Universitetet i Stavanger

How can destructive leadership affect young workers in the tourism and hospitality Industry?

Master Thesis in International hospitality management

Number of words: 19 378

Number of pages: 91

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MASTER'S THESIS

STUDY PROGRAM:	THESIS IS WRITTEN IN THE FOLLOWING SPECIALIZATION/SUBJECT:
Master in International Hospitality Management	**Destructive Leadership**
	IS THE ASSIGNMENT CONFIDENTIAL? NO

TITLE:

How can Destructive Leadership affect young workers in the Tourism and Hospitality Industry?

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Abstract

Leadership is essential in every organization, but what happen when the leader is working against the organization or the subordinates? The aim of this thesis was to investigate how young workers in the tourism and hospitality industry perceive destructive leadership. As well as see how this will affect their overall work satisfaction and views on the future.

In Norway are there many young workers in the tourism and hospitality industry. It was therefore interesting to look at students that work part-time in this industry. As well as how these students perceive destructive leadership concerning issues connected to the leader and them personally. Their overall satisfaction at work and their views on the future in the organization was also included. A quantitative questionnaire has been conducted and distributed to the bachelor students enrolled at The Norwegian school of Hotel Management. After the questionnaire was the relationship between the construct calculated and it shown that there was a relationship between all of the investigated constructs. This indicates that the young workers are affected by destructive leadership concerning their overall work satisfaction and future views in various forms and degrees.

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Acknowledgement

Destructive leadership is an important issue to minimize in organizations while in this process of the master thesis there have been no sight of destructive leadership. For that I would like to reach out a big thank you to my supervisor Einar Marnburg for his help and guidance throughout this process. For helping me with new ideas and motivating for further research.

I will also reach out a thanks to Åse Helene Bakkevig Dagsland for helping distribute the questionnaire in one of her lectures. She also deserves a thank for help to starting the process of looking into destructive leadership, as she was good help in the starting process of the thesis.

This thesis would never have been made if it wasn't for the responder. And a big thank you to the first- and second-year bachelor students at the Norwegian School of Hotel Management for willingly participating as responders in this research.

Lastly, I want to thank my family and friends both here in Stavanger and in my hometown for moral support and helpful inputs throughout the process. You guys have made the process easier and without you it would be hard to have kept the motivation and humor throughout the process.

Stavanger, June 2019

Maren Helene Osnes Underdal

Chapter 1. Introduction

No matter what your line of work or the position of the organization you will encounter leaders and most likely you will not have one leader during your working life. Not every leader can be described as a good leader. While good leaders are mentioned and prized for their good job. Not so good leaders also exist in every industry.

Leadership has been researched numerous times the last decade, but these times they have mostly looked at the effects from a successful leadership style. Research done on this field has usually look at the effective leadership, this is because they see ineffective leadership as non - exiting leadership (Einarsen, Aasland & Skogstad, 2007, p.207). The traditional research on leadership has focused on factors that are associated with effective leadership and researches has then made and assumption that an absence of leadership is ineffective leadership. Today holds the tourism industry the largest share of young workers in Norway. Many sees this industry as a good entry industry for their work experience.

This thesis will investigate destructive leadership and what kind of affect having a destructive leader will have on the subordinates. This is an important issue since destructive leadership and other types of negative leaders usually have been seen as none existing leadership. Therefore, are these types of leadership only researched to a certain extent. This research will specifically look into the impact destructive leadership has on young workers. More specifically students that works beside attending higher education. Destructive leadership is an important issue not only this research, but also in organizations on a daily basis.

Not all of the models used in this thesis is cut of SPSS, but they are reconstructed to only include the important and relevant points of the analyses. This is for example showed in the analysis of regression where only the unstandardized B and the significant level is presented.

1.1 Background

Destructive leadership has as mentioned earlier been a problem for a long time without being that much researched. Looking at numbers shows that from 1950-1990 60% to 75% of all employees said that the worst aspect of their work was their leaders (Aasland, Skogstad, Notelaers, Nilsen & Einarsen, 2010, p. 438). Other research done by Namie and Namie (2000, cited in Einarsen, Aasland & Skogstad, 2007, p 207) discovered that 89% of those who has experienced bulling at work see the leader as the main person.

Young workers or students are an important asset for the future development in Norwegian industries. In 2015 36,4% of the workers in the hotel and restaurant industry where under 24 years. This was the largest industry of young workers in Norway this year (NHO Reiseliv, 2016 p. 12). Tourism industry since it is the fastest growing industry in Norway. As Norway is becoming one of the more attractive destinations to visit, is this industry an important area to look further into. During the years have the Norwegian tourism increased and the total tourism consumption was in 2016 170 billion (Innovasjon Norge, 2017, p.6).

These factors laid the basis for the further research in this thesis. This is all important for the Norwegian tourism industry to live on and be an attractive industry for worker for many years in the future.

1.2 The thesis structure

In the starting phase of the thesis it was difficult to select one topic that was found both interesting and important. It became clear early in the process that destructive leadership would be the topic. This was because it looked at an area of leadership that is not that researched and it was found interesting personally as well. In order to gather more information concerning the topic secondary data has been presented through a literature review. Secondary research is defined as using existing research that someone else have gathered (Neuman, 2014b, p. 241). In the literature review there is not only information of destructive leadership that has been gathered, but also information about how young workers are in a working setting and environment. Based on the literature review the hypotheses have been created. The hypotheses are as well fitted for the conceptual model that is described in the previous part.

After conducting the literature review, I needed to choose the research design. Since in-depth information not was needed felt the choice on quantitative research design and then using a questionnaire. The literature review is used to gather a greater knowledge of the field and used to develop the questionnaire. As questionnaire was used for collecting data the literature review was also used to find measures and measurements scales that had been used in previous research. The questionnaire will be used to gather information directly for employees and how they have been affected by destructive leadership at their present or previous work.

The second part will be the methodology part where it will be presented who's the unit of analysis are and what kind of information that we are searching for. Lastly will it be presented how this information will be gathered.

After presenting how the information would be gathered there is the results. This will be presented as an individual part and look at the who the responders are as well as how their answers have been distributed. The results part will also look closer at the reliability and validity of the measurements. This in order to check the questionnaire and the data that have been collected.

Chapter 2. Literature review

In this part destructive leadership will be looked at form various perspectives. This is in order to get a deeper understanding in what is meant by destructive leadership. When collecting this understanding desk research have been used to collect previous research on this topic. Leadership is a concept that will develop and evolve throughout the years. The concept can be defined as "an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purpose" (Daft, 2011, p. 5). A form of leadership is destructive leadership that will be presented in this research.

During the last decades there have been an increasing interest in researching and describing destructive leadership. This has been done by investigating the leader's negative actions and that is not places as a personality trait (Skogstad & Einarsen, 2009, p. 227-228).

2.1 What is destructive leadership

During the last years there has been done little research on the destructive leadership and what kind of negative effects this leadership style has towards an organization. Some researchers believe that destructive leadership is a rear phenomenon and that it therefore is not that important. On the other side thinks researchers that is a problem that affects many organizations (Asland et.al., 2010, p. 438).

Destructive leadership is seen as a very wide concept and therefore note only not described as one behavior of leadership but contains of a large variety of behaviours (Aasland et.al, 2010, p.439).

Many researches have called destructive leadership as the dark side of leadership. There is a variety of leadership behaviour, which destructive leadership had become the overall term for this type of leadership behaviour (Aasland, Skogstad & Einarsen, 2008, p. 22). Destructive leadership as mentioned contains a variety of leadership behaviours like, abusive supervision, petty tyranny, authoritarian, narcissistic leadership and many more. These concepts look mainly at the control and obedience and focuses less on the aspect of abusive leadership. As seen in the definition by Einarsen et.al (2007) it is seen that the destructive leadership may also affect the organization, which may potentially lead to negative consequences for the people that are connected to the organization as well as the way they work inside the organization. This type of leader is neglecting or are working actively to prevent working towards the goals that is set by the organization (Aasland et.al., 2010, p.439).

During research done by Schyns and Schilling (2013) they have looked at four concepts that differs in the discussion of defining destructive leadership behaviour. These four concepts are: perception vs. actual behaviour, intent, physical, verbal and non-verbal behaviour and inclusion of outcomes. Destructive leadership in Schyns and Schilling's view is determined from the followers' point of view. Meaning that a leaders behaviour only have an effect when the behaviour is perceived by the followers (Schyns & Schilling, 2007, p. 140).

Further they have discussed whether a leader is destructive intentionally or unintentionally. Their conclusion on this topic is that a leader that act intentionally destructive will be more damaging than those how act in an unintentionally destructive behaviour (Schyns & Schilling, 2007, p. 140). The third concept is the physical, verbal and non-verbal behaviour. Destructive leadership can incorporate different types of behaviour, and this can be both verbal and non-

verbal behaviour as well as physical violence (Schyns & Schilling, 2007, p.140). Lastly there is the concept of inclusion of outcomes.

Destructive leadership has usually focused on the active and manifest destructive behaviour compared to the passive and indirect forms. On the other hand, aggressive leadership behaviour towards the subordinates are not necessarily active and manifest but it may also be a behaviour that is passive and indirect (Skogstad, Einarsen, Torsheim, Aasland & Hetland, 2007, p. 80). Einarsen et.al. (2007) has constructed a definition for destructive leadership that are aiming both to the subordinates and organization.

"The systematic and repeated behaviour by a leader, supervisor or manager that violated the legitimate interest of the organization by undermining and/or sabotaging the organization's goals, tasks, resources, and effectiveness and/or the motivation, well-being or job satisfaction of subordinates" (Einarsen et.al., 2007 p. 208)

This definition is seen as an all-inclusive since it both looks at the subordinates and the organization. Leaders that have a destructive behaviour can hurt the subordinates by sabotage or undermine their well-being, motivation and their job satisfaction. As well as they can hurt the organization by minimizing the effectiveness by targeting job tasks, resources and goals (Einarsen et.al., 2007, p. 209). The definition by Einarsen et.al (2007, p.208) includes both physical and verbal behaviour. Einarsen et.al (2007, p.208) definition emphasizes on the systematic and repeated behaviour. This is since most leaders makes a bad decision sometimes, without any intensions to harm either the employees or the organization. Einarsen et.al. (2007, p. 209) uses the systematic and repeated behaviour on the basis of the European research tradition on workplace bullying. This research says that in order to call it bullying the actions or interaction needs to be repeatedly and over a period of time.

The following year Einarsen, Aasland and Skogstad (2008) developed this definition based on the thoughts of Professor Svein Kiles.

*"the illegal, or repeated behaviour by a leader, supervisor or manager that violate the legitimate interest of the organization by undermining and/or sabotaging the organisation's goals, tasks, resources, and effectiveness and/or the motivation, well-being or job-satisfaction of his/her subordinates" (*Einarsen et.al., 2008, p. 3).

This definition shows the variety of destructive leadership. Compared to the definition by Einarsen et.al. (2007, p.208) this definition also looks at the actions both towards the organization and the subordinates. Einarsen, Aasland and Skogstad (2008) definition is based on the same principles as the definition from 2007 when it comes to the classification of aggressive behaviour. The classification is divided into three dimensions: physical versus verbal aggression, active versus passive aggression and direct versus indirect aggression Skogstad & Einarsen, 2009, p. 228).

In the aggression theory there is stated that destructive actions are intendent to harm the other part, either it is towards the organization or the subordinates. Skogstad and Einarsen (2009, p.229) says that it is not the intension behind that is destructive it is the consequences of the actions that is seen as destructive.

Other researchers that have defined destructive leadership is Schyns and Schilling (2013) they have constructed a definition of destructive leadership as:

"a process in with over a longer period of time the activities, experiences and/or relationship of an individual or member of a group are repeatedly influenced by their supervisor on a way that is perceives as hostile and/or obstructive" (Schyns & Schilling, 2013, p.141).

This definition compared to the one created by Einarsen et.al. (2007) looks only at the subordinates and not both the subordinated and the organization. Further, Schyns and Schilling (2013) elaborate on the more important aspects of the definition as the influence. Influencing followers are essential in most definitions of leadership as well as destructive leadership. Meaning that a supervisor uses destructive leadership to reach a certain aim and unintentionally influences the activities and the relationships with in the workgroup. The supervisor is here the one influencing the employees. Similar to Einarsen et.al. (2007) definition the actions here as well need to be repeated over a longer period of time, in order to be seen as destructive leadership. The behaviour is an important part of the definition and in this case the foundation of destructive leadership belong to the hostile and hindering nature of a leaders behaviour. In this definition they look at destructive leadership as having influence both to individuals as well as groups (Schyns & Schilling, 2007, p. 141).

Einarsen, Skogstad, Aasland and Løseth (2002) has looked at the development of destructive leadership in an historical perspective. Kings and state leaders with unwanted leader trait have both been called a tyrant and dictator. Further they have defined destructive leadership as: "actions that a leader takes with an intention to influence the subordinates in a way that they may experience as negative "(Einarsen, Skogstad, Aasland & Løseth, 2002, p. 235).
Their view of destructive leadership can be seen in four different perspectives: behaviour perspective, situations perspective, power perspective and personality perspective (Einarsen et.al., 2002, p. 234).

Behaviour perspective

Destructive leadership comes to show trough a leader's actions which is performed towards the employees with the intent and through systematic behaviour to harm one or more of the

subordinates. In this perspective the aggressive behaviour can be classified into three counterparts: physical versus verbal aggression, active versus passive aggression and direct versus indirect aggression (Einarsen et.al., 2002, p.240).

