). It's emergence in this study indicates that a leader's sensitivity to their subordinates plays an important part in the job satisfaction of respondents which influences their intent to level their current organisation.

The responsiveness of an employee to a leader is positively correlated with the level of job satisfaction and organisational commitment an employee has with a negative correlation with turnover intention (Shore, Sy, & Strauss, 2006). If placed within the context of the current research, if an employee does not cognitively recognise a leader as being sensitive to their needs the mismatch could result in a lower amount of job satisfaction, which functions as a mediator, and an intent to leave. What compounds onto the issue is that "managers are more responsive to employees with favourable attitudes and behaviours" Shore et. al (2006). This can create an alienating effect in the relationship between a manager and subordinate where a subordinate who does not view their superior as a leader, could view other subordinates as having more fruitful relationships with the cognitively rejected manager.

Leader-member exchange theory (LMX) plays an important part in the relationship between leader and subordinate. While this is not the focus of the study it is important to note that this model can explain some of the results attained during this research. As highlighted by (Scandura, 1999) LMX is a cycle of investment and return where one party invests in the other and a return is granted and vice versa; this can result in "in" and "out" groups where managers favour those who get greater returns out of their investment. The process is also linked to job satisfaction, motivation levels of employees and stress, amongst others.

In the context of this study, when looking at qualities of sensitivity, job satisfaction can relate to a higher level of LMX between employer and subordinate where one is favoured by another. In other words, those who reported lower levels of job satisfaction and a corresponding intent to leave may belong to the "out-group" who do not experience the benefits of being in the in-group which may be in the form of building a higher level of rapport with a manager, being more motivated to perform and having an emotionally sensitive relationship.

The linkage above was achieved by Epitropaki and Martin (2005) who found that the quality of LMX between leader and subordinate was worse when the implicit leadership theories (of all trait differences measured in this research article's survey) subordinates have of their manager was far from the ideal. Using job satisfaction as a mediating variable therefore adds further insight to the difference in ILTS and how this affects an employee's intent to leave. In this case the more insensitive a manager is to the needs of a subordinate, the more strained the relationship and alienated an employee can feel, resulting in lower job satisfaction and an intent to leave the organisation.

### *Authentic Leadership: Being Sincere, Understanding and Helpful*

Sincerity implies being honest or not pretending or lying (Cambrige University, 2017). This is linked to the ethicalness that a leader has in the way she conducts herself and how authentic she is. According to Northhouse (2013) "Authentic Leadership is a complex process that emphasises the development of qualities that help leaders to be perceived as trustworthy and believable by their followers"

(George, 2003) views authentic leaders as being able to have strong relationships, establishing connections between themselves and subordinates; mutual disclosure answers a need for people to have trusting relationships with their managers and in return provide commitment and loyalty Northouse (2013).

Furthermore, George (2003) also highlights compassion, a sensitivity to others and an opening up of a leader to others and a willingness to help them as another construct of authentic leadership.

The qualities of helpfulness, openness and compassion as highlighted by George (2003) links to the dimension of sensitivity that Epitropaki & Martin (2005) refer to in their study. This highlights a way in which authentic leadership could fill the gap highlighted in this study, where sensitivity has a correlation with job satisfaction influencing an intent to leave an organisation.

## Managerial Implications

Per Martin (1980), when focussing on way to reduce turnover, the determinants of an employee's intent to leave needs to be investigated rather than what causes turnover. Place within the context

of this study, this process can reveal important insight into how current day companies could conduct their HR processes going forward.

If employees are placed into situations where there is a trait mismatch between implicit leadership theories and the current traits of a leader, reparative actions can be put into place to mediate the situation. Managers could focus on recognising the differences between the traits they exhibit and what is expected from employees and learn how to adjust their behaviour accordingly within certain contexts. Employees can also be made aware of their cognitive bias that affects the relationship between themselves and their current leader. Training programmes can be conducted that teaches all managers and employees about their cultural differences and other socialisation factors that affect how they view each other.

Martin (1980) also states that "if management is willing to accept a survey feedback process approach to examining the determinants of intent to leave and then to use appropriate intervention strategies, the problem of excessive turnover may begin to find a solution."

If employees are allowed the opportunity to identify their implicit leadership theories and how this affects themselves through surveys and followed by the counselling required to produce meaning of the results and managers are subsequently exposed to these results in a safe, controlled manner, appropriate, effective intervention strategies could result in addressing turnover.

