

**THE INFLUENCE OF LEADER-MEMBER
EXCHANGE ON CAREER MOBILITY IN
KENYA BREWERIES LIMITED**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF
PHILOSOPHY IN BUSINESS ADMINISTRATION, SCHOOL OF BUSINESS,
UNIVERSITY OF NAIROBI**

2017

DECLARATION

I, the undersigned, hereby declare that this thesis is my original work and has not been submitted for a degree course in any other University.

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DEDICATION

The thesis is dedicated to Allah, my author and my master. My great tutor and messenger, Mohammed (PBUH) who taught me the drive of life.

To my late mum who never stopped believing in me at a tender age, my dream of becoming a doctor, this thesis is yours mum.

To my late dad who taught me that the best kind of knowledge to have, is that learned for its own sake and asserted that the sky is the limit. Dad, am almost there, thank you very much. This is for you.

May your souls rest in perfect peace.

To Courtney Keller and Jeffrey Evans, words are not enough to express my sincere gratitude to you, hope you accept this humble way of saying it. This thesis is for the both of you as well.

ACKNOWLEDGEMENT

In the Name of Allah, the most merciful, the most compassionate, all praise be to Allah, the lord of the world and prayers and peace be upon the prophet Mohammed peace be upon him, His servant and messenger.

First and foremost, I must acknowledge my limitless thanks to Allah, the ever-magnificent, for His help and blessings. Without His guidance this work would not have been.

I owe a deep debt of gratitude to Gandhi Smarak Nidhi Fund for awarding me a scholarship throughout the PhD programme without which I would not have managed.

My whole-hearted regards and gratitude goes to Professor Peter K'Obonyo, my supervisor, my guidance, my advisor and most important my mentor. Prof, you have such a busy schedule with work and all but any time I needed academic guidance or otherwise you have never hesitated to show me the way. Your sage advice, insightful criticisms and patience encouraged me in the writing of this thesis in innumerable ways. When everyone thought I was out of my mind you encouraged me to push through, I can never thank you enough for your help Prof. God bless you abundantly.

I owe profound gratitude to Oliver Lukio, you believed in me when no one else could see it and held my hand towards it, well, here it is, done. May God reward you abundantly.

I would like to take this opportunity to thank my brother Dulla; we would spend sleepless nights planning on how this was going to be possible. You held my hand all the way

through the years of this programme. We did this together and no words will ever be enough to thank you. May Allah bless you and reward you.

To the management and staff of Kenya Breweries Ltd, thank you for your cooperation. I would not have reached here were it not for the fact that you gave me information freely. I felt part of you during data collection.

To my friends and well-wishers, I can't mention all of you here but your support has immensely been felt. My colleagues thank you very much. God bless you.

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
LIST OF TABLES	x
ABSTRACT	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study.....	1
1.1.1 Leader-Member Exchange	6
1.1.2 Leaders Trust of Subordinates	7
1.1.3 Employee Competence	8
1.1.4 Employee Ingratiation	10
1.1.5 Career Mobility.....	14
1.1.6 Kenya Breweries Limited.....	15
1.2 Research Problem.....	16
1.3 Research Objectives	21
1.3.1 General Objective	21
1.3.2 Specific Objectives	22
1.4 Value of the Study	22
CHAPTER TWO: LITERATURE REVIEW	24
2.1 Introduction.....	24
2.2 Theoretical Foundation.....	24
2.2.1 Social Exchange Theory	24
2.2.2 Leader-Member Exchange Theory	26
2.2.3 Career Mobility Theory	29

2.3 Leader-Member Exchange and Career Mobility	31
2.4 Leader-Member Exchange, Trust and Career Mobility.....	32
2.5 Leader-Member Exchange, Competence and Career Mobility	33
2.6 Leader-Member Exchange, Ingratiation and Career Mobility.....	35
2.7 Leader-Member Exchange, Trust, Competence, Ingratiation and Career Mobility.....	39
2.8 Summary of Knowledge Gaps.....	42
2.9 Conceptual Framework	49
2.10 Summary of Research Hypotheses	50
CHAPTER THREE: RESEARCH METHODOLOGY	51
3.1 Introduction.....	51
3.2 Philosophical Orientation.....	51
3.3 Research Design.....	52
3.4 Population of Study	53
3.5 Data Collection.....	55
3.6 Operationalization of Variables.....	56
3.7 Diagnostic Tests	57
3.7.1 Test of Reliability	58
3.7.2 Test of Validity	58
3.7.3 Test of Multicollinearity	58
3.7.4 Test of Normality.....	59
3.7.5 Test of Heteroscedasticity	59
3.7.6 Test of Linearity	59
3.8 Data Analysis and Presentation.....	59
CHAPTER FOUR: DESCRIPTIVE DATA ANALYSIS AND FINDINGS	65
4.1 Introduction.....	65

4.2 Response Rate	66
4.3 Test of Reliability.....	66
4.4 Test of Validity.....	67
4.5 Test of Statistical Assumptions	68
4.6 Respondents’ Demographic Profiles	73
4.7 Leader-Member Exchange.....	77
4.7.1 Leader-Member Exchange Dimensions according to Supervisors.....	78
4.7.2 Leader-Member Exchange Dimensions according to Members	81
4.8 Leader Member Exchange: The Dyadic Perspective.....	83
4.9 Employees Trustworthiness	92
4.9.1 Integrity	99
4.9.2 Loyalty.....	99
4.9.3 Consistency.....	99
4.10 Employee Competence.....	99
4.10.1 Know Why Competencies	107
4.10.2 Know How Competencies	107
4.10.3 Know Whom Competencies.....	108
4.11 Employee Ingratiation	109
4.11.1 Self-Presentation.....	114
4.11.2 Opinion Conformity	117
4.11.3 Other Enhancement	120
4.12 Career Mobility	123
CHAPTER FIVE: TESTS OF HYPOTHESES, RESULTS AND DISCUSSION...126	
5.1 Introduction.....	126
5.2 Leader Member Exchange and Career Mobility	127

5.3 Leader Member Exchange, Trust and Career Mobility	136
5.4 Leader Member Exchange, Employee Competence and Career Mobility	141
5.5 Leader Member Exchange, Ingratiation and Career Mobility	144
5.6 Joint Effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career Mobility.....	147
5.7 Discussion of the Results	150
5.7.1 Leader Member Exchange and Career Mobility	150
5.7.2 The Role of Trust on the Relationship between Leader Member Exchange and Career Mobility	151
5.7.3 The Influence of Competence on the Relationship between Leader Member Exchange and Career Mobility.....	153
5.7.4 The Influence of Ingratiation on the Relationship between Leader Member Exchange and Career Mobility.....	154
5.7.5 Joint Effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career Mobility	155
CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS....	156
6.1 Introduction.....	156
6.2 Summary of the Findings	156
6.2.1 Leader Member Exchange and Career Mobility	157
6.2.2 Trust as a Mediator in the Relationship between Leader Member Exchange and Career Mobility	157
6.2.3 The Influence of Competence on the Relationship between Leader Member Exchange and Career Mobility.....	158
6.2.4 The Influence of Ingratiation on the Relationship between Leader Member Exchange and Career Mobility.....	158
6.2.5 Joint Effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career Mobility	159
6.3 Conclusion	161
6.4 Recommendations.....	161

6.4.1 Augment Dyadic Relationship.....	162
6.4.2 Enhance Open Communication.....	162
6.4.3 Increase awareness of Ingratiatory Behaviors to Managers.....	162
6.4.4 Provision of Work Related Resources to the Employees.....	163
6.4.5 Awareness on Blending of the Antecedents of Career Mobility.....	163
6.5 Contributions of the Research Findings.....	164
6.5.1 Practical Contributions of the Study.....	164
6.5.2 Theoretical Contributions.....	167
6.5.3 Policy Contributions.....	170
6.5.4 Methodological Contributions.....	171
6.6 Limitations of the Study Research.....	171
6.7 Suggestions for Further Research.....	172
REFERENCES.....	174
APPENDICES.....	186
Appendix I: Questionnaire.....	186
Appendix II: Sampling Table.....	195
Appendix III: Likert Scale Used to Categorize the Dyads into In-Group and Out-Group Members.....	196
Appendix IV: List of Managers with Codes.....	197

LIST OF TABLES

Table 1: Summary of Gaps in Knowledge.....	42
Table 2: Operationalization of Variables	56
Table 3: Summary of Statistical Tests for Hypotheses and Interpretation	61
Table 4.1: Alpha Coefficients	67
Table 4.2: Results of Tests of Statistical Assumptions (Test of regression assumption and statistic used).....	69
Table 4.3: Supervisor’s Profile	74
Table 4.4: Members’ Profiles	76
Table 4.5: Descriptive Statistics for the Supervisors’ Rating of the Attributes of Leader- Member Exchange	79
Table 4.6: Descriptive Statistics for Leader-Member Exchange Dimensions according to Members	81
Table 4.7: Categorization of the Dyads by Group Status	84
Table 4.8: Means, Standard Deviations and Coefficient of Variations for In-group.....	87
Table 4.9: Means, Standard deviations and coefficient of Variations for Out-group.....	89
Table 4.10: Summary of Sub Variables of Leader Member Exchange	91
Table 4.11: Results of the analysis of Dimensions of Trustworthiness of the Members (Subordinates).....	93
Table 4.12: Overall Manifestation of Trust	98
Table 4.13: Descriptive Statistics for Competence and its Dimensions	100
Table 4.14: Overall Manifestation of Competencies	106
Table 4.15: Descriptive Statistics for Ingratiation and its Dimensions	110
Table 4.16: Descriptive Statistics for Self-Presentation	115
Table 4.17: Descriptive Statistics for Opinion Conformity	118
Table 4.18: Descriptive Statistics for Other Enhancement.....	121

Table 4.19: Overall Manifestation of Employee Ingratiation	122
Table 4.20: Descriptive Statistics for Career Mobility	124
Table 5.1: Regression Results for the Effect of Leader Member Exchange on Career Mobility.....	128
Table 5.2: Results of the Independent T-Test for the Differences between In-group and Outgroup Members with respect to career mobility	130
Table 5.3: Regression Results for the Dimension of In-group and Career Mobility	131
Table 5.4: Regression Results for the Dimension of Out-group and Career Mobility	132
Table 5.5: Regression Analysis for Leader Member Exchange and Work Duration in the same Position	134
Table 5.6: Independent T-Tests for the Means of work duration for In-group and Outgroup Members	135
Table 5.7: Regression Results for the Effect of Leader Member Exchange on Career Mobility.....	137
Table 5.8: Regression Results for the Effect of Leader Member Exchange on Leaders Trust	138
Table 5.9: Regression Results for the effect of Employee Trust on Career Mobility	139
Table 5.10: Regression Results for the Effect of Leader Member Exchange and Trust on Career Mobility.....	140
Table 5.11: Regression Results Depicting the Effect of Employee Competence on the Relationship between Leader Member Exchange and Employee Career Mobility.....	142
Table 5.12: Regression Results Depicting the Effect of Ingratiation on the Relationship between Leader Member Exchange and Career Mobility	145
Table 5.13: Multiple Regression Results for the Joint Effect of Leader-Member Exchange, Trust, Ingratiation and Employee Competence on Career Mobility	147
Table 5.14: Summary of Regression Coefficients for the test of Joint Effect and individual effects of the predictors on Career Mobility	149

LIST OF FIGURES

Figure 1: Conceptual Model Depicting the Antecedents of Career Mobility	49
Figure 4.1 (a): Normal Q-Q plot of Leader-Member Exchange	71
Figure 4.1 (b): Normal Q-Q plot of Data on Leaders Trust	71
Figure 4.1 (c): Normal Q-Q Plot of Data on Competence	72
Figure 4.1 (d): Normal Q-Q Plot of Data on Ingratiation	72
Figure 4.1 (e): Normal Q-Q Plot of Data on Career Mobility	72

ABSTRACT

This study was aimed at determining the role of trust, ingratiation and competence in the relationship between leader-member exchange and career mobility in Kenya breweries limited. The literature review revealed that many studies had been conducted on the influence of leader member exchange on career mobility. However, these studies did not explain fully the influence of leader member exchange on career mobility which created a gap that the study sought to address. The main objective of the study was to determine the role of trust, ingratiation and competence on the relationship between leader member exchange and career mobility. The study further endeavors to investigate the mediating role of trust and moderating role of competence and ingratiation on the relationship between leader member exchange and career mobility. Hypotheses were formulated on the same. A population of 169 dyads at Kenya breweries limited was used for the study. A structured questionnaire with likert type statements was used for data collected. The study used both descriptive and inferential statistics for data analysis. The findings of the study indicated a strong positive relationship between leader member exchange and career mobility. Also, the study revealed that leader member exchange had a positive and significant influence on career mobility and its subsequent hypothesis was confirmed. Further, the study confirmed that the in-group members experience more career mobility than the out-group members. The study also found that trust partially mediates the relationship between leader member exchange and career mobility. The study revealed that competence and ingratiation moderate the relationship between leader member exchange and career mobility. The study confirmed that the combined effect of the variables have more influence on career mobility than their individual effect. The results of this study have contributed to theory. It has brought about a better understanding of the predictors of career mobility. The results of the study provide reference material for future studies in related fields. It is recommended that organizations should augment dyadic relationships, enhance open communication, encourage objective promotion opportunities to their members and ensure that their employees understand that to experience career mobility, employees need to have a cocktail of characteristics at the workplace so that employees not only rely on one trait for their career mobility. The study had some limitations including the fact that it used a cross sectional survey method of data collection instead of a longitudinal study which would enable causativeness to be proven and changes over time be documented. It also enables the mutuality in leader member exchange and career mobility patterns to be fully discovered. Also, the current study covered only the white-collar employees' i.e. managers only, and therefore excluded the blue collar employees. A comparison was therefore not made to see if the findings would differ with respect to the two categories of employees.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Leader-Member Exchange is a give-and-take relationship (dyad) between a manager (supervisor) and a subordinate. Bisel et al., (2012) provided a summary of what is known to be the in-group and out-group in the leader-member exchange. They described the in-group as members that have high quality relationship with their leaders that hub around mutual trust, fondness and respect. The in-group members are given stimulating and exciting assignments and in return, these members work hard and are helpful and devoted to the leader. On the other hand, the out-group members are categorized as members that have low quality relationship with their managers. These members are given lesser opportunities to exhibit their competences as they are seen as lacking motivation, proficiency and faithfulness. High Leader Member exchange (LMX) members experience LMX relationships that are branded by a high level of fondness, trust, fairness, loyalty, professional admiration and support (Avolio, 1999, Yukl, 1998) which may then lead to substantial career outcomes.

Trust is a person's assessment of the target's capability, consistency, trustworthiness, and enthusiasm directed to others (Mayer and Davis, 1999). With the increasing tendency in organizations to move to less ranked structures, trust and its significance to collaboration have gained increased attention (Dirks and Ferrin, 2001). It can therefore be noted that "perhaps there is no single variable which thoroughly influences interpersonal and group behavior as does trust" (Gouhong, 2010 p. 131).

It is emphasized that the performance and success of an individual as well as the company depends on individual competencies (Savanevičienė *et al.*, 2008). What commonly lacks is the understanding of which competencies are essentially significant for career mobility. Lately, career competencies have been considered as a cornerstone for the success of many organizations and are currently cited more often in national policy documents on employability and in policies and catalogues in educational and labor organizations (Kuijpers, 2006). Kuijpers and Scheerens (2006) recognized many facets in the assessment of career competencies. They differentiated six career competencies: career-actualization-ability, the level to which employees are capable of comprehending personal objectives and principles in their active career; career reflection, revising one's own competencies with reference to one's career; motivation reflection, revising one's own needs and morals with respect to one's career; work exploration, positioning towards matching one's own personality and know-hows to the required standards and competencies in a definite work state; career control, career-related development and impelling of learning and work practices; and networking, setting up contacts that are significant for one's career (Kuijpers, 2005). This thesis focuses on three facets out of the six mentioned career competencies.

Ingratiation actions are routine manifestations that commonly have influence on the effectiveness of the organization. Knowing why individuals use ingratiation tactics is important for appreciating individuals' behavior in the organizational setting (Ralston, 1985). Ingratiation is a concept of tactical behaviors illicitly intended to positively influence a certain other person's perception of the desirability of one's personal capabilities. In as much as ingratiation should be a common social psychological

occurrence wherever people relate, many scholars are only apprehensive about it in workplace environments (Tsang, 2014). Increasing attraction produces positive impact for an employee, such as pay increases or vertical progression, and evades undesirable assessments, pay cutbacks, and other negative outcomes (Kumar and Beyerlein, 1991). Based on impression management theory, when individuals wish to be seen as pleasant, one of the most common self-presentational tactics used is ingratiation; and one of the most common ingratiation strategies is to praise others (Jones, 1964, 1990; Jones and Pittman, 1982; Jones and Wortman, 1973). A considerable extent of preceding theories and studies proposes that ingratiation can be very much effective.

Distinction has been made between objective and subjective indicators of career accomplishment. Objective career accomplishment is the work experience effects, such as rank, advancements and pay that are demonstrably visible (Seibert and Kraimer, 2001). Subjective career accomplishment is persons' assessment of their career advancement, endeavors and projected results, relative to their own objectives and ambitions (Barnett and Bradley, 2007). Research has shown that an individual work outcomes can be judged by relevant others (Jaskolska et al 1985) such as the supervisors' judgment of the subordinate promotion potential or promotability (Greenhouse et al 1990). Hence promotability denotes the second subjective display of work results (Wayne et al 1999). Managers compare their progress up the ladder with others who presently occupy and their progress up the ladder with others who presently occupy and have occupied similar position in the cooperate hierarchy.

Social exchange theory (SET) is one of the most significant theoretical models for appreciating workplace behavior (Cropanzano and Mitchell, 2005). While diverse views

of social exchange have developed, theorists approve that social exchange comprises a series of collaborations that produce obligations. A different, and less supervisor-centric, explanation of the positive association between Leader member exchange and performance evaluations, which also draws on social exchange theory (Blau, 1964), is that employees in higher Leader member exchange relations feel indebted to perform better whereas employees in low Leader member exchange relationship may feel no such obligation. Moreover, employees in high- Leader member exchange relations may feel dedicated to communicate more frequently, positively, or efficiently with their managers and this allows managers to notice their performance and rate accordingly. In lower Leader member exchange relations, subordinates may not equally share information and supervisors may be less able to assess their performance and, possibly, they assume that lower Leader member exchange employees are weak performers. In support of this notion it is believed that employees in high- Leader member exchange relationships are accorded greater license to influence (Dansereau, Graen, and Haga, 1975) and to speak responsively to their managers (Krone, 1992) and that they endeavor to exercise this license more often than do employees in low- Leader member exchange relations (Botero and Van Dyne, 2009).

The principal premise on the leader-member exchange theory is that, within work entities, different kinds of relationships develop amongst leaders and their subordinates (Yukl, 1998). Leader-Member Exchange theory's central emphasis is the relationship and collaboration (a dyadic exchange) between the leader and the subordinate, contrast to the traits, behaviors, situational styles of the leader, or any other variables (Truckenbrodt, 2000). The theory asserts that leaders do not interact with subordinates uniformly (Graen

and Cashman, 1975) because supervisors have limited time and resources. The exchange between the superior-subordinate (dyad), a two-way relationship, is the unique basic premise and the unit of analysis of Leader-member Exchange. Leader-member Exchange theory pursues to explain the nature and forecast the concerns of high- and low-quality relations between leaders and their members.

The theory of career mobility (Sicherman and Galor, 1990) asserts that wage penalties for overeducated workers are remunerated by better promotion projections. A assessment of some literatures on organizational careers and vertical progressions (Dyer, 1976; Hall, 1976; Schein, 1978; Super and Hall, 1978; Van Maanen, 1977), makes it clear that the knowledge presented is as disseminated as it is scarce: (1) the approaches used to study it arbitrarily range from experimental counseling through attitude surveys to economic modeling; (2) most research has concentrated on professional or managerial careers, leaving intact career mobility among rank and file employees and lower-level supervisors; (3) career mobility frequently believed in terms of upward movement to the organizational top of alternative paths (lateral moves) is often overlooked; and (4) no systematic investigation has been done on the interaction between individual level and organization-level factors and their effect on organizational career mobility outlines. Motivation of this study comes from what the researcher has observed in the literature on the relationship between the leaders and their members. In particular, the literature shows that supervisors tend to either consciously or unconsciously divide their subordinates into two groups namely in-group and out-group (Häkkinen, 2012). The literature further suggests that the in-groups receive better treatment by their supervisors than the out groups; such treatment include faster career mobility yet the effect of the difference

accorded to in-group versus out-group on career mobility is not fully explained. This ignited questions in the researcher's mind as to what could be contributing to the variance in career mobility that Leader-Member Exchange does not account for. The need to find this explanation motivated this study.

The chairman of Kenya Breweries noted that the delivery of strong results in 2015 was made possible by commitment of the employees. The chairman posited that East African Breweries Limited continues to invest in robust leadership and capability programmes for emerging and senior leaders by embarking on a culture of transformation journey of their employees in order to support their long-term business performance (Annual Report, East African Breweries Limited, 2015).

1.1.1 Leader-Member Exchange

Leader-member exchange theorizes leadership as a progression that is focused on the interactions between leaders and subordinates (Cogliser et al., 2009). These Leader-Member Exchange relationships are solely grounded in the social exchanges between supervisors and subordinates. Leader-Member Exchange relationships are classified into two levels of quality—low and high. Low-quality Leader-Member Exchange relationships, sometimes referred to as out-group exchanges (Dansereau et al., 1975), are defined as exchanges overtly centered on the contentment of the employment contract (Liden et al., 1997). Conversely, high-quality Leader-Member Exchange relationships, or in-group exchanges (Dansereau et al., 1975), are defined as exchanges between a manager and his/her subordinates which are supportive, have mutual respect, high trust, and share formal/informal rewards (Dienesch and Liden, 1986). Mountain of research has shown that leader member exchange linked to a number of significant work outcomes

such as organizational commitment (Gagnon and Michael 2004,) Individual performance and organization citizenship behaviour (Hacket and Lapierre 2004), turnover intentions, supervisory ratings of job performance and promotions (Liden and Maslyn 1998).

Indicators of an out-group association include systems of social exchange such as sharing advice, information and social sustenance equally between subordinate and manager (Blau, 1964). The difference is that in-group Leader-Member Exchange is rooted in social exchanges, whereas out-group Leader-Member Exchange is engrained in economic exchanges that uniquely focus on the employment agreement such as completing an assignment for pay (Liden et al., 1997). Traditionally, it has been common drill to quantify the quality of the Leader-Member Exchange relationship solely from the subordinate's perception (Scandura and Schriesheim, 1994). More recent studies, however, have found that the Leader-Member Exchange scores of both leaders and members should be examined as a dyadic relationship in order to have a more precise model for correlating Leader-Member Exchange quality to job satisfaction (Greguras and Ford, 2006).

1.1.2 Leaders Trust of Subordinates

Trust is an individual's assessment of the target's competence, consistency, trustworthiness, and motivation towards others (Mayer and Davis, 1999). "In-group" employees perform their jobs in agreement with the employment agreements and can be counted on by the manager to perform unstructured responsibilities, to volunteer for extra work, and to take on extra responsibilities. Supervisors exchange individual and positional resources (inside information, effect in decision making, task assignment, job scope, support, and attention) in return for subordinates' performance on unstructured

tasks (Häkkinen, 2012). As a result, research proves mutual trust, positive support, informal interdependencies, greater job latitude, common bonds, open communication, high degree of autonomy, satisfaction, and shared loyalty exist (Häkkinen, 2012). In contrast, subordinates who perform only in agreement with the approved employment contract are characterized as “out-group” with limited mutual trust and support, and few rewards from their supervisors (Deluga, 1998). Bachman (2011) contends that the current research and trust literature focus on mainly on the micro level of trust-building procedures and therefore encourages simplifying too much to appreciate the phenomenon.

The scopes of trust and trustworthiness are numerous. McEvily and Tortoriello (2010) have listed those scopes and found 38 different kinds of descriptions of trust. Many of these 38 scopes were alike and likewise labeled, and three of them were used in this research; integrity, loyalty and consistency. The reason for restraining list to three is that many of the explanations have similar meanings with these three and it is unclear whether there is a difference between the meanings of words. Thus, there is a call for wide, more focused and measured trust research by different methods, in order to shape up the quality of proof and increase deeper comprehension of leaders’ trustworthy behavior.

1.1.3 Employee Competence

The concept of competency is usually applied to define the whole of individual abilities, skills, behaviors and knowledge, oriented to effective performance in a particular working environment. It is emphasized that the performance of an individual as well as the company performance and success depend on individual competencies (Savanevičienė et al., 2008). An employee competency is perceived as a person's self-management of his or her working and learning practices in order to achieve anticipated

career progress. In the scientific literature, competency is divided into hard and soft competency. Hard competency is determined by organizational performance. Soft competency is defined by personal features of an employee, his or her behavior, necessary for a good job performance, and can be either professional, social or conceptual (Kolibačova, 2014).

Kuijpers and Scheerens (2006) established a multi-dimensional evaluation of career competencies. They differentiated six career competencies: career-actualization-ability, the level at which employees are capable of recognizing personal objectives and values in their working career; career reflection, revising one's personal competencies with respect to one's career; motivation reflection, revising one's own wishes and values with respect to one's career; work study, orientation toward matching one's own distinctiveness and competencies to the required values and competencies in a specific work condition; career control, career-related planning and influencing of learning and work procedures; and making contacts, setting up contacts that are relevant for one's career (Kuijpers, 2005).

Other than building the internal contacts inside an organization, Lau and Pang (2000) suggested that building a system of contacts externally is likely to improve an individual's efforts in accomplishing career success. According to Lau and Pang (2000), one of the strategies to reinforce the external contacts is to take part in external social groups, such as professional bodies, rotary clubs, political associations, and others. This approach is useful especially to those who are continually in job searching for better career chances. This point had been reinforced by Van Emmerik (2004) and Eddleston, Baldrige, and Veiga (2004), who appealed that individuals who have multiple contacts could aid in the

growth of their careers in innumerable ways. Through contributing in such social groups, employees can enlarge their network and create significant relationships with related people, such as the Chief Executive Officers (CEO), General Managers, or employees of other companies. The outcome of such relationships discloses the opportunities of getting valuable career prospects and information, which could be associated with rapid accomplishment of career success.

Robinson et al (2007) posited that business case studies have demonstrated many benefits associated with the competency usage such as reduced training costs, reduced staff turnover or increased employee productivity, hence career, mobility. Assessing competencies is used to identify people with a great potential to become effective leaders (Brant et al. 2008). There exist a vast number of competencies grouped into different specific competence models which are deemed important for successfully handling particular working positions (Harison and Boonstra 2009). The drawback of specific competence models is that they can only be used for specific working positions. Moreover, with many different competence models being created, it is increasingly hard for an individual to navigate them. This study will measure competencies using the dimensions of know-why, know-how and know-whom. These are considered appropriate since they tend to cover all other dimensions of competence.

1.1.4 Employee Ingratiation

Ingratiation is a set of social conducts used by social performers to improve their desirability in the eyes of others and the set of social conducts is not essentially immoral, illegitimate, or influential (Tsang 2015). Ingratiation is a emotional skill in which an individual attempt to befall into a more eye-catching or pleasant to their target (Jones,

1964). This scheme involves giving accolades or doing favors for bosses or co-workers. Most persons have a challenging time discarding the positive advances of others. Ingratiation often works as a tactic insofar as the target often feels optimistic towards the source even if the ingratiation effort is fairly deliberate and transparent. Even though ingratiation is frequently viewed as an individually initiated behavior, there is evidence that ingratiation is organizationally induced, as well as individually introduced, and it is the mixture of these forces that determines the extent of ingratiation in an organization (Ralston, 1985). Thus, management is left with the obligation of structuring and supervising the organization in a way that confines the negative effects of ingratiation behavior. Moreover, since not all ingratiation behavior is deceitful or negative to the organization, giving room for some ingratiation behavior may be an essential strength to an organization. It is vital that managers learn more about this political procedure to allow them to assume a more operative role in the organization.

Additionally, indication that ingratiation behaviors can be indirectly encouraged by an organization's stable situational variables is given by Cheng (1983). He established that workers who believe that their organizational environment is negative are more prone to employ ingratiation behavior than employees who feel that they are in a positive environment. Moreover, it is suggested that individuals will be more prone to use ingratiation tactics when the individual is highly reliant on other organizational members for finalizing tasks, for achieving information, resources, or other support, and when criteria for evaluations of job performance and job behaviors are highly subjective (Linden and Mitchell, 1988).

Based on the study of Lau and Pang (2000), enhanced image with bosses is a tactic to deliver a positive and suitable image towards bosses. The action to improve image comprises making bosses cognizant of employees' endeavors, working for longer hours, and conforming to boss's expectations (Lau and Pang, 2000). Orpen (1996) noted that creating an image of proficiency is important to many workers in order for them to improve their opportunities for promotion and career progression. This is because bosses have the authority to make the promotion decision based on their own decision towards an employee's performance. Consequently, bosses have the power to not promote an employee if the employee's performance does not meet their expectations. However, bosses may have an optimistic impression towards employees if these employees show their ingenuity and eagerness towards work. The outcome of such positive image may result in speedy promotion and Jones (1964) categorized these scheming tactics into three classes: self-presentation, opinion conformity, and other-enhancement.

Ingratiation is viewed as a manipulative tactic that is detrimental to the organization (Pandy, 1981) which is not necessarily the case. It is only when ingratiation tactics are extreme (when they negatively impact the operations of the organization) that there is a necessity for concern. In fact, it may be contended that reasonable levels of ingratiation behavior are constructive to the organization in that it may be a form of social cohesion that shapes cohesive work groups in the absence of true compatibility. Ingratiation also is said to be a tactic that is individually-initiated for personal gain, with the organization playing an inert role with respect to the basis of ingratiation (Ralston 1985). Ingratiation usually works as a tactic insofar as the target regularly feels positive toward the source

even if the ingratiation attempt is fairly obvious and transparent (Applebaum and Hughes, 1998).

Self-presentation is carrying oneself in a manner supposed to be suitable by the target person (person being ingratiated) or in a manner to which this individual will be fascinated. Jones and Wortman (1973) noted that self-presentation has two interconnected characteristics: providing clear descriptors about one's own characteristics and behavior, and behaving in ways that suggest one has certain features.

Opinion conformity is articulating or behaving in a way that is steady with the opinions, judgments, or behaviors of the target person. This indirect form of flattery is characterized by the subordinate who assesses the ability of a superior's peer just because the subordinate knows that the superior does not approve with this other individual (Ralston, 1985).

Other-enhancement is articulating promising sentiments and assessments of the target person by the ingratiating individual. The effectiveness of such a scheme stems from the point that when a person observes that another is constructively disposed towards them, he or she tends to like the other individual in return (Wortman and Linsenmeier, 1997). The use of commendation, admiration and flattery in order to raise a person's self-esteem are all forms of other enhancement. Ralston (1985) mentioned the following three individual issues that he proposed to be important in promoting ingratiation behaviors: Machiavellianism, locus of control, and work task uniqueness. A significant area of research regarding ingratiation is whether or not a subordinate can use the tactic of ingratiation to essentially promote his or her career success.