Situations perspective

The situations perspective looks at when a leader is destructive. For a leader to behave destructive might be triggered by a certain situation. Another view is that some leaders have a destructive behaviour because they believe that its expected behaviour of a leader (Einarsen et.al., 2002, p. 241).

Through previous research it is seen that employees that have experienced a destructive leader in situations where the work environment is affected by minimal support, high mistrust and a missing feeling of society. This combined with unclear and conflicting roles in the organization. A possible explanation on this can be that there is a missing clarification concerning the claims and the expectations towards how the organization function (Einarsen et.al., 2002, p. 242).

Power perspective

The next perspective is the power perspective, which looks at the source for what makes a leader destructive. In an organization the leader has both power and influence towards the employees, because of their position and resources they control. A leader's role is to manage and facilitate their employees. With this role leaders also have the opportunity to abuse their power to act in a destructive behaviour (Einarsen et.al., 2002, p. 243).

Personality perspective

The last perspective, the personality perspective, looks into how some leaders are destructive and other are not. When looking into the different personalities of leaders they can be groups into three personality groups. Two of these groups can be seen as destructive friendly, meaning that they give the behaviour a place to grow (Einarsen et.al., 2002, p. 246).

In this thesis the definition by Einarsen et.al. 2007 is chosen to be used. This is because the definition look as both the effect destructive leadership can have towards both the organization and the subordinates. The next part will therefore look further into how a leader with a destructive behaviour can affect the organization and subordinates. It will also look at different destructive leadership behaviours.

2.2 Destructive leadership behaviour

In destructive leadership there are four main behaviour targeting. These are pro-and anti-subordinate and pro-and anti-organizational. This is made into a model by Aasland, Skogstad and Einarsen (2008) and it looks at leadership behaviour as a continuum form highly 'anti' to highly 'pro'. The subordinates' part of the model is considering their motivation, well-being and job satisfaction. While the organizational part looks at the behaviour towards the organizational goals, efficiency and resources (Aasland, Skogstad & Einarsen, 2008, p. 23).
The model is an elaboration of the model Managerial Grid, made by Blake and Mouton (1985, cited in Einarsen, Aasland, Skogstad, 2007, p, 211). This relationship is shown in the model underneath.

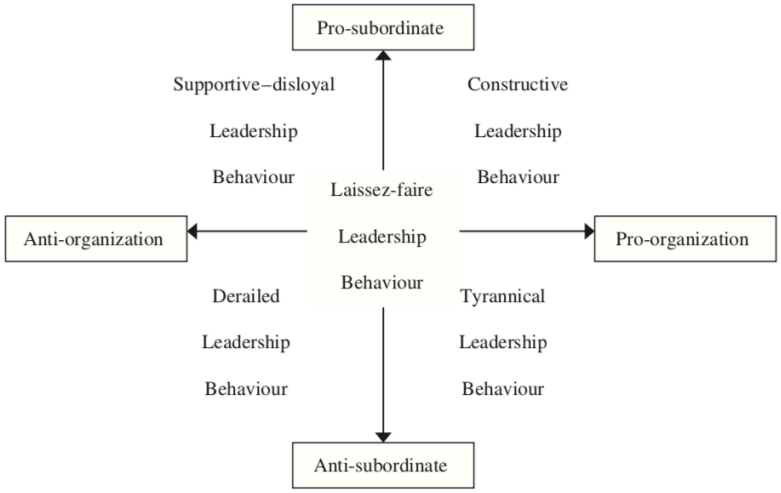

Figure 1. Destructive leadership behaviour (Aasland et.al., 2008, p. 23)

This model is made to show how destructive leadership can be related to constructive and effective ways of leadership. The two dimensions are not dependent on each other, meaning that a leader can act constructively in one dimension while destructively in the other. This can be that a leader is corrupt against the organization while on the same time be supportive towards the subordinates (Aasland et.al., 2008, p.23). The model above illustrates 4 forms of destructive leadership, one that is passive and three that are active. Aasland et.al. (2008, p. 24) has here focused on the tyrannical-, supportive-disloyal-, and derailed leadership behaviour. This is because the constructive leadership behaviour is both pro-subordinate and pro-organization. In the further description of the model constructive leadership behaviour will not be presents since it is both pro-organizational and pro-subordinate and therefore a leadership behaviour that is not destructive.

The two pro-anti dimensions in the model are not dependent on each other. This means that the leader can act constructive in one area and then destructive in another area (Skogstad & Einarsen 2009, p. 231). An example on this can be that a leader that is destructive towards a

subordinate in a meeting while still being a god leader with a good conscious for meeting its goals towards the rest of the employee group (Skogstad & Einarsen, 2009, p. 231).

In the middle of the model Laissez-fair leadership is placed. This leadership style is characterized with leaders that is not able to finish assignments, do not follow the organizations goals and do not follow up on the subordinates. On the basis of this the Laissez-fair leadership is placed in the middle of the model (Einarsen, 2007, p. 42). Leaders with a Laissez-fair behaviour does not intentionally work towards negative actions, but the consequences of not acting out that becomes a problem. This can be that they do not do anything with a subordinate that is been bullied at work, even though the leader is asked to handle the situation. By not handling the situation an environment where bullying is tolerated might be created (Einarsen, 2007, p. 42).

2.2.1 Tyrannical leadership behaviour

On the right downside there is tyrannical leadership behaviour with is pro-organization, but anti-subordinates. This type of leadership behaviour will act in line with the organizational goals, tasks, missions and strategies. At the same time as the leader is undermining the subordinate's motivation, well-being and/or their job-satisfaction (Einarsen et.al., 2007, p. 212). While on the other hand they are seen as getting good results at the cost of their subordinates. They are categorized by humiliate, belittle and manipulate the subordinates to get the work done (Aasland et al., 2008, p. 24).

Other researchers mean that even though a leader might be tyrannical they can have developed an extraordinary performance when it comes to the organization and the evaluation on the leader can therefore be very different for the subordinate and the supervisor. Meaning that the

subordinate will view the leader as bad since him/her is working against them, while the supervisor is seeing good results on an organizational level and is pleased with that (Einarsen et.al., 2007, p.212).

2.2.2 Supportive-disloyal leadership behaviour

On the opposite side of the tyrannical leadership behaviour there is the supportive-disloyal leadership behaviour. These leaders are anti-organizational while on the same time pro-subordinates. A leader that has a supportive-disloyal leadership behaviour is highly supportive towards its subordinates as well as disloyal towards the organization. The disloyalty can be that they steal resources whether it is material, time or financial resources. This leadership behaviour may also use the subordinates in a way that works against the organizational goals, at the same time that the leader is good towards the employees (Aasland et.al., 2008, p. 24).

Since this leadership behaviour is pro-subordinates these leaders might grant their subordinates with more benefits than what the organization can handle. As well they can allow and might as well encourage that the subordinates to be wrongdoing and/ loafing when at work (Einarsen et.al., 2007, p. 213).

Some leaders with a supportive-disloyal behaviour might not think that they are working against the organization. They might feel that the work they are doing are in the best interest for the organization. This is because they do not intentionally want to harm the organization, but they have another vision or goals than the organization has (Einarsen et.al., 2007, p. 214).

2.2.3 Derailed leadership behaviour

The last active destructive leadership behaviour is the derailed leadership behaviour. This is both anti-organizational and anti-subordinates. Leaders that have a derailed leadership

behaviour will humiliate, bully, manipulate or deceive their subordinates, while one the same time work against the organization (Aasland et.al., 2008, p. 24). This leadership behaviour departs from the constructive leadership behaviour on both axes.

McCall and Lombardo identified in 1983 (cited in Einarsen et.al. 2007, p. 213) ten causes for derailment among leaders. These causes include leaders not being able to adapt to new situations, performance problems concerning business activities, and leaders being insensitive towards their subordinates. Further leaders with a derailed behaviour can be overly ambitious. Meaning that they might think more about their next or better activities or are striving after a way to please the highest leader (Einarsen et.al., 2007, p. 213).

2.3 Consequences of destructive leadership behaviour

Destructive leadership behaviour can cause negative consequences for both the individual subordinate and can have repercussion for the whole organization. The previous research has all in common that this type of leadership behaviour will have a negative effect towards the subordinate's motivation, satisfaction and performance at work (Einarsen et.al., 2002 p. 249). Other consequences can be that the subordinates lose their independents or minimize their participation and their understanding of the work environment. This will all lead to anxiety and a feeling of hopelessness among the subordinates, since their work environment is unpredictable. Svein M. Kile published in 1990 a book based on interviews he had held with subordinates that had worked under a leader with a destructive behaviour. Some of the subordinates where so heavily effected that they had physiological and psychosomatic health issues as a consequence of working under a leader with destructive behaviour. This was health issues that not only affected the subordinates in their work life, but also in their private life

(Kile, 1990, p. 92-126). The affects subordinates would be more vulnerable in certain situations, act out aggressively and not capable to handle their private life.

Another negative consequence of destructive leadership behaviour is bullying. This is usually the consequence when the destructive behaviour is systematic and lasts for a longer period of time towards one or more subordinates. In order for the subordinate to define it as bullying the leaders behaviour needs to be hostile, humiliating and threatening. While in the same time the subordinates feel it harder to protect themselves from these actions and/or not capable to avoid the situation at all (Niedl, 1995, cited in Einarsen et.al., 2002, p. 249). This shows that not only is the leaders actions causing negative consequences, but the situation of the actions is also playing a part. The power and the influencing power a leader have and the personal requirements and recourses the subordinates possess is as well factors that can create negative consequences (Einarsen et.al., 2002, p. 249).

As mentioned earlier can destructive leadership effect not only the subordinates, but also the organization. The conflicts between a subordinate and a leader with a destructive behaviour can evolve to problems that affects a whole work group. Both in situations of a work group with a destructive leader and where the leaders destructive behaviour is directed towards one subordinate will their performance, job satisfaction and motivation sink. This can eventually spread fear of how the next target will be (Einarsen et.al., 2002, p. 251). Previous research has looked at situations where having a destructive leader has made the subordinates gather as a group in order to protect each other. While others have reported that destructive leaders want to pull the work group apart and then manage (Ashforth, 1994, p. 770).

Turnover can also be seen as an outcome of destructive leadership. Subordinates might not see any other way out of the negative leadership behaviour then leaving the organization. If this

becomes a series of problems for the organization, it will leave negative consequences for the organization. They can affect the financial resources, since they will need to hire new employees and maybe not the right employees (Einarsen et.al., 2002, p. 251). Destructive leadership behaviour can affect the organization both directly and indirectly. Meaning that the organization might have expenses associated with the reduced productivity, hiring and training new employees, sick leave, court cases and goals and recourses are not meet. Consequences that affect indirectly when destructive leadership not meet the fundamental managing tasks. This will affect when the human resources are not preserved and the employees do not have a development opportunity (Einarsen et.al., 2002, p. 251).

2.4 Young employees

In the Norwegian tourism industry workers under the age of 24 consists of 32% of the workers totally. These numbers are considerable higher seen compared with the other industries, where totally the young workers under 24 years only is 12% (NHO Reiseliv, n.d). This shows that the tourism industry is an attractive industry for peoples first job or part-time jobs. This is the basis for why young workers are used in this research. This part will further into the segment "young workers" of today and how their generation acts in the working life. The definition of the generations will not be presents as it is how they are at work that is interesting for this thesis.

When looking at young employees in the work force generation Y and Z is used. This is because these are in the age where they can attend higher education. Generation y has been characterized as: optimism, education, collaborative ability, open minded and driven. They often arrive an organization with higher expectations than the previous generations (Spiro, 2006, p.16). Looked up against destructive leadership behaviour this might trigger the leader to act out towards these subordinates?

For this generation there are five factors that makes them unique in the job market, but at the same time makes it challenging for an organization to have them. They have as mentioned earlier high expectations for their employment. These employees want managers who are fair and direct as well as cares about their development professionally. This is connected to the next factor: need for ongoing learning. Generation Y are multitaskers, meaning that they are seeking new challenges and they see the other employees as a resource to gain more knowledge. They want to have control over their own fate and take ownership to the things they do. At the same time a negative view might be that they do not want to take order form any others than their leaders. Thirdly there are the goals. This generation wants smaller goals with a short deadline. This is because they want to have feel ownership to the task. Next there is the desire for immediate responsibility. Right after starting on a new project it is important for them to make an impact and to get acknowledgment. Further they want to develop in order to have an opportunity to excel within organization. Lastly it is important for generation Y to have balance and flexibility in their daily life (Spiro, 2006, p. 17).

Loughlin and Barling (2001, p. 544) states that the group "young workers" are in the age between 15-24 and they are both working part- and full-time. This group are again divided into to two groups, the older that are in the age 20-24 and the young that are between 15-19. Today it is normal for young people to have a part-time job beside being a full-time student, either attending high school or higher education.

2.5 Theory's connection to the hypotheses

After working with the literature review some research questions came clear. Destructive leadership can affect both the organization and the subordinates. Therefore, became it clear that the further research would look at how the responders perceive destructive leadership in both these areas. The hypothesis where therefore created to look at issues connected to both the view on the leader and organization and towards the subordinates. The leader related issues are connected to how the responder have perceived the leader. This can be whether the leader takes credit for not their own work and blamed the subordinates for mistakes, allows their intentions and their mood to influence the working environment and do not take other ideas or opinions into account when making decisions. Issues connected to the individual subordinates concerns on how they responders have perceived the leader towards themselves. This variable address how the subordinates have been spoken to, belittled the subordinates, told that their voice is irrelevant etc. These to constructs are both related to the subordinates. The issues connected to the leader is aimed at how the leader is acting towards the subordinates as a unit and how the leader is acting at the organization. On the other side is personal issues connected to how the leader is towards the individual subordinates.