The above requires a willingness from top management and supervisory managers to view what they might not want to and to have the courage to be more dynamic in their work environments, a quality far from comfort. Managers need to pay attention to how they are perceived by others. For example, the responsiveness of a leader (measured by a how a leader responds to requests from a subordinate like for more resources) is positively correlated with employee job satisfaction and negatively with turnover intentions (Shore, Sy, & Strauss, 2006). If leaders are able to apply a more dynamic approach to leadership that caters for the needs of different employees in different contexts, this could be effective in managing employees.

Path-goal theory for instance views ways that leadership behaviour could influence an employees' motivation. Its focus is in assisting employees to overcome obstacles caused by uncertainty and what they may view as threatening or frustrating environments. Leaders can adjust their behaviours between a supportive style (making work pleasant and being helpful), participative style (integrating ideas into decisions made), an achievement oriented style (having high performance expectations and reinforcing confidence in staff) or a directive leadership style where directives, standards of performance and goals set are clearly set. (Northhouse, 2013). By modifying the repertoire of traits a leader has (or is seen to have) the gaps between the ideal and current can be minimised.

### *Leadership Emergence*

Relationship identity construction refers to the granting and claiming of leadership as being a negotiated process influencing decision making and leadership perceptions in interdependent contexts (Marchiondo, Myers, & Kopelman, 2015). It states that leaders claim their identity through their actions or words which is reciprocated by a grant of this leadership role by another member of a group or is met with a counter-claim where the individual who counter-claims, claims the title of leader for themselves (Marchiondo, Myers, & Kopelman, 2015).

A leadership role may be claimed by an actor through explicit negotiation e.g. proclaiming that she shall take lead project, or by negotiating implicitly e.g. taking the place at the head of a table during meetings. When an individual acknowledges one as a leader "leadership granting" occurs (Marchiondo, Myers, & Kopelman, 2015).

If the rise of a leader can be negotiated and claimed, implicit leadership theories can offer deep insight into which traits are more effective within certain contexts. It could answer questions like, "Would this group prefer an energetic leader like myself? If so, how can I claim leadership by exuding this quality?"

The above highlights how the dynamism a leader has can play an intrinsic role to their success. Using path-goal theory like the above can have a significant effect on the efforts of leaders. However as discussed before, it requires an effort from a leader's behalf for this process to take place, one that allows for deep introspection where behavioural truths are discovered. Furthermore, it requires a feedback mechanism or recognition process of the implicit leadership theories that employees have.

While a great deal of research has covered implicit leadership theories in the last decade, there has not been enough insight as to how to teach this to leaders and employees. Rather, research articles, after their finds, have recommended further research into how this can be taught and suggest shallowly, that this should be included in management training. Until there are enough researchers and management training practitioners who are willing to take the baton and quantify and teach implicit leadership theories and the benefits associated with acquiring this knowledge, ILTs will remain a somewhat proven theory and nothing more.

The next section sheds light into how implicit leadership theories can be taught, a relatively rare paper that has practical implications. It may not be the ideal training method to some, however it is

a brave step in the right direction highlighting how forms awareness can be achieved in group settings.

### *Teaching Implicit Leadership Theories*

Schyns et al. (2011) state that teaching implicit leadership theories can develop leaders and leadership by creating awareness of the social context that a leader is in and of the implicit leadership theories they contain and these how theories may or may not match the context; they believe that viewing if social contexts match with implicit leadership theories of the learner is an important enabler in understanding leader and follower interactions. The authors question traditional training methods that focus on developing the skills and behaviours of individuals rather than highlighting how important social contexts and what leadership is as a process.

It is important to note at this point that this is not a reference as to how leadership theories are formed and the content of them, rather on how leaders and followers can learn to change their behaviour based on a situation.

Schyns et al. (2011) provide an Implicit Leadership Theory drawing exercise to address a self-awareness of ILTs, social awareness of the ILTs of others, how these could or could not match and how this can correspondingly influence how leader identities are negotiated.