1.1.5 Career Mobility

Career mobility refers to job changes that include considerable changes in work tasks, ranked level or titles within an organization (Feldman and Ng, 2007). Poon (2004) defined career as a developing order of a person's work experience over time. The buildup of accomplishments arising from this work experience is career achievement (Judge, Higgins, Thoresen, and Barrick, 1999). Career researchers such as Gattiker (1985), Judge, Cable, Boudreau, and Bretz (1995), and Nabi (1999; 2001; 2003) normally conceptualized that career success could be divided into objective and subjective forms.

Objective career success is evaluated by extrinsic methods such as job title, salary, or promotion (Lau and Shaffer, 1999). On the other hand, subjective career success is defined as individual's feeling or perception of achievement and gratification with their careers (Judge et al., 1995). Tharenou, (1997) suggests that career mobility increase status, esteem, responsibilities and financial rewards. Traditional career provisions highlights vertical progression in one or two organizations and the amount of success is defined by the organization in terms of increased duties and salary. Sullivan and Arthur (2006) made a difference between physical and psychological mobility. Physical mobility is the evolution across boundaries, whereas psychological mobility is the insight of people to make that evolution. Psychological mobility is the capacity to move as seen through the mind of the career actor (Sullivan and Arthur, 2006). In existing literature, an emphasis is placed on physical mobility. Sullivan and Arthur (2006) gave two possible reasons for this emphasis. First, career literature used to explain mobility in physical terms. Second, physical mobility might be easier to measure (Briscoe et al, 2006). The study therefore will use the physical career mobility to measure this concept.

There are numerous types of physical mobility; upward, downward, lateral movements. Sullivan and Arthur (2006) framework of physical mobility, introduced a definition of physical mobility which is wider, denoting the actual movement between jobs, firms, occupations, countries. They point out that in line with the interest for physical mobility, Arthur and Rousseau (1996) gave instances of other boundaries individuals can cross. For example, social outlooks about vertical career advancement or work/life balance, creating marketability outside present employers and working in networks across one organization.

1.1.6 Kenya Breweries Limited

East African Breweries Limited is a Kenya-based holding company, which manufactures branded alcoholic and non-alcoholic beverages. The companies that comprise East African Breweries Limited include, Uganda Breweries Limited, United Distillers Vintners (Kenya) Limited, International Distillers Uganda Limited, East African Maltings (Kenya) Limited, East African Maltings (Uganda) Limited, EABL International Limited, Serengeti Breweries Limited, East African Beverages South Sudan Limited and Central Glass Industries Limited which was acquired by South African based Consol Glass in May 2015(Annual Report, East African Breweries Limited, 2015).

Ireland (2013) notes that a line manager has a massive role to play in career management and that they support line managers to have one-on-one conversations with their subordinates regularly. Chairman of East African Breweries Limited noted that Kenya Breweries Ltd has programmes that support employees' careers. The Amazing Line Manager programme was rolled out in all their Business Units. The initiative supports their managers to maximize their own potential, continuously improve their leadership

capabilities, and become Amazing Line Manager. These programmes include; Future Leaders Programme which targets the best talent for postings overseas, to give them global exposure, Growing Leaders Programme targets top performers at the senior management level and prepares them for future board positions.

It has served the company very well and its graduates have been promoted into critical roles in the company (Annual Report, East African Breweries Limited, 2015). Kenya Breweries Limited is a multinational company which has very strict policies in terms of employee's career mobility, diversity of the employees and the availability of large number of employees (Annual Report, East African Breweries Limited, 2015) moreover the management has offered support in this research. This is the reason why the researcher preferred to take the company for the study.

1.2 Research Problem

The worth of relationships between a manager and their members has been established to be projecting of members' performance which eventually affects career outcomes. Different explanatory mechanisms have been suggested, and the rate of recurrence and nature of dyadic communication have been posited as causative (Geertshuis et al; 2015). Hwa et al argues that employees' perception of the value exchange differs from those of the managers. Supervisor rated Leader member exchange and subordinate rated do not interact to impact career mobility, rather they singly and distinctively contribute to career mobility (Hwa et al 2008). This concept was developed based on low hierarchical level employees hence generalizing the concept is constrained. Current study therefore covers this gap by ensuring that the respondents are both from management level making generalizability of the concept viable. Furthermore, the current study gathered data from

a dyadic point of view not only supervisor rated or subordinate rated point of view which is considered a narrow way of analyzing a relationship.

Glaeser et. al (2000) noted that when individuals are closer socially, both trust and trustworthiness rise. Leaders are able to prompt more trustworthiness in those they are leading. This therefore means that a member may trust a leader; however, it is not automatic that trust from the member will be reciprocated. Therefore, for career mobility of the member to take place, it requires trust of the leader in addition to the close relationship they have. The current study covered this conceptual gap by ensuring that trust of the leader is measured as a mediator between leader member exchange and career mobility. The extensiveness of studying trust as one-dimensional may be credited to the fact that the knowledge of trust in Leader-Member Exchange relationships is still in its early stages (Dulebohn et al., 2008). There is still a significant lack of agreement among Leader-Member Exchange researchers with respect to whether trust is a precursor or a consequence of Leader-Member Exchange quality. This study contributes to this discussion.

Assessing competencies is used to identify people with a great potential to become effective leaders (Geertshuis et. al; 2015). The deficiency though, is a more precise knowledge of which competencies are essentially appropriate for career advancement. This study addressed this concern by using specific measures of employee competence that is technical know-how, know why and know whom to ensure more specific understanding of the appropriate competencies for career advancement.

Sibunruang et al (2013) posited that whereas the relationship between ingratiation and managers ratings of promotability has been established to be significant and positive, the same association has been found negative (Thacker and Wayne, 1995). In both cases, ingratiation was measured by how many times the ingratiation has used ingratiation skills hence bringing different results. This suggests that it's not the rate of ingratiation that contributes to positive effects but relatively how individuals ratify ingratiation in order to attain positive effects. Thus, this study addressed this gap by providing answers to the “how” of ingratiation rather than the “rate” of ingratiation. This approach involved providing compliments or doing favors for supervisors.

The significance of career tactics toward career accomplishment has been pointed out by the works of numerous scholars such as Gould and Penley (1984), Burke et al. (1998), Nabi (1999; 2001; 2003), Lau and Pang (2000). Drawing on the past theoretical frameworks, as pointed out by Gould and Penley (1984), Nabi (1999; 2001; 2003), Counsell and Popova (2000), and Lau and Pang (2000), career tactics could integrate a broad variety of general tactics. For instance, Gould and Penley (1984) suggested that Career Strategies Inventory (CSI) should comprise of seven operational career strategies (creating opportunities, extending work involvement, self-nominating, seeking career guidance, networking, opinion conformity, and other enhancement) for attaining career success. However, Lau and Pang (2000) encompassed these seven tactics into three expansive categories, namely increasing promotability, refining image with superiors, and consolidation external contacts. The current study added to the discussion on the career strategies that are used by employees to ensure career success through achieving promotions.

Ireland (2013) posits that line managers have massive roles to play in career management and that they encourage subordinates to have one-on-one conversations with their colleagues regularly which promotes good relationship among leaders and subordinates hence trust among employees. One of the core values of Kenya Breweries is to enhance professional and personal development by offering and creating diverse opportunities (Career and Personal Mobility). Every line manager is the Managing Director of the people that work for him/her (Ireland, 2013). It is in line with this that a conducive environment of leader member exchanges in terms of in-group and out-group creation and practicing ingratiation from the members is created. Based on this, therefore, this study sought to find out if the nature of the dyadic relationship between line managers and their juniors lead to the latter's career mobility.

The competency framework of Kenya Breweries is designed in such a way that it supports the managers to maximize the potential of subordinates and give them global exposure which targets top performers and prepares them for future top management positions (Annual Report, East African Breweries, 2015). This has served the company very well and the employees have been promoted into critical roles in the company. In this line, the study sought to find out if the promotions are done grounded on the leader member exchange relationship and whether the members have equal opportunities regardless of which side one belongs to.

An increasing body of empirical literature emphasizes the positive effects of Leader-Member Exchange on career mobility for employees. A study done by Hwa et al (2008) on the differential effects of manager and member rated leader member exchange on career outcomes found out that employee perception of the quality exchange differed

from those of the supervisors. Supervisor rated leader member exchange significantly predicted career mobility. This study was one sided, it did not consider the dyadic relationship between leaders and members therefore creating a gap that the current study addressed by considering the responses from both sides (dyad). Another study done by Mbithi (2014) on the moderating effects of Leader-Member Exchange on the relationship between transformational leadership and performance of universities in Kenya did not find a significant effect. This may be attributed to the author doing a survey of several universities hence the influence of organizational culture on the results.

A study done by Gouhong (2010) on Trust and career satisfaction: the role of Leader-Member Exchange, established that in addition to nurturing employees' trust in management, the enrichment of employees' trust in their peers can help them to become more content with their career progression. Nevertheless, this positive relationship between trust in peers and career contentment has to be reinforced by a good quality relationship between the employee and his/her manager which is missing in the study that was covered by the current study. In a study done by Muindi (2014) on competence, it is noted that technical skills, general skills and experience have a positive relationship with job performance but overall, competence did not have a moderating role in the relationship between job satisfaction and employee job performance. In as much as the unit of analysis of this study was individual, the author did not put this into consideration hence conducted a survey of several institutions which may have diluted the concept of competency and the current study covered this gap.

Tsai and Wu (2014) did a survey of international tourist hotel employees on social intelligence and ingratiation behavior in the hotel industry and the results indicated that

social intelligence had partially significant correlation with ingratiation behavior. The effect of ingratiation though positive left a big percentage unexplained (0.86), which brings about a gap that this study sought to fill. Yean and Yahya (2008) did a study on the relationship between career strategies and career success at a manufacturing organization in U.S.A, and the results indicated that only two of the career strategy scopes were positively associated with career accomplishment, which is strengthening external contacts and refining image with superiors. This study therefore sought to understand if other factors not considered in the study influence career mobility.

Studies done at Kenya Breweries Limited have mainly focused on competitive strategies, effects of government regulations on the company but none has been done on career mobility and its antecedents. Methodological gap established in the literature is that the previous studies are one sided and data is collected from the leaders' point of view. This study sought to bridge this gap by collecting data both from the leader and the member. The study therefore sought to answer the research question: what is the role of trust, competence and Ingratiation in the relationship between Leader-Member Exchange and Career Mobility in Kenya Breweries Limited?

1.3 Research Objectives

1.3.1 General Objective

To determine the role of trust, competence and ingratiation in the relationship between Leader-Member Exchange and Career Mobility in Kenya Breweries Limited.

1.3.2 Specific Objectives

- i. To establish the influence of Leader-Member Exchange on career mobility
- ii. To establish whether Trust intervenes the relationship between Leader-Member Exchange and career mobility
- iii. To determine the influence of employee Competence on the relationship between Leader-Member Exchange and Career Mobility
- iv. To determine the influence of Ingratiation on the relationship between Leader-Member Exchange and Career Mobility
- v. To establish whether the joint effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career mobility is greater than their individual effect on employee Career Mobility.

1.4 Value of the Study

The study guides the players in the industry to improve their policies on career mobility and enhance interpersonal relationships among the employees. In order to minimize instances or discourage employees from performing their best in the organization because of the in-group and out-group or ingratiation and maximize instances or encourage talented employees to continue working hard in the organization, the management is made aware of these factors and develop necessary policies with a view to ensuring high levels of employee engagement and commitment. Where the employee is highly engaged with the organization, they develop great levels of commitment, trust and sense of belonging if they believe that their expectations are met by the organization.

The study directs supervisors to evaluate their leadership from a relationship standpoint and also it sensitizes managers on how in-groups and out-groups mature within their

work unit. The study can be used to enlighten how individuals form leadership networks all through an organization and can be functional in different types of organizations – volunteer, business, education and government settings. It helps in sensitizing the managers in organizations about ingratiation behaviors in organizations.

A conceptual framework that has been developed from this study brings out a better understanding of the interrelationship amongst Leader-Member exchange, trust, competence, ingratiation and career mobility thereby increasing the stock of theoretical and practical knowledge in interconnected fields. The findings of the study provides useful reference guide for designing appropriate proactive change management strategies for ensuring good relationships. It also forms a basis for future research and teachings in related fields. The results of this study contributes to theory.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This section reviews theoretical and empirical literature on key variables of the study. In this regard, various theories on career mobility arising from Leader-Member relationships and its antecedents are reviewed. The chapter also covers literature on the relationships between Leader-Member Exchange, Career Mobility, Trust, Competence and ingratiation.

2.2 Theoretical Foundation

This study is grounded on three theories: Leader-Member Exchange theory, Social Exchange Theory and Theory of Career Mobility.

2.2.1 Social Exchange Theory

Social Exchange Theory portends that persons in relations are motivated by the goodness of outcomes they expect to receive (Nakonezny and Denton, 2008). Social Exchange Theory is amongst the most significant conceptual models for appreciating workplace conduct. One of the basic tenets of Social Exchange Theory is that relationships develop over time into trusting, loyal, and reciprocal commitments. For this to happen, parties must stand by certain “rules” of exchange. Rules of exchange form a “normative meaning of the situation that forms among or is accepted by the participants in an exchange relation” (Emerson, 1976 pp. 351). Therefore, the usage of Social Exchange Theory in models of organizational behavior is outlined on the basis of the exchange rule or belief the researcher relies on.

In agreement with the exchange theory the support given to an employee is expected to create inequity in the exchange between the employee and the source of support (the supervisor). Therefore, the employee will try to maintain equilibrium between the support received and the effort extended (Randall et al 1999). In other words, upon getting support the employees will tend to respond to fulfill his/her feeling of indebtedness by showing positive work conducts. The support given may directly empower the member of staff to perform better or display positive work approaches (Randall et al 1999). His or her performance will consequently be compensated through favorable career outcomes including salary raise (scandura and Schreinschein 1994), career satisfaction (Martin et al 2005) and promotions (Liden and Maslyn 1998).

Most of management studies focus on expectations of mutual benefit; however, a number of other exchange rules have been delineated in Social Exchange Theory. “Reciprocal exchange” is one that does not include clear bargaining (Molm, 2003). Relatively, one party’s actions are reliant on the other’s conduct. Because of this, interdependence decreases risk and boosts collaboration (Molm, 2003). The procedure begins when at least one participant makes a “move,” and if the other responds, new rounds of exchange start. Once the process is in motion, each consequence can create a self-reinforcing structure. The sequence is likely to be continuous, making it difficult to organize into distinct steps. Precisely, findings propose that individuals with a strong exchange alignment are expected to return a good deed than those low in exchange alignment.

The quality of the association or exchange differs since supervisors have restricted time and resources. Supervisors exchange private and positional resources in return for subordinates' performance on unstructured tasks. These private and positional resources are: sharing of so-called inside information, influence in decision-making, task assignment, job latitude, support, and attention (Graen and Cashman, 1975).

2.2.2 Leader-Member Exchange Theory

Leader-Member Exchange theory, with its roots in role theory (Graen and Cashman, 1975) and drawing on social exchange theory (Blau, 1964), signifies that dyadic relationships develop and are exchanged over time through a sequence of exchanges (Dienesch and Liden, 1986) and that relationships vary in quality (Dulebohn, Bommer, Liden, and Ferris, 2012; Henderson, Liden, Glibkowski, and Chaudhry, 2009). The quality of relationships, and the give-and-take exchanges within them, has been shown to affect significant supervisor and subordinate attitudes and behaviors (Ilies et al., 2007; Liden, Sparrowe, and Wayne, 1997; Sparrowe and Liden, 1997).

Leader-Member Exchange theory brands the dyadic relationship between leaders and subordinates the pivotal point of the leadership process. Leader-Member Exchange theory tasks the supposition that leaders treat followers in a joint way, as a group. Leaders treat subordinates in a different way at varying degrees and levels contingent on whether the latter are part of the in-group or out-group (Graen and Scandura, 1987). The theory affirms that leaders do not interrelate with subordinates equally (Graen and Cashman, 1975) because supervisors have restricted time and resources. "In-group" subordinates perform their jobs in agreement with the employment agreements and can be relied on by the supervisor to perform unstructured tasks, to volunteer for extra work,

and to take on extra responsibilities. Supervisors exchange personal and positional resources (inside information, influence in decision making, task assignment, job latitude, support, and attention) in return for subordinates' performance on unstructured tasks (Graen and Cashman, 1975).

Subordinates who work only in agreement with the approved employment contract are characterized as "out-group". The interchange between the superior-subordinate (dyad), a two-way relationship, is the sole principle and the unit of analysis of Leader Member Exchange. Leader-Member Exchange theory authenticates the capability of how people within organizations relate to each other and the leader. Leader-Member Exchange theory is the only headship tactic that makes the dyadic relationship the centerpiece of the leadership process. It guides attention to the importance of communication in leadership (Harris et al., 2009).

Leader Member exchange theory proposes that employees in higher LMX relationships are privileged and have more ready access to resources than do subordinates in lower Leader member exchange relations (Gerstner and Day, 1997; Liden and Graen, 1980). It is possible that access to these resources allows subordinates in high-Leader Member exchange relationships to boost their performance beyond that of subordinates who lack access to the resources they need in order to learn and prosper. Häkkinen (2012) asserts that the Leader Member Exchange theory can be constructed effectively through reciprocal trust toward trustworthiness and the roles between leaders and followers in an organization. According to social exchange theory and Leader Member exchange theory, employees in higher Leader Member exchange relationships get better role-related information from their supervisors, including openly expressed prospects (Graen and

Uhl-Bien, 1995) and response on performance (Dulebohn et al., 2012), which enables them to accustom and change their behavior and so outperform their lower Leader Member exchange colleagues.

Current research focuses on the quality of leader-member exchanges that result in positive outcomes. Research done by Atwater et al (1998), established that high-quality leader-member exchanges give rise to in: less employee turnover, positive performance appraisals, higher rate of promotions, better organizational commitment, desirable work duties, better job attitudes, more responsiveness and support from the leader, greater participation, and speedy career progression. Perceived high-quality leader-member exchange is positively related to feelings of vigor in employees. High-quality Leader-Member Exchange seems to compensate for the shortcomings of not being empowered (Harris et al., 2009).

Leader-Member Exchange theory operates in two ways: it describes leadership and it prescribes leadership. In both - the vital concept is the dyadic relationship. Leader should cultivate high-quality exchanges with all subordinates. Rather than focusing on differences, leader focuses on ways to develop trust and respect with all followers resulting in complete work group becoming an in-group. The basic theoretical ideas of Leader Member exchange are not fully established. How is high-quality leader-member exchanges made? What are the means to accomplish building trust, respect, and responsibility? What are the procedures? Because of various measures and levels of analysis, dimension of leader-member exchanges is being quizzed.

2.2.3 Career Mobility Theory

In evaluating the sociological approach, Dalton (1970) recognized the origins of career mobility theory to the work of Miller and Form (1951), who revealed that, in overall, careers repeat a continuous procedure of alteration to the social and work-related environment through socialization. Becker and Strauss (1956), exploiting on the perception of adult socialization, focused on occupational careers within organizations. They perceived "career flows" of employees through an organization in a number of streams that create channels or routes to higher status and more responsibility. They viewed career mobility as upward movement through the organizational structure. The concept of careers as job mobility has been long-drawn-out by Martin and Strauss (1956) and Wilensky (1960). Martin and Strauss viewed organizational occupations from both the structural and individual perspectives: (1) the organizational scheme of positions is the foundation for the authority structure, and (2) this scheme offers individual members with distinct directions for satisfying their career wishes.

The theory suggests simply that if a person receives high rewards from the organization he will respond by demonstrating positive feelings toward the organization. The simplicity of the formulation may be deceptive, however; the concept of reward is useful to organization theory because of its generality, and yet, this same quality can impair its usefulness in empirical research. It is assumed that all human behavior patterns do not recur unless rewarded in some way. A fundamental problem lies in the relation between objective reward value and subjective reward value. Members evaluate the rewards they have received from an organization in terms of various standards or perspectives. The size of the reward received is frequently a function of the size of rewards received.

Internal-lateral mobility refers to job changes within the same organization and at the same hierarchical level. The combination of slower growth and flatter organizations has contributed to increased opportunities for internal-lateral job moves involving job rotation (Campion, Cheraskin, and Stevens, 1994), lateral job relocation (Eby and Russell, 2000) and international assignments. A study done by Sicherman and Galore (1990) on the theory of career mobility found out that measure of the proceeds to education is in the form of higher prospects of occupational progression, within the organization. Given an origin profession, schooling escalates the likelihood of occupational progression. Moreover, workers who are not promoted notwithstanding a high prospect of promotion are more likely to quit.

Some weaknesses or criticisms of the theory include for instance, under what conditions are individual-difference variables more or less significant than organizational features in forecasting mobility patterns? What is the consequence of the organization's technology on enabling or restricting mobility? Does the organization's structure make a change? Is size essential? How important are the individual's abilities or ambitions in envisaging mobility patterns? Are skills and ability more important for making career decisions in an intensive type of technology than in a routinized technology? Can the presence of unions result in diverse career mobility patterns? How do various procedures in the organization influence one's career opportunities? These are some of the issues that have not been addressed wholly by the career mobility theory.

2.3 Leader-Member Exchange and Career Mobility

Leader-Member Exchange accounts for expressive incremental alteration with respect to promotion. A study by Scandura et al. (1994) on managerial dyads, using the LISREL VII confirmatory factor analysis (CFA), shows Leader-Member Exchange and mentoring to be empirically different from the supervisors' perception but not from the employees. Past research (Martin et al., 2005) has demonstrated that Leader-Member Exchange is connected with a number of important results for employees. Steady with exchange theory, high Leader-Member Exchange members who obtain more support may in fact be authorized to perform at higher level or display positive work attitudes. Finally, they may be rewarded via favorable career results that include promotions (Liden and Maslyn, 1998).

Hwa et al (2008) did a study on the differential influence of leaders and followers rated leader member exchange and established that leader member exchange influences career outcomes differently. The study found that supervisor rated leader member exchange significantly predicted promotability. Further, supervisor rated leader member exchange and subordinate rated did not interact significantly to impact career mobility rather they singly and distinctively contributed to career mobility.

Gerstner and Day (1997) did a meta-analysis to find that Leader-Member Exchange is positively related to performance ratings which leads to employee promotions. There were noteworthy correlations between Leader-Member Exchange and objective performance which automatically leads to promotion. Scandura (1999) endeavored to determine why some subordinates were regarded as trusted assistants and others were viewed simply as hired hands, comprising the in-group and out-group (Leader Member

exchange), respectively. A notable interest of this study was the assessment of the correlation between in-group membership and increased career mobility. Based on the above literature therefore, it can be hypothesized that:

H₁: Leader-Member Exchange Influences Career Mobility.

2.4 Leader-Member Exchange, Trust and Career Mobility

A study done by Häkkinen, (2012), found out that in the initial stage of Leader-Member Exchange development, interactions are essential in enhancing good quality Leader-Member Exchange. Though this may be true, it is trust, loyalty and respect that are vital to a steady relationship between a leader and a follower. Fukuyama (1995) did a study on Interpersonal trust in organizations and found out that trust is a dyadic and reciprocal event or sequence of events between leaders and their members. Of importance, trust is impulsive sociability, which brings out social exchange logically and supports the movement of information between leaders and their subordinates.

Whitener et al., (1998) demonstrated in their model “Exchange Framework of Initiating Managerial Behavior” that the leaders’ trustworthy conduct entails three factors, which have an effect on the course of trust (features which shape and/or deteriorate trust between persons). These features are organizational factors, relational factors and individual factors. The individual factors are founded on individuals’ tendency to trust, self-efficacy and standards.

Podsakoff et al. (1996) examined 1,539 employees within varied industries and organizations and at differing work levels. The researchers concluded that only employee courtesy and trust factors were the significant moderating variables on transformational

leadership. According to the study by Bartram and Casimir (2007), transformational leaders engender follower trust through a variety of behaviors. The leader's ability, benevolence, and integrity are factors in developing commitment and building credibility with followers. Brower et al., (2000) raised on some significant questions regarding trust in their article: If a leader trusts a follower, will the follower be more likely to follow? How will employees perceive the level of trust their managers have on them? How will this perception affect the subordinate's conduct? If subordinate feels trusted and appreciated, will he/she work harder and be faithful to the firm? The previous research did not answer these questions. Based on this gap, it is hypothesized that:

H₂: Relationship between Leader-Member Exchange and Career mobility is mediated by Trust

2.5 Leader-Member Exchange, Competence and Career Mobility

The advancement of career competencies is progressively seen as a goal of today's career leadership and counseling (Kuijpers et al., 2006). Considering the component of self-guidance, career competencies could be seen as a person's self-management of his or her working and learning proficiencies in order to attain desired career advancement. According to Lau and Pang (2000), improving promotability is one of the strategies to create chances by obtaining saleable skills, ongoing skills development, augmenting internal network, and looking for out experiences, which would form a extensive base for career progression. An individual with several marketable skills such as leadership skills and critical thinking skills will tend to get more attention easily from employers, and experience career progression faster than the others who lack such saleable skills.

Previous researchers as Chang (2002) and Nabi (2003) proved that the action of recurrently emerging skills, knowledge, and expertise is needed to prepare individuals for career opportunities that may arise in future. This is due to knowledge, skills, and expertise aligned with the need of the labor market, to ensure an individual's career advancement.

A quantitative study on career competence for career success done by Kuijpers (2006), found that elements like career control and networking are strongly related with career accomplishment. Arthur (1994) proposes a matching arena of career competencies which they refer to as know-how, know-why and know-whom competencies. Know-why competencies, respond to the question 'Why?' as it relates to career motivation, personal sense and identification. Know-how competencies shows career relevant skills and job-related knowledge, and underlie how people add value to a firm's collection of overall competences (Nelson and Winter, 1982). Most obviously, know-how competencies are shown in individual job descriptions and specifications, and their progress invigorated through individually-centered performance evaluation and training and development undertakings. Know-whom competencies reflect career relevant networks, and refer to how people add value to inter-firm communication (Nohria, 1992).

Salomone and Slaney (1981) did a study and found out that male and female participant mentioned awareness of skills and abilities influenced their decision to agree to take their current job. Godshalk and Sosik (2003) found out that learning-goal alignment, that is, the propensity of individuals to strive for development and learning is positively associated to career contentment. Therefore, it is assumed that career control is correlated to internal career success. Lifelong learning has become progressively significant in the

current labor market condition. Therefore, it is expected that persons who are enthusiastic to learn and train for their desired career will progress in their intrinsic career achievement and their extrinsic career success (status and salary). Forret and Dougherty (2004) established that networking helps in attaining internal and external career achievement. Therefore, it is expected that networking enhances both intrinsic and extrinsic career accomplishment. The foregoing literature therefore leads to the hypothesis that:

H₃: Relationship between Leader-Member Exchange and Career Mobility is moderated by Competence

2.6 Leader-Member Exchange, Ingratiation and Career Mobility

Numerous studies on career accomplishment conventionally has been dominated by balanced models, in which organizations create career systems and promotion tactics intended to reward the most creative employees. Nevertheless, there are some researches concentrating on the use of political practices to escalate career accomplishment. Wortman and Linsenmeier (1977) have noted that an employee could obtain higher performance evaluations through the process of ingratiation as a positive career enhancer.

At the core of political influence, conducts are the upward influence tactics used by career contenders to advance their career benefits (Kipnis and Schmidt, 1988). The occurrence of ingratiation conduct is higher in the upper echelons of management (Allen et al., 1979). However, at any cadre in the organization, superiors tend to use ingratiation conducts less than subordinates. Thus, ingratiation tends to be used more as an upward effect process than as a downward influence process (Appelbaum and Hughes, 1998]. It is with this significance that ingratiation has been recognized as an important political

approach. In today's surroundings persons are very apprehensive with developing career management tactics that will boost their career achievement. One technique that a person can influence others in his or her organization is by upholding a high level of efficiency at his or her job. A high level of efficiency has continuously been highly interrelated rightly or wrongly with a person's career achievement and the number of organizational prizes he or she gets. Nonetheless, it is also likely for an employee of an organization to possibly advance his or her career accomplishment by means of ingratiation (Allen et al., 1979).

Subordinates may try to use ingratiation in order to increase the pay, promotions, and recognition that they receive within the organization. This can, of course, become a problem within an organization when individuals with low productivity levels (but with strong ingratiatory behaviors) begin to achieve greater career success than those individuals who are better performers, but do not engage in ingratiatory behaviors (Appelbaum and Hughes, 1998).

Past research has empirically demonstrated how one's motivation to engage in ingratiation may be predicted by need for power (Harrison et al., 1998), and how one's performance of ingratiatory behaviors would enhance career benefits, such as promotions (Higgins et al., 2003). Eastman's (1994) study, on the monetary rewards received by employees who were perceived as 'good corporate citizens' are greater than those of employees who were perceived as 'ingratiators'. A study done by Sibunruang et al. (2013) involving paired subordinate-supervisor dyads from Thailand, found out that there was a positive correlation between supervisor-reported ingratiation and self-reported promotability among the respondents. The results revealed that the relationship between

peer-reported ingratiation and supervisor-reported promotability became positive for those staffs with high in contrast to those with low political skill. Gentry and colleagues (2011) stated that staffs with high political ability attained higher promotability evaluations from three different coworker standpoints, including superiors, direct reports, and peers.

Additional proof that the usage of ingratiating conducts can be helpful to one's career is established in a study by Kipnis and Vanderveer (1971). This research matched the performance evaluations of three distinct classes of workers. The first class entailed average performing employees arbitrated to be high in the usage of ingratiating activities. The next group of employees entailed of average performing employees who had been arbitrated to be low in the use of ingratiating activities. Lastly, the third group of employees was viewed as high performers who did not involve in ingratiating activities.

The outcomes of the research showed that the ingratiators and the best performers were awarded significantly higher performance appraisals than the average workers who did not involve in ingratiation activities. Furthermore, the ingratiators' performance appraisal scores were not considerably lower than those of the best employees, signifying that the ingratiators' flattery had effectively influenced the subject's views. The outcomes held the belief that the ingratiator can render more of the prizes available than an equally proficient non-ingratiator.

It should be noted also that this research got these outcomes even when the subjects had impartial information on the productivity of each employee. Consequently, in circumstances where task performance is less distinguishable, the ingratiator should be

even more effective in attaining better organizational awards. In essence, the tactic has some importance. Judge and Bretz (1994) piloted the first study of political effect behavior as a measure of total career accomplishment. This research studied the effects that the usage of ingratiation had on a person's career accomplishment. Career accomplishment was explained as the results on achievements one has accrued as result of a person's work capability. The outcomes that involved career accomplishment entailed both intrinsic and extrinsic rewards.

Extrinsic aspects comprise remuneration, career progressions, and rank. Though these extrinsic aspects are the old-style technique that a person measures career accomplishment, intrinsic aspects can be regarded as being important. The outcomes of the Judge and Bretz study (1994) gave the initial direct proof for the role of ingratiation actions in forecasting overall career accomplishment. The results showed that ingratiation actions positively projected extrinsic career accomplishment. An individual who used a high level of ingratiation behavior towards his or her superior had a significantly higher level of extrinsic career accomplishment than one who chose to practice these strategies to a lesser magnitude. Moreover, ingratiation conduct was considerably positive in forecasting intrinsic career success. Individuals who used ingratiation actions toward superiors frequently reported a higher degree of job and personal contentment than those who used these strategies less.