Since students have been chosen to investigate were their future view interesting to look closer at. This because they are in the starting phase of their working life and by having been exposed to a destructive leader at this stage could affect them for a long time. Aspects connected to the responder's future views were therefore added. Another element that became important after conducting the literature review was the level of satisfaction. As mentioned earlier are one of the most common consequence of destructive leadership turnover. The level of satisfaction will here influence the turnover, which can be seen against the responders' views on the future. This lade the basis for the problem statement, which in this research are:

How can destructive leadership affect the young workers overall satisfaction and views on the future in the tourism and hospitality industry?

The variables leader and personal would therefore be connected to both the future views and the overall satisfaction. As seen in the conceptual model in the previous chapter, the theory made the basis for four hypotheses. These are:

Figure 2. The conceptual model

H0: There is no relationship between the constructs personal and leader, the overall satisfaction and view on the future in the organization

H1: There are a positive relationship between issues concerning the leader and the overall satisfaction

H2: There is a positive relationship between issues concerning the personal and the overall satisfaction

H3: There is a positive relationship between the responder's overall satisfaction and their future views.

In order to investigate the model and its relationships, there has been made a null hypothesis and four alternative hypotheses. The null hypothesis is included for the purpose to assumed to be correct until sufficient evidence for it to be rejected is discovered (Neuman, 2014a, p. 185). When conducting the analyses, it is of interest to get evidence so that the null hypothesis can be rejected. This is done in order to make the other hypothesis possible. In this thesis there have been used a 0.05 significant level meaning that the reasonable doubt in the null hypothesis if the statistical test yields the odds of it being false are 95 in 100 (Neuman, 2014a, p. 185).

These hypotheses have been implemented into the questionnaire that will be presented further later in the thesis. Following will the findings of these analyses will be investigated further in a later chapter.

Chapter 3. Methodology

In this part I will go through the methodology that have been used in this thesis. The purpose is to describe what the original plan was, what actually happened and as well as the outcome of the investigation.

The plan for the Master thesis

As presented earlier in the thesis the aim is to investigate how destructive leadership affects the subordinates that works part-time beside school. Since these are in an early stage of their working life it was also interesting to look at how having a destructive leader would affect their thoughts on the future. The destructive leadership style would therefore affect not a part of their working life but could affect them personally for a long time. It could also affect them harder since they do not have that much of a work experience. At the same time having a destructive leader this early in the working life it might make them more aware of the signs in the future. This was the reason students were chosen to look at. After deciding the field of research secondary research was gathered. This was gathered from both published books was well as research articles. This was collected in the literature review that is presented in the previous chapter. When working with the literature review the research questions

In order to investigate this a questionnaire was used. This was selected in order to gain more general information from a larger number for responders. The questions were designed based on previous research that had been done in the field of destructive leadership. As students were selected as the sample was the questionnaire distributed in lectures at Norwegian School of Hotel Management (NHS). These where distributed to only the bachelor students.

After the questionnaires were distributed, they were entered into SPSS, this was used as analysis tool for the thesis. Here the reliability and validity of the questionnaire was looked at before looking into how the relationships between the constructs was analyzed by a linear regression analysis. The conceptual model was then looked with alternative analysis through mediation and moderation. These analyses only looks at the relationships between the constructs, but it was also interesting to investigate the relationship between the responders. This was analyzed with cluster analysis that groups object that are similar.

3.1 Design

In order to investigate the effect destructive leadership can have on the employees in the workplace, there have been used a descriptive design. Descriptive research design is used when there already have been done research on the field prior to this research. After looking further into the field of destructive leadership it became clearer that descriptive design was most appropriate. This was because the interest for the thesis was to investigate the effects destructive leadership can have on the employees.

3.1.1 Descriptive research design

The idea of this master thesis was to see how students that work part-time can be affected by having a destructive leader. Based on this idea the research design that was chosen for the thesis is a descriptive design.

Descriptive research design is in Neuman (2014a, p. 38) defined as wanting to present a picture of specific details concerning a situation, social setting or in a relationship. This type of research design is based on a distinct question or issue and it will try and describe it precisely. The

outcome the research will then be a detailed picture of the issue or an answer to the presented research question. When using a descriptive research design, you often focus on the "how" and "who" aspects. For the descriptive researchers is the aspects of exploring new phenomenon or investigating why things happen not that important. As mentioned before, they want to describe how things are (Neuman, 2014a, p.39).

3.1.2 Quantitative research design

Quantitative research design looks at the reality from the theory to empiricism. This means that expectations the researchers have are based on previous research. The aim is to look if the expectations and the results from the collected data shows a relationship. A negative side of this is that the researcher only looks at the relationship and can by this overlook important information (Jacobsen, 2005, p. 236-239). Further, quantitative research has an individualism view. This is because it looks at how individuals or interaction and grouping of the individuals and how the individual's motives and actions are connected to a social phenomenon (Jacobsen, 2005, p. 236-239). When having a quantitative questionnaire there will be a distance between the researchers and the research objectives. The distance is created since the questionnaire is distributed are sent out to responders the researchers do not have any relationship to (Jacobsen, 2005, p. 236-239)

Quantitative research collects data in forms of numbers compared to qualitative that collects words. For quantitative designs experiments and surveys are used in order to collect data (Neuman, 2014a, p. 46). When working with a quantitative research design the main goal is to test the hypothesis that is defined and developed beforehand (Neuman, 2014b, p. 57).

Neuman (2014b, p. 128-129) describes a three-part sequence to measure quantitative data. These three parts are: conceptualization, operationalization and measurements. The first step in the sequence is conceptualization. This evolves the process of creating a conceptual definition that is based on ideas concerning a topic/field. Next the aim is to link the conceptual definition that is made to specific measurement procedures. This step is the operationalization. Last step in the sequence is measurement. This deals with the application of the operational definition to collect data (Neuman, 2014b, p. 128-129).

3.2 Sample

For this research students have been used as the target group. These are an interesting employees' group since they might be not so appreciated as educated workers are. It might also be that since they are not finished with their education leaders can see them as an easy target.

The students that have been investigated are all students at the Norwegian School of Hotel Management (NHS). In the spring of 2019, there were enrolled 515 students in total, 340 of these are female and 175 are male. The bachelor students consist of the biggest share with 450 students (NSD, 2019). These students were selected since they have some specific characteristics. They all study service and hospitality as well as many of them are already working in this industry.

Firstly, the intention where to have full-time employees answer the questionnaire. This was made on the basis that they would most likely have more experience with different leaders and leadership styles. After looking further at the thesis, I relies that it would be hard to gather enough responders, since I do not have any connections to the tourism industry. The process of collect responders would therefore be more time-consuming. On this basis and conversations

with my supervisor Einar Marnburg it became clear that choosing students as the target group would be more accessible. As mentioned initially are the tourism and hospitality industry one of the biggest industries in Norway. At the same time as this industry contains the largest share of young workers. This means that the responders would share some specific characteristics. Since they study service and tourism it is reasonable to think that most of them also works in the service and tourism industry.

The population in this case would be all students attending higher education within tourism and hospitality in Norway. This would be to large of a sample for this thesis. Therefore, have I used a cluster selection. This selection pulls out a smaller sample, in this case The University of Stavanger. From the theory I could pulled out a random sample concerning students from the whole university (Johannessen, Christoffersen & Tufte, 2011, p. 260). This would get students working in various industries. Since this research would focus on the perceived destructive leadership connected to the tourism and hospitality industry. Where the sample divided into even a smaller unit by only looking at the students attending the Norwegian school of Hotel Management (NHS). Out of the students at NHS the responders where selected randomly. This was done by asking two teachers if I could come and distribute the questionnaire in their lectures. Both these lectures were bachelor classes. This led me to focus on only bachelor students and not the master's students. Another factor for not focusing on the master students is that there are only 65 master students at NHS. Since they consist of such a small part of the students at the faculty they were excluded from the sample.

3.3 Data Collection

For this thesis I wanted to gain knowledge about the subordinates believes towards a destructive leader. This to see how they are affected or can be affected by having this type of leader.

When planning the thesis both qualitative and quantitative research design was considered, as mentioned before. This was because both of the research design has positive traits that would help gather information. When looking at the qualitative it would give the research with more in-dept information. On the other hand, I might not have gotten the 100% truthfully answer and some responders might not want to partake in the interview at all. This can be because they are scared that the information they have given would get back to the leader or organization. When having a quantitative design there is a need for more responders, while in this research the aim was to gather more general information about their view on destructive leadership. By utilizing quantitative design, the anonymity aspect would also be more valued since it here would be harder to find how the responder are. When deciding which of the research design to use the anonymity was important in order to gather the most truthful answers. Therefore, quantitative research design is used to conduct information in this thesis.

When developing that questionnaire, it was found important to investigate how previous research have developed their used measurements. In this research there have been used two previous measurements scales. These are the Organizational Climate Questionnaire created by Jones and James (1979, p.212-213) and the Destructive Leadership Questionnaire by Shawn, Erickson and Nassirzadeh (2014, p.225-226). In this survey there have been used a seven-point scale where 1= not at all and 7 = all the time. This scale was used to gather a greater level of knowledge about the respondents view against destructive leadership. Also, to see how it has affected them till now in their working life.

For the analysis of the collected data the analysis program SPSS has been used. When transformed into SPSS the different questions got new names and numbering than they had in the questionnaire. This to identify them into the different constructs. Which means that the items connected to the construct leader has been labeled with the letter L, while items connected to the personal had be label P. This has been done by the constructs satisfaction which is labeled with OS and future labeled F.

3.3.1 Pre-testing

Before the questionnaire was handed out to the responders there was conducted a pre-test. This was done to gain a better view of the questionnaire and to see if there was anything that was unclear or difficult to answer for the respondent. The pre-test can be done in multiple ways as handing the questionnaire to a number of people, expert judgement and with group discussions (Johannesen et.al., 2011, p. 292).

The first draft was sent to Einar Marburg as the supervisor for this thesis. His improvements were added in the questionnaire and some changes were added as well. After the changes was made in the questionnaire a pre-test was done. For this pre-test five students were asked to answer the questionnaire and see if there were some questions that was unclear. These students had the same basis for answering as the responders of the final questionnaire had. They were asked on different times and individually. These responders where noticing the same changes and therefore where only the five of them participants during the pre-tests. Based on the pre-tests there where decided not to conduct additional pre-tests since no new information as gathered after the five students that were asked. Had there been new information or changes from the responders during the pre-test there would be a needed to conduct additional pre-tests. This would be done, in order to make the questionnaire more useable for the actual testing.

3.3.2 Ethical view point

When making a questionnaire/survey it can be done in both an ethical and unethical manner. An important aspect of the questionnaire to be ethical is that the identity of the responder to be anonyms (Neuman, 2014b, p. 186). This has been an important aspect to keep, because when knowing that they not will be recognized they will be more willing to give more honest answers. Since they do not need to be afraid that their answers towards their leader will go back to their leader and organization. The responders are therefore not asked where they work, but only what type of work they are in possession of. This was done to ensure their anonymity.

Another ethical point is that the questionnaire was voluntary to answer. Meaning that if they did not want to participate it would be fine. This because I did not want to make any answer and feel uncomfortable by answering the questionnaire. As this research was done in a questionnaire distributed in paper, where the responders not obligated to answer questions in order to continue the survey. This would only have been an option if the questionnaire had been distributed online.

It was as well important for the responders to know that their answers in this questionnaire would only be used in this research and destroyed after finishing the thesis. So that the responders would feel comfortable that their answers not will be misused in other connections.

3.3.3 Collecting data

Since I for this thesis was looking into how students may be affected by destructive leadership, I believed that it would be more useful to hand the questionnaire out in lectures at NHS. This was done instead of posting the survey on the school Facebook groups. By handing it out directly to the students it is most likely that I got more responders, because they felt more

obligated to answer it than when seeing it as a Facebook post. The reason for choosing to hand it out in lectures instead of posting it on Facebook was made based on previous experience. From earlier surveys the responder's number has been fairly lower than what planned.

When collecting the data, the questionnaire was handed out in two different lectures at NHS and both of these where bachelor classes. This means that the master students where extracted from the sample and the target group where minimized to only bachelor students attending NHS. This is seen to not have an impact on the actual results since the master students are such a small part of the total students. The questionnaire was distributed in lectures at NHS the 23th of April. They were given to first- and second-year bachelor students.

3.4 Measurement

In this part of the thesis it will be presented who the responders are and how they have answered. This have been done by looking at the unit of analysis and the distribution of their age, gender, educational level and so on. Further it will show a distribution of the responders' total answers.

3.4.1 Unit of analysis

As mentioned before is the responders limited to students at the Norwegian School of Hotel Management. In this research there were 118 responders. The distribution of gender is not equal with 83 women and 35 men. Nonetheless, when looking into the distribution of gender at NHS, it shows that the distribution of gender is uneven. In the spring semester of 2019, there were enrolled 300 women and 150 men in the bachelor programs. The uneven distribution can therefore be linked to the actual distribution of gender at NHS and the sample can be perceived as representative.