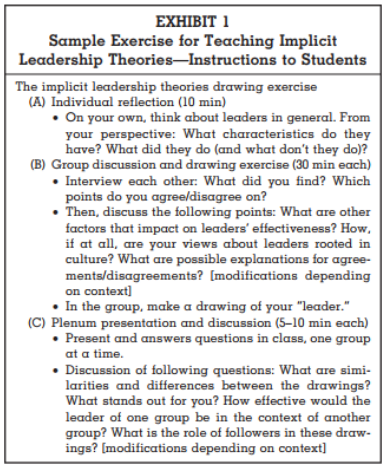


**EXHIBIT 1**
**Sample Exercise for Teaching Implicit Leadership Theories—Instructions to Students**

The implicit leadership theories drawing exercise

(A) Individual reflection (10 min)
- On your own, think about leaders in general. From your perspective: What characteristics do they have? What did they do (and what don't they do)?

(B) Group discussion and drawing exercise (30 min each)
- Interview each other: What did you find? Which points do you agree/disagree on?
- Then, discuss the following points: What are other factors that impact on leaders' effectiveness? How, if at all, are your views about leaders rooted in culture? What are possible explanations for agreements/disagreements? [modifications depending on context]
- In the group, make a drawing of your "leader."

(C) Plenum presentation and discussion (5–10 min each)
- Present and answers questions in class, one group at a time.
- Discussion of following questions: What are similarities and differences between the drawings? What stands out for you? How effective would the leader of one group be in the context of another group? What is the role of followers in these drawings? [modifications depending on context]

*Drawing Exercise for teaching implicit leadership theories by* (Schyns, Fiefer, & Kerschreiter, 2011)

The authors ask participants to begin a "self-centred" process of reflection which they attribute to self-awareness: drawing what characteristics they believe leaders have. The next step involves drawing as a group forcing a discussion onto what goes on the paper thus creating an interaction where everyone sees that their implicit leadership theories are different from the other. The second step also taps into social awareness as they begin to acquire knowledge of what the ILTs of others

are. In the last step when the drawings of different groups are presented further social- and self-awareness is highlighted (Schyns, Fiefer, & Kerschreiter, 2011). The authors highlight that drawing instead of writing provides more context into their representations and that it helps make implicit views, explicit.

The example above provides an exemplar of how implicit leadership theories can be taught both to students and in the boardroom. It produces the opportunity for leaders to bring into consciousness the implicit beliefs that they have, hold it up for scrutiny and for there to be a renegotiation of meaning that enlightens themselves and others. The in-depth knowledge that can arise from a process such as this could provide a leader with valuable, effective tools as "categorization theory can be used to explain leadership perceptions not only on the basis of ILTs indicating to followers how a leader should be within a business context and subsequently influencing their reaction to the leader but also by providing managers with an abstract model of how their subordinates expect them to behave in order to be perceived as leaders." (Epitropaki & Martin, 2005).

### *Psychological Empowerment*

According to Choi et al. (2016), employee empowerment gives a certain amount of autonomy and authority to subordinates stimulating their attachment to their jobs and indicating to them that their organisation cares; they also state that "Empowered employees develop a climate of trust with their leaders and become more creative and innovative. Empowerment may foster critical thinking, which leads to employees working at a higher level. Such empowerment positively shapes employees' perceptions of their jobs, reduces stress, and eventually leads to higher job satisfaction."

As noted previously by (Schyns & Schilling, 2013), the behaviour of a leader only has an effect on an individual as a result of it being perceived therefore a perception element has to be included when viewing leader behaviour. Placing this within the context of the study, if an individual has implicit leadership theories associating an ideal leader as being empowering, fulfilling these requirements could create the positive results highlighted by Choi et al. (2016). On the other hand, if this quality is seen as lacking, the opposite could result.

This illustrates the powerful nature of implicit leadership theories and the effect it can have on organisational performance, job satisfaction and an employee's attachment to a company as opposed to an intent to leave.

# CONCLUSION

According to Lord et al. (1984) categorisation theories like implicit leadership theories can explain how the perceptions one holds of a leader affects how they expect leaders to behave and what is deemed appropriate. As stated earlier, if these behavioural expectations are not met this can influence the outcomes of supervisor-subordinate relationships and work situations.

This research project aimed to identify if a mismatch and\or match between the implicit leadership theories that individuals possessed about leaders and the traits of their current leaders would result in an intention to leave their job.

Job satisfaction was found as a mediator between a difference in traits of the ideal and real leader and an intent to leave. This indirectly proved the hypothesis that the difference between implicit leadership theories and the current traits of a manager does affect the intent of an employee to leave.

Traits of sensitivity which are being helpful, understanding and sincere showed greater responsiveness to job satisfaction as well as the anti-prototypic traits of being manipulative and conceited.