Based on impression management theory, when individuals aspire to be seen as pleasant, one of the most common self-presentational tactics they practice is ingratiation; and one of the most common ingratiation strategies is to commend others (Jones, 1990). A considerable amount of earlier theory and research proposes that ingratiation can be very

effective. For instance, following a meta-analytic examination of 69 ingratiation researches, Gordon (1996) established that ingratiation is positively correlated to views of improved likability (Higgins et al, 2003).

A study done by Seiter (2007), on *Ingratiation and Gratuity: The Influence of Complimenting Customers on Tipping Behavior in Restaurants* with 2 female food waiters and 94 couples eating dinner, and both complimented or did not compliment the couples on their dinner choices. Outcomes showed that the waiters were given significantly more tips when complimenting their clients than when not complimenting them. Studies have also found that waiters who present themselves by title, leave candy, present specific imageries (happy faces on the back of checks), or convey certain messages (jokes, “Thank you,”) get considerably higher tips than do those who do not (Seiter and Gass, 2005). In backing of the above-mentioned discussion, this study hypothesizes the following:

H₄: Relationship between Leader-Member Exchange and Career Mobility is moderated by Ingratiation

2.7 Leader-Member Exchange, Trust, Competence, Ingratiation and Career Mobility

Trust plays an imperative role in the quality of a relationship that leaders make with their followers (Brower et al., 2009). Leader-Member Exchange theory suggested that in-group members are selected by leaders grounded on their proficiency and competence, degree to which they can be trusted, and enthusiasm to undertake greater obligation (Scandura, et al, 1986). Dienesch and Liden (1986) labeled leaders as assigning to followers initial in the relationship as a way of evaluating their trustworthiness,

competence, and performance. Ever since, a number of researchers have found backing for a positive connotation between leader trust of followers and Leader-Member Exchange (Van Dam et al, 2008). Trust theorists have postulated that individuals use an intellectual, coherent approach to evaluate whether or not they will trust someone at first, which is based on whether the person is reliable and competent (Lewicki, et al, 2006).

As the relationship develops, trust turns out to be based on affect, common caring, and concern (McAllister, 1995), which shows possible converse causality of leader trust and Leader-Member Exchange. Member features that have been studied as precursors of Leader-Member Exchange are competence, personality and upward influence conduct. Various studies have examined employee competence as a precursor of Leader-Member Exchange and used leader's evaluations of member performance. Nevertheless, this was overcome by Liden, Wayne and Stillwell (1993), who studied member competence as an antecedent of Leader-Member Exchange, on newly established dyads and found that member competence predicted leaders' opinions of Leader-Member Exchange.

In a different study, member competence in high quality relations were rated high, both over a short and a long period of time, regardless of their impartiality whereas the scores of employees in low quality exchange relations are consistent with their objective performance in the short run but high in the long run, irrespective of the objective performance (Duarte, et al, 1994). On examining upward influence behavior as a member characteristic, Dockery and Steiner (1990) established that member self-reports of ingratiation and prudence were positively correlated to member Leader-Member Exchange. Applebaum and Hughe (1998) did an assessment of 40 years of studies on "strategic ingratiation" and confirmed that: kissing up to the superior, who frequently

sees through it, pays off. “Strategic ingratiation” is the planned moves to increase likeability or to get “an elevation, promotion or positive appraisal”.

“Ingratiation smartly employed will get you forward,” said Randall Gordon, a University of Minnesota psychologist who studied 69 researches on ingratiation (Kelleher, 1996). In other words, career writings researched by Gould and Penley (1984), Orpen (1996), Counsell and Popova (2000), Lau and Pang (2000), and Nabi (1999; 2001; 2003) had confirmed that career tactics are correlated to career accomplishment. Moreover, scholars such as Lau and Pang (2000) proposed that individuals could participate in several career tactics, such as reinforced internal and external contacts, and increase image with superiors and abilities improvement to ease their career attainment, but the vital idea being, individuals should learn to take a dynamic role in managing their careers. This is because to articulate career tactics is not an easy assignment as it requires time, vigor, and cost investment. Henceforth, when persons have precise career tactics that fit their needs, it will in turn support them to improve their career awareness and be able to guide them towards victory. In light of the background above, it can therefore be hypothesized that:

H₅: Joint effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career mobility is greater than their individual effect.

2.8 Summary of Knowledge Gaps

Table 1: Summary of Gaps in Knowledge

STUDY	FOCUS	METHODOLOGY	FINDINGS	KNOWLEDGE GAP	FOCUS OF CURRENT STUDY
Geertshuis, S. A., Morrison, R.L. and Cooper-Thomas, H.D. (2015). It's Not What You Say, It's the Way that You Say It: The Mediating Effect of Upward Influencing Communications on the Relationship Between Leader-Member Exchange and Performance Ratings	The focus of the study is on the intervening role of upward communication on the correlation between Leader-Member Exchange and performance Ratings	The study used cross-sectional descriptive survey	The study established that Leader-Member Exchange was positively related with reported frequencies of upward Influences. Leader-Member Exchange was also positively related with performance Ratings	The study proved that there is a positive correlation between Leader-Member Exchange and performance ratings leaving the conclusion of career mobility	The focus of the current study therefore tested whether Leader-Member Exchange influenced career mobility in the presence of other factors

<p>Tsai,C.W. and Wu,C.H. (2014). Social Intelligence and Ingratiation Behaviour- Which one is more helpful?</p>	<p>The study focused on the influence of social intelligence on Ingratiation</p>	<p>The study used a descriptive survey</p>	<p>Findings of the study indicated that social intelligence partly influenced ingratiation</p>	<p>Though positive the study left a big percentage unexplained (86%)</p>	<p>The current study covered this gap by using a different predictor variable and ingratiation as a moderator</p>
<p>Mbithi, A. (2014). Transformational leadership, organizational characteristics, employee outcomes, leader-member relations and performance of universities in Kenya</p>	<p>The study focused on the understanding of major reforms in universities</p>	<p>The study used cross- sectional descriptive survey</p>	<p>The results of the study found out that transformational leadership behavior of the top leadership of universities in Kenya led to high employee and organizational</p>	<p>The gap of the study is that the author tested Leader-Member Exchange from the leaders' perspective only unlike the current study where both the leaders and subordinates' views will be examined</p>	<p>The focus of the present study was to determine the influence of Leader-Member Exchange on career mobility</p>

			performance but there was a negative moderation of Leader-Member Exchange		
Muindi, F. (2014). Quality of Work Life, Personality, Job Satisfaction, Competence and Job Performance.	The study focused on quality of Work Life, Personality, Job Satisfaction, Competence, and Job Performance	The study used descriptive cross-sectional survey.	The study found out that technical skill, general skills and experience have a positive relationship with job performance but overall, competence did not have a moderating role in the correlation between job	The study used a heterogeneous kind of population which may have influenced the results	The focus of the current study was on homogenous kind of population which catered for the variations found in the previous studies

			satisfaction and employee job performance		
Sibunruang, H., Capezio, A. and Restubog, S.L.D. (2013). Getting Ahead Through Flattery: Examining the Moderating Roles of Organization-Based Self-Esteem and Political Skill in the Ingratiation–Promotability Relationship	The study focuses on the effect of organizational centered self-esteem and political skillfulness in ingratiation-promotability association	The study used descriptive survey from nine dissimilar organizations in Thailand from several industries, like banking, furniture, hospitality, and education.	Results exposed that the correlation between peer-reported ingratiation and supervisor-reported promotability was positive for those employees with high as opposed to low political skill.	The study used supervisor rated ingratiation behaviors which may not be precisely identified by superiors	The current study used responses from the ingratiator who is the subordinates since they are the ones practicing it.

<p>Mumma, S. (2010). Student Leader, Leader- Member Exchange Relationships as Moderated by Constructive Developmental Theory</p>	<p>This study examined how the quality of Leader- Member Exchange relationships was moderated by the Constructive- Developmental stage or Order of Consciousness of both leader and follower.</p>	<p>Descriptive Cross- Sectional Survey</p>	<p>There was no significant correlation between Order of Consciousness and quality of Leader- Member Exchange relationship. While there was no noteworthy difference in Leader-Member Exchange relationship founded on gender of participants, there was a noteworthy difference between how male</p>	<p>The knowledge gap is that the study used a sample of 40. This sample is considered low.</p>	<p>The current study had a sample of 169 dyads which is considered sufficient for this kind of study</p>
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			presidents and officers observed their relationship in the Loyalty dimension.		
Guohong, H. (2010). Trust and career satisfaction: the role of Leader-Member Exchange	The study examined the intervening variable of Leader-member Exchange between trust in peers and a person's perception of career satisfaction	Experimental paper based on a field study done among 241 employees at a Fortune 500 company in the United States.	This experimental study established that other than cultivating workers' trust in management, the enrichment of employees' trust in their peers can aid them to be more content with their career progression.	The study measured trust by using two items only, which might have somehow affected the Validity of the construct.	The current study measured trust by more than two items which measured trust better

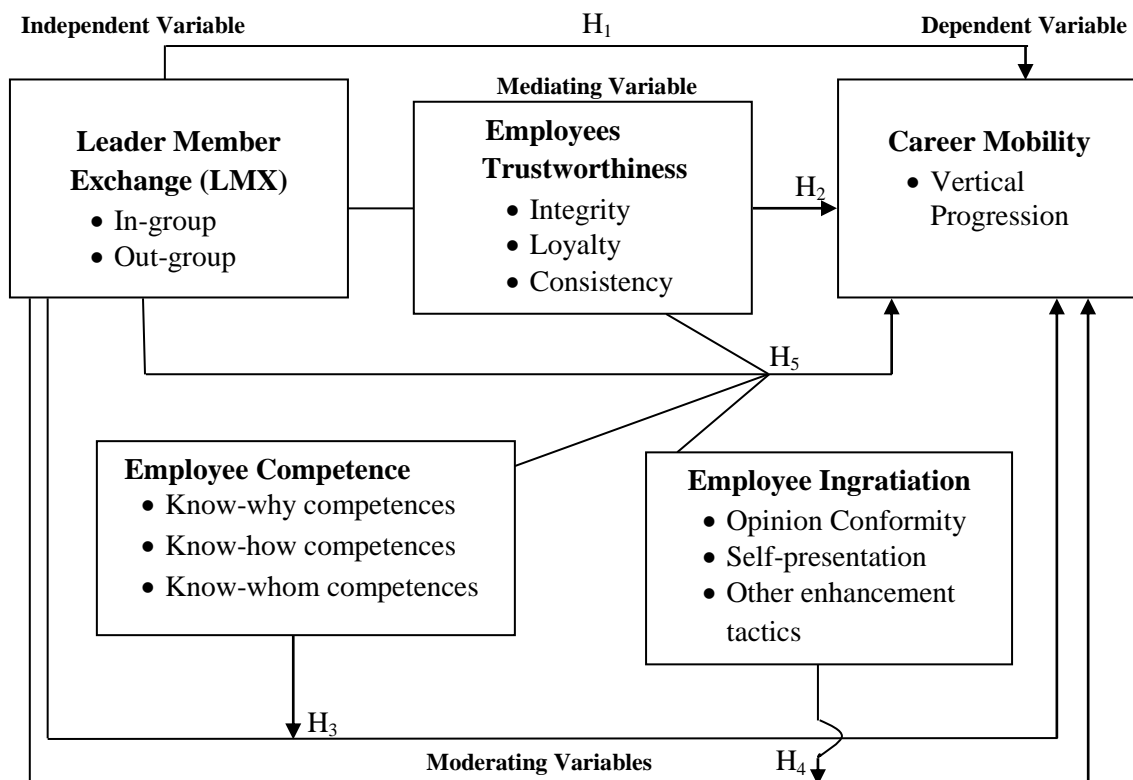
<p>Yean, T.F. and Yahya, K.K.(2008). The Relationship between Career Strategies and Career Success</p>	<p>The study focused on the relationship between career strategies and career success</p>	<p>Cross-sectional Descriptive Survey</p>	<p>The study found out that only two of the career strategy dimensions were positively correlated with career success</p>	<p>The gap of this is that the operationalization indexes used for career strategies are narrow and shallow.</p>	<p>The current study covered this gap by ensuring that the career strategies adopted are deep and popular.</p>
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Source: Author, 2016

2.9 Conceptual Framework

A schematic representation of the theoretical framework presented in Figure 1 captures the key variables underpinning the relationship between Leader-Member Exchange (independent variable), Career Mobility (dependent variable) and Trust as the intervening variable as well as competence and ingratiation as the moderating variables. Support for the linkages in the model is provided in the literature review.

Figure 1: Conceptual Model Depicting the Antecedents of Career Mobility



Source: Author (2016)

2.10 Summary of Research Hypotheses

H₁ Leader Member Exchange Influences career mobility

H₂ The influence of Leader Member Exchange on career mobility is mediated by Trust

H₃ The Influence Leader Member Exchange on career mobility is moderated
by Competence

H₄ The Influence of Leader Member Exchange and career mobility is moderated by
Ingratiation

H₅ The joint effect of Leader Member Exchange, Trust, Ingratiation and Competence on
Career mobility is greater than their individual effects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the research methodology that was used in this study. The subsequent sections discuss these components namely the research philosophy, the research design, population of the study, sample design, data collection, operationalization of variables, diagnostic tests, data analysis and presentation.

3.2 Philosophical Orientation

There are two extreme research philosophies in social sciences, namely phenomenology and positivism. The core idea of phenomenology is that analysis does not start with the objective, but with ‘mental directedness’ (Johnson and Duberly, 2000). An important idea of the phenomenological approach is not to start with a set of assumptions, but to gradually establish a foothold.

The positivistic philosophical approach is quantitative and dominated by the process of hypothesis testing, with the intent of rejecting the null hypothesis. It emphasizes the need for science to provide knowledge and theory for the control of the social and natural worlds through the discovery of laws which allow the prediction, manipulation and control of social and natural phenomena (Johnson and Duberly, 2000).

Phenomenological approach is qualitative in nature and focuses on the researcher’s perception and relies on experience and avoids generalization based on an existing theory (Irungu, 2007). Phenomenology premises that knowledge is based on individual experiences, thus is subjective. This approach does not begin from an established theory, and then proceed to collect and analyze data to either accept or reject the hypotheses. The

approach typically seeks to obtain data, analyze it, and then make conclusions regarding the nature and strength of the relationships among the variables based on empirical evidence (Saunders, Lewis and Thornhill, 2009). It focuses on theory building.

Positivist approach seeks empirical regularities which are correlations between variables. This approach proceeds from an established theoretical underpinning which forms the basis of the research. It then seeks to obtain and analyze data with a view to either confirm or reject the theory by making conclusions regarding the nature and strength of relationships among variables based on an empirical evidence. In other words, under the positivist approach, the observer or researcher is independent from what is being observed, focuses on facts, looks for causality and fundamental laws, formulates hypotheses and then tests them using data collected from large samples.

Under phenomenological paradigm, the observer or researcher is part of what is observed, focuses on meanings, and tries to understand what is happening, develops ideas through induction from data and investigates small samples in depth or overtime. The current study adopted positivism. This is considered appropriate because its assumptions and procedures are in tandem with the approach of the present study in terms of procedures and methods, including development of study objectives, hypothesis formulation, operationalization and measurement of variables. Another important reason for adopting positivism is the fact that the study was theory-driven.

3.3 Research Design

This study used descriptive cross-sectional survey design as it sought to describe and establish relationships among key study variables across a large number of dyads. Cooper and Schindler (2008) describe descriptive survey as that study which involves description

of phenomena or characteristics associated with a subject population. This design was deemed appropriate because of the need to collect data from several dyads at one point in time and comparative nature of data analysis implied by the hypotheses and the corresponding objectives. The unit of analysis of the study was a dyad. A dyad is made up of a supervisor and his or her subordinate. The nature of the relationship within a dyad is critical in this study since it affects upward mobility of subordinates. Other authors who have embraced the same design include Mumma (2010), Bauer (2010), Liden (2006), Colleen (2011).

3.4 Population of Study

The target population for this study comprised 194 dyads at the Kenya Breweries Limited. Kenya Breweries was selected through a process that involved identifying organizations with large numbers of dyads (30 and above) and a relatively tall structure that would allow several steps of career progression. A preliminary search was conducted which identified several organizations that satisfied these criteria. They included Kenya Breweries Limited, British American Tobacco, most of four and five star hotels in Kenya, insurance firms operating in Kenya, Banks and Safaricom.

Subsequent to the foregoing, the researcher visited several of the organizations referred above and sought permission from the human resource managers to conduct the study in their respective organizations. In addition, their support was solicited, particularly in the identification of the departments and the total number of dyads. However, only Kenya Breweries Limited accepted the request and thus provided the preliminary information required as input in designing the study. It is worth noting that using dyads in one organization rather than across several organizations did not affect the quality of the study

since differences in organizational characteristics are not expected to influence any variable or their linkages since the unit of analysis is a dyad rather than the organization or the individual employees. It is what happens within a dyad rather than its context that is relevant in this study.

To be included in this study a dyad must have had a minimum of six direct reports who are on permanent terms of employment. This requirement was based on the fact that the generally preferred span of control is six employees (Bandiera et al, 2014). In addition, a smaller number of direct reports would not have provided a necessary condition for emergence of two informal groups reporting to a supervisor, namely “in-group” and “out-group” and a clear distinction in patterns of career mobility between the two categories of employees.

Permanent employees were preferred because they were eligible for promotion (i.e. vertical progression), unlike the other categories. Twenty-five dyads did not meet the above criteria and were thus eliminated; leaving a population of 169 dyads that were used in this study. Hierarchically, the company has 6 levels in its governance structure comprising level 6 (Lowest level), 5, 4B, 4A, 3, 2 and 1(Highest). This study focused on employees at levels 5 and 4B. Second level supervisors are at level 4B, while their subordinates are at level 5. The choice of level 5 for this study was informed by the fact that it is this level that has a desirable span of control (6 employees and above). The span of control decreases in size at each higher level in the hierarchy thus limiting the number that can be in the in-group and outgroup. The extremely small numbers may not provide opportunity for the researcher to clearly observe the effect of differential treatment of the subordinates by the leader based on the group they belong to.

3.5 Data Collection

The study relied on primary data which was collected through a structured questionnaire with likert-type statements anchored on a five-point scale ranging from “To a very great extent (5)” to “To a very less extent (1)”. There were two questionnaires, one for the leaders (Supervisors) and another one for the members or subordinates. The respondents were all the members of a dyad comprising a supervisor (also referred to as Leader) and his/her direct reports in level 5. The leaders answered questionnaires on Leader-Member Exchange, Trust and Competence. The members responded to the statements on Leader-Member Exchange, Ingratiation and Career Mobility.

Part one of the questionnaire required respondents to provide personal information. Part two addressed research variables. The items measuring the variable Leader-Member Exchange were adapted from the one originally developed by Graen and Uhl-Bien (1995). It is anchored on a 7-point Likert-scale. It has two versions, one for the supervisor and the second for the subordinate. The use of questionnaire was preferred in this study because the number of respondents involved was quite large. Each survey questionnaire had a unique secret code which facilitated the matching of the employee’s questionnaire with a corresponding one for the immediate supervisor and vice versa. Each employee was given a unique code for the purposes of confidentiality. The list of the codes with corresponding employees’ names were then given to the supervisors to enable them know which employee is given which code for purposes of confidentiality. The questionnaires were distributed to the respondents with the help of research assistants. In order to ensure consistency, all the research assistants were trained with a view to sensitizing them on the content of the questionnaire and issues of ethics and decorum.

3.6 Operationalization of Variables

The five variables in this study namely Leader-Member Exchange, Trust, Career Mobility, Ingratiation and competence are operationalized as shown in Table 2.

Table 2: Operationalization of Variables

Variable	Indicators	Measurement	Adapted From	Item Questionnaire
Leader-Member Exchange	<ul style="list-style-type: none"> • In group 	This was measured by the high level of supervisor support, involvement and cooperation with the subordinates and vice versa.	Graen and Uhl-Bien (1995)	Part II (a) and (b)
	<ul style="list-style-type: none"> • Out group 	This was measured by low level of supervisor support, low involvement and low cooperation with the subordinates and vice versa		
Career Mobility	<ul style="list-style-type: none"> • Positive vertical change in job positions along the career path 	Movement from a lower position to the immediate higher position	Barnett and Bradley (2007)	Part II (c)
Trust	<ul style="list-style-type: none"> • Loyalty 	This was measured by the commitment levels of the employee	McEvily and Tortoriello (2010)	Part II (d)
	<ul style="list-style-type: none"> • Consistency 	This was measured by constantness of the behaviors and actions of an employee		

	<ul style="list-style-type: none"> • Integrity 	This was measured by the tendency of a supervisor to believe that the subordinate will perform assigned duties without supervision		
Competence	<ul style="list-style-type: none"> • Know Whom 	This was measured by Career relevant network	Kolibačova (2014)	Part II (e)
	<ul style="list-style-type: none"> • Know Why 	This was measured by career motivation, personal meaning and identification with the work		
	<ul style="list-style-type: none"> • Know How 	This was measured by the technical abilities, skills and job-related knowledge of the subordinate		
Ingratiation	<ul style="list-style-type: none"> • Opinion Conformity 	This was measured by gauging the extent to which the employee agreed with their supervisor's views or opinions or ideas. The "Yes man" Syndrome.	Jones (1964)	Part II (f)
	<ul style="list-style-type: none"> • Other Person Enhancement 	This was measured by the amount of flattering words or actions directed by subordinate to the manager/supervisor		
	<ul style="list-style-type: none"> • Self-Presentation 	This was measured by the rate or level at which an employee presented him/herself positively to the immediate supervisor		

Source: Author (2016)

3.7 Diagnostic Tests

The diagnostic tests done in this study are as discussed in the subsequent subsection.

3.7.1 Test of Reliability

Reliability is the extent of the level to which a study tool produces steady outcomes or data after recurring trials (Mugenda and Mugenda, 2004). It is also a measure of the degree of consistency between or among various items that constitute the content of the measurement instrument. The questionnaire was tested for internal consistency by use of Cronbach Alpha technique. This is considered optimal method for determining internal consistency as it takes into account the degree of covariance between the test items. Conventionally, for one to confirm that the items are internally consistent, the value of Cronbach's alpha have to be at least 0.7 (Nunnally, 1978).

3.7.2 Test of Validity

Validity is the ability of the research instrument to measure what it is meant to measure (Cooper and Schindler, 2006). Validity has been ensured by presenting the draft questionnaire to experts in research to confirm that the study items would indeed obtain the information that meets the research objectives.

3.7.3 Test of Multicollinearity

Multicollinearity is a problem in the data when there is excessive correlation among the predictor variables. When correlation is excessive, $r > 0.90$ (using the rule of thumb approach), standard errors and beta coefficients become large, making it difficult or impossible to assess the relative importance of the predictor variables. Test of multicollinearity is less important where the research purpose is sheer prediction since the predicted values of the dependent remain stable, but it is necessary where the research purpose includes causal modeling (Garson, 2008). The current study used tolerance test to test for multicollinearity.

3.7.4 Test of Normality

The concept of normality is central to statistics. Initial analysis to evaluate if the data fits a normal distribution was performed. This was crucial for the reason that parametric tests such as correlation and multiple regression require normally distributed data. The data was tested for normality using Kolmogorov-Smirnov goodness of fit.

3.7.5 Test of Heteroscedasticity

When the variance of the dependent variable varies across the data, heteroscedasticity is said to exist. Heteroscedasticity complicates analysis because many methods in regression analysis are based on an assumption of equal variances (Stewart, 2008). Homoscedasticity implies a situation in which the variance of the dependent variable is the same across the data. Homoscedasticity describes the consistency of variance of the error term (e , residual) at different levels of the predictor variable (Thompson, 2000). Heteroscedasticity was tested using the standard error of estimate of the regression line while homogeneity was tested using Levene test.

3.7.6 Test of Linearity

The data was also subjected to the test of linearity by using a plot smoother.

3.8 Data Analysis and Presentation

Descriptive statistics were used in the preliminary analysis of the data. In order to establish the influence of moderating variables (competence and ingratiation) on the relationship between Leader-Member Exchange and career mobility, stepwise regression was used. The mediating role of trust in the relationship between Leader-Member Exchange and career mobility was determined using path analysis comprising four

different regression equations as suggested by Baron and Kenny (1986) and Kenny (2015). Multiple regression analysis was used to test the joint effect of Leader-Member Exchange, trust, competence and ingratiation on career mobility. Findings were presented using tables, graphs and charts. Summaries of objectives, hypotheses and techniques of data analysis were presented in Table 3.

Table 3: Summary of Statistical Tests for Hypotheses and Interpretation

Objective	Hypothesis	Analytical Techniques	Model Estimation	Interpretation of Results
To establish the influence of Leader-Member Exchange on Employee Career Mobility	H ₁ : There is a significant influence of Leader-Member Exchange on Employee Career Mobility	Linear Régression Model	$Y_0 = \beta_0 + \beta_1 X_1 + \varepsilon$ Where; $Y_0 = \text{Career Mobility}$ $\beta_0 = \text{Constant}$ $\beta_1 = \text{Coefficient for } X_1$ $X_1 = \text{Leader-Member Exchange}$ $\varepsilon = \text{Error Term}$	R^2 was used to assess how much of the Career Mobility variation was due to Leader-Member Exchange. F-ratio was used to indicate model fit by testing significance of the model. Beta (β) indicated the effect of a unit change in Leader-Member Exchange on variation in Career Mobility. T-test was used to assess significance of the coefficient (β) of the predictor variable at $P < 0.05$
To establish the role of Trust in the relationship between Leader-Member Exchange and career mobility	H ₂ : The Influence of Leader-Member Exchange on career mobility is mediated by Trust	A four step Path Analysis	Use Baron and Kenny's four step model (1986) and Kenny (2015) <u>Step 1:</u> $Y_0 = \beta_0 + \beta_1 X_1 + \varepsilon$ <u>Step 2:</u> $M = \beta_0 + \beta_1 X_1 + \varepsilon$ <u>Step 3:</u> $Y_0 = \beta_0 + \beta_2 M + \varepsilon$	If step 1 is not significant, the process stops, if it is significant it proceeds to step 2 In step 2 if the test is not significant then the process stops, if it is significant the process proceeds to step 3

Table 3: Summary of Statistical Tests for Hypotheses and Interpretation

			<p>Step 4: $Y_0 = \beta_0 + B_3 X_1 + M + \varepsilon$ Where; Y_0=Career Mobility β_0=Constant β_1=Coefficient for X_1 B_2=Coefficient for M B_3=Coefficient for interaction term X_1= Leader-Member Exchange M=Trust(Mediator) ε=Error Term</p>	<p>If the test is not significant in step 3 the analysis stops here but if it is significant then it proceeds to step 4 If the independent variable is insignificant when mediator is controlled there is full mediation. But if the independent variable is significant in the presence of trust then there is no mediation. However, if the independent variable is not significant when trust is controlled but has a value above zero partial mediation is inferred R^2 showed percentage of variation in Career Mobility as explained jointly by Leader-Member Exchange and Trust If P-Value is <0.05 the relationship is significant T-test was used to assess significance of (β) for individual variables at $P < 0.05$</p>
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Table 3: Summary of Statistical Tests for Hypotheses and Interpretation

<p>To determine the influence of Competence on the relationship between Leader-Member Exchange and career mobility</p>	<p>H₃: The Influence of Leader-Member Exchange on career mobility is moderated by Employee Competence</p>	<p>Stepwise Regression Analysis</p>	<p>Use Baron and 1986) and Kenny (2015) <u>Step 1:</u> $Y_0 = \beta_0 + \beta_1 X_1 + \varepsilon$ <u>Step 2:</u> $Y_0 = \beta_0 + \beta_1 X_1 + B_2 C + \varepsilon$ <u>Step 3:</u> $Y_0 = \beta_0 + \beta_1 X_1 + \beta_2 C + B_3 X_1 * C + \varepsilon$ Where; Y_0=Career Mobility β_0=Constant β_1=Coefficient for X_1 B_2=Coefficient for C B_3= Coefficient for interaction term X_1= Leader-Member Exchange C=Competence(Moderator) ε=Error Term</p>	<p>R^2 was used to assess how much of the career mobility variation was due to Leader-Member Exchange. A significant change in R^2 upon interaction between Leader-Member Exchange and Competence confirms moderating effect. Beta (β) was used to determine the contribution of the interaction between Leader-Member Exchange and Competence to the significance of the model. T-test was used to assess significance of (β) for individual variables at $P < 0.05$</p>
<p>To determine the influence of Ingratiation on the relationship between Leader-Member Exchange and career mobility</p>	<p>H₄: The Influence of Leader-Member Exchange on career mobility is moderated by Employee Ingratiation</p>	<p>Stepwise Regression Analysis</p>	<p>Use Baron and 1986) and Kenny (2015) <u>Step 1:</u> $Y_0 = \beta_0 + \beta_1 X_1 + \varepsilon$ <u>Step 2:</u> $Y_0 = \beta_0 + \beta_1 X_1 + B_2 I + \varepsilon$ <u>Step 3:</u> $Y_0 = \beta_0 + \beta_1 X_1 + \beta_2 I + B_3 X_1 * I + \varepsilon$ Where; Y_0=Career Mobility</p>	<p>Coefficient of Determination (R^2) was used to show percentage of Career Mobility as explained by Leader-Member Exchange and Ingratiation T-test was used to assess significance of (β) for individual variables at $P < 0.05$</p>

			β_0 =Constant β_1 =Coefficient for X_1 B_2 =Coefficient for I B_3 = Coefficient for interaction term X_1 = Leader-Member Exchange I=Ingratiation(Moderator) ε =Error Term	
To establish whether the joint effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career mobility is greater than their individual effects.	H ₅ : The joint Influence of Leader-Member Exchange, Trust, Ingratiation and Competence is greater than their individual effect on Career mobility.	Multiple Regression Analysis	$Y_0 = \beta_0 + \beta_1 X_1 + \beta_2 M + \beta_3 C + \beta_3 I + \varepsilon$ Where; Y_0 =Career Mobility β_0 =Constant β_1 =Coefficient for X_1 X_1 = Leader-Member Exchange M=Trust I=Ingratiation C=Competence(Moderator) ε =Error Term	Coefficient of Determination (R^2) showed the percentage of Career Mobility explained jointly by Leader-Member Exchange, Trust, Competence, and Ingratiation. The β coefficient was used to show which predictor variable had a higher effect on career mobility. T-test was used to assess significance of (β) for individual variables at $P < 0.05$

Source: Author (2017)

CHAPTER FOUR

DESCRIPTIVE DATA ANALYSIS AND FINDINGS

4.1 Introduction

This study's broad objective was to determine the role of trust, competence and ingratiation on the relationship between Leader-Member Exchange and Career Mobility in Kenya Breweries Limited. To achieve this objective, four specific objectives were set and corresponding hypotheses formulated. The section presents preliminary findings of the study on the basis of which further analyses was undertaken to test the study's hypotheses. To test the hypotheses, data were obtained from Kenya Breweries Limited using a structured questionnaire. Respondents were presented with descriptive statements for each variable and were required to rate the extent to which they applied to their organizations.

This chapter therefore covers the descriptive statistics based on the responses from the questionnaire. The chapter presents findings of data diagnostics namely, reliability and validity tests, normality tests, multicollinearity tests and tests of homogeneity of variance. The response rate and the demographics such as gender, years worked with the organization, years held the current position and respondents' level of education were analyzed using percentages and frequencies. The use of descriptive statistics in explaining the manifestations of the variables under study is explained. Mean scores have been used to show the extent of the manifestations of the variables across the responses.