Age	**19-24**	**25-30**	**31-36**	**37-43**			
	92	19	4	3			118
Gender	**Male**	**Female**					
	35	83					118
Educational level	**1.year**	**2.year**					
	68	50					118
Type of work	**Reception**	**Chef**	**Waiter**	**Shop assistants**	**Bartender**	**Other**	
	29	9	14	17	5	45	118
Years of work experience	**1-5**	**6-10**	**11-15**	**16-20**	**21-25**		
	85	23	5	1	2		116

Table 1. Descriptive statistics; demographics

The responders are in the age between 19-43, while the biggest share is 20-24 years old. This share consists of 85 of the responders and in this group 44 of the responders are between 21-22. When looking into the length of the responder's work experience, we see that most have worked between 1-5 years. This constitutes 85 of the responders, which is almost ¾ of the responders. While the span is from 1-25 years of work experience. But as seen in the model underneath only 8 responders have worked for more than 10 years. This can be seen connected to that only 7 responders are over the age of 30.

When looking into the responder's educational level the distribution is not that uneven. 68 of the responders are studying at their first year while 50 is on their second year. This means that the sample is getting even smaller since both the masters students and the third-year bachelor students are not taken into account in this research. The responder's line of work is also variated. We see that the largest share of the responders is working in the reception, is waiting tables or a shop assistant. In this question the responders also had the option to choose "others" and 45 of the responders have chosen this alternative. This question will not give any other information than that the responders have another type of job.

3.4.2 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
L1	118	1	7	3,95	1,679	-,161	,223	-,963	,442
L2	117	1	7	3,68	1,915	,193	,224	-1,172	,444
L3	118	1	7	3,68	1,797	,145	,223	-,881	,442
L4	118	1	7	4,47	1,977	-,199	,223	-1,160	,442
L5	118	1	7	4,36	1,910	-,381	,223	-,916	,442
L6	118	1	7	3,85	2,020	,104	,223	-1,298	,442
L7	117	1	7	3,50	1,735	,073	,224	-,973	,444
L8	118	1	7	3,97	1,797	-,056	,223	-,917	,442
P1	118	1	7	3,95	1,943	,030	,223	-1,134	,442
P2	117	1	7	3,24	1,924	,333	,224	-1,071	,444
P3	117	1	7	2,82	1,827	,780	,224	-,442	,444
P4	118	1	7	3,14	1,885	,665	,223	-,576	,442
P5	118	1	7	3,05	1,867	,526	,223	-,946	,442
P6	118	1	7	3,07	1,782	,477	,223	-,806	,442
P7	118	1	7	3,47	1,753	,242	,223	-,853	,442
OS1	118	1	7	4,32	1,413	-,166	,223	-,292	,442
OS2	118	1	7	6,14	1,221	-1,712	,223	3,041	,442
OS3	118	1	7	3,97	1,734	-,027	,223	-,919	,442
F1	113	1	7	3,33	1,961	,303	,227	-1,117	,451
F2	118	1	7	2,75	2,056	,872	,223	-,608	,442
Valid N (listwise)	110								

Table 2. Descriptive statistics of the items

Looking into the scale the whole scale has been utilized in all of the questions. Further looking at the mean and standard deviation we can see that the responders have more or less agreed in the answers. This is because we see that the mean is intermediate.

In this description of the statistics the skewness and kurtosis are included. Skewness describes the degree of asymmetry in a distribution (Hopkins & Weeks, p.721). While kurtosis explains the extent to which the density of observations differs from the probability densities of the normal curve.

If the is going to be normal distribution the skewness needs to be equal to 0. In this case we see that the skewness is between -,381 and ,780 this shows that the data is highly skewed.

Meaning that the tail is long. When looking at the kurtosis we see that the variables are between -1,298 and -,442. This means that the distribution of the data is light tailed. This is because the kurtosis is less than zero (SPCforExcel, 2016).

3.5 Reliability and validity

In all research there is a want to have reliability and validity concerning the measurements. Neuman (2014a, p.212) describes reliability and validity as; "ideas that help to establish the truthfulness, credibility, or believability of findings". In this search construct validity is chosen to investigate the; face validity, reliability, convergent and discriminant validity and nomological validity. External validity is presented as well in order to check whether the research is generalizable when in a larger population.

3.5.1 Face validity

Face validity is seen as the easiest type to achieve. This is because the aim with face validity is to see if the measurements are measuring what they were set out to measure (Neuman, 2014, p. 216). In Neuman (2014a, p. 216) a question is addressed as the basis of face validity; "On the face of it, do people believe that the definition and method of measurement fit?" (Neuman, 2014a p. 216).

In order to assure the face validity and if the measures are measuring what they were planned to measure there has been conducted both a pre-test and an expert judgement of the questionnaire. During the pre-test the responders where asked to look through the questionnaire and see if the questions was found fitting to the topic destructive leadership. By investigating this in the pre-test it would secure that the responders of the finishing questionnaire would interpret it in the same way.

During the pre-testing phase expert judgement was used as well as a tool to increase the face validity.

As mentioned before the questions/ measurements in the questionnaire is based on questions/measurements that have been used in previous research (Jones & James, 1979, p 212-213, and Shaw et.al, 2014 p. 225-226). This helps the face validity of this research by seeing that the measurements have been used in previous research.

3.5.2 Reliability

When looking into the reliability of a research it refers to the consistency of the measurements. This means that if the research was repeated, we would like to see the same result. This will say that the measures are reliable. In order a check the reliability a reliability analysis is uses as well as calculating the Cronbach's Alpha. For the Cronbach's Alpha to be reliable it needs to higher than 0,7 (DeVellis, 2012 p.27)

In the model below the Cronbach's Alpha is presented with the value of the construct and the Cronbach's Alpha if item deleted. The Cronbach's Alpha if item deleted show the value of each item and how it would impact the Cronbach's Alpha if the item where deleted from the research. In the model we see that the constructs Cronbach's Alpha is both higher than 0,7 that is said by Cronbach himself to be the level the value needs to be higher than in order to be defined as reliable. This shows that both of the constructs are reliable.

Construct	Cronbach's Alpha	Cronbach's Alpha if item deleted
Leader related	,903	L1 ,891 L2 ,889 L3 ,897 L4 ,893 L5 ,882 L6 ,884 L7 ,894 L8 ,891
Personal related	,923	P1 ,919 P2 ,907 P3 ,908 P4 ,912 P5 ,908 P6 ,905 P7 ,917

Table 3. Cronbach's Alpha

Further when looking at the items we see that none of them will get a significant higher value when deleted. It is therefore not necessary to delete any of the items in order to increase the constructs Cronbach's Alpha.

The final questionnaire was only handed out once and had the questionnaire been handed out multiple times we would like to see the same results every time. This would increase the reliability for this research.

3.5.3 Convergent and discriminant validity

Convergent validity is defined as how closely the scale is related to other variables and other measures of the same construct. For a construct to have convergent validity they should correlate with related variables. At the same time, they should not correlate with unrelated variables. If they do not correlate with unrelated variables it will prove the discriminant validity (De Vet, Terwee, Mokkink & Knol, 2011, p. 173).

Correlations[b]

		Leader	Personal	Satisfaction	Future
Leader	Pearson Correlation	1	,831**	-,469**	-,403**
	Sig. (2-tailed)		,000	,000	,000
Personal	Pearson Correlation	,831**	1	-,465**	-,371**
	Sig. (2-tailed)	,000		,000	,000
Satisfaction	Pearson Correlation	-,469**	-,465**	1	,448**
	Sig. (2-tailed)	,000	,000		,000
Future	Pearson Correlation	-,403**	-,371**	,448**	1
	Sig. (2-tailed)	,000	,000	,000	

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

b. Listwise N=118

Table 4. Correlation between the constructs

Convergent and discriminant validity is investigated by running a factor analysis. When looking at these types of validity we can predict that the items from the same construct will be grouped into the same factor. This means that for this research we can predict that it would be four different factors. This based on the constructs that was made in the questionnaire. In order for the items to be divided into factors there need to be a low correlation between the construct. This is because in the items needs to be distinguished from each other. The constructs that are included in the correlations and the factor analysis is; leader, personal, overall satisfaction and future.

In the table above it is showed that the correlation between the construct's leader and personal has an value of ,831. This is high which makes the construct's similar. Which means that they are too similar to be distinguished from each other. We can therefore change the prediction as earlier mention to that the constructs "leader" and "personal" group together into the same factor.

After calculating the correlation is the next step the factor analysis, where you look at the communalities, total variance explained and the rotated component matrix. If there is

differences and the different items are grouped together as they are supposed to there is both convergent and discriminant validity.

When running the factor analysis (see Appendix 10.2), we see that the constructs “Leader” and “Personal” are grouped together as predicted by the high correlation. This disproves the claim that was made beforehand that the items from the same constructs would be grouped together in the same factor. In this analysis it was predicted to get four factors since there are four constructs. Instead you get three factors. In the table total variance explained we see that the three factors show 62% for the total variance of the 20 items. This is presented in the Rotated Component Matrix (Appendix 10.2 Factor analysis).

3.5.4 Nomological validity

Campbell and Darley (1960, p. 547) defines nomological validity as how the constructs are related to the measures of other constructs which are considered to be related to the concepts in the first place. In this research most of the constructs and items are collected from previous research and measurement scales. This means they are measurable. These constructs have been adapted to the sample of students of NHS and therefore are the nomological validity not 100%. On the other hand, it is not low since the construct is gathered from previous research and measurement scales. This will mean that the research has nomological validity.

As mentioned before is the measurements collected from previous research (Jones & James, 1979, p. 212-213, and Shaw et.al, 2014 p. 225-226). This increases the nomological validity since the construct in this research can be related to constructs from previous research done in field of destructive leadership.

3.5.5 External validity

External validity is defined by Neuman (2014a, p.306) as “the ability to generalize findings beyond a specific study”. One way to check the external validity is through population generalization. This refers to the degree to which the results from a single study are generalizable put in a specific context to a larger population (Neuman, 2014a, p.316).

When looking at this toward this research, we can say that the results not are generalizable. In this research there have been asked the responders their personal opinion. This can therefore be different from person to person and will not be generalizable.

Chapter 4. Analysis

The plan for the thesis was to look into how destructive leadership would affect students with part-time jobs. As well as look into how having a destructive leader in such an early stage in their working life would affect the responder's future thoughts. The information as mentioned before, gathered in a questionnaire that was handed out to students attending Norwegian school of Hotel management (NHS). After the questionnaire was distributed the data was inserted into SPSS. This program was used for the analyses for this thesis. In the previous chapter the unit of analysis, descriptive statistics and the reliability and validity have been analyzed. This chapter will look at the further analysis that have been done in order to find some answers on how the responders perceive destructive leadership and how this might affect them.

4.1 Regression

To start with the conceptual model was being investigated. This was done by running a linear regression analysis. Regression can be defined as a study to see how the average value of a dependent variable varies with one or more independent variables (Johannessen et.al., 2011, p. 335). In the conceptual model the items have been placed in bigger constructs. These are; general, leader, personal, satisfaction and future. The constructs have been calculated by the average value of the items. As seen in the conceptual model regression is used to investigate the relationship between the construct's future towards leader and personal as well as from leader and personal towards satisfaction.

When analysis the relationships in the model a linear regression analysis has been used. These relationships have been looked at individually. This is based on the number of responders that are 118 and then low compared to the population. From this it has been focused on the unstandardized b and the significant level. After running the analysis, the relationships been

investigated under testing the hypothesis in the next chapter. Additionally, will the R square be analyzed in the four relationships. The R square is explained by Neuman (2014, p.345) as the spread or the variation in the dependent variables that is caused by the independent variable. In order to see how large, the variation is varying the R square is looked at with and value from 0 to 1. If the R square is 0 it means that the independent variable does not explain anything of the spread of the dependent variables. On the other side if the R square is 1 it means that the independent variable describes the full spread of the dependent variable (Neuman, 2014b, p. 345).

There are as well alternative ways to look at the model. This is by mediation and moderation. Mediation is looking

4.2 Cluster analysis

Further I wanted to look into how the responders were grouped after how they answered in the questionnaire. This was done by a cluster analysis. The aim here is to find groups of objects that is similar in a set. Some of the though behind cluster analysis is the same as factor analysis that have been used earlier in this research. The contrast is that factor analysis is aiming to find patterns in the variables (Supphellen & Kleppe, 2014, p. 13). The goal of using cluster analysis in this research is to group responders that have been exposed to destructive leadership in fairly same degree. When running the cluster analysis there are multiple different types of ways to conduct this analysis. In this thesis there have been done Hierarchical and K-mean Cluster Analysis.

Cluster analysis is used in marketing surveys where organizations can classify their customers after their similarities. This can therefore be transferred into this research where it can group the responders who have answered similar together.

4.2.1 Hierarchical Cluster Analysis

In this research hierarchical cluster analysis have been used. Which combines cases into homogeneous cluster by merging them together one at a time in a series of sequential steps (Blei & Lafferty, 2009). When running the hierarchical cluster analysis one can determined the number of groups and in this case, it has been determined that the data will be grouped into three groups. This is on the basis that there have been used a 7-point scale and therefore have groups for those responders that have been answered low, in the middle and high on the scale. This will help to group those responders that have been exposed to destructive leaders in a high degree.