While not the only form, authentic leadership was seen as a good fit that can cater for the traits of sensitivity that an employees' level of job satisfaction may be dependent on.

The managerial implications that result from a knowledge and understanding of one's own implicit leadership theories are far-reaching. If adequate resources are placed into teaching and training implicit leadership theories a disassociation can occur where current implicit theories existing within an individual are recognised and then negotiated to include a more holistic view of what the ILTs of others could be. Implicit leadership theories could also shed light into how managers can produce a feeling of empowerment among employees should this be lacking and could also explain the very nature of how leaders arise to power within a group.

# LIMITATIONS OF STUDY AND DIRECTIONS FOR FUTURE RESEARCH

It is important to note that the scope and corresponding delimitation of this research article is its acute focus. It does not take into consideration all factors that influence a subordinate's intent to

leave. For example, of the original sample of 74, more than half (53%) of individuals scored high (a 6- on a scale of 1-7 with 7 being 'Always') when asked if they think about opening their own business. Of this 53% only 13% scored a 6-7 out of seven when it came to looking forward to work with 53% indicating a low desire to come to work scoring it a 0-2. This could reflect an entrepreneurial desire of respondents.

If employees have a disposition to not work for another individual for a myriad of reasons, this could influence job satisfaction and an intent to leave. Hom et. al (1984) for example, highlighted that Mobley's (1977) model of employee turnover assumes that the primary alternative for those seeking employment is another full-time job elsewhere.

This research project does not take into consideration factors that are both organisationally and management linked like the difficulty that new hires have in adapting to a company (Hom, Lee, Shaw, & Hausknecht, 2017) that a great degree of turnover research has covered. This research cannot draw this line because it does not measure the organisational climate of an organisation.

This research assumes that current perceived manager traits overshadow the environment in this context due the deep nature of cognitive beliefs in guiding our perceptions and actions. Rather, it is a myriad of factors that influence an employee's environment that in turn affects job satisfaction itself like burnout (Maslach & Jackson, 1981), work-based identity (Aryee & Luk, 1996), and personal alienation, dedication and vigour amongst others (Bothma & Roodt, 2013).

The sample size of this project is small in comparison to studies by Epitropaki & Martin (2005) that had a sample size of 439 leaving more room for statistical error and misrepresentation of the populace. Also, to test for any bias of macro-level changes like down-sizing in the organisation, the effect of implicit leadership theories of respondents was measured twice with a time interval of a year apart. Due to the limited resources available, this was not possible.

While measuring the implicit leadership theories of individuals, the length of employment that an employee has with their current organisation is not taken into consideration. According to (Sharen, 2012) an associate professor of organisation and management studies, ILTs are also influenced by organisational culture where people existing in the same workplace for a while can adopt similar beliefs about a leader. If more than one person in a study shared the same manager and have been under this manager for a considerable length of time which allowed ample chance for discussion and communication about the leader between themselves, the way they collectively view a manager could produce bias where they accept the opinions of others over their own implicit leadership theories when answering a survey. This is significant as company, position and manager data was not collected and a snowballing method of data collection was utilised.

This study also did not control the environment within which the survey was taken because of it being an online survey. Stress related to physical disturbances, time constraints that an individual has and emotional disturbances that could affect the survey like a boss recently yelling at an employee were thus not taken into consideration.

This study has contributed to the existing literature around implicit leadership theories and was the first, to the knowledge of the authors, that distinctly identified job satisfaction as a mediating variable between implicit leadership theories and an intent to leave. It is recommended that this research be repeated on a larger scale, collecting more demographic information regarding the company and department one works for.

More study also needs to be conducted on how implicit leadership theory training can be conducted as well as the effect that this training had using both quantitative and qualitative data analysis.

The employee turnover intention model that Mobley (1977) measures assumes that an employee will take on another full-time job after leaving an organisation. Rather, it would be better to clarify why an employee intends to leave an organisation if they do express an intent to leave. This could be due to entrepreneurial desire, because they wished to find part-time work as a consultant, they have a change of viewpoint about employment, etc. This will provide more insight into job satisfaction and a corresponding intention to quit.

More comprehensive methods of drawing out cognitive schemas and measuring them should be investigated as the current surveys, despite their validity, does not delve deep enough into the human cognition and how bias can be introduced. As researchers, we are taking the face value of answers that respondents provide us with. They could be providing us with “the right answer” rather than their cognitive beliefs.

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