The findings were explained in the next section.

4.2 Response Rate

A total of 19 questionnaires were distributed to the leaders and 169 to the members. There were a total of 169 dyads. All the leaders filled the questionnaires provided to them, while the members filled 122 of the questionnaires distributed to them. 47 of the members did not return the questionnaires due to various reasons namely having proceeded on leave, travelled on official duties or being too busy and therefore did not find time to respond to the questionnaires. The response rate (72.2%) achieved in the present study is high relative to response rates recorded in a number of previous studies; for example, Mumma (2010) achieved 55%, Sibunruang and Capezio (2013) had 60% while Geertshuis (2015) only managed 35.4% response rate. The researcher personally delivered the questionnaires to the respondents every Monday since they usually had a meeting at the headquarters. This partly ensured the high response rate achieved in this study.

4.3 Test of Reliability

Reliability is a measure of the degree to which an instrument produces consistent outcomes or data after repeated trials. Reliability is concerned with evaluations of the degree to which a measurement is free of random or unstable error. It is a measure of consistency as the correlation analysis tests the assumptions in order to avoid Type I and Type II errors (Osborne et al, 2001). It is important that the measurement instrument is reliable for it to measure consistently (Mugenda and Mugenda, 2003; Saunders, 2007; Cooper and Schindler, 2011).

Cronbach Alpha coefficient was used to assess the internal consistency or average correlation of items within the test. The coefficient alpha value ranges from zero (no

internal consistency) to one (complete internal consistency). This study adopted the alpha coefficients ranges in value from 0 (no internal consistency) to 1 (complete internal consistency) to describe reliability factors extracted from formatted questionnaires on likert scale (rating from scale 1 to 5). The study used value of 0.70 and above as a rule of thumb as suggested by Cooper and Schindler (2011). Results of the test of reliability results are presented in Table 4.1.

Table 4.1: Alpha Coefficients

Variable	Number of Items	Cronbach's Alpha	Decision
Leader-Member Exchange	12	.985	Reliable
Trust	17	.891	Reliable
Competence	14	.940	Reliable
Ingratiation	26	.992	Reliable
Career Mobility	9	.981	Reliable

Source: Research data (2017)

As shown in Table 4.1, the alpha coefficients for all the variables are above the 0.7 threshold. This was confirmation of the internal consistency of the instrument used to collect data which was then used to draw conclusions for the study.

4.4 Test of Validity

Validity is the capability of the research questionnaire or tool to measure what is intended to measure in terms of accuracy and meaningfulness (Cooper and Schindler, 2011). It is a definitive assessment standard used in science, denoting the degree to which inferences drawn in a study deliver an exact narrative or explanation of what happened (Eriksson and Kovalainen, 2008).

Pre-testing for validity for the questionnaire was done by initially involving a few respondents from the study population. Tests of Construct and criterion validity was carried out on the instrument by randomly pilot testing 10 supervisors and 10 subordinates selected randomly from the 10 different departments that were involved in this study to establish if the respondents could answer the responses with ease. Ambiguous, double edged and sensitive questions were cleaned, sorted or dropped. The researcher used expert judgment from experts at the University of Nairobi, School of Business, the supervisors and the researcher's cohort in the School of Business, university of Nairobi as suggested by Cooper and Schindler, (2011) to confirm validity of the instrument.

4.5 Test of Statistical Assumptions

In addition, the study performed tests on statistical assumptions for instance test of regression assumption and statistics used. This included test of normality, linearity, independence, homogeneity and collinearity. The threshold levels for the respective test statistics are listed below each assumption. For multicollinearity both the variance inflation factor (VIF) and its reciprocal (Tolerance) values are listed. The results are presented in Table 4.2

Table 4.2: Results of Tests of Statistical Assumptions (Test of regression assumption and statistic used)

	N	Normality (Kolmogorov Smirnov Test)	Linearity (ANOVA Test)	Independence (Durbin- Watson Test)	Homogeneity (Levene Test)	Collinearity VIF (Tolerance Test)
Threshold: Assumption is met if		p > 0.05	p > 0.05	1.5- 2.5	p > 0.05	VIF 10 max
Leader Member Exchange (LMX)	122	0.39	0.42	2.02	0.32	1.25 (0.80)
Leader's Trust of Subordinate	122	0.66	0.37	1.64	0.47	1.59 (0.63)
Employee Competence	122	0.10	0.16	1.73	0.78	1.51 (0.66)
Employee Ingratiation	122	0.10	0.31	2.03	0.75	1.47 (0.71)
Career Mobility	122	0.21	0.36	1.83	0.45	1.67 (0.59)

Source: Research data (2017)

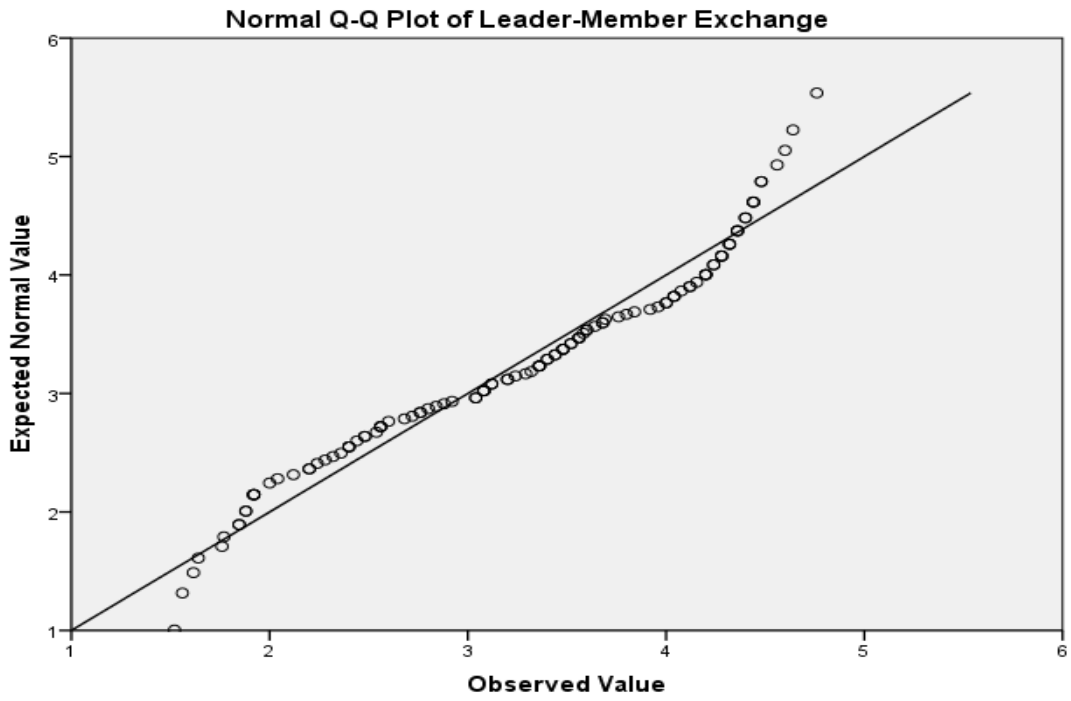
Normality was verified using the Kolmogorov-Smirnov test which has influence to spot departure from normality due to either skewness or kurtosis or both. All the results in this study had a P value above 0.05 confirming normality. Normality assumes that the sampling distribution of the mean is normal. Moreover, Linearity was tested by use of ANOVA test of linearity which computes both the linear and nonlinear components of a pair of variables. Nonlinearity is significant if the P value for the nonlinear component is below 0.05 (Zhang *et al.*, 2011). All the computed tests of normality, linearity, independence, homogeneity and collinearity were above P value of 0.05, confirming linear relationships (constant slope) between the predictor variables and the dependent

variable. The study further assessed Independence of error terms, which implies that observations are independent through the Durbin-Watson test whose statistic ranges from zero to four. In the current study, the test results ranged between 1.81 and 2.21 supporting independence of error terms.

Homoscedasticity was tested by use of Levene's test of homogeneity of variances. The test results for all the variables were greater than 0.05 hence confirming homogeneity. Multicollinearity was tested by computing the Variance Inflation Factors (VIF) and its reciprocal, the tolerance. It is a situation in which the predictor variables in a multiple regression analysis are themselves highly correlated making it difficult to determine the actual contribution of respective predictors to the variance in the dependent variable. The multicollinearity assumption has a VIF threshold value of 10 maximum (Robinson and Schumacker, 2009). In the present study tolerance ranged from 0.60 to 0.80 and therefore its reciprocal, the VIF was between one and two, way below the threshold.

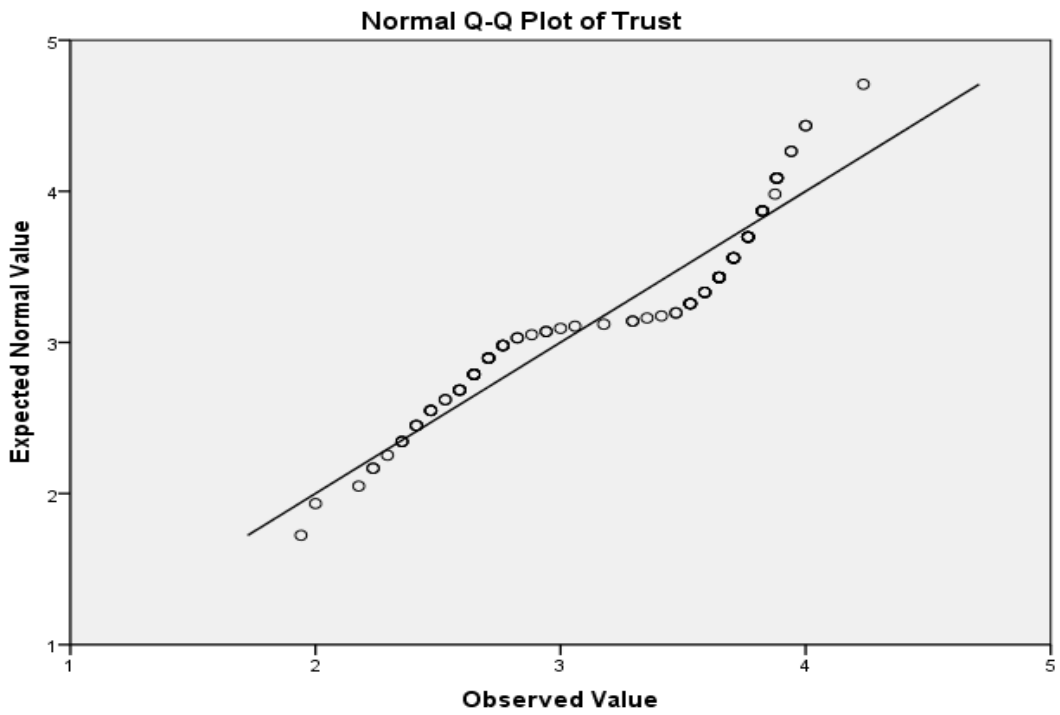
The normality of the data was also demonstrated by plotting a Quantile Quantile (QQ) plot. Q-Q plots are as presented in Figures 4.1(a), 4.1(b), 4.1 (c), 4.1(d) and 4.1(e)

Figure 4.1 (a): Normal Q-Q plot of Leader-Member Exchange



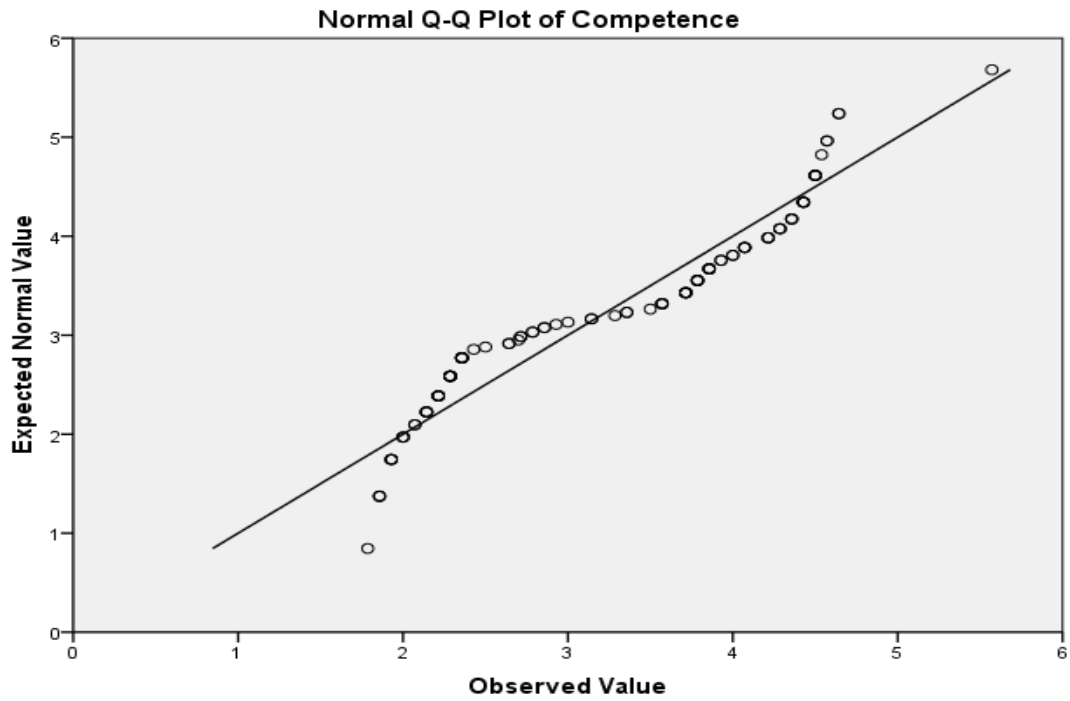
Source: Field Data (2017)

Figure 4.1 (b): Normal Q-Q plot of Data on Leaders Trust



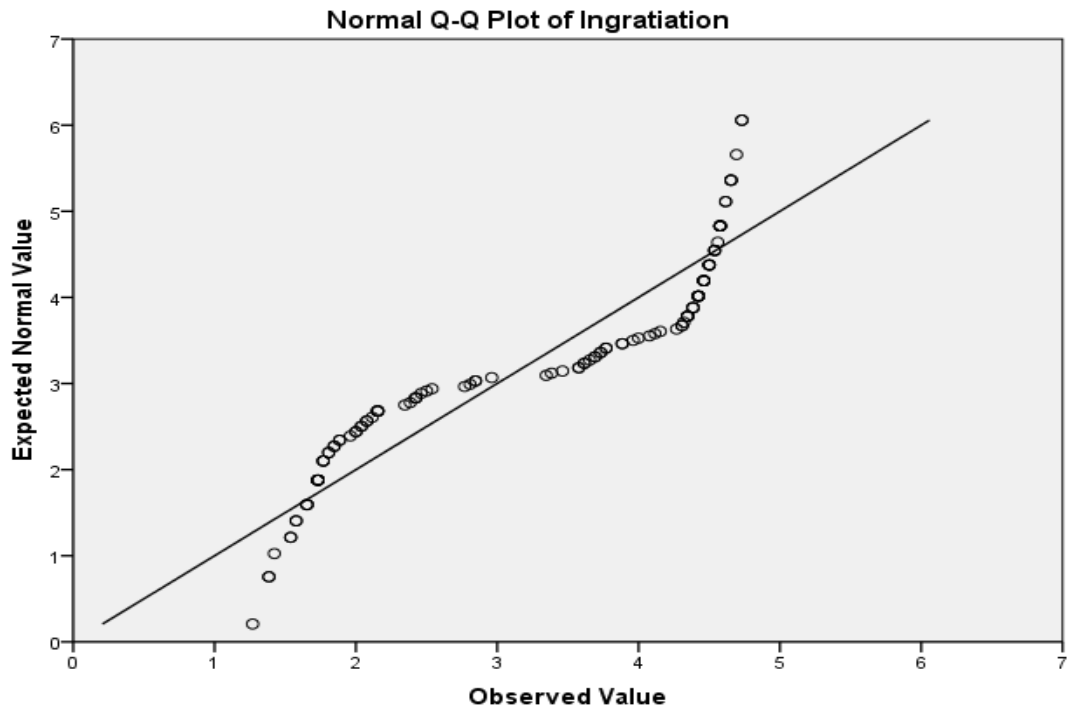
Source: Field Data (2017)

Figure 4.1 (c): Normal Q-Q Plot of Data on Competence



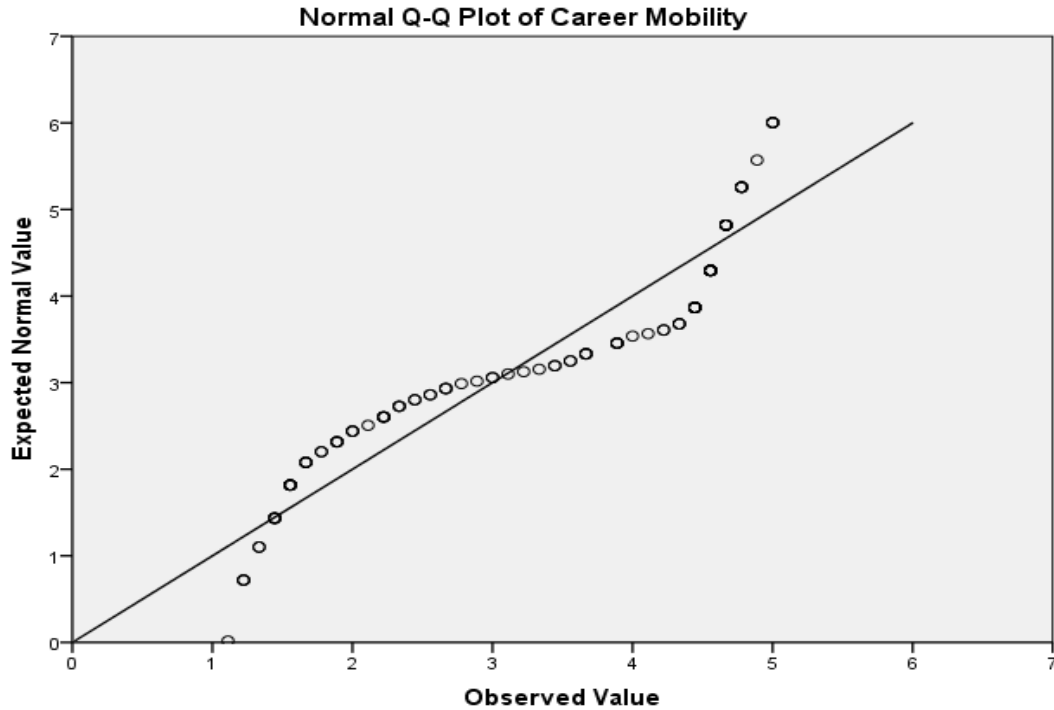
Source: Field Data (2017)

Figure 4.1 (d): Normal Q-Q Plot of Data on Ingratiation



Source: Field Data (2017)

Figure 4.1 (e): Normal Q-Q Plot of Data on Career Mobility



Source: Field Data (2017)

From Figures 4.1(a), 4.1(b), 4.1 (c) 4.1(d) and 4.1 (e)we observe that the circles in the Q-Q plots show that all the observed values cleaved along the line of best fit. This demonstrates the data was normal. Therefore all the variables had a good fit in the normal distribution. The results therefore indicated that the suppositions of regression were met and consequently the data were exposed to additional statistical analysis as discussed in the following subsections.

4.6 Respondents' Demographic Profiles

The respondent's profiles asked to indicate the age, length of service in the organization, grade employed when joining the organization and the length of service in the current position. The length of service in the organization and current position was important because it highlighted the levels a particular employee has moved in that organization hence helps in career mobility determination. It would also assist the researcher to gauge

the ingratiation aspect of the subordinates based on the positions moved. The current study operationalized gender to be the mix of men and women in the organization (Marimuthu and Kolandaisamy, 2009). First, the current study sought to find out if the rule was adhered to in the composition of male and female in this organization. This has helped in the sense that it brings out the magnitude of how the study variables are being practiced based on the different genders. To establish this, respondents were requested to indicate their gender. The results were as indicated in Table 4.3.

Table 4.3: Supervisor's Profile

Gender	Frequency	Percentage (%)
Male	12	63.2
Female	7	36.8
Total	19	100
Number of years worked with the organization		
0-4 years	0	0.0
5-9 years	7	36.8
10-15 years	12	63.2
Over 15 years	0	0.0
Total	19	100
Grade employed when joining the organization		
Non-managerial position	0	0.0
Management level 6	3	15.8
Management level 5	16	84.2
Total	19	100
Number of years held the current position		
0-4 years	0	0
5-9 years	13	68.4
10-14 years	6	31.6
Over 15 years	0	0
Total	19	100
Current level of education		
Bachelor's Degree	4	21.1
Master's Degree	15	78.9
PhD Degree	0	0
Total	19	100

Source: Field Data (2017)

The study findings presented in table 4.3 reveal that majority of the respondents (63.2%) were male supervisors while (36.8%) were female supervisors. This implies more male than female supervisors in Kenya Breweries limited. Hoobler, Lemmon and Wayne (2011) argue that society generally associates successful leadership with stereotypically 'masculine' traits such as assertiveness and dominance, and so disapproves of female leaders because they violate these gender norms. As a result, women experience greater obstacles to reaching the upper echelons. Although not captured, these reasons could apply to what has been observed at Kenya Breweries Limited.

Concerning the length of service in the current organization, the results indicate that 36.8% of the leaders had worked between 4-9 years and that majority of the supervisors (63.2%) had worked for this firm for a period between 10-15 years. This means that majority of the supervisors had relevant and adequate knowledge of the firm. Given the number of years served in the company and experience, the data collected was deemed to be reliable. Given their level of experience, information given by the supervisors is likely to reflect the true picture of the organization.

31.6% of the respondents had held the current position for 10-15 years while 68.4% had held their current position for between 5-9years. This displays vast experience that the leaders can apply in performing their duties and responsibilities.

The study also established that 21.1% of the leaders had attained the minimum requirement of an undergraduate degree while 78.9% had attained certificate which qualified them to enroll in a graduate degree program. The results reveal that the supervisors had a relatively high level of qualifications.

On the question of what position they joined the organization, 15.8% joined the organization at management level 6, the lowest level of management in the organization, 84.2% of the leaders indicated that they joined the organization at Management level 5, a grade just below the current position that they are holding. This is as result of majority of the managers employed at this position. The study further sought to determine the members profile information in relation to the age, length of service in the organization, grade employed when joining the organization and the length of service in the current position. The results are presented in Table 4.4

Table 4.4: Members' Profiles

Gender	Frequency	Percentage (%)
Male	63	51.6
Female	59	48.4
Total	122	100
Number of years worked with the organization		
Less than 1	0	0.0
1-3	21	17.3
4-9	89	72.9
10-15	12	9.8
Total	122	100
Grade employed when joining the organization		
Non-managerial position	1	0.82
Management level 6	64	52.46
Management level 5	57	46.7
Total	122	100
Number of years held the current position		
0-4 years	51	41.8
5-9 years	68	55.7
10-14 years	3	2.5
Over 15 years	0	0.0
Total	122	100
Current level of education		
Bachelor's Degree	80	65.6
Master's Degree	42	34.4
Total	122	100

Source: Field Data (2017)

The study reveals that there is no much difference between the genders both males and females having 51.6% and 48.4% respectively. This implied gender rule and equality is observed in Kenya Breweries limited. The study further revealed that 17.3% of the members have worked for the organization between 1-3 years, 72.9% of the respondents indicated that they had worked with the organization for a period of between 4-9 years, while 9.8% indicated that they had worked for the organization for a period of between 10-15 years. While supervisors had worked in the organization for 10-15 years, majority of the members had worked for the organization between 4-9 years. This gave a clear indication that the leaders had sufficient knowledge of the members who were reporting to them. In terms of the level of education, the results revealed that 65.6% of the members had a bachelor's degree and 34.4% had a postgraduate degree mostly Master's degree. This implies that members were well educated as well. However, supervisors' education level is slightly higher as compared to members.

On being asked about the position the respondent had been employed, 0.82% of the members were employed at non-managerial position, 52.46% were employed as management level 6, while 46.7% of the members were employed at management level 5, a position which they are currently holding. 55.7% of the respondents indicated that they had worked in their current position for a period of between 0-4 years, while 41.8% of the respondents indicated that they have been in the current position for a period of between 5-9 years, 2.5% of the respondents have worked in the current position for a period of between 10-15 years.

4.7 Leader-Member Exchange

Leader-Member Exchange was the independent variable of the study. According to Cogliser et al., (2009), Leader-Member Exchange relations are conceptualized into two

categories of quality—low and high. Low-quality Leader-Member Exchange relations, occasionally referred to as out-group exchanges are well-defined as exchanges clearly centered on the fulfillment of the employment contract and high-quality Leader-Member Exchange relationships, or in-group exchanges are well-defined as interactions between a manager and his/her member which are supportive, have mutual respect, high trust, and share formal/informal rewards. To capture data on the various leader-member exchange dimensions, descriptive statements derived from literature were presented to respondents on a 5- point likert scale. The subsequent subsections present the findings

4.7.1 Leader-Member Exchange Dimensions according to Supervisors

Leaders/supervisors were required to respond to certain statements deemed equivalent to the role they play in leader member exchange. The test generated the mean scores, standard deviation and the coefficient of variation. Mean is a measure of central tendency used to describe the most typical value in a set of values. Standard deviation is a measure of dispersion and shows how data is spread out around the mean. The coefficient of variation (CV) refers to a statistical measure of the distribution of data points in a data series around the mean. It represents the ratio of the standard deviation to the mean. The coefficient of variation is a helpful statistic in comparing the degree of variation from one data series to the other, the study's findings are presented in Table 4.5.

Table 4.5: Descriptive Statistics for the Supervisors' Rating of the Attributes of Leader-Member Exchange

Attributes	N	Mean	Std. Deviation	Coefficient of Variation (%)
I like this employee very much as a person.	122	3.2294	1.077	33
This employee does work for me that goes beyond what is specified in his/her job description.	122	3.2844	1.115	34
I am impressed with this employee's knowledge of his/her job.	122	3.2661	1.119	34
This employee is the kind of person one would like to have as a friend.	122	3.3028	1.159	35
This employee would defend my work actions to others in the organization, even without complete knowledge of the issue in question.	122	3.2936	1.235	37
This employee is a lot of fun to work with.	122	3.3853	1.297	38
I seek out this employee's opinion on important job-related matters	122	3.5046	1.244	36
This employee would come to my defense if I were criticized by others.	122	3.5093	1.172	33
This employee does not mind working his/her hardest for me.	122	3.3945	1.171	34

This would defend me to others in the organization if I made an honest mistake	122	3.5505	1.221	34
I admire this employee's work-related skills.	122	3.2477	1.011	31
This employee is willing to apply extra efforts, beyond those normally required, to meet my work goals.	122	3.3486	1.133	34
Overall Mean		3.359	1.163	34

Source: Field data (2017)

The results in Table 4.5 show that all the leader-member exchange attributes scored an average of 3.359 which is above the mean of 2.5 implying that leader-member exchange manifests in the organization among the members. The statement that “this employee would defend me to others in the organization if I made an honest mistake”, had the highest mean score of 3.551, standard deviation of 1.221 and Coefficient of Variation of 34%. It was followed by the statement that “this employee would come to my defense if I were criticized by others” as indicated by a mean of 3.509, standard deviation of 1.172 and Coefficient of Variation of 34%. However, the attribute that “I like this employee very much as a person” had the lowest mean score of 3.229, standard deviation of 1.077 and Coefficient of Variation of 33% implying that it influences career mobility to a lower extent. Further, variations in the responses are moderately low as the coefficient of variation ranged from 31 percent to 38 percent implying that the responses on the leader member exchange was less varied across the leaders.

4.7.2 Leader-Member Exchange Dimensions according to Members

Members were also required to respond to certain statements in relation to leader member exchange. This was meant to evaluate if they are supportive, have mutual respect, high trust, and share formal/informal rewards and also sharing advice, information and social support to supervisors. In this study, these leader-member exchange were captured on the extent to which they influence career mobility. The findings are presented in Table 4.6.

Table 4.6: Descriptive Statistics for Leader-Member Exchange Dimensions according to Members

Statements	Mean	Std. Deviation	Coefficient of Variation
I respect my immediate supervisor's knowledge and job competence	3.07	1.20	0.39
My immediate supervisor never displays favoritism	2.54	1.25	0.49
My immediate supervisor has helped in my career development	2.42	1.28	0.53
My personal life is of genuine interest to my immediate supervisor	2.21	1.30	0.59
My immediate supervisor would defend me if I made an honest mistake.	2.54	1.32	0.52
My immediate supervisor is willing to listen to my ideas	2.74	1.35	0.49
My immediate supervisor keeps me informed about important issues	2.41	1.26	0.52

My immediate supervisor is the kind of person one would like to have as a friend.	2.32	1.35	0.58
I do not mind working my hardest for my immediate supervisor.	2.54	1.32	0.52
My immediate supervisor would come to my defense if I were “attacked” by others.	2.46	1.33	0.54
I do work for my immediate supervisor that goes beyond what is specified in my job description.	2.31	1.19	0.52
I admire my immediate supervisor’s professional skills.	2.92	1.22	0.42
My immediate supervisor defends (would defend) my work or actions to a superior, even without complete knowledge of the issue in question.	2.42	1.25	0.52
Total	2.53	1.28	0.51

Source: Field data (2017)

As Table 4.6 indicates, the overall mean score for leader-member exchange according to members was 2.53, standard deviation of 1.28 and Coefficient of Variation of 51%. This is a moderate agreement by the members of the attributes and also lower than the supervisors view on the leader-member exchange dimensions that recorded overall mean score of 3.359 implying that majority of the members are not “close” to their supervisors.

The attribute that “I respect my immediate supervisor’s knowledge and job competence”, had the highest agreement with a mean of 3.07, standard deviation of 1.20 and a Coefficient of Variation of 39%. This was closely followed by the statement that “I admire my immediate supervisor’s professional skills”, with a mean of 2.92, standard deviation of 1.22 and a Coefficient of Variation of 42%. However, the statement that

“My personal life is of genuine interest to my immediate supervisor”, had the lowest mean of 2.21, standard deviation of 1.30 and Coefficient of Variation of 59%. Further, variations in the responses were quite high as the coefficient of variation ranged from 39 percent to 59 percent implying that the responses of members on the leader-member exchange factors was more varied.

4.8 Leader Member Exchange: The Dyadic Perspective

In this section, the results based on the ratings of the measures or indicators of leader member exchange by the respondents are presented for each dyad. A dyad comprises two people, namely a supervisor and one of his/her subordinates. For the purpose of data collection, the respondents were categorized into departments for ease in identifying the leader and their respective members. Ten departments were involved in the exercise. 19 respondents from management level 4B were the leaders and respondents from management level 5 were the members. Each manager/leader rated their members and the members also rated their leaders on the extent of their agreement with the statements provided on leader member exchange variables.

A composite Index that combined the responses of both the leaders and members was calculated and a scale of 1-4 was developed to facilitate categorization of the responses (see appendix 3). 1-4 in the scale is the distance between the numbers. For ease of analysis, each dyad is coded so that it can be differentiated from other dyads. The mean shown in table 4.7 is the composite index developed by the combination of the responses from both the leaders and members, representing a dyad for each of the 122 dyads that were included in the study. The composite index was obtained by placing the mean score in the scale that is attached in appendix 3 to determine whether a particular dyad is in the

in-group or outgroup. 1 and 2 are considered outgroup members while 3 and 4 are considered in-group members as seen in the leader member exchange category column in table 4.7 below.