4.2.2 K-mean Cluster Analysis

The aim of using K-mean clustering is to group cases that har heavily similar together and have small similarities between the groups (Hastie, Tibshirani & Freidman, 2008, p. 460). This type of clustering can be described as a centroid model where one of the vectors is the mean which is used to describe each of the clusters. The K-mean has also as goal to reduce the complexity of the collected data. For this type of cluster analysis to be good it need bot both be efficient and effective as it will use as few clusters possible (Morissette & Chartier, 2013, p. 15).

K-mean clustering can be seen as a mixture model with the maximum likelihood as a mixture estimation. These models see the cluster membership as a probability for the cases. This is based on the mean, covariance and the sampling probability for each of the clusters (Symons, 1981, p. 2).

Chapter 5. Results

This chapter will focus on the describing the collected data. You will in this part get an over view of how the responders are and how they have distributed their answers. This will be presented with an analysis of the unit first and then the distribution of the answers in a descriptive statistic.

5.1 Testing the hypotheses

In this part I will test the hypothesis. The hypothesis has been tested by running a linear regression analysis. The relationships are shown in model underneath.

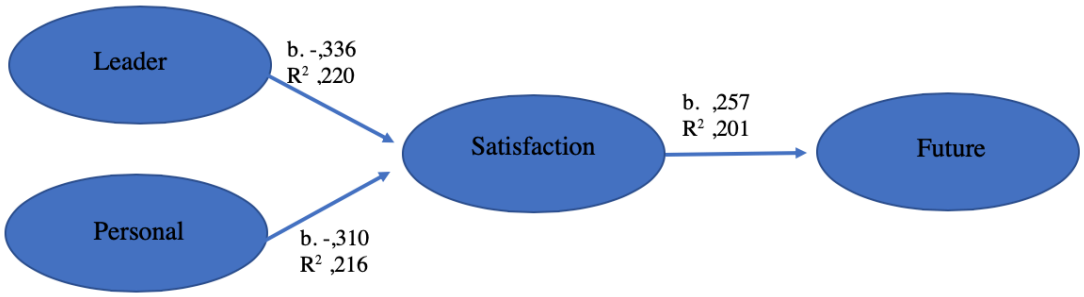

Figure 3. The conceptual model with unstandardized b and R square

All the relationships presented in the model above had a significant level at ,000. The significant level for this research is 0,05. This means that there is accepted that there is a 5% chance that the null hypothesis gets rejected when it actually is correct (Johannessen et.al., 2011, p. 397).

H0: There is no relationship between the constructs "personal" and leader, the overall satisfaction and view on the future in the organization

When looking at the conceptual model above we see that there is a relationship between the overall satisfaction, views on the future in the organization and the constructs "personal" and

"leader". This means that we can reject the null hypothesis. The null hypothesis is used for testing the significant. The meaning of the null hypothesis is to see if there are any differences between the population and an alternative hypothesis (Johannessen et.al., 2011, p. 392). In this case the alternative hypothesis is hypothesis one to four. And as it seen in the conceptual model with containing the unstandardized b, we see that there is a relationship between the constructs. This gives for the rejection of the null hypothesis.

H1: There is a relationship between issues concerning the leader and the overall satisfaction

In the relationship between issues concerning the leader and the overall satisfaction is negative with an unstandardized b at -0,336. This shows as previous relations that when one of the variables increases the other will degrease. Meaning if the responders would have experienced a higher degree of issues concerning the leader and therefore answered higher on the scale the overall satisfaction will decrease.

This relationship has the highest R square of the four relationships. The issues connected to the leader is here explaining 22% of the variation in the dependent variable overall satisfaction. This shows that in the relationship towards the responder's overall satisfaction is the issues concerning the leader has the highest explanatory power in this research.

H2: There is a relationship between issues concerning the personal and the overall satisfaction.

The relationship between issues concerning the personal and the overall satisfaction is as well as the rest of the relationships negative. This relationship has an unstandardized b at -0,310.

In the last relationship the R square is a little lower than in H3. The R square is there ,216 meaning that the issues concerning the personal factors explains 21,6 % of the variation in the responder's overall satisfaction.

H3: There is a relationship between the responder's overall satisfaction and their future views.

In the relationship between the overall satisfaction and the future view there is a positive relationship. This relationship has an unstandardized b at 0,257 and R square at ,201. A positive relationship means that when one variable increase will the other variable increase at the same degree as the other variable. The R^2 is as presented ,201 meaning that the responder's overall satisfaction is explaining 20,1% of the responder's future views.

5.2 Alternative views on the conceptual model

The conceptual model can also be seen in other ways. Either by looking at the linkage between the variables or to see if the model is influenced by a third variable. This can be investigated by mediation and moderation.

5.2.1 Mediation

Mediation is another way to look at thesis conceptual model. This will see whether there are a direct or indirect link between the constructs. In order to check this, there needs to be done an additional regression analysis. In this case the mediation could therefore go directly from leader and personal to future. This relationship has a negative unstandardized b at -0,503 and -0,430 and significant level at ,000 for both of the constructs. As mentioned before will one of the variables increase while the other will decrease in a negative relationship. When looking at the

unstandardized b it shows that the direct linkage is stronger as the beta value in the conceptual model is respectively -0, 336 and -0,310.

The R square for this relationship is respectively 0,163 and 0,138, meaning that the responders issues concerning the leader and personal explains 16,3% and 13,8% of their future views. In the conceptual model the construct goes the construct's leader and personal through the construct Satisfaction. These explains respectively 22% and 21,6% of the overall satisfaction. On the other hand, the construct future explains leader with 16,3% and personal with 13,8%. This shows that future have a stronger linkage to the construct's Leader and Personal by going through the construct satisfaction.

5.2.2 Moderation

Another way to look at the model is through moderation that investigates if the relationship between two variables can be influenced by a third variable (Baron & Kenny, 1986, p. 1174). As this research looks at how students with part-time work can be affected by destructive leadership, will the third variable here be to investigate if there is a difference between female and male. At the same time, it can be interesting to see if there are any differences between the first year and second year students. In order to investigate this an additional regression analysis where acquired.

Firstly, the gender differences are investigated where the gender is distinguished. In the new analysis the female has a higher unstandardized b overall and they are all significant compared to the male where none of the relationships have a significant level under ,211. Which is not significant since the significant level of this research needs to be lower than ,005. The reason for this might be that the males is a smaller group than the females. This research only has 35 males while 83 of the responders are female. When looking at the distinguishing between the

educational level, some of the same pattern is shown here. The first year's students are not that much bigger group, but here the relationships are all significant and the unstandardized b is higher than when looking at the second-year students.

All the unstandardized b does not differ that much from the original research and we can therefore say that all the responders no matter gender or educational level are agreeing on most of the issues presented. This will be the case in this research sample, but had it been done on another sample the differences might have been different. The R square is as well lower in the new analysis concerning the males and the second-year students. Meaning these models explains less of the relationships than those containing females and first-year students. It is therefore useful for the research to include all the four different groups.

5.3 Cluster analysis

As mentioned, cluster analysis was used to group similar objects. Questions nr 4-22 have been used for all the three types of cluster analysis. This will give a picture of how the responders are connected to each other.

5.3.1 Hierarchical Cluster Analysis

To investigate this hierarchical cluster analysis was firstly looked at. By looking at the dendrogram (see Appendix 3) we see that there are some smaller cluster and they can therefore be taken out from the further research. This leaves three cluster. The data was grouped into three groups, this number was selected on the basis to simplify the data. In the dendrogram 5 clusters are presented while two of these are small and therefore is it three clustering. As seen from the factor analysis.

5.3.2 K-mean Cluster Analysis

As mentioned earlier aims the k-mean analysis to group cases that are heavily similar together. This will simplify the collected data and it would be possible to find patterns in the cases. In this clustering there is was well three clusters which is representing the similarities of the responders. By looking at the Final Cluster Centers (see Appendix 4.) which shows the clusters. In the first clusters we see that these responders have been highly exposed to destructive leadership and that they do not see a future within the organization. This cluster is the smallest with only 25 cases. The second cluster show the responders that perceive that they not have been exposed to destructive leadership. Lastly there is the third clustering of responders that have been exposed to destructive leadership, but in a smaller degree. This cluster contains of 50 of the responders and is therefore the largest cluster in this research.

In the Anova analysis (see Appendix 4.) it is shown with of the variables that contributes the most to the cluster solution. In this research this is the question 18 (P6) which as a F value at 106,790.

Chapter 6. Discussion

This part of the thesis will look at the connection between the secondary research presented in the literature review and the findings from this research. It will also look at the overall reliability and validity. The goal for this thesis was to investigate how students with part-time jobs could be affected by destructive leadership. How it would affect their level of satisfaction as well as their views on the future. The responders in this study was all students at the Norwegian school of Hotel Management, and it is therefore safe to assume that most of them works in the service and tourism industry. This laid the foundation for investigate destructive leadership in the tourism and hospitality industry. The problem statement where therefore:

How can destructive leadership affect the young workers overall satisfaction and views on the future in the tourism and hospitality industry?

6.1 The overall reliability and validity

As mentioned before reliability and validity is wanted in every research. This because we want to ensure that the measures actually are measuring what they were planned to measure. This was done by looking at the five elements of construct validity with additionally external validity. This research does not have a perfect reliability and validity, but we can say the research is reliable and valid. Before distributing the questionnaire both a pre-test and an expert judgement was conducted. This will ensure the face validity which in Neuman (2014a, p.216) is defined as that the measurements are measuring what they were planes to measure. In order to check the reliability, have the Cronbach's Alpha been calculated for the two main constructs Leader and Personal. As seen in table 3 we see that all of the items have a value above ,882. This indicates that there is reliability since they all the items are more than 0,7 which is determined as a minimum for the Cronbach's Alpha (DeVellis, 2012, p. 27).

Convergent and discriminant validity have also been investigated. This through a correlation thereafter a factor analysis. In order to conduct a factor analysis needs the correlation between the construct to be low. As seen in the table 4 there is a high correlation between the constructs Leader and Personal with a Pearson correlation at 0,831. This is too high for the constructs to be differentiated in the factor analysis and therefore be grouped into the same factor. It is therefore only created three factors instead of four as predicted. The three factors explain 62% of the total variance of the 20 items that were analyzed. Last element of the construct validity is nomological validity. The items used in this research have been gathered from previous research and therefore measurable to these measures. The measurements have also used the same measuring scale as the previous research. Since the items have been adapted to the used sample will the nomological validity not be 100%, but still it will be high. As mentioned before consists the sample of only students from one faculty at University of Stavanger, meaning that it will be hard to generalize the findings.

In order for the research to obtain validity and reliability the unit of analysis need to be of a certain size. For this thesis the number of responders where 118 and out from the students enrolled at the Norwegian school of Hotel Management it gives a good representation of the "population". While the number of responders would need to be higher in order for the research to achieve a high level of validity and reliability. Having a larger group of responders would at the same time make the research more generalizable when comparing to other research. Overall there is a high level of reliability and validity in this research, even though some of the elements have lower values. This research would have had a higher value if there would be research a higher number of responders. It would therefore make the research more generalizable.

6.2 The conceptual model

After analyzing the reliability and validity were the research ready to look at the relationships between the created constructs. This was done by a linear regression analysis. Regression analysis gives both the unstandardized b and the R square of the analyzed relationships. These relationships have been investigated individually, meaning that there have been looked at one relationship at a time. In the model we see that the construct leader has the highest unstandardized b while leader has the highest R square. This means that for the responders to be more satisfied the organization they work at need to work on the issues connected to the personal since this construct has a lower unstandardized b.

The R square show that all the three relationships explains roughly 20% of the variation in the selected depended variable. This show that the independent variables explain some of the variation, but it will be additional variables that will explain the rest of the variation. These variables can be many small ones, or a few big variables. As seen in the relationships between the construct's leader and personal towards the responder's satisfaction will there be additional variables. This is because these two independent variables only explain 43,6% of the variation in the responder's overall satisfaction. Leaving 56,4% of the variation to other variables.

On the other side, when we look at the mediation analysis has the construct leader also has the highest unstandardized b towards the responders' future views. Which means that in order to make the responders stay at the organization the management needs to handle the issues connected to the personal.

After the analysis we can confirm that majority of the responders are working within the tourism and hospitality industry. This can be seen in table 1 where it shows that 74 of the responders

are working within this industry. In this question the responders had the option to answer "other" which 45 of the responders ticked. This group of responders are therefore difficult to say are working in the tourism and hospitality since their precise line of work is not discovered.

6.3 Issues connected to the leader

Seen as the issues connected to the leader achieved a higher unstandardized b then the construct personal it was interesting to look further into what the responders are unsatisfied with. The responders where in the first part of the questionnaire asked to answer questions connected to their leader. These questions asked if they ever have perceived their leader as aggressive and if they feel that their leader is working against the organization and subordinates. In previous research there have been looked at the connection from how the responders views their leader against how they view the future. Previous research by Aasland et.al. (2010, p. 438) show that in the 1950-1960 that 60-75% of the investigated employees said that their leader was the worst aspect of their work. This can be looked at in table 5. where 60 responders have experienced their leader as aggressive.

In the distribution that is presented underneath, we see that also in the first questions have the largest part of the responders answered "yes". In difference to the two other questions in this construct this question is charged negative. This means that when answering yes to this question the responders have felt that their leader is aggressive. There is not been asked any additional questions it therefore not any information concerning the degree of aggressiveness in this research. At the same time, it can be interpreted that the level of aggression is higher since they have recognized their leader as aggressive. It can also be seen that it might be a side of the leader that they do not see that often. There can be different factors that influence the responders having answered as they have. Some responders might have experienced a leader as aggressive,

	Yes	No	I don't know
Have you ever felt that your leader is aggressive?	60	55	3
Do you believe that your leader works towards the best interest of the organization?	81	22	15
Do you believe that your leader wants what is best for his/her subordinates?	64	22	32

Table 5. The distribution of answers in the construct general

but seen it fitted for the organization and/or industry. Another factor might be that people perceive people differently. Meaning that one subordinate might perceive the leader as aggressive while another subordinate will not.

On the other hand, most of the responders perceive their leader as working towards what is best for both the organization and the subordinates. This means that the responders are not thinking of their leaders as leaders that will harm the organization or the subordinates. At the same time this do not give us information concerning the leader acting destructive in other ways. This means that the information of the responders' leaders at this point cannot be placed in figure 1. Destructive leadership behaviour (Aasland et.al., 2008, p.23) other than in the area of constructive leadership behaviour. We do not have any information about the single responder and if they have answered that their leader is working towards the best interest of the subordinates and not the organization or the other way around.

Further we see that the group that answers "no" in this question is not that much smaller. The unit of analysis is divided, meaning that almost half of the responders do not perceive their leader as aggressive. On the other hand, this does not mean that their leader might not be

destructive. Since they can work against the organization or the subordinates in other ways. As seen in the table 5 have the responders perceive their leader to not work with the best interest. Both towards the organization and the subordinates. At the same time have several responders expressed their insecurity to whether they believe their leader would do what is best for the subordinates. This can be seen with that 32 responders have answered "I don't know" while only 15 have chosen this in the same question conserving the organization.

The responders as young workers are described as having higher expectations towards their leader and work than the previous generations have had. It is possible to think that this can be trigger a destructive leader. Since they usually do not want to let the subordinates have more responsibility and influence over the work. At the same time, it is possible that this will affect the subordinate as well. The young workers are characterized in previous research as having high expectations towards their employment. This can make them have unrealistic expectations for their employment and therefore have a deep fall when they are not meet. Seen in the descriptive statistics we see that the questions L4 as well as L5 that their total mean is higher than average. Question L5 ask if the responders believe that their leader thinks they are more capable than his/her subordinates. This question has a mean of 4,36 at saying that the responders believe that their leader thinks that they are more capable. For the young workers having their level of knowledge and their ideas neglected can be seen as negative for their views on the future. As mentioned before are the total mean lower than average, which means that the responders are seeing it less attractive to prosed working in the organization or under their present leader.

As mentioned, does destructive leadership not only affect the subordinates but as well the organization. This can be by the leader themselves affecting the organization, but the

subordinate's actions might as well affect the organization. As previous mentioned does many of the subordinates that experiencing destructive leadership do not see any other way out then to leave the organization. This will affect the organization on a financial level.

6.4 Issues connected to the personal

The issues connected to the construct personal is shown as having the lowest unstandardized b. Meaning that this construct is most important for the organization to focus on in order to increase the responder's overall satisfaction within their work.

As seen in the descriptive statistics (see Table 2.) has two of the questions were significantly higher than the other when it comes to the mean of the total measurements of the items. This means that the responders have experienced in a larger extend that their leader allows his/her current mood to define the climate in the workplace. As well as thought that he/she is more capable then their subordinates. On the other hand, we see that question 14 (P2) is lower than the average with only a mean of 2.82. This shows that the responders do not feel like their leader have told subordinates that they are incompetent. The young workers are as mentioned characterized as wanting fast development and gain acknowledgement from their projects. As well they want to have some ownership to their work task (Spiro, 2006, p.17). By being rejected when presenting new ideas would the young workers feel that their opinion is unimportant. This can be damaging for their further knowledge development. If the young workers would be told by their leader that they are incompetent it would have had a negative outcome. This would possible damaging their wishes and wants for future development within the organization.

In one of the questionnaires the responder had added to the question 21 (OS3): *"Do you believe that the management would do anything with a destructive leader?"*. This question has a mean

of 3,97 which show that the responders believe that the top management would act out on a destructive leader in a certain degree. One of the responders stated in the questionnaire that his/her leader changed attitude when the manager where visiting. Therefore, where the responder negative to whether the top management would to something with the destructive leader. This is something that is usually seen in connection with destructive leadership. This because the leader in the managers or top leaders view is doing a god job and meeting the organizational goals. At the same time this can be done on the cost of the subordinates. It would therefore be difficult for the subordinates to complain about the leader to the top management when they have a different view of the leader. In the literature review is this called tyrannical leadership behaviour. This type of leadership behaviour is pro-organizational while anti-subordinates. Meaning that these leaders acts in takt with the organizational goals and meets these, on the same time as they are undermining the subordinates (Aasland et.al., 2008, p. 24).

At the same time there are no evidence that the responders feel like their leader is working against the organization or subordinates. This can be seen in table 5. were most of the responders have not perceived their leader to be working actively against the organization or the employees. Seen in the model the responders have been more insecure if their leader wants the best for the responders or not. Compared to if they believe that their leader is doing its best for the organization. This will then fit into the description of Tyrannical leadership behaviour since the responders are insecure to whether the leader wants what's best for the for the subordinates.

This shows as a contrast to the questions concerning the responder's overall satisfaction and their views on the future when only been looking at the regression analysis. At the same time, it was interesting to look further into how they have answered these questions and see if there

are some elements they are not pleased with. To gather an overview of their answers a descriptive statistic where calculated. This shows that the question 20. “Do you feel that having a good relationship with your coworkers make the daily work easier?” had a mean of 6.14 on a 7-point scale. This stands out as the highest mean of all the questions and we can therefore see that having good coworkers will make the responders daily work more doable. As seen in the previous research can destructive leadership make the employees form together and stand together against their destructive leader. When having been exposed to destructive leadership for over a long period of time, the subordinates feel more obligated to protect each other when one or more is affected by the behaviour of their destructive leader. At the same time having good coworkers will make the most of the work easier to handle.

As students were chosen as the target group for this research their view on the future where interesting to look further into. Students are in an early stage in their work life as most of them have only worked for one to four years. The students in this research are studying to work in the tourism industry and most likely for a long period of time. The future aspect where therefore interesting to investigate based on these thoughts. Questions where therefore asked if the responders could see themselves work under their present leader in a later point in time. They were also asked if they would work in the same organization after finishing school. When looking at the analysis for these questions we see firstly that the mean of these two questions are significantly lower than the other questions. The two questions 22 and 23 (see Appendix 10.1) have mean of 3,33 and 2.75. These questions are constructed that by answering lower on the scale they say that working in the organization or under their present leader is not wanted. This is because 1 in the scale is represented as “not at all” and 7= “all of the time”. As mentioned in the theory is turnover one of the most known consequences of destructive leadership and here, we see the same pattern as previous research done by Einarsen et.al. (2008, p.251). This

because the subordinates do not see any other ways to end the destructiveness then to leave the organization. Kile (1990 p. 92-126) described that having a destructive leader not only will affect the subordinates working life, but also their personal life. Meaning that leaving the organization might not be the end of the consequences of having a destructive leader. This can affect the subordinates physiological and can therefore be absent from work for a period of time. Having employees absent from work can cause financial consequences for the organization. This because the organization will have to pay sick leaf while employees are absent. The consequence of this can go even further if the subordinates are not able to come back to work after ended sick leaf. This will lead to even more finical consequences for the organization as they will need to hire new someone new. In this research the largest part of the subordinates had only one to four years of work experience. These will usually be easier for the organization to replace. This because they are young, and lack of knowledge compared to subordinates that have been in the organization for a longer period of time. As well as the older workers cost more for the organization will it at the same time cost them more to replace these workers.

When analyzing the data, it came clear that there should have been some follow-up questions. This would not have any implications on the research, but it would give a deeper level of information. A follow-up question could have been placed in question 27 where it is asked what type of work the students have. One of the options were here “other” and 45 crossed this alternative. This is a large group of the responders and in order to be better known with the responders it would have been useful to have asked what type of work this was. This would give a better understanding as to whether they work within the tourism and hospitality industry.

In many cases the top management do not know that a middle manager or leader is perceived destructive by the subordinates. This is because the leader is meeting the goals set by the top management and they therefore only look at a job completed. While the subordinates do not feel the same way and might not feel that they have done a good job. One of the responders in this research stated that the leader changed attitude to when the top management was presents to when interacting with the subordinates on a daily basis. This seems to be some of the problem towards destructive leadership. Since the top management then do not do anything with the destructive leader since they have a different perception of the leader. At the same time, it could be the other way around were the leader is destructive towards the organization and towards the subordinates be a great leader. This is destructive leadership, where a leader not necessary is destructive towards the organization and the subordinates at the same time. This is seen in model 3. (Destructive leadership behaviour) where different types of destructive leadership are presented. Here three types are described where some are pro-organizational and anti-subordinate or the other way around as well as being bot anti-organizational and anti-subordinates.

The cluster analysis has been used in order to see if the responders could be grouped based on their answers in the questionnaire. This was done by looking at both hierarchical and K-mean clustering. In the Hierarchical clustering the dendrogram shows that there are six clusters while three of them are to small leaving three clusters for the further research. This is also seen in the K-mean clustering where three groups have been established. The ANOVA analysis for the K-mean clustering shows which variables that has contributes the most for the solution by looking at the F value. In this research this is question 17 (P6) in the questionnaire. This gives use an indicator of the highest separation between the clusters. As mentioned, has cluster analysis been used in marked analysis by organization in order to classify their customers. It can therefore

also be seen as a way to classify the responders in a survey. In the K-mean analysis we got three cluster where the cluster containing those responders that have been exposed to destructive leadership in a high degree. This cluster only contains of 25 responders which when looking at the effects of destructive leadership can be limited. While when looking at the cluster created by those who have experienced destructive leadership to a certain degree contains these two clusters of 75 responders. Compared to previous research is this not uncommon since there have been seen that 60-75% of employees have said that their leader is the worst aspects of their work.

On the other hand, can these numbers not be generalizable to the clustering and research of destructive leadership in an organization Since the responders in this research are from different organizations. While this research makes it good to believe that destructive leadership is a problem that affect subordinates in different ways. This is based on the cluster analysis findings showing that approximately two third of the responders have been exposed to destructive leadership.

In this discussion there have been looked at different ways young workers can be affected by having a destructive leadership. As 75 of the responders can be said to have perceived their leader as destructive by looking at the cluster analysis. It can also be said that this type of leader needs to be minimized since they can do a lot of damage towards both the organization and the subordinates. Trough out the research there have been proven that the issues connected to the leader is higher evaluated by the responders which means that issues connected to the personal have been overseen. It is therefore possible to place this research within the tyrannical leadership behaviour in Aasland et.al. model destructive leadership behaviour from 2008. This is proven by multiple analysis of the responders answering in the distributed questionnaire. On

the other side, when looking at the cluster analysis has the smallest cluster experienced destructive leadership in a high degree. Furthermore, it is safe to say that destructive leadership can affect young workers in many ways and in different degrees.

Chapter 7. Managerial implication

In this chapter it will look at the managerial implications towards destructive leadership. As previous mentioned can destructive leadership be hard to discover since they are able to have another “face” towards the top management. The aim of this research was to discover how young workers can be affected by destructive leadership and more specifically how it affects their overall work satisfaction and their views on the future. In order for the destructive leadership to minimize the top management needs to take measures. As seen in the discussion chapter can the destructive leader change is attitude when the top management is looking and therefore not be seen by them as destructive. In the service industry it is said that leaders need to talk and interact with the employees that are in contact with the customers in order to understand the work the employees do. In this case could the top management interact more with the employees and the destructive leader in their work environment. This would help the top management see how they interact and how the leader is behaving in its normal work environment.

Another important issue for the top management is to look at how the employees’ group are composed. In this research this have been done by cluster analysis. In this research have the responders been divided into three different clusters. By this we can identify which responders who is similar and how big this group is. In this case cluster 1. contained those responders that have experienced destructive leadership and has therefore answered high on the measurement scale. Whereas 25 responders where placed in this cluster, meaning that it is the smallest of the three clusters. Whereas the biggest cluster with 50 of the responders have experienced destructive leadership to a certain degree. Cluster analysis is usually used to classify customers, but it is seen fitted for classifying the employees. The top management will here get a feeling of how the subordinates feels towards their destructive leader. They can therefore take into

account the clusters different perception and then make the necessary measurements in order to minimize the effects of the destructive leader. This will give the top management a better understanding of how the subordinates look at their work and work environment. For the employee's will might this be a better way of expressing their perceptions of the leader since there is more likely the top management will act out on it when a defined number of subordinates perceive their leader in a similar manner.

All the implications will help the organization keep their subordinates as well as minimize the consequences of having a destructive leader. While this is not possible to meet if not the organization is ready to make these measurements. It is therefore depending on the actions taken by the organization.

Chapter 8. Limitations and further research

When working on a research like this there is always something that comes up during the work that could have been done differently. At the same time has some limitations arisen. After I started working with the data that was gathered, some limitations became clear. When analyzing the questionnaire, I saw that some additional follow-up questions could have been added in order to receive more detailed information.