Table 4.7: Categorization of the Dyads by Group Status

Dyads	Mean	Composite Index	Leader Member Exchange Category
1	45	3	In-group
2	20	1	Outgroup
3	21.5	1	Outgroup
4	18.5	1	Outgroup
5	52	4	In-group
6	17	1	Outgroup
7	20	1	Outgroup
8	47.5	3	In-group
9	20.5	1	Outgroup
10	48	3	In-group
11	17	1	Outgroup
12	18.5	1	Outgroup
13	50	4	In-group
14	17.5	1	Outgroup
15	18.5	1	Outgroup
16	18.5	1	Outgroup
17	50.5	4	In-group
18	18	1	Outgroup
19	18.5	1	Outgroup
20	46	3	In-group
21	18.5	1	Outgroup
22	18.5	1	Outgroup
23	39.5	3	In-group
24	53	4	In-group
25	18.5	1	Outgroup
26	18.5	1	Outgroup
27	18	1	Outgroup
28	50.5	4	In-group
29	17.5	1	Outgroup
30	18	1	Outgroup
31	21.5	1	Outgroup
32	53.5	4	In-group

33	17.5	1	Outgroup
34	13.5	1	Outgroup
35	53.5	4	In-group
36	52	4	In-group
37	15.5	1	Outgroup
38	20.5	1	Outgroup
39	19.5	1	Outgroup
40	47	3	In-group
41	17.5	1	Outgroup
42	19	1	Outgroup
43	16.5	1	Outgroup
44	49.5	4	In-group
45	18.5	1	Outgroup
46	48	3	In-group
47	18.5	1	Outgroup
48	23	1	Outgroup
49	45	3	In-group
50	20	1	Outgroup
51	30	2	Outgroup
52	17.5	1	Outgroup
53	47	3	In-group
54	17.5	1	Outgroup
55	47.5	3	In-group
56	17.5	1	Outgroup
57	19.5	1	Outgroup
58	44	3	In-group
59	17	1	Outgroup
60	24.5	2	Outgroup
61	51	4	In-group
62	16	1	Outgroup
63	19	1	Outgroup
64	18	1	Outgroup
65	49	4	In-group
66	19.5	1	Outgroup
67	50	4	In-group
68	19.5	1	Outgroup
69	42	3	In-group
70	42	3	In-group
71	38.5	3	In-group
72	21	1	Outgroup

73	48.5	4	In-group
74	33.5	2	Outgroup
75	24	1	Outgroup
76	47	3	In-group
77	26.5	2	Outgroup
78	22	1	Outgroup
79	36	2	Outgroup
80	47.5	3	In-group
81	26	2	Outgroup
82	26.5	2	Outgroup
83	46	3	In-group
84	46	3	In-group
85	38	3	In-group
86	49.5	4	In-group
87	38	3	In-group
88	46	3	In-group
89	23	1	Outgroup
90	47.5	3	In-group
91	40	3	In-group
92	49	4	In-group
93	28	2	Outgroup
94	48	3	In-group
95	43	3	In-group
96	15.5	1	Outgroup
97	25	2	Outgroup
98	21.5	1	Outgroup
99	49	4	In-group
100	45	3	In-group
101	38.5	3	In-group
102	35.5	2	Outgroup
103	25.5	2	Outgroup
104	28.5	2	Outgroup
105	43	3	In-group
106	38.5	3	In-group
107	47	3	In-group
108	37	3	In-group
109	47.5	3	In-group
110	49.5	4	In-group
111	51.5	4	In-group
112	25	2	Outgroup

113	21.5	1	Outgroup
114	47	3	In-group
115	25.5	2	Outgroup
116	39.5	3	In-group
117	25	2	Outgroup
118	49	4	In-group
119	33.5	2	Outgroup
120	26	2	Outgroup
121	48	3	In-group
122	49.5	4	In-group

Table 4.8 and 4.9 below show the categories of in-group and out-group members with their means, standard deviation and coefficient of variation of the dyads.

Table 4.8: Means, Standard Deviations and Coefficient of Variations for In-group

Dyads	Mean	Std. Deviation	Coefficient of Variation (%)
1	45	5.757	13
5	52	4.519	9
8	47.5	4.453	9
10	48	4.816	10
13	50	3.981	8
17	50.5	3.851	8
20	46	5.830	13
23	39.5	5.582	14
24	53	5.544	10
28	50.5	4.618	9
32	53.5	5.136	10
35	53.5	4.601	9
36	52	5.478	11
40	47	6.744	14
44	49.5	4.410	9
46	48	4.525	9
49	45	5.425	12
53	47	6.907	15
55	47.5	5.099	11
58	44	4.914	11
61	51	3.672	7
65	51	3.798	7
67	49	4.776	10
69	50	3.589	7

70	42	3.639	9
71	42	6.750	16
73	38.5	5.525	14
76	48.5	4.697	10
80	47	4.015	9
83	47.5	4.651	10
84	46	3.468	8
85	46	3.437	7
86	49.5	4.583	9
87	38	5.530	15
88	46	4.525	10
90	47.5	3.483	7
91	40	3.545	9
92	49	4.613	9
94	48	4.535	9
95	43	5.618	13
99	49	4.584	9
100	45	5.841	13
101	38.5	4.110	11
105	43	5.821	14
106	38.5	4.874	13
107	47	4.076	9
108	37	3.545	10
109	47.5	4.771	10
110	49.5	6.091	12
111	51.5	3.682	7
114	47	4.654	10
116	39.5	4.581	12
118	49	3.223	7
121	48	5.834	12
122	49.5	3.744	8
Overall Mean	46.611	4.748	10

Source: Author 2017

As shown in Table 4.8, the overall mean score for the in-group members in Kenya Breweries Ltd was 46.61 with a standard deviation of 4.75 and a coefficient of variation of 0.1. The overall coefficient of variation is low. This means that the responses of the leaders and their members overall did not differ much. However, the dyad with the highest coefficient of variation was dyad 71, which had a mean of 42 with a standard

deviation of 6.75 and a coefficient of variation of 0.16. This could be as a result of a high difference of responses between the leader and that particular member in the rating of leader member exchange. It is followed by dyads number 53 and 87 both with a coefficient of variation of 0.15 and a mean of 47 and 38, respectively. The dyads with the lowest coefficient of variation are 61, 65, 69, 85, 90 and 111 with a coefficient of variation of 0.07, a mean of 51, 50, 46, 47.5 and 51.5 with a standard deviation of 3.79, 3.59, 3.44, 3.48 and 3.62 respectively. This is an indication of low differentials in terms of both the respective leaders and the particular members' responses to statements on leader member exchange scales.

Table 4.9: Means, Standard deviations and coefficient of Variations for Out-group

Dyads	Mean	Std. Deviation	Coefficient of Variation (%)
2	20	.836	4
3	21.5	1.977	9
4	18.5	.936	5
6	17	2.041	12
7	20	.959	5
9	20.5	.838	4
11	17	.843	5
12	18.5	.743	4
14	17.5	.863	5
15	18.5	.819	4
16	18.5	1.086	6
18	18	1.022	6
19	18.5	1.735	9
21	18.5	.966	5
22	18.5	.902	5
25	18.5	1.826	10
26	18.5	2.075	11
27	18	1.149	6
29	17.5	1.064	6
30	18	1.769	10
31	21.5	1.390	6
33	17.5	1.208	7

34	13.5	1.079	8
37	15.5	1.259	8
38	20.5	.968	5
39	19.5	.824	4
41	17.5	.883	5
42	19	.865	5
43	16.5	1.957	12
45	18.5	.813	4
47	18.5	.897	5
48	23	1.223	5
50	20	.948	5
51	30	1.183	4
52	17.5	1.179	7
54	17.5	1.640	9
56	17.5	.963	6
57	19.5	1.127	6
59	17	2.194	13
60	24.5	1.175	5
2	16	1.090	7
63	19	1.278	7
64	18	1.111	6
66	19.5	2.031	10
68	19.5	1.603	8
72	21	1.038	5
74	33.5	.954	3
75	24	1.348	6
77	26.5	1.086	4
78	22	1.390	6
79	36	1.013	3
81	26	1.223	5
82	26.5	1.278	5
89	23	1.348	6
93	28	1.007	4
96	15.5	.961	6
97	25	.921	4
98	21.5	1.347	6
102	35.5	1.061	3
103	25.5	1.451	6
104	28.5	1.482	5
112	25	1.226	5

113	21.5	1.205	6
115	25.5	1.139	5
117	25	.824	3
119	33.5	.770	2
120	26	.764	3
Overall Mean	21.231	1.197	6

The result in Table 4.9 shows that the overall mean score for the dyads is 21.23 with a standard deviation of 1.19. This has a coefficient of variation of 0.06 which is very low. This means that the responses of the leaders and their members overall did not differ much. The low coefficient of variation therefore implies that the out-group members actually know that they are not “favorites” of the leader. The dyad with the highest coefficient of variation is dyad number 59 with a coefficient of variation 0.13, a mean of 17 and a standard deviation of 2.12. This is followed by dyad number 6 and 43 with a mean score of 17, standard deviation of 2.04 and 16.5 with a standard deviation of 1.95 respectively which both have a coefficient of variation of 0.12. These numbers show a minimal deviation from the overall mean, standard deviation and coefficient of variation. On the other hand, the dyad with the lowest coefficient of variation is dyad numbers 74, 79, 102, 117 and 120 with a mean of 33.5, 36, 35.5, 25 and 26 respectively. The coefficient of variation for these numbers is 0.03. Again, this is not very far from the overall mean and coefficient of variation.

Table 4.10: Summary of Sub Variables of Leader Member Exchange

	N	Mean	Std. Deviation	Coefficient of Variation (%)
In-group	55	46.611	4.748	10
Outgroup	67	21.231	1.197	6

Table 4.10, above shows an overall mean score for the dyads in the in-group to be 46.611. It has a coefficient of variation of 0.10; this implies a low variation in the responses given by both the leader and members. The variation of the in-group is higher than that of the out-group members implying that the both the out-group members and the leaders agree on the status of the out-group members so if one is in the out-group they know hence the reason for low variation of 0.06. On the other hand, in as much as the in-group members know that they are in the in-group, they are not as sure as the out-group members hence the higher variation as opposed to the out-group variation.

4.9 Employees Trustworthiness

The study sought to determine the perception of leader's trust on members. Trust denotes an individual's assessment of the target's competence, reliability, honesty, and kind motivation towards others (Mayer and Davis, 1999). Trust is a dyadic and reciprocal event or chain of events between leaders and their followers. Trust is impulsive sociability, which brings out social exchange naturally and supports the flow of information between leaders and their followers. Leaders trust was conceptualized in terms of integrity, loyalty and consistency.

In this section, it is the leaders who answered the questionnaires about how much they trust their members. This was important as it indicates if a leader will be able to recommend a certain member he trusts for promotion or not. The leaders were coded using letters in order to differentiate them from each other. Each leader responded about a particular member and the members were also coded with numbers for analysis purposes. The mean of the sub variables are therefore indicated as shown in table 4.11 below.

Table 4.11: Results of the analysis of Dimensions of Trustworthiness of the Members (Subordinates)

Leaders	Members						
		Integrity	Loyalty	Consistency	Mean	Std. Deviation	Coefficient of Variation
Leader A	1	17	23	12	17.33	5.51	0.32
	2	20	10	6	12.00	7.21	0.60
	3	19	12	6	12.33	6.51	0.53
	4	17	10	5	10.67	6.03	0.57
	5	31	25	13	23.00	9.17	0.40
	6	18	8	6	10.67	6.43	0.60
Leader B	7	20	9	6	11.67	7.37	0.63
	8	31	24	9	21.33	11.24	0.53
	9	23	9	6	12.67	9.07	0.72
	10	30	21	10	20.33	10.02	0.49
	11	19	9	6	11.33	6.81	0.60
	12	18	9	5	10.67	6.66	0.62
	13	29	26	12	22.33	9.07	0.41
	14	18	9	5	10.67	6.66	0.62
	15	19	9	6	11.33	6.81	0.60
Leader C	16	21	11	6	12.67	7.64	0.60
	17	27	23	11	20.33	8.33	0.41
	18	21	9	6	12.00	7.94	0.66
	19	22	10	6	12.67	8.33	0.66
	20	27	21	12	20.00	7.55	0.38
	21	21	12	5	12.67	8.02	0.63
	22	22	11	5	12.67	8.62	0.68
	23	21	13	6	13.33	7.51	0.56
Leader D	24	34	24	13	23.67	10.50	0.44
	25	21	9	5	11.67	8.33	0.71
	26	19	9	5	11.00	7.21	0.66
	27	21	10	5	12.00	8.19	0.68
	28	31	25	13	23.00	9.17	0.40
	29	21	9	5	11.67	8.33	0.71
	30	21	9	5	11.67	8.33	0.71
Leader E	31	22	10	6	12.67	8.33	0.66
	32	31	24	12	22.33	9.61	0.43

	33	22	12	6	13.33	8.08	0.61
	34	21	10	5	12.00	8.19	0.68
	35	33	24	13	23.33	10.02	0.43
	36	33	24	12	23.00	10.54	0.46
	37	22	12	5	13.00	8.54	0.66
Leader F	38	21	9	5	11.67	8.33	0.71
	39	22	8	9	13.00	7.81	0.60
	40	31	25	10	22.00	10.82	0.49
	41	19	12	6	12.33	6.51	0.53
	42	21	11	6	12.67	7.64	0.60
	43	21	10	6	12.33	7.77	0.63
	44	32	23	12	22.33	10.02	0.45
	45	21	9	6	12.00	7.94	0.66
Leader G	46	38	24	12	24.67	13.01	0.53
	47	20	10	5	11.67	7.64	0.65
	48	21	13	6	13.33	7.51	0.56
	49	32	23	11	22.00	10.54	0.48
	50	21	9	6	12.00	7.94	0.66
Leader H	51	29	17	9	18.33	10.07	0.55
	52	20	9	7	12.00	7.00	0.58
	53	32	24	12	22.67	10.07	0.44
	54	21	8	5	11.33	8.50	0.75
	55	32	24	9	21.67	11.68	0.54
	56	20	10	4	11.33	8.08	0.71
Leader I	57	21	9	6	12.00	7.94	0.66
	58	37	22	11	23.33	13.05	0.56
	59	21	8	6	11.67	8.14	0.70
	60	21	10	5	12.00	8.19	0.68
Leader J	61	33	24	12	23.00	10.54	0.46
	62	19	12	6	12.33	6.51	0.53
	63	21	10	6	12.33	7.77	0.63
	64	22	12	6	13.33	8.08	0.61
	65	32	21	11	21.33	10.50	0.49
	66	21	8	6	11.67	8.14	0.70

Leader K	67	39	24	11	24.67	14.01	0.57
	68	18	10	6	11.33	6.11	0.54
	69	34	21	9	21.33	12.50	0.59
	70	36	24	12	24.00	12.00	0.50
	71	20	11	7	12.67	6.66	0.53
	72	38	26	12	25.33	13.01	0.51
	73	25	16	8	16.33	8.50	0.52
Leader L	74	25	16	8	16.33	8.50	0.52
	75	19	13	7	13.00	6.00	0.46
	76	32	27	11	23.33	10.97	0.47
	77	20	13	6	13.00	7.00	0.54
	78	20	11	6	12.33	7.09	0.58
	79	26	16	9	17.00	8.54	0.50
	80	35	25	12	24.00	11.53	0.48
Leader M	81	18	14	6	12.67	6.11	0.48
	82	18	13	7	12.67	5.51	0.43
	83	29	22	11	20.67	9.07	0.44
	84	28	24	12	21.33	8.33	0.39
	85	25	19	11	18.33	7.02	0.38
	86	27	22	9	19.33	9.29	0.48
	87	23	20	9	17.33	7.37	0.43
Leader N	88	29	22	11	20.67	9.07	0.44
	89	19	12	6	12.33	6.51	0.53
	90	30	23	11	21.33	9.61	0.45
	91	25	21	11	19.00	7.21	0.38
	92	29	21	12	20.67	8.50	0.41
	93	18	13	6	12.33	6.03	0.49
Leader O	94	34	28	12	24.67	11.37	0.46
	95	31	24	10	21.67	10.69	0.49
	96	19	12	4	11.67	7.51	0.64
	97	24	17	9	16.67	7.51	0.45
	98	20	16	6	14.00	7.21	0.52
	99	32	25	10	22.33	11.24	0.50
Leader P	100	24	19	10	17.67	7.09	0.40
	101	28	24	9	20.33	10.02	0.49

	102	24	14	8	15.33	8.08	0.53
	103	14	11	5	10.00	4.58	0.46
Leader Q	104	19	12	7	12.67	6.03	0.48
	105	29	23	11	21.00	9.17	0.44
	106	24	19	11	18.00	6.56	0.36
	107	31	23	12	22.00	9.54	0.43
	108	25	18	9	17.33	8.02	0.46
	109	30	25	13	22.67	8.74	0.39
	110	26	19	9	18.00	8.54	0.47
	111	33	24	12	23.00	10.54	0.46
Leader R	112	20	15	6	13.67	7.09	0.52
	113	20	15	6	13.67	7.09	0.52
	114	32	23	11	22.00	10.54	0.48
	115	18	12	9	13.00	4.58	0.35
	116	31	21	12	21.33	9.50	0.45
	117	28	13	6	15.67	11.24	0.72
Leader S	118	30	22	11	21.00	9.54	0.45
	119	23	17	6	15.33	8.62	0.56
	120	18	10	6	11.33	6.11	0.54
	121	32	22	11	21.67	10.50	0.48
	122	32	24	12	22.67	10.07	0.44
Overall Mean					16.52	8.52	0.52

As shown in Table 4.11 above, the average mean score for trust of the subordinates is 16.52, standard deviation of 8.52, coefficient of variation of 0.52. The table shows how each of the subordinate was rated by their leader on the extent to which he/she trusts them. In reference to table 4.8 and 4.9 which showed the in-group and outgroup members respectively, it is clear with this table that in-group members are more trusted than outgroup members.

This is evident with the high mean scores of the in-group members compared to the outgroup members. Generally, the members of in-group are rated highly in the trust

dimension of loyalty as shown in table 4.11 above while their counterparts, out-group members have scored low in this dimension. Each leader has been given a code of a letter; these letters represent the departments they are in (Refer to appendix 4 to get the names of the departments represented by the letters). Leader A had five members reporting to him and had a mean score of 15.07 and an average coefficient of variation of 0.48. The members with high mean and low coefficient of variation in this department (Member 1 and member 5) are in the in-group while the others are in the out-group. This clearly shows that members of the in-group are more trusted than their counterparts with this leader in this department.

Member number one with the lowest coefficient of variation for example had a high mean and a high loyalty score. Meaning that the member being in the in-group is actually by choice of being loyal to the leader. The same high scores are exhibited with the fifth member unlike the others. Leader B had 10 members reporting to him and the same as in leader A the members with the highest mean and the lowest coefficient of variation are in the in-group and those with a higher mean and a higher coefficient of variation are in the out-group.

Overall mean for this group was slightly lower at 14.63 with a coefficient of variation of 0.58. This is possibly caused by the presence of a lower number of in-groups in the group and a higher number of out-groups. Member number 13 has the lowest coefficient of variation (0.41) and belongs to in-group while member number 9 has the highest coefficient of variation (0.72) and belongs to the out-group. This is an indication that the in-group members' responses are more tied with the leaders' responses in this group. The trend above applies to all the leaders' responses on trust. The leader who had the highest

mean in this variable is leader K with a mean of 19.38. Seven members are reporting to him and the member with the highest mean (25.3) is member 72 and the member with the lowest mean (11.33) is member 68. This is followed by leader Q with a mean of 19.33 and a coefficient of variation of 0.43. Eight members are reporting to him and the highest rated member is 111 with a mean of 23 and a coefficient of variation of 0.46 while the lowest member is 104 with a mean of 12.67 and a coefficient of variation of 0.48.

On the other hand, the leader with the lowest mean in this variable is C, with a mean of 14.54 and a coefficient of variation of 0.55. Eight members report to him and member number 20 has the highest mean (20) with a coefficient of variation of 0.38 while member number 18 has the lowest mean of 12 with a coefficient of variation of 0.66. This is followed by leader B with a mean of 14.63 and a coefficient of variation of 0.58. Of the ten members reporting directly to him, member number 13 had the highest mean score of 22.3 with a coefficient of variation of 0.41. Members with the lowest mean score are, 6, 12 and 14 with a mean of 10.67 and a coefficient of variation of 0.6, 0.62 and 0.62 respectively. Descriptive statistics for overall manifestation of Trust are presented in Table 4.12 below.

Table 4.12: Overall Manifestation of Trust

	N	Mean	Std. Deviation	C.V
Integrity	122	24.93	5.86	0.24
Loyalty	122	16.34	6.28	0.38
Consistency	122	8.28	2.78	0.34

4.9.1 Integrity

Integrity had a mean of 24.93 and a coefficient of variation of 0.24. This shows that the leaders really value integrity of the members and both the in-group and out-group members exhibited a high level of integrity at the work place. Statements depicting these aspects were posed to respondents and their responses are presented in Table 4.12 above.

4.9.2 Loyalty

As presented in table 4.12, loyalty had a mean score of 16.34 and a coefficient of variation of 0.38 which is a clear indication that all the leaders in the organization strongly uphold their members to practice loyalty to both the organization and to the leaders as well for career development to be smooth.

4.9.3 Consistency

The study further determined the level of consistency as an aspect of trust measurement among the members as per the leaders. As shown in table 4.12, consistency had a mean score of 8.28 with a coefficient of variation of 0.34 which is quite low. It implies that leaders generally applaud consistency in the organization from their members.

4.10 Employee Competence

The study sought to determine the members' competencies as perceived by the leaders. The concept of competency is usually applied to define the whole of individual abilities, skills, behaviors and knowledge, oriented to effective performance in a particular working environment (Kolibačova, 2014). This variable was operationalized using the dimensions of know-why, know-how and know-whom.

Table 4.13 below contains the results of competence of members as rated by the leaders. Each of the leaders is given a code (see appendix IV). Each member is given a number ranging from 1-122. A leader was supposed to rate a particular member on the dimensions of competence as shown in table 4.13. The sum of the responses of the members' competence as provided by the leaders in the questionnaire is computed, for each of the dimensions of competence. Mean, standard deviation and coefficient of variation were computed for each member as described by the leader. The findings are presented subsections herein.

Table 4.13: Descriptive Statistics for Competence and its Dimensions

Leader	Member						
		Know Why	Know How	Know Whom	Mean	Std. Deviation	Coefficient of Variation
Leader A	1	19	20	15	18.00	2.65	0.15
	2	10	13	11	11.33	1.53	0.13
	3	14	16	14	14.67	1.15	0.08
	4	8	6	5	6.33	1.53	0.24
	5	20	22	17	19.67	2.52	0.13
	6	12	10	10	10.67	1.15	0.11
Leader B	7	8	8	5	7.00	1.73	0.25
	8	21	18	14	17.67	3.51	0.20
	9	8	8	6	7.33	1.15	0.16
	10	19	18	15	17.33	2.08	0.12
	11	8	12	7	9.00	2.65	0.29
	12	7	8	4	6.33	2.08	0.33
	13	21	21	15	19.00	3.46	0.18
	14	8	8	7	7.67	0.58	0.08
	15	9	6	5	6.67	2.08	0.31
Leader C	16	10	7	5	7.33	2.52	0.34
	17	18	18	14	16.67	2.31	0.14
	18	11	10	8	9.67	1.53	0.16
	19	11	9	9	9.67	1.15	0.12
	20	17	17	13	15.67	2.31	0.15
	21	11	12	7	10.00	2.65	0.26

	22	11	12	7	10.00	2.65	0.26
	23	11	11	7	9.67	2.31	0.24
Leader D	24	20	20	16	18.67	2.31	0.12
	25	9	9	7	8.33	1.15	0.14
	26	11	5	6	7.33	3.21	0.44
	27	9	8	5	7.33	2.08	0.28
	28	21	19	15	18.33	3.06	0.17
	29	8	7	5	6.67	1.53	0.23
	30	10	8	6	8.00	2.00	0.25
Leader E	31	11	11	8	10.00	1.73	0.17
	32	19	18	17	18.00	1.00	0.06
	33	9	8	8	8.33	0.58	0.07
	34	11	11	7	9.67	2.31	0.24
	35	20	20	16	18.67	2.31	0.12
	36	20	19	14	17.67	3.21	0.18
	37	11	10	6	9.00	2.65	0.29
Leader F	38	10	10	8	9.33	1.15	0.12
	39	11	13	9	11.00	2.00	0.18
	40	21	21	16	19.33	2.89	0.15
	41	11	11	16	12.67	2.89	0.23
	42	12	11	9	10.67	1.53	0.14
	43	12	11	9	10.67	1.53	0.14
	44	19	18	14	17.00	2.65	0.16
	45	11	9	7	9.00	2.00	0.22
Leader G	46	19	19	15	17.67	2.31	0.13
	47	8	7	6	7.00	1.00	0.14
	48	8	8	7	7.67	0.58	0.08
	49	18	18	15	17.00	1.73	0.10
	50	8	10	6	8.00	2.00	0.25
Leader H	51	13	13	11	12.33	1.15	0.09
	52	8	7	6	7.00	1.00	0.14
	53	19	18	15	17.33	2.08	0.12
	54	7	7	6	6.67	0.58	0.09
	55	19	19	15	17.67	2.31	0.13
	56	8	10	4	7.33	3.06	0.42
Leader I	57	8	8	7	7.67	0.58	0.08

	58	20	18	14	17.33	3.06	0.18
	59	9	8	7	8.00	1.00	0.13
	60	9	7	6	7.33	1.53	0.21
Leader J	61	19	19	4	14.00	8.66	0.62
	62	11	13	8	10.67	2.52	0.24
	63	10	6	5	7.00	2.65	0.38
	64	10	10	8	9.33	1.15	0.12
	65	16	16	13	15.00	1.73	0.12
	66	10	7	5	7.33	2.52	0.34
Leader K	67	20	20	16	18.67	2.31	0.12
	68	8	8	6	7.33	1.15	0.16
	69	18	17	15	16.67	1.53	0.09
	70	18	18	14	16.67	2.31	0.14
	71	20	20	15	18.33	2.89	0.16
	72	9	8	7	8.00	1.00	0.13
	73	22	20	16	19.33	3.06	0.16
Leader L	74	13	13	10	12.00	1.73	0.14
	75	13	12	8	11.00	2.65	0.24
	76	21	21	16	19.33	2.89	0.15
	77	12	11	8	10.33	2.08	0.20
	78	12	11	8	10.33	2.08	0.20
	79	14	13	10	12.33	2.08	0.17
	80	21	20	16	19.00	2.65	0.14
Leader M	81	11	11	9	10.33	1.15	0.11
	82	11	11	9	10.33	1.15	0.11
	83	18	19	15	17.33	2.08	0.12
	84	20	19	15	18.00	2.65	0.15
	85	17	17	12	15.33	2.89	0.19
	86	19	18	14	17.00	2.65	0.16
	87	16	16	13	15.00	1.73	0.12
Leader N	88	19	18	14	17.00	2.65	0.16
	89	10	10	5	8.33	2.89	0.35
	90	19	19	14	17.33	2.89	0.17
	91	19	18	15	17.33	2.08	0.12
	92	19	18	14	17.00	2.65	0.16
	93	11	11	9	10.33	1.15	0.11

Leader O	94	20	20	17	19.00	1.73	0.09
	95	20	20	16	18.67	2.31	0.12
	96	14	20	6	13.33	7.02	0.53
	97	14	15	8	12.33	3.79	0.31
	98	15	15	8	12.67	4.04	0.32
	99	20	20	18	19.33	1.15	0.06
Leader P	100	15	15	12	14.00	1.73	0.12
	101	19	19	17	18.33	1.15	0.06
	102	20	17	12	16.33	4.04	0.25
	103	12	13	9	11.33	2.08	0.18
Leader Q	104	12	12	10	11.33	1.15	0.10
	105	18	19	15	17.33	2.08	0.12
	106	16	16	12	14.67	2.31	0.16
	107	20	21	16	19.00	2.65	0.14
	108	15	16	12	14.33	2.08	0.15
	109	21	21	16	19.33	2.89	0.15
	110	16	18	13	15.67	2.52	0.16
	111	21	21	15	19.00	3.46	0.18
Leader R	112	15	14	11	13.33	2.08	0.16
	113	15	11	9	11.67	3.06	0.26
	114	19	19	16	18.00	1.73	0.10
	115	14	13	7	11.33	3.79	0.33
	116	19	19	11	16.33	4.62	0.28
	117	11	11	10	10.67	0.58	0.05
Leader S	118	19	18	16	17.67	1.53	0.09
	119	16	11	10	12.33	3.21	0.26
	120	11	11	9	10.33	1.15	0.11
	121	19	19	15	17.67	2.31	0.13
	122	19	18	14	17.00	2.65	0.16
Overall Mean					13.07	2.21	0.17

Table 4.13 above shows the mean scores, standard deviation and coefficients of variation for the dimensions of competence. The respondents in this section were leaders who were required to rate their members on three dimensions of competences. Each and every

leader answered the questionnaire about the individual members that report to them directly. The leaders responded to the questionnaires based on their knowledge of the members. The overall mean score for competence is 13.07 with a standard deviation of 2.21 and coefficient of variation of 0.17. This is a moderately high mean because all the managers agree that competence is key and majority of their members had the qualifications. The low coefficient of variation is attributed to the fact that the leaders' rates did not differ much from one dimension to another. Leader Q had the highest mean of 16.33 with a coefficient of variation of 1.15. This is not very far from the overall mean score of 13.08.

The member with the highest mean reporting to this leader is member 109 with a mean of 19.33 and a coefficient variation of 0.15. This member is an in-group member and has been rated as one of the high performers. It indicates that the members who are in in-group are rated highly in terms of the competencies they possess therefore have a high chance of career mobility. Other members reporting to this leader and are rated highly in terms of competencies include member number 105, 107 and 111 with a mean score of 17.33, 19.00 and 19.00 respectively and standard deviations of 0.12, 0.14 and 0.18 respectively. The member with the lowest mean is member number 104 with a mean score of 11.33 and a coefficient of variation of 0.1. This member is an outgroup member and hence proves how as compared to the in-group members the member was not rated high in terms of competencies which may eventually be a disadvantage when it comes to career mobility in the organization. Other members who have been rated low include member number 108 and 106 with a mean score of 14.33 and 14.67 respectively.

The leader who had the second highest mean was leader O with a mean of 15.89, standard deviation of 3.34 and coefficient of variation of 0.21. The member who was rated the highest in this group was member number 99 with a mean of 19.33 and a coefficient of variation of 0.06. The lowest coefficient of variation is attributed by the leaders' certainty of this particular member's competency and hence was rated highly which also proves that the member has a high chance of career mobility. Members who have also been rated highly by this leader include member number 94 and 95 with mean score of 19 and 18.67 respectively.