In this research have only 118 responder that are all from one group. In order to see if there were some differences in the population it could have been research on other groups as well. This could be to see if there are any differences between the young workers and people that is further into their working life. These people have most likely been more exposed for destructive leaders throughout their years of work. As it was look at students in this research it could have been interesting to see if there would be any differences between students. This could be to look at another faculty at the University of Stavanger where the students might work in a different industry. By only looking at one group it puts limitations the research. The sample can be seen as two since there is possible to differentiate based on gender or the educational level. In this research there where as mentioned only 118 responders and when dividing the sample would be small. There would therefore be difficult to generalizable the data because of the sample size.

As mentioned before was the master students excluded from the research as this group only contains of 65 students during the spring 2019 semester. This research has therefore only investigating bachelor students. It is possible that the master students could be more exposed destructive leadership since they most likely have worked for a longer period of time. Another limitation connected to the sample is that the young workers have not been exposed to

destructive leadership in a extend that full-time worker might have. By investigating full-time employees would the research been more valid and generalizable.

Another limitation can be that by choosing the conceptual model and hypothesis the research might have overlooked other important or interesting information. This is a negative side by having a quantitative research, because the expectations concerning the research is made beforehand. The research could therefore be one sided.

The questionnaire used includes some limitations. The students that where asked was mostly Norwegian speaking and the questionnaire where in English. This might have made a language barrier and can be seen as a limitation for the research. It is possible to imagine that some of the responders would have misunderstood the questions. There is looked at how the responders view the future, but only in two questions. It is there for possible to think that there are other factors that would influence their views other than staying in the organization or working under their present leader in the future.

All these limitations can be seen as changes that would have been needed for further research. As well would it be interesting to go deeper into the areas of their overall work satisfaction as well as what other variables that would affect the responder's views on the future. The unit of young workers are an important asset for organizations in all industries. To look more into the motivations and the views the young workers have towards destructive leadership would be helpful for organizations in order to understand this employee group better.

Chapter 9. Conclusion

How can young workers be affected by having a destructive leader? That was the question for this thesis and still is. The research can conclude that destructive leadership has an effect on the young workers. Both concerning the leader's personality traits and how the responders feel that they have been treated by the leader. In the literature the figure by Aasland et.al. (2008, p. 23) was presented. This model looks at the main behaviour types connected to destructive leadership. These behaviour types have then been looked up against the research conducted in this thesis, in order to check if the findings can be placed in one or more of the behaviour types.

The questionnaire was answered by 118 responders whereas 83 female and 35 males. The was only first-and second-year students at the Norwegian School of Hotel Management. Most of the responders had worked for one to four years and it was proved that the majority of the responders worked in the tourism and hospitality industry. By having a higher number of responders would improve the reliability and validity. The reliability and validity in this research are not a 100%, at the same time it is more than good enough. This because there have been taken measures to secure it by using previous measurements as well as testing the questionnaire before handing it out to the unit of analysis. In order to make the research more reliable and valid it would have been needed a higher number of responders. Seen as the sample size was close to what was the minimum number of responders to make it possible to carry out this research.

The conceptual model was investigated by conducting a regression. Here we see that all of the three relationships have been accepted. This means that we could discard the null hypothesis that said that there was no relationship between the constructs. The two relationships towards the responder's overall satisfaction was both negative. The relationship between leader and

satisfaction was proven to be the highest relationship. This had an unstandardized b at -0,336 meaning that the responders see the issues connected to the leaders as most important. This means that the management of the organization need to focus on those issues that are connected to the personal factors. In the relationship between the overall work satisfaction towards future views it is shown to be positive with an unstandardized b at 0,257. The R square of this relationship is 0,201, meaning that the responders overall satisfaction explains 20,1% of the variation in their future views. This show that there would be additional variables in order to explain the total variation of the responder's future views. Seen this up against the destructive leadership behaviour model we see that the findings from the regression analysis would fit into the tyrannical leadership behaviour. Since the responders have answered that they feel that the issues concerning the construct leader is more important. This is furthermore seen in the additional analyses where it is shown that most of the leaders referred to by the responders fits into the characteristics of tyrannical leadership behaviour. This means that the responders have perceived their leader as working against the subordinates while meeting the organizational goals. Seeing as 75 of the responders belong to the two clusters how have experienced destructive leadership.

The aim of this thesis was to investigate how perceived destructive leadership could affect young workers overall work satisfaction and their future views. Many of the responders do not see a future in either working in the same organization nor under the same leader in the future. This indicates that having a destructive leadership in such an early stage in their working life would affect them intensively and most likely for a long period of time.

Chapter 10. References

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Chapter 11. Appendix

11.1 Appendix 1. The questionnaire

Hi,

I am a Master student currently working on my Master Thesis concerning the issue of destructive leadership and how you may have been affected by that. Therefore, I kindly ask you to answer this survey. Please make a circle around your answer. Your answers will only be used in this research and they will be treated anonymously.

Your answers are highly appreciated and will be of great help for the further research concerning this master thesis. The answers will be deleted after the project is completed.

For this survey I would like you to think of one leader you have had during your work experience.

1. Have you ever felt that your leader is aggressive?	Yes	No	I don't know
2. Do you believe that your leader works towards the best interest of the organization?	Yes	No	I don't know
3. Do you believe that your leader wants what is best for his/her subordinates?	Yes	No	I don't know

To which degree do you believe that your leader has…

	1= not at all						7= all of the time
4. Denied responsibility for mistakes made in his/her unit	1	2	3	4	5	6	7
5. Accepted credit for successes that do not belong to him/her	1	2	3	4	5	6	7
6. Acted only in the best interest of his/her next promotion	1	2	3	4	5	6	7
7. Allowed his/her current mood to define the climate of the workplace	1	2	3	4	5	6	7
8. Thought that he/she is more capable than others	1	2	3	4	5	6	7
9. Ignored ideas that are different to his/her own	1	2	3	4	5	6	7
10. Been inflexible when it comes to organizational policies, even in special circumstances	1	2	3	4	5	6	7
11. Made all decisions in the unit whether they are important or not.	1	2	3	4	5	6	7

To which degree do you believe that your leader has…

12. Spoken poorly about subordinates to other people in the workplace	1	2	3	4	5	6	7
13. Publicly belittled employees	1	2	3	4	5	6	7
14. Told employees they are incompetent	1	2	3	4	5	6	7
15. Reminded employees of their past mistakes and failures	1	2	3	4	5	6	7
16. Made fun of your mistakes instead of coaching you how to do your job better	1	2	3	4	5	6	7
17. Deliberately distort what you said	1	2	3	4	5	6	7
18. Turned down your requests	1	2	3	4	5	6	7

In this part you are asked to rank your overall satisfaction and views on the future

19. All in all, how satisfied are you at your job?	1	2	3	4	5	6	7
20. Do you feel that having a good relationship with your coworkers make the daily work easier?	1	2	3	4	5	6	7
21. Do you believe that the management would do anything with a destructive leader?	1	2	3	4	5	6	7
22. Would you work under your present leader in the future?	1	2	3	4	5	6	7
23. Can you see yourself work in your current organization after finishing school?	1	2	3	4	5	6	7

General Information

24. Age ____
25. Gender

    Male Female
26. Educational level

    Bachelor Master

    First year Second year Third year First year Second year
27. Line of work

    Reception Chef Waiter Shop Assistants Bartender Other
28. Years of work _____

Thank you for your participation!

10.2 Appendix 2. Factor Analysis

Communalities

	Initial	Extraction
L1	1,000	,675
L2	1,000	,590
L3	1,000	,472
L4	1,000	,600
L5	1,000	,651
L6	1,000	,614
L7	1,000	,485
L8	1,000	,547
P1	1,000	,572
P2	1,000	,668
P3	1,000	,729
P4	1,000	,614
P5	1,000	,642
P6	1,000	,745
P7	1,000	,662
OS1	1,000	,620
OS2	1,000	,756
OS3	1,000	,349
F1	1,000	,746
F2	1,000	,682

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9,761	48,803	48,803	9,761	48,803	48,803
2	1,439	7,194	55,997	1,439	7,194	55,997
3	1,217	6,087	62,084	1,217	6,087	62,084
4	,957	4,785	66,869			
5	,913	4,567	71,436			
6	,846	4,232	75,668			
7	,677	3,387	79,055			
8	,592	2,961	82,016			
9	,531	2,655	84,671			
10	,433	2,164	86,835			
11	,413	2,064	88,899			
12	,379	1,896	90,796			
13	,370	1,850	92,646			
14	,339	1,694	94,339			
15	,275	1,377	95,716			
16	,221	1,107	96,823			
17	,205	1,023	97,846			
18	,180	,898	98,744			
19	,133	,666	99,410			
20	,118	,590	100,000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component		
	1	2	3
L1	,698	,122	,415
L2	,726	,193	,158
L3	,655	,199	,055
L4	,773	,056	-,016
L5	,802	,067	-,050
L6	,779	,081	-,035
L7	,685	-,103	-,071
L8	,735	-,081	-,019
P1	,755	-,018	,031
P2	,807	,128	,004
P3	,779	,172	-,305
P4	,733	,180	-,210
P5	,792	,108	-,057
P6	,856	,049	,096
P7	,777	,239	-,029
OS1	-,598	,438	,264
OS2	-,149	,342	,785
OS3	-,493	,288	-,150
F1	-,603	,578	-,219
F2	-,378	,663	-,315

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

11.3 Appendix 3. Regression analysis

11.3.1 Leader towards Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,469[a]	,220	,213	,90368

a. Predictors: (Constant), Leader

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26,709	1	26,709	32,706	,000[b]
	Residual	94,731	116	,817		
	Total	121,440	117			

a. Dependent Variable: Satisfaction

b. Predictors: (Constant), Leader

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,132	,246		24,968	,000
	Leader	-,336	,059	-,469	-5,719	,000

a. Dependent Variable: Satisfaction

11.3.2 Personal towards Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,465[a]	,216	,210	,90578

a. Predictors: (Constant), Personal

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26,269	1	26,269	32,019	,000[b]
	Residual	95,170	116	,820		
	Total	121,440	117			

a. Dependent Variable: Satisfaction

b. Predictors: (Constant), Personal

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,816	,196		29,636	,000
	Personal	-,310	,055	-,465	-5,659	,000

a. Dependent Variable: Satisfaction

11.3.3 Satisfaction towards Future

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,448[a]	,201	,194	,91476

a. Predictors: (Constant), Future

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24,373	1	24,373	29,128	,000[b]
	Residual	97,066	116	,837		
	Total	121,440	117			

a. Dependent Variable: Satisfaction

b. Predictors: (Constant), Future

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,040	,166		24,369	,000
	Future	,257	,048	,448	5,397	,000

a. Dependent Variable: Satisfaction

11.4. Mediation

11.4.1 Leader towards Future

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,403[a]	,163	,156	1,63033

a. Predictors: (Constant), Leader

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59,924	1	59,924	22,545	,000[b]
	Residual	308,323	116	2,658		
	Total	368,248	117			

a. Dependent Variable: Future

b. Predictors: (Constant), Leader

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,975	,443		11,229	,000
	Leader	-,503	,106	-,403	-4,748	,000

a. Dependent Variable: Future

11.4.2 Personal towards Future

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,371[a]	,138	,130	1,65451

a. Predictors: (Constant), Personal

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50,709	1	50,709	18,524	,000[b]
	Residual	317,539	116	2,737		
	Total	368,248	117			

a. Dependent Variable: Future

b. Predictors: (Constant), Personal

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,392	,358		12,253	,000
	Personal	-,430	,100	-,371	-4,304	,000

a. Dependent Variable: Future

11.5 Appendix 5. Hierarchical Cluster Analysis

Case Processing Summary[a]

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
118	100,0%	0	0,0%	118	100,0%