The leader who had the lowest mean is leader I with a mean of 10.08 and a coefficient of variation of 0.15. This leader has 4 members reporting to him and out of the four only one (member 58) had a mean of 17.33 which is considered high, the other three members, member 57, 59 and 60 had quite a low mean of 7, 8 and 7.33. All the three members are in the outgroup. This decreases their chance for a promotion in the organization. The second lowest leader in terms of rating the members' competence is leader J with a mean of 10.56 and coefficient of variation of 0.3. This leader had 6 members reporting to him out of which only one was rated high with a mean score of 15 (Member 65). The other five members were rated low with mean scores ranging from 14 to 7.

The leader with the highest number of employees to rate is leader B with a total of 10 members and had a mean score of 10.87 and a coefficient of variation of 0.19. This leader had the highest rated member in terms of competence being member number 13 with a mean score of 19.00 followed by member number 8 and 10 with a mean score of 17.67 and 17.33 respectively. Despite the high numbers of members reporting to this leader he manages a coefficient of variation of 0.19 which is low in terms of the responses of the

members both in-group and out-group. This is followed by leader C, F and Q all have 8 members reporting to them with a mean score of 11.08, 12.46 and 16.33 respectively. This leader had more of out-groups than in-group members among those reporting.

On the other hand, the leaders with the smallest number of members reporting to them are leaders I and P both of them have rated four members reporting to them. They had a mean score of 10.08 and 15 respectively. Leader I had only one member belonging to the in-group with a mean in terms of competence of 17.33 and a coefficient of variation of 0.18. The other three are out-group members with a mean score of 7.67, 8 and 7.33 belonging to members 57, 59 and 60 respectively.

Table 4.14: Overall Manifestation of Competencies

	N	Mean	Std. Deviation	C.V
Know Why Competencies	122	14.43	4.62	0.32
Know How Competencies	122	14.05	4.82	0.34
Know Whom Competencies	122	10.74	4.06	0.38

Source: Research Data (2017)

Table 4.14 above shows the dimensions of competencies that include know why competencies, know how competencies and know whom competencies with their means, standard deviation and coefficient of variation. These figures were arrived at by calculating the mean of all the responses of the leaders about their members who report to them in each dimension. It is important to categorize the dimensions to be able to know which dimension is more practiced and valued than the other and which amongst them is common to either the in-group members or out-group members. These are discussed in the subsections below.

4.10.1 Know Why Competencies

Know why competencies play an important role in solving business problems and challenges which in turn provides firms with the ability to succeed. When an employee is highly motivated to perform his/her duties they end up performing very well and this therefore contributes to career mobility in an organization (Kolibačova, 2014). As seen in table 4.14 above know why has a mean of 14.43 and a coefficient of variation of 0.32. The low coefficient of variation is an indication that the leaders agreed in most of the items they were responding to about the members.

The high mean of 14.43 is attributed by the fact that employees both the in-group members and out-group members with whatever reasons are actually motivated in performing their duties. This motivation could actually differ starting from financial reasons to promotion reasons and so on. By observing the mean it is an indication that the leaders agree that most of the members reporting to them are actually motivated to perform their duties in the different departments or workstations that they are in.

4.10.2 Know How Competencies

The study further established the manifestation of know how competencies among the members in the organization as perceived by the leaders. Know how competencies enable employees to demonstrate high level of competencies on the output. The skills acquired are translated in to the required results in any given assignment. Know how competencies refer to the knowledge and skills of an employee to be perform a particular task. This is considered the most important one among the three dimensions in any organization (Kuijpers, Schyns, Scheeren, 2006).

As noted in table 4.14 above know how a mean of 14.05 and a coefficient of variation of 0.34 had. The high mean score in this dimension is supported by the fact that all the members employed at this category possess at least an undergraduate degree which makes them experts or knowledgeable in whatever areas they serve. Based on the members response on years of experience, every member had at least worked for more than three years in their respective fields which makes their know how skills better. This led to the leaders rating majority of the members high because they know they possess the relevant and necessary skills and knowledge to perform their duties at their respective workstations. The low coefficient of variation observed was as a result of the leaders being aware of the expertise their members possess and hence they tend to agree across departments that the technical know-how of their members is high hence low variations in the leaders' responses.

4.10.3 Know Whom Competencies

Know whom competencies was also evaluated among the members. Know whom competency refers to those competencies that facilitate networking of members inside and outside the organization. It concentrates more on effective and efficiency in communication skills of the members. Table 4.14 above shows that know whom competence had a mean score of 10.74 and a coefficient of variation of 0.38, the lowest among all the other dimensions. This figure has been influenced by the presence of many out-group members than in-group members. The leaders believe that the out-group members keep to themselves most of the time and hence perform low in communication and marketing aspect of the organization both internally and externally.

The in-group members tend to communicate and network more as opposed to the out-group members. This brought about the low mean as indicated by the leaders in table 4.14. On the other hand, the coefficient of variation is also low, an indication that the leaders actually agree on this dimension. Though this coefficient of variation is the highest among the three dimensions of competence. It is an indication that among the three dimensions of competence know whom is the most varied element and lowest mean indicate that majority of the members actually scored low in this dimension. This is understandable considering the fact that there were more out-group members than in-group members.

4.11 Employee Ingratiation

The study sought to determine employee ingratiation as manifested by the members in the organization. Ingratiation is a set of social activities used by social actors to enrich their appeal in the eyes of others and the set of social behaviors is not essentially immoral, illegal, or influential (Tsang 2015). In social mutuality, there is a feeling of a social responsibility to recompense the positive actions of others with related actions. Ingratiation includes giving positive strokes to a person with anticipation that he or she will feel indebted to return them in some form (Vecchio and Appelbaum, 1995). The prevalence of ingratiatory behavior is higher in the upper levels of management (Allen *et al.*, 1979). Gentry and colleagues (2011) reported that employees with high political skill achieved higher performance evaluations from three different coworker perspectives, including bosses, direct reports, and peers. Ingratiation in the present study has been Operationalized into three categories: self-presentation, opinion conformity, and other-enhancement. The findings are presented in the subsections below.

Table 4.15: Descriptive Statistics for Ingratiation and its Dimensions

Leader	Member	Self-Presentation	Opinion Conformity	Other Enhancement	Mean	Std. Deviation	Coefficient of Variation
Leader A	1	3.875	4.3	4.375	4.18	0.27	0.06
	2	1.375	1.6	1.75	1.58	0.19	0.12
	3	1.75	1.3	1.625	1.56	0.23	0.15
	4	1.5	1.4	1.375	1.43	0.07	0.05
	5	4.25	4.1	3.375	3.91	0.47	0.12
	6	1.375	1.4	1.25	1.34	0.08	0.06
Leader B	7	1.625	1.5	1.375	1.50	0.13	0.08
	8	4.25	4.2	4.375	4.28	0.09	0.02
	9	1.625	1.4	1.5	1.51	0.11	0.07
	10	4.375	4.4	3.5	4.09	0.51	0.13
	11	1.625	1.444	1.375	1.48	0.13	0.09
	12	1.5	1.5	1.625	1.54	0.07	0.05
	13	4.25	3.9	3.75	3.97	0.26	0.06
	14	1.125	1.6	1.5	1.41	0.25	0.18
	15	1.25	1.3	1.25	1.27	0.03	0.02
Leader C	16	1.375	1.6	1.375	1.45	0.13	0.09
	17	3.5	3.6	3.375	3.49	0.11	0.03
	18	1.75	1.4	1.125	1.43	0.31	0.22
	19	1.625	1.6	1.625	1.62	0.01	0.01
	20	3.75	3.3	3.375	3.48	0.24	0.07
	21	1.75	1.6	1.625	1.66	0.08	0.05
	22	1.875	1.5	1.5	1.63	0.22	0.13
	23	2.875	2.9	2.75	2.84	0.08	0.03
Leader D	24	4.5	4.3	4.25	4.35	0.13	0.03
	25	1.625	1.4	1.375	1.47	0.14	0.09
	26	1.5	1.6	1.5	1.53	0.06	0.04
	27	1.375	1.6	1.625	1.53	0.14	0.09
	28	4.5	4.5	3.25	4.08	0.72	0.18
	29	1.5	1.4	1.375	1.43	0.07	0.05
	30	1.375	1.6	1.5	1.49	0.11	0.08
Leader E	31	2.875	1.4	1.5	1.93	0.82	0.43
	32	4.625	4.1	4.125	4.28	0.30	0.07

	33	1.25	1.4	1.25	1.30	0.09	0.07
	34	1.5	1	1.75	1.42	0.38	0.27
	35	4.625	4.4	4.625	4.55	0.13	0.03
	36	4.625	4.7	4	4.44	0.38	0.09
	37	1.625	1.5	1.625	1.58	0.07	0.05
Leader F	38	2	1.3	1.5	1.60	0.36	0.23
	39	1.25	1.6	1.375	1.41	0.18	0.13
	40	4.625	4.5	4.125	4.42	0.26	0.06
	41	1.375	1.3	1.25	1.31	0.06	0.05
	42	2.125	1.4	1.5	1.68	0.39	0.23
	43	1.375	1.4	1.5	1.43	0.07	0.05
	44	4.5	4.3	4.62	4.47	0.16	0.04
	45	2	1.5	1.5	1.67	0.29	0.17
Leader G	46	3.87	4.2	4.2	4.09	0.19	0.05
	47	1.875	1.6	1.5	1.66	0.19	0.12
	48	1.75	1.6	1.37	1.57	0.19	0.12
	49	4.125	3.7	3.75	3.86	0.23	0.06
	50	1.5	1.6	1.625	1.58	0.07	0.04
Leader H	51	2.625	2.6	2.5	2.58	0.07	0.03
	52	1.5	1.4	1.375	1.43	0.07	0.05
	53	4.375	4.2	4.25	4.28	0.09	0.02
	54	1.375	1.4	1.375	1.38	0.01	0.01
	55	4.5	4.3	4.25	4.35	0.13	0.03
	56	1.25	1.4	1.375	1.34	0.08	0.06
Leader I	57	1.625	1.4	1.25	1.43	0.19	0.13
	58	4.125	3.9	3.75	3.93	0.19	0.05
	59	1.75	1.6	1.5	1.62	0.13	0.08
	60	1.625	1.5	1.625	1.58	0.07	0.05
Leader J	61	4.625	4.7	4.5	4.61	0.10	0.02
	62	1.25	1.4	1.375	1.34	0.08	0.06
	63	1.5	1.5	1.5	1.50	0.00	0.00
	64	1.5	1.5	1.5	1.50	0.00	0.00
	65	4.375	4.3	4.125	4.27	0.13	0.03
	66	1.375	1.4	1.5	1.43	0.07	0.05

Leader K	67	4.75	4.8	4.625	4.73	0.09	0.02
	68	2.14	1.6	2	1.91	0.28	0.15
	69	3.87	3.33	3.42	3.54	0.29	0.08
	70	3.5	3.3	2.1	3.30	0.20	0.06
	71	3.2	3.3	3.1	3.20	0.10	0.03
	72	1.6	1.6	1.6	1.60	0.00	0.00
	73	4.2	4.2	4.2	4.20	0.00	0.00
Leader L	74	2.5	2.4	2.3	2.40	0.10	0.04
	75	1.8	1.7	2	1.83	0.15	0.08
	76	4.2	4.2	4.2	4.20	0.00	0.00
	77	2.1	1.5	1.5	1.70	0.35	0.20
	78	1.6	1.5	1.5	1.53	0.06	0.04
	79	3	3.1	2.8	2.97	0.15	0.05
	80	4.2	4.2	4.3	4.23	0.06	0.01
Leader M	81	2.3	2.4	2.3	2.33	0.06	0.02
	82	2.2	2.3	2.5	2.33	0.15	0.07
	83	3.7	3.6	3.5	3.60	0.10	0.03
	84	3.8	3.5	3.6	3.63	0.15	0.04
	85	3.2	3.2	3.2	3.20	0.00	0.00
	86	3.6	3.6	3.6	3.60	0.00	0.00
	87	3.2	3.2	3.1	3.17	0.06	0.02
Leader N	88	4.1	4.2	3.6	3.97	0.32	0.08
	89	2.2	2.3	2.1	2.20	0.10	0.05
	90	3.875	3.9	3.75	3.84	0.08	0.02
	91	3.875	3.9	3.571	3.78	0.18	0.05
	92	4.125	4.2	4.25	4.19	0.06	0.02
	93	2.25	2.4	2.4	2.35	0.09	0.04
Leader O	94	3.75	3.9	4	3.88	0.13	0.03
	95	4	3.6	4	3.87	0.23	0.06
	96	2.248	1.9	2.5	2.22	0.30	0.14
	97	2.75	2.2	2.5	2.48	0.28	0.11
	98	2.25	2.5	3.125	2.63	0.45	0.17
	99	3.75	4.4	4.25	4.13	0.34	0.08
Leader P	100	5	4.2	4.125	4.44	0.48	0.11
	101	4	4.2	4.375	4.19	0.19	0.04

	102	2.25	2.2	2.25	2.23	0.03	0.01
	103	2	2.2	2.15	2.12	0.10	0.05
Leader Q	104	1.875	1.778	1.5	1.72	0.19	0.11
	105	3.75	3.5	3.5	3.58	0.14	0.04
	106	2.125	2.4	2.375	2.30	0.15	0.07
	107	4	4.4	4.375	4.26	0.22	0.05
	108	2.75	3.4	3.25	3.13	0.34	0.11
	109	4.375	4.8	4.625	4.60	0.21	0.05
	110	3.88	4.7	4.34	4.31	0.41	0.10
	111	3.75	4.1	4.25	4.03	0.26	0.06
Leader R	112	2.13	1.8	2.25	2.06	0.23	0.11
	113	2.13	1.9	1.9	1.98	0.13	0.07
	114	4.25	4.7	4	4.32	0.35	0.08
	115	2.88	1.5	2.63	2.34	0.74	0.31
	116	4	4.2	4.63	4.28	0.32	0.08
	117	2.36	2	1.63	2.00	0.37	0.18
Leader S	118	3.5	3.5	3.63	3.54	0.08	0.02
	119	2.88	2.4	2.34	2.54	0.30	0.12
	120	2.34	1.6	1.34	1.76	0.52	0.29
	121	4	3.9	4.13	4.01	0.12	0.03
	122	4.25	4.1	4.13	4.16	0.08	0.02
Overall Mean					2.74	0.18	0.07

Source: Authors, 2017

Table 4.14 above shows the mean scores, standard deviation and coefficients of variation for the dimensions of ingratiation. The respondents in this section were the members (subordinates) who were required to rate how they practice ingratiation on three dimensions of ingratiation. The overall mean score for ingratiation is 2.74 with a standard deviation of 0.18 and coefficient of variation of 0.07. Member 67 had the highest mean of 4.625 with a coefficient of variation of 0.02. This member is an in-group member and has been rated as one of the high performers. It indicates that the members who are in in-group also practice ingratiation more. Other members who agreed to a high extent that

they practice ingratiation include member 61 with a mean of 4.61 and a coefficient of variation of 0.02. This member also belongs to the in-group.

The member with the lowest mean is member number 15 with a mean score of 1.27 and a coefficient of variation of 0.2. This member is an outgroup member and hence proves that the members who do not practice ingratiation are outgroup members. Other members who have low mean in practicing ingratiation include member number 33 with a mean score of 1.30 and a coefficient of variation of 0.07 who also is an outgroup member.

4.11.1 Self-Presentation

Self-presentation is conducting oneself in a manner supposed to be suitable by the target person (person being ingratiated) or in a way to which this individual will be fascinated. The study determined how members express self-presentation as a construct of ingratiation.

Table 4.16: Descriptive Statistics for Self-Presentation

Attributes	N	Mean	Std. Deviation	Coefficient of Variation (%)
I talk proudly about my experience or education in the presence of my boss	122	4.18	0.91	0.25
I always enlighten my boss of my talents	122	2.98	1.11	0.38
I always enlighten my boss of my accomplishments	122	2.72	1.14	0.41
I let my boss know that I have a reputation for being competent in a particular area	122	2.73	1.21	0.44
I talk about important people that I know in the presence of my boss	122	2.89	1.36	0.47
I distance myself from negative events that I was a part of in the presence of my boss	122	4.01	0.81	0.24
I declare that I have other opportunities outside the current job	122	3.02	1.34	0.45
I make a positive event that I am responsible for appear better than it actually is in front of my boss	122	2.67	1.11	0.41
Overall Means		3.15	1.12	0.36

Source: Field Data (2017)

Table 4.16 above show descriptive statistics for self-presentation as a dimension of ingratiation and the overall mean score is 3.15 with a standard deviation of 1.12 and a coefficient to variation of 0.36. The mean score is moderate not so high yet not so low but it's above midpoint in the likert scale. This is attributed by the reason that majority of the members are in the out-group categories. This has pulled down the mean since the

number of in-group members is lower than that of the out-group which could have affected the overall mean.

On the other hand, the coefficient of variation is quite low. This can be attributed by the fact that most of the members are not aware whether they are ingratiating or not. Self-presentation has two interrelated characteristics providing explicit descriptors about one's own characteristics and behavior, and behaving in ways that imply one possesses certain characteristics. This could be the reason why the coefficient of variation is quite low since most of the members are actually responding to their behaviors with minimal ingratiation.

The statement with the highest mean is "I talk proudly about my experience or education in the presence of my boss", with a mean score of 4.18 and a coefficient of variation of 0.25. This statement had a high mean because majority of the members would actually talk about their experience and education in the hope that a leader will take note and award them the necessary promotion that a member feels they deserve. If you don't say it then the leader would probably not know hence the statement was rated highly by both the in-group and out-group members. It had a coefficient of variation of 0.25 which is quite low meaning that members' responses vary less in this statement. The responses tend to agree with the statement.

The statement with the second highest mean is "I distance myself from negative events that I was part of in the presence of my boss" with a mean score of 4.01 and a coefficient of variation of 0.24. The members agreed to a moderate extent with this statement because no member would want to be seen as a failure and so majority of them actually agreed to this statement because they would want to be associated with positive events.

The coefficient of variation is 0.24 which is low also because majority of the members responses tend to agree with the statement to a moderate extent.

On the other hand, the statement that was rated low by the members is “I make positive event that I am responsible for appear better than it actually is in front of my boss” with a mean score of 2.67 and a coefficient of variation of 0.41. The low mean score is attributed to majority of the members would actually work and don’t bother telling the boss how good it was since they assume that the boss is able to notice and judge the success of a particular event and who is responsible for it. So, the members see no need of blowing their own trumpet. Coefficient of variation is 0.41 which shows that the respondents’ responses varied at 41%. This is brought about by the different responses of in-group and out-group. This is followed by the statement “I always enlighten my boss of my accomplishments”, with a mean score of 2.72 and a coefficient of variation of 0.41. The members of outgroup who are the majority don’t bother telling their bosses of their accomplishments.

4.11.2 Opinion Conformity

The study further determined how opinion conformity is manifested among the members in the organization as a construct of ingratiation. Opinion conformity is articulating a view or behaving in a way that is reliable with the opinions, judgments, or behaviors of the target person. This indirect practice of flattery is epitomized by the subordinate who analyzes the ability of a superior's peer simply because the subordinate knows that the superior does not agree with this other individual Gentry et al (2011). The results of the study are presented in Table 4.17.

Table 4.17: Descriptive Statistics for Opinion Conformity

Attributes	N	Mean	Std. Deviation	Coefficient of Variation (%)
I praise my boss for his/her accomplishments	122	2.73	1.24	0.45
I do personal favors for my boss	122	2.75	1.26	0.46
I offer to do something for my boss that am not required to do	122	2.8	1.32	0.47
I compliment my boss on her/his dress or appearance	122	2.91	1.21	0.41
I agree with my boss major ideas or beliefs	122	2.45	1.41	0.57
I imitate my boss' behavior or manner	122	2.42	1.43	0.59
I let my boss win arguments	122	3.91	1.11	0.28
I downplay my accomplishments to make my boss look better	122	3.02	1.21	0.4
I try to agree with my boss even when I might disagree	122	4.07	1.12	0.28
I intentionally do poorer quality work than am capable of to make my supervisor look clever/brighter	122	2.54	1.22	0.48
Overall Mean		2.96	1.25	0.42

Source: Field Data (2017)

The results in table 4.17 above shows the responses of opinion conformity as one of the dimensions of ingratiation. The overall mean score is 2.96 with a standard deviation of 1.25 and a coefficient of variation of 0.42. The members seem to moderately agree with this dimension though not much. This is attributed by the fact that there are more out-group members than in-group members and majority of the outgroup members did not agree with most of the statements under this dimension. This therefore also led to the

high coefficient of variation of 0.42. The differences came about the different opinions that vary from members in in-group and out-group.

The statement with the highest mean is “I try to agree with my boss even when I might disagree” which had a mean score of 4.07 and coefficient of variation of 0.28. This result is as a result of majority of the members agreeing to this statement probably because the members in the out-group would not want to aggravate their situation further than it already is so they try to agree with the boss despite their feeling otherwise. As for the members of in-group they tend to do this with a lot of ease since this is what keeps them in the in-group category after all. This has also led to the low coefficient of variation of 0.28 since majority of the members agreed to a great extent to this statement. The statement following this is “I let my boss win arguments”, with a mean score of 3.91 and a coefficient of variation of 0.28. Majority of the members agreed to this statement because winning arguments will only see a member not advancing career wise.

On the other hand, the statement with the least mean score is “I imitate my boss’ behavior or manner” with a mean score of 2.42 and a coefficient of variation of 0.59. The members’ responses on this statement showed that they agree to a less extent. This is because of the high number of out-group members because they leaned towards not wanting to behave like their leaders so this affected the overall mean of the statement. It is also emphasized by the high coefficient of variation of 0.59 which indicates that the responses of the members varied widely across members. The statement that follows this in terms of low mean score is “I agree with my boss’ major ideas or beliefs”, with a mean score of 2.45 and a coefficient of variation of 0.57. The mean of this statement is very

low which means that the members agreed to a less extent and this is backed up by the high coefficient of variation of 0.57 expressing the varied responses from members.

4.11.3 Other Enhancement

Other enhancement includes expressing promising opinions and evaluations of the target person by the ingratiating individual. The efficiency of such a scheme stems from the fact that when a person perceives that another is favorably predisposed towards them, he or she tends to like the other individual in return (Wortman and Linsenmeier, 1997). The use of praise, admiration and flattery in order to raise a person's self-esteem are all forms of other enhancement. The study also determined the indicator of the attributes regarding other enhancement as a paradigm of ingratiation. To capture these data, the respondents were asked to indicate these measures on a scale of 1 (strongly disagree) to 5 (strongly agree). The results of the study are presented in Table 4.18.

Table 4.18: Descriptive Statistics for Other Enhancement

Attributes	N	Mean	Std. Deviation	Coefficient of Variation (%)
I arrive at work early in order to look dedicated	122	2.74	0.9	0.32
I work late at the office so that my supervisor sees me	122	2.66	1.06	0.39
I try to act like a model employee	122	2.81	0.76	0.27
I volunteer to help whenever there is the opportunity	122	3.63	0.41	0.11
I arrange things on my desk so that it looks like work is being done	122	2.77	1.2	0.43
I let my boss know how much overtime I work	122	3.36	1.26	0.37
I pretend to be busy even if I might not be	122	3.35	1.26	0.38
I make sure am never seen “goofing off” or wasting time	122	3.05	1.13	37
Overall Mean		3.05	0.998	0.33

Source: Field Data (2017)

Table 4.18 above shows the descriptive statistics of other enhancement as one of the dimensions of ingratiation. As indicated the overall mean score is 3.05 with a standard deviation of 0.998 and a coefficient of variation of 0.33. This means that the respondents agreed to all the statements to a moderate extent. This led to a moderate extent mean score. On the other hand, the coefficient of variation of this dimension is 0.33, this supports the mean score since its low meaning that responded agree with majority of the statements in the dimension.

The statement that had the highest mean was “I volunteer to help whenever there is the opportunity”, with a mean score of 3.63 and a coefficient of variation of 0.11. Majority of the members agreed to this statement because whenever an opportunity arises for helping they would just do it not necessarily as an ingratiation act but as a requirement of the

organization. It is emphasized by the lowest coefficient of variation of 0.11 meaning that the responses to this statement actually varied to a very less extent. Majority of the members' responses tend to be around the mean. This statement is followed by "I let my boss know how much overtime I work", with a mean score of 3.36 and a coefficient of variation of 0.37. Majority of the members agreed to this statement to a moderate extent because they explained that every time one works overtime, they have to tell their leaders so they can be paid overtime. It is also strengthened by the low coefficient of variation an indication that majority of the members responses do not vary much.

The statement with the lowest mean is "I work late at the office so that my supervisor sees me", with a mean score of 2.66 and a coefficient of variation of 0.39. Majority of the members agree to this statement to a less extent because the members noted that they arrive to work in time not because they want the supervisor to see them but because it's a requirement by the organization rules and regulations. The statement that follows this is "I arrive at work early in order to look dedicated", with a mean score of 2.74 and a coefficient of variation of 0.32.

Table 4.19 below shows a summary of all the dimensions of Ingratiation as a variable

Table 4.19: Overall Manifestation of Employee Ingratiation

	N	Mean	Std. Deviation	C.V
Self-Presentation	122	3.15	1.12	0.36
Opinion Conformity	122	2.96	1.25	0.42
Other Enhancement	122	3.05	0.998	0.33

Source: Research Data (2017)

Table 4.19 above shows the means, standard deviation and coefficient of variation of the dimensions of ingratiation. As seen above the dimension with the highest mean score is

self-enhancement with a mean of 3.15 and a coefficient of variation of 0.36, followed by other enhancement with a mean score of 3.05 and a coefficient of variation of 0.33 while the last one is Opinion conformity with a mean of 2.96 and a coefficient of variation of 0.42.

4.12 Career Mobility

A group of senior professionals decides which junior professionals move up and which remain in the same position. These practices politicize promotions (Gandz and Murray 1980), making senior sponsorship vital for selling a given junior professional to those making promotion decisions (McGinn and Milkman, 2014). Likewise, upward career mobility in a corporation may be considered a general reinforcer in that it provides rewards of different kinds for the upward-mobile person; therefore, the major measure of career mobility is promotion. The study determined the extent of the respondents' agreement on the statements regarding members' career mobility. Career mobility is conceptualized in this case as vertical progression through job positions. To capture this data, the respondents were asked to indicate on a scale of 1 (strongly disagree) to 5 (strongly agree). Results are presented in Table 4.20.

Table 4.20: Descriptive Statistics for Career Mobility

Attributes	N	Mean	Std. Deviation	Coefficient of Variation (%)
There is opportunity for me to advance at the Company	122	2.88	1.27	0.44
Leaders are developed from within the Company	122	4.24	0.79	0.19
There is equal opportunity for advancement in the Company	122	2.61	1.24	0.46
Job promotions are awarded fairly and without bias	122	2.62	1.25	0.48
My manager always seeks opportunities for my career progression	122	2.67	1.17	0.43
There is always time to discuss my career development with my boss	122	2.67	1.03	0.39
Career development is something my manager actively supports	122	2.65	1.01	0.37
My manager provides equal opportunities for career counseling and movements up the ladder	122	2.87	1.19	0.41
Career Progression does not take long for me	122	3.81	1.42	0.35
Overall Mean		3.00	1.15	0.38

Source: Field Data (2017)

Table 4.20 above shows the descriptive statistics for career mobility. It includes the mean, standard deviation and coefficient of variation. The overall mean score of career mobility is 3.00 with a coefficient of variation of 0.38. These results are indicative of what the members feel about career advancement in the organization. The members agreed to a moderate extent on the opportunities available for career mobility. This is emphasized by the low coefficient of variation of 0.38. Majority of the members believe that they can achieve upward mobility to a moderate extent.

The statement with the highest mean (4.24) was “Leaders are developed from within the company”. It’s coefficient of variation was 0.19. Majority of the members agreed with this statement because at this level of management it is very difficult for the organization to get employees from outside so majority of appointments are done internally through promotion and transfers. The statement that had the second highest rating was “Career Progression does not take long for me”, with a mean of 3.81 and a coefficient of variation of 0.35. This is because majority of the respondents specifically from in-group responded positively to this item of the questionnaire hence the high mean score.

On the other hand, the statement with the lowest rating was “There is equal opportunity for advancement at the company”, with a mean of 2.61 and a coefficient of variation of 0.46. Majority of the members seldom believe that the opportunities that arise for promotion in the company are fairly awarded. This is supported by the coefficient of variation of 0.46 which implies differences in the responses provided by the members. This statement is followed by “Job promotions are awarded fairly and without bias”, with a mean score of 2.62 and a coefficient of variation of 0.48. Also, the mean is low with a high coefficient of variation, an indication that majority of the members feel that job promotions are not awarded fairly.

CHAPTER FIVE

TESTS OF HYPOTHESES, RESULTS AND DISCUSSION

5.1 Introduction

This section tests the hypotheses of the study based on five variables, namely Leader Member Exchange, Trust, Competence, Ingratiation and Career Mobility. The five hypotheses correspond to five research objectives. Simple, multiple and stepwise regression analyses were used in the tests of hypotheses. A number of inferential statistics or parameters comprising R, R², F ratio, t-values and p-values were interpreted to confirm the hypotheses.

Decision to confirm or disconfirm an hypothesis was based on the p-values, with $p < 0.05$ as the highest. Hypothesis one was tested using three regression analyses. This included, first, regressing career mobility on leader member exchange which comprised both in-group and outgroup members treated as one sample consisting of 122 dyads. Even though the coefficient of determination and beta coefficient were statistically significant, it was not possible to tell whether the in-group and out-group subsamples exhibited a meaningful difference in career mobility as expected. This necessitated the subsequent analyses and tests. The second regression analysis was done by regressing career mobility on LMX scores for the in-group members, while the third test was done by regressing career mobility scores on the LMX scores for the outgroup subsample. These tests helped to determine whether in-group members experienced more career mobility than out-group members as implied by the hypothesis. The results are presented in the subsequent sections.

To reinforce the findings of the second and third analyses as further tests of hypothesis one, a fourth statistical test was conducted to establish whether the two sub-samples showed important difference in how long, on the average, they stayed in one position. This was expected to show the career progression between the two sub-groups. This analysis was done by comparing the two groups on the duration or length of time worked in one position before promotion. T-test for Independent samples was used to establish the difference between the means of in-group and outgroup members for the average duration spent in one position.

The findings are presented in various sections of this chapter along the study objectives and corresponding hypotheses. The results have been discussed in the context of theory and empirical literature.

5.2 Leader Member Exchange and Career Mobility

The study established the influence of Leader Member Exchange on career mobility by testing the following overall hypothesis:

H₁: Leader Member Exchange influences Career Mobility

To test this hypothesis, a composite index of measures of career mobility was computed from data from the responses of the members and their immediate supervisors (i.e. leaders). Career mobility data was then regressed on the composite index of the leader-member. The results are presented in table 5.1

Table 5.1: Regression Results for the Effect of Leader Member Exchange on Career Mobility

a) Model Summary

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R ²	F Change	df1	df2	Sig. F Change
1	.923 ^a	.851	.850	.49787	.851	687.853	1	120	.000

a. Predictors: (Constant), Leader-Member Exchange

b) ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	170.498	1	170.498	687.853	.000 ^b
1 Residual	29.744	120	.248		
Total	200.243	121			

a. Dependent Variable: Career Mobility

c) Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.396	.098		4.046	.000
1 Leader-Member Exchange	1.033	.039	.923	26.227	.000

a. Dependent Variable: Career Mobility

Source: Field Data (2017)

As shown in table 5.1 (a) correlation coefficient for the relationship between leader member exchange and career mobility is R=.923. This means that there is a strong relationship between leader member exchange and career mobility.

The coefficient of determination showing the influence of leader member exchange on career mobility is strong and significant ($R^2 = .851$, $F=687.853$, $P \leq 0.05$). This means that Leader member exchange explains 85.1% of variation in career mobility. The remaining 14.9% is explained by other factors that were not in the study. As shown in the analysis of variance table, F-ratio was strong and significant ($F=687.853$, $P \leq 0.05$), implying that the regression model had goodness of fit and thus was appropriate for the analysis of the

data. The results further indicate that β coefficient for leader member exchange was significant ($\beta=1.033$, $T=26.227$, $P\leq 0.05$), suggesting that 103.3% of change in career mobility is accounted for by a unit change in Leader member exchange. Based on the regression coefficients presented in Table 5.1, the regression equation can be fitted as follows;

$Y = 0.396 + 1.033X_1 + 0.039$ where $Y = \text{Career Mobility}$, $X_1 = \text{Leader Member Exchange}$ and ε as the error term.

From the foregoing, the Hypothesis that Leader Member Exchange influences Career Mobility is confirmed.

To further confirm the results of the test of hypothesis one, it was considered necessary to statistically test the difference between mean scores for in-group and outgroup members with respect to career mobility. This was necessary to confirm if the difference observed in the test of hypothesis one actually resulted from the members of the in-group rising up the organizational ladder faster than outgroup members as per the expectation. The test was done using t-statistic. The results are as shown in table 5.2

Table 5.2: Results of the Independent T-Test for the Differences between In-group and Outgroup Members with respect to career mobility

Group Statistics					
	Leader Member	N	Mean	Std. Deviation	Std. Error Mean
Career Mobility	In-group	55	3.967	.603	.081
	Outgroup	67	1.611	.443	.054

Results of Test for Independent Samples								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Career Mobility	Equal variances assumed	5.923	.366	24.828	120	.000	2.356	.095
	Equal variances not assumed			24.101	96.864	.000	2.356	.098

The results in table 5.2 indicate that the difference in mean scores between the in-group members and the out-group members is not by chance with a mean difference of 2.356, $P \leq 0.05$. This indicates that in-group members experience more career mobility than outgroup members. The model is therefore significant.

Hypothesis one was tested at different stages since the indicators of leader member exchange (in-group and outgroup) are at two different extreme ends of leader member exchange continuum. It was necessary to run the regression analysis for in-group and outgroup to determine if there is a significant difference in their influence of career mobility. This was found necessary given the fact that literature holds that in a dyad, members of the in-group tend to experience more favorable outcomes than their outgroup counterparts. The results are as shown in table 5.3 and 5.4.

The results in table 5.3 indicate the effect of in-group dimension on career mobility.

Table 5.3: Regression Results for the Dimension of In-group and Career Mobility

Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	.830 ^a	.688	.682	1.996	.688	116.964	1	53	.000

a. Predictors: (Constant), In-group

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	465.878	1	465.878	116.964	.000 ^b
1 Residual	211.104	53	3.983		
Total	676.982	54			

a. Dependent Variable: Career Mobility In-group

b. Predictors: (Constant), In-group

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	7.543	3.012		2.505	.015		
	In-group	.695	.064	.830	10.815	.000	1.000	1.000

a. Dependent Variable: Career Mobility In-group

As shown in table in table 5.3 the results indicate a positive relationship between in-group members and career mobility with a correlation coefficient of 0.83. The table also shows significant coefficients of determination and beta coefficient ($R^2=0.688$, $F=116.964$, $P \leq 0.05$, $\beta=0.695$, T-test 10.815, P-Value ≤ 0.05). This shows that the model is significant; with in-group explaining 69.5% of variation of career mobility while 30.5% is explained by other variables not in the study.

The study also regressed career mobility on out-group dimension of leader member exchange and the results are as indicated in table 5.4.

Table 5.4: Regression Results for the Dimension of Out-group and Career Mobility

Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	.653 ^a	.426	.417	3.73786	.426	48.205	1	65	.000

a. Predictors: (Constant), Career Mobility Outgroup

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	673.508	1	673.508	48.205	.000 ^b
1 Residual	908.156	65	13.972		
Total	1581.664	66			

a. Dependent Variable: Outgroup

b. Predictors: (Constant), Career Mobility Outgroup

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-27.008	6.963		-3.879	.000		
Career Mobility Outgroup	3.388	.488	.653	6.943	.000	1.000	1.000

a. Dependent Variable: Outgroup

The results in table 5.4 indicate a significant and positive relationship between out-group dimension and career mobility ($R^2=0.426$, $F=48.205$, $P\leq 0.05$). Out-group explains 42.6% of variation in career mobility while the other 57.4% is accounted for by the other variables which are not part of this study. Regression coefficients are equally positive and significant ($\beta=3.388$, T-test 6.943, $P\leq 0.05$). Correlation coefficient was strong and significant ($R=0.653$).

The findings in table 5.3 and 5.4 indicated that in-group dimensions explained career mobility more ($R^2=69.5\%$) than outgroup members ($R^2=42.6\%$). This means that members in the in-group indeed experience higher career mobility compared to their

outgroup counterparts. Based on this, the overall hypothesis that used leader member exchange as a single variable in relation to career mobility tested using simple linear regression analysis was performed. It was expected that if the results of this test are significant, it would be inferred that being in the in-group would lead to more favorable leader member exchange compared to a situation of poor relationship between a leader and a member which is referred to a outgroup category.

Career mobility of the members in this study was done by asking the extent by which they agree to statements on career mobility. Their responses were ranging from “agree to a very high extent” to “agree to a very less extent”. In addition to the responses given by the members on their career mobility, the researcher also determined the members’ career mobility by determining their actual movements from one grade to the other and the duration taken to move from one position to the next. This was important because it helps to ascertain the members’ on career mobility responses to actual movement in ranks. In order to do this, duration taken in one position was regressed on leader member exchange. This was done to ascertain if the strength of regression in the results obtained in hypothesis one, were actually due to the fact that members of the in-group stayed in one position for a much lesser time than members of the outgroup. In addition, Independent T-Test was also done to establish the mean difference of the two groups (in-group and outgroup). The results are presented in table 5.6 and 5.7.

Table 5.5: Regression Analysis for Leader Member Exchange and Work Duration in the same Position

Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.354 ^a	.125	.118	.54665

a. Predictors: (Constant), Leader Member Exchange

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	5.132	1	5.132	17.175	.000 ^b
Residual	35.859	120	.299		
Total	40.992	121			

a. Dependent Variable: How long have you held your current position

b. Predictors: (Constant), Leader Member Exchange

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.370	.162		8.463	.000
Leader Member	.412	.099	.354	4.144	.000

a. Dependent Variable: How long have you held your current position

The results in table 5.5 had a correlation coefficient of 0.354. This is a moderate relationship though it is significant. The coefficient of determination was 12.5%. This means that the variable ‘the length of service’ variable explains 12.5% of variation in leader member exchange while remaining 87.5% is explained by other factors that were not in the study. The beta coefficient was 0.412. This means that 41.2% of change in work duration is accounted for by a unit change in Leader member exchange. The model is significant with a p value of less than 0.05.

The results in table 5.5 had a correlation coefficient of 0.354. This is a weak relationship though it is significant. The coefficient of determination was 12.5%. This means that the variable ‘the length of service’ variable explains 12.5% of variation in leader member exchange while remaining 87.5% is explained by other factors that were not in the study. The beta coefficient was 0.412. This means that 41.2% of change in work duration is accounted for by a unit change in Leader member exchange. The model is significant with a p value of less than 0.05.

Mean difference for work duration between in-group and outgroup members was sought. This helped in determining whether the mean differences of in-group and outgroup in as far as length of service is concerned, is by chance or not. The results are presented in table 5.6

Table 5.6: Independent T-Tests for the Means of work duration for In-group and Out-group Members

Group Statistics					
Leader Member		N	Mean	Std. Deviation	Std. Error Mean
How long have you held your current position	In-group	55	1.782	.498	.067
	Outgroup	67	2.194	.584	.071

Independent Samples Test							
		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
How long have you held your current position	Equal variances assumed	.963	.328	-4.144	120	.000	-.412
	Equal variances not assumed			-4.210	119.809	.000	-.412

Source: (Author, 2017)

As shown in table 5.6, the mean for in-group members is 1.782 and the mean for outgroup members is 2.194 hence a mean difference of -.412 with a P-value $\leq .05$. This indicates that those employees in the outgroup take a longer time in one position as opposed to their counterparts who are in the in group. The mean difference is significant with a p-value of $\leq .05$.

5.3 Leader Member Exchange, Trust and Career Mobility

The study determined the role of trust as a mediator in the relationship between leader member exchange and career mobility through formulation of the following hypothesis.

H₂: The influence of Leader Member Exchange and Career Mobility is mediated by Trust

Baron and Kenny (1986) four-step method was used to test the hypothesis using linear regression. Step one involved regressing leader member exchange with career mobility. The process moves to step two if step one yields statistically significant results and if not significant, the process terminates and would be concluded that trust does not mediate the relationship between leader member exchange and career mobility.

In step 2 leader member exchange is regressed on trust. If the results are significant, the process moves to step 3 because the necessary condition for mediation exists. But if it is not significant, the process stops there. In step three, the influence of trust on career mobility is tested using a simple linear regression model. A statistically significant effect of trust on career mobility is a necessary condition in testing for the mediation. Finally, Step four tested the influence of leader member exchange on career mobility while controlling for the effect of trust. Full mediation is confirmed if the test is significant with

a p value of less than 0.05. These tests were done using simple linear regression analysis. Results from the four steps are presented in Table 5.8, 5.9, 5.10 and 5.11, respectively.

Step One: Leader Member Exchange was regressed on Career Mobility. The results are presented in Table 5.7.

Table 5.7: Regression Results for the Effect of Leader Member Exchange on Career Mobility

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.923 ^a	.851	.850	.49787	.851	687.853	1	120	.000

a. Predictors: (Constant), Leader-Member Exchange

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	170.498	1	170.498	687.853	.000 ^b
1 Residual	29.744	120	.248		
Total	200.243	121			

a. Dependent Variable: Career Mobility

b. Predictors: (Constant), Leader-Member Exchange

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.396	.098		4.046	.000
1 Leader-Member Exchange	1.033	.039	.923	26.227	.000

a. Dependent Variable: Career Mobility

The findings in Table 5.7 (a) show statistically significant and positive relationship between Leader Member Exchange and Career Mobility (R=.923). Coefficient of determination ($R^2=.851$) shows that Leader Member Exchange explains 85.1% of variation in Career Mobility ($R^2=0.851$, $F=687.853$, $P\text{-value} \leq 0.05$). The regression model is statistically significant as shown by F-Ratio of 687.853 $P \leq 0.05$. The results thus

confirm the first step in testing for the mediation of trust on the relationship between Leader Member Exchange and Career Mobility.

Upon completion of step one, the process then continued to step two which involved testing the influence of Leader Member Exchange on Trust. The results of the test are presented in Table 5.8

Table 5.8: Regression Results for the Effect of Leader Member Exchange on Leaders Trust

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.849 ^a	.721	.718	2.53082	.721	309.570	1	120	.000

a. Predictors: (Constant), Leader-Member Exchange

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1982.807	1	1982.807	309.570	.000 ^b
1 Residual	768.605	120	6.405		
Total	2751.412	121			

a. Dependent Variable: Trust

b. Predictors: (Constant), Leader-Member Exchange

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	8.751	.497		17.599	.000
1 Leader-Member Exchange	3.522	.200	.849	17.595	.000

a. Dependent Variable: Trust

Source: Field Data (2017)

The results presented in Table 5.8 indicate that Leader Member Exchange has a significant influence on Trust ($R^2 = 0.721$, $F=309.570$, $P \leq 0.05$). This finding can be translated to mean that Leader Member Exchange explains 72.1% of variation in trust.

The model also shows a strong relationship between Leader Member Exchange and trust ($R=.849$). The results, therefore suggest that the second step of testing for mediation met the requirement and the process thus continues to step 3.

In Step Three career mobility was regressed on trust. The results for step 3 are presented in Table 5.9.

Table 5.9: Regression Results for the effect of Employee Trust on Career Mobility
Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	.882 ^a	.777	.775	.60977	.777	418.555	1	120	.000

a. Predictors: (Constant), Trust

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	155.625	1	155.625	418.555	.000 ^b
1 Residual	44.618	120	.372		
Total	200.243	121			

a. Dependent Variable: Career Mobility

b. Predictors: (Constant), Trust

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-1.255	.200		-6.283	.000
Trust	.238	.012	.882	20.459	.000

a. Dependent Variable: Career Mobility

Source: Field Data (2017)

The results in Table 5.9 indicated that trust had a strong relationship with career mobility ($R=.882$) with trust explaining 77.7% variation in career mobility ($R^2=0.777$, $F=418.555$, $P\leq 0.005$) and the remaining 22.3% being accounted for by other variables not considered in the model. The model had F-value of 418.555 with P-value ≤ 0.05 , indicating that the

model was statistically significant. This finding therefore, satisfies the third necessary condition for proceeding to step 4.

Table 5.10: Regression Results for the Effect of Leader Member Exchange and Trust on Career Mobility

Model Summary									
Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	.923 ^a	.851	.850	.49787	.851	687.853	1	120	.000
2	.941 ^b	.886	.884	.43796	.035	36.076	1	119	.000

a. Predictors: (Constant), Leader-Member Exchange

b. Predictors: (Constant), Leader-Member Exchange, Trust

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	170.498	1	170.498	687.853	.000 ^b
1 Residual	29.744	120	.248		
Total	200.243	121			
Regression	177.418	2	88.709	462.493	.000 ^c
2 Residual	22.825	119	.192		
Total	200.243	121			

a. Dependent Variable: Career Mobility

b. Predictors: (Constant), Leader-Member Exchange

c. Predictors: (Constant), Leader-Member Exchange, Trust

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.396	.098		4.046	.000
1 Leader-Member Exchange	1.033	.039	.923	26.227	.000
(Constant)	-.435	.163		-2.668	.009
2 Leader-Member Exchange	.699	.066	.624	10.659	.070
Trust	.095	.016	.352	6.006	.000

a. Dependent Variable: Career Mobility

Table 5.10 indicates a strong relationship between leader-member exchange, trust and career mobility with a correlation coefficient of 0.941. This coefficient has increased from R=0.923 (when leader member exchange was the only predictor in the regression

model). The coefficient of determination also increased from 0.851 to 0.886 an increase of 0.035 with a p-value \leq of 0.05. With the presence of trust and leader member exchange both R and R² values of Leader Member Exchange decreased, which shows the strength of trust in the relationship between Leader Member Exchange and Career Mobility. The foregoing results provide evidence that trust partially mediates the relationship between leader member exchange and career mobility. This was confirmed by the fact that in the presence of the mediator, which in this case is trust, leader member exchange was not significant (P>0.05) though it had a value which is greater than zero (0.699). This therefore leads to the inference that trust partially mediates the relationship between leader member exchange and career mobility.

5.4 Leader Member Exchange, Employee Competence and Career Mobility

The third objective was set to determine the moderating effect of competence on the relationship between leader member exchange and career mobility. This led to formulation of the following hypothesis:

H₃: The Influence of Leader-Member Exchange on Career Mobility is moderated by Employee Competence

This hypothesis was tested using stepwise regression analysis. In step one, employee career mobility was regressed on leader member exchange. In step two, employee competence was entered in the regression model. Lastly, in step three, interaction between leader member exchange and employee competence was added to the regression model. The results of the analyses at the three steps are presented in table 5.12.

Table 5.11: Regression Results Depicting the Effect of Employee Competence on the Relationship between Leader Member Exchange and Employee Career Mobility

Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	.923 ^a	.851	.850	.49787	.851	687.853	1	120	.000
2	.941 ^b	.885	.884	.43897	.034	35.362	1	119	.000
3	.960 ^c	.922	.920	.36343	.037	55.608	1	118	.000

a. Predictors: (Constant), Leader-Member Exchange

b. Predictors: (Constant), Leader-Member Exchange, Competence

c. Predictors: (Constant), Leader-Member Exchange, Competence, Competence*Leader Member Exchange

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	170.498	1	170.498	687.853	.000 ^b
1 Residual	29.744	120	.248		
Total	200.243	121			
Regression	177.312	2	88.656	460.092	.000 ^c
2 Residual	22.930	119	.193		
Total	200.243	121			
Regression	184.657	3	61.552	466.018	.000 ^d
3 Residual	15.586	118	.132		
Total	200.243	121			

a. Dependent Variable: Career Mobility

b. Predictors: (Constant), Leader-Member Exchange

c. Predictors: (Constant), Leader-Member Exchange, Competence

d. Predictors: (Constant), Leader-Member Exchange, Competence, Competence*Leader Member Exchange

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.396	.098		4.046	.000		
1 Leader-Member Exchange (Constant)	1.033	.039	.923	26.227	.000	1.000	1.000
2 Leader-Member Exchange Competence (Constant)	-.253	.139		-1.817	.072		
2 Member Exchange Competence	.659	.072	.588	9.166	.000	.233	4.283
(Constant)	.113	.019	.382	5.947	.000	.233	4.283
3 Leader-Member Exchange Competence	1.273	.235		5.423	.000		
3 Leader-Member Exchange	.116	.094	.104	1.234	.022	.094	10.693
3 Competence	-.076	.030	-.259	-2.562	.012	.065	15.471
Leader Member Exchange*Competence	.004	.001	1.107	7.457	.000	.030	33.425

a. Dependent Variable: Career Mobility

Source: Field Data (2017)

Regression results presented in Table 5.11 show that the regression models were robust and thus fit for data analysis. This is clearly demonstrated by the F-Ratio values for the three regression models which are all significant at $p \leq 0.05$. This is further supported by the values of R and R^2 which are strong and significant. Model one which shows the influence of leader member exchange on career mobility had a coefficient of determination (R^2) of 0.851 and a p-value ≤ 0.05 , implying that leader member exchange influences career mobility.

In Step two which included both leader member exchange and competence in the regression equation R^2 increased from 0.851 to 0.885, a difference of 0.034 with a p-value of ≤ 0.05 . In step three where the interaction term was added in the regression

equation, R^2 improved from 0.885 to 0.922 with a p-value of ≤ 0.05 . This indicates that the interaction of leader member exchange and competence caused an increase in career mobility of 92.2%, an increase of 3.7% from step two and 7.1% from step one. This is evidence that competence moderates the relationship between leader member exchange and career mobility. The findings from the test of hypothesis three imply that competence boosts the effect of leader member exchange on career mobility. Thus, the hypothesis that employee competence moderates the effect of leader member exchange on career mobility is confirmed.

5.5 Leader Member Exchange, Ingratiation and Career Mobility

The study further sought to determine the moderating effect of ingratiation on the relationship between leader member exchange and career mobility by testing the hypothesis below:

H₄: Relationship between Leader-Member Exchange and career mobility is moderated by Ingratiation

This hypothesis was tested using stepwise regression analysis. In step one, career mobility was regressed on leader member exchange. In step two, career mobility was regressed on both leader member exchange and ingratiation. In step three the interaction term involving leader member exchange and ingratiation was entered in the regression model. The moderation effect is confirmed when the effect of interaction term is statistically significant. The findings are presented in Table 5.12.

Table 5.12: Regression Results Depicting the Effect of Ingratiation on the Relationship between Leader Member Exchange and Career Mobility

Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	.923 ^a	.851	.850	.49787	.851	687.853	1	120	.000
2	.973 ^b	.948	.947	.29680	.096	218.664	1	119	.000
3	.976 ^c	.953	.952	.28287	.005	13.003	1	118	.000

a. Predictors: (Constant), Leader-Member Exchange

b. Predictors: (Constant), Leader-Member Exchange, Ingratiation

c. Predictors: (Constant), Leader-Member Exchange, Ingratiation, Leader Member Exchange*Ingratiation

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	170.498	1	170.498	687.853	.000 ^b
1 Residual	29.744	120	.248		
Total	200.243	121			
Regression	189.760	2	94.880	1077.095	.000 ^c
2 Residual	10.483	119	.088		
Total	200.243	121			
Regression	190.801	3	63.600	794.826	.000 ^d
3 Residual	9.442	118	.080		
Total	200.243	121			

a. Dependent Variable: Career Mobility

b. Predictors: (Constant), Leader-Member Exchange

c. Predictors: (Constant), Leader-Member Exchange, Ingratiation

d. Predictors: (Constant), Leader-Member Exchange, Ingratiation, Leader Member Exchange*Ingratiation

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.396	.098		4.046	.000		
1 Leader-Member Exchange	1.033	.039	.923	26.227	.000	1.000	1.000
(Constant)	-.149	.069		-2.159	.033		
2 Leader-Member Exchange	.186	.062	.166	2.999	.003	.144	6.955
Ingratiation	.882	.060	.818	14.787	.000	.144	6.955
(Constant)	.477	.186		2.570	.011		
3 Leader-Member Exchange	.046	.071	.041	.648	.018	.100	9.962
Ingratiation	.417	.141	.387	2.963	.004	.023	42.695
Ingratiation*Leader Member Exchange	.009	.003	.553	3.606	.000	.017	58.933

a. Dependent Variable: Career Mobility

Source: Field Data (2017)

The results in Table 5.12 show that Both F-Ratio, T-Tests are significant. The correlation coefficients for the three models are 0.923, 0.973 and 0.976, respectively. This shows a gradual increment in the value of beta coefficient and correlation value between the variables. The results indicate that regression coefficients of the variables are 0.851, 0.948 and 0.953 from step one to step three respectively. Overall, there is an increment of 10.2% from step one to step three with a significant p-value of ≤ 0.05 . The findings from the test of hypothesis three imply that ingratiation strengthens the effect of leader member exchange on career mobility thereby accepting the hypothesis, that ingratiation moderates the effect of leader member exchange on career mobility.

5.6 Joint Effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career Mobility

Objective 5 was intended to establish whether the joint effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career mobility is greater than their individual effects. The following corresponding hypothesis was formulated and tested.

H₅: The joint effect of Leader-Member Exchange, Trust, Ingratiation and Competence is greater than their individual effects on Career mobility.

Multiple regression analysis was used to test this hypothesis. The results are presented in Table 5.13

Table 5.13: Multiple Regression Results for the Joint Effect of Leader-Member Exchange, Trust, Ingratiation and Employee Competence on Career Mobility

Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	.974a	.948	.946	.29795	.948	534.668	4	117	.000

a. Predictors: (Constant), Ingratiation, Trust, Competence, Leader-Member Exchange

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	189.856	4	47.464	534.668	.000b
Residual	10.386	117	.089		
Total	200.243	121			

a. Dependent Variable: Career Mobility

b. Predictors: (Constant), Ingratiation, Trust, Competence, Leader-Member Exchange

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-.252	.121		-2.086	.039		
Leader-Member Exchange	.173	.064	.155	2.717	.008	.137	7.296
Trust	.010	.013	.038	.765	.044	.184	5.428
Competence	.008	.016	.027	.501	.018	.152	6.572
Ingratiation	.831	.078	.770	10.628	.000	.084	11.848

a. Dependent Variable: Career Mobility

Source: Field Data (2017)

The study findings in table 5.13 indicate that 94.8% of variation in career mobility is explained by the joint effect of the four variables (Leader-Member Exchange, Trust, Ingratiation and Competence) ($R^2=0.948$, $F=534.668$, $P<0.05$). The remaining 5.2% is explained by other factors not considered in the study. Therefore, Leader-Member exchange, Trust, Ingratiation, Competence jointly have a significant joint influence on career mobility. The coefficient of determination for leader member exchange and career mobility, trust and career mobility, competence and career mobility and ingratiatio and career mobility are 0.923, 0.882, 0.897 and 0.971, respectively all of which are significant at $P<0.05$.

Table 5.14: Summary of Regression Coefficients for the test of Joint Effect and individual effects of the predictors on Career Mobility

	Results from Multiple Regression Model	Results from Simple Regression Models
R	0.974	Leader Member Exchange and Career Mobility - 0.923
		Trust and Career Mobility - 0.882
		Competence and Career Mobility - 0.897
		Ingratiation and Career Mobility - 0.971
R²	R ² =0.948, F=534.668,P≤0.05	Leader Member Exchange and Career Mobility - 0.851 F=687.853, P≤0.05
		Trust and Career Mobility - 0.777, F=418.555, P≤0.05
		Competence and Career Mobility - 0.805, F=494.228, P≤0.05
		Ingratiation and Career Mobility - 0.944, F=2011.237,P≤0.05

Source: (Author, 2017)

These regression coefficients in table 5.14 indicate that the effect of joint predictor variables on career mobility is greater than their individual effect (R²=0.948, F=534.668, P≤0.005), compared with the individual effects on career mobility as shown in table 5.9. This therefore confirms the hypothesis that: *The influence of the Leader-Member Exchange, Trust, Ingratiation and Competence on Career Mobility is greater than their individual effects on Career mobility.*

5.7 Discussion of the Results

The study had five objectives, and each objective had a corresponding hypothesis. This section presents discussion of the findings of the study. The results from the test of hypotheses are compared with the findings of previous studies. Further, the implications of the research findings of the current study for the theories on which the study was founded are explained.

5.7.1 Leader Member Exchange and Career Mobility

The first objective of the study aimed at establishing the influence of leader member exchange on career mobility. This objective had a corresponding hypothesis, H_1 , which stated that there is a positive influence between Leader-Member Exchange and career mobility. The descriptive statistics presented earlier in this chapter indicated that the in-group members were fewer compared to the out-group members. The in-group members appear to experience more frequent career mobility than their outgroup counterparts. This has also been emphasized by the findings in table 5.3 and 5.4 which showed the results of the influence of in-group and out-group members on career mobility. These results are in tandem with those of other authors like Duarte, Goodson, and Klich (1994) who found that the Career mobility chances of employees in higher quality Leader Member exchange relationships were rated higher, regardless of their performance. This is typical in an organization since a leader only has selected “close” individuals whom he confides in.

In testing the overall hypothesis of the leader member exchange and career mobility, the results showed that leader member exchange had a strong positive and significant influence on career mobility. These results are in consistent with several studies including

one that was done by Geertshuis et al (2015) where the results indicated that Leader Member Exchange was positively associated with upward influences. Other studies, including that of Cogliser, Schriesheim, Scandura, and Gardner (2009), report positive associations between leader member exchange and upward mobility. This study is different from the current one because leader member exchange was based on the supervisor ratings.

The results found in this study are consistent with the leader member exchange theory whereby high Leader-Member Exchange members (in-group members) who receive more support may experience high chances of career mobility since they exhibit positive work attitudes. Ultimately, they are rewarded via favorable career outcomes that include promotions (Liden and Maslyn, 1998). The findings of this study is also in line with meta-analysis done by Gerstner and Day (1997) which found that Leader-Member Exchange is positively related to performance ratings hence influences career mobility. However, the strength of the relationship depended on the perspective from which Leader-Member Exchange is measured, as well as the type of instrument used. This is not in line with the current study since the current study got information from both the leader and members hence made use of the relationship (dyad).

5.7.2 The Role of Trust on the Relationship between Leader Member Exchange and Career Mobility

The second objective of the study was to establish the effect of Trust on the relationship between Leader Member Exchange and Career mobility. In order to achieve this objective, a corresponding hypothesis (H₂) which stated that the influence of Leader-Member Exchange on career mobility is mediated by Trust was developed. This section of the questionnaire items on trust were directed to the leaders only since they are the

ones whose decision to recommend a subordinate for promotion or otherwise can be affected by the degree to which they trust the subordinate. So it is basically the leaders' trust that is being discussed in this study.

The descriptive statistics of leader member exchange showed that the in-group members are more trusted by the leaders than their outgroup counterparts. The indicators of trust used in this study which comprised integrity, loyalty and consistency showed that integrity was rated highly by the leaders, followed by Loyalty and consistency respectively. This is an indication that majority of the leaders believe that their members (reportees) have high integrity. From the results, leaders/supervisors generally believe that both the in-group and out-group members have high integrity. Stepwise regression was carried out to test for the hypothesis. Partial mediation of trust was confirmed.

These results are in line with those of Podsakoff et al. (1996) who examined employees within varied industries and organizations and at differing work levels. The researchers concluded that trust moderated relationship between work levels and transformational leadership. It is in contrast with the study done by Fukuyama (1995) on interpersonal trust in organizations and found that trust is a dyadic and mutual event or chain of events between leaders and their followers. This study measured trust from both the leader and the member, which makes it different from the current study because the current study only measured trust from the leaders' point of view since it is the leaders' trust that may cause promotion of the members. The study found that integrity as one of trust indicators had the highest mean over the other two indicators of trust. This shows that integrity is one of the major contributors to the variable of trust. These study findings are in tandem

with those of Bartram and Casimir (2007) which found that transformational leader prompts follower trust through a variety of behaviors.

5.7.3 The Influence of Competence on the Relationship between Leader Member Exchange and Career Mobility

The third objective was to determine the moderating effect of competence on the relationship between leader member exchange and career mobility of the members. On the basis of this objective it was hypothesized that the influence of Leader-Member Exchange on career mobility is moderated by Competence. This section of the questionnaire item was responded by the leaders in order to know the competence level of the members. Competence was operationalized using know how, know why and know whom. Know-why had the highest mean score, followed by know-how and know-whom dimensions of competence. Majority of the leaders agreed to a great extent that the members are enthusiastic in carrying out their duties and the reasons as to why this is so could be for career growth. Technical know-how was also rated highly by the leaders and this can be explained by the fact that all the members had attained a minimum of an undergraduate degree with a good number of years of experience (not less than 3 years). Technical know whom had the lowest mean. These attributes include networking and communication, which are seldom practiced by out-group members who are the majority who seem to have less networking and communication skills. These results are supported by a study done on career competence for career success by Kuijpers (2006). The study revealed that career control and networking were strongly associated with career success.

In the current study, the relationship between leader member exchange and career mobility is moderated by competence. These results are supported by a study done by Duarte et al (1994) who found that member competence in high quality exchanges was

rated high both in the short run and long run whereas the ratings of employees in low quality exchange relationships were consistent with their objective performance in the short run but high in the long run. Another study that supports the current study was done by Forret and Dougherty (2004). They found that networking enhances the achievement of internal and external career success.

5.7.4 The Influence of Ingratiation on the Relationship between Leader Member Exchange and Career Mobility

The study further sought to determine the moderating effect of employee (member) ingratiation on the relationship between leader member exchange and member's career mobility. The dimensions of Employee Ingratiation included self-presentation, opinion conformity, and other-enhancement. It was hypothesized that the influence of Leader-Member Exchange on career mobility of members was moderated by Ingratiation. The results indicate that the influence of leader member exchange on career mobility is moderated by ingratiation. These results are supported by a study done by Sibunruang et al. (2013). They found a positive relationship between supervisor-reported ingratiation and self-reported promotability among individual employees.

Results revealed that the relationship between peer-reported ingratiation and supervisor-reported promotability were positive for those employees with high as opposed to low ingratiation skills. Another study that is in line with the current study was done by Gentry et al (2011) reported that employees with high political skill achieved higher promotability ratings from three different coworker perspectives, including bosses, direct reports, and peers. The results of the current study showed that the influence of leader member exchange is moderated by ingratiation. However, Eastman's (1994) study, on the monetary rewards received by employees who were perceived as 'good corporate citizens'

are greater than those of employees who were perceived as 'ingratiators'. This study is not agreeing with the current study as it found out that ingratiation does not increase any favors from the superiors. This could be because the study concentrated on monetary rewards rather than the non-monetary rewards i.e. upward mobility.