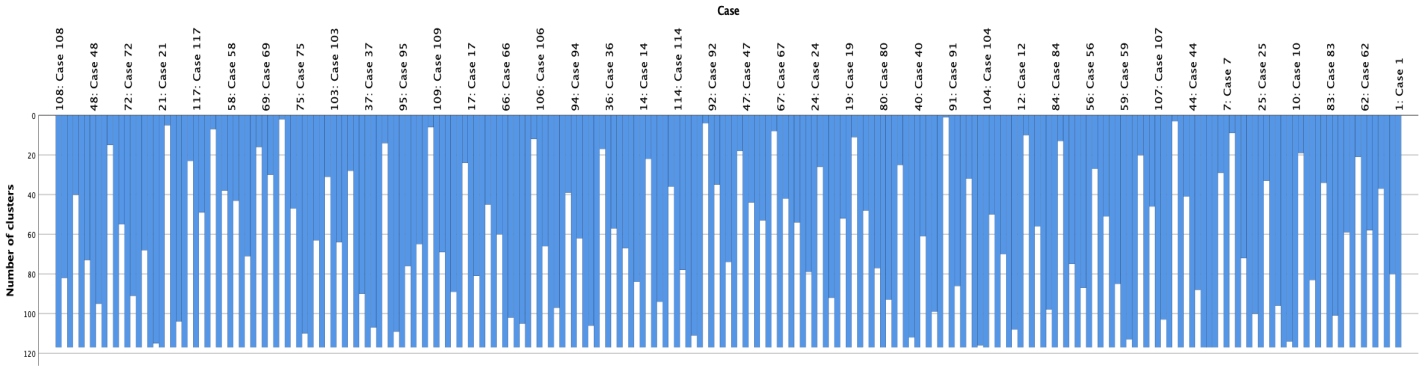
a. Squared Euclidean Distance used

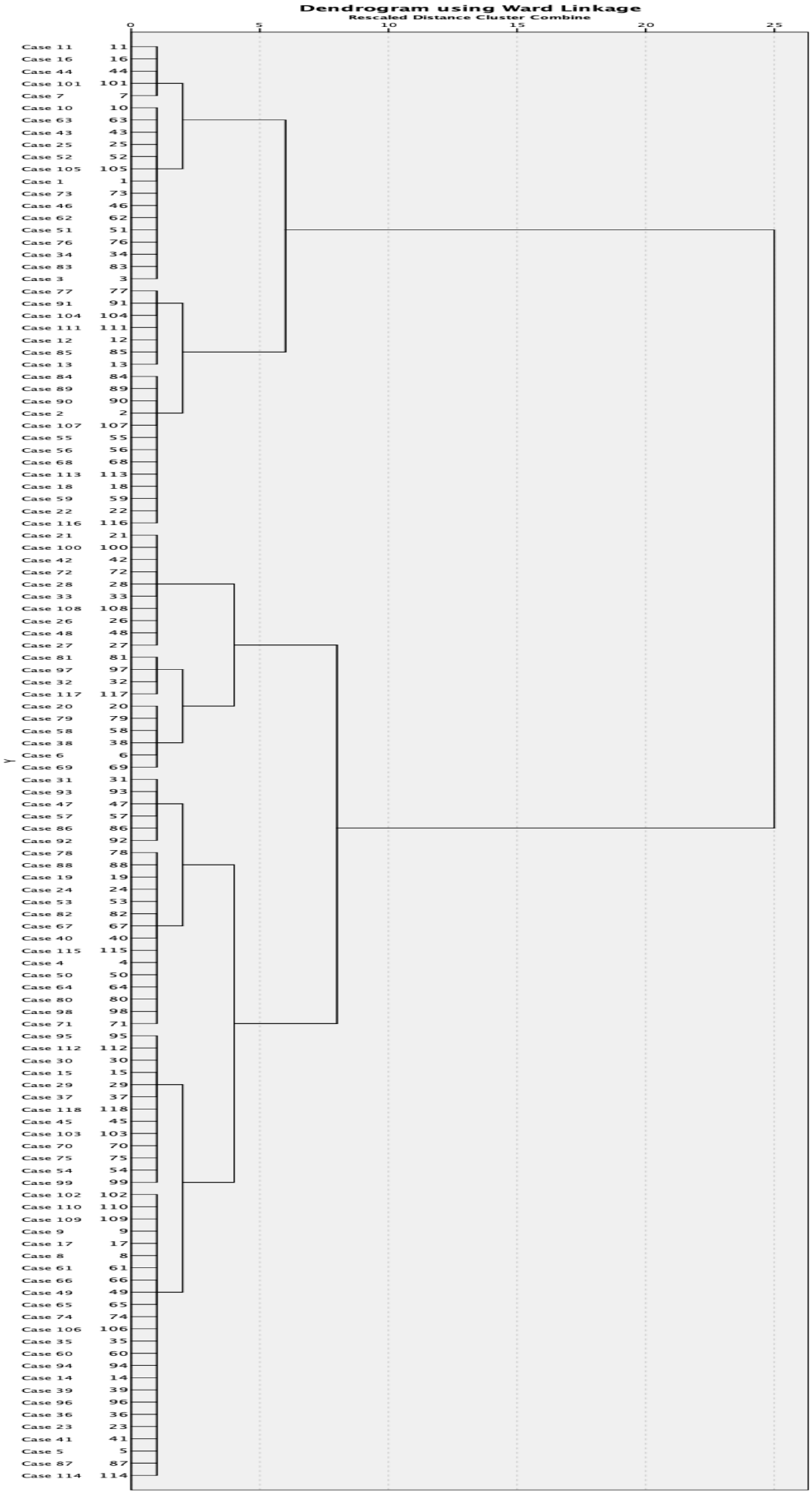
Agglomeration Schedule

	Cluster Combined			Stage Cluster First Appears		
Stage	Cluster 1	Cluster 2	Coefficients	Cluster 1	Cluster 2	Next Stage
1	11	16	,004	0	0	30
2	104	111	,012	0	0	68
3	21	100	,045	0	0	50
4	10	63	,100	0	0	22
5	18	59	,158	0	0	33
6	40	115	,219	0	0	57
7	5	87	,293	0	0	40
8	70	75	,367	0	0	55
9	95	112	,442	0	0	42
10	12	85	,517	0	0	48
11	29	37	,602	0	0	28
12	35	60	,688	0	0	56
13	8	61	,776	0	0	16
14	81	97	,873	0	0	95
15	2	107	,974	0	0	72
16	8	66	1,076	13	0	58
17	34	83	1,181	0	0	59
18	25	52	1,295	0	0	46
19	4	50	1,410	0	0	57
20	84	89	1,525	0	0	62
21	65	74	1,650	0	0	52
22	10	43	1,776	4	0	85
23	26	48	1,903	0	0	45
24	23	41	2,031	0	0	82
25	64	80	2,167	0	0	41
26	78	88	2,307	0	0	66
27	42	72	2,453	0	0	50
28	29	118	2,604	11	0	90

29	102	110	2,759	0	0	49
30	11	44	2,916	1	0	77
31	56	68	3,074	0	0	43
32	77	91	3,238	0	0	86
33	18	22	3,417	5	0	67
34	14	39	3,611	0	0	51
35	51	76	3,806	0	0	84
36	33	108	4,003	0	0	78
37	9	17	4,209	0	0	73
38	1	73	4,427	0	0	81
39	24	53	4,648	0	0	64
40	5	114	4,869	7	0	82
41	64	98	5,097	25	0	70
42	30	95	5,328	0	9	53
43	56	113	5,560	31	0	91
44	57	86	5,804	0	0	83
45	26	27	6,051	23	0	78
46	25	105	6,301	18	0	85
47	20	79	6,558	0	0	75
48	12	13	6,839	10	0	68
49	102	109	7,125	29	0	94
50	21	42	7,425	3	27	63
51	14	96	7,729	34	0	61
52	65	106	8,049	21	0	79
53	15	30	8,383	0	42	104
54	45	103	8,720	0	0	87
55	54	70	9,066	0	8	71
56	35	94	9,419	12	0	79
57	4	40	9,815	19	6	93
58	8	49	10,211	16	0	73
59	3	34	10,612	0	17	84
60	46	62	11,022	0	0	81
61	14	36	11,435	51	0	96
62	84	90	11,877	20	0	105
63	21	28	12,327	50	0	103
64	24	82	12,779	39	0	76
65	31	93	13,274	0	0	74
66	19	78	13,778	0	26	92
67	18	116	14,285	33	0	91
68	12	104	14,793	48	2	86
69	32	117	15,319	0	0	95
70	64	71	15,951	41	0	93
71	54	99	16,613	55	0	87
72	2	55	17,278	15	0	98
73	8	9	17,953	58	37	94
74	31	47	18,656	65	0	100
75	20	58	19,365	47	0	80
76	24	67	20,122	64	0	92
77	11	101	20,904	30	0	89
78	26	33	21,694	45	36	103
79	35	65	22,503	56	52	101
80	20	38	23,354	75	0	102
81	1	46	24,274	38	60	97
82	5	23	25,214	40	24	96
83	57	92	26,160	44	0	100
84	3	51	27,124	59	35	97

85	10	25	28,146	22	46	99
86	12	77	29,231	68	32	108
87	45	54	30,328	54	71	90
88	6	69	31,441	0	0	102
89	7	11	32,792	0	77	109
90	29	45	34,242	28	87	104
91	18	56	35,718	67	43	98
92	19	24	37,284	66	76	107
93	4	64	39,070	57	70	107
94	8	102	40,953	73	49	106
95	32	81	43,207	69	14	111
96	5	14	45,638	82	61	101
97	1	3	48,115	81	84	99
98	2	18	50,606	72	91	105
99	1	10	53,702	97	85	109
100	31	57	56,891	74	83	110
101	5	35	60,269	96	79	106
102	6	20	63,694	88	80	111
103	21	26	67,901	63	78	113
104	15	29	72,119	53	90	112
105	2	84	76,351	98	62	108
106	5	8	80,821	101	94	112
107	4	19	86,268	93	92	110
108	2	12	94,279	105	86	115
109	1	7	103,223	99	89	115
110	4	31	114,152	107	100	114
111	6	32	126,431	102	95	113
112	5	15	140,123	106	104	114
113	6	21	166,398	111	103	116
114	4	5	194,170	110	112	116
115	1	2	235,544	109	108	117
116	4	6	286,455	114	113	117
117	1	4	468,000	115	116	0




Dendrogram using Ward Linkage
Rescaled Distance Cluster Combine
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Case 16 16
Case 44 44
Case 101 101
Case 7 7
Case 10 10
Case 63 63
Case 43 43
Case 25 25
Case 52 52
Case 105 105
Case 1 1
Case 73 73
Case 46 46
Case 62 62
Case 51 51
Case 76 76
Case 34 34
Case 83 83
Case 3 3
Case 77 77
Case 91 91
Case 104 104
Case 111 111
Case 12 12
Case 85 85
Case 13 13
Case 84 84
Case 89 89
Case 90 90
Case 2 2
Case 107 107
Case 55 55
Case 56 56
Case 68 68
Case 113 113
Case 18 18
Case 59 59
Case 22 22
Case 116 116
Case 21 21
Case 100 100
Case 42 42
Case 72 72
Case 28 28
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Case 57 57
Case 86 86
Case 92 92
Case 78 78
Case 88 88
Case 19 19
Case 24 24
Case 53 53
Case 82 82
Case 67 67
Case 40 40
Case 115 115
Case 4 4
Case 50 50
Case 64 64
Case 80 80
Case 98 98
Case 71 71
Case 95 95
Case 112 112
Case 30 30
Case 15 15
Case 29 29
Case 37 37
Case 118 118
Case 45 45
Case 103 103
Case 70 70
Case 75 75
Case 54 54
Case 99 99
Case 102 102
Case 110 110
Case 109 109
Case 9 9
Case 17 17
Case 8 8
Case 61 61
Case 66 66
Case 49 49
Case 65 65
Case 74 74
Case 106 106
Case 35 35
Case 60 60
Case 94 94
Case 14 14
Case 39 39
Case 96 96
Case 36 36
Case 23 23
Case 41 41
Case 5 5
Case 87 87
Case 114 114
Y

11.6 Appendix 6. K-mean Cluster Analysis

Initial Cluster Centers

	Cluster		
	1	2	3
L1	7	1	5
L2	7	2	4
L3	7	1	5
L4	7	1	7
L5	7	1	5
L6	7	1	4
L7	7	1	1
L8	7	1	3
P1	7	1	7
P2	7	1	3
P3	5	1	1
P4	7	1	3
P5	7	1	1
P6	7	1	4
P7	7	1	3
OS1	1	6	5
OS2	7	4	7
OS3	1	4	3
F1	1	7	1
F2	1	6	2

Iteration History[a]

	Change in Cluster Centers		
Iteration	1	2	3
1	5,570	5,382	6,136
2	1,170	,937	,504
3	,208	,284	,207
4	,235	,000	,119
5	,000	,000	,000

a. Convergence achieved due to no or small change in cluster centers. The maximum absolute coordinate change for any center is ,000. The current iteration is 5. The minimum distance between initial centers is 14,560.

Final Cluster Centers

	Cluster		
	1	2	3
L1	6	3	4
L2	6	2	4
L3	5	3	4
L4	6	3	5
L5	6	3	5
L6	6	2	4
L7	5	2	4
L8	5	2	5
P1	6	2	4
P2	6	2	4
P3	5	2	3
P4	5	2	3
P5	5	1	3
P6	5	2	3
P7	5	2	4
OS1	3	5	4
OS2	6	6	6
OS3	3	5	4
F1	2	5	3
F2	2	4	3

ANOVA

	Cluster		Error			
	Mean Square	df	Mean Square	df	F	Sig.
L1	60,809	2	1,809	115	33,608	,000
L2	105,388	2	1,882	114	56,005	,000
L3	61,479	2	2,216	115	27,747	,000
L4	114,204	2	1,991	115	57,362	,000
L5	115,883	2	1,698	115	68,241	,000
L6	130,208	2	1,886	115	69,056	,000
L7	67,354	2	1,882	114	35,790	,000
L8	84,213	2	1,821	115	46,241	,000
P1	116,762	2	1,810	115	64,503	,000
P2	133,110	2	1,431	114	93,049	,000
P3	110,188	2	1,464	114	75,283	,000
P4	94,381	2	1,975	115	47,800	,000
P5	119,585	2	1,465	115	81,604	,000
P6	120,797	2	1,129	115	106,970	,000
P7	88,748	2	1,582	115	56,100	,000
OS1	31,963	2	1,477	115	21,643	,000
OS2	,598	2	1,507	115	,397	,673
OS3	39,724	2	2,369	115	16,769	,000
F1	70,369	2	2,638	110	26,678	,000
F2	24,654	2	3,870	115	6,370	,002

The F tests should be used only for descriptive purposes because the clusters have been chosen to maximize the differences among cases in different clusters. The observed significance levels are not corrected for this and thus cannot be interpreted as tests of the hypothesis that the cluster means are equal.

Number of Cases in each Cluster

Cluster	1	25,000
	2	43,000
	3	50,000
Valid		118,000
Missing		,000