5.7.5 Joint Effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career Mobility

The objective of this aspect of the study was to establish whether the joint effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career mobility is greater than their individual effects. It was hypothesized that the influence of the joint effect of Leader-Member Exchange, Trust, Ingratiation and Competence is greater than their individual effect on Career mobility. The findings indicated a significant influence of the joint variables on career mobility. The results on table 5.15 which shows a comparative table of the joint effect coefficients with the individual coefficient indicated that the joint effect had more influence as opposed to the individual effects on career mobility. Therefore, Leader-Member exchange, Trust, Ingratiation, Competence have significant joint influence on career mobility than their individual effects.

These results have been supported by earlier studies including that done by Dienesch and Liden (1986), which described leaders as delegating to followers early in the relationship as a means of assessing their trustworthiness, competence, and performance hence career mobility. This means a combination of the variables will yield more result than individual variables on career mobility.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This Chapter gives a summary of the study and its findings, conclusions and recommendations. The Chapter further provides the implications of the findings for theory, policy and managerial practice. Finally, the Chapter addresses the limitations of the study and suggests areas for further research.

6.2 Summary of the Findings

The response rate was 72.2%. Two sets of demographic data were obtained for the leaders and members, respectively. The response rate for the leaders was 63.2% and 36.8% for males and females, respectively. Majority of the leaders had worked for the organization for 10 to 15 years while. Most of the leaders were employed at management level 5. Most leaders had worked for the organization between 5-9 years. Most leaders had attained a level of education of postgraduate.

As for the members the gender distribution was 51.6% and 48.4% male and female, respectively. Majority of the members had worked for the organization for a period of 4-9 years. Majority of the members were in management level 5. Majority of the members had worked in the current position for a period of 5-9 years. The members were divided into in-group and out-group. The study found 55 in-group members and 67 out-group members. As for the trust variable, integrity had the highest mean followed by loyalty and consistency. Among the dimensions of Competence, technical know why had the highest mean. Ingratiation had three dimensions self-presentation, Opinion Conformity and other enhancement.

6.2.1 Leader Member Exchange and Career Mobility

The results showed a strong positive relationship between leader member exchange and career mobility in Kenya breweries limited. Consistent with exchange theory, In-group members who receive more support from their supervisor (leader) are empowered to perform at high level or exhibit positive work attitudes. Ultimately, they are rewarded by the leader via favorable career outcomes that include promotions. This is consistent with the findings by Liden and Maslyn, (1998). The coefficient correlation showing the relationship between leader member exchange and career mobility was 0.923 while the coefficient of determination was 0.851 at a $p\text{-value} \leq 0.05$. The hypothesis that leader member exchange influences career mobility was thus confirmed.

6.2.2 Trust as a Mediator in the Relationship between Leader Member Exchange and Career Mobility

Leaders' trust of their subordinates was conceptualized in terms of integrity, loyalty and consistency. A hypothesis (H_2) was developed which states that Influence of Leader-Member Exchange on career mobility is mediated by Trust was tested using Baron and Kenny's (1986) four step path analysis. The results found partial mediation. This implies that the attributes of trust are manifested in the organization to the extent of partially mediating the relationship between leader member exchange and the career mobility. This implies that the effect of Leader Member Exchange on employee's career mobility is indirect through the supervisor's trust of the employee. In other words, supervisor's trust, which results from the quality of Leader Member Exchange, is a necessary condition for Leader Member Exchange's influence on employee's upward mobility.

6.2.3 The Influence of Competence on the Relationship between Leader Member Exchange and Career Mobility

This variable was operationalized using the dimensions of know-why, know-how and know-whom. It was hypothesized that the relationship between Leader Member Exchange is moderated by Competence. The hypothesis was tested by regressing career mobility on the interaction between of leader member exchange and competence. The results show a coefficient of determination (R^2) of 0.922 with a $p\text{-value} \leq 0.05$. This implies that influence of leader member exchange on career mobility is moderated by employee competence. Consequently hypothesis that the influence of Leader Member Exchange on Career Mobility is moderated by Competence was confirmed. This suggests that employee competence is a necessary condition for the effect of Leader Member Exchange on career mobility.

6.2.4 The Influence of Ingratiation on the Relationship between Leader Member Exchange and Career Mobility

The study further examined the moderating effect of ingratiation on the relationship between leader member exchange and career mobility. Baron and Kenny's (1986), three step analysis was used to test the moderation. The results showed a coefficient determination at 0.976 with a $p\text{-value} \leq 0.05$. This finding confirms that ingratiation moderates the relationship between leader member exchange and career mobility. The results therefore support the hypothesis that the Influence of Leader Member Exchange on Employee Career Mobility is moderated by Ingratiation by the Employee.

6.2.5 Joint Effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career Mobility

It was hypothesized that the influence of joint effect of leader member exchange, trust, competence and ingratiation is greater than their individual effect on career mobility. Multiple regression was run and the results indicated a coefficient of determination (R^2) of 0.974. This has been compared with the effects of the individual variables in the study as shown in table 5.14. The findings indicate that the joint influence of Leader-Member Exchange, Trust, Competence and Ingratiation on career mobility is greater than the effect of each predictor variable on career mobility. The hypothesis that the effect of leader member exchange, Trust, Ingratiation and Competence is greater than their individual effect on Employee Career mobility was confirmed.

A summary of the five hypotheses that were tested and the results are presented in Table 6.

Table 6: Summary of the Results of the Hypothesis

Objective	Hypothesis	Decision
To establish the influence of Leader-Member Exchange on career mobility	H ₁ : Leader-Member Exchange Influences Career Mobility	Accepted
To establish the role of Trust in the relationship between Leader-Member Exchange and career mobility	H ₂ : The Influence of Leader-Member Exchange and Career Mobility is mediated by Trust	Partial Mediation
To determine the influence of Competence on the relationship between Leader-Member Exchange and career mobility	H ₃ : The Influence of Leader-Member Exchange on Career Mobility is moderated by Competence	Accepted
To determine the influence of Ingratiation on the relationship between Leader-Member Exchange and career mobility	H ₄ : The Influence of Leader-Member Exchange on Career Mobility is moderated by Ingratiation	Accepted
To establish whether the joint effect of Leader-Member Exchange, Trust, Ingratiation and Competence on Career mobility is greater than their individual effect.	H ₅ : The Influence of the Joint Effect of Leader-Member Exchange, Trust, Competence and Ingratiation is greater than their individual effects on Career mobility.	Accepted

Source: Data analysis (2017)

In line with the findings and confirmation of the hypothesis, the following conceptual framework was therefore developed

6.3 Conclusion

Based on the findings of the study, it is therefore concluded that leader member exchange influences career mobility. It is also concluded that the in-group members experience faster career mobility than their counterparts who are in the out-group. Overall, the results show the importance of good relationships in an organization.

Another conclusion that was inferred from the findings that trust partially mediates the relationship between leader member exchange and career mobility, is that trust emanates out of having a “good” relationship with the leader. Therefore, leader trust to their employees is critical for the subordinates’ career progression. Competence was found to moderate the influence of leader member exchange on career mobility. The conclusion inferred by this finding is that it is not enough to just belong to the in-group; one has to be competent for them to experience vertical progression in an organization.

The finding that leader member exchange influences career mobility is moderated by ingratiation stems the conclusion that ingratiation strengthens one’s career progression in an organization. Therefore, it pays in terms of career mobility, to practice ingratiation. The findings that Leader-Member Exchange, Trust, Competence and Ingratiation have a greater and significant joint effect on career mobility than their individual effect led to the conclusion that an employee has to practice more than one factors of career mobility in order for them to experience upward mobility in an organization.

6.4 Recommendations

The following recommendations are made based on the results of the study.

6.4.1 Augment Dyadic Relationship

From the findings, it is important that subordinates cultivate cordial relationship with their leaders' since that enhances positive career outcomes for the subordinates'. The study suggests that amplifying the quality of Leader Member exchange will ensure the competent subordinates will achieve their career ambitions through upward mobility. It will also encourage leaders to trust their subordinates equally in the organization. This will enable the leaders to rightfully appoint members for promotion opportunities when they arise.

6.4.2 Enhance Open Communication

Based on the study findings, it is recommended that subordinates should practice open communication. This is necessary to establish a sense of trust in the dyadic relationship. Since the study findings proved that leader member exchange partially passes through trust for career mobility to occur, it is recommended that subordinates practice a high sense of integrity, loyalty and be consistent at the workplace. This can only be achieved through open communication from the subordinates to their supervisors. It helps in ensuring loyalty, integrity and consistency of the member hence promotes trust as a whole. This will increase their promotions opportunities in the organization.

6.4.3 Increase awareness of Ingratiation Behaviors to Managers

The study recommends that managerial discretion should be reduced. In order to diffuse the effect of ingratiation on managerial decision and action, decisions on promotion should be based on objective criteria. Such criteria should have measurable or objective indicators that will guide the managers. In addition, promotions decisions should be made by a panel of managers or experts rather than individual supervisors alone. This

recommendation is based on the findings that for a member to get promotion, ingratiation enhances the opportunities between the leader member exchange relationship and career mobility.

6.4.4 Provision of Work Related Resources to the Employees

Based on the study findings that leader member exchange is moderated by competence, the study recommends that provision of work related materials to the employees should be considered important. This is because the study found out, know why as one of the dimensions of competence that had the highest mean. Therefore, employees need to be encouraged time and again to enable them know their purpose in the organization. This can be done through seminars and workshops. Employees should be taken for seminars and workshops to motivate them and improve their know why competencies.

In addition, the study found out that know whom, one of the dimensions of competence had the lowest mean score among the competence dimensions. This therefore challenges the organization to ensure that they provide resources to their employees to ensure that they improve on their social networking. This can be done by enrolling their members to clubs and associations, team building etc.

6.4.5 Awareness on Blending of the Antecedents of Career Mobility

The study findings indicated that the joint effect of leader member exchange, trust, competence and ingratiation on career mobility is greater than their individual effect. Based on this finding therefore, the study recommends that employees need to be aware that upward mobility is affected by several factors namely leader member exchange, trust, competence and ingratiation. Depending on any one of these alone may not guarantee upward mobility.

6.5 Contributions of the Research Findings

This study has contributed in different areas including contributions to theory, practical, policy and methodological contributions. Each of these is discussed in the subsequent sections.

6.5.1 Practical Contributions of the Study

Based on the study findings, that members of the outgroup take a longer time to be promoted as opposed to their counterparts in the in-group who take a shorter time to get promotion, it is clear that leader member exchange relationship affects employees career outcome in terms of promotions at the work place. It is therefore evident that in-group members have better chances of promotion at the workplace than the outgroup members. This contribution is in line with other studies done earlier like Scandura (1999) who found a correlation between in-group membership and increased career opportunities. Martin et al (2005) also found that leader member exchange is correlated with career outcomes for employees.

The study however, was contrary to the one done by Mbithi (2014) who did not find a moderating effect of leader member exchange on the relationship between transformational leadership and performance of universities in Kenya. This may be attributed to the fact that information was sought only from the leaders point of view, who may not have wanted to show any biasness in their judgment. The study findings therefore, underline the importance of building strong relationships with one's subordinates and supervisors.

As observed in this study, leader member exchange relationship indirectly influences employees' career mobility. The relationship is partially mediated by trust. It is not

therefore a guarantee that members of the in-group will experience career mobility, unless they gain the leaders trust. The study findings proved that trust is a consequence of leader member exchange relationship. This finding is in line with a study done by Guohong (2010) on trust and found out that a positive association between trust and career advancement has to be supported by a good quality relationship between the employee and his/her leader.

The study is contrary to another study done by Fukuyama (1995) on trust and found that trust is a mutual dyadic event between leaders and followers. This is different with the current study because, the current study proved that it is the leaders trust to the subordinate that will bring about upward mobility. The leader will benefit very little by the members trust since the objective of the study was to find out if the leaders trust will enhance promotion of the employee.

The study contributes to the debate that is trust a consequence or an antecedent of leader member exchange. Based on the research findings the study is supporting the proponents of trust being a consequence of leader member exchange. McAllister, (1995) is one of the proponents researchers that trust is a consequence of leader member exchange and argues that as a relationship develops, trust becomes based on affect, mutual caring and concern which shows reverse causality of leader trust and leader member exchange.

The study found out that competence plays a moderating role in the relationship between leader member exchange and career mobility. Based on the study findings developing skills and knowledge which in this study is referred to as know how competencies, has proved to be an important factor in the enhancement of the relationship between leader member exchange and upward mobility in an organization. The study also found out that

know-whom as a subsector of competence is likely to enhance an individual's effort to achieve career mobility. The findings of the study have proved that being in the in-group alone may not enable an employee to experience career mobility; this has to be enhanced by competence.

The findings of this study has been supported by studies such as that done by Lau and Pang (2000), who noted that one of the strategies for employees to reinforce the external contacts is to participate in external social groups, such as expert bodies, rotary clubs, political relations, and others. This point had been supported by Van Emmerik (2004) and Eddleston, Baldrige, and Veiga (2004), who noted that individuals who have multiple contacts could aid in the progress of their careers in various ways. Through contributing in such social groups, employees can increase their network and create important relationships with connected people.

The study also found out that ingratiation moderates the relationship between leader member exchange and career mobility. Ingratiation enhances the members' opportunities to gain upward mobility. Results of the study indicated that self-enhancement was rated the highest by the members as a strategy that they use to achieve career mobility. Image improving activities as seen in the questionnaires for self-enhancement includes making bosses responsive of employees' endeavors, working for longer hours, and distancing themselves from negative occurrences and activities. The results of the study indicated that the in-group members practiced more ingratiation than the outgroup members. This finding is supported by Orpen (1996) who found that creating an image of professionalism is significant to many employees in order for them to increase their chance for promotion and career progression. This is because superiors have the power to

make the promotion decision based on their own decision towards an employee's performance.

However, in contrary to the findings of this study, Kipnis and Vanderveer (1971) found out that outgroup members practiced more ingratiation and achieved more career success than in-group members who do not practice ingratiation. In my opinion, this difference is brought about by contextual differences considering the fact that Kipnis and Vanderveer study was done in Europe and the current study done in Africa. Cultural differences might have affected the findings.

Another study contrary to the findings of this study is one that was done by Eastman (1994) on monetary rewards received by employees who were perceived as good corporate citizens are greater than those of employees who were perceived as ingratiators. This may be brought about by the fact that it is easier to objectively measure good corporate citizenship hence easy to offer monetary rewards unlike objectively accounting for monetary rewards for ingratiation.

6.5.2 Theoretical Contributions

The study outcomes majorly support views posited by Social Exchange Theory, Leader-Member Exchange Theory and Career Mobility Theory. However, some differences were observed as discussed below.

The study findings indicated that leader member exchange influences career mobility. This finding supports the social exchange theory in that one of the basic tenets of social exchange theory explains that relationships evolve over time into trusting, loyal and

mutual commitment. Emerson (1976) noted that the use of social exchange theory in models of organizational behavior is framed on the basis of the exchange rule.

The other finding of the study that supports the social exchange theory is that trust mediates the relationship between leader member exchange and career mobility. Based on the study findings that leader member exchange passes through trust for an employee to experience career mobility, social exchange theory is supported in that in-group members were rated highly in terms of loyalty as one of the dimensions of trust. However, contrary to the social exchange theory, the study found out that the outgroup members were rated highly on the dimensions of integrity and consistency. This is contrary to the theory because the social exchange theory proposes that persons with solid exchange positioning are more likely to return a good act than those with a low exchange positioning yet the leaders are rating the outgroup members highly on the two dimensions of trust that is integrity and consistency. This is a theoretical contribution of the study.

The dimensions of competence used in this study also supports the social exchange theory in that the study findings indicated the moderating effect of competence on the relationship between leader member exchange and career mobility. One of the dimensions of competence in this study is know whom, which means networking and creating social ties. The study findings indicated that being in the in-group alone does not guarantee subordinate career mobility unless one has the necessary skills in terms of knowledge and has the necessary social ties to enhance ones upward mobility.

Most individuals have a challenging time refusing the positive advances of others. This study found out that the relationship between leader member exchange and career

mobility is moderated by ingratiation. This means that one has to practice ingratiatory tactics in addition to being a member of the in-group to gain career mobility. This include giving compliments and/or doing favors for superiors hence in the process promoting social ties which is in tandem with social exchange theory. However, the study findings that self-presentation as a dimension of ingratiation appeared to be practiced more by the employee than the other two dimensions that is opinion conformity and other enhancement is a surprise result which is contrary to the social exchange theory that expects the subordinate to involve more in behaviors of praising the leader more than praising themselves in order to achieve upward mobility.

Leader-Member Exchange theory challenges that leaders treat followers in a collective way, as a group. The findings of this study indicated that in-group members experience career mobility faster as in they climb up the career ladder within a shorter time as opposed to the out group members who based on the study findings take a longer period of time to climb up the corporate ladder.

Based on the study findings, it is proved that competence enhances the relationship between leader member exchange and career mobility. Without competence even members of the in-group may not automatically experience career mobility. This is contrary to the proposition of the leader member exchange theory which notes that in-group members will experience career mobility more than outgroup members.

The theory of career mobility advocates several specific expectations concerning the effects of schooling on wages and organizational mobility. While in some careers, further education which is part of competence, gives returns in form of higher wages, in other careers the returns are in terms of upward mobility with higher wages. This is actually the

case in this study since it tested competence as a moderating factor for career mobility and the results supported the argument.

The findings of the study that ingratiation moderates the relationship between leader member exchange and career mobility supports one of the principles of career mobility theory. The tenet states that careers replicate a continuous process of modification to the social and work-related environment through socialization. This is also supported by the findings of the study that competence moderates the relationship between leader member exchange and career mobility especially considering the fact that one of the dimensions of competence was know whom. This dimension supports the use of socialization in an organization. While in-group, unlike outgroup, status had a strong association with career mobility, this was more true for those who were rated high on competence. In other words, being in the in-group is a necessary but not a sufficient condition. It must be accompanied by competence.

6.5.3 Policy Contributions

Career competencies are mentioned more often in national policy documents on employability, as well as in the framework of policies and programs in educational and labor organizations. Based on the study findings that the relationship between leader member exchange and career mobility is moderated by competence, more so if one is in the in-group, it is important for organizations to have a clear policy on employee development to prepare them for career mobility. Findings of the study indicated that the relationship between leader member exchange and career mobility is mediated by trust. This can contribute in developing policies in organization because relationships within the workgroups only result in career mobility when there is trust between the leaders and

their subordinates. In order to develop a conducive work environment organization should consider encouraging trust in terms of integrity, loyalty and consistency among its employees.

6.5.4 Methodological Contributions

Questionnaires were used to collect data in this study. This is a useful tool for data collection as it allowed the respondents privacy and chance to express themselves freely without fear and shyness. The study has therefore made a methodological contribution by use of questionnaires instead of the commonly used interviews and lab experiments. The study has also contributed immensely on the use of dyads. The study used dyads as unit of analysis where information is collected from both the leader and the corresponding member. Unlike many studies of this nature where information is collected from one side especially the leader only. This kind of research design is reliable and allows the collection of information across respondents.

6.6 Limitations of the Study Research

The study used a cross sectional survey, this is a limitation in that it only collected data at one point in time. The current study therefore did not take into consideration longitudinal aspect, for example it did not investigate whether results obtained would be significantly different if the study was to be repeated say after three years. Had the survey been repeated over a period of time. A longitudinal study would enable causativeness to be proven and changes over time to be documented and would also enable the mutuality in leader member exchange and career mobility patterns to be fully explored. Finally, the current study covered only the white-collar employees' i.e. managers only and therefore excluded the blue-collar employees. The findings cannot

apply to the lower level employees since the study considered the middle management only.

6.7 Suggestions for Further Research

Undoubtedly, the paramount way to evaluate relationship progress, upkeep, and deterioration is through long-term longitudinal study. With the exclusion of Wakabayashi, Graen, and Graen (1988), most longitudinal studies of leader member exchange (Bauer and Green, 1996; Dansereau et al., 1975; Liden et al., 1993; Liden and Graen, 1980; Nahrgang et al., 2009) have covered less than 1 year. These studies have concentrated on the progress of leader member exchange more than how the relationship should be maintained. Therefore, a study should be done not in a cross-section manner but longitudinally to test the long run relationship and its sustenance.

Bennis (2007) argued that leadership is based on relationship with followers and other stakeholders. It is therefore important to have that in mind with reverence to the development of leaders. A meta-analysis was done by Scott, Craven and Green (2006) and the results indicated that an emphasis on training supervisors in these behaviors may be an operative way of promoting quality of Leader Member exchange. Conversely, how do we train leaders to mature and uphold high-quality relationships with their followers? Graen, Novak, and colleagues' (1982) field experiment characterizes one of the few studies that endeavored to "train" managers to improve high-quality relations. More research in this area would be valuable for leader member exchange theory and practice.

In conclusion, with reverence to environment, this study found a relative lack of leader member exchange study in public institutions. The significant conclusion that leaders trust mediated the influence leader member exchange on career mobility proposes the need for further research on the generalizability of leader member exchange and career

mobility and the factors such as competence and ingratiation that enhance this relationship.

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APPENDICES

Appendix I: Questionnaire

The data shall be used for academic purposes only, and will be treated with strict confidence. Your participation in facilitating the study is highly appreciated. All information in this questionnaire will remain absolutely confidential.

PART I: Personal Information

1. Your gender

Male ()

Female ()

2. Number of years worked with the organization

Less than 1 []

1- 3 []

4 – 9 []

10 -15 []

16-19 []

Over 20 []

3. In what grade were you employed when joining the organization?

[] Non-Managerial Position

[] Management level 6B

[] Management level 6A

[] Management level 5

[] Management level 4B

[] Management level 4A

[] Other

4. How long have you held your current position

0-4years [] 5-9years [] 10-14 years [] Over 15 years []

5. What is your current level of Education

Bachelor's Degree [] Master's Degree [] PhD Degree []

PART II: Study Variables

(a) Leader-Member Exchange (For Members)

Indicate the extent to which you agree or disagree with the following statements regarding your supervisor by ticking in appropriate box against each statement

Statements	Strongly Agree	Agree	Moderately Agree	Agree to a less extent	Agree to a very less extent
I respect my immediate supervisor's knowledge and job competence					
My immediate supervisor never displays favoritism					
My immediate supervisor has helped in my career development					
My personal life is of genuine interest to my immediate supervisor					
My immediate supervisor would defend me if I made an honest mistake.					
My immediate supervisor is willing to listen to my ideas					
My immediate supervisor keeps me informed about important issues					
My immediate supervisor is the kind of person one would like to have as a friend.					
I do not mind working my hardest for my immediate supervisor.					
My immediate supervisor would come to my defense if I were "attacked" by others.					

I do work for my immediate supervisor that goes beyond what is specified in my job description.					
I admire my immediate supervisor's professional skills.					
My immediate supervisor defends (would defend) my work or actions to a superior, even without complete knowledge of the issue in question.					

(b) Leader-Member Exchange (For Leaders) -Indicate the name of the employee in the sample that is supervised by the respondent- in each of the questionnaire

Indicate the extent to which you agree or disagree with the following statement regarding your Subordinate by ticking in the appropriate box against each statement

Statements	Strongly Agree	Agree	Moderately Agree	Agree to a less extent	Agree to a very less extent
I like this employee (mention name) very much as a person.					
This employee does work for me that goes beyond what is specified in his/her job description.					
I am impressed with this employee's knowledge of his/her job.					
This employee is the kind of person one would like to have as a friend.					
This employee would defend my work-related actions to others in the organization, even without complete knowledge of the issue in question.					
This employee is a lot of fun to work with.					

I seek out this employee's opinion on important job-related matters					
This employee would come to my defense if I were criticized by others.					
This employee does not mind working his/her hardest for me.					
This would defend me to others in the organization if I made an honest mistake					
I admire this employee's work-related skills.					
This employee is willing to apply extra efforts, beyond those normally required, to meet my work goals.					

(c) Career Mobility

Indicate the extent to which you agree or disagree with the following statements by ticking in the appropriate box against each statement

Statements	Strongly Agree	Agree	Moderately Agree	Agree to a less extent	Agree to a very less extent
There is opportunity for me to advance at the Company					
Leaders are developed from within the Company					
There is equal opportunity for advancement at the Company					
Job promotions are awarded fairly and without bias					

My manager always seeks opportunities for my career progression					
There is always time to discuss my career development with my boss					
Career development is something my manager actively supports					
My manager provides equal opportunities for career counseling and movement up the ladder					
Movements up the ladder do not take long for me					

(d) Trust (For Leaders)

Indicate by ticking the extent to which you agree or disagree with the following statements regarding your Subordinate

Statements	Strongly Agree	Agree	Moderately Agree	Agree to a less extent	Agree to a very less extent
Integrity					
This employee always does what s/he say s/he'll do					
The employee makes my intention look good to customers and other colleagues even when I did not mean so					
This employee is capable of lying at least occasionally in order to succeed in his/her work					
This employee takes ethical short cuts to succeed					

This employee has inflated an expense claim for reimbursement					
This employee has concealed or distorted significant information in communicating with me					
This employee has lied to me occasionally about something significant					
This employee has told the truth knowing it would be personally costly even when he/she could have gotten away with lying or concealing information					
Loyalty					
This employee can be relied upon to keep promises					
This employee is sincere					
This employee deals with customers and other colleagues honestly					
This employee deals with customers and other colleagues fairly					
I would recommend this employee to friends and family.					
I feel personally driven to help this employee succeed and will go beyond what's expected of me to ensure that.					
Consistency					
This employee's mood is unpredictable					

This employee is always calm under pressure					
This employee always takes ultimate responsibility if things go wrong					

(e) Competence

Indicate by ticking the extent to which you agree or disagree with the following statements regarding your Subordinate

Statements	Strongly Agree	Agree	Moderately Agree	Agree to a less extent	Agree to a very less extent
Know Why Competencies					
This employee inspires, motivate and guide others towards goal accomplishment					
This employee attempts to resolve interpersonal and intergroup conflict constructively through self-management					
This employee maintains a professional demeanor in stressful and difficult situations					
This employee demonstrates commitment to quality work through statements and actions					
This employee demonstrates a sense of responsibility and commitment to my work					
Know How Competencies					
This employee integrates the acquisition of knowledge/skills into day-to- day work					
This employee demonstrates sufficient expertise at his/her work					
This employee appropriately applies procedures, requirements, regulations, policies and standards related to specialized areas of expertise					
This employee demonstrates and appreciate safety for self and others in all actions and activities					

This employee keeps abreast of major development in discipline area and demonstrate competency within areas of functional responsibility					
Know Whom Competencies					
This employee facilitates an open exchange of ideas					
This employee orally expresses his/her ideas and facts in a clear organized and convincing manner					
This employee effectively develops networks and build alliances with key individuals or groups					
This employee build trust and open communication among team members and with stakeholders					

(f) Ingratiation

Kindly indicate the extent to which the following statements are true about you (Tick in the appropriate box against each statement)

Statements	Not at all	To a less extent	To a moderate extent	To a great extent	To a very great extent
Self-Presentation					
I talk proudly about my experience or education in the presence of my boss					
I always enlighten my boss of my talents					
I always enlighten my boss of my accomplishments					
I let my boss know that I have a reputation for being competent in a particular area					
I talk about important people that I know in the presence of my boss					
I distance myself from negative events that I was a part of in the presence of my boss					
I declare that I have other opportunities outside the current job					

I make a positive event that I am responsible for appear better than it actually is in front of my boss					
Opinion Conformity					
I praise my boss for his/her accomplishments					
I do personal favors for my boss					
I offer to do something for my boss that am not required to do					
I compliment my boss on her/his dress or appearance					
I agree with my boss major ideas or beliefs					
I imitate my boss' behavior or manner					
I let my boss win arguments					
I downplay my accomplishments to make my boss look better					
I try to agree with my boss even when I might disagree					
I intentionally do poorer quality work than am capable of to make my supervisor look clever/brighter					
Other Enhancements					
I arrive at work early in order to look dedicated					
I work late at the office so that my supervisor sees me					
I try to act like a model employee					
I volunteer to help whenever there is the opportunity					
I arrange things on my desk so that it looks like work is being done					
I let my boss know how much overtime I work					
I pretend to be busy even if I might not be					
I make sure am never seen "goofing off" or wasting time					

Appendix II: Sampling Table

Number of Respondents at the Kenya Breweries Ltd to be used in the Study

Name of Department		Sample		Dyads
	Subsections of the Departments Selected	Management Level 4B	Management Level 5	
Human Resource Department	1. Learning and Development	1	12	12
	2. Performance and Reward	1	10	10
Sales Department	1. Mountain	1	7	7
	2. Central	1	12	12
Finance Department	1. Finance Manager	1	8	8
Customer Service Department	1. Customer Experience Manager	1	8	8
	2. Customer Manager	1	8	8
Marketing Department	1. Marketing Manager (In charge of 2 Regions)	1	9	9
	2. Marketing Manager (In charge of 2 Regions)	1	8	8
Corporate Relations	1. Corporate Manager	1	8	8
Information System Department	1. Manager for each region (2 Regions)	1	8	8
		1	8	8
Procurement	1. Procurement Manager	1	8	8
	2. Supplies Manager	1	8	8
Brewing	1. 3 Plant Managers	1	10	10
		1	9	9
		1	8	8
Compliance and Ethics	1. 1 Manager for each region (2 Regions)	1	10	10
		1	10	10
Total		19	169	169

Appendix III: Likert Scale Used to Categorize the Dyads into In-Group and Out-Group Members

12-24 25-36 37-48 49-60

1 **2** **3** **4**

1  **2**  **3**  **4**  **5**

The respondents completed the questionnaires both the leaders and subordinates. The leaders, completed the questionnaires multiple times, assessing the quality of the relationships they have with each of the subordinates. On the other hand, the subordinates, completed the questionnaire based on the leaders to whom they report.

SCORING INTERPRETATION

Although the LMX 7 is most frequently used by researchers to discover theoretical inquiries, in this study, LMX 5 was used. LMX scores were interpreted using the following procedures: very high= 49-60, high = 37-48, moderate=25-36, low=12-24. For one to be considered as ingroup member, scores ranging from 37-60 was considered whereas those who scored from 12-36 are considered outgroup.

Adapted from: Relationship-based Approach to Leadership: Development of leader-member exchange (LMX) Theory of leadership over 25 years: Applying a multi-level, Multi-Domain Perspective, by *Graen, G.B. and Uhl-Bien, M. (1995). Leadership Quarterly, 6(2), 219-247.*

Appendix IV: List of Managers with Codes

Leaders	Departments
Leader A	Sales Department 1
Leader B	Sales Department 2
Leader C	Finance Department
Leader D	Customer Department 1
Leader E	Customer Department2
Leader F	Marketing Department 1
Leader G	Marketing Department 2
Leader H	Information Technology Department 1
Leader I	Information Technology Department 2
Leader J	Corporate Department
Leader K	Human Resource Department 1
Leader L	Human Resource Department 2
Leader M	Compliance Department 1
Leader N	Compliance Department 2
Leader O	Procurement Department 1
Leader P	Procurement Department 2
Leader Q	Brewing Department 1
Leader R	Brewing Department 2
Leader S	Brewing Department